Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

Project Number:	22/130 Cl. 5
Higher Education Institution:	Universitas Negeri Jakarta (UNJ)
Location:	Jakarta, Indonesia
Study Programme:	1. Bachelor of Indonesian Language and Literature Education - Sarjana Pendidikan
	2. Bachelor of English Language Education - Sarjana Pendidikan
	3. Bachelor of English Literature Study - Sarjana Sastra
	4. Bachelor of Arabic Language Education - Sarjana Pendidikan
	5. Bachelor of French Language Education - Sarjana Pendidikan
Type of Accreditation:	initial accreditation

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

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

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

Condition 1 (see chapter 3.2.2):

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

Condition 2 (see chapter 3.3.2):

The FIBAA Accreditation and Certification Committee reviewed the expert panel's recommended condition 2b) (see chapter 3.3.2). The FIBAA Accreditation and Certification Committee discussed the fact that it is desirable that all lecturers make course materials available online, but it should not be a requirement as to which platform is used. For this reason, the FIBAA Accreditation and Certification Committee decided to adapt the condition recommended by the panel as follows:

Condition 2:

a) The University updates the literature references in the course descriptions and ensures that all course descriptions contain complete and coherent information about all courses in the programme.

b) The University ensures that course materials are digitally accessible for students.

Condition 3 (see chapter 3.4.1):

- The University offers in every of the five study programmes a course that includes intercultural theory in their curriculum.

Condition 4 (see chapter 4.4.2):

- The University ensures that students have access to recent and relevant literature in their fields which the faculty communicates to them.

Condition 5 (see chapter 5.3.1):

- The University ensures that essential information about the curricula and the syllabus is accessible online.

Proof of meeting these conditions is to be supplied by June 12, 2024.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Negeri Jakarta (UNJ)

Bachelor/Master programme:
1. Bachelor of Indonesian Language and Literature Education
2. Bachelor of English Language Education
3. Bachelor of English Literature Study
4. Bachelor of Arabic Language Education
5. Bachelor of French Language Education

Degree awarding institution (if relevant):

Not relevant

Qualification awarded on completion:
1. Bachelor of Indonesian Language and Literature Education (BILLE) (B.Ed) - Sarjana Pendidikan (S.Pd.)
2. Bachelor of English Language Education (BELE) - Sarjana Pendidikan (S.Pd.)
3. Bachelor of English Literature Study (BEL) (B.A) Sarjana Sastra (S.S.)
4. Bachelor of Arabic Language Education (BALE) (B.Ed) - Sarjana Pendidikan (S.Pd.)
5. Bachelor of French Language Education (BFLE) - (B.Ed) Sarjana Pendidikan (S.Pd.)

General information on the study programme

Brief description of the study programme:

Bachelor of Indonesian Language and Literature Education (BILLE)
BILLE was established as the first programme under the Faculty of Languages and Arts at Universitas Negeri Jakarta in 1996. BILLE was founded with the vision of producing educators, early-career/novice researchers, Indonesian Language and Literature practitioners who possess the academic and professional competences that excel in Southeast Asia.

Bachelor of English Language Education (BELE)
BELE was established in 1996. It has a visionary goal of being a leading programme in English language education, equipped with competitive advantages, to contribute towards the development of an advanced, democratic, and prosperous Indonesian society based on the principles of Pancasila (the State Ideology) in the era of globalisation.

Bachelor of English Literature (BEL)
BEL was established in 2002. BEL has become a nationally recognised programme in the fields of literature, linguistics, and cultural studies. The study programme embraces three areas of study: literature, linguistics, and cultural studies.

Bachelor of Arabic Language Education (BALE)
BALE was established in 1963 in the field of Arabic language education, renowned in the Asian region. BALE is a competitive study programme in the field of Arabic language education and has wide-range career opportunities such as being an Arabic lecturer, Middle East cultural consultant, Middle East travel writer, local education staff at Middle East countries embassies and tourism industry businesses.

Bachelor of French Language Education (BFLE)
BFLE was established in 2000. BFLE aspires to be a leading study programme in French language instruction and research in Indonesia. The BFLE programme in Jakarta aims to produce graduates who are proficient in teaching French for international markets, particularly in tourism and business. It stands as the sole programme which focuses on teaching the French language in the capital city.

Type of study programme:
For all study programmes: Bachelor programme

Projected study time and number of ECTS credits assigned to the study programme:
BILLE: 4 years (8 semesters), 144 sks credits / 230,4ECTS credits
BELE: 4 years (8 semesters), 147 sks credits / 220,5 ECTS credits
BEL: 4 years (8 semesters), 144 sks credits / 216 ECTS credits
BALE: 4 years (8 semesters), 149 sks credits / 223,5 ECTS credits
BFLE: 4 years (8 semesters), 146 sks credits / 219 ECTS credits

Mode of study:
For all study programmes: full-time

Didactic approach:
For all study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
BILLE: optional

All other programmes: No

Scope (planned number of parallel classes) and enrolment capacity:
BILLE: 50-90 students per year
BELE: 35-78 students per year
BEL: 52-75 students per year
BALE: 90-125 students per year
BFLE: 31-60 students per year

Programme cycle starts in:
August

Initial start of the programme:
BILLE: 1996
BELE: 1996
BEL: 2002
BALE: 1963
BFLE: 2000

Type of accreditation:
initial accreditation

Procedure

A contract for the accreditation of the Bachelor Programmes Bachelor of Indonesian Language and Literature Education (B.Ed) (BILLE), Bachelor of English Language Education (B.Ed) (BELE), Bachelor of English Literature Study (S.S.) (BEL), Bachelor of Arabic Language Education (B.Ed) (BALE) and Bachelor of French Language Education (B.Ed) (BFLE) was made between FIBAA and Universitas Negeri Jakarta in November, 23, 2022. On November 1, 2023 the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programmes accreditation are met.

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

Prof. Dr. Sebastian Maisel
University of Leipzig, Germany
Professor of Arabic Linguistics and Translation Studies
(Arabic language, Translatology (Interpreting, Translating German-English-Arabic), Didactics of the Arabic Language, Kurdish Language and Culture, Yazidis, Minorities in the Middle East)

Prof. Dr. Fritz Schulze
University of Göttingen, Germany
Ass. Professor of Southeast Asian Studies
(Islamic Studies, Southeast Asian Studies, in particular: Indonesian Studies, including History, Languages, Literatures, Cultures, Religions)

Prof. Dr. Edwin Wieringa
University of Cologne, Germany
Professor
(Literature, Indonesian Language Southeast Asian Studies; Islamic Studies)

Prof. Dr. Ulrich Hoinkes
University of Kiel
Professor of Linguistics and Specialised Didactics
(French, Spanish, Italian, Variety Linguistics, Minority Languages (Occitan, Catalan), Multilingualism Research, Lexical Semantics, Multimedia Language Learning Environments)

Prof. Dr. Andrea Dlaska
Middlesex University London
Professor em. of Language Studies
(Language Teaching and Languages for Specific Purposes, Language Assessment, Courses with English as the Language of Instruction, Internationalization, Intercultural Communication)

Dr. Mathias Jung
Institute for International Communication e.V. (IIK) in Düsseldorf and Berlin

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[1] The panel is presented in alphabetical order.

Executive Board (Language Teaching, Teacher Training and Curriculum Development, Intercultural Learning and communication)

Arifin Achmad Zainal
(passed away after final assessment of hybrid one-site visit on July 15, 2024)
Faculty of Social and Humanities, UIN Sunan Kalijaga
Lecturer at Sociology Department, Faculty of Social and Humanities, UIN Sunan Kalijaga,
Head of Research and Publication, Institute of Research and Community Services (LPPM), UIN Sunan Kalijaga

Leon Grausam
University of Bremen
Linguistics PhD
Completed: General Linguistics

FIBAA project manager:
Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on July 02-04, 2024 at the HEI's premises in Jakarta. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on September 2, 2024. Based on the short feedback after on-site visit, UNJ gave a statement on the report which was titled "Cluster 5 Answers OR Confirmation Statement.docx" on August 30, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The BILLE, BELE, BEL, BALE and BFLE offered by Universitas Negeri Jakarta fulfil with some exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024 and finishing on September 12, 2029, under conditions. The 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]
Study and exam regulations due to a missing diploma supplement (see chapter 3.2.2.); Course materials due to missing information in the course description and an incoherent usage of the online platform (see chapter 3.3.2); International contents and intercultural aspects due to missing intercultural theories in the study programmes (see chapter 3.4.1); Access to literature due to missing access to recent and relevant literature (see chapter 4.4.2); Programme description due to missing essential information on the website (see chapter 5.3.1).

They recommend the accreditation on condition of meeting the following requirements:

Condition 1 (see chapter 3.2.2):

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

Condition 2 (see chapter 3.3.2):
a) The University updates the literature references in the course descriptions and ensures that all course descriptions contain complete and coherent information about all courses in the programme.

b) The University uses the online platform "Moodle" for all courses offered so that essential material is digitally accessible for students.

Condition 3 (see chapter 3.4.1):

- **The University offers in every of the five study programmes a course that includes intercultural theory in their curriculum.**

Condition 4 (see chapter 4.4.2):

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

- **The University ensures that students have access to recent and relevant literature in their fields which the faculty communicates to them.**

Condition 5 (see chapter 5.3.1):

- **The University ensures that essential information about the curricula and the syllabus is accessible online.**

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

Furthermore, the quality requirement(s) that have not been fulfilled – Equality of opportunity (chapter 3.2.4); Internationality of the student body (chapter 3.4.2); Internationality of faculty (chapter 3.4.3); Evaluation by faculty (chapter 5.2.2) – are not asterisk criteria and therefore do not lead to a condition.

The panel members identified several areas where all five study programmes could be further developed by:
- adding more fields of work for graduates to the graduate profiles of the programmes (see chapter 1.1);
- integrating the treatment of scientific and methodological issues more closely into the research context of the respective subject (see chapter 3.1.6);
- disseminating information about the needs of disabled students to all faculty members and regularly reviewing how disabled students can be accommodated (see chapter 3.2.4);
- implementing further concepts to increase the number of international students (see chapter 3.4.2);
- promoting the acquisition of international competencies and skills among the lecturers and inviting more guest lecturers and native speakers from abroad for shorter time periods (see chapter 3.4.3)
- regularly assessing the students' needs about opening times of libraries (see chapter 4.4.2);
- establish a quality control procedure, which is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes have to be communicated and used as input for a quality development process (see chapter 5.2.2)

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

- 3.4.2: The panel states, that the international composition of the student body does not correspond to the concept of the five programmes. Even though BELE, BEL and BALE had seven, eight and two in the last years, this is not sufficient. **The panel recommends implementing further measures to increase the number of international students**.

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

- Positioning of the study programme in the educational market (chapter 1.3.1)
- Positioning of the study programme on the job market for graduates („Employability") (chapter 1.3.2) for BILLE
- Counselling for prospective students (chapter 2.2)
- Interdisciplinary thinking (chapter 3.1.4)
- Lecturing Tutors (chapter 3.3.4)
- Student support by the faculty (chapter 4.1.6)
- Alumni Activities (chapter 4.5.2)

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

Information

Information on the Institution

Universitas Negeri Jakarta (henceforth UNJ) is a state university that carries out academic, professional and vocational education with its vision, i.e., becoming a reputable university in Asia region and its mission – conducting excellent threefold missions of higher education in Indonesia (these include (a) education and teaching, (b) research and development, and (c) community service) which contribute to society. It has eight faculties, i.e., Faculty of Education, Faculty of Languages and Arts, Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences, Faculty of Economics, Faculty of Sport Sciences, Faculty of Engineering, Faculty of Psychological Education and one Graduate School. UNJ has also maintained its identity, i.e. its core business in Education, as UNJ was formerly known as Tearcher's Training Institution (henceforth LPTK). a. The Development Plan of UNJ has four development focuses, which can be seen in the table below.

Figure 1: The four Development focuses of UNJ

Good Governance	Academic Excellence	Research Excellence	International Recognition
Organizational Management System and Quality Standards	"Technology-Enhanced Curriculum and Learning Innovation"	Excellence in Research Direction and Outcomes	International Access Expansion
Quality of Organizational Culture	Human Resources Competence and Qualifications	Quantity and Quality of Research Collaborations	Institutional and Program Excellence with International Standards
Integrated Information Technology-Based System	Excellence in Academic Culture	National and International Recognition	Quality and Impact of Collaborations
Infrastructure Management System	Relevant, Adaptive, Competitive, and Character-Driven Graduates Competence	Relevance and Impact of Research and Community Engagement	High-Quality and Competitive Graduates
		Innovation Capacity	

The four focuses stipulated on the UNJ's RPJP are as follows: becoming a State University with Legal Entity (2020-2024), excellent amongst other similar former Teacher's Training Institutions in Indonesia (henceforth LPTK) in 2025-2029, a reputable University in Southeast Asia (2035 - 2039), and a reputable university, especially in pedagogy in the Asian region (2040-2045).

As the long-term plan of UNJ stipulated that UNJ shall become a reputable University in Southeast Asia (2035-2039), especially in the educational field of studies in the Asian region (2040-2045), in alignment with this, Faculty of Languages and Arts (FBS) in its strategic planning aims to excel as a centre of excellence in the field of education, languages, literature, and arts within Southeast Asia in 2035 by producing graduates of noble character who possess strong ethical values, critical thinking skills, collaborative abilities, effective communication, and creativity.

UNJ was well known as the oldest former *Institut Keguruan dan Ilmu Pendidikan* (henceforth IKIP) Jakarta. This was the expansion of the government's mandate dated on January 3, 1963 to transform the Tearcher's Training Faculty at University of Indonesia (UI) into UNJ. As for the transformation of Faculty of Languages and Arts Education IKIP Jakarta into the Faculty of

Languages and Arts (henceforth FBS) UNJ, it was established on August 10, 2000. With the expansion of this mandate, FBS opened 'literature' study programmes, i.e., the Bachelor of Indonesian Literature Programme and the Bachelor of English Literature Programme.

Further development of the programmes, implementation of statistical data and evaluation results

BILLE

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places offered by HEI		80	60	50	60	90
# Applicants	∑	2589	2689	1802	1554	1555
	f	419	185	237	145	167
	m	206	101	435	296	416
Application rate		3236.25%	4481.67%	3604.00%	2590.00%	1727.78%
# First-Year Students *(accepted applicants)*	∑	80	60	50	60	90
	f	67	44	38	36	72
	m	13	16	12	24	18
Rate of female students		0.84	0.73	0.76	0.73	0.82
# Foreign Students	∑	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates	∑	83	69	52	57	26
	f	67	53	40	51	20
	m	16	16	12	6	6
Success rate *(students who finished their studies*		97.64%	100%	94,54%	93,44%	89,65%
Dropout rate *(students who dropped their studies)*		2,36%	0%	5,56%	6,56%	10,65%
Average duration of study		4.27	4.64	*4.33*	*4.43*	*4.83*
Average grade of final degree		3.60	3.65	*3.72*	*3.76*	*3.74*

Every year, the BILLE Study Programme is very attractive to prospective new students. This can be seen from the application rate which is quite high. In 2017, the capacity was 80, the number of applicants reached 2589 so that the level of application reached 3236.25%. In 2018

the application rate was 4481.67%, in 2019 the application rate reached 3604.00%, in 2020 the application rate reached 2590.00% and in 2021 the application rate reached 1727.78%.

The success rate of study completion in the 2018/2019 academic year was very good, reaching 100%. However, in the academic year 2020/2021, it decreased, to 93.44% and in 2021/2022, to 89.65%. In addition, the duration of the study period in 2020/2021 was also longer, namely 4.8 years. This decrease was due to several factors, for instance the impact of the 2019 covid pandemic resulted in some students working to help the family economy to meet their daily needs so they did not focus on studying Moreover, the quarantine room which is usually intended for students who are preparing their thesis is no longer there because it was demolished so that students have difficulty finding a place to focus on preparing their thesis.

Based on some of these inhibiting factors, BILLE has made several efforts to overcome this, namely 1) BILLE Study Programme dialogues with students and identifies obstacles in preparing the thesis 2) BILLE Study Programme helps students apply for UKT payment relief to the University 3) Lecturers provide thesis guidance services at the lecturer's house 4) Lecturers provide book loans / references to students who have difficulty finding references .5) Alumni provide assistance, motivation and enthusiasm for college success to students.

BELE

Study Programmes: Bachelor of English Language Education

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places offered by HEI		62	35	49	56	78
# Applicants	Σ	3155	2983	1354	1714	1986
	f	2387	2329	988	1271	1451
	m	768	654	366	443	535
Application rate		5088,71%	8522,86%	2763,27%	3060,71%	2546,15%
# First-Year Students (accepted applicants)	Σ	62	35	49	56	78
	f	50	26	39	38	56
	m	12	9	10	18	22
Rate of female students		0,81	0,74	0,80	0,68	0,72
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%	100,00%
# Graduates	Σ	34	90	48	50	43
	f	26	71	33	47	32
	m	8	19	15	3	11
Success rate (students who finished their studies)		97.1%	94.5%	87.5%	98,00%	90.7%
Dropout rate (students who dropped their studies)		2.9%	5.5%	12.5%	2,00%	9.3%
Average duration of study		4,14	4,44	4,25	4,47	4,7
Average grade of final degree		3,38	3,36	3,45	3,42	3,49

Positive trends in study achievement are also indicated by a 98% average success rate.

BELE opens only two or three classes per academic year to meet a balanced student-lecturer ratio. With an average of 23 students in one class, BELE deliberately maintains a small class size as part of the pedagogical strategy to facilitate students with more personalised attention and ample opportunities for practical engagement. The applicants to BELE consistently exceeded 1000 participants, with an average of 2238 applicants in the past five reported years, showing a great interest from potential students. It is noteworthy that this number reflects tight competition since only 1% of applicants are accepted. Positive trends in study achievement are also indicated by a 67,68% average success rate, 4,4 years of average study duration, and 3,42 of average final grade. This highlights BELE's commitment to academic and quality excellence.

BEL

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places offered by HEI		75	50	50	50	50
# Applicants	Σ	4824	4726	2855	2740	3649
	f	3859	3780	2284	2192	2919
	m	965	946	571	548	730
Application rate		6432.00%	9452.00%	5710.00%	5480.00%	7298.00%
# First-Year Students (accepted applicants)	Σ	75	52	52	49	55
	f	52	37	37	34	40
	m	23	15	15	15	15
Rate of female students		0.69	0.71	0.71	0.69	0.72
# Foreign Students	Σ	0	0	0	0	3
	f	0	0	0	0	3
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0.05
Percentage of occupied study places		100.00%	104.00%	104.00%	98.00%	110.00%
# Graduates	Σ	75	75	51	62	66
	f	60	60	38	35	50
	m	15	15	13	27	16
Success rate (students who finished their studies)		84%	86%	100%	86%	100%
Dropout rate (students who dropped their studies)		16%	14%	0%	14%	0%
Average duration of study		4.2	4.3	4.2	4	4
Average grade of final degree		3.36	3.32	3.36	3.36	3.4

The number of BEL's students in the statistical data above has reached an ideal level of occupancy for study places: fully occupied, as indicated by the numbers 100% occupancy. In years when the numbers exceed 100%, it indicates that the reserve quota is also filled. The full occupancy of study places is a result of the study programme's competitiveness, which is ranked in the top 10 with the highest number of applicants in Indonesia. Additionally, the average study duration also demonstrates a positive trend, as this number continues to decrease. In the last two years, the average study duration has reached the ideal four year period. Lastly, in the dropout rate section, the study programme has made efforts to open classes for repeating students, make correspondence with parents, and provide one-on-one motivation sessions with academic advisors. Fortunately, in 2023, this has had a significant impact on the dropout rate, reducing it to 8% after it was 15% in the previous year.

BALE

Study Programmes: Bachelor of Arabic Language Education

		1. 2017/2018	2. 2018/2019	3. 2019/2020	4. 2020/2021	5. 2021/2022	6. 2022/2023
# Study Places offered by HEI		120	120	120	100	100	100
	Σ	1660	2114	1868	1310	427	371
	f	1000	1234	1068	900	261	371
# Applicants	m	660	880	800	410		
Application rate		1383.33%	1761.67%	1556.67%	1310.00%	427.00%	371.00%
	Σ	125	108	119	90	94	114
# First-Year Students (accepted applicants)	f	70	68	80	60	60	74
	m	45	40	39	30	34	40
Rate of female students		0.56	0.62962963	0.672268908	0.666666667	0.638297872	0.649122807
	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
# Foreign Students	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		104.17%	90.00%	99.17%	90.00%	94.00%	114.00%
	Σ	56	75	60	96	88	-
# Graduates	f	44	51	39	71	60	-
	m	12	24	21	25	28	-
Success rate (students who finished their studies)		83.93%	98,20%	100%	98,30%	87.5%	87.5%
Dropout rate (students who dropped their studies)		0%	1,79%	0%	1,67%	12,50%	12,50%
Average duration of study		4	4,4	4	4,1	4,4	N/A
Average grade of final degree		3,45	3,4	3,46	3,5	3,53	N/A

BALE had a capacity of 120 seats per year from 2017 to 2020. However, in 2021-2022, BALE reduced its capacity to 100 seats per year due to the retirement of four professors to maintain

a balance between the faculty-to-student ratio. Meanwhile, the trend of applicants to BALE consistently exceeded 1000 participants, indicating high competition among applicants for admission to BALE, as only approximately 10% of participants are accepted. The average duration of study required for students to complete their programme of study ranges from four to 4.4 years.

BFLE

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places offered by HEI		60	59	42	42	31
# Applicants	∑	688	573	1200	350	254
	f	229	21	183	109	141
	m	61	69	66	28	44
Application rate		1720.00%	1432.50%	3333.33%	875.00%	846.67%
# First-Year Students (accepted applicants)	∑	60	59	42	42	31
	f	50	43	36	36	24
	m	10	16	6	6	7
Rate of female students		0.83	0.73	0.86	0.86	0.77
# Foreign Students	∑	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		100%	100%	100%	100%	100%
# Graduates	∑	58	48	25	35	36
	f	53	40	22	30	31
	m	5	8	3	5	5
Success rate (students who finished their studies)		84.06%	82.76%	73.53%	83.33%	94.73%
Dropout rate (students who dropped their studies)		15.94%	17.24%	26.47%	16.67%	5.27%
Average duration of study		5,8	5,6	5	5,2	4,7

The BFLE curriculum is designed to enable its graduates to complete their studies within four years. The length of the study period in BFLE is generally influenced by internal factors among students, including family economic factors as a consequence of the Covid-19 pandemic. Many students' parents lost their jobs due to the pandemic. This situation had compelled students to work, either part-time or full-time, leaving them with limited time to work on their thesis. The strategies employed by BFLE to address this issue are as follows: 1) Regular thesis monitoring, conducted three times per semester and coordinated directly by the programme coordinator and thesis coordinator. The aim is to track the progress of students' thesis writing. 2) Every thesis advisor is required to provide scheduled guidance at least every two weeks, and students are obligated to report the progress of their thesis writing. 3) Faculty members are obliged to assist in providing references that may be challenging for students to obtain.

Appraisal

The number of applicants shows a high demand for all five programmes. BILLE, BELE and BEL accepted around the same number of students every year. BALE had to reduce the number of students accepted due to a lack of teaching personnel. BFLE also reduced the number of students accepted from year to year, even though there was a high demand.

The average duration of study is between four and five years in all programmes except the BFLE, which is explained by the repercussions of the covid pandemic. The dropout rate is at a low level except for the year 2019/202 of the pandemic for BILLE which is 94%.
The rate of female students is in every programme higher than the one of males except for BALE. There are no foreign fulltime students enrolled in any of the programmes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Mechanism for setting the objectives of the study programme refers to

1) Indonesian Qualifications Framework (IQF level 6), which is based on Presidential Regulation of the Republic of Indonesia Number 8 of 2012 ,
2) Higher Education National Standards ,
3) Vision and mission of Universitas Negeri Jakarta and
4) Vision and Mission of the Faculty of Languages and Arts.

These objectives are also in line with four development focuses of RPJP UNJ (see table 1). The objectives of the study programme are succinctly summarised within a tabular format that comprehensively integrates the relationship among the academic vision, graduate profiles, and Programme Education Outcomes (PEO) as follows:

<u>BILLE</u>
<u>Academic Vision:</u> produces educators, researchers, and practitioners of Indonesian language and literature with outstanding academic and professional capabilities in Southeast Asia.
<u>Graduate Profiles:</u> 1. Novice educators, 2. Novice researchers in the field of Indonesian Language education, 3. Practitioners in the related field with the study of Indonesian Language
<u>Programme Education Outcomes (PEO):</u>
PEO- 1: Producing aspiring educators in the field of Indonesian language and literature who possess noble character, creativity, independence, adaptability, leadership qualities, and abilities to design, implement, and evaluate learning using the latest communication technology, enhancing literacy culture, solving problems critically and creatively, while also exhibiting a personality that reflects global diversity.
PEO-2: Producing aspiring researchers in the field of Indonesian language education who focus on language and literature teaching, possess noble character, creativity, independence, adaptability, leadership qualities, and abilities to formulate research designs, develop various concepts and theories based on educational, language, and literary scholarship in addressing research-based issues in Indonesian language and literature education, and providing innovative solutions in line with the latest developments in knowledge and technology.
PEO-3: Producing practitioners in the field of Indonesian language and literature who possess noble character, creativity, independence, adaptability, leadership qualities, and abilities to accommodate advancements in knowledge and technology, grounded in national character, and capable of harnessing creative ideas to generate new innovations in services, products, and the teaching of Indonesian language and literature that can compete in the era of globalisation.
<u>BELE</u>
<u>Academic Vision:</u> has the vision to prepare high-quality English language educators who are competent in meeting the needs of the 21st Century learners for building their pathways into the information- and technology-based future lives.
<u>Graduate Profiles:</u> 1. Novice Teacher, 2. English Language Specialists, 3. Research Assistant

4. Entrepreneur

Programme Education Outcomes (PEO):

PEO-1: Graduates are confident to converse in academic and professional contexts using English at CEFR C1 level.

PEO-2: Graduates are competent in creating and implementing innovative learner-centred and technology-supported models of 21C English language and literacy instructions that involve the use of multimodal texts and support the development of 21C skills.

PEO-3: Graduates are competent in applying the scientific approach to managing problems and challenges in BELE contexts with the support of ICT.

PEO-4: Graduates are creative managers of their own professional development that promote their capacity to be entrepreneurs in the field of BELE.

BEL:

Academic Vision: To become a competitive study programme in Southeast Asia in language and cultural studies to produce professionals in content writing and translation to meet the demands of a global and digital society

Graduate Profiles: 1. Content Writer, 2. Translator, 3. Research Assistant

PEO-1

Graduates are able to have an in-depth understanding of English literature, language, and culture, along with analytical skills to critically analyse language and culture and evaluate literary works that are beneficial for the fulfilment of the community needs

PEO-2

Graduates should be able to quickly adapt to changes in dynamic work environments and approach new challenges with creative and solution-oriented thinking.

BALE:

Academic Vision: To become a study programme that excels in the field of teaching and research methodology in the field of digital-based Arabic with a reputation in the Southeast Asian region.

Graduate Profiles: 1. Arabic teacher, 2. Novice Researcher

Programme Education Outcomes (PEO):

PEO-1: Bachelors who can design, implement and evaluate the Arabic language learning process by utilising ICT, have digital literacy, are able to infuse 21st Century skills in the learning process

PEO-2: Scholars who are able to make the right decisions based on data analysis and are able to provide solutions through their research results and are able to utilise technology that can support the research process.

PEO-3: Scholars who master the concept of translation, have the skills to translate texts from Arabic into Indonesian and vice versa, and are able to utilise technology and responsible for their own work

PEO-4: Bachelors who can design, implement and evaluate the Islamic learning process by mastering ICT, digital literacy, and infusing the 21st Century skills in the learning process.

BFLE:

Academic Vision: The vision of BFLE is to become, by the year 2025, a French Language Education programme that possesses a competitive advantage in the field of French language teaching and research.

Graduate Profiles: 1. Novice French language teacher, 2. Tourism enthusiast, 3. Office administrators

PEO 1: Producing novice French language teacher who possesses communication competencies in both spoken and written French at the B2 level (CECRL), pedagogical competencies in implementing French language instruction integrated with the 21st-century

skills, theoretical concepts of linguistics, and the ability to solve French language learning problems using relevant scientific methods."

PEO-2: Producing tourism enthusiasts who possess communication competencies in French for tourism, including hospitality and catering, equivalent to the B2 level (CECRL), enhancing and updating their knowledge of the tourism industry through the use of Information and Communication Technology (ICT), and applying spoken and written French language skills equivalent to the B2 level (CECRL) for tour guiding purposes.

PEO-3: Producing office administrators who possess communication competencies in French for office-related fields equivalent to the B2 level (CECRL), information technology (IT) competencies to generate creative and innovative ideas in solving office-related issues, and intercultural competencies to develop attitudes, knowledge, and skills for various communication situations.

Programme Learning Outcomes (PLO) of Bachelor of Indonesian Language and Literature Education (BILLE)

PLO 1-3: Attitude

1.   Depth of Religiousness and Ethics: Displaying devoutness towards the One Almighty God by demonstrating a religious attitude and upholding high ethical values in language-related endeavours.

2.   Social Contribution and Nationalism: Contributing to the enhancement of the quality of life for society, nation, and civilisation based on Pancasila principles, and embracing the responsibilities of citizenship, and embodying nationalism.

3.   Cultural Diversity and Social Collaboration: Respecting the cultural, ideological, and religious diversities, and collaborating conscientiously for the betterment of society and the environment, while fostering inclusivity.

PLO 4-6: Knowledge

4.   Mastering scientific concepts and methods that overshadow the substance of the field of local studies, basic linguistics and literary studies, language and literary skills. Language and literature learning, language and literature research, and language and literature education research.

5.   Mastering learning and learning theory which includes objectives, content, learning experiences, and assessments in the curriculum.

6.   Mastering the principles of pedagogy, educational psychology, as well as the concepts of language and literature learning development theory and its implementation on global intelligence and multiliteracy

PLO 7-9: General Skills

7.   Analytical and Innovative Thinking: Applying logical, critical, and innovative thinking in advancing science and technology, and examining the implications of knowledge development while considering humanistic values.

8.   Independent Performance and Decisive Judgement: Demonstrating high-quality and measurable independent performance and Making decisions based on information analysis and data for problem-solving within the field of expertise.

9.   Network Management and Responsibility: Establishing working networks with various relevant parties, and Taking responsibility for group work outcomes, conducting evaluations, and supervising processes.

PLO 10-12: Specific Skills

10. Select and apply theories, concepts, approaches and learning models, teaching materials, and assessments for the benefit of designing innovative learning according to the needs of the global community with a variety of multimodal texts (oral, written, visual, audio, audio-visual) critically and creatively for various purposes (genres and contexts).

11. Apply information and communication technology (ICT) in planning, organising the learning process, evaluating learning, and managing learning in the context of daily / general, academic, and work; as well as being able to use one of the local and/or foreign languages.

12. Solve problems of language, literature, and learning by integrating various scientific methods through a multidisciplinary approach; and able to be literate (language, literature, critical and creative reasoning) in belajar dan bekerja.

Programme Learning Outcomes (PLO) of Bachelor of English Language Education (BELE)

PLO 1-3: Attitude

1. Depth of Religiousness and Ethics: Displaying devoutness towards the One Almighty God by demonstrating a religious attitude and upholding high ethical values in language-related endeavours.

2. Social Contribution and Nationalism: Contributing to the enhancement of the quality of life for society, nation, and civilisation based on Pancasila principles, and embracing the responsibilities of citizenship, and embodying nationalism.

3. Cultural Diversity and Social Collaboration: Respecting the cultural, ideological, and religious diversities, and collaborating conscientiously for the betterment of society and the environment, while fostering inclusivity.

PLO 4-6: Knowledge

4. Knowledge about English language as a means of international communication: Demonstrate confident use of English at CEFR C1 proficiency level to communicate in academic and professional contexts, and Demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

5. Knowledge about innovative models of the 21C language and literacy instructions that involve the use of multimodal texts and development of 21C skills: Demonstrate knowledge of learning approaches and models, materials, and assessment strategies for the benefit of learning with various multimodal texts for various purposes and contexts and demonstrate knowledge of learner's centred and friendly learning environment management that promotes 21C students' effective learning.

6. Knowledge about applying scientific approach in managing problems and challenges in ELE contexts, Knowledge about the concepts, principles, and procedures of problem identification, data collection, recording and presentation. Knowledge about the principles and procedures of data analysis, interpretation, and reporting.

PLO 7-9: Generic Skills

7. Analytical and Innovative Thinking: Applying logical, critical, and innovative thinking in advancing science and technology, and examining the implications of knowledge development while considering humanistic values.

8. Independent Performance and Decisive Judgement: Demonstrating high-quality and measurable independent performance and Making decisions based on information analysis and data for problem-solving within the field of expertise.

9. Network Management and Responsibility: Establishing working networks with various relevant parties, and Taking responsibility for group work outcomes, conducting evaluations, and supervising processes.

10. PLO 10-12: Specific Skills:

11. 10. Working with various types of oral and written texts with a clear purpose, cohesive and coherent structure of meaning, as well as appropriate and acceptable lexicogrammatically elements according to the context of the situation, performing simple analysis of authentic multimodal texts with reference to their respective cultural and situational contexts of use, and Creating multimodal texts that serve their immediate purposes and are relevant to their contexts of use.

12. 11 Planning effective English language and literacy instructions that involve the use of multimodal texts and development of 21C skills and meet the needs of students, school, and the society: Select and apply learning approaches and models, materials, and assessment strategies for the benefit of learning with various multimodal texts for various purposes and contexts, and Managing learner-cantered and friendly learning environment that meets the needs of students, school, and the society and promote effective learning

13. 12 Integrating ICT in language education programme to support effective learning, teaching, assessment, and evaluation of the programmes: Employing ICT in planning, implementing, evaluating, instructions, and Employing ICT in managing self-professional development and language programmes

Programme Learning Outcomes (PLO) of Bachelor of English Literature (BEL)

BEL aims to prepare professionals in the fields of literature, linguistics, translation, and cultural studies and to generate graduates who have a multicultural perspective; uphold the values of competitiveness, creativity and academic ethics; and have the ability to think critically in making decisions to solve common problems. With high school and vocational students (SMA/SMK/MA) as the target market, these objectives also refer to English Studies Association in Indonesia (ESAI)-based learning outcomes in which BEL has determined higher outcomes as mentioned in BEL curriculum and accommodates the suggestions from BEL's alumni and stakeholders taken from tracer study and focused group discussion (FGD), especially in networking and in enhancing the subject-specific skills. In addition, the alumni proposed to include hard skills and partnerships in the courses. The tracer study assisted BEL in determining determine the graduate profiles considering the four knowledge fields. The profiles are also supported by the Programme Learning Outcomes (PLO) and Programme Educational Objectives (PEO), mainly in the eleven/eight subject-specific skills that represent graduate competencies in literature, linguistics, and cultural studies. In accordance with the issuance of the Emancipated Learning policy, the BEL curriculum is reviewed and updated to adapt the policy. The curriculum develops the campus external programmes offered by Emancipated Learning (*Kampus Merdeka*) in which the students can study outside UNJ for as long as three semesters. The student exchange and internship programmes are conducted to support the university and faculty's main performance indicators. Below is the table of distribution of PEO and PLO.

PLO 1-3: Attitude

1. Depth of Religiousness and Ethics: Displaying devoutness towards the One Almighty God by demonstrating a religious attitude,and Upholding high ethical values in language-related endeavours.

2. Social Contribution and Nationalism: Contributing to the enhancement of the quality of life for society, nation, and civilization based on Pancasila principles, and Embracing the responsibilities of citizenship, embodying nationalism, and harbouring love for the homeland.

3. Cultural Diversity and Social Collaboration: Respecting the cultural, ideological, and religious diversities, and Collaborating conscientiously for the betterment of society and the environment, while fostering inclusivity.

PLO 4-6: Knowledge

1. Mastering the theoretical concepts of language strategies, linguistics, and communication in various international contexts based on CEFR

2. Mastering the concepts of literary, cultural, media studies, and translation science in accordance with professional and international standards, literary, cultural, and media studies.

3. Mastering the concept of digital literacy and the application of information and communication technology (ICT) in the contexts of

PLO 7-9: General Skills

1. Analytical and Innovative Thinking: Applying logical, critical, and innovative thinking in advancing science and technology, and examining the implications of knowledge development while considering humanistic values.

2. Independent Performance and Decisive Judgement: Demonstrating high-quality and measurable independent performance and Making decisions based on information analysis and data for problem-solving within the field of expertise.

3. Network Management and Responsibility: Establishing working networks with various relevant parties, and Taking responsibility for group work outcomes, conducting evaluations, and supervising processes.

PLO 10-12: Specific Skills

1. Ability to demonstrate proficiency in using the English language for creative, interpersonal, transactional, evaluative, and problem-solving functions, in accordance with international language proficiency standards (CEFR), both in oral and written communication.

2. Ability to apply scientific methods in examining and finding solutions to issues related to English language learning and linguistics relevant to the latest developments in science and technology.

3. Capability to integrate entrepreneurial knowledge into the fields of literary studies, cultural studies, media, linguistics, and translation, in alignment with the latest developments in science and technology.

Programme Learning Outcomes (PLO) of Bachelor of Arabic Language Education (BALE)

PLO 1-3: Attitude

1. Depth of Religiousness and Ethics: Displaying devoutness towards the One Almighty God by demonstrating a religious attitude and Upholding high ethical values in language-related endeavours.

2. Social Contribution and Nationalism: Contributing to the enhancement of the quality of life for society, nation, and civilisation based on Pancasila principles, and embracing the responsibilities of citizenship, and embodying nationalism.

3. Cultural Diversity and Social Collaboration: Respecting the cultural, ideological, and religious diversities, and collaborating conscientiously for the betterment of society and the environment, while fostering inclusivity.

PLO 4-6: Knowledge

4. Understanding the philosophical, juridical, historical, sociological, psychological, and empirical foundations of education.

5. Mastering the theories of learning and teaching, objectives, content, learning experiences, and assessment within the curriculum of educational units.

6. Mastering the concepts and methods of scholarship that encompass the substance of the field of Arabic language studies and being able to understand and apply the rules of the Arabic language to express feelings, thoughts, and ideas both orally and in writing.

PLO 7-9: General Skills

7. Analytical and Innovative Thinking: Applying logical, critical, and innovative thinking in advancing science and technology, and examining the implications of knowledge development while considering humanistic values.

8. Independent Performance and Decisive Judgement: Demonstrating high-quality and measurable independent performance and Making decisions based on information analysis and data for problem-solving within the field of expertise.

9. Network Management and Responsibility: Establishing working networks with various relevant parties, and Taking responsibility for group work outcomes, conducting evaluations, and supervising processes.

PLO 10-12: Specific Skills

10. Mastering the theories of learning and teaching, objectives, content, learning experiences, and assessment within the curriculum of educational units.

11. Implementing information and communication technology in the planning, execution of the learning process, learning evaluation, and Arabic language learning management

12. Able to design, implement and evaluate Arabic and Islamic learning processes

Programme Learning Outcomes (PLO) of Bachelor of French Language Education (BFLE)

PLO 1-3: Attitude

1. Depth of Religiousness and Ethics: Displaying devoutness towards the One Almighty God by demonstrating a religious attitude and upholding high ethical values in language-related endeavours.

2. Social Contribution and Nationalism: Contributing to the enhancement of the quality of life for society, nation, and civilisation based on Pancasila principles, and embracing the responsibilities of citizenship, and embodying nationalism.

3. Cultural Diversity and Social Collaboration: Respecting the cultural, ideological, and religious diversities, and collaborating conscientiously for the betterment of society and the environment, while fostering inclusivity.

PLO 4-6: Knowledge

4. Mastery of theoretical concepts in communicative language strategies, linguistic knowledge, and cross-cultural differences (CECRL).

5. Proficiency in educational theory, encompassing teaching, educational practices, curriculum, and language learning theories.

6. Competence in applying scientific methods for in-depth research in the field of contemporary French language studies.

PLO 7-9: General Skills

7. Analytical and Innovative Thinking: Applying logical, critical, and innovative thinking in advancing science and technology, and examining the implications of knowledge development while considering humanistic values.

8.	Independent Performance and Decisive Judgement: Demonstrating high-quality and measurable independent performance and Making decisions based on information analysis and data for problem-solving within the field of expertise.

9.	Network Management and Responsibility: Establishing working networks with various relevant parties, and Taking responsibility for group work outcomes, conducting evaluations, and supervising processes.

PLO 10-13: Specific Skills

10.	Proficiency in speaking and writing French for creative and interpersonal communication in line with international standards (CECRL).

11.	Application of relevant French language learning strategies in lesson planning, execution, and assessment.

12.	Competence in solving French language learning problems with cultural, linguistic, and technological approaches using scientific methods.

13.	Meeting the competency standards for French language teachers at both the national (SNPG) and international (EPG for language teachers) levels.

Appraisal:

The programme's qualification objectives are clearly outlined and convincingly linked to the target audience, relevant professional domain, and broader societal context within the discipline. These objectives encompass academic principles and practical applications 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. Although the graduate profiles are defined by each study programme, the panel **recommends** all three study programmes adding more fields of work for graduates to the graduate profiles of the programmes.

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

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

UNJ has formulated a comprehensive strategic plan which is aimed at attaining a globally renowned status as a university. It accentuates the significance of implementing an internationalisation strategy that focuses on elevating the quality of graduates in accordance with the demands of both the national and international markets. This internationalisation strategy has been diligently incorporated into the long-term development plan (RPJP) for the period of 2020-2045, encompassing the active participation of the entire academic community, including students, faculty members, and supporting staff, in academic and non-academic internationalisation endeavours.

Bachelor of Indonesian Language and Literature Education (BILLE)

The international orientation of the Indonesian Language and Literature Education Programme is implemented through various programme activities, including curriculum content, various collaborative projects undertaken by faculty members through the implementation of the Threefold Missions of Higher Education, as well as student activities, both in academic and non-academic contexts.

The curriculum integrates global knowledge and trends in language learning, linguistics, and literature, ensuring students learn both local and global content. BILLE includes English and Italian language courses to enhance students' foreign language skills and competitiveness in the international market. Over the past seven years, students have participated in international activities such as International Field Work Lectures and volunteering to teach children of Indonesian migrant workers in Malaysia. These activities enrich their teaching experience and understanding of different educational conditions and cultures. Additionally, students take part in internships and international courses at renowned universities, gaining global insights and professional skills. Participation in international conferences allows students to share their research and knowledge with the global academic community, preparing them for global careers with relevant knowledge and skills. All in all, 243 students participated in international activities.

BILLE lecturers supervise international student activities, including International Field Work (KKL) at various international schools and Indonesian Overseas Schools (SILN) in Singapore and Malaysia (2017). They also oversee International Teaching Practice Activities at the Indonesian School of Davao (SID) in the Philippines (2022) and the Indonesian School of Riyadh (SIR) in Saudi Arabia (2022). Additionally, they manage internships for students teaching BIPA at Yale University, the Indonesian Embassy (KBRI) in Bern, and Australian schools.

BILLE also collaborates with international practitioners. For example, they assist with Indonesian language partner internships at Yale University (2021, 2022) and BIPA teaching internships at the Indonesian Embassy in Bern (2021, 2022). They provide training on "Culture-based BIPA Teaching from a Distance" with the Indonesische Kultur Agentur Team (IKAT) Germany (2021) and conduct lectures on "BIPA Teaching Material and Evaluation" with practitioners from the Indonesian Embassy in London. They also offer a collaborative class on "World Literature" with a practitioner from the University of Western Australia (UWA) (2022) and teach about "Development of Grammar Teaching Materials in Distance Learning BIPA" with Wisma Bahasa (2021).

BILLE encourages student participation in international academic activities, such as KKL in Singapore-Malaysia (2017) and a Volunteer Programme in Malaysia (2019). Notably, a BILLE student was the 1st Runner Up in the Malay Language International Speech Contest (PABM) Prime Minister Cup (2021) and won multiple awards at the 42nd International Chorus Inside in Spain.

Bachelor of English Language Education (BELE)

BELE international orientation is implemented in varied programme activities involving lecturers, students, and academic staff: curricular contents, cooperation and collaboration projects, and student's field and academic activities.

BELE curricular contents have been established with reference to national, regional, and international standards to ensure the wider employability of graduates. Despite the reference to CEFR and the use of standard English as the medium of instruction for the subject-specific courses (as seen in the semester plan), BELE still acknowledges World Englishes. This supports the development of intercultural competence of students, along with the use of reading texts on various cultural backgrounds, or the discussion of issues in education from

various countries. Besides, learning materials and activities in all subjects encourage the mastery of 21st-century skills, among which are critical thinking, creativity, collaboration, communication, citizenship/culture, and ICT literacy.

Besides earning graduate certificates from abroad (as seen in the CVs), BELE lecturers conduct research in collaboration with universities abroad (for example Asia University in Taiwan in 2020-2022) and community services with an Indonesian school in Malaysia in 2022. In addition to regular and incidental guest lectures, seminars and workshops managed by the university and the Faculty of Languages and Arts, similar events are also on BELE's agenda. These events are organised to provide students with additional skills to add to their portfolios. In the last five years, BELE has managed to send students to Indonesian schools in Malaysia and Saudi Arabia for undertaking the Field Teaching Practicum unit (three credits). Field Work Trips to educational institutions in Malaysia, Singapore, and Brunei Darussalam, in addition to international schools in Jakarta, have also been facilitated. Some students also participated in assisting YALE students learn Bahasa Indonesia in 2021. BELE graduates also undertake further studies, not only in Indonesia but also abroad, for example to England, Australia, and Japan. From 2017-2024, students 147 of the BELE programme went to a university in another country.

Bachelor of English Literature (BEL)

The vision and missions of the Bachelor of English Literature (BEL) have included the orientation for international level focusing more on the study of English language in particular English Language Skills Courses and English content courses. In line with the aforementioned statement, the study programme developed the curriculum (known as the outcome-based curriculum) to prepare the students for involving themselves in worldwide-level occupation and to meet the demand in the digital era nowadays. Aside from having courses considered meeting not only national but also as international standard, the study programme also seeks to prepare the students with trainings that qualify them to further achieve Certificate of Degree Complement. These certificates will contribute to their pathway of making successful entrance for the job market. Additionally, 90% of the courses in BEL are taught in English and 100% of the Course Syllabus (are written in English. To maintain the quality of BEL students to compete at an international level in particular in English Language, the University requires two tests of Test of English Proficiency (TOEP) for students; prior to their study in UNJ and as one of the requirements for graduation. These efforts are directed towards the exposure of internationality to handle international tasks for both new students and graduates.

BEL maintains the international exposure and experience to students by having academic staff with international educational background and international professional experiences. 13.3% academic staff graduated from overseas universities (2 academic staff graduated from Edith Cowan University for Doctoral Degree and La Trobe University for Master Degree) and 40% academic staff having been exposed to foreign training to earn International Certificates. All academic staff in BEL has participated actively in national, regional, and international conferences and seminars. In accordance to one of the missions of BEL that is to develop collaboration at national and international level, the study programme has developed and maintained collaboration with four universities in Indonesia and is still pursuing to seek international collaboration within Tri Dharma.

In line with the international mobility of the students, BEL has also facilitated and encouraged students to involve more at international level. Five students were sent to universities abroad to gain insight for foreign experiences in the form of summer courses or training. BEL intends to intensify the mobility of students to foreign countries to gain more exposure by distributing information in regard to the international programmes for students.

These components of the BEL have contributed to attract foreign students from abroad to study in BEL. Supported by the University procedure of international student admission, there are six students from North Korea (three of them have graduated and three are still studying) who chose to study at BEL due to its curriculum.

Bachelor of Arabic Language Education (BALE)

BALE's strategic goal is to excel both nationally and internationally. To achieve this, BALE actively carries out institutional development to produce graduates who are able to compete nationally and internationally. Internationalisation is carried out academically and non-academically. Some of the BALE graduates teach at the Riyadh Indonesian School in Saudi Arabia, become lecturers at the University and work at the Indonesian Embassy in Rabat, Morocco.

Academically, it is carried out through intensifying the academic atmosphere, especially in using Arabic, such as discussions in Arabic and assignments in Arabic. There are more than 30 courses studying Arabic both micro linguistically and macro linguistically. These equip the students with the ability to use Arabic both orally and in writing. Non-academically, it is carried out through several programmes such as:

International competition, such as student participation in the Qatar Debate and the Unisi Arabic Debating Championship (UADC); Student competition to get Qatar University scholarship in The Arabic Language for Non-Native Speakers (ANNS) programme. International Teaching Skills Practice in collaboration with the Riyadh Indonesian School; Practical experience of lectures, i.e., the lecturers' foreign experience in direct translation and becoming sworn translators. Their activities support the graduates to take part at the international level as they are immensely involve in such activities; International publication of lecturers' journal articles; Guest lectures, conducted regularly by inviting guest lecturers from foreign universities such as El Minia University (Egypt), Moncton University (Kanada), International Islamic University (IIUM) Malaysia, Ain Shams University (Egypt), Cairo University (Egypt), Al-Haramain Arabic Language Academy (Saudi Arabia); Qoryah Arabiyah is a programme to strengthen Arabic language skills for the first semester students, presenting the native speakers from the Al Qur'an Karim University and Islamic Sciences in Sudan, Elminia University and the Indonesian Embassy in Rabat.

Bachelor of French Language Education (BFLE)

As mentioned above, one of the aims of the internationalisation of the BFLE is to ensure that its graduates have a command of the French language, both oral and written, equivalent to the DELF B2 (European Standards of French Language ability). The DELF B2 certificates obtained by them prove that their language skills meet international standards. In order to achieve this and to speed up the teaching and learning process, BFEL works with the Institut Français d'Indonésie/IFI to bring in French trainees to teach BFLE students over a six-month period. They mainly teach French language skills, French culture and training related to the DELF B2 exam.

International cooperation in the field of education also took place in 2022 with the Université de Moncton campus d'Edmundston (UMCE) in Canada. This cooperation has involved a guest lecturer from UMCE. The collaboration has taken the form of seminars on language teaching and linguistics, as well as public lectures on French culture. There is also international cooperation with the University of Geneva in the form of training. In order to improve the quality of the BFLE teachers, two of the teachers attended a training course organised by the linguistics department of the University of Geneva. The training was on the production of French grammar teaching videos and lasted twelve hours over two days. The products of this training are five French grammar teaching videos created using the "Loom" application. In the area of research, a BFLE teacher also carried out an international collaboration with the Carida

Foundation in France in 2022. In terms of community service and guest lecturing, the BFLE collaborates with the Association of Experts and Lecturers of the Republic of Indonesia (ADRI) in Jeddah.

Appraisal:

The programme's curriculum and activities of the lectures thoughtfully integrate international perspectives, ensuring graduates are well-prepared for international workplaces. Academic and non-academic activities create different opportunities for students to learn and compete in an international setting.

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

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Bachelor of Indonesian Language and Literature Education (BILLE)

As one of the study programmes of the Faculty of Languages and Arts, UNJ, BILLE has an academic excellent reputation in Indonesia (accredited "excellent study programme" from the Higher Education National Accreditation Board (BAN-PT) or. As for BILLE's positions in the international arena, BILLE lecturers have become the chairperson of the BIPA Teaching and Activist Affiliation which already has six branches overseas and 22 national branches. BILLE lecturers have served as a chairperson of the Association of Indonesian Language and Literature Education Study Programmes (IKAPROPSI) throughout Indonesia (2008-2023). In addition, BILLE has collaborated with 12 Indonesian Language Education Study Programmes in Indonesia.

BILLE ranks among the top ten nationally in the best Indonesian Language and Literature Education study programmes. The closest competitor for BILLE UNJ is BILLE Indonesia University of Education, Bandung (UPI) which has almost the same strictness as BILLE UNJ. The rise of private campuses in Jabodetabek that open BILLE has not reduced BILLE's interest in FBS UNJ.

BILLE's strategic position in the centre of the Indonesia capital city makes BILLE easily accessible to the educational market. The fields needed in conjunction with the Indonesian Language and Literature in the (Inter/national) education markets are BIPA (Indonesian Language for Speakers of Other Languages). In addition, BILLE also provides additional professional programmes or alternative professions for graduates who have the interest in editing and studying Betawi language and culture. Additionally, interdisciplinary courses such as "Data Analytics and Programming" as well as "Scientific Reasoning" are part of the curriculum. 90% of BILLE's graduates work in the education sector, while the rest work in the non-educational sector, such as non-teacher civil servants, employees in private-owned enterprises, industry, bank employees, and entrepreneurs. The absorption capacity of BILLE graduates is high. This is due to the good cooperation and collaboration with partners in the education and non-education sectors, both government and private ones.

Bachelor of English Language Education (BELE)

BELE stands out in the curriculum structure offered to its students. BELE has incorporated some courses that are transdisciplinary that other study programmes don't have. BELE offers 18 credits of courses that they can take in different study programmes and faculties. In the faculty of economics, for example, students can take courses such as Introduction to entrepreneurship and introduction to marketing. These two courses will contribute to students' profile to produce educators with an entrepreneurial mindset in language and language education. Students can also take ICT in education, designing e-learning, education management from the educational technology study programme in the faculty of education. These courses will uplift students' competence across their study programme which can be additional selling points once they graduate from BELE.

Bachelor of English Literature (BEL)

BEL is ranked in the top ten of the most competitive national college admission in terms of registrant from 2018 up to 2022. Additionally, it is the only Bachelor of English Literature that breaks through the national ranking in the categories of Social and Humanities. These show that BEL may surpass other similar study programmes from other universities, specifically twelve LPTK universities, in terms of competitiveness and strictness. It was also specifically chosen as the registrants' first choice on the national college entrance test. This comes as a result of the study programme's offer to produce a graduate profile that embraces the most recent necessities on job market as the study programme's uniqueness. Those are framed to fit the Indonesian Qualification Framework (IQF) at level 6 as well. In addition, our prime location at the Capital City of Jakarta also adds to the attractiveness of accessibility for students from various areas of Indonesia to apply, especially those who come from the satellite cities of Jakarta, which leads to the diversity of students' cultural background in our study programme. The unique profile of BEL is shown by courses about Big Data and Coding, Logics and Scientific Reasons.

To strengthen our position nationally, BEL actively engages in the association of English Studies in Indonesia, namely ESAI and FBSI LPTK. Meanwhile, in the effort to strengthen our position to be recognised internationally, BEL has conducted some efforts to do benchmarking with some universities abroad. Among them are universities in China, South Korea, Malaysia, and Brunei Darussalam. As a result, our study programme slowly has been recognised as an option for international students such as six North Korean students who choose to come to our study programmes.

Bachelor of Arabic Language Education (BALE)

BALE is currently accredited A by the National Accreditation Body. It is positioned high in the national ranking and has a good reputation due to its highly qualified instructors, many of whom graduated from universities in the Arab world and are actively publishing the results of their research. Another sign of the good position in the educational market is the fact that BALE has a very large number of annual applicants to the program. These applicants are also attracted to the program due to its regular update of the curriculum according to the students´ needs. BALE has a long history in teaching Arabic language and literature, and is known to produce able graduates.

Bachelor of French Language Education (BFLE)

The BFLE's position in the education market is superior to similar programmes in Indonesia. This can be seen, for example, in BFLE's Programme Learning Outcome (hereafter PLO), which refers to proficiency in French at CEFR B2 level, compared to other similar programmes whose PLO is at CEFR B1 level. This advantage is achieved through the following strategies
1.   Convening DELF B2 training/ateliers to prepare students to obtain CEFR B2 certificates.

2. The DELF B2 atelier instructor is a French language teacher who is certified as a DELF examiner and an instructor from IFI;

3. The language of instruction in classroom learning is French.

4. French native speakers with FLE master student status come directly from France (collaboration with IFI).

This strategy has an impact on the number of BFLE graduates who have passed the B2 CEFR prior to the implementation of the thesis exam. This makes it easier for graduates who wish to continue their studies in French-speaking countries, as they have already fulfilled one of the requirements, i.e. a DEFL B2 certificate.

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

Bachelor of Indonesian Language and Literature Education (BILLE)
Tracking BILLE graduates since 2020 shows a waiting period of less than six months, including before graduation, 98% get a job. The first job obtained by graduates as much as 64% has a very close relationship between work and expertise in the field of study. The core competencies of BILLE graduates in teaching Indonesian supported by various pedagogical courses (such as Indonesian Learning Strategies, Language and Literature Teaching Material Development, Language Learning Evaluation, Curriculum and Material Development, etc.) as well as knowledge of educational issues that have been learned in the course. Current Issues and Education Policy enable them to become professional Indonesian teachers and educators. The first salary of more than Rp 5,000,000 was received by 64% of graduates.

Bachelor of English Language Education (BELE)
BELE tracer study from 2020 to 2022 revealed that 77.33% of BELE graduates work using the skills and knowledge they have acquired during the programme. This result is slightly better than the average UNJ graduates in the same category which is 77.02%. The high English proficiency of BELE graduates allows them to get employed in various job markets as described in the graduate profile. Graduates work as job recruiters, in global market jobs, as English translators, consulting, research and entrepreneurs in the field of education (edu-preneur).

Bachelor of English Literature (BEL)
BEL has goals to equip the students with the standards of learning objectives and graduates' competencies as stated in National Standards of Higher Education 2020 (SN-DIKTI) and also take into account those competencies as required by Indonesian English Studies Association (ESAI). As an effort to gain insight on the graduates' competencies, BEL conducted tracer study in 2020 with result as follow: content writers, translators, and research assistants. Graduates work in marketing, education, translation, office administration, advertising, and banking.
The length of time needed by the graduates to earn their first job is around six months.

Bachelor of Arab Language Education (BALE)
BALE graduates have a wide range of opportunities in the educational market and other professional jobs. The need for BALE teachers continues to increase along with the compulsory subject of Arabic in various schools. 65% of graduates are quickly absorbed into the world of work, with a waiting period to work less than six months after completing their studies. 51% found a job aligned with the graduate profiles. Some of the alumni teach at the Riyadh Indonesian School in Saudi Arabia, become assistant lecturers at the University and work at the Indonesian Embassy in Jeddah. BALE prepares in detail each course and its

compatibility with graduate profiles, so that this supports alumni's quick absorption into the world of work.

The graduate data over the past three years, from 2020 to 2022, indicates that the average employment rate of BALE graduates within six months of graduation is 47%, while the unemployment rate is 7%. Additionally, 4% are engaged in entrepreneurship, 36% have chosen to continue their studies, and 36% are actively seeking employment. On average, the alumni who have secured employment generally find jobs that align with the BALE field, primarily as educators in both formal and informal educational institutions.

Bachelor of French Language Education (BFLE)

BFLE graduates work in professions related to the French language. The following are institutions/companies that employ BFLE graduates:

1. Indonesian French Institute/IFI: as a teacher, translator, administrative, cultural and educational staff.

2. French Embassy in Indonesia: as secretary, staff for cooperation, trade and journalism.

3. French companies (PT Mane Indonesia, Total, TLS Contact): as secretary and administrative staff.

4. Indonesian embassies abroad (Indonesian Embassy in France, Indonesian Embassy in Switzerland): as local staff.

5. International educational institutions (Lycée Français Louis Charles-Damais Jakarta, La Rochelle, Beacon Academy): as French language teachers and BIPA teachers.

6. Travel agencies.

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

Bachelor of Indonesian Language and Literature Education (BILLE)

UNJ Vision, Mission, Objectives, and Strategy (VTMS) which are written on the Article 24 of the UNJ Statutes states about the Vision of UNJ whilst article 25 the mission of UNJ. These also become the reference in formulating the mission, goals and strategies of BILLE. VTMS UNJ leads and encourages all study programmes to internationalise themselves by optimising UNJ's Collaboration and Cooperation in the fields of teaching and learning, research and community services. These were carried out by involving international institutions. BILLE also contributes to increasing the number of journal articles not only for research but also community services articles which also involve students. BILLE's other involvement in supporting VMTS UNJ is that it participates in competitive grants at the national level which has a programme to improve international standards.

Bachelor of English Language Education (BELE)

BELE vision is relevant to the vision of the faculty and University to provide high-quality education to be a reputable university in Asia in 2045 when Indonesia celebrates its first Centennial. To support this vision, BELE facilitates students to develop their communication skills, cultural awareness, and global perspectives to produce well-rounded, socially responsible, and competitive graduates. International exposure was provided for the students to engage in international activities such as academic virtual classes conducted by Asia University Taiwan, Model United Nations (students simulating assembly in the UN), and an internship programme in the US Embassy. BELE is also involved in international research collaboration with Asia University and published three articles in Scopus-indexed journals.

Furthermore, BELE's objective which aligns with the University's vision may also take into account the needs and demands of the job market, particularly in industries that require strong English language skills. This can include providing opportunities for students to gain practical experience in areas such as educational institutions, business communication, or academic writing, which can enhance their employability and contribute to the university's reputation as

a provider of high-quality graduates. The relevance of BELE's objective with the vision of the faculty and university can be seen from the content of the curriculum which aligns with the institution's goals and objectives, as well as the needs and expectations of students and employers. This well-designed curriculum meets these criteria that contribute to the overall success of the university and its graduates.

Bachelor of English Literature (BEL)

The study programme has taken into account the integration of HEI's strategic plan as stated in Strategic Planning of Faculty of Languages and Arts (Renstra FBS 2020 – 2024) into BEL's programmes as well as visions and missions as stated in Academic Guidelines and represented through IKU (Key Performance Indicators). It aims to direct BEL to move forward to international standards. This includes joint research, international student exchanges, and collaborations in conducting international conferences (Depisa 2014) and PGDipl Tesol Programme (2008-2009) as well as Visiting Fellow (Relo 2011), to increase the quality and reputation of the institution as the centre of studies in the field of linguistics, literature, and culture in Southeast Asia. The distribution of study courses within the curriculum has also been adjusted to meet the expected strategies. Those are pursued while still maintaining the fulfilment of the sixth level of Indonesian Qualification Framework (IQF). Accordingly, our foremost qualification goal from our graduates' profiles is to have the leading competencies in the area of linguistics, literature, and cultural studies, which are applied particularly to the skills of reviewer and editor of literary works (content writer), translator, and research assistants with global competitiveness and multicultural understanding. Some of BEL's lecturers are actively involved in many international academic events such as joint research, seminar as presenters and participants to support the university's mission.

Bachelor of Arabic Language Education (BALE)

BALE is integrated with the University's strategic plan (2022-2024) in advancing the vision to address future challenges, especially in terms of internationalisation. This is manifested through the development of an appropriate curriculum, teaching that aligns with the university's vision, research that contributes to the university's targets, and community engagement that has a positive impact in line with the university's objectives. As an effort to support the university's achievements, BALE strives to direct each achievement to the international level, such as:

1.   Collaborating with the Indonesian Embassy in Riyadh through International Teaching Skills Practices (PKM).
2.   Inviting native speaker lecturers.
3.   Supporting lecturer participation in international associations.
4.   Providing publication opportunities for researchers and writers from various countries, The BALE journal, Al-Ma'rifah.
5.   Organising international seminars

Bachelor of French Language Education (BFLE)

BFLE participates in supporting the policy direction and strategic goals of the university related to the vision and mission of UNJ: In order to achieve UNJ's strategic goals, BFLE collaborates with IFI to bring in the native speakers who are Master du FLE (Français Langues Étrangère) annually. The interns were assigned to teach for six months at the BFLE in courses on French language skills, French culture, and training for the DELF B2 exam. The presence of a trainee teacher is beneficial to BFLE as it provides valuable opportunities and experience for students to practice French directly with the native speakers.

As previously stated, international cooperation in the field of education also took place in 2022 with the Université de Moncton campus d'Edmundston (UMCE) Canada. This collaboration

was in the form of a guest lecturer programme. from UMCE. The cooperation was carried out in the form of seminars entitled teaching language and linguistics as well as public lectures in the field of French culture. Other international cooperation was also carried out with Université de Genève in the form of training. To improve the quality of BFLE lecturers, two of our lecturers attended training convened by the Université de Genève linguistics study programme. The theme of the training was to create French grammar teaching videos. The training lasted twelve hours over two days. The products of this training were five French grammar teaching videos created using the "Loom" application. In addition, BFLE conducts visiting lecturer activities: a webinar on Project-based Learning (hereafter PjBL) for oral comprehension with staff from the Malaysian Ministry of Education and an evaluation lecture on French teaching with Daniel Chan from the University of Singapore.

In order to support the university's internationalisation strategy, 20% of BFLE lecturers carried out international collaborative research and community service in 2022. International collaborative research was undertaken with the Karida Foundation, while international collaborative community service was carried out in Jeddah/Medina in collaboration with the Association of Experts and Lecturers of the Republic of Indonesia (ADRI). BFLE lecturers have also published research results and community services in Scopus-indexed journals. Forty per cent of BFLE lecturers have Scopus IDs.

Appraisal:

The panel finds the positioning of all five study programmes in the educational market exceedingly well. UNJ has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The requirement exceeds for BILLE, because it has incorporated courses other programmes do not have like "Data Analytics and Programming" as well as "Scientific Reasoning". BELE has also unique courses, like introduction to entrepreneurship and marketing. Additionally, students can take ICT courses in education, designing e-learning, education management from the educational technology study programme in the faculty of education. BEL has courses about Big Data and Coding, Logics and Scientific Reasons, which gives it a unique profile. Additionally, the BFLE's programme aims their students to achieve level B2 (CEFR level), which is higher than the final level of similar study programmes at other universities in Indonesia, whose goal is at the CEFR B1 level. The positioning of the study programmes on the job market for graduates ("Employability") was well presented by all five programmes. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. For the programme BILLE, the panel finds that the University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. Since 2020, 98% BILLE graduates shows a waiting period of less than six months until they find a job. The first job obtained by graduates as much as 64% has a very close relationship between work and expertise in the field of study. Therefore, the programme exceeds the quality requirements. The study programmes are aligned with the university's overarching strategic vision. Its qualification objectives are consistent with the institution's mission and strategic framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability")		BILLE	BEL, BELE, BFLE, BALE		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		x			

2. Admission

Admission requirements (Asterisk Criterion) and selection procedure

The State University of Jakarta welcomes new prospective students who hold a high school diploma (SMA/MA/SMK or equivalent) or have completed the three-year Paket C programme, with a maximum age of 25, in accordance with the admission requirements for both national and international applicants. The University does not discriminate based on gender, race, ethnicity, social status, or economic background, and adheres to the laws and regulations. Nationally, the admission of new undergraduate students is governed by the Ministry of Education and Culture Regulation No. 6 of 2020 regarding the Admission of New Undergraduate Students in State Higher Education Institutions, updated by the Ministry of Education, Culture, Research, and Technology Regulation No. 48 of 2022 regarding the Admission of New Diploma and Undergraduate Students in State Higher Education Institutions. The admission of undergraduate students is conducted through two types of selection nationally:

National Achievement-Based Selection (SNBP): SNBP is a national selection process for admission to state universities managed by the Education and Testing Management Centre under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The selection is based on academic achievements, portfolios, as well as academic and non-academic achievements. More information about this selection process can be accessed on the following website: https://snpmb.bppp.kemdikbud.go.id/?mid=4

National Test-Based Selection (SNBT): SNBT is also centrally managed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, through the Education and Testing Management Centre. The selection is based on four sub-tests: cognitive potential test, mathematical reasoning, Indonesian language literacy, and English language literacy. More detailed information about this selection process can be accessed on the following website: https://snpmb.bppp.kemdikbud.go.id/?mid=4

Meanwhile, the State University of Jakarta conducts its own independent selection process, which is regulated by the Rector Regulation No. 13 of 2020 on the Academic Regulations of the State University of Jakarta.

The selection of new students through the independent admission test (Seleksi Mandiri – PENMABA, Independent Admission Test) at UNJ is coordinated by the UNJ's Admissions Office, which reports directly to the Rector and Vice-Rector for Academic Affairs. This pathway includes scholastic potential tests, mathematical reasoning, Indonesian language literacy, English language literacy, and skill-based tests for programmes that require them. The decision-makers are the Rector, Vice-Rector, Deans, and programme representatives. Further information can be accessed through the following website: https://penmaba.unj.ac.id/jalur-masuk-sarjana-diploma/

Independent achievement (Seleksi Mandiri Prestasi Independent Admission Test through student Achievement) is a selection process conducted by the UNJ based on the achievements of prospective students. Prospective students who are eligible for this independent achievement pathway must have achieved a minimum of: a) representing Indonesia in international competitions, b) being ranked 1st, 2nd, or 3rd at the national level competitions, or c) being a memoriser of the Quran with 30 juz, which means the full length of the Quran. Further information can be accessed on the following website: https://penmaba.unj.ac.id/mandiri-prestasi/

 The transfer-based independent selection (Mandiri Transfer Independent Admission Test based through student transfer)is conducted by UNJ based on the results of the Independent

Written Test pathway. This pathway is available for current students enrolled in either the UNJ or other universities outside the UNJ. In addition, these students must meet the transfer requirements specified by the university.

Admission Test for International Students

The admission pathway for international students adheres to the non-written independent pathway. In addition to the mandatory document submission, the selection process is meticulously based on a comprehensive evaluation of the prospective students' portfolios.[3]

Counselling for prospective students

Prospective students can access valuable information regarding the admission process through the UNJ website, including requirements, registration procedures, fees, and the types of tests required. UNJ also offers comprehensive counselling services tailored to the needs of prospective students. This counselling service aims to provide guidance and address specific inquiries related to scholarships, administrative requirements, technical aspects of the required tests, as well as career perspectives. UNJ provides multiple channels through which prospective students can seek information:

Student Admission Office:

Location: Universitas Negeri Jakarta Management Office Building, Kampus A Universitas Negeri Jakarta, Pulo Gadung, Jakarta Timur 13220, Dewi Sartika Building - 1st floor.

Office Hours: Monday to Friday, 08:00-16:00 WIB

Phone: +622147882394

Email: cs.pendaftaran@unj.ac.id

Telegram: T.Me/Admisiunj

Faculty of Languages and Arts (FBS) Hotline for prospective students:

Phone: (021) 4895124

Email: akademik_fbs@unj.ac.id

Instagram: @fbsunjofficial

Website: https://fbs.unj.ac.id/

Moreover, aside from the initiatives taken by the FBS UNJ Public Relations, the faculty itself has implemented programmes aimed at showcasing the essence of FBS, strengthening external promotion, and reinforcing the identity of FBS. One notable example is the ARTEC FAIR, a multi-day event featuring various activities such as art performances, national seminars, prestigious awards for outstanding faculty members, students, and staff, as well as national-level competitions. Additionally, each study programme organises external promotion initiatives to support their respective goals.

Selection procedure

See chapter 2.1.

Ensuring foreign language proficiency (Asterisk Criterion)

Universitas Negeri Jakarta has established foreign language proficiency as a requirement for participating in the thesis/dissertation examination for undergraduate students, as evidenced by the English language proficiency certificate and/or proficiency in other languages according to the Rector of UNJ Decision No. 546/UN39/HK.02/2023. For Bachelor's degree (S1) level, students are expected to achieve:

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[3] Further information can be accessed on the following website:
https://penmaba.unj.ac.id/en/interntional-admissions/ This is also an effort to realise the university's vision. For more detailed information, please visit the following page: https://penmaba.unj.ac.id/en/.

1. A minimum score of 425 in the TOEFL ITP test for non-English language study programmes other than Arabic, Japanese, German, Mandarin, and French, administered by the Language Centre of UNJ;
2. A minimum score of 450 in the TOEFL ITP test for English language study programmes, administered by the Language Centre of UNJ;
3. A minimum score of 450 in the TOAFL test for Arabic language study programmes, administered by an official institution;
4. A minimum score of B2 in the DELF test for French language study programmes, administered by an official institution.

Universitas Negeri Jakarta has established foreign language proficiency as a requirement for Bachelor's degree (S1) level based on its admission as follows:
1. SNBP: Due to the student index and the school index, the admission of SNPB needs to make sure the students' performance portfolios and student grades including English as the regular subject.
2. SNBT: Based on SNBT requirements which cover a national area, one of the tests which must be taken in SNBT is scholastics test, including English.
3. PENMABA (Independent Admission Test): Universitas Negeri Jakarta (UNJ) requires some tests to be taken by the students, including English, Math, Bahasa Indonesia, and Cognitive Test.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)
Prospective students can access comprehensive information regarding admission policies and selection criteria through the PENMABA website, available at the following link.[4] The university's admission system and policies adhere to the established Standard Operating Procedures, ensuring that newly admitted students in the programme meet the specific criteria set by both the university and the respective study programmes.

Detailed registration information, including programme details, admission policies, and selection criteria, is published on the PENMABA website, as well as on various platforms such as social media, leaflets, brochures, posters, and newspapers. The process of admitting new students involves online registration through the designated website, followed by an examination conducted by PENMABA. The selection results are then announced to the applicants. PENMABA provides both online and offline services to cater to the needs of prospective students.
The decisions regarding accepted candidates are publicly announced on the PENMABA website, accompanied by comprehensive instructions for the registration process of new students. The decision-making process is thoroughly documented in reports to ensure quality assurance, and the final results are accessible to all candidates through their individual registration accounts. These reports are also distributed to the relevant faculties and departments. Additionally, the selection results are communicated through the PENMABA system, where students can enter their respective participant numbers to obtain their outcomes. Prospective students who are not accepted have the option to contact PENMABA for inquiries, complaints, or appeals. Furthermore, the student admission process undergoes both external and internal audits conducted

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[4] https://penmaba.unj.ac.id/, last accessed on July 24, 2024.

Appraisal:

The panel states, that the admission requirements are defined and comprehensible. The national requirements are taken into account. The information is well presented. Furthermore, the panel states that the counselling for prospective students exceeds the requirements. UNJ and the Faculty of Languages and Arts offers comprehensive counselling services tailored to the needs of prospective students. Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. One notable example of exceedingly good counselling for prospective students is the ARTEC FAIR, a multi-day event featuring various activities. The counselling options are based on the target group's needs. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). 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

As previously mentioned, designing the curriculum refers to the IQF level 6 which are developed with interconnections between scientific disciplines and/or interdisciplinary field of studies (such as Psycholinguistics, Sociolinguistics, Language Education Theory, Introduction to Cultural Studies, etc.) in accordance with the five study programme's scientific vision and objectives. The stakeholders also support in giving input towards the curricula. As earlier stated, the curricula represent the Programme Educational Objectives (PEO) and Programme Learning Outcome (PLO). Based on the tracer study and input from all the stakeholders, PEO is then formulated by determining, selecting and merging the government-given of four main PLO elements, i.e., the attitude, knowledge, general skills, field-related skills. The selection and merging of PLO are aimed at designing the courses offered so that not only are they aligned with the PEO, but more importantly correspond to the market demands. This design is aimed at achieving as well as improving the quality of graduates. The courses offered are classified into four categories: General Courses organised by the University, Basic Education Courses, Faculty-Distinctive Courses and Subject Specific Courses designed by all study programmes.

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Bachelor of Indonesian Language and Literature Education (BILLE)

Modul No.	Title of Module / Course Unit + Compulsory or elecitve?	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)		
2115-001-2	**Phylosophy of Science**	**3**								**27**	**56**			**3 / 216**
1	Understanding the philosophy of science and the foundations of knowledge									1.67	4	L	Project Essay (240 Min)	
2	Ontology (metaphysics, assumptions, probability, some assumptions in science, and some assumptions in science)									3.34	8	L	Project Essay (360 c	
3	Epistemology (knowledge, scientific method, and structure of scientific knowledge)									3.34	8	L	Project Essay (240 Minute)	
4	Scientific thinking tools (language, mathematics, and statistics)									6.67	16	L	Project Essay (480 Minute)	
5	Axiology (science and morals and social responsibility of scientists)									3.34	8	L	Project Essay (240 Minute)	
6	Science and language									1.67	4	L	Project Essay 120 Minute)	
7	Science, technology and society									3.34	8		Project Essay (240 Minute)	
8	Mid-Semester and End Semester Exams									3.34		L	Project Essay (240 Minute)	
2115-027-3	**General Linguistics**	**4.5**								**40**	**84**			**4.5/216**
1	Basic concepts of general linguistics									1.67	4	L	Project Essay (180 minute)	
2	The object language of general linguistic study									1.67	4	L	Project Essay (180 minute)	
3	Linguistics									3.34	8	L	Project Essay (360 minute)	
4	Phonological sublinguistics									6.67	16	L	Project Essay (480 minute)	
5	Subling morphology									6.67	16	L	Project Essay (480 minute)	
6	Syntax subling									6.67	16	L	Project Essay (480 minute)	
7	Semantic subling									3.34	8	L	Project Essay (360 minute)	
8	The outside language factor									6.67	16	L	Project Essay (480 minute)	
9	Mid-Semester and End Semester Exams									3.34				

Code	No.	Description	Cr								h1	h2	Method	Assessment	Ratio
2115-029-2		**Phonology**	**3**								**27**	**56**			**3/216**
	1	Phonological concept									1.67	4	L	Project Essay (120 minute)	
	2	Phonetic Concept									6.67	16	L	Project Essay (480 minute)	
	3	Phonemic Concept									6.67	16	L	Project Essay (480 minute)	
	4	Phonological changes									1.67	4	L	Project Essay (120 minute)	
	5	Phonemic analysis									6.67	16	L	Project Essay (480 minute)	
	6	Mid-Semester and End Semester Exams									3.34		L	Project Essay (120 minute)	
2115-033-2		**Poetry Appreciation**	**3**								**27**	**56**			**3/216**
	1	Basic concepts of poetry									1.67	4	L	Project Essay (180 minute)	
	2	Approach in appreciating poetry									1.67	4	L	Project Essay (180 minute)	
	3	Expression of writing poetry an									6.67	16	P	Project Portofolio (720 minute)	
	4	Oral expression of poetry									6.67	16	p	Project Performance (1260 minute)	
	5	Publication of poetry									6.67	16	P	Project Portofolio (180 minute)	
	6	Mid-Semester and End Semester Exams									3.34				
2115-062-2		**Listening Skills**	**3**								**27**	**56**			**3/216**
	1	The concept of listening, the purpose of listening, and the obstacles in listening									1.67	4	L	Project Essay (120 minute)	
	2	The function of the ear in terms of biological, sociological/anthropological, philosophical, religious									6.67	16	L	Project Essay (480 minute)	
	3	Characteristics of listener									3.34	8	L	Project Essay (240 minute)	
	4	Listening enhancement strategy									1.67	4	L	Project Essay (120 minute)	
	5	The relationship between listening and reading, speaking, and writing									6.67	16	L	Project Essay (480 minute)	
	6	Responding to and assessing various types of discourse									1.67	4	L	Project Essay (120 minute)	
	7	Listening Learning/Training Program Design									1.67	4	P	Project Essay (120 minute)	
	8	Mid-Semester and End Semester Exams									3.34				
2115-093-2		**Reading Skills**	**3**								**27**	**56**			**3/216**
	1	Building the concept of reading technique									6.67	16	L	Project Essay (480 minute)	
	2	Skim reading									3.34	8	S	Project Presentation (240 minute)	
	3	Reading aloud									3.34	8	S	Project Presentation (240 minute)	
	4	Membaca indah									3.34	8	S	Project Presentation (240 minute)	
	5	Measurement in reading									3.34	8	S	Project Presentation (240 minute)	
	6	21st century literacy									3.34	8	S	Project Presentation (240 minute)	
	8	Mid-Semester and End Semester Exams									3.34				
0005-112-2		**Pancasila Education**	**3**								**27**	**56**			**3/216**
	1	Articulating the Introduction to Pancasila Education									1.67	4	L	Project Essay (4 h)	
	2	Describing Pancasila in the History of Indonesian									3.33	8	L/S	Project Essay (8 h)	
	3	Describing Pancasila as the Basic State of the Republic of Indonesia									3.33	8	L/S	Project Essay (8 h)	
	4	Describing Pancasila as State Ideology									3.33	8	L/S	Project Essay (8 h)	
	5	Describing Pancasila as a Philosophical System									3.33	8	L/S	Project Essay (8 h)	
	6	Describing Pancasila as a System of Ethics									3.33	8	L/S	Project Essay (8 h)	
	7	Describing Pancasila as the Basic Value of Science Development									3.33	8	L/S	Project Essay (8 h)	
	8	Describing Pancasila and Anti-Corruption Values									1.67	4	L/S	Project Essay (4 h)	
	9	Mid-Semester and Final Exams									4		Measuring learning outcomes	Assessment Test (2 x 2h)	
0005-213-3		**Civil Education**	**3**								**27**	**56**			**3/216**
	1	Able to understand the basic concepts of Civics									1,66	4	L/S	Project based learning (4 h)	
	2	Able to study national identity									1,66	4	L/S	Project based learning (4 h)	
	3	Able to study National Integration									1,66	4	L/S	Project based learning (4 h)	
	4	Able to study the state and the Constitution									3,32	8	L/S	Project based learning (8 h)	
	5	Able to apply the rights and obligations of citizens									1,66	4	L/S	Project based learning (4 h)	
	6	Able to analyze democracy and Democracy Education									3,32	8	L/S	Project based learning (8 h)	
	7	Able to study the rule of law and human rights									3,32	8	L/S	Project based learning (8 h)	
	8	Able to study Indonesian Geopolitics									1,66	4	L/S	Project based learning (4 h)	
	9	Able to study regional autonomy									1,66	4	L/S	Project based learning (4 h)	
	10	Able to study Indonesian Geostrategy									3,32	8	L/S	Project based learning (8 h)	
	11	Mid-Semester and Final Exams									4		Measuring learning ou	Assessment Test (2 x 2h)	
2115-036-3		**Morphology**		**4.5**							**40**	**84**			**4,5/216**
	1	Object scope of study morphology									6.67	16	L	Project Essay (240 minute)	
	2	Morpheme analysis									10	24	L	Project Essay (480 minute)	
	3	Morphological process									6.67	16	L	Project Essay (240 minute)	
	4	Morphophonemic									6.67	16	L	Project Essay (240 minute)	
	5	Formation of derivative words									10	24	L	Project Essay (480 minute)	
	6	The problem of word formation									6.67	16	L	Project Essay (240 minute)	
	7	Mid-Semester and End Semester Exams									6.67		L	Project Essay (240 minute)	
2115-027-2		**Literary Theory**		**3**							**27**	**56**			**3/216**
	1	Literary basic concepts									1.67	4	L	Project Essay (120 min)	
	2	Field of literary studies									1.67	4	L	Project Essay (120 min)	
	3	Three literary genres									6.67	16	L	Project Essay (480 min	
	4	Abrams' universe theory									3.34	8	S	Project Presentation (240 min	
	5	Modern and interdisciplinary literary theory									9.99	24	S	Project Presentation (720 min	
	6	Mid-Semester and End Semester Exams									3.34				

Code	Topic	SKS							h1	h2	Method	Assessment	Ratio
2115-094-3	**Popular Writing Skills**	**4.5**						**40**	**84**			**4,5/216**
1	Writing concept, steps and goals of popular writing, the difference between popular and scientific writing							3.34	8	L/T	Project Essay (180 min)	
2	Genre of text							3.34	8	L/T	Project Presentation (180 min)	
3	Construct feature text							6.67	16	L/T	Project Presentation (360 min)	
4	Construct opinion text							6.67	16	L/T	Project Presentation (360 min)	
5	Construct review text							13.28	32	L/T	Project Presentation (540 min)	
6	Construct advertisement text							3.34	8	L/T	Project Presentation (180 min)	
7	Construct short story							10	24	L/T	Project Presentation (720 min)	
8	Mid-Semester and End Semester Exams							6.67				
2115-095-2	**Critical and Creative Reading Skills**	**3**						**27**	**56**			**3/216**
1	Understanding critical reading							1.67	4	L/T	Project Essay (120 min)	
2	Problems of reading skill							1.67	4	L/T	Project Essay (120 min)	
3	Readability formula							5	12	L/T	Project Essay (360 min)	
4	Critical reading							3.34	8	L/T	Project Presentation (240 min)	
5	Creative reading							3.34	8	L/T	Project Presentation (240 min)	
6	teks rumpang							1.67	4	L/T	Project Presentation (120 min)	
7	Gapped text							6.67	16	L/T	Project Presentation (480 min)	
8	Mid-Semester and End Semester Exams							3.34		T		
2115-034-2	**Curriculum Studies and Textbooks**	**3**						**27**	**56**			**3/216**
1	Concepts, theories, and examples of basic curriculum concepts							5	12	L	Project Essay (360 minute)	
2	Curriculum development and curriculum progress							11.67	28	T	Project Essay (840 minute)	
3	Compile competency mapping and develop learning indicators							1.67	4	L	Project Essay (120 minute)	
4	Explaining textbook concepts							5	12	T	Project Essay (360 minute)	
5	Studying and developing textbooks											
6	Mid-Semester and End Semester Exams							3.34				
0005-215-2	**Student Development**	**3**						**27**	**56**			**3/216**
1	Understanding the basic concepts of student development							3.32	8	S/L	Case analysis report (18 h)	
2	Analyzing the principles of student development							6.67	16	S/L	Exam Paper - Mid Exam (24 h)	
3	Analizying developmental and learning theories							6.67	16	S/L	Case analysis report (24 h)	
4	Implementing and analyzing the implications of developmental with earning theories in education							6.67	16	S/L	Observation analysis report (18 h)	
5	Mid-Semester and Final Exams							3.32		Measuring learning outcomes	Assessment Test (2 x 2h)	
0005-318-2	**Wawasan Pendidikan**	**3**						**27**	**56**			**3/216**
1	Hakikat dan urgensi pendidikan bagi pengembangan karakter, budaya dan peradaban manusia							3.32	8	L	Project Essay (120 minute)	
2	Sejarah dan pemikiran tokoh-tokoh pendidikan							6.67	16	L	Project Essay (240 minute)	
3	Sistem pendidikan di Indonesia dan perbandingannya dengan negara lain							6.67	16	L	Project Essay (240 minute)	
4	Isu-isu terkini dan permasalahan-permasalahan kritis pendidikan							6.67	16	L	Project Essay (240 minute)	
5	Mid-Semester and End Semester Exams							3.32				
0005-106-2	**KEWARGANEGARAAN**	**3**						**27.00**	**56**			**3/216**
1	Konsep dasar PKn sebagai Mata Kuliah Wajib Umum							1.66	4	L	Project Essay (120 minute)	
2	Identitas Nasional							1.66	4	L	Project Essay (240 minute)	
3	Integrasi Nasional							1.66	4	L	Project Essay (240 minute)	
4	Negara dan Konstitusi							3.32	8	L	Project Essay (240 minute)	
5	Hak dan Kewajiban Warga Negara							3.32	8	L	Project Essay (240 minute)	
6	Demokrasi dan Pendidikan Demokrasi							3.32	8	L	Project Essay (240 minute)	
7	Negara Hukum dan HAM							3.32	8	L	Project Essay (240 minute)	
8	Wawasan Nusantara sebagai Geopolitik Indonesia							1.66	4	L	Project Essay (240 minute)	
9	Otonomi Daerah							1.66	4	L	Project Essay (240 minute)	
10	Ketahanan Nasional dan Geostrategi Indonesia							1.66	4	L	Project Essay (240 minute)	

Code/No	Learning Outcome	Credit	Col1	Col2	Method	Assessment	Sem/Total
11	**Mid-Semester and End Semester Exams**		3.32				
0005-203-2	**Islamic Religion Education**	3	27	56			3/216
1	The mastering the concept of God, humans, and religion in building harmony		4.98	15	L/S	Case based (15 h)	
2	Understand the concept of God, humans, and religion in building harmony		4.98	9	L/S	Case based (9 h)	
3	The mastering the concept of God, humans, and religion in building harmony		3.32	9	L/S	Case based (9 h)	
4	The mastering the concept of Islam in fostering family, community, state, and the environment		6.64	15	L/S	Case based (15 h)	
5	The mastering the Islamic perspective on contemporary issues		3.32	8	L/S	Project based (8 h)	
6	Mid-Semester and Final Exams		4		Measuring learning outcomes	Assessment Test (2 x 2h)	
2115-037-3	**Syntax**	4.5	40	84			4,5/216
1	The object and the scope of syntax		3.34	8	L	Project Essay (240 minute)	
2	Syntax structure		3.34	8	L	Project Essay (240 minute)	
3	Syntax units: words		3.34	8	L	Project Essay (240 minute)	
4	Syntax units: phrase		6.67	16	L	Project Essay (480 minute)	
5	Syntax unit: clause		6.67	16	L	Project Essay (480 minute)	
6	Syntax unit: sentence		20	48	L	Project Essay (1440 minute)	
7	Analysis of effective sentence		3.34	8	L	Project Essay (240 minute)	
8	Mid-Semester and End Semester Exams		6.67		L	Project Essay (240 minute)	
2115-125-2	**Language Planning**	3	27	56			3/216
1	The concept/understanding of language planning obtained from various reference sources		1.67	4	L	**Project Essay (120 min)**	
2	Concepts, goals, and objectives of language development activities		1.67	4	L	Project Essay (120 min)	
3	Analyze the product of language development activities, constraints, and solutions		3.34	8	L	Project Essay (240 min)	
4	Analyze the product of language development activities, obstacles, and solutions		5	12	L	Project Essay (360 min)	
5	Concepts, goals, and objectives of language protection activities		1.67	4	L	Project Essay (120 min)	
6	Compare language planning in different countries in Asia		3.34	8	S	Project Presentation (240 min)	
7	Compare language planning in different countries outside Asia		6.67	16	S	Project Presentation (480 min)	
8	Mid-Semester and End Semester Exams		3.34				
2115-047-2	**Poetry Study**	3	27	56			3/216
1	Basic concepts of poetry and poetry study		1.67	4	L	Project Essay (120 minute)	
2	Structure of poetry		3.34	8	L	Project Essay 240 minute	
3	Identification of form, time of appearance, legibility, and poetry reading		3.34	8	L	Project Essay 240 minute	
4	Steps and assessment of poetry based on a traditional literary approach		6.67	16	L	Project Presentation (480 minute)	
5	Steps and assessment of poetry based on a modern literary approach		8.34	20	S	Project Presentation (600 minute)	
6	Mid-Semester and End Semester Exams		3.34				
2115-038-2	**Prose Fiction Study**	3	27	56			3/216
1	Describe the concept of prose fiction		5	12	L	Project Essay (360 min)	
2	Classifying the types of prose fiction (canon and popular)		6.67	16	L	Project Essay (480 min)	
3	Studying prose texts with various literary approaches		3.34	8	S	Project Presentaion (240 min)	
4	Implies the study of prose fiction in literary learning in school		8.34	20	S	Project Presentaion 600 min)	
5	Mid-Semester and End Semester Exams		3.34				
2115-096-3	**Interpersonal Speaking Skills**	4.5	40	84			4,5/216
1	The concept and purpose of formal speaking		5	12	L	Project Essay (360 min)	
2	Types, procedures and techniques of interpersonal speaking		2.5	6	L	Project Essay (180 min)	
3	Technique and procedures of gorup discussion		2.5	6	S	Project Presentation (180 min)	
4	Event design, MC and speeches		7.5	18	S	Project Presentation (540 min)	
5	News plan and reportage		5	12	S	Project Presentation (360 min)	
6	Interview procedure		12.5	30	S	Project Presentation (900 min)	
7	Mid-Semester and End Semester Exams		5				
2115-030-2	**Rhetoric in Language**	3	27	56			3/216
1	History of rhetoric		3.34	8	L	Project Essay (240 min)	
2	Rhetoric as a science and self-concept		3.34	8	L	Project Essay (240 min)	
3	The role of rhetoric in life		5	12	L	Project Essay (360 min)	
4	Speech		11.67	28	T	Presentation (840 min)	
5	Mid-Semester and End Semester Exams		3.34				
2115-136-2	**Learning Media and ICT**	3	27	56			3/216
1	Concepts/theories of understanding, roles, and functions of learning media from various sources (textbooks and the internet)		1.67	4	L	Project Essay (360 min)	
2	Developing learning media		6.67	16	T	Project Essay (900 min)	
3	Use and develop environmental-based learning media (contextual)		3.34	8	T	Project Essay (360 min)	
4	Using and developing learning media based on information and communication technology		11.7	28	T	Project Essay (900 min)	
5	Mid-Semester and End Semester Exams		3.34				
0005-214-2	**Study and Learning Theory**	3	27	56			3/216
1	Mastering the concepts and principles of learning and learning.		3.32	8	T	Critical Journal report (8h)	
2	Mastering the theories and concepts of various schools of psychology and their application in learning.		4.98	12	P	Critical Journal report (12h)	
3	Mastering media theories and concepts, learning resources and curriculum in 21st Century learning		3.32	8	T	Critical Journal report (8h)	
4	Mastering learning approaches, strategies, methods and techniques.		3.32	8	T	Critical Journal report (8h)	
5	Applying student centered learning as an Approach in learning		3.32	8	T	Critical Journal report (8h)	
6	Mastering the theories and concepts of learning outcome evaluation, learning evaluation and alternative assessment		4.98	12	P	Critical Journal report (12h)	
7	Mid-Semester and Final Exams		4		Measuring learning outcomes	Assessment Test (2 x 2h)	
0005-319-2	**Data Raya dan Pemrograman**	3	27	56			3/216
1	Memahami Perkembangan literasi digital di era informasi digital		1.67	4	L	Project Essay (360 min)	
2	Memahami Pengertian data raya dan pemrograman		3.34	8	T	Project Essay (900 min)	
3	Menganalisis data raya mengunakan program sederhana		6.67	12	T	Project Essay (360 min)	
4	Merancang program sederhana dan memanfaatkan data raya		11.7	28	T	Project Essay (900 min)	
5	Mid-Semester and Final Exams		3.34				
0005-201-4	**Research methods**	6	54	112			6/216
1	The concept of research and research methods, distinguishing research paradigms of quantitative, qualitative, and quantitative/qualitative mix for research purposes		8.34	20	L	Project Essay (600 minute)	
2	Research topic/focus, identify research problem/subfocus, and formulate research problem/question		6.67	16	S	Project Presentation (480 minute)	
3	Identify population and sampling and distinguish sampling in quantitative research and sampling in qualitative research		5	12	S	Project Presentation 360 minute)	
4	Formulate population, sample, and sampling technique		6.67	16	S	Project Presentation 480	

No	Description						
5	Identify quantitative research and appropriately select research methods comparative causal research and experimental research			5	12	S	Project Presentation 360 minute)
6	Identify quantitative research and choose the right research method for mixed method research. (Action Research and R&D)			3.34	8	S	Project Presentation 240 minute)
7	Identify qualitative research such as descriptive qualitative, phenomenology, case studies, ethnography			6.67	16	S	Project Presentation 480 minute)
8	Categorize the collection of qualitative data such as: observations, interviews, documents, recordings and be able to check the validity of the data			5	12	S	Project Presentation 360 minute)
9	Mid-Semester and End Semester Exams			6.67			
2115-028-2	**History of Literature**	**3**	**27**	**56**			**3/216**
1	The basic concept of literary history and the periodization of Indonesian literary history			3.34	8	L	Project Essay (240 minute)
2	Classic Indonesian literature			1.67	4	L	Project Essay (120 minute)
3	The period of the birth Indonesian literature			3.34	8	S	Project Presentation (240 minute)
4	The period of development Indonesian literature			6.67	16	S	Project Presentation (480 minute)
5	Recent period of Indonesian literature			5	12	S	Project Presentation (360 minute)
6	Literary genre			3.34	8	L	Project Essay (240 minute)
7	Mid-Semester and End Semester Exams			3.34			
2115-039-2	**Semantics**	**3**	**27**	**56**			**3/216**
1	The object and the scope of semantics			1.67	4	L	Project Essay (120 minute)
2	The concept of the sign/symbol, concept/meaning/intention			1.67	4	L	Project Essay (120 minute)
3	Types of meaning			6.67	16	L	Project Essay (480 minute)
4	Meaning relationship			6.67	16	L	Project Essay (480 minute)
5	Change of meaning			6.67	16	L	Project Essay (480 minute)
6	Mid-Semester and End Semester Exams			3.34		L	Project Essay (240 minute)
2115-076-2	**Study of Drama**	**3**	**27**	**56**			**3/216**
1	The basic concept of drama and the field of drama study			1.67	4	L	Project Essay (120 minute)
2	The structure of drama literature and drama performances			3.34	8	L	Project Essay (240 minute)
3	Analysis of drama scripts/performances based on traditional literary approaches			6.67	16	L	Project Essay (480 minute)
4	Analysis of drama scripts/performances based on a modern literary approach			11.67	28	L	Project Essay (840 minute)
5	Mid-Semester and End Semester Exams			3.34			
2115-069-2	**Language Pragmatics**	**3**	**27**	**56**			**3/216**
1	Concepts, aspects and principles of pragmatics			1.67	4	L	Project Essay (120 menit)
2	Deixis in spoken and written language			1.67	4	L	Project Essay (120 menit)
3	Presuppositions in spoken and written language			1.67	4	L	Project Essay (120 menit)
4	Implicature in spoken and written language			1.67	4	L	Project Essay (120 menit)
5	Speech acts in spoken and written language			1.67	4	L	Project Essay (120 menit)
6	Maxim of cooperation and politeness of spoken language			3.34	8	L	Project Essay (240 menit)
7	The use of pragmatics in language acts			14	64	P	Project Essay (1.680 menit)
8	Mid-Semester and End Semester Exams			3.34			
2115-097-3	**Interactive Speaking Skills**	**4.5**	**40**	**84**			**4,5/216**
1	The basic concept of interactive speaking			6.67	16	L	Project Essay (480 minute)
2	Talkshow concept			6.67	16	S	Project Presentation (480 minute)
3	Negotiation concept			10	24	S	Project Presentation (720 minute)
4	Negotiation concept			16.67	40	S	Project Presentation (600 minute)
5	Seminar concept			6.67	16	S	Project Presentation (480 minute)
6	Mid-Semester and End Semester Exams			6.67			
2115-053-3	**Evaluation of Indonesian Language Teaching**	**4.5**	**40**	**84**			**4,5/216**
1	Concepts/ theories of evaluation assessment in curriculum and learning from various sources (textbooks and internet)			5	12	L	Project Essay (360 menit)
2	The purpose, function and use of evaluation			2.5	6	L	Project Essay (180 menit)
3	The various types, forms and techniques of tests			7.5	18	L	Project Essay (540 menit)
4	Calculate test validity and reliability			7.5	18	L	Project Essay (540 menit)
5	Assessment Instrument Development			7.5	18	P	Project Essay (540 menit)
6	Assessment Instrument Trial			2.5	6	P	Project Essay (180 menit)
7	Item analysis			2.5	6	P	Project Essay (180 menit)
8	Mid-Semester and End Semester Exams			5			
0005-320-2	**Logika dan Penalaran Ilmiah**	**3**	**27**	**56**			**3/216**
1	Understanding the essence of basic natural science			7.47	18	L/S	Articles, paper presentations, case
2	Understanding basic natural science concepts including the concepts of: the human mind and its development; the earth and the universe; biodiversity; technological developments and environmental issues			19.92	48	L/S	Articles, paper presentations, case analysis, project assignments in groups (48 h)

					SKS		Hours		Method	Assessment	Credits
3	To develop the ability to think, behave and have a big heart in social life						7.47	18	L/S	Articles, paper presentations, case	
4	Mid-Semester and Final Exams						4		Measuring learning outcomes	Assessment Test (2 x 2h)	
2115-061-3	**Indonesian Language Teaching Research Methods**				4.5		40	84			4,5/216
1	The meaning of research on teaching Indonesian language and literature obtained from various reference sources						6.67	16	L	Project Essay (480 min)	
2	The difference between classroom action research and experimental research						6.67	16	T	Project Essay (480 min)	
3	The background and problems of classroom action research						6.67	16	T	Project Essay (480 min)	
4	Theoritical review						10	24	T	Project Essay (480 min)	
5	Classroom action research methods and procedures						3.34	8	T	Project Essay (240 min)	
6	Data collection						6.67	16	T	Project Essay (480 min)	
7	Proposal						6.67	16	T	Project Essay (720 min)	
8	Mid-Semester and End Semester Exams						6.67				
2115-114-2	**Statistics**				3		27	56			3/216
1	Definition, categorization, function and role of Statistics scientifically and in life						3.34	8	L	Project Essay (240 min)	
2	Concept - Population and Sample - Research variables						1.67	4	L	Project Essay (120 min)	
3	Definition, concepts and categories of data as well as being able to explain data collection techniques and their presentation in tables or graphs in various cases						1.67	4	L	Project Essay (120 min)	
4	Frequency distribution table						1.67	4	L	Project Essay (120 min)	
5	Measures of Central Symptom/Tendency in research data						1.67	4	L	Project Essay (120 min)	
6	Calculate each measure of deviation for the data - Size of Deviation (Dispersion and Variation) - Standard deviation, Coefficient of Variation						1.67	4	L	Project Essay (120 min)	
7	calculate each measure of deviation for the data - Size of Deviation (Dispersion and Variation) - Standard deviation, Coefficient of Variation						1.67	4	L	Project Essay (120 min)	
8	The concept of probability distribution and its application in everyday life						1.67	4	L	Project Essay (120 min)	
9	Estimation concept in research						1.67	4	L	Project Essay (120 min)	
10	one-way (one-tail) and two-way (two-tail) hypothesis testing for research data						5	12	L	Project Essay (360 min)	
11	Requirements analysis test concept						1.67	4	L	Project Essay (120 min)	
12	Mid-Semester and End Semester Exams						3.34				
2115-041-2	**Sociolinguistics**				3		27	56			3/216
1	Sociolinguistic Concept						1.67	4	L	Project Essay (120 minute)	
2	Language shift, change, and retention						3.34	8	L	Project Essay (240 minute)	
3	Language Attitude						1.67	4	L	Project Essay (120 minute)	
4	Language and Society						3.34	8	L	Project Essay (240 minute)	
5	Language and Culture						3.34	8	L	Project Essay (240 minute)	
6	Speech Events						3.34	8	L	Project Essay (240 minute)	
7	Bilingualism						3.34	8	L	Project Essay (240 minute)	
8	Code Switching and Code Mixing						3.34	8	L	Project Essay (240 minute)	
9	Mid-Semester and End Semester Exams						3.34		L	Project Essay (240 minute)	
2115-122-3	**Scientific Critical Writing Skills**				4.5		40	84			4,5/216
1	Definition of critical and scientific writing						3.34	8	L/T	Project Essay (240 minute)	
2	Distinguish the types of writing reproduction						3.34	8	L/T	Project Essay (240 minute)	
3	Analyzing examples of written reproductions						6.67	16	L/T	Project Essay (480 minute)	
4	Compose written reproductions						10	24	L/T	Project Essay (720 minute)	
5	Formulate scientific article titles						6.67	16	L/T	Project Essay (480 minute)	
6	Compose an outline						6.67	16	L/T	Project Essay (480 minute)	
7	Develop an outline						6.67	16	L/T	Project Essay (480 minute)	

Code	No	Topic								Credit		Hours1	Hours2	Method	Assessment	Ratio
2115-035-2		**Drama Appreciation**								**3**		**27**	**56**			**3/216**
	1	Drama appreciation, types of drama, and elements of drama performance										3.34	8	L	Project Essay (240 minute)	
	2	Drama script writing technique										5	12	L	Project Essay (360 minute)	
	3	Basic exercises (breathing exercises, concentration, vocal exercises, body exercises, soul exercises, improvisation, timing, blocking, and grouping										5	12	T	Project Essay (360 minute)	
	4	Directing technique										3.34	8	T	Project Essay (240 minute)	
	5	Drama staging marketing										6.67	16	T	Project Essay (480 minute)	
	6	Mid-Semester and End Semester Exams										3.34				
2115-051-3		**Indonesian Language Teaching Planning**								**4.5**		**40**	**84**			**4.5/216**
	1	Indonesian language learning planning concept										2.5	6	L	Project Essay (180 menit)	
	2	The concept of competence, objectives, and learning indicators										2.5	6	L	Project Essay (180 menit)	
	3	Learning resources and materials										2.5	6	L	Project Essay (180 menit)	
	4	Steps of learning activities										5	12	L	Project Essay (360 menit)	
	5	Instructional Media										5	12	L	Project Essay (360 menit)	
	6	Learning evaluation										5	12	L	Project Essay (360 menit)	
	7	Lesson plan design										12.5	30	P	Project Essay (900 menit)	
	8	Mid-Semester and End Semester Exams										5				
2115-051-2		**Aesthetics of Language and Art**								**3**		**27**	**56**			**3/216**
	1	Aesthetics as Part of Philosophy										3.34	8	L	Project Essay (240 minute)	
	2	Aesthetic Periodization										5	12	L	Project Essay (360 minute)	
	3	Public Art and Aesthetic Problems										5	12	L	Project Essay (360 minute)	
	4	Art Critic										1.67	4	L	Project Essay (120 minute)	
	5	Aesthetic Approach in Literature										1.67	4	L	Project Essay (120 minute)	
	6	Aesthetics of Dance, Music and Fine Arts										1.67	4	L	Project Essay (120 minute)	
	7	Local and Global Cultural Aesthetics										5	12	L	Project Essay (360 minute)	
	8	Mid-Semester and End Semester Exams										3.34				
2115-409-2		**Microteaching**								**3**		**27**	**56**			**3/216**
	1	konsep pengelolaan kelas dan pengelolaan pembelajaran berbasis karakter dan keterampilan abad ke-21 secara luring dan daring										1.66	4	L	Project Essay (120 minute)	
	2	perbedaan konsep pendekatan, metode, strategi, dan teknik pembelajaran berbasis karakter dan keterampilan abad ke-21 secara luring dan daring										3.32	8	L	Project Essay (240 minute)	
	3	peran guru dan fungsi guru dalam era Revolusi Industri 4.0										3.32	8	L	Project Essay (240 minute)	
	4	konsep program pembelajaran remedial dan pengayaan										3.32	8	L	Project Essay (240 minute)	
	5	observasi pelaksanaan belajar mengajar guru dan siswa secara daring										3.32	8	L	Project Essay (240 minute)	
	6	simulasi berbagai keterampilan dasar mengajar guru berbasis karakter dan keterampilan abad ke-21 secara daring										3.32	8	L	Project Essay (240 minute)	
	7	perangkat pembelajaran yang lengkap untuk kegiatan pengajaran teman sebaya dan pengajaran mikro berbasis karakter dan keterampilan abad ke-21 secara daring										3.32	8	L	Project Essay (240 minute)	
	8	praktik pengajaran teman sebaya dan pengajaran mikro berbasis karakter dan keterampilan abad ke-21 secara daring										1.66	4	L	Project Essay (240 minute)	
	9	Mid-Semester and End Semester Exams										3.32				
2115-048-1		**Practical Field Work**								**1.5**		**13**	**28**			**1,5/216**
	1	Proposal Making										3.32	8	L	Making note (120 min)	
	2	Submission Procedure										3.32	8	L	Project essay (360 min)	
	3	Implementation of Field Work Lecture Visits										4.98	12	C	Project essay (360 min)	
	4	Reporting and presentation of the results of Field Work Lecture Visits										1.66	0	P	Project essay (360 min)	
2115-000-2		**Development of Scientific Writing**								**3**		**27**	**56**			**3/216**
	1	Understanding research methodology as a scientific solution										1.67	4	L	Project Essay (120 minute)	
	2	The workings and procedures of the research methodology										3.34	8	S	Project Essay (120 minute)	
	3	The function of theory in various research methodologies, formulation of various hypothetical models										3.34	8	S	Project Essay (240 minute)	
	4	Determination of samples and sampling techniques in various research methodologies										3.34	8	S	Project Essay (120 minute)	
	5	Data analysis models (quantitative, qualitative, classroom action, research and development, stylistics)										3.34	8	S	Project Essay (240 minute)	
	6	Writing scientific papers										8.34	20	T	Project Essay (600 minute)	
	7	Mid-Semester and End Semester Exams										3.34			Project Essay (240 minute)	
2115-017-2		**Error analysis**								**3**		**27**	**56**			**3/216**
	1	Error analysis overview										1.67	4	L	Project Essay (120 minute)	
	2	The concept of error analysis in B2 learning										3.34	8	L	Project Essay (120 minute)	
	3	The study of constructive analysis in error analysis										3.34	8	L	Project Essay (240 minute)	
	4	Error analysis procedures and methodologies										3.34	8	L	Project Essay (120 minute)	
	5	Sources and causes of errors in learning B2										3.34	8	L	Project Essay (240 minute)	
	6	Grammatical category error analysis										8.34	20	L	Project Essay (600 minute)	
	7	Mid-Semester and End Semester Exams										3.34		L	Project Essay (240 minute)	

Code	No	Topic	Credits		Hours	Hours	Type	Assessment	Weight
2115-038-3		**Indonesian Discourse**	4.5		40	84			4,5/216
	1	Basic concept of discourse			5	12	L	Project Essay (240 minute)	
	2	Analyzing aspects of discourse			7.5	18	L	Project Essay (240 minute)	
	3	Analyzing context in discourse			5	12	L	Project Essay (480 minute)	
	4	Understand the pragmatics of discourse			7.5	18	L	Project Essay (240 minute)	
	5	The phenomenon of discourse pragmatics			2.5	6	L	Project Essay (480 minute)	
	6	Apply written discourse analysis (text)			5	12	L	Project Essay (240 minute)	
	7	Apply the rules of developing writing discourse in Indonesian language learning			2.5	6	L	Project Essay (480 minute)	
	8	Mid-Semester and End Semester Exams			5		L	Project Essay (240 minute)	
2115-056-2		**Comparative Literature Study**	3		27	56			3/216
	1	The essence of comparative literary studies			1.67	4	L	Project Essay (120 minute)	
	2	The object of comparative literature study			1.67	4	T	Paper (120 minute)	
	3	History and debate in comparative literary studies			3.34	8	T	Paper (240 minute)	
	4	The scope and focus of comparative literary studies			3.34	8	T	Paper (240 minute)	
	5	Approach in comparative literature study			3.34	8	T	Paper (240 minute)	
	6	Weaknesses and strengths of various approaches in comparative literature review			3.34	8	T	Paper (240 minute)	
	7	Reconstruction of published comparative literature studies			6.67	16	T	Paper (480 minute)	
	8	Mid-Semester and End Semester Exams			3.34				
2115-057-2		**Literary Criticism**	3		27	56			3/216
	1	Analyzing the concept of literary criticism			3.34	8	L	Project Essay (240 minute)	
	2	Objects and approaches to literary criticism			3.34	8	T	Paper (240 minute)	
	3	Types of literary criticism and their categorization			5	12	T	Paper (360 minute)	
	4	The forms of presentation of literary criticism			1.67	4	T	Paper (120 minute)	
	5	The development of Indonesian literary criticism and its contribution to literary history and theory			3.34	8	T	Paper (240 minute)	
	6	The main aspects of literary criticism			1.67	4	T	Paper (120 minute)	
	7	Reconstruction of published literary criticism			5	12	T	Paper (360 minute)	
	8	Mid-Semester and End Semester Exams			3.34				
2115-050-2		**Learning Theory of Language**	3		27	56			3/216
	1	The definition of language and language acquisition			3.34	8	L	Project Essay (240 minute)	
	2	Comparing the two strategies in language acquisition			5	12	L	Project Essay (360 minute)	
	3	Classifying the dimensions of language acquisition			3.34	8	L	Project Essay (240 minute)	
	4	Language learning process			3.34	8	L	Project Essay (240 minute)	
	5	Distinguishing between acquiring and learning a language			3.34	8	T	Project Essay (240 minute)	
	6	Linking capacity and access to language learning			5	12	T	Project Essay (360 minute)	
	7	Mid Semester and End Semester Exams			3.34				
2115-412-2		**Teaching and Learning Strategy**	3		27	56			3/216
	1	Arrange class management plans and teaching management			1.67	4	L	Project Essay (240 minute)	
	2	Identify the teacher's role and how the teacher should			3.34	8	L	Project Essay (240 minute)	
	3	Analyze various basic teaching skills of teachers			5	12	L	Project Essay (360 minute)	
	4	Develop a microteaching design with complete learning tools			6.67	16	T	Project Essay (240 minute)	
	5	Demonstrate basic teaching skills with peerteaching and microteaching activities			6.67	16	T	Project Essay (240 minute)	
	6	Mid-Semester and End Semester Exams			3.34				
2115-042-2		**Psycholinguistics**	3		27	56			3/216
	1	Psycholinguistics Concept			1.67	4	L	Project Essay (120 minute)	
	2	Human Language Concept			3.34	8	L	Project Essay (240 minute)	
	3	Language Acquisition			5	12	L	Project Essay (360 minute)	
	4	Language Learning			6.67	16	L	Project Essay (480 minute)	
	5	Psycholinguistic Analysis			6.67	16	L	Project Essay (480 minute)	
	6	Mid-Semester and End Semester Exams			3.34		L	Project Essay (240 minute)	
KM00016		**Field Teaching Practicum**	9		80	192			9/216
	1	School environment observation			10	24			
	2	Classroom observation			12.5	30			
	3	Teaching Aprenticeship			12.5	30			
	4	Final Examination			5				
2115-059-4		**Development of Indonesian Language Teaching Media**	4.5		40	84			4,5/216
	1	The basic concepts of language			2.5	6	L	Project Essay (120 menit)	
	2	Problems in learning language in schools			5	12	L	Project Essay (240 menit)	
	3	Mapping of language teaching materials based on the curriculum			7.5	18	L	Project Essay (360 menit)	
	4	Development of language learning models			10	24	S	Project Portofolio & Presentation (480 menit)	
	5	Design evaluation of language learning			10	24	S	Project Portofolio & Presentation (480 menit)	
	6	Mid-Semester and End Semester Exams			5				
0002		**Metode Pembelajaran Inovatif**	3		27	56			3/216
	1	Pengertian dan Tujuan Pembelajaran Inovatif			3.32	8	L	Project Essay (120 minute)	
	2	Peran dan Manfaat Pembelajaran Inovatif			3.32	8	L	Project Essay (240 minute)	
	3	Jenis-Jenis metode Pembelajaran Inovatif			3.32	8	L	Project Essay (240 minute)	
	4	Langkah-langkah Pembelajaran Inovatif			3.32	8	L	Project Essay (240 minute)	
	5	Rancangan Pembelajaran Inovatif Bahasa Indonesia			3.32	8	L	Project Essay (240 minute)	
	6	Penerapan Pembelajaran Inovatif Bahasa Indonesia			6.67	16	L	Project Essay (240 minute)	
	7	Mid-Semester and End Semester Exams			3.32				

Code	No.	Title / Description							Credits		Hours1	Hours2	Method	Assessment	Ratio
2115-004-2		**Kurikulum Satuan pendidikan Menengah**							**3**		**27**	**56**			**3/216**
	1	Pengertian, tujuan, fungsi dan Azaz kurikulum, tujuan dn fungsi kurikulum									1.66	4	L	Project Essay (120 minute)	
	2	Komponen kurikulum									3.32	8	L	Project Essay (240 minute)	
	3	Pemetaan kurikulum (sejarah kurikulum B. Indonesia)									3.32	8	L	Project Essay (240 minute)	
	4	Pengembangan indikator pembelajaran									3.32	8	L	Project Essay (240 minute)	
	5	Pengertian, fungsi, jenis dan kreteria buku teks									3.32	8	L	Project Essay (240 minute)	
	6	Keunggulan dan kelemahan buku teks									3.32	8	L	Project Essay (240 minute)	
	7	Telaah buku teks									3.32	8	L	Project Essay (240 minute)	
	8	Pengembangan buku teks									1.66	4	L	Project Essay (240 minute)	
	9	Mid-Semester and End Semester Exams									3.32				
KM02342		**Pengembangan Lembar Kerja Peserta Didik**							**3**		**27**	**56**			**3/216**
	1	Pengertian dan Jenis Lembar Kerja Peserta Didik									3.32	8	L	Project Essay (120 minute)	
	2	Fungsi dan Manfaat Lembar Kerja Peserta Didik									5	12	L	Project Essay (240 minute)	
	3	Prosedur Pengembangan Peserta Didik									6.67	16	L	Project Essay (240 minute)	
	4	Penyusunan Lembar Kerja Peserta Didik									8.34	20	L	Project Essay (240 minute)	
	5	Mid-Semester and End Semester Exams									3.32				
2115-059-4		**Development of Literature Teaching Media**							**3**		**27**	**56**			**3/216**
	1	The basic concepts of literature and their development									1.67	4	L	Project Essay (120 menit)	
	2	Problems in learning literature in schools									3.34	8	L	Project Essay (240 menit)	
	3	Mapping of literature teaching materials based on the curriculum									5	12	L	Project Essay (480 menit)	
	4	Development of literature learning models									6.67	16	S	Project Portofolio & Presentation (480 menit)	
	5	Design evaluation of literature learning									6.67	16	S	Project Portofolio & Presentation (240 menit)	
	6	Mid-Semester and End Semester Exams									3.34				
		Elective Modules													
2115-127-3		**Teaching Indonesian to Foreign Speakers (BIPA) (Elective Course)**							**4.5**		**40**	**84**			**4,5/216**
	1	The concept/understanding of BIPA learning obtained from various reference sources									3.34	8	L	Project Essay (240 minute)	
	2	Analyzing Indonesian phonology learning for BIPA students									10	24	S	Project Presentation (720 minute)	
	3	Analyzing Indonesian morphology learning for BIPA students									6.67	16	S	Project Presentation (480 minute)	
	4	Analyzing Indonesian syntax learning for BIPA students									6.67	16	S	Project Presentation (480 minute)	
	5	Analyzing Indonesian semantic learning for BIPA students									6.67	16	S	Project Presentation (480 minute)	
	6	Able to carry out peer teaching BIPA									13.34	32	S	Project Presentation (9600 minute)	
		Mid-Semester and End Semester Exams									6.67				
2115-406-3		**Editing (Elective Course)**							**4.5**		**40**	**84**			**4,5/216**
	1	Basic concept of editing									1.67	4	L	Projec Essay (120 minute)	
	2	Responsibilities and code of ethics of editors									1.67	4	L	Projec Essay (120 minute)	
	3	Editing activities in mass media									1.67	4	L	Projec Essay (120 minute)	
	4	Editing activity in book publishing									1.67	4	L	Projec Essay (120 minute)	
	5	Manuscript edit									3.34	8	L	Projec Essay (240 minute)	
	6	Aspects in editing									3.34	8	L	Projec Essay (240 minute)	
	7	Computer facilities that can be used to edit manuscripts									3.34	8	L	Projec Essay (240 minute)	
	8	Editing a script									5	12	L	Projec Essay (360 minute)	
	9	Editing Intern									25	60	P	Projec Essay (1800 minute)	
	10	Mid-Semester and End Semester Exams									6.67		S		
2115-411-3		**Betawi Language and Culture Study (Elective Course)**							**4.5**		**40**	**84**			**4,5/216**
	1	The study of the Betawi language as the daily speech of the Betawi people in general									6.67	16	L	Projec Essay (480 minute)	
	2	Betawi language variations, characteristics, usage and social relations in Betawi society as speech.									10	24	L	Projec Essay (720 minute)	
	3	Oral literature concept									3.34	8	L	Projec Essay (240 minute)	
	4	Betawi fashion concept									6.67	16	L	Projec Essay (480 minute)	
	5	Internship									20	48	S	Projec Essay (1440 minute)	
	6	Mid-Semester and End Semester Exams									6.67				
0005-113-2		**English**							**3**		**27**	**56**			**3/216**
	1	Social function, text structures, languange components of descriptive text									17.43	42	L/S	Problem Bassed Learning (42 h)	
	2	Social function, text structures, languange components of news articles									17.43	42	L/S	Problem Bassed Learning (42 h)	
	3	Mid-Semester and Final Exams									4		measuring learning outcomes	Assessment Test (2 x 2h)	
1203600055		**Bahasa Italia**							**3**		**27**	**56**			**3/216**

1	Fungsi sosial teks deskriptif									3.32	8	L	Project Essay (120 minute)	
2	Struktur teks deskriptif									3.32	8	L	Project Essay (240 minute)	
3	Unsur kebahasaan teks deskriptif									5.00	12	L	Project Essay (240 minute)	
4	Fungsi sosial teks berita									3.32	8	L	Project Essay (240 minute)	
5	Struktur teks berita									3.32	8	L	Project Essay (240 minute)	
6	Unsur kebahasaan teks berita									5.00	12	L	Project Essay (240 minute)	
7	**Mid-Semester and End Semester Exams**									3.32				
2005-402-6	**Bachelor's Thesis**								9	80	192			9/216
1	Introduction									3.33	8	L	Reading task (480 minute)	
2	Identification of problems									3.33	8	T, F	Writing undergraduate thesis project (480 minute)	
3	Determinuteation of research title									3.33	8	T, F	Writing undergraduate thesis project (480 minute)	
4	Preparation of the introduction chapter									3.33	8	T, F	Writing undergraduate thesis project (480 minute)	
5	Preparation of literature review chapter									6.67	16	T, F	Writing undergraduate thesis project (960 minute)	
6	Preparation of the research methods chapter									6.67	16	T, F	Writing undergraduate thesis project (960 minute)	
7	Research data collection									3.33	8	T F	Writing undergraduate thesis project (480 minute)	
8	Research data processing and analysis									6.67	16	T, F	Writing undergraduate thesis project (960 minute)	
9	Preparation of chapter results and discussion									6.67	16	T, F	Writing undergraduate thesis project (960 minute)	
10	Compilation of chapter conclusions, implications, and suggestions									3.33	8	T, F	Writing undergraduate thesis project (480 minute)	
11	Proposal seminutears and undergraduate thesis exams									6.67	8	S	Research plan, Presentation (300 minute)	
...		...	...	...	...	...	...	...	...	...	...	...	...	...
	Please describe further modules / semesters in the same way													
C	Colloquium									0				
BA	Bachelor's Thesis									9				9/ 216
total		28.5	30	30	30	28.5	27	25.5	16.5	#REF!	#REF!			

L:	*Lecture*
S:	*Seminar*
T:	*Tutorial*
...	...

To equip students with competencies through projects and internships, there are courses such as Teaching BIPA, Editing, Study of Betawi Language and Culture, and Field Work Lectures. In 2020, BILLE implemented the Campus Merdeka Learning Freedom Programme (MBKM)[5],

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[5] 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.

which includes: 1) Student exchange for one semester with a weight of 30 ECTS credits with other institutions (UNNES, UNIMED, MAJALENGKA UNIVERSITY, UNDIKSA BALI). 2) Internships in various industries (Sanggar SENI BETAWI, Language Agency, Erlangga Publisher, SINDO newspaper, at Yale University, KBRRI BERN). 3) Teaching assistance with a conversion of 30 ECTS credits in several domestic and international schools (Indonesian School Dafao Philippines, Indonesian School in Riyadh, Jeddah Araab Suadi). 4) Collaborative research and community engagement involving faculty, teachers, and students in several affiliated schools and villages. In detail, the total ECTS credits for each group of courses are elaborated as follows:

Table 3.1.1.1 Skill Requirement Distribution In BILLE

Year	Semester	Required Skills	Supporting Courses
1	1-2	Basic knowledge and skills in teaching Indonesian language and literature.	- *Introduction to Indonesian language proficiency skills* - *Introduction to Literature* - *Introduction to teaching Indonesian language and literature.*
2	3-4	Ability to use basic knowledge and skills to analyze language, literature, and their teaching.	- *Linguistic studies* - *Literary studies* - *Studies in teaching Indonesian language and literature* - *Research studies in teaching language and literature*
3	5-6	Ability to apply and solve problems in teaching Indonesian language and literature through advanced courses.	- *Applied linguistics* - *Literary appreciation* - *Field observation* - *Preliminary studies in Indonesian language and literature research*
4	7-8	Ability to apply various teaching and research strategies in Indonesian language and literature.	- *Policies Application of Indonesian language and literature education* - *Practical research in teaching Indonesian language and literature* - *Language skills practices* - *Undergraduate Thesis*

Table 3.1.1.2 Course Distribution in BILLE Curriculum

No	Group of Courses	Total
1	University Courses	6
2	Basic Education Courses	3
3	Compulsory Courses:	50
4	Elective Courses	3
5	Faculty Courses	1
	Total	**59**

Bachelor of English Language Education (BELE)

Bachelor of English Language Education Study Programme, 8 Semesters

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, seminar		
0005-112-2	**Pancasila Education (Compulsory)**	3								27	56			3/216
1	Articulating the Introduction to Pancasila Education									1,66	4	L	Project Essay (120 minutes)	
2	Describing Pancasila in the History of Indonesian									3,32	8	L/S	Project Essay (240 minutes)	
3	Fundamental of Education (Compulsary)									3,32	8	L/S	Project Essay (240 minutes)	
4	Describing Pancasila as State Ideology									3,32	8	L/S	Project Essay (240 minutes)	
5	Describing Pancasila as a Philosophical System									3,32	8	L/S	Project Essay (240 minutes)	
6	Describing Pancasila as a System of Ethics									3,32	8	L/S	Project Essay (240 minutes)	
7	Describing Pancasila as the Basic Value of Science Development									3,32	8	L/S	Project Essay (240 minutes)	
8	Describing Pancasila and Anti-Corruption Values									1,66	4	L/S	Project Essay (120 minutes)	
9	Mid-Semester and End Semester Exams									3,32	0	Measuring learning outcomes	Assessment Test (240 minutes)	
0005-113-2	**Indonesian Language (Compulsory)**	3								27	56			3/216
1	Identifying the nature of the language, the position, and the function of the Indonesian language, and standard Indonesian									1,66	4	L	Project Essay (120 minutes)	
2	Producing text in the macro genre									8,3	20	L /S	Project Essay (900 minutes)	
3	Proficient in Indonesian language									13,28	32	L /S	Project Essay (1140 minutes)	
4	Mid-Semester and End Semester Exams									1,66	0	Measuring learning outcomes	Assessment Test (240 minutes)	
0005-324-3	**Fundamental of Education (Compulsary)**	4,5								40	84			4.5/216
1	The concepts of education									4,98	12	L /S	Project Essay (360 minutes)	
2	The essence of education									4,98	12	L /S	Project Essay (360 minutes)	
3	The connection between human and education									7,47	18	L /S	Project Essay (540 minutes)	
4	History of education									9,96	24	L /S	Project Essay (720 minutes)	
5	Educational issues in educational practices									7,47	18	L /S	Project Essay (540 minutes)	
6	Mid-Semester and End Semester Exams									4,98	0	Measuring learning outcomes	Project Essay (360 minutes)	
22150013	**Listening for General Communication (Compulsary)**	4,5								40	84			4.5/216
1	Short instructions/directions									7,47	18	Lecture, Seminar, Practicum	Project: presentation (540 minutes)	
2	Informative texts									9,96	24	Lecture, Seminar, Practicum	Project: presentation (720 minutes)	
3	Advertisements									7,47	18	Lecture, Seminar, Practicum	Project: presentation (540 minutes)	
4	News									9,96	24	Lecture, Seminar, Practicum	Project: presentation (720 minutes)	
5	Mid-Semester and End Semester Exams									4,98	0	Practicum		
12026043	**Speaking for General Communication (Compulsary)**	4,5								40	84			4.5/216
1	Campus Life									12,45	30	Lecture, Seminar, Practicum	Project: presentation, Students speaking performance (900 minutes)	
2	Travel and Tourism									12,45	30	Lecture, Seminar, Practicum	Project: presentation, Students speaking performance (900 minutes)	
3	Experience Sharing									9,96	24	Lecture, Seminar, Practicum	Project: presentation, Students speaking performance (720 minutes)	
4	Mid-Semester and End Semester Exams									4,98	0	Practicum	Project: presentation, Students speaking performance (360 minutes)	
22152253	**Basic Reading Skills (Compulsary)**	4,5								40	84			4.5/216
1	Previewing and predicting									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
2	Reading for gist (main ideas)									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
3	Reading for details (scanning)									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
4	Guessing meaning from context									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
5	Making inferences									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
6	Summarizing									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
7	Identifying general messages									4,98	12	Lecture, Seminar, Practicum	Text analysis and reading practice (360 minutes)	
	Mid-Semester and End Semester Exams									4,98	0	Practicum	Text analysis and reading practice (360 minutes)	
12020013	**Fundamental Grammar (Compulsary)**	4,5								40	84			4.5/216
1	Expressing meanings									4,98	12	Lecture, Seminar, Practicum	Exercises (360 minutes)	
2	Representing experience: The Clause									4,98	12	Lecture, Seminar, Practicum	Exercises (360 minutes)	
3	Expressing the core of the event/state: The Verb (Verbal Group/Phrase)									7,47	18	Lecture, Seminar, Practicum	Exercises (540 minutes)	
4	Expressing the person/thing involved in the event/state: The Noun (Nominal									7,47	18	Lecture, Seminar, Practicum	Exercises (540 minutes)	
5	Expressing the circumstances of the event/state (i.e., time, plase, manner, reason, result, condition, concession, etc.): The Adverb (Adverbial Group or Prepositional									9,96	24	Lecture, Seminar, Practicum	Exercises (720 minutes)	
6	Mid-Semester and End Semester Exams									4,98	0	Practicum	Exercises (360 minutes)	
22150072	**Introduction to Language (Compulsary)**	3								27	56			3/216
1	The nature of language : definitions of language,branches of Linguistics.									1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
2	The development of the study of language									1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
3	The characteristics of human language									1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
4	of articulation, vowels, consonants, phonetic transcriptions									1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
5	The formal components of language: Phonology, Morphology, Syntax, Semantics.									3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
6	maxims									3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
7	the use of language , formal, vernacular, lingua franca, pidgins, creole, stylistics									3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
8	Language acquisitions									3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
9	Applied linguistics (language teaching-learning and translation									3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
10	Mid-Semester and End Semester Exams									3,32	0	Practicum	Paper Project (240 minutes)	
0005-203-3	**Islamic Religion Education (Elective)**		3							27	56			3/216
1	The mastering the concept of God, humans, and religion in building harmony									4,98	12	L/S	Case based (360 minutes)	
2	Understand the concept of God, humans, and religion in building harmony									4,98	12	L/S	Case based (360 minutes)	
3	The mastering the concept of God, humans, and religion in building harmony									3,32	8	L/S	Case based (240 minutes)	
4	the mastering the concept of Islam in fostering family, community, state, and the									6,64	16	L/S	Case based (480 minutes)	
5	The mastering the Islamic perspective on contemporary issues									3,32	8	L/S	Project based (240 minutes)	
6	Mid-Semester and End Semester Exams									3,32	0	Measuring learning outcomes	Assessment Test (240 minutes)	
0005-106-2	**Civic Education (Compulsory)**		3							27	56			3/216
1	Able to understand the basic concepts of Civics									1,66	4	L/S	Project based learning (120 minutes)	
2	Able to study national identity									1,66	4	L/S	Project based learning (120 minutes)	
3	Able to study National Integration									1,66	4	L/S	Project based learning (120 minutes)	
4	Able to study the state and the Constitution									3,32	8	L/S	Project based learning (240 minutes)	
5	Able to apply the rights and obligations of citizens									1,66	4	L/S	Project based learning (120 minutes)	
6	Able to analyze democracy and Democracy Education									3,32	8	L/S	Project based learning (240 minutes)	
7	Able to study the rule of law and human rights									3,32	8	L/S	Project based learning (240 minutes)	
8	Able to study Indonesian Geopolitics									1,66	4	L/S	Project based learning (120 minutes)	
9	Able to study regional autonomy									1,66	4	L/S	Project based learning (120 minutes)	
10	Able to study Indonesian Geostrategy									3,32	8	L/S	Project based learning (240 minutes)	
11	Mid-Semester and End Semester Exams									3,32	0	measuring learning outcomes	Assessment Test (240 minutes)	
0005-318-2	**Educational insights (Compulsary)**		3							27	56			3/216
1	Concepts of human, education, and educator									3,32	8	L/S	Project based learning (240 minutes)	
2	Education for advancement of character, culture, and civilization									1,66	4	L/S	Project based learning (120 minutes)	
3	Education roles on social, economics, and politics									1,66	4	L/S	Project based learning (120 minutes)	
4	Educational figures history									4,98	12	L/S	Project based learning (360 minutes)	
5	Indonesia's educational systems									3,32	8	L/S	Project based learning (240 minutes)	
6	Current issues on education									8,3	20	L/S	Project based learning (600 minutes)	
7	Mid-Semester and End Semester Exams									3,32	0	measuring learning outcomes	Project based learning (240 minutes)	
0005-210-2	**Learner Development (Compulsary)**		3							27	56			3/216
1	Basic concept of individual development									3,32	8	L/S	Project based learning (240 minutes)	
2	Principles of development									1,66	4	L/S	Project based learning (120 minutes)	
3	Aspects of development									1,66	4	L/S	Project based learning (120 minutes)	
4	Stages and characteristics of development									3,32	8	L/S	Project based learning (240 minutes)	
5	Theories of development									9,96	24	L/S	Project based learning (720 minutes)	
6	Implications of theories towards learner development									3,32	8	L/S	Project based learning (240 minutes)	
7	Mid-Semester and End Semester Exams									3,32	0	measuring learning outcomes	Project based learning (240 minutes)	
22150113	**Listening for Academic Purposes (Compulsary)**		4,5							40	84			4.5/216
1	Differences between listening in daily life and in lectures									4,98	12	Lecture, Practicum	Listening practice (180 minutes)	
2	Basics of listening									7,47	18	Lecture, Practicum	Listening practice (540 minutes)	
3	Listening to lecturers									7,47	18	Lecture, Practicum	Listening practice (540 minutes)	
4	Note-taking practice									7,47	18	Lecture, Practicum	Listening practice (540 minutes)	
5	Contexts in academic lectures									7,47	18	Lecture, Practicum	Listening practice (540 minutes)	
6	Mid-Semester and End Semester Exams									4,98	0	Practicum	Listening practice (360 minutes)	

Code/No	Title/Topic							Hrs1	Hrs2	Method	Assessment	Total
22150233	**Reading for General Communication (Compulsary)**	4,5						40	84			4.5/216
1	Short factual texts							7,47	18	Lecture, Practicum	Text analysis and reading practice (540 minutes)	
2	Work-related texts							9,96	24	Lecture, Practicum	Text analysis and reading practice (720 minutes)	
3	News items							7,47	18	Lecture, Practicum	Text analysis and reading practice (540 minutes)	
4	Academic-related texts							9,96	24	Lecture, Practicum	Text analysis and reading practice (720 minutes)	
5	Mid-Semester and End Semester Exams							4,98	0	Practicum	written and spoken practice (360 minutes)	
12020063	**Textual Grammar (Compulsary)**	4,5						40	84			4.5/216
1	Meaning relationship in paragraphs							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
2	Temporal relationships in a paragraph							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
3	Cause and effect relationships in a paragraph							4,98	12	Lecture, Seminar, Practicum	Exercises (360 minutes)	
4	Statements of purposes in a paragraph							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
5	Statements of contrasts and concessions in a paragraph							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
6	Statements of open and hypotentical conditions and wishes in a paragraph							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
7	Statements of facts, ideas, reports, quotations in a paragraph							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
8	Statements of facts about a thing/person in a paragraph							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
9	Paralel relationships between facts/ideas in paragraphs							4,98	12	Lecture, Seminar, Practicum	Exercises (360 minutes)	
10	Statements of willingness, wish, intention, insistence							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
11	Statements of permission, obligation, compulsion, prohibition							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
12	Statements of command, advice, suggestion, invitation							2,49	6	Lecture, Seminar, Practicum	Exercises (180 minutes)	
13	Mid-Semester and End Semester Exams							4,98	0	Practicum	Exercises (360 minutes)	
22150283	**English Language Learning (Compulsary)**	4,5						40	84			4.5/216
1	The existing learning theories available in the literature							4,98	12	Lecture	Formative Assessment: Esei & Seminar (360 min)	
2	How child and adult learn a second/foreign language							4,98	12	Lecture	Formative Assessment: Esei & Seminar (360 min)	
3	The cognitive process of language learning mechanism							4,98	12	Lecture, Case	Critical analysis of case: Report paper & presentation (360 min)	
4	The social process of second/foreign language learning							4,98	12	Lecture, Case	Critical analysis of case: Report paper & presentation (360 min)	
5	Factors that influence a second/foreign language learning							4,98	12	Lecture, Case	Critical analysis of case: Report paper & presentation (360 min)	
6	Integrating the perspectives of learning theories into language learning & teaching							9,96	24	Case	Critical analysis of case: Report paper (720 minutes)	
7	Mid-Semester and End Semester Exams							4,98	0	Case	Critical analysis of case: Report paper & presentation (360 min)	
0005-319-2	**Big Data and Programming (Compulsary)**		3					27	56			3/216
1	Digital literacy's development							4,98	12	L/S	Project based learning (360 minutes)	
2	Big Data							6,64	16	L/S	Project based learning (480 minutes)	
3	Programming							1,66	4	L/S	Project based learning (120 minutes)	
4	Big data analysis							6,64	16	L/S	Project based learning (480 minutes)	
5	Big data and programming formulation							3,32	8	L/S	Project based learning (240 minutes)	
6	Mid-Semester and End Semester Exams							3,32	0	measuring learning outcomes	Project based learning (240 minutes)	
0005-325-2	**Learning and Teaching Theory (Compulsary)**		3					27	56			3/216
1	Mastering the concepts and principles of learning and learning.							3,32	8	T	Critical Journal report (240 minutes)	
2	Mastering the theories and concepts of various schools of psychology and their							4,98	12	P	Critical Journal report (360 minutes)	
3	Mastering media theories and concepts, learning resources and curriculum in 21st Century learning							3,32	8	T	Critical Journal report (240 minutes)	
4	Mastering learning approaches, strategies, methods and techniques.							3,32	8	T	Critical Journal report (240 minutes)	
5	Applying student centered learning as an Approach in learning							3,32	8	T	Critical Journal report (240 minutes)	
6	Mastering the theories and concepts of learning outcome evaluation, learning evaluation and alternative assessment							4,98	12	P	Critical Journal report (360 minutes)	
7	Mid-Semester and End Semester Exams							3,32	0	Measuring learning outcomes	Assessment Test (240 minutes)	
22151542	**Aesthetic of Languages and Arts (Compulsary)**		3					27	56			3/216
1	The definition of beauty, division of beauty, variety of beauty, elements of beauty,							6,64	16	Lecture, Seminar	Presentation Project (480 minutes)	
2	A good aesthetic attitude based on experience personal to the environment							8,3	20	Lecture, Seminar	Presentation Project (600 minutes)	
3	Appreciation to aesthetics of inner work the fields of language, literature, art, and							8,3	20	Lecture, Seminar	Presentation Project (600 minutes)	
4	Mid-Semester and End Semester Exams							3,32	0	Practicum	Analysis & Paper Project (240 minutes)	
22150373	**Reading for Academic Purposes (Compulsary)**	4,5						40	84			4.5/216
1	Academic Reading: definition, purposes, and strategies							2,49	6	Lecture, Seminar	Presentation (180 minutes)	
2	Academic Reading Skills							2,49	6	Lecture, Practicum	Exersices (180 minutes)	
3	Academic Text							2,49	6	Lecture, Practicum	Reading project (180 minutes)	
4	Academic Literacy							4,98	12	Lecture, Practicum	Exercises and Reading project (360 minutes)	
5	Understanding and presenting information							4,98	12	Lecture, Practicum	Reading project (360 minutes)	
6	Reporting and summarizing							4,98	12	Lecture, Practicum	Reading project (360 minutes)	
7	Using sources							4,98	12	Practicum	Exercises and Reading project (360 minutes)	
8	Contextualizing							7,47	18	Practicum	Reading report (540 minutes)	
9	Mid-Semester and End Semester Exams							4,98	0	Practicum	Critical journal Report (360 minutes)	
22150393	**Writing for General Communication (Compulsary)**	4,5						40	84			4.5/216
1	Writing paragraphs (paragraphing)							4,98	12	Lacture, Practicum	Writing project (360 minutes)	
2	Writing essays (developing paragraphs into essays)							7,47	18	Lacture, Practicum	Writing project (540 minutes)	
3	Writing descriptive essays							7,47	18	Lacture, Practicum	Writing project (540 minutes)	
4	Writing narrative essays							7,47	18	Lacture, Practicum	Writing project (540 minutes)	
5	Writing argumentative essays							7,47	18	Lacture, Practicum	Writing project (540 minutes)	
6	Mid-Semester and End Semester Exams							4,98	0	Practicum	Writing project (360 minutes)	
12020253	**Academic Presentation (Compulsary)**	4,5						40	84			4.5/216
1	Citation and APA References							7,47	18	Lecture, Practicum	Presentation practice (540 minutes)	
2	Audio-visual Presentations							7,47	18	Lecture, Practicum	Presentation practice (540 minutes)	
3	Diagrams and Charts in Academic Presentation							9,96	24	Lecture, Practicum	Presentation practice (720 minutes)	
4	Gestures and Facial Expression in Academic Presentation							9,96	24	Lecture, Practicum	Presentation practice (720 minutes)	
5	Mid-Semester and End Semester Exams							4,98	0	Practicum	Presentation (360 minutes)	
22150862	**Phonetics and Phonology (Compulsary)**		3					27	56			3/216
1	Conceptual aspects of phonetics and phonology							1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
2	English sounds and sound-spelling principles							1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
3	Phonetic alphabets, IPA, RP, sound transcriptions and distributions							1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
4	Phonemic variations and phonetic-phonemic differences							1,66	4	Lecture, Seminar	Presentation Project (120 minutes)	
5	Speech sound production and kinds of sounds							3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
6	Segmental and suprasegmental phonemes and the descriptions of Englishvowel and consonants							3,32	8	Lecture, Practicum	Practice(240 minutes)	
7	Syllable structure and stress							3,32	8	Lecture, Practicum	Practice (240 minutes)	
8	Three hypotheses of English plural '-s' endings and of past '-ed' endings							3,32	8	Lecture, Practicum	Practice (240 minutes)	
9	Elision/omission, linking/joining/catenation, neutralization/compromise,assimilation, and weak vs. strong forms							3,32	8	Lecture, Practicum	Practice (240 minutes)	
10	Mid-Semester and End Semester Exams							3,32	0	Practicum	Project:Practice (240 minutes)	
22150363	**English Language Teaching (Compulsory)**	4,5						40	84			4.5/216
1	Theories of Language teaching							4,98	12	Lecture	Formative Assessment: Esei & Seminar (360 minutes)	
2	Basic Methodological Model for Teaching Receptive Skills							4,98	12	Workshop, Project	Lesson Planning Project (360 minutes)	
3	Basic methodological for Teaching Productive Skills:							4,98	12	Workshop, Project	Lesson Planning Project (360 minutes)	
4	Teaching Grammar							4,98	12	Workshop, Project	Lesson Planning Project (360 mins)	
5	Teaching Vocabulary							4,98	12	Workshop, Project	Lesson Planning Project (360 minutes)	
6	Teaching Integrated Language skills							4,98	12	Workshop, Project	Lesson Planning Project (360 minutes)	
7	Planning Integrated lesson							4,98	12	Workshop, Project	Lesson Planning Project (360 mins)	
8	Mid-Semester and End Semester Exams							4,98	0	Practicum	Lesson Planning Project, Written & Presentation Report (360 min)	
22150152	**Logic and Scientific Reasoning (Compulsary)**			3				27	56			3/216
1	Basic concept of logic and scientific reasoning							4,98	12	L/S	Project based learning (360 minutes)	
2	Reasoning							4,98	12	L/S	Project based learning (360 minutes)	
3	Arguments							4,98	12	L/S	Project based learning (360 minutes)	
4	Research implication							8,3	20	L/S	Project based learning (600 minutes)	
5	Mid-Semester and End Semester Exams							3,32	0	Measuring learning outcomes	Assessment Test (240 minutes)	
22150423	**Introduction to Entrepreneurship (Compulsary)**			4,5				40	84			4.5/216
1	Enterpreneurship							7,47	18	Lecture, Seminar	Analysis and presentation (540 minutes)	
2	Personal Evaluation							9,96	24	Lecture, Seminar	Analysis and : presentation (720 minutes)	
3	Ideas to Opportunities							7,47	18	Lecture, Seminar	Analysis and presentation (540 minutes)	
4	Validating the Opportunity							9,96	24	Lecture, Seminar, Practicum	Analysis and presentation (720 minutes)	
5	Mid-Semester and End Semester Exams							4,98	0	Practicum	Project: presentation (360 minutes)	
22150463	**Introduction to Marketing (Compulsary)**			4,5				40	84			4.5/216
1	Business and Marketing							7,47	18	Lecture, Seminar	Analysis and presentation (540 minutes)	
2	Branding							9,96	24	Lecture, Seminar	Analysis and : presentation (720 minutes)	
3	Markets							7,47	18	Lecture, Seminar	Analysis and presentation (540 minutes)	
4	Product Evaluation							9,96	24	Lecture, Seminar, Practicum	Analysis and presentation (720 minutes)	
5	Mid-Semester and End Semester Exams							4,98	0	Practicum	Project: presentation (360 minutes)	

Code/No	Topic	Credits			H1	H2	Method	Assessment	%
22152033	**Introduction to Translation (Compulsary)**	4,5			40	84			4.5/216
1	What is translation and an acceptable translation?				4,98	12	Lecture, Seminar, Practicum	Presentation Project (360 minutes)	
2	The basic principles of translation?				4,98	12	Lecture, Seminar, Practicum	Presentation Project (360 minutes)	
3	Translation as a process and product				7,47	18	Lecture, Seminar, Practicum	Translation Project (540 minutes)	
4	Criteria of acceptable translation				7,47	18	Lecture, Case	Translation Project (540 minutes)	
5	Translation shifts and the techniques of translation				9,96	24	Lecture, Case	Translation Project (720 minutes)	
6	Mid-Semester and End Semester Exams				4,98	0	Practicum	Translation Project (360 minutes)	
22150403	**Classroom Management (Compulsary)**	4,5			40	84			4.5/216
1	Introduction to Classroom Management				2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
2	Meet the Teachers and Students				3,735	9	Lecture/Case Study	FA, mixed response types (270 min)	
3	Organizing the Physical Design of the Classroom				3,735	9	Lecture/Case Study	FA, mixed response types (270 min)	
4	Establishing Rules and Routines				3,735	9	Lecture/Case Study	FA, mixed response types (270 min)	30%
5	Developing Relationships				3,735	9	Lecture/Case Study	FA, mixed response types (270 min)	
6	Implementing and Managing Engaging Instruction				3,735	9	Lecture/Case Study	FA, mixed response types (270 min)	
7	Addressing Discipline Issues				3,735	9	Lecture/Case Study	FA, mixed response types (270 min)	
8	Developing a Classroom Management Plan				9,96	24	Workshop, Case	Critical analysis of case: Written Report & Oral Presentation (720 min)	40%
9	Mid-Semester and End Semester Exams				4,98	0		SA, mixed response types (360 min)	30%
12020283	**Curriculum and Material Development (Compulsary)**	4,5			40	84			4.5/216
1	Language Curriculum Development: An Overview				4,98	12	Lecture	Formative assessment, extended response (360 min)	
2	Principles of ELT curriculum design and development				4,98	12	Lecture	Formative assessment, extended response (360 min)	
3	The ELT school curriculum in Indonesian context				4,98	12	Case Study	Critical analysis of case: Written & Presentation Report (360 min)	
4	Operationalizing curriculum through syllabus and lesson planning				4,98	12	Workshop, Project	Critical analysis of case: Written & Presentation Report (360 min)	
5	Textbook evaluation and materials selection and use				4,98	12	Workshop, Project	Semester Program Development Project (360 min)	
6	Developing English learning materials				9,96	24	Workshop, Project	Developing learning materials (720 minutes)	
7	Mid-Semester and End Semester Exams				4,98	0	Practicum	Semester Program Development Project, Written & Presentation Report (360 mins)	
12020093	**English for Business and Office Correspondence (Elective)**	4,5			40	84			4.5/216
1	Job application and job interview				7,47	18	Lecture, Seminar, Practicum	Project: presentation (540 minutes)	
2	Product information				9,96	24	Lecture, Seminar, Practicum	Project: presentation (720 minutes)	
3	Handling complaints				7,47	18	Lecture, Seminar, Practicum	Project: presentation (540 minutes)	
4	Business reports and business meetings				9,96	24	Lecture, Seminar, Practicum	Project: presentation (720 minutes)	
5	Mid-Semester and End Semester Exams				4,98	0	Practicum	Project: presentation (360 minutes)	
2215xxx3	**English for Popular Sciences (Elective)**	4,5			40	84			4.5/216
1	Why popular science matter?				4,98	12	Lecture, Practicum	Text analysis (360 minutes)	
2	Popular science types and medium				7,47	18	Lecture, Practicum	Text analysis (540 minutes)	
3	Enggaging to popular science texts (written & spoken)				7,47	18	Lecture, Practicum	Text analysis (540 minutes)	
4	Effective popular science communication (tips and tricks)				7,47	18	Lecture, Practicum	Text analysis (540 minutes)	
5	Popular Science project				7,47	18	Lecture, Practicum	Text analysis (540 minutes)	
6	Mid-Semester and End Semester Exams				4,98	0	Practicum	Text analysis (360 minutes)	
12020263	**Public Speaking (Elective)**	4,5			40	84			4.5/216
1	Introductory Speech				7,47	18	Lecture, Practicum	Performance (540 minutes)	
2	Informative Speech				7,47	24	Lecture, Practicum	Presentation, Students Speech Performance (540 minutes)	
3	Persuasive Speech				9,96	18	Lecture, Practicum	Presentation, Students Speech Performance (720 minutes)	
4	Speaking for Special Occasion				9,96	24	Lecture, Practicum	Presentation, Students Speech Performance (720 minutes)	
5	Mid-Semester and End Semester Exams				4,98	0	Practicum	Presentation, Students Speech Performance (360 minutes)	
1202xxx3	**Italian (Elective)**	4,5			40	84			4.5/216
1	Simple dialogues				4,98	12	Lecture, Practicum	Speaking performance & Presentation (360 minutes)	
2	Basic grammar				4,98	12	Lecture, Practicum	Speaking performance & Presentation (360 minutes)	
3	Self-introduction				7,47	18	Lecture, Practicum	Speaking performance & Presentation (540 minutes)	
4	Daily routines				9,96	18	Lecture, Practicum	Speaking performance & Presentation (540 minutes)	
5	Basic conversation				7,47	24	Lecture, Practicum	Speaking performance & Presentation (720 minutes)	
6	Mid-Semester and End Semester Exams				4,98		Practicum	Speaking performance & Presentation (360 minutes)	
22150343	**Writing for Academic Purposes (Compulsary)**		4,5		40	84			4.5/216
1	Sentence packacging (sentence, clause, paragrap)				4,98	12	Lecture, Seminar, Practicum	Written Report & Presentation (360 minutes)	
2	Being concise (effective sentence)				4,98	12	Lecture, Seminar, Practicum	Written Report & Presentation (360 minutes)	
3	Paragraph development				4,98	12	Lecture, Seminar, Practicum	Written Report & Presentation (360 minutes)	
4	Quoting, synthesizing, and paraphrasing				4,98	12	Lecture, Seminar, Practicum	Written Report & Presentation (360 minutes)	
5	Integrating ideas from different sources				7,47	18	Lecture, Seminar, Practicum	Written Report & Presentation (540 minutes)	
6	Essay writing				7,47	18	Lecture, Seminar, Practicum	Written Report & Presentation (540 minutes)	
7	Mid-Semester and End Semester Exams				4,98	0	Practicum	Written Report & Presentation (360 minutes)	
12020213	**Morphology and Syntax (Compulsary)**		4,5		40	84			4.5/216
1	Basic terms in morphology: lexeme, root, stem, base, morpheme, and word				7,47	18	Lecture, Seminar	Presentation Project (540 minutes)	
2	Inflectional and derivational affixes				4,98	12	Lecture, Seminar	Presentation Project (360 minutes)	
3	Compounding: endocentric and exocentric compounds				4,98	12	Lecture, Seminar	Presentation Project (360 minutes)	
4	Hierarchical structure and head-dependent relations in derived lexemes (words)				4,98	12	Lecture, Seminar	Presentation Project (360 minutes)	
5	Hierarchical structure and head-dependent relations/immediate constituents in				7,47	18	Lecture, Seminar	Presentation Project (540 minutes)	
6	Allomorphs in English and Indonesian				4,98	12	Lecture, Seminar	Presentation Project (360 minutes)	
7	Mid-Semester and End Semester Exams				4,98	0	Practicum	Paper Project (360 minutes)	
12020273	**English Language Assessment (Compulsary)**		4,5		40	84			4.5/216
1	Introduction to ELA				2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
2	Why assess?				2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
3	What to assess?				2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
4	When to assess?				2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
5	Who assesses?				2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
6	How good do we assess?				2,49	6	Workshop, Case	Critical analysis of case: Written Report & Oral Presentation (180 min)	
7	How to assess?				4,98	12	Workshop, Case	Critical analysis of case: Written Report & Oral Presentation (360 min)	
8	Whither to?				4,98	12	Lecture/Case Study	FA, mixed response types (360 min)	
9	Planning and Developing Instructional assessments				9,96	24	Workshop, Project	Project: Written Report & Oral Presentation (720 min)	
10	Mid-Semester and End Semester Exams				4,98	0		SA, mixed response types (360 min)	
22152543	**Practicum of Translation (Compulsory)**		4,5		40	84			4.5/216
1	Characteristics of texts				7,47	18	Lecture, Seminar	Translation Project (540 minutes)	
2	Translation practice				27,39	66	Practicum	Translation Project (1980 minutes)	
3	Mid-Semester and End Semester Exams				4,98	0	Practicum	Translation Project (360 minutes)	
12020302	**Statistics (Compulsory)**		3		27	56			3/216
1	Descriptive vs Inferential Statistics: Over views				1,66	4	Lecture, Seminar	Q & A (120 min)	
2	Data Indentification				3,32	8	Lecture, Seminar	Individual Presentation (240 min)	
3	The Use of Middle Value Measurement				1,66	4	Lecture, Seminar	Presentation Project (120 min)	
4	The Use of Variablity Measurement				1,66	4	Lecture, Seminar	Presentation Project (120 min)	
5	The Use of Dispersion Measurement				1,66	4	Lecture, Seminar	Presentation Project (120 min)	
6	Data Collections and Instruments				3,32	8	Lecture, Seminar	Presentation Project (240 min)	
7	Questionnairre and Likert Scale				3,32	8	Lecture, Seminar	Individual Presentation (240 min)	
8	Validity and Reliability Testing				3,32	8	Lecture, Seminar	Presentation Project (240 min)	
9	Hypotesting Techniques				3,32	8	Lecture, Seminar	Presentation Project (240 min)	
10	Mid-Semester and End Semester Exams				3,32	0	Practicum	Presentation Project (240 min)	
12020293	**Introduction to Research in English Language Learning and Education**		4,5		40	84			4.5/216
1	The Nature of Research (common structure, scope, and research components)				7,47	18	Lecture, Seminar	Presentation Project (540 min)	
2	Literature Review, relevant studies, and theoretical framework				9,96	24	Lecture, Seminar	Presentation Project (720 min)	
3	Research methodology				7,47	18	Lecture, Seminar	Presentation Project (540 min)	
4	Drafting and presenting an outline of a research proposal				9,96	24	Lecture, Seminar	Presentation Project (720 min)	
5	Mid-Semester and End Semester Exams				4,98	0	Seminar	written and oral report (360 min)	
12020313	**Introduction to Discourse Analysis (Compulsory)**		4,5		40	84			4.5/216
1	Text, context, and culture				7,47	18	Lecture	Analysis Project (540 minutes)	
2	Basic principles of discourse analysis				7,47	18	Lecture, Seminar	Analysis Project (540 minutes)	
3	Characteristics of spoken and written discourse				9,96	24	Lecture, Seminar	Analysis Project (720 minutes)	
4					9,96	24	Lecture, Seminar	Analysis Project (720 minutes)	
5	Mid-Semester and End Semester Exams				4,98	0	Lecture, Seminar	Analysis Project (360 minutes)	
22150682	**Introduction to Literature (Compulsory)**		3		27	56			3/216
1	Literature and Literary works				3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
2	Intrinsic and extrinsic features of literary works				3,32	8	Lecture, Seminar	Presentation Project (240 minutes)	
3	Intrinsic and extrinsic features in prose				3,32	8	Lecture, Seminar	Analysis Project (240 minutes)	
4	Intrinsic and extrinsic features in poetry				3,32	8	Lecture, Seminar	Analysis Project (240 minutes)	
5	Intrinsic and extrinsic features in drama				3,32	8	Lecture, Seminar	Analysis Project (240 minutes)	
6	Appreciating literary works				6,64	16	Practicum	Analysis project (480 minutes)	
7	Mid-Semester and End Semester Exams				3,32	0	Practicum	Analysis Project (240 minutes)	

Code	No	Course / Topic	SKS	Hours		Teaching Method	Assessment	ECTS
22150303		**ICT in English Language Education (Compulsory)**	4,5	40	84			4.5/216
	1	Introduction to ICT in ELE		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	2	Finding Digital Tools and Apps		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	3	Evaluating the User Experience		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	4	Evaluating the Learning Experience		4,98	12	Lecture/Case Study	FA, mixed response types (360 min)	
	5	Evaluating Accessibility		4,98	12	Lecture/Case Study	FA, mixed response types (360 min)	
	6	Teaching With Digital Tools & Apps: SAMR Model, PICRAT Matrix, TPACK Model		4,98	12	Lecture/Case Study	FA, mixed response types (360 min)	
	7	Designing Instruction with Technology Using the TPACK Model		9,96	24	Workshop, Project	Project: Written Report & Oral Presentation (720 min)	
	8	Digital Literacy and Safety		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	9	Assessment & Evaluation		4,98	0	Practicum	SA, mixed response types (360 min)	
22150313		**Designing E-Learning (Compulsory)**	4,5	40	84			4.5/216
	1	Introduction to online course design		2,49	6	Lecture, Seminar	Presentation Projects (180 minutes)	
	2	Understanding learning theories		2,49	6	Lecture, Seminar	Presentation Projects (180 minutes)	
	3	Instructional design process		2,49	6	Lecture, Seminar, Practicum	Presentation Projects (180 minutes)	
	4	Analysis		4,98	12	Lecture, Seminar, Practicum	Analysis Project (360 minutes)	
	5	Designing the course		4,98	12	Lecture, Seminar, Practicum	Project: Designing the course (360 minutes)	
	6	Writing for e-learning		4,98	12	Lecture, Seminar, Practicum	Presentation Projects (360 minutes)	
	7	Developing the course		7,47	18	Lecture, Seminar, Practicum	Project: Developing the course (540 minutes)	
	8	Implementing the course		2,49	6	Lecture, Seminar, Practicum	Presentation Projects (180 minutes)	
	9	Evaluating the course		2,49	6	Lecture, Seminar, Practicum	Analysis Project (180 minutes)	
	10	Mid-Semester and End Semester Exams		4,98	0	Practicum	report and presentation (360 minutes)	
22150623		**Project Management (Compulsory)**	4,5	40	84			4.5/216
	1	Introduction to Project Management		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	2	Define the project and objectives		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	3	Project Phases and Organization		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	4	Working with People on Projects		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	5	Communication Technologies		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	6	Starting a Project		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	7	Project Time Management		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	8	Costs and Procurement		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	9	Managing Project Quality		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	10	Managing Project Risk		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	11	Project Closure		2,49	6	Lecture/Case Study	FA, mixed response types (180 min)	
	12	From Plan to Action		7,47	18	Workshop, Project	Project: Written Report & Oral Presentation (540 min)	
	13	Assessment & Evaluation		4,98	0	Practicum	SA, mixed response types (360 min)	
22150074		**Bahasa Indonesia for Speakers of Other Langauges (BISOL) (Compulsary)**	6	54	96			6/216
	1	BISOL learning concept.		3,32	8	Lecture	Presentation Project (240 minutes)	
	2	syntax, and Indonesian semantics.		3,32	8	Lecture, seminar	Presentation Project (240 minutes)	
	3	The Indonesian language skills includes: listening, speaking, reading, and writing.		3,32	8	Lecture, seminar	Presentation Project (240 minutes)	
	4	The concept of Indonesian culture in BISOL		3,32	8	Lecture, seminar	Presentation Project (240 minutes)	
	5	Development of BISOL learning materials.		6,64	16	Lecture, workshop,	Presentation Project (480 minutes)	
	6	The preparation of the BISOL plan includes the syllabus and lesson plans.		6,64	16	Lecture, workshop,	Presentation Project (480 minutes)	
	7	The development of BISOL teaching media.		6,64	16	Lecture, workshop,	Presentation Project (720 minutes)	
	8	The development of BISOL Assessment		6,64	16	Lecture, workshop,	Presentation Project (480 minutes)	
	9	Mid-Semester and End Semester Exams		13,28	0	Practicum	Presentation Project (960 minutes)	
22151963		**Current Issues and Policies in Education (ClaPiE) (Compulsory)**	4,5	40	84			4.5/216
	1	The 21st-century learning and skills of disruptive innovators		4,98	12	Lecture, Seminar	Presentation project (360 min)	
	2	Current issues and policies in education across countries		7,47	18	Lecture, Seminar	Presentation project (540 min)	
	3	Prospective English teachers in disruptive era		7,47	18	Lecture, Seminar	Presentation project (540 min)	
	4	Innovation in Education of the Industrial Revolusion Era 4.0		7,47	18	Lecture, Seminar	Presentation project (540 min)	
	5	Current issues published in reputable sources		7,47	18	Lecture, Seminar	Presentation project (540 min)	
	6	Mid-Semester and End Semester Exams		4,98	0	Seminar, Practicum	report and presentation (360 min)	
12020344		**Micro Teaching (Compulsary)**	3	27	56			3/216
	1	Micro Teaching and Peer Teaching		1,66	4	Lecture, Seminar	portofolio (120 min)	
	2	Roles of teachers regarding to various kinds of teaching methods		1,66	4	Lecture, Seminar	Portfolio (120 min)	
	3	Professional skills/Basic teaching skills		3,32	8	Lecture, Seminar, Practicum	Teaching practice (240 min)	
	4	Classroom management		3,32	8	Lecture, Seminar, Practicum	Classroom Management Practice (240 min)	
	5	Classroom language		3,32	8	Lecture, Seminar, Practicum	Classroom Language practice (240 min)	
	6	Peer Observation		3,32	8	Lecture, Seminar, Practicum	Teaching practice (240 min)	
	7	Lesson planning		3,32	8	Lecture, Seminar, Practicum	Teaching practice (240 min)	
	8	Reflective teaching		3,32	8	Lecture, Seminar, Practicum	Teaching practice (240 min)	
	9	Mid-Semester and End Semester Exams		3,32	0	Practicum	Teaching practice (240 min)	
1202xxxx		**Teaching assistance in the Education Units (AMSP) (Elective)**	30	265,6	560			3/216
	1	Introduction to the school environment		33,2	80	Practicum	Field practice (2400 minutes)	
	2	English Syllabus Designing		33,2	80	Practicum	Field practice (2400 minutes)	
	3	English Learning Media		33,2	80	Practicum	Field practice (2400 minutes)	
	4	English Language Testing		33,2	80	Practicum	Field practice (2400 minutes)	
	5	Teaching Practice		66,4	160	Practicum	Field practice (4800 minutes)	
	6	Classrom Language		33,2	80	Practicum	Field practice (2400 minutes)	
	7	Final Project: Teaching Practice		33,2	0	Practicum	Field practice (2400 minutes)	
1202xxxx		**Independent Projects (Elective)**	30	265,6	560			3/216
	1	Project Needs Analysis		49,8	120	Practicum	Field practice (3600 minutes)	
	2	Project Designing		49,8	120	Practicum	Field practice (3600 minutes)	
	3	Project Development		66,4	160	Practicum	Field practice (4800 minutes)	
	4	Project Dissemination		66,4	160	Practicum	Field practice (4800 minutes)	
	5	Final Project Presentation		33,2	0	Practicum	Field practice (2400 minutes)	
12022036		**Thesis (Compulsory)**	9	27	56			3/216
	1	Planning the research project		9,96	24,00	Supervision	Interim Project Report (720 minutes)	
	2	Implementing the research project		14,94	36,00	Supervision	Interim Project Report (1080 minutes)	
	3	Data Processing & Analysis		14,94	36,00	Supervision	Interim Project Report (1080 minutes)	
	4	Reporting Findings & discussion		14,94	36,00	Supervision	Interim Project Report (1080 minutes)	
	5	Discussing Findings		14,94	36,00	Supervision	Final Project Report (1080 minutes)	
	6	Theses defence		9,96	0,00	Practicum	Theses Defense (720 minutes)	
total			31,5	30	30	30	33	27,0	30	9

To achieve its goals, BELE provides students with a balanced proportion of theoretical and practical learning experiences that shall enable them to cope with the real-life challenges of their future careers as professional set out in the graduate profiles. The BELE curriculum content comprises a total number of 49 course units that constitute a compulsory workload of 147 SKS, equal to 220,5 ECTS, to be completed in eight semesters. They are classified under four clusters: (1) General Courses, (2) Fundamentals of Education Courses, (3) Faculty Courses, and (4) BELE Courses. The courses consist of national, university, and faculty compulsory units in addition to BELE compulsory and elective units.

The first cluster, General Courses, includes national and university compulsory courses that aim at building the desired values and generic knowledge and skills in students. The second cluster, Fundamentals of Education Courses, consists of university compulsory units that aim at providing students with the basic knowledge of education, teaching, and learning in general. Faculty Courses, on the other hand, comprise courses that build values and knowledge specific to the languages and arts disciplines. Finally, the fifth cluster, BELE Courses, includes courses representing the subject-specific knowledge and skills that are the core competencies of BELE graduates.

The curriculum content includes five strands of study to promote the effective accomplishment of the BELE's PEOs and PLOs: (1) English Language and Literacy, (2) English Language System and culture, (3) English Language Pedagogy, (4) Research Skills, and (5) Entrepreneurship. Study strands #1 to #4 are designed to develop the fundamental skills required of ELE professionals, enabling graduates to work as qualified teachers, teaching assistants, and research assistants. Additionally, their professional skills will be enhanced by the fifth study strand, Entrepreneurship, which will also increase their employability prospects to include management of ELE programmes and projects, either as employees or employers. BELE Curriculum Structure presents the BELE Curriculum content in detail.

Student's Workload by Semester ranges between 18 to 22 SKS (equals to 27 to 33 ECTS). It consists of compulsory and elective courses amounting to a total of 146 SKS or 219 ECTS for students to complete in eight semesters.

Bachelor of English Literature (BEL)

No		Course Unit (Compulsary)	Credit Points per Semester								Workload	
			1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
		SEMESTER 1	25.5								228	476
1	00051122	*Pancasila* Education	3								27	56
2	00051142	Indonesian Language	3								27	56
3	22250033	Intensive Reading	4..5								40	84
4	22250152	Listening Comprehension	3								27	56
5	22251933	Business Communication	4.5								40	84
6	22250132	Introduction to Linguistics	3								27	56
7	22250063	Fundamentals of Grammar	4.5								40	84
		SEMESTER 2		31.5							281	588
8	00053182	Education Insight		3							27	56
9	00052243	Religious Education		3							27	56
10	000531062	Civics Education		3							27	56
11	22251213	English Phonetics & Phonology		4.5							40	84
12	22250073	Critical Listening		4.5							40	84
13	22251263	English Literature Development		4.5							40	84
14	22250133	Introduction to College Writing		4.5							40	84
15	22250073	Critical Reading		4.5							40	84
		SEMESTER 3			28.5						254	532
16	00051072	Big Data and Programming			3						27	56
17	22250052	Grammar in Discourse			3						27	56
18	22251713	Academic Writing *			4.5						40	84
19	22251683	Theory of Translation*			4,5						40	84
20	22251223	English Morphology & Syntax			4.5						40	84
21	22250513	Public Speaking*			4.5						40	84
22	22251133	Prose*			4.5						40	84

No	Code	Course	S4	S5	S6	S7	S8		
		SEMESTER 4	25.5					228	476
23	00053202	Logics and Sientific Approach	3					27	56
24	22251143	Drama*	4.5					40	84
25	20052052	Aesthetics of Languages and Arts*	3					27	56
26	22250223	Discourse Analysis	4.5					40	84
27	22251693	Children's &Young adult Literature *	4.5					40	84
28	22250162	General and Literary Text Translation	3					27	56
29	22251782	Bahasa Indonesia for Translators	3					27	56
		SEMESTER 5		30				269	584
30	KM01426	Internship*		9				80	192
31	22250172	Report Writing *		3				27	56
32	22251942	Editing*		3				27	56
33	22250182	Legal Text Translation*		3				27	56
34	22250292	Digital Content Writing*		3				27	56
35	22250192	Academic Presentation*		3				27	56
36	22251982	Grammar and Style*		3				27	56
37	22250912	Business Correspondence*		3				27	56
		SEMESTER 6			31.5			280	592
38	22250663	Creative Writing*			4.5			40	84
39	22250743	Introduction to Literary Criticism			4.5			40	84
40	22250833	Media Discourse*			4.5			40	84
41	22251423	Semantics & Pragmatics			4.5			40	84
42	22250283	Introduction to Research*			4.5			40	84
43	22251123	Poetry*			4.5			40	84
44	20055121	Field study			1.5			13	32
45	22250822	Interpreting			3			27	56
		SEMESTER 7				31.5		281	560
46	22250004	Research Methodology				6		53	112
47	22251153	Literary Criticism				4.5		40	84
48	22251433	Comparative Linguistics				4.5		40	56
49	22250593	Introduction to Cultural Studies				4.5		40	84
50		Elective Course 1*				3		27	56
51		Elective Course 2*				3		27	56
52		Elective Course 3*				3		27	56
53		Elective Course 4*				3		27	56
		SEMESTER 8					12	107	248
54	20054026	Skripsi (Bachelor's thesis)					9	80	192
55	22250262	Scientific and Technical Text Translation					3	27	56
		Elective Courses							
	22250202	ICT and Literature							
	22250882	Computer-Assisted Translation							
	22250102	Copywriting							
	22250872	Subtitling							
	22250232	Pengajaran BIPA							
	22250242	World Literature							
	22250892	Film Appreciation							
	22250252	Gender in Literature							
	20055073	Bahasa Italia I							

Bachelor of Arabic in Language Education (BALE)

Arabic Language Education Study Program, 8 Semesters

FIBAA

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self	Method of Teaching	Form and Duration of Examinations (JP * 60min)	weight of exam related to final grade
2335-151-2	**Basic Listening**	3								27	56			2/216
1	The concept of listening, the purpose of listening, and the obstacles in listening	2								3,32	8	L	Making Note (120 min)	
2	The concept of self-introduction in Arabic	3								4,98	12	L / TR	Student Practise (180 min)	
3	Identify words, phrases, and sentence, conclude the content, and communicate short discourse	3								4,98	12	L / TR	Student Practise (180 min)	
4	Express feelings and opinions in Arabic	3								4,98	12	L / TR	Student Practise (180 min)	
5	The concepts and practices of telling family and ideals in Arabic	3								4,98	12	L / TR	Student Practise (180 min)	
6	Mid-semester exams and end-semester exams	2								3,32	0	P	Project Task /Summative Test (120 min)	
2335-043-2	**Speaking for Beginners**	4,5								40	84			3/216
1	The pronunciation of the Hijaiyyah letters that are difficult to pronounce	2								4,98	12	L	Making Note (120 min)	
2	To communicate in Arabic through sentence patterns	3								7,47	18	L / TR	Student Practise (180 min)	
3	To respond to simple expressions	3								7,47	18	L / TR	Student Practise (180 min)	
4	To demonstrate simple expressions	3								7,47	18	L / TR	Student Practise (180 min)	
5	Telling pictures by theme	3								7,47	18	L / TR	Student Practise (180 min)	
6	Mid-semester exams and end-semester exams	2								4,98	0	P	Project Task /Summative Test (120 min)	
2335-132-2	**Basic Reading**	4,5								40	84			3/216
1	Read aloud with proper articulation of letter sounds	2								4,98	12	L	Making Note (120 min)	
2	literal understanding of the organization of vocabulary, sentences, and paragraphs	3								7,47	18	L/TR	Student Practise (180 min)	
3	Interpreting reading content	3								7,47	18	L/TR	Student Practise (180 min)	
4	Capture information from content reading	3								7,47	18	L/TR	Student Practise (180 min)	
5	conclude time-based reading determined	3								7,47	18	L/TR	Student Practise (180 min)	
6	Mid-semester exams and end-semester exams	2								4,98	0	P	Project Task /Summative Test (120 min)	
2335-076-3	**Arabic Calligraphy**	3								27	56			2/216
1	The History of Arabic Calligraphy and Punctuation Marks in Arabic	2								1,66	4	L	Making note (60 min)	
2	Musnad and Nabati: The Oldest Arabic Calligraphy	2								3,32	8	S	Project Analysis (120 min)	
3	Kufic Sript and the Development of Cursive Style	3								4,98	12	S	Project Analysis (180 min)	
4	Ibn Muqlah and His Contribution to Arabic Calligraphy	3								4,98	12	S	Project Analysis (180 min)	
5	Writing Style in Arabic Calligraphy (Naskhi, Thuluth, Diwani and Jali Diwani, Riqa and Farisi, Rayhani)	3								4,98	12	P	Student Practise (180 min)	
6	Arabic Calligraphy Painting	2								3,32	8	P	Student Practise (120 min)	
7	Mid-semester exams and end-semester exams	2								3,32	0	P	Project Task /Summative Test (120 min)	
2335-110-2	**Dictation**	3								27	56			2/216
1	Writing of Alif Thowilah, Alif Maqsuroh, Laam Qomariyah, Laam Syamsiyah	2								3,32	8	L	Making Note (120 min)	
2	Writing of Taa' Marbuthoh and Taa' Maftuhah	3								4,98	12	T / P	Project analysis/ presentation (120 min)	
3	Writing of Hamzah Washal, Hamzah Qath'i in first sentnse, Hamzah Mutawasitthoh and Hamzah Mutathorifah	4								6,64	16	T / P	Project analysis/ presentation (120 min)	
4	Writing Aliful Fariqoh in Past Tense, Present Tense, and Imperative Sentence	3								4,98	12	T / P	Project analysis/ presentation (120 min)	
5	Punctuation mark	2								3,32	8	T / P	Project analysis/ presentation (120 min)	
6	Mid-semester exams and end-semester exams	2								3,32	0	P	Project Task /Summative Test (120 min)	
0005-112-2	**Pancasila**	3								27	56			2/216
1	Articulating the Introduction to Pancasila Education	1								1,66	4	L	Project Essay (120 Min)	
2	Describing Pancasila in the History of Indonesian	2								3,32	8	L/S	Project Essay (240 Min)	
3	Describing Pancasila as the Basic State of the Republic of Indonesia	2								3,32	8	L/S	Project Essay (240 Min)	
4	Describing Pancasila as State Ideology	2								3,32	8	L/S	Project Essay (240 Min)	
5	Describing Pancasila as a Philosophical System	2								3,32	8	L/S	Project Essay (240 Min)	
6	Describing Pancasila as a System of Ethics	2								3,32	8	L/S	Project Essay (240 Min)	
7	Describing Pancasila as the Basic Value of Science Development	2								3,32	8	L/S	Project Essay (240 Min)	
8	Describing Pancasila and Anti-Corruption Values	1								1,66	4	L/S	Project Essay (120 Min)	
9	Mid-Semester and End Semester Exams	2								3,32	0	P	Project Task /Summative Test (120 min)	
0005-113-2	**Indonesia Language**	3								27	56			2/216
1	Identifying the nature of the language, the position, and the function of the Indonesian language, and standard Indonesian	2								3,32	8	L	Project Essay (240 Min)	
2	Producing text in the macro genre	3								4,98	12	S	Project Essay/ Presentation (360 Min)	
3	Proficient in Indonesian language	9								14,94	36	S	Project Essay/ Presentation (1080 Min)	
4	Mid-Semester and End Semester Exams	2								3,32	0	P	Project Task /Summative Test (120 min)	
0005-213-4	**Educational Fondation**	4,5								40	84			3/216
1	The concept of education	2								4,98	12	L	Making Note (120 min)	
2	The cocept of pedagogy	3								7,47	18	S	Project Analysis (180 min)	
3	Human and education	3								7,47	18	S	Project Analysis (180 min)	
4	The history of education	3								7,47	18	S	Project Analysis (180 min)	
5	Problems in educational practices	3								7,47	18	S	Project Analysis (180 min)	
6	Mid-semester exams and end-semester exams	2								4,98	0	P	Project Task /Summative Test (120 min)	
2335-152-2	**Advanced Listening**		3								27	56			2/216
1	To Comprehen imitate and understand simple Arabic dialogues that describe various events and experiences.		3								4,98	12	L	Making Note (180 min)	
2	To Understand and retell short stories in Arabic		3								4,98	12	L / TR	Student Practise (180 min)	
3	To understand and criticize short news in Arabic		4								6,64	16	L / TR	Student Practise (240 min)	
4	To demonstrate and express the message of short films in Arabic		4								6,64	16	L / TR	Student Practise (240 min)	
5	Mid-semester exams and end-semester exams		2								3,32	0	P	Project Task /Summative Test (120 min)	
2723-003-2	**Intermediate Speaking**		4,5								40	84			3/216
1	Demonstrating stories independently and in pairs		2								4,98	12	L/TR/T	Student Practise (120 min)	
2	Reconstructing dialogue and story		3								7,47	18	L/TR/T	Student Practise (180 min)	
3	To find and compare sentence patterns through verbal expression		3								7,47	18	L/TR/T	Student Practise (180 min)	
4	Arrange the correct order of stories contained in the teaching materials through verbal expression		3								7,47	18	L/TR/T	Student Practise (180 min)	
5	designing dialogues about the material and telling stories individually both individually directly or uploaded via		3								7,47	18	L/TR/T	Student Practise (180 min)	
6	Mid-semester exams and end-semester exams		2								4,98	0	P	Project Task /Summative Test (120 min)	
2335-133-2	**Intensive Reading**		4,5								40	84			3/216
1	Read text with sound articulation and reasonable reading speed		3								7,47	18	L	Making Note (180 min)	
2	Reading texts with Arabic grammar rules		3								7,47	18	L / TR	Student Practise (180 min)	
3	Using new vocabulary obtained from the text in everyday sentences		4								9,96	24	L / TR	Student Practise (240 min)	
4	Examine the content of the text with various themes		4								9,96	24	L / TR	Student Practise (240 min)	
5	Mid-semester exams and end-semester exams		2								4,98	0	P	Project Task /Summative Test (120 min)	
2335-020-2	**Arabic Syntax**		4,5								40	84			3/216
1	A perfect sentence seen from Noun phrase and Verbal phrase		3								7,47	18	L	Project essay (180 min)	
2	Particle (harf) in Arabic Grammar		2								4,98	12	L	Project essay (180 min)	
3	Nouns in Arabic Grammar		3								7,47	18	L	Project essay (180 min)	
4	Pronouns in Arabic Grammar		2								4,98	12	L	Project essay (180 min)	
5	Annawasib wal Jawazim in fiil mudhari		2								4,98	12	L	Project essay (180 min)	
6	Interogative Sentence		1								2,49	6	L	Project essay (180 min)	
7	Anwa Khabar		1								2,49	6	L	Project essay (180 min)	
8	Mid-semester exams and end-semester exams		2								4,98	0	P	Project Task /Summative Test (120 min)	
2335-069-2	**Science phylosophy**		3								27	56			2/216
1	Basics of Knowledge		2								3,32	8	L	Making Note (120 min)	
2	The Nature of Science		3								4,98	12	S	Project Analysis (180 min)	
3	Ontology: The Nature of What is Study		3								4,98	12	S	Project Analysis (180 min)	
4	Epistemology: How to Get True Knowledge		3								4,98	12	S	Project Analysis (180 min)	
5	Axiology; Useful Value of Science		3								4,98	12	S	Project Analysis (180 min)	
6	Mid-semester exams and end-semester exams		2								3,32	0	P	Project Task /Summative Test (120 min)	
2005-100-2	**Aesthetics**		3								27	56			2/216
1	History of the Development and Periodization of Aesthetics		3								4,98	12	L	Making Note (180 min)	
2	Literature and Aesthetics		3								4,98	12	S	Project Analysis (180 min)	
3	Literary and Art Criticism		2								3,32	8	S	Project Analysis (120 min)	
4	The Aesthetics of Arabic Literature		3								4,98	12	S	Project Analysis (180 min)	
5	Stylistics of Arabic Language and Literature		3								4,98	12	S	Project Analysis (180 min)	
6	Mid-semester exams and end-semester exams		2								3,32	0	P	Project Task /Summative Test (120 min)	
0005-106-2	**Citizenship**		3								27	56			2/216
1	Able to understand the basic concepts of Civics		1								1,66	4	L	Making Note (60 min)	
2	Able to study national identity		1								1,66	4	S	Project Analysis (120 min)	
3	Able to study National Integration		1								1,66	4	S	Project Analysis (120 min)	
4	Able to study the state and the Constitution		2								3,32	8	S	Project Analysis (120 min)	
5	Able to apply the rights and obligations of citizens		1								1,66	4	S	Project Analysis (120 min)	
6	Able to analyze democracy and Democracy Education		2								3,32	8	S	Project Analysis (180 min)	
7	Able to study the rule of law and human rights		2								3,32	8	S	Project Analysis (180 min)	
8	Able to study Indonesian Geopolitics		1								1,66	4	P	Project Task /Summative Test (120 min)	
9	Able to study regional autonomy		1								1,66	4	S	Project Analysis (120 min)	
10	Able to study Indonesian Geostrategy		2								3,32	8	S	Project Analysis (180 min)	
11	Mid-semester exams and end-semester exams		2								3,32	0	P	Project Task /Summative Test (120 min)	
0005-215-2	**Student development**		3								27	56			2/216
1	Understanding the basic concepts of student development		3								4,98	12	L	Making Note (180 min)	
2	Analyzing the principles of student development		3								4,98	12	L	Making Note (180 min)	
3	Analiziyng developmental and learning theories		4								6,64	16	S	Project Analysis (240 min)	
4	implementing and analyzing the implications of developmental with earning theories in education		4								6,64	16	S	Project Analysis (240 min)	
5	Mid-semester exams and end-semester exams		2								3,32	0	S	Project Task /Summative Test (120 min)	

Code / No	Description	C1	C2	T1	T2	Hr1	Hr2	Mode	Method	Ratio
2335-130-3	**Advanced Speaking**	4,5		40	84					**3/216**
1	Reconstructing dialogue and story	2				4,98	12	L / TR	Student Practise (120 min)	
2	Demonstrating stories independently and in pairs	3				7,47	18	L / TR	Student Practise (180 min)	
3	Comparing sentence patterns about cause and effect through oral expressions	3				7,47	18	L / TR	Student Practise (180 min)	
4	Expressing opinions according to the theme being studied	3				7,47	18	L / TR	Student Practise (180 min)	
5	Arrange the sequence of stories through oral expressions	3				7,47	18	L / TR	Student Practise (180 min)	
6	Mid-semester exams and end-semester exams	2				4,98	0	P	Project Task /Summative Test (120 min)	
2335-009-3	**Extensive Reading**	4,5		40	84					**3/216**
1	Analyze the content of reading content in terms of structure and meaning	4				9,96	24	L / TR	Student Practise (240 min)	
2	Analyze the relationship of words and meanings between paragraphs	5				12,45	30	L / TR	Student Practise (300 min)	
3	Analyze textual meaning and contextual meaning	5				12,45	30	L / TR	Student Practise (300 min)	
4	Mid-semester exams and end-semester exams	2				4,98	0	P	Project Task /Summative Test (120 min)	
2335-079-3	**Arabic Morphology I**	4,5		40	84					**3/216**
1	The forms of the verb in terms of time of occurrence	1				2,49	6	L / TR	Student Practise (60 min)	
2	The forms of the verb in terms of shape	1				2,49	6	L / TR	Student Practise (60 min)	
3	The forms of the verb in terms of subject and object	2				4,98	12	L / TR	Student Practise (120 min)	
4	The forms of the verb in terms of the typeface that is its component	1				2,49	6	L / TR	Student Practise (60 min)	
5	Verb forms in terms of active and passive	2				4,98	12	L / TR	Student Practise (120 min)	
6	Verb forms in terms of their derivation	2				4,98	12	L / TR	Student Practise (120 min)	
7	Verb forms in terms of ending changes	1				2,49	6	L / TR	Student Practise (60 min)	
8	The forms of the verb in terms of the subject	1				2,49	6	L / TR	Student Practise (60 min)	
9	The forms of isim fi'il and it's types	1				2,49	6	L / TR	Student Practise (60 min)	
10	Affirmative verbs and it's types	2				4,98	12	L / TR	Student Practise (120 min)	
11	Mid-semester exams and end-semester exams	2				4,98	0	P	Project Task /Summative Test (120 min)	
2335-054-2	**Arabic Culture**		3	27	56					**2/216**
1	Arab Culture and Civilization		2			3,32	8	L	Making Note (120 min)	
2	Geographical Feature of the Arabian Peninsula		2			3,32	8	L	Making Note (120 min)	
3	History and Development of the Arabic Language		2			3,32	8	S	Project Analysis (120 min)	
4	The Tribal Life, Family Structure, Religions and Literacy Traditions in Pre-Islamic		3			4,98	12	S	Project Analysis (180 min)	
5	Early Islam: The Prophet Muhammad and His Mission		1			1,66	4	S	Project Analysis (60 min)	
6	Arab Culture during the Umayyah Period, Abbasiah Period, Turkish Usmani Period		3			4,98	12	S	Project Analysis (180 min)	
7	Modern and Contemporary Arab		1			1,66	4	S	Project Analysis (60 min)	
8	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-123-2	**Al Quran Al Hadist**		3	27	56					**2/216**
1	Introduction to the Science of the Quran and Hadith		4			6,64	16	L/S	Project Analysis (240 min)	
2	How to read the Qur'an		2			3,32	8	L/S	Project Analysis (120 min)	
3	Tajweed and the etiquette of reading the Quran		2			3,32	8	L/S	Project Analysis (120 min)	
4	Forms of Introspection, Stories and Miracles in the Qur'an		3			4,98	12	L/S	Project Analysis (180 min)	
5	Tafsir al-Qur'an		3			4,98	12	L/S	Project Analysis (180 min)	
6	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-070-2	**Arabic Computer**		3	27	56					**2/216**
1	Hardware components and functions of a computer		2			3,32	8	TR/P	Student Practise (120 min)	
2	Writing Arabic documents on the computer		1			1,66	4	TR/P	Student Practise (60 min)	
3	Making Arabic presentation slides on the computer		1			1,66	4	TR/P	Student Practise (60 min)	
4	Calculating descriptive statistics in Arabic on the computer		2			3,32	8	TR/P	Student Practise (120 min)	
5	Use of reference management in writing Arabic articles		2			3,32	8	TR/P	Student Practise (120 min)	
6	Arabic poster design on computer		2			3,32	8	TR/P	Student Practise (120 min)	
7	Arabic audio and video editing on computer		2			3,32	8	TR/P	Student Practise (120 min)	
8	Creating Arabic applications with a simple programming language		2			3,32	8	TR/P	Student Practise (120 min)	
9	Mid-semester exams and end-semester exams		2			3,32	0	TR/P	Project Task /Summative Test (120 min)	
2335-062-2	**Arabic Teaching Planning**		3	27	56					**2/216**
1	The Meaning of Learning, Learning Paradigms, and Learning Principles		1			1,66	4	L	Project analysis (120 min)	
2	21st Century Learning and Distance Learning		1			1,66	4	L	Project analysis (120 min)	
3	Teaching Arabic as a Foreign Language		1			1,66	4	L	Project analysis (120 min)	
4	Bloom's Taxonomy and Arabic Learning Indicators		1			1,66	4	P	Project analysis/ presentation (120 min)	
5	Arabic Language Learning Models, Strategies, Approaches, Methods, and Techniques		2			3,32	8	P	Project analysis/ presentation (120 min)	
6	Lesson Plan		2			3,32	8	L / TR	Student Practise (120 min)	
7	Scientific Learning Model		3			4,98	12	L / TR	Student Practise (180 min)	
8	Modern Learning Models		3			4,98	12	P	Project analysis (120 min)	
9	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	
0005-214-4	**Learning Theory**		3	27	56					**2/216**
1	Definition, characteristics, types, principles of learning		2			3,32	8	S	Project Analysis (120 min)	
2	Learning theory and its application		2			3,32	8	S	Project Analysis (120 min)	
3	Understanding media, learning resources and curriculum		2			3,32	8	S	Project Analysis (120 min)	
4	Understanding of learning approaches, strategies, methods and techniques		2			3,32	8	S	Project Analysis (120 min)	
5	Student Centered Learning as an Approach and its Application in Learning		2			3,32	8	S	Project Analysis (120 min)	
6	The Concept of Learning Outcome Evaluation, Learning Evaluation and Alternative Assessment		4			6,64	16	S	Project Analysis (240 min)	
7	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-131-3	**Featured Speaking**		3	27	56					**2/216**
1	Arabic greeting		2			3,32	8	L / TR	Student Practise (120 min)	
2	Arabic speech		2			3,32	8	L / TR	Student Practise (120 min)	
3	Delivering Arabic news		2			3,32	8	L / TR	Student Practise (120 min)	
4	Arrange and conduct Arabic interviews		2			3,32	8	L / TR	Student Practise (120 min)	
5	Arabic debate		3			4,98	12	L / TR	Student Practise (180 min)	
6	Arabic Host		3			4,98	12	L / TR	Student Practise (180 min)	
7	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-010-3	**Critical Reading**		3	27	56					**2/216**
1	Summarizing the contents of oral and written discourse		2			3,32	8	L / TR	Student Practise (120 min)	
2	Recounted		3			4,98	12	L / TR	Student Practise (120 min)	
3	critical reading		3			4,98	12	L / TR	Student Practise (120 min)	
4	gap text		3			4,98	12	L / TR	Student Practise (120 min)	
5	Gapped text		3			4,98	12	L / TR	Student Practise (120 min)	
6	Mid-semester exams and end-semester exams		2			3,32	0	L / TR	Student Practise (120 min)	
2335-011-2	**Basic Writing**	4,5		40	84					**3/216**
1	Write isolated simple sentences	2				4,98	12	L / T	Project essay (120 min)	
2	Compose sentences from random words	2				4,98	12	L / T	Project essay (120 min)	
3	Complete the missing sentences	2				4,98	12	L / T	Project essay (120 min)	
4	Describe yourself, others and daily activities	2				4,98	12	L / T	Project essay (120 min)	
5	Write short and simple messages	2				4,98	12	L / T	Project essay (120 min)	
6	Compose sentences using the words provided and the order of the pictures	2				4,98	12	L / T	Project essay (120 min)	
7	Designing writings based on the specified theme	2				4,98	12	L / T	Project essay (120 min)	
8	Mid-semester exams and end-semester exams	2				4,98	0	P	Project Task /Summative Test (120 min)	
2335-080-2	**Arabic Syntax II**	4,5		40	84					**3/216**
1	Nouns in Arabic Grammar (isim isyarah, isim maushul, asma al khamsah)	3				7,47	18	L / TR / T	Student Practise (180 min)	
2	Particle (harf) in Arabic Grammar (an nawasikh, athaf)	3				7,47	18	L / TR / T	Student Practise (180 min)	
3	Number and scale in Arabic Grammar	2				4,98	12	L / TR / T	Student Practise (120 min)	
4	Taqdimul khobar alal mubtada	2				4,98	12	L / TR / T	Student Practise (120 min)	
5	Exception in Arabic Grammar	2				4,98	12	L / TR / T	Student Practise (120 min)	
6	Naibul Fa'il	2				4,98	12	L / TR / T	Student Practise (120 min)	
7	Mid-semester exams and end-semester exams	2				4,98	0	P	Project Task /Summative Test (120 min)	
2335-111-2	**General Linguistics**		3	27	56					**2/216**
1	Linguistics and linguistic science		4			6,64	16	S	Project Analysis (240 min)	
2	Linguistics coverage area		4			6,64	16	S	Project Analysis (240 min)	
4	Genre Linguistics		5			8,3	20	S	Project Analysis (3000 min)	
5	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-060-2	**Arabic Language Teaching Evaluation**		3	27	56					**2/216**
1	Concept for evaluating language skills		3			4,98	12	S	Project Analysis (180 min)	
2	Language test approaches		4			6,64	16	S	Project Analysis (240 min)	
3	Arabic test design		4			6,64	16	S	Project Analysis (240 min)	
4	Interpretation of Arabic test results		3			4,98	12	S	Project Analysis (180 min)	
5	Mid-semester exams and end-semester exams		2			3,32	0	S	Project Task /Summative Test (120 min)	
	Field Practice I		3	27	56					**2/216**
1	Technical Preparation		3			4,98	12	C	Project essay (180 min)	
2	Guidance by Civil Service Teachers and Supervisors		5			8,3	20	C	Project essay (300 min)	
3	Monitoring and Assessment		5			8,3	20	C	Project essay (300 min)	
4	Activity Report		3			4,98	0	C	Project essay (180 min)	
0005-212-2	**Sistem Kependidikan**		3	27	56					**2/216**
1	nature and the urgency of education for character development, culture and civilization humans, and the		3			4,98	12	S	Project Analysis (180 min)	
2	in various fields history and thoughts of the characters influential education at the national level and international		4			6,64	16	S	Project Analysis (240 min)	
3	system education in Indonesia and comparison with education system in the other country		4			6,64	16	S	Project Analysis (240 min)	
4	Recent issues and critical problems education.		3			4,98	12	S	Project Analysis (180 min)	
5	Mid-semester exams and end-semester exams		2			3,32	0	P	Project Task /Summative Test (120 min)	

Code	No	Description	Credit			SWS			Hrs	Hrs	Method	Assessment	Ratio
		Basic Natural Science	3						27	56			2/216
	1	Nature of the Human Mind and the development				1			1,66	4	L	Making Note (60 min)	
	2	Development of natural science				1			1,66	4	L / S	Project Analysis (60 min)	
	3	Earth in the universe				2			3,32	8	L / S	Project Analysis (120 min)	
	4	The diversity of living things and the distribution.				2			3,32	8	L / S	Project Analysis (120 min)	
	5	Living things in natural ecosystem				2			3,32	8	L / S	Project Analysis (120 min)	
	6	Natural resources and environment				2			3,32	8	L / S	Project Analysis (120 min)	
	7	Natural Science and Technology for human life				2			3,32	8	L / S	Project Analysis (120 min)	
	8	Some Technological Developments				1			1,66	4	L / S	Project Analysis (60 min)	
	9	Environmental Issues				1			1,66	4	L / S	Project Analysis (60 min)	
	10	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-042-2		**Critical Listening**	3						27	56			2/216
	1	Long dialogues about public facilities				3			4,98	12	L / TR	Student Practise (180 min)	
	2	Long texts about fiction and non-fiction stories				4			6,64	16	L / TR	Student Practise (240 min)	
	3	Feature films about Islamic history and popular cartoons				4			6,64	16	L / TR	Student Practise (240 min)	
	4	Long stories about social, political, economic, and sports				3			4,98	12	L / TR	Student Practise (180 min)	
	5	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-012-2		**Directed writing**	4,5						40	84			3/216
	1	Writing complete paragraphs				3			7,47	18	L / T	Project essay (180 min)	
	2	Writing sequential paragraphs				3			7,47	18	L / T	Project essay (180 min)	
	3	Writing coherent paragraphs				4			9,96	24	L / T	Project essay (240 min)	
	4	Writing a unified paragraphs				4			9,96	24	L / T	Project essay (240 min)	
	5	Mid-semester exams and end-semester exams				2			4,98	0	P	Project Task /Summative Test (120 min)	
2335-080-2		**Morphology II**	4,5						40	84			3/216
	1	Nouns at Arabic sentences				4			9,96	24	L / T	Project Analysis (240 min)	
	2	Musytaqat at Arabic sentences				3			7,47	18	L / T	Project Analysis (180 min)	
	3	Jamak Taksir and apply them into good and correct Arabic sentences				3			7,47	18	L / T	Project Analysis (180 min)	
	4	Nasab and apply them into good and correct Arabic sentences				4			9,96	24	L / T	Project Analysis (240 min)	
	5	Mid-semester exams and end-semester exams				2			4,98	0	T / P	Project Task /Summative Test (120 min)	
2335-111-2		**Translation Theory**	3						27	56			2/216
	1	Definition of Translation, Process of translation, Types of translation				1			1,66	4	L	Project analysis (60 min)	
	2	Principles of good translation				1			1,66	4	L	Project analysis (60 min)	
	3	Source Language Text Analysis				2			3,32	8	T	Project analysis/role play (120 min)	
	4	Reference Cohesion : Comparative Referring, Personal Referring				2			3,32	8	T	Project analysis/role play (120 min)	
	5	Substitution Cohesion : Nominal Substitution, Clausal Substitution, Nominal Ellipsis, Verbal Alipsis, Clausal Ellipsis				2			3,32	8	T	Project analysis/role play (120 min)	
	6	Cohesion of Conjunctions: Temporal Conjunction, Clausal Conjunction, Additive Conjunction, Adversative Conjunction				2			3,32	8	T	Project analysis/role play (120 min)	
	7	Repetition, Synonyms, Subordinate, Common Words				2			3,32	8	T	Project analysis/role play (120 min)	
	8	Arabic Specification				2			3,32	8	T	Project analysis/role play (120 min)	
	9	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-135-3		**Arabic Rethoric I**	3						27	56			2/216
	1	Balaghah (Arabic Rethoric): An Introduction				2			3,32	8	L	Making Note (120 min)	
	2	Ilm al-Bayan: Definition and Scope of the Study				6			9,96	24	L / T	Project Analysis (360 min)	
	3	Ilm al-Badi': Definition and Scope of the Study				6			9,96	24	L / T	Project Analysis (360 min)	
	4	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-127-2		**Semantics and pragmatics**	3						27	56			2/216
	1	Semantics and pragmatics in the context of Arabic				2			3,32	8	L / TR	Student Practise (120 min)	
	2	Uslub / Arabic stylistics and meaning				3			4,98	12	L / T	Project Analysis (180 min)	
	3	The relation of meaning and problems in the context of Arabic				3			4,98	12	L / T	Project Analysis (180 min)	
	4	Various meanings in the context of Arabic semantics and pragmatics				3			4,98	12	L / T	Project Analysis (180 min)	
	5	Semantics-pragmatics and Arabic learning				3			4,98	12	L / T	Project Analysis (180 min)	
	6	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-059-3		**Arabic Language Teaching Methodology**	4,5						40	84			3/216
	1	Basic concepts of approaches, methods and techniques of language teaching				2			4,98	12	S	Project Analysis (120 min)	
	2	Development of Arabic Teaching Method				3			7,47	18	S	Project Analysis (180 min)	
	3	Conventional language teaching methods				3			7,47	18	S	Project Analysis (180 min)	
	4	Modern language teaching methods				3			7,47	18	S	Project Analysis (180 min)	
	5	Language skills teaching methods				3			7,47	18	S	Project Analysis (180 min)	
	6	Mid-semester exams and end-semester exams				2			4,98	0	P	Project Task /Summative Test (120 min)	
2335-055-2		**Arabic Language Research Methodology**	3						27	56			2/216
	1	Introduction to Educational Research				1			1,66	4	L	Making Note (60 min)	
	2	Scope of Educational Research				1			1,66	4	L	Making Note (60 min)	
	3	Quantitative Research				3			4,98	12	S	Project Analysis (180 min)	
	4	Qualitative Research				3			4,98	12	S	Project Analysis (180 min)	
	5	Mixed Methode Research				2			3,32	8	S	Project Analysis (120 min)	
	6	Data, Data Analysis Techniques, Measurement Scales and Research Instruments				2			3,32	8	S	Project Analysis (120 min)	
	7	Thesis Preparation Techniques				2			3,32	8	S	Project Analysis (120 min)	
	8	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-070-2		**Statistics**	3						27	56			2/216
	1	Descriptive statistics and inferential statistics				1			1,66	4	L / T	Student Practise (60 min)	
	2	Data and measurement data				2			3,32	8	L / T	Student Practise (120 min)	
	3	Frequency distribution, histogram and polygon				1			1,66	4	L / T	Student Practise (60 min)	
	4	Research hypotheses, types of errors in hypothesis testing, and statistical hypotheses				1			1,66	4	L / T	Student Practise (60 min)	
	5	Normality Test, Homogeneity Test				3			4,98	12	L / T	Student Practise (180 min)	
	6	Correlation Test				2			3,32	8	L / T	Student Practise (120 min)	
	7	Regression Test				2			3,32	8	L / T	Student Practise (120 min)	
	8	Data Processing with Ms. Excel and SPSS				2			3,32	8	L / T	Student Practise (120 min)	
	9	Mid-semester exams and end-semester exams				2			3,32	0	P	Project Task /Summative Test (120 min)	
2335-134-3		**Academic Writing**				4,5			40	84			3/216
	1	Writing a personal and personal letter					2		4,98	12	L / T	Project essay (120 min)	
	2	Writing a short essay					2		4,98	12	L / T	Project essay (120 min)	
	3	Writing report and summary					3		7,47	18	L / T	Project essay (180 min)	
	4	Writing a book review					2		4,98	12	L / T	Project essay (120 min)	
	5	Writing paper					2		4,98	12	L / T	Project essay (120 min)	
	6	Writing articles					3		7,47	18	L / T	Project essay (180 min)	
	7	Mid-semester exams and end-semester exams					2		4,98	0	P	Project Task /Summative Test (120 min)	
2335-078-3		**Arabic Syntax III**				3			27	56			2/216
	1	Object, monotransitif, bitransitif, dan multitransitif in Arabic Grammar					2		3,32	8	L/TR/T	Student Practise (120 min)	
	2	Conditional Sentence in Arabic Grammar					2		3,32	8	L/TR/T	Student Practise (120 min)	
	3	the concept of ordinary and multilevel numbers in Arabic grammar					2		3,32	8	L/TR/T	Student Practise (120 min)	
	4	Verbs (af'al muqarabah, af'al rajak dan af'al syuru', madah, dzam, uslub ta'ajjub)					2		3,32	8	L/TR/T	Student Practise (120 min)	
	5	Nouns (ism mabni, ism mamnu' minas sharf, ism maqshur, manqush, dan mamdud)					2		3,32	8	L/TR/T	Student Practise (120 min)	
	6	Kam khabariyah dan istifhamiyah					1		1,66	4	L/TR/T	Student Practise (60 min)	
	7	exception sentence					1		1,66	4	L/TR/T	Student Practise (60 min)	
	8	Taukid and badal					2		3,32	8	L/TR/T	Student Practise (120 min)	
	9	Mid-semester exams and end-semester exams					2		3,32	0	L/TR/T	Project Task /Summative Test (120 min)	
2335-149-3		**Translation I**				3			27	56			2/216
	1	Analysis of discourse systems in Indonesian and Arabic					2		3,32	8	L	Project analysis (120 min)	
	2	Comparison of Indonesian and Arabic grammar					4		6,64	16	L / T	Student Practise (240 min)	
	3	The practice of translating Arabic into Indonesian					8		13,28	32	L / T	Project analysis (480 min)	
	4	Mid-semester exams and end-semester exams					2		3,32	0	P	Project Task /Summative Test (120 min)	
2335-136-2		**Arabic Rethoric II**				3			27	56			2/216
	1	Ilm al-Ma'ani: An Introduction					1		1,66	4	L	Making note (60 min)	
	2	Kalam Khabr and Insha'i					1		1,66	4	S	Project Analysis (60 min)	
	3	Amr and Nahy (Imperative and Prohibition)					2		3,32	8	S	Project Analysis (120 min)	
	4	Istifham (Interrogative), Tamanni (Wish,) and Nida' (Appeal)					3		4,98	12	S	Project Analysis (180 min)	
	5	Qasr: Definition and Types					2		3,32	8	S	Project Analysis (120 min)	
	6	Fasl and Wasl: Definition and Types					2		3,32	8	S	Project Analysis (120 min)	
	7	Ijaz, Itnab, and Musawah					3		4,98	12	S	Project Analysis (180 min)	
	8	Mid-semester exams and end-semester exams					2		3,32	0	P	Project Task /Summative Test (120 min)	
2335-128-2		**Literary Theory**				3			27	56			2/216
	1	Literature: Definition, Characteristics, and Genres					2		3,32	8	L	Project analysis (120 min)	
	2	Poetry, Drama, Film, Novel, Short Story, and Folklore					2		3,32	8	T / P	Project Analysis (120 min)	
	3	Intrinsic and Extrinsic Elements of Literature					2		3,32	8	T / P	Project Analysis (120 min)	
	4	Religious Literature: Ethics and Moral Values in Literary Works					3		4,98	12	T / P	Project Analysis (180 min)	
	5	Psychology and Psychoanalysis Theory in Literary Studies					3		4,98	12	T / P	Project Analysis (180 min)	
	6	Semiotics and Stylistics					2		3,32	8	T / P	Project Analysis (120 min)	
	7	Mid-semester exams and end-semester exams					2		3,32	0	P	Project Task /Summative Test (120 min)	
2335-038-2		**Contrastive Analysis and Error Analysis in Language Learning**				3			27	56			2/216
	1	Basic Concepts and Assumptions of Contrastive Analysis					2		3,32	8	L	Project analysis (60 min)	
	2	Contrastive Analysis at the macrolinguistic level					1		1,66	4	L	Project analysis (60 min)	
	3	Contrastive Analysis at the microlinguistic level					4		6,64	16	P / S	Project Analysis (240 min)	
	4	Error Analysis Concepts, Forms, Types and Causes of Language Errors					1		1,66	4	L	Project analysis (60 min)	
	5	Language Error Analysis and implementation steps					1		1,66	4	L	Project analysis (60 min)	
	6	Phonological, Morphological, syntax and Lexical Error Analysis in Arabic					4		6,64	16	P / S	Project Analysis (240 min)	
	7	Contrastive Analysis and Error Analysis in Language Learning					1		1,66	4	P / S	Project analysis (60 min)	
	8	Mid-semester exams and end-semester exams					2		3,32	0	P	Project Task /Summative Test (120 min)	

Code	#	Title	Credit	h1	h2	Method	Assessment	Ratio
2335-088-2		**Guidelines of Writing a Thesis**	**3**	27	56			2/216
	1	Research Concept and Scope of Arabic Language	2	3,32	8	L / TR	Student Practise (120 min)	
	2	Research Topics and Problems	2	3,32	8	L / TR	Student Practise (120 min)	
	3	Research procedure	3	4,98	12	L / TR	Student Practise (180 min)	
	4	Thesis Proposal Outline	3	4,98	12	L / TR	Student Practise (180 min)	
	5	Writing a Thesis Proposal	4	6,64	16	L / TR	Student Practise (240 min)	
	6	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
2335-061-2		**Arabic Teaching Media**	**3**	27	56			2/216
	1	Basic concepts of learning media	2	3,32	8		Making note (120 min)	
	2	lesson planning using media	3	4,98	12	S	Project Analysis (180 min)	
	3	evaluation of learning media	3	4,98	12	S	Project Analysis (180 min)	
	4	Development of audio-based Arabic learning media	2	3,32	8	S	Project Analysis (120 min)	
	5	Development of Arabic learning modules	1	1,66	4	S	Project Analysis (60 min)	
	6	Development of animation-based Arabic learning media	1	1,66	4	S / P	Project Analysis (60 min)	
	7	Development of gamification-based Arabic learning media	1	1,66	4	S / P	Project Analysis (60 min)	
	8	Development of web-based Arabic learning media	1	1,66	4	S / P	Project Analysis (60 min)	
	9	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
2335-063-2		**Teaching Competency Development**	**3**	27	56			2/216
	1	Teacher's Roles and Responsibility in Arabic Language Teaching	2	3,32	8	P / C	Project Analysis/ Role Play (120 min)	
	2	The Modern Teaching Methods in Teaching Arabic Language	2	3,32	8	P / C	Project Analysis/ Role Play (120 min)	
	3	Basic Teaching Skill in Arabic Language Teaching	2	3,32	8	P / C	Project Analysis/ Role Play (120 min)	
	4	Peer teaching practice on Arabic Vocabulary	2	3,32	8	P / C	Project Analysis/ Role Play (120 min)	
	5	Peer teaching practice on Arabic Structure	3	4,98	12	P / C	Project Analysis/ Role Play (120 min)	
	6	Peer teaching practice on Language Skills	3	4,98	12	P / C	Project Analysis/ Role Play (120 min)	
	7	Practical exam	2	3,32	0	P	Project Analysis/ Role Play (120 min)	
2005-402-6		**Field Work Lecture Visits**	**1,5**	13	32			1/216
	1	Proposal Making	4	3,32	8	L	Making note (120 min)	
	2	Submission Procedure	4	3,32	8	L	Project essay (360 min)	
	3	Implementation of Field Work Lecture Visits	6	4,98	12	C	Project essay (360 min)	
	4	Reporting and presentation of the results of Field Work Lecture Visits	2	1,66	0	P	Project essay (360 min)	
2335-037-2		**Sociolinguistics**	**3**	27	56			2/216
	1	Introduction to Sociolinguistics	2	3,32	8	L	Making note (120 min)	
	2	Language Society	2	3,32	8	S	Project Analysis (120 min)	
	3	Language Variations: Code Switching, Code Mixing and Interference	2	3,32	8	S	Project Analysis (120 min)	
	4	Speech Act	1	1,66	4	S	Project Analysis (60 min)	
	5	Bilingualism and Multilingualism	1	1,66	4	S	Project Analysis (60 min)	
	6	Diglossia and Polyglossia	1	1,66	4	S	Project Analysis (60 min)	
	7	Contact Language	1	1,66	4	S	Project Analysis (60 min)	
	8	Language Change, Language Shift and Language Maintenance	2	3,32	8	S	Project Analysis (120 min)	
	9	Language Attitude and Language Choice	1	1,66	4	S	Project Analysis (60 min)	
	10	Language and Culture	1	1,66	4	S	Project Analysis (60 min)	
	11	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
2335-125-2		**Phonology**	**3**	27	56			2/216
	1	definition, characteristics, object of study and branch of phonology	3	4,98	12	L / S	Project Analysis (180 min)	
	2	History and development of phonology in Arabic	3	4,98	12	L / S	Project Analysis (180 min)	
	3	Arabic phonetics	4	6,64	16	L / S	Project Analysis (240 min)	
	4	Arabic phonemics	4	6,64	16	L / S	Project Analysis (240 min)	
	5	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
2335-129-2		**The History of Arabic Literature**	**3**	27	56			2/216
	1	A Brief History of Arabic Literature	2	3,32	8	L	Making note (120 min)	
	2	Periodization of Arab Literary History	5	8,3	20	T / P	Project essay (120 min)	
	3	The Decline and the Renaissance of Arabic Literature	4	6,64	16	T / P	Project essay (120 min)	
	4	Modern and Contemporary of Arabic Literature	3	4,98	12	T / P	Project essay (120 min)	
	5	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
		English Language	**3**	27	56			2/216
	1	Social function, text structure, and linguistic elements in descriptive text	7	11,62	28	S	Project Analysis (360 min)	
	2	Social functions, text structure, and linguistic elements in news texts	7	11,62	28	S	Project Analysis (360 min)	
	3	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
0005-203-3		**Islamic Religion**	**3**	27	56			2/216
	1	The mastering the concept of God, humans, and religion in building harmony	2	3,32	8	L	Making Note (120 min)	
	2	Understand the concept of God, humans, and religion in building harmony	3	4,98	12	S	Project Analysis (180 min)	
	3	The mastering the concept of God, humans, and religion in building harmony	3	4,98	12	S	Project Analysis (180 min)	
	4	the mastering the concept of Islam in fostering family, community, state, and the environment	3	4,98	12	S	Project Analysis (180 min)	
	5	The mastering the Islamic perspective on contemporary issues	3	4,98	12	S	Project Analysis (180 min)	
	6	Mid-semester exams and end-semester exams	2	3,32	0	S	Project Task /Summative Test (120 min)	
2335-124-2		**Arabic Literary Criticism**	**3**	27	56			2/216
	1	Arabic Literature	2	3,32	8	L	Making note (120 min)	
	2	Intrinsic and Extrinsic Elements of Literature	3	4,98	12	T / P	Project essay (120 min)	
	3	Structuralism Analysis in Arabic Literature	3	4,98	12	T / P	Project essay (120 min)	
	4	Approach in the study of Arabic literature	3	4,98	12	T / P	Project essay (120 min)	
	5	Formalism Literary Criticism	3	4,98	12	T / P	Project essay (120 min)	
	6	Mid-semester exams and end-semester exams	2	3,32	0	P	Project Task /Summative Test (120 min)	
2335-089-2		**Proposal Research**	**3**	27	56			2/216
	1	The Puprose of Scientific Writing	2	3,32	8	L	Project essay (120 min)	
	2	The Characteristics of Good Scientific Writing	2	3,32	8	L	Project essay (120 min)	
	3	Types of Scientific Writing	2	3,32	8	L	Project essay (120 min)	
	4	Thesis Proposal Outline	3	4,98	12	T / P	Project essay (180 min)	
	5	The Components of Thesis Proposal	3	4,98	12	T / P	Project essay (180 min)	
	6	Thesis Proposal Seminar	4	6,64	16	S	Project Analysis (240 min)	
2335-161-3		**Field Practice II**	**9**	80	192			6/216
	1	Field observation	2	9,96	24	C	Project essay (120 min)	
	2	Guidance Orientation and group determination	3	14,94	36	C	Project essay (180 min)	
	3	Release of PKM activities	3	14,94	36	C	Project essay (180 min)	
	4	Guidance by a designated lecturer	3	14,94	36	C	Project essay (180 min)	
	5	Activity Report	5	24,9	60	P	Project essay (3000 min)	

Please describe further modules / semesters in the same way

Code	Title	Credit	h1	h2	Ratio
C	**Colloquium**	**0**			0/216
BA	**Bachelor's Thesis**	**9**	80	192	6/216

		Sem1	Sem2	Sem3	Sem4	Sem5	Sem6	Sem7	Sem8	h1	h2
total		29	29	29	30	32	30	30	9	1934	4084
L:	Lecture										
S:	Seminar	19	19	19	20	21	20	20	6		
T:	Tutorial										

BALE must complete all courses over 8 semesters as outlined in the curriculum, totalling 149 credit hours. Each semester consists of 21 credit hours, with a minimum of 20 credit hours. The courses comprise compulsory and elective courses, offered in Semester 5 as part of a student exchange programme, Semester 6 as an internship, and Semester 7 as a teaching assistantship.

Bachelor of French Language Education (BFLE)

BFLE Curriculum Structure

No.	Course ID	Course Title	ECTS	Workload	
				hrs in class	hrs in self-study
SEMESTER 1					
1	23152943	Oral Comprehension for Beginner A1.1	4,5	40	84
2	23152953	Oral Production for Beginner A1.1	4,5	40	84
3	23152963	Reading Comprehension for Beginner A1.1	4,5	40	84
4	23152973	Written Production for Beginner A1.1	4,5	40	84
5	53243	Landasan Pendidikan	4,5	40	84
6	51122	Pancasila	3	27	56
7	51142	Bahasa Indonesia	3	27	56
8	23151602	Aesthetics of Language and Art	3	27	56
			31,5	281	588
SEMESTER 2					
9	23150423	Oral Comprehension for Beginner A1.2	4,5	40	84
10	23150433	Oral Production for Beginner A1.2	4,5	40	84
11	23150443	Reading Comprehension for Beginner A1.2	4,5	40	84
12	23150463	Written Production for Beginner A1.2	4,5	40	84
13	51112	Citizenship Education	3	27	56
14	53262	Religion	3	27	56
15	52102	Perkembangan Peserta Didik	3	27	56
16	52134	Educational Insight	4,5	40	84
17	23150022	Phonetics and Phonology	3	27	56
			34,5	349	728
SEMESTER 3					
18	23150473	Pre-Elementary Oral Comprehension	4,5	40	84
19	23150483	Pre- Elementary Oral Production	4,5	40	84
20	23150493	Pre- Elementary Reading Comprehension	4,5	40	84
21	23150503	Pre- Elementary Written Production	4,5	40	84
22	53192	Big Data and Programming	3	27	56
23	53252	Learning and Teaching Theory	3	27	56
24	23150032	Morphology and Syntax	3	27	56
25	23150052	French Curriculum Analysis	3	27	56
			30	268	560
SEMESTER 4					
26	23150513	Elementary Oral Comprehension	4,5	40	84
27	23150523	Elementary Oral Production	4,5	40	84
28	23150533	Elementary Reading Comprehension	4,5	40	84
29	23150543	Elementary Written Production	4,5	40	84
30	53202	Logika Penalaran	3	27	56
31	23150553	Pragmatics	4,5	40	84
32	23150062	Lesson Planning in French Teaching	3	27	56
33	23150072	ICT in French Language Teaching	3	27	56
			31,5	281	588
SEMESTER 5					
34		French For B1.1 Level	6	53	112
35	23150563	French Hospitality and Restoration	4,5	40	84
36	23150024	French for Business	6	53	112
37	23150112	Translation*** (elective)	3	27	56
38	23150122	French Civilisation*** (elective)	3	27	56

39	23150132	French Litterature*** (elective)	3	27	56
40	23150142	Public Speaking*** (elective)	3	27	56
41	23150573	Assessment of French Skills	4,5	40	84
42	23150643	Methodology of Teaching French as a Foreign Language	4,5	40	84
43	23151012	Kewirausahaan	3	27	56
			31,5	**280**	**588**
SEMESTER 6					
44	23150034	French for B1.2 Level	6	53	112
45	23150583	French for Tour Guide	4,5	40	84
46	23150082	ICT in Business	3	27	56
47	23150112	Translation*** (elective)	3	27	56
48	23150122	French Civilisation*** (elective)	3	27	56
49	23150132	French Litterature*** (elective)	3	27	56
50	23150142	Public Speaking*** (elective)	3	27	56
51	23150092	Microteaching	3	27	56
52	23151591	KKL	1,5	13	32
53	23150893	Research Methodology	4,5	40	84
54	23151772	Statistics	3	27	56
55	23150613	French Grammar	4,5	40	84
			33	**294**	**620**
SEMESTER 7					
56	23150044	Upper Intermediate French	6	53	112
57	23150016	Teaching Practice	9	80	168
58	23150102	Theses Proposal Seminar	3	27	56
			18	**160**	**336**
SEMESTER 8					
59	20054026	Thesis Writing	9	80	192
			9	**80**	**192**
		Total	**219**	**1993**	**4200**

The BFLE curriculum requires students to complete 219 ECTS to finish their studies. The total credit hours are obtained from several groups of courses, such as General Courses (MKU), Basic Education Courses (MKDK), Programme Study Courses (MKPS), and Faculty-specific Courses (MKCF). A significant 50% of Programme Study Courses are focused on French language proficiency. This aims to achieve the targeted learning outcomes for graduates to attain B2 CEFR level proficiency in the French language. Programme Study Courses also offer four elective courses: Translation, French Civilisation, French Literature, and Public Speaking, which can be taken starting from the 5th semester. Here is an overview of all BFLE courses converted into ECTS:

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Based on The Ministry of Education, Culture, Research, and Technology No. 32/2021 pertaining nomenclature of study programmes, BILLE (Bachelor of Indonesian Language and Literature Education), is referred to as Undergraduate and is awarded the degree of "Sarjana Pendidikan – S.Pd." (Bachelor of Education). The nomenclature of BILLE is integrated with language courses, language skills, literature, and the teaching-learning process. The naming of BILLE is based on the Decision of the Director-General of Higher Education of the Ministry of National Education of the Republic of Indonesia Number 269/DIKTI/Kep/2000.

For BELE (Bachelor of English Language Education), the nomenclature has been assigned by the Decree of the Director General of Learning and Student Affairs. It is specified as an

undergraduate programme in English Language Education and the degree awarded to graduates is "Sarjana Pendidikan" or "S.Pd," which is equivalent to the Bachelor of Education. The naming of BELE is supported by participation in the English Studies Association of Indonesia (ESAI), which is the national association for English language study programmes in Indonesia. This serves as recognition for the programme's nomenclature at the national level. Similarly, BEL (Bachelor of Literature) is referred to as Undergraduate and is awarded the degree of "Sarjana Sastra – S.S." (Bachelor of Literature). The naming of the BEL programme is based on the Decision of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia Number 57/M/KPT/2019.

BALE (Bachelor of Art in Language Education) and BFLE (Bachelor of French Language Education) are also referred to as "Strata one Pendidikan" (Undergraduate) and are awarded the degree of "Sarjana Pendidikan – S.Pd" (Bachelor of Education). The naming of BALE and BFLE programmes is based on the Decision of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia Number 15 of 2017 concerning the Names of Study Programmes in Higher Education.

3.1.3 Integration of theory and practice (Asterisk Criterion)

<u>Bachelor of Indonesian Language and Literature Education (BILLE)</u>

BILLE has integrated theory and practice through various courses, such as Teaching Skill Practicum (PKM) courses and Courses encompassing Innovative Teaching Methods, Worksheet Development, and Secondary Education Curriculum Design within the framework of the Merdeka Belajar kampus Merdeka (Emancipated Learning) initiative, with a weightage of 20 credit units (SKS). These courses aim to combine practical teaching skills with innovative learning methods, worksheet development, and curriculum design for secondary education. By means of the integration of theory and practice facilitated through the Teaching Skill Practicum (PKM) courses, students engage in the practical application of the theoretical frameworks imparted to them within the academic confines. This practical application is subsequently realised within the school environment, specifically during classroom instructional sessions. The execution of this practical endeavour is conducted under the vigilant guidance of supervising professors and mentor educators stationed at the host institutions where the students are undertaking their practical teaching immersion. Furthermore, there are other courses within the BILLE programme that integrate theory and practice, such as language teaching materials development course and literature teaching materials development course. These courses provide balance between theoretical knowledge and practical application in language and literature studies. By integrating theory and practice in these various courses, BILLE aims to provide students with mastery of subject matters and equip them with the necessary practical skills for their future careers.

BILLE supports students to engage in the industry through internship programmes in the courses of editing, BIPA Teaching (Teaching Indonesian for Non-Native Speakers), and Betawi Language and Culture Studies. In the BIPA Teaching course, students undergo teaching internships for Indonesian language to foreign speakers at the Embassy of the Republic of Indonesia in Bern and Yale University, under the guidance of one of BILLE's faculty members. In the Editing course, students have the opportunity to intern among others at Kompas Gramedia, Media Indonesia, Pos Kota, Sunday Magazine, Social Connect Magazine, Klik Anggaran Magazine, Uwais Publisher, PT Aku Pintar Indonesia, and One Peach Publisher.. In the Betawi Language and Culture Studies course, students undergo internships at various Betawi cultural centres such as the Betawi Cultural Institution, Si Botoh Cultural Centre, Puja Betawi Cultural Centre, Hujan Panjang Betawi Art Centre, and Al-Fathir Betawi Cultural Centre. This programme provides students with the opportunity to apply their

knowledge and skills gained through these companies. These companies will teach them about the industrial and business world, not only in language and literature but also in education as a whole.

Bachelor of English Language Education (BELE)

BELE curriculum has been devised with a specific learning progression in the making. The established learning progression requires students to gradually build the requisite thinking. That is, courses that provide enabling competencies are organised to be delivered/taken earlier to provide support for those of higher levels of competencies. For example, Basic Reading course that provides learners with basic reading skills should be completed prior to Reading for Academic Purposes which leads students to the mastery of higher-level reading skills. The Introduction to language course, focuses on 'what language is' and 'what it is to know and learn a language', is a prerequisite to the Language Learning course that provides students with the knowledge about language learners and learning. Also, the Language Teaching course builds students' knowledge and skills of English language teaching, should be completed prior to undertaking the Curriculum and Materials Design course, focuses on how to design and develop language teaching programmes, and the Language Assessment course, provides students with the knowledge and skills of planning, developing, implementing, and evaluating student learning and the learning programme. All of these examples signify BELE's systematic and strategic approach to ensure a balanced proportion of theoretical and practical components in student learning experiences that shall lead to students' successful achievement of the desired programme outcomes. As a matter of fact, each course in the curriculum is designed to provide students with sufficient knowledge of the theoretical basis of the topic of study before taking them further into learning to apply the theories in real-world contexts.

One of the graduate profiles is for students to become novice teachers; therefore in semester 7, they take Field Teaching Practicum (a compulsory subject) in which they are assigned to teach at schools for a semester so they can integrate the theories they have learned in class into practice. This profile is also accommodated by students joining the Kampus Mengajar Programme (an alternative programme taken in semester 5) in which students assist schoolteachers in preparing teaching-learning needs daily. To support the graduate profile of English Language Specialists and Research Assistants, students are given the chance to join Magang dan Studi Independen Bersertifikat (Internship and Independent Study), an elective programme offered in semester five or independently apply for non-credit internship programmes. They work as an intern in a company or institution for a semester, or they can join research or project-based activities under certified institutions. To enable students to become entrepreneurs, courses such as Introduction to Entrepreneurship, Introduction to Marketing, English for Office and Correspondence, Public Speaking, Practicum of Translation, Designing e-Learning, and Project Management are offered. The practice is realised by a project of each subject, for example, planning and running a simple business as a final project in Introduction to Entrepreneurship. Students are also encouraged to join Pekan Kreatifitas Mahasiswa (Students Creativity Programme), an elective non-credit programme, in which they plan or create a product for real social use. Seminars were also conducted and attended by BELE lecturers and students regarding digital marketing. There is also a division at the students' executive board that sells mugs, t-shirts, hoodies, tote bags, and knick-knacks that highlight the identity of BELE, which are also available at the online marketplace.

Bachelor of English Literature (BEL)

The programme of BEL has taken into account the integration of theory and practice in its curriculum as represented in the Internship Programme which provides students with work experience for employment preparation as well as to link and match with the job market. The

integration of theoretical and practical content throughout the curriculum is represented in the courses, among others; Critical listening, Literary criticism, Introduction to Creative writing, General and Literary Text of Translation, Media discourse, Subtitling that accommodate both theoretical knowledge and practical skill adjusted to meet programme objectives and graduates' competence. As part of the MBKM programme, BEL invited the practitioners to improve students' practical knowledge. For example, in Subtitling class, students are taught the knowledge of Subtitling in balance with its practices, while project-task is used to perform the subtitling competence at the end of semester. Another example is in Introduction to Creative Writing class where students are asked to submit their writing every two weeks after a lecture gives the theories about writing on the previous meeting and gives evaluation on the subsequent meeting. At the end of the class, students and lecturer collaborate to produce a collaborative piece of writing in the form of an anthology.

BEL offers courses that enhance students' skills for a successful career in the business and entrepreneurship sectors, such as translation, editing, subtitling, media discourse, and introduction to creative writing. These courses provide students with the opportunity to learn translation practices and develop creative content creation abilities that can be utilised in the media industry. BEL has a lecturer who is actively involved in the creative content writing industry and effectively implements her expertise in her teaching. Furthermore, BEL leverages its alumni who are seasoned professionals in the media industry to instruct courses on translation, editing, subtitling, media discourse, and introduction to creative writing. The faculty organises workshops on Student Entrepreneurship Management and Business Incubator Centres, which are attended by BEL. The workshop speakers from the Faculty of Economics at UNJ, mentioned that FBS has the potential to foster the growth of the creative industry in various domains, including art, BIPA training (language training for non-native speakers of Indonesian), and consultancy services for studying abroad as well as implementing their expertise in various fields of English industry. Four lecturers are actively involved in teaching industry in language training, English course for children, English for diplomacy training programme for military forces. All those activities strengthen the acknowledgment of BEL's expertise that contribute to the lecturers' income generating.

Bachelor of Arabic Language Education (BALE)

In BALE, various teaching methods such as case-based learning, project-based learning, and problem-based learning are implemented to ensure the integration of theory and practice. For example, in the Arabic Language Teaching Methodology course, students are not only equipped with theoretical knowledge of language teaching methods but are also required to engage in peer teaching practice and create syntax infographics as a learning model. These efforts are crucial for enhancing students' skills in specialised courses like language skills and Teaching Skills Practice. Each lecturer utilises their practical experience in scientific research as a reference for learning, which is presented in the form of journals, books, interactive videos, and audios. These resources are provided by the lecturers, who are experts and practitioners in the field of education and language.

BALE collaborates with MEDIA MAZ translation agency by providing opportunities for lecturers to share knowledge and translation practices with course participants. This collaboration contributes to BALE both economically through the established cooperation and valuable experience in the field of translation practice. Additionally, it enhances the participants' competence in the skills required in the translation industry, thereby improving their employability. BALE also collaborates with the Arabic Lingual Centre (ARLIC) through knowledge transfer, experience sharing, research, and learning through seminars and

workshops. Furthermore, BALE has partnered with PT. Sirul Tour & Travel to provide internship opportunities for students. This collaboration aims to give students a deeper understanding of the tourism industry business.

Bachelor of French Language Education (BFLE)

To fulfil the graduate profile requirements, the BFLE curriculum has been meticulously crafted to encompass both theoretical and practical dimensions. In addressing the specific needs of graduates entering the workforce as novice educators, the Microteaching course serves as a noteworthy example. In the initial stages of this course, students are introduced to fundamental teaching skills, including but not limited to classroom management, instructional delivery, reinforcement strategies, effective questioning techniques, feedback provision, and closure strategies. Following the acquisition of these foundational concepts, students engage in practical exercises involving the development and execution of microlearning scenarios, each lasting approximately 20 minutes. These scenarios are conducted within the classroom setting, with fellow peers assuming the roles of students. Subsequently, the culmination of this practical endeavour involves a comprehensive reflection session jointly conducted by the course instructor and fellow peers.

In order to meet the requirements of the graduate profile of aspiring tourism professionals, a specialised course entitled "French for Tour Guides" has been carefully designed. This course places a strong emphasis on theoretical comprehension related to the practical application of the French language within the context of tour guiding. The theoretical foundation includes a comprehensive understanding of the linguistic aspects, knowledge, and essential competencies demanded of tour guides, as well as the cultivation of the requisite attitudes and mastery of tour guiding techniques. Practical components within this course are effectively executed through project-based learning methodologies. Students are tasked with producing informative videos that exemplify the practice of tour guiding while adhering to the principles of project-based learning. Notably, each student group selects a distinct tourist destination as the subject of their project.

In alignment with the career aspirations of office professionals, a dedicated course entitled "French for Office (Business)" has been developed to seamlessly integrate theory and practice. The course's theoretical framework primarily focuses on the practical application of the French language within an office environment. Topics encompass a wide array of professional interactions, ranging from initial partner meetings and product/service introductions to task execution, product/service marketing, collaborative endeavours, and human resource management. These theoretical underpinnings are complemented by a diverse set of management techniques tailored to each specific aspect. Practical implementation within this course takes the form of case-based learning. Here, students embark on a mission to gather pertinent field data pertaining to common office-related challenges. The final output of this course takes the form of a comprehensive written report, which is subsequently presented in a talk-show format, thus ensuring a multifaceted learning experience.

One Entrepreneurship course is included in the Outcome-based Education (OBE) curriculum, which was developed in early 2021. Therefore, the Entrepreneurship course was opened in the odd semester in August-December 2023. The course was taught by the lecturer who has a business (see chapter 4.1.4). With the introduction of the Entrepreneurship course, BFLE will serve as the starting point for the study programme to establish a digital business unit within the programme, managed by a business management team. The output of this course is aimed at creating marketable products. In the long term, the study programme will strive to

disseminate the concept of entrepreneurship in other courses to expand the programme's business units.

3.1.4 Interdisciplinary thinking

Bachelor of Indonesian Language and Literature Education (BILLE)

The BILLE curriculum is committed to developing students' abilities in critical thinking and linguistic insights that support practical teaching skills. For instance, in the course "Teaching Indonesian to Speakers of Other Languages," students are required to engage in teaching practice with foreign students. To accomplish this, various skills conducive to the teaching and learning process are necessary, including proficiency in Indonesian language, literature, and culture, curriculum development, mastery of Indonesia's educational system, governance, and politics.

Additionally, BILLE students participate in interdisciplinary courses such as "Data Analytics and Programming" as well as "Scientific Reasoning." These courses equip students with the management and utilisation of IT based on Big Data, enabling them to employ it in data analysis relevant to their field of study. "Scientific Reasoning" guides students in cultivating critical and scientific thinking to aid in the creation of scholarly works.

Bachelor of English Language Education (BELE)

Following the demand of emancipated learning programme (MBKM) from the Ministry of Education, BELE has strategically aligned with other departments such as Management in the Faculty of Economics and Educational Technology in the Faculty of Education. This prepares its graduates to have cross-disciplinary and interdisciplinary thinking for their future career as has been stated in the PLO. For example, to support the profile of English education specialist, apart from the English pedagogical courses that students have already learned, as an additional value, the students can uplift their pedagogical skills and knowledge with technology by taking two courses in the Educational Technology department namely ICT in Education and Designing e-learning. This is also evidenced with the profile of "edu-preneur". BELE facilitates students with a course specific to the development of their entrepreneurial skill, that is English Language & Education Management (ELEM). In this course, students learn and rehearse all business potentials that they can take up with their strong background in English language and English education. Their entrepreneurial knowledge and skills are further elaborated in two courses that students can enrol in the Faculty of Economics, Introduction to Entrepreneurship and Introduction to Marketing. These two courses will be able to shape students' solid business plans.

Bachelor of English Literature (BEL)

BEL is committed to prepare the graduates with critical and interdisciplinary thinking as reflected in the courses, among others; Big Data and Coding, Logics and Scientific Reasons; which promote interdisciplinary thinking that support other courses especially Research Skills and digital skills of the students to implement other disciplines in the field of social and humanities. The skill of interdisciplinary thinking prepared for graduates for employment readiness to embrace the knowledge and skill needed by Bachelor of English Literature in line with IQF level 6.

Bachelor of Arab Language Education (BALE)

In BALE, several courses have integrated interdisciplinary orientations to provide students with broader and comprehensive insights into their competencies in Arabic language and language

teaching, which will be beneficial for their future careers. In the Sociolinguistics course, students are presented with case studies on the use of Arabic language in social contexts, which are analysed in group work to enhance their critical thinking and practical skills. In the Literary Theory course, the study and analysis of Arabic literature are connected with other disciplines such as psychology and sociology. In the Literary Analysis course, students have a final assignment of staging a drama performance. For this performance, students need to prepare various aspects such as writing the script in Arabic, directing, stage arrangement, artist management, performance management, and more. Students are also facilitated with various soft skills as complements to their skills during their education. For example, their involvement in research and community engagement activities by lecturers trains their practical research skills. The registration of their best work to Intellectual Property Rights aims to develop students' collaborative and teamwork skills.

Bachelor of French Language Education (BFLE)

The BFLE programme prepares its graduates for critical and logical thinking by equipping them with interdisciplinary courses such as Data Analysis and Programming in the third semester and Logic and Scientific Reasoning in the fourth semester. Both of these courses are essential to support research skills, which are manifested in the final thesis or research paper. As the thesis represents the student's culminating scientific work, it must contain a research methodology as a step or solution to address the research problem. Therefore, the roles of the aforementioned two courses significantly contribute to students' reasoning abilities in determining the research methodology to be employed in their final academic work.

3.1.5   Ethical aspects

Ethical aspects have been outlined in the academic guidelines of faculties and universities. UNJ Rector's Regulation number 9 of 2021 stipulated the code of ethics and academic ethics for lecturers, while for students, these rules were written in the Academic Manual of the Faculty of Language and Arts UNJ in 2021. The lecture policies for students are also listed in the modules (read also the detailed one in Semester Learning Plan) for each course including the rules on the number of attendance, tolerance for lateness, not taking exams/not submitting assignments, academic cheating, plagiarism (check through Turnitin for academic publications/theses), and rules in offline and online classes. UNJ is committed to upholding this aspect of ethics and the code of ethics. Therefore, the courses given to students also determine the formation of student character and graduate profiles. BILLE, BELE, BEL, BALE, and BFLE have implemented ethical and moral aspects in the distribution of curriculum, especially in the Pancasila, Civics, and Islamic Religion courses, which are national compulsory subjects. In the final project research methodology (undergraduate thesis), students are required to follow the academic guidelines to carry out writing rules, and how to ethically cite theories and arguments in a scientific work to avoid plagiarism. Another way to build student character is by the obligation to check similarity through the Turnitin test for writing scientific publications/theses. **BEL** also recommends ethics to students with the aims to prevent gender violences and sexual harassment cases as taught in classes like Gender in Literature.

3.1.6   Methods and scientific practice (Asterisk Criterion)

BILLE, BELE, BEL, BALE, and BFLE equip students with various academic skills in the learning process. In the lecture process, students are given learning materials, assignments, presentations, and academic training. The methods used in lectures are project-based learning, case-based learning, and team-based learning.

Bachelor of Indonesian Language and Literature Education (BILLE)

Upon completion of diverse courses within BILLE, students are expected to progress towards conducting research in the realm of language and Indonesian literature education, subsequently documenting their findings in a rigorously structured scholarly composition, namely a thesis. This pivotal requirement embodies the concluding phase of their academic pursuit.

In the process of composing their theses, students are provided with guidance to foster and consolidate their aptitude for scholarly inquiry. This involves the identification of research inquiries, followed by their systematic resolution through the application of pertinent and valid scientific theories and methodologies. Concurrently, students are entrusted with the responsibility of articulating their research coherently, employing a register of academic language that aligns with established norms. Furthermore, the culmination of this process involves their capability to rigorously defend their work within academic colloquia hosted within the BILLE community. These collective endeavours converge towards the cultivation of graduates who manifest excellence, thereby enriching the domain of language and Indonesian literature education.

Bachelor of English Language Education (BELE)

BELE's students learn methods and scientific practices from some of their courses when they deal with final assignments and/or projects. For example, in English Language Teaching course, students are required to conduct an observation and videotape a teacher teaching English in a formal setting (in the classroom). From this observation, students then engage with the inquiry process to analyse the approach the teacher is using, the method implemented during the teaching, and the strategies the teacher deployed in his/her teaching. All of this evidence should be reported in their project report. In addition, formally, students learn scientific practice from some courses such as Writing for Academic Purposes (WAP), Research in English Language and Education (RELE), and undergraduate thesis writing in writing for academic purposes. Students learn how to construct paragraphs and short essays in academic style. To do so, students learn in-text referencing conventions with paraphrases and quotations, how to incorporate primary and secondary resources, and how to evaluate and develop arguments and claims. In Research in English Language and Education course, students learn some potential areas in English language and English education that can be researched. From this, then they will learn how to formulate a research gap which needs further exploration. Students also pool their knowledge in their academic English to construct literature review. Most importantly, students are also introduced to some research methodology and select appropriate method(s) to conduct their research. The ultimate process of scientific practice is undergraduate thesis writing. This is a formal research report that students have to present and defend to the examiners as one of the steps to obtain the degree of Bachelor in English Language Education.

Bachelor of English Literature (BEL)

BEL ensures that the students' acquisition of learning methods as well as the ability to do scientific practice are integrated. For example, in Drama class, students are taught the knowledge of Drama studies in balance with its practices. Case-based learning is used to obtain the knowledge, while project-task is used to perform the drama at the end of semester. Another example is found in Introduction to College Writing class where students are asked to submit their writing every two weeks after a lecture gives the theories about writing on the previous meeting and gives evaluation on the subsequent meeting. At the end of the class, students and lecturer are collaborating to produce a collaborative piece of writing published on recent media such as Zine, Medium, etc. These exemplary final assignments lead the students to a better understanding of method and practice integration which will be applied to the writing

of bachelor thesis as the major requirement for graduation. The skills of mastering methodology can result in good structuring of writing the thesis.

Bachelor of Arab Language Education (BALE)

In the BALE, several courses are given to prepare students to be able to improve language skills, teaching skills, and research skills. Students acquire basic level competencies from the first semester to the fourth semester for Arabic proficiency courses ranging from Listening, Speaking, Reading and Writing Skills. Simultaneously, students will have teaching competencies supported by courses such as Arabic Language Teaching Planning, Arabic Learning Methodology, Arabic Learning Evaluation, Arabic Language Learning Media. These courses help students to successfully practice teaching in formal schools when students take the seventh semester.

In the seventh semester, students take the *taujih risalah ilmiah* course, and in the eighth semester, they take the *nadwah ilmiah* course. In the Research Methodology course, students are trained to compile a thesis proposal in Indonesian accompanied by a course lecturer. Then in the *Taujih Risalah* course, students are trained to compile research proposals in Arabic accompanied by course lecturers. Then in the *Scientific Nadwah course*, students have received a thesis supervisor. At this stage, students are trained to present their research proposals at seminars and get input from various related parties before students are declared graduated, and proposals are worthy of being continued in the thesis writing process.

Student participation in the Research Methodology course often results in a national achievement in the field of Student Creativity Programme, and students receive research grants. Research skills that are trained to students are carried out seriously so that students have soft skills and critical thinking skills that are useful and make students quickly absorbed in the world of work.

Bachelor of French Language Education (BFLE)

Referring to the National Qualifications Framework for Higher Education (KKNI) level 6, the learning process at the Bachelor's level places a strong emphasis on problem-solving, adaptability to varying situations, and decision-making skills. This emphasis is manifest in the thesis course, which represents the culminating research-based academic work. The thesis course is an integral part of the implementation of the research methodology course, which students have undertaken in the preceding semester. The issues addressed in the thesis are resolved by students through the selection of an appropriate research method aligned with their chosen research approach.

An illustrative example of a BFLE student's thesis is one focusing on the integration of pedagogical technology and content, specifically the development of French-speaking video-based learning media for 11th-grade students at SMAN 14 Jakarta. This thesis exemplifies the integration of technology and characterises 21st-century learning approaches.

3.1.7 Examination and final thesis (Asterisk Criterion)

The grading system is an accumulation of the composition of each component: assignments (20%-30%), mid-semester exams (35%-40%), and final exams (35%-40%). The assessment guidelines and weightings are explained in the Faculty's Academic Guidelines. Students' learning achievements in each semester are well-documented, and each student can access them through SIAKAD (Academic Information System). As one of the requirements to obtain a bachelor's degree, students must write a scientific paper in the form of a thesis. The assessment of the thesis consists of the thesis content (70%) and the presentation and defence skills (30%). Students will receive the exam results after submitting revisions. These students' theses are then documented in a repository published on the UNJ repository portal.

Parts of their undergraduate theses can be published in indexed journals or registered for Intellectual Property Rights. Examinations are conducted in a structured and integrated manner to measure the achievement of learning competencies in each course. The types of exams can include multiple choice, essay, practical, or case study, depending on the course being tested, following educational, authentic, objective, transparent, and accountable principles.

The requirements for students to undergo a thesis defence are as follows:
1. Students must have completed all mandatory courses, basic leadership courses (MKDK), and general courses (MKU).
2. Students must have received a minimum of 12 supervisory sessions for their final project, as evidenced by the thesis and the approval form signed by both supervising lecturers.
3. Students must submit an application to the academic department of the programme to be eligible for examination.
4. The thesis is evaluated by both supervisors and two examiners. The assessment process includes evaluating the topic, background, research questions, relevant theory, research methods, results, and discussion. Additionally, the development of the thesis into teaching materials, posters, modules, concept maps, or other relevant products is also considered in the evaluation criteria.

The Faculty of Languages and Arts prepares the Academic Guidelines and Final Project Guidelines as references for the implementation of education at the undergraduate and graduate levels within the faculty. These guidelines contain provisions and procedures for academic activities, including the preparation of final projects for students. This is also reinforced by the UNJ Academic Regulation No. 7 of 2018 regarding the UNJ Academic Regulation.
Prior to conducting a research, the researcher is required to bring the research licensing issued by Lembaga Penelitian dan Pengabadian kepada Masyarakat (LPPM or Research and Community Services Institution or the faculty – depending which institution grant the research and/or community services) , for example in conducting field observations, data collection, and internships, students are required to apply to the study programme to make a letter of introduction to the school, institution, or agency.

Bachelor of Indonesian Language and Literature Education (BILLE)

Various learning strategies and learning methods are carried out to evaluate learning outcomes, such as quizzes, midterm exams, final semester exams, project presentations, project-based learning, case bases, journals, and project essays. In the process of assessing student work, there are several methods used, namely written tests, unwritten tests, and practical tests. At the final assignment stage, BILLE imposes a final assignment or thesis on students who want to complete their education to the end. Student theses can be divided into several fields, there are the fields of teaching literature, teaching, linguistics, and also the BIPA field

Bachelor of English Language Education (BELE)

In general, the evaluation methods include quizzes, mid-term tests/projects, final tests/projects, and portfolios. The evaluation tools take various forms such as paper and pencil written tests, presentations, essays, and project reports. Each of the evaluation tasks/tools is

accompanied by scoring rubrics and has been communicated with the students to ensure that the students are informed of what they have to do and how they are going to be assessed. As for the final thesis, each student is assigned two supervisors for their research and thesis writing process. Evaluation of the final thesis is conducted with two internal examiners; one is responsible for evaluating the overall content of the thesis and the other one is responsible for evaluating the methodology. The students' thesis covers a wide range of topics related to English linguistics, and applied linguistics, particularly in the area of English language teaching and practices. In the **BELE** programme, students are required to file consent from their research participants and enclose them as appendices in their thesis report, to maintain the research ethics.

Bachelor of English Literature (BEL)

The assessment method is carried out by **BEL** in order to assure the quality of intended learning outcome by conducting assessment throughout the curriculum in the form of mid-term examination and final examination in accordance with university assessment regulation on mid-term assessment guidance, final examination assessment guidance and undergraduate thesis examination guidance.

Bachelor of Arab Language Education (BALE)

BALE has three evaluation methods to measure the level of student learning achievement and competence, namely assignments, mid-semester exams, and final exams.

The minimum passing grade for regular courses Is C, while for PKM/KKL/Final Thesis courses, it is B. The assessment of exams, including the grading composition and the minimum passing grade, is regulated in the UNJ Rector Regulation of 2021 and the Thesis Guideline.

Bachelor of French Language Education (BFLE)

In BFLE, assessments are structured and integrated to measure learning competencies. The programme schedules Midterm and Final Examinations for each course based on UNJ's Academic Calendar. Assessment types vary, including multiple-choice, essay, practical, and case study assessments, designed to be educational, authentic, objective, transparent, and accountable. Course assessments in BFLE consist of attitude (10%), general skills (25%), specific skills (40%), and knowledge (25%). Assessment methods include embedded assessment for participation, portfolio assessment for outcomes, and performance assessment for presentations.

The passing grade for regular courses is a C, while for PKM/KKL/Final Thesis courses, it is a B. The assessment criteria and grade thresholds are determined by the UNJ Rector's Regulation of 2021 and the Guidelines for Final Projects applicable within the faculty. In the case of the thesis, assessment also includes articles that have been accepted or published in national journals.

Appraisal:

The panel states that the curricula of all five study programmes are a comprehensive reflection of its qualification goals. The courses are thoughtfully structured, coherently interlinked, and aligned with the targeted learning outcomes. Through the specialisation courses, whether they be mandatory electives or optional ones, students have the opportunity to develop supplementary competencies and abilities. The degrees and programme names correspond to the contents of the respective curriculum and the objectives of the programme. Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are interrelated in parts of the curricula.

The information presented, and the interviews conducted in the hybrid on-site visitation showed the panel that the study programmes put an emphasis on preparing the students for

an occupation requiring trans- or interdisciplinary knowledge. For BILLE, BELE, BALE and BFLE, various skills that are conducive to the teaching and learning process are included in the curriculum. Additionally, there are courses like "Data Analytics and Programming" as well as "Scientific Reasoning" in BILLE. BELE has several courses with about management from the Faculty of Economics and about educational technology in the Faculty of Education. A sociolinguistics course, literary theory, the literary analysis course, in which they stage a drama performance, are part of the curriculum of BALE. BFLE has interdisciplinary courses such as Data Analysis and Programming and Logic and Scientific Reasoning. Therefore, all five programmes exceed the requirements. BELE gives the profile of "edu-preneur". Ethical implications (e.g. of conducting research) are appropriately communicated. Students acquire methodological competences and are enabled to do scientific work on the required level. Nevertheless, the panel **recommends** that the treatment of scientific and methodological issues be more closely integrated into the research context of the respective subject so that students are better able to connect their own research questions and empirical work to current scientific discourse in a constructive way.

All examinations are tailored to the respective courses. They are designed in both structure and substance to verify the achievement of the specified learning objectives. The requirements are in accordance with the desired qualification level. The programmes use a diverse array of examination types for the evaluation processes. The evaluation of the final theses adheres to established and consistently enforced standards, regulations, and methodologies. Particularly through their thesis, students demonstrate their proficiency in scholarly research. They prove in that way, that they fulfil the academic goals set forth by their degree programme.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

The workload of SKS at the Faculty of Languages and Arts, Universitas Negeri Jakarta, is regulated based on the Rector's Decree Number 1214.a/UN39/HK.02/2022 concerning

Guidelines for Calculating the Conversion of Student Study Credit Load to European Credit Transfer and Accumulation System (ECTS) Credit Figures used by study programmes at the Faculty of Language and Arts. For one SKS credit consists of 50 minutes of face-to-face meetings, 60 minutes of structured academic activities, and 60 minutes of independent study. SKS credits can be converted into ECTS credits as follows: one SKS credit = 170 minutes x 14 weeks = 2,380 minutes (39.7 hours) – one ECTS credit = 25 hours. So, the credits are: 39.7/25 = 1.5 ECTS credits. The weight of the semester workload ranges between 18 to 22 SKS or 27 to 33 ECTS.

Bachelor of Indonesian Language and Literature Education (BILLE)

BILLE is a four year undergraduate education programme. Its goal is to produce competent graduates as educators, researchers, and practitioners in the field of Indonesian language and literature education. To support this goal, BILLE divides its courses into several groups, including six university courses, three basic education courses, two faculty-specific courses, 48 programme-specific courses, and three elective courses.

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	144 SKS credits equals to 230,4 ECTS credits
Workload per CP	1 SKS = 39.7 hours 1 ECTS credits = 25 hours
Number of modules/courses	74 courses
Time required for processing the final thesis and awarded CP	2 semesters 9,6 ECTS credits
Number of contact hours	1.670,4 hours

Bachelor of English Language Education (BELE)

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	147 SKS credits / 220,5 ECTS credits
Workload per CP	1 SKS credits = 39.7 hours 1 ECTS credits = 25 hours
Number of modules/courses	47 courses
Time required for processing the final thesis and awarded CP	6 month
Number of contact hours	1.715 hours

Bachelor of English Literature (BEL)

BEL's curriculum is implemented to make it possible for students to accomplish 144 credit points equal to 216 ECTS with the projected study time covered eight semesters. The workload per credit points involves 50 minutes per class meeting, 60 minutes for self-study, and 60 minutes for structured learning with seven to eight modules for each semester. The students are supposed to accomplish their final thesis within one semester equal to 6 credit points or 5 hours per week. The average of credit points per module is 3 SKS or 4.5 ECTS which cover 124 hours workload. These workloads enable students to be actively involved in extracurricular activities, part-time jobs, and student organisations.

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	144 credit points / 216 ECTS
Workload per CP	1 SKS credits = 39.7 hours 1 ECTS credits = 25 hours
Number of modules/courses	55 courses
Time required for processing the final thesis and awarded CP	6 SKS in one semester
Number of contact hours	1.670,4 hours

Bachelor of Arabic Language Education

Each course has a minimum credit weight of one credit hour and a maximum of 6 credit hours, with the final project as a research paper carrying three credit hours. One credit hour consists of 50 minutes of classroom learning, 60 minutes of structured academic activities, and 60 minutes of self-study. BALE requires all students to have a minimum attendance of 80% in lectures to be eligible for mid-semester and final exams. The learning process spans one year and is divided into two semesters, with the number of meetings adjusted according to the credit weight of each course. For instance, a two credit course would have 16 meetings, while a three credit course would have 24 meetings, including mid-semester and final exams. To convert credit hours to ECTS credits, one credit hour equals 170 minutes X 14 weeks = 2,380 minutes (39.7 hours). Since one ECTS credit equals 25 hours, the conversion rate would be 39.7/25 = 1.5 ECTS credits per credit hour.

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	149 SKS credits / 223,5 ECTS credits
Workload per CP	1 SKS credits = 39.7 hours 1 ECTS credits = 25 hours
Number of modules/courses	74 courses
Time required for processing the final thesis and awarded CP	9,6 ECTS credits in two semester
Number of contact hours	1.738,3 hours

Bachelor of French Language Education (BFLE)

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	146 sks credits / 219 ECTS credits
Workload per CP	1 SKS credits = 39.7 hours 1 ECTS credits = 25 hours
Number of modules/courses	55 courses
Time required for processing the final thesis and awarded CP	one semester, equivalent to 6 SKS credit
Number of contact hours	1702,4 hours

3.2.2 Study and exam regulations (Asterisk Criterion)

The implementation of the learning activities is regulated in the Academic Guidelines. These guidelines are prepared based on ministerial regulations and the University's regulations. The ministerial regulation regarding the national standards for higher education is stated in the Minister of Education and Culture Regulation Number 3 of 2020 (Permendikbud No. 3 Year 2020 concerning National Standards for Higher Education [JDIH BPK RI]). The University's

regulations are stated in the Rector's Regulation of Universitas Negeri Jakarta Number 13 of 2020 concerning the Academic Regulations of Universitas Negeri Jakarta. These regulations are implemented in the Academic Handbook of the Faculty of Language and Arts. This book contains provisions and procedures for academic activities in the Faculty of Language and Arts, Universitas Negeri Jakarta, which are binding for all study programmes since its issuance. The academic handbook regulates mechanisms for lectures, assessment systems, information such as the minimum attendance required by students as a condition to take exams, procedures for conducting mid-semester and final exams, as well as the assessment and evaluation of the thesis.

The assessment methods that can be employed include: (1) assignments related to specific topics, (2) quizzes to measure students' understanding of learning outcomes (LO), (3) work reports from practical activities, (4) seminars on specific topics where students present and engage in discussions with other students, (6) practical exams, (7) mid-semester and final exams. Evaluation techniques used include assignments, presentations, practical work, and projects. All assessment techniques are based on the syllabus and Course Implementation Plans (RPS) that are distributed or provided to students at the beginning of each semester. At the end of each semester, students are also requested to fill out a course evaluation survey. Changes and improvements to the curriculum are made based on the results of these evaluations. BILLE, BELE, BEL, BALE, and BFLE follow the assessment guidelines based on the university's guidelines, with the following provisions.

Table 3.2.2.1 Final course assessments are categorized

Level of proficiency (%)	Letter grade	Numeric grade	Explanation
86-100	A	4.0	Pass
81-85	A-	3.7	Pass
76-80	B+	3.3	Pass
71-75	B	3.0	Pass
66-70	B-	2.7	Pass
61-65	C+	2.3	Pass
56-60	C	2.0	Pass
51-55	C-	1.7	Failed
46-50	D	1.0	Failed
0-45	E	0.0	Failed

Each academic advisor conducts academic guidance sessions according to the Academic Handbook. The academic advisors provide guidance a minimum of four times per semester, and this guidance is essential for signing the Study Plan Form (KRS), making changes/cancellations/replacements to the KRS, after the mid-semester exam, and collecting the Study Result Report (KHS). As additional information, the implementation of lectures in BFLE can be conducted through face-to-face and/or non-face-to-face methods using various modes (online, field trips, etc.). The teaching methods used in lectures are Project-Based Learning or Case-Based Learning. Evaluation of the courses is done by assigning tasks related to the materials studied, group work to solve cases or projects, creating reports and presenting discussion results, quizzes, practical exams, mid-semester exams, and final exams. Lecturers are required to assess students based on educational, authentic, objective, transparent, and accountable principles. Assessment instruments include embedded assessment, portfolio assessment, and performance assessment. Students who have fulfilled the course requirements are eligible for assessment by the lecturers. The passing grade for the thesis is a B, while for other courses it is a C.

The recognition of degrees and periods of study at other HEIs is regulated nationally by state regulations. The Regulation Of The Minister Of Education, Culture, Research And Technology

Republic Of Indonesia Number 41 Of 2021 About Recognition Of Past Learning. UNJ and the faculty of languages and arts also follows this regulation.

3.2.3 Feasibility of study workload (Asterisk Criterion)

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

1. appropriate curriculum design;

2. reasonable workload calculations;

3. adequate number and frequency of inspections, and;

4. proper support services (e.g. Academic Advisor (PA) is responsible for guiding students in their academic journey to ensure timely completion of their studies).

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

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

BILLE and BELE have pointed out, that the number one cause for prolong studying is the writing of the final thesis. The programmes found different solutions for these problems, like e.g. WhatsApp group for thesis writing (BILLE) or assigning another supervisor (BELE).

3.2.4 Equality of opportunity

UNJ adheres to the policy outlined in Ministerial Regulation No. 06/2020 issued by the Ministry of Education and Culture (Kemendikbud), aimed at ensuring equal opportunities for all prospective students. In the admission of new students, all applicants are treated equitably, irrespective of gender, race, ethnicity, religion, or other background factors. UNJ accepts students with disabilities. People with disabilities are given the opportunity to participate in the admission process. In 2022, UNJ became the University that accepted the most disabled students through the Kemendikbudristek Disability Adik Scholarship, with a total of eleven students with disabilities in various study programmes.

Throughout the academic journey, UNJ is committed to guaranteeing that students with special needs or disabilities are not disadvantaged due to their unique circumstances. This commitment is upheld through the implementation of guidelines specifically designed for students with disabilities within the university setting. These guidelines[6] elucidate how the university establishes an optimal learning environment, alongside providing facilities and infrastructure that facilitate the learning process for students with disabilities. Universitas Negeri Jakarta guarantees that no student will be discriminated against in the Independent Written Entrance Exam (PENMABA) process, as UNJ provides equal opportunities without distinction of ethnicity, religion, race, and social groups, with affirmative action for economically disadvantaged groups.

Similarly, the study programmes BILLE, BALE, BELE, BFLE, and BEL have given equal opportunities to all prospective students, regardless of their race, religion, gender, educational background or if they come from other parts of Indonesia. Gender equality and equal opportunities are also implemented to ensure that all students learn in a conducive atmosphere and environment.

All five study programmes under the Faculty of Language and Arts, provide access to special services for students with disabilities, such as campus buildings designed to accommodate disabled students. This special access supports students with disabilities to enter classrooms and participate in activities during the learning process. This includes services such as accessibility services, assistive technology, or specialised tutoring. Group-based learning also provides equal opportunities for students with disabilities.

To ensure that no discrimination occurs regardless of ethnic and cultural background, BEL has accepted students from diverse backgrounds, including foreign students and students with autism and bipolar disorder. In the BELE, blind students can successfully complete their studies with the support and assistance of their peers, lecturers, and staff.

Disabled students in all five study programmes receive continuous academic and non-academic support through the University Medical Clinic (Klinik UNJ), the Counseling Bureau (BK), UPT-LBK, and the Academic Administration and Student Affairs Bureau (BAAK). Additionally, students from less privileged families are welcomed into our programme in accordance with the ministry's mandate stated in the Regulation of the Minister of Research, Technology and Higher Education No. 6 of 2019, according to which at least 20% of scholarship holders must come from less privileged families.

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[6] Written in a document „Educational services guide for students with disabilities".

In line with that, BEL regularly assists students in applying for tuition fee waivers (UKT) at the beginning of each semester. UNJ also provides assistance to financially disadvantaged students for UKT payment through a grievance process and provides payment relief for one semester, in accordance with Rector's Decree No. 737/UN39/TM.01.03/2020.

Moreover, BEL provides academic consultation for disabled students who encounter academic problems in the form of arranging appointments with UNJ's counselling units; by far there have been three students who have received direct consultation.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired.
The course descriptions provided were deficient to the extent that not everything was filled in for all courses. See also condition for criteria 3.3.2 and 4.4.2.
There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated nationally by state regulations Regulation Of The Minister Of Education, Culture, Research And Technology Republic Of Indonesia Number 41 Of 2021 About Recognition Of Past Learning). The recognition of periods of practical work –is also clearly defined. Nevertheless, the final grade is not supplied with an ECTS grading table. Therefore, the panel gives a **condition**:

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

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. The HEI ensures gender equality and non-discrimination. All five programmes have more female than male students, which shows that female students are not discriminated against. Students with disabilities are provided with receive appropriate support and formal standards/requirements throughout the programme and examinations. Even though there is no time compensation in exams, UNJ and the faculty try to accommodate the needs of disabled students as the document „Educational services guide for students with disabilities" shows. Even so, there were some older buildings shown to the experts on site with no elevator, this deficit will be soon compensated by the new towers, which the UNJ is about to build. Students from other parts of Indonesia and/or from so-called non-academic backgrounds, are particularly assisted. Nevertheless, the panel is of the opinion that there is still room for improvement. This impression emerged from the interviews, which revealed a significant lack of information about how students with disabilities can be encouraged and actively supported to study. The panel **recommends** that the five programmes disseminate information about the needs of disabled students to all faculty members and regularly review how disabled students can be accommodated.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				X	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity		X			

3.3 Didactical concept

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

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

The common learning and teaching methods are:

- Students are introduced to the roles and responsibilities of teachers through **observation and guided practice in schools.**
- The introduction to schools for students is done using **case-based** and **project-based approaches**. Students are required to **conduct surveys, interviews**, etc., to identify issues or carry out specific projects in schools that are relevant to the subject matter studied. Students are assigned to create lesson plans or learning modules. **Face-to-face meetings** allows direct interaction and immediate feedback.
- Due to the Pandemic and building reconstruction, the programmes were set to be blended, which is conducted through the Learning Management System (LMS), Zoom, Microsoft Teams, and Google Meet.
- **Lectures** convey important content in a comprised way.
- **Small group work and discussion** encourage collaborative learning and critical thinking among students.
- **Working with cases or problems** helps students apply theoretical knowledge to real-world scenarios, enhancing problem-solving skills.
- **Projects and presentations** allow students to delve deeply into subjects, fostering research skills and public speaking.
- **Role-play** activities enable students to immerse themselves in different perspectives, promoting empathy and social understanding.
- **Demonstrations** provide visual and practical examples that can enhance comprehension
- **Participation in research** gives students hands-on experience and contributes to the advancement of knowledge in their field of study.
- **Participation in field practice** offers invaluable real-world experience and professional development opportunities.

3.3.2 Course materials (Asterisk Criterion)

In the BILLE, BELE, BEL, BALE and BFLE programme every course material is designed with a clear focus on achieving the desired learning outcomes aligned with the expected qualifications (KKNI level 6), which also adhere to the standards of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) set by the programme associations. The comprehensive course content is outlined in the officially approved syllabus (RPS) as a measure of quality control, overseen by the programme chair and the Quality Assurance Board (TPJM). Regular reviews of the RPS and its contents are conducted at the beginning of each semester or, at minimum, at the start of every academic year.

The materials utilised encompass a variety of resources, including works authored by instructors individually or in collaboration with students. These resources comprise textbooks, articles published in national and international journals and proceedings, instructional videos, and more, accessible in both online and print formats. Furthermore, students are encouraged to utilise the available facilities such as the Learning Management System (LMS), university libraries, and online research tools to enhance their learning experience. While students are afforded the freedom to select materials based on their individual capabilities, it is important to note that the chosen resources should align with the prescribed learning outcomes in the syllabus, with an emphasis on problem-solving approaches (journal links, LMS, etc.).

3.3.3   Guest lecturers

BILLE has collaborated with foreign lecturers to serve as guest speakers in their lecture agenda. This collaboration is also followed by programmes within the Faculty of Language and Arts. For instance, BILLE actively organises guest lectures featuring both national and international speakers. Examples of these guest lecture activities include the Education Film Seminar, the Seminar and Discussion on Teaching Children's Literature, and an online seminar titled "Language-Based Entrepreneurship". Additionally, the Teaching Indonesian as a Second Language course (*BIPA*) invites distinguished guest lecturers from Yale University, the Indonesian Embassy in Bern and London as well as the IKAT Agentur Germany, who deliver culturally-based BIPA teaching materials remotely. Moreover, the Teaching Indonesian as a Second Language course also organises national-scale guest classes. In these guest classes, he presents topics related to the development of language skills teaching materials and teaching Indonesian grammar in remote BIPA classes. In the Appreciation of Drama course a drama practitioner, educator, and alumni of the Drama Education programme at BILLE, was invited to lecture. The topics he covers include verbatim script creation and drama production. This guest lecture activity is conducted at the national level through collaboration with national speakers. International guest lectures are also conducted through a collaborative class between the Drama Education programme at **BILLE** and the University of Western Australia (UWA). The guest lectures organised by **BILLE**, particularly those integrated into specific courses, are subject to evaluation. The feedback results are then discussed between the course instructor and the guest lecturer to design more comprehensive guest lecture activities, ensuring consistent and sustainable implementation of these planned activities. In the past five years, BILLE has presented 34 professors and experts through various activities, including international seminars, webinars, classes, and inaugural lectures.

BELE invites international and national guest lecturers to support the development and quality of the study programme. One of the international public lectures was on Leveraging English to Maximise Global Opportunities for Indonesia by the Director of Thought Leadership from Cambridge English. A public lecture was also conducted on current issues and critical literacy

in practice by a teaching award recipient from Australia National University (ANU). An international guest lecture was also conducted such as on Blended Learning from Zurich University of Applied Sciences (ZHAW) in 2019. National guest lectures are regularly conducted, such as on persuasion selling in the digital marketing ecosystem that supports the Edupreneur held in 2022 to facilitate the students develop their entrepreneurial skills. A lecture was also conducted in 2021 on curriculum development by the Chairman of TEFLIN (The association of Teaching English as a Foreign Language in Indonesia) in 2021. All in all, 22 international professors have visited the university and/or the faculty of languages and arts in the last five years (2019-2024) for BELE activities.

BEL has international and national guest lecturers to support the development and progress of the study programme. This contributes to forming an integral part in the courses of the study programme. There are online webinars and Online Studium Generale by the Director for Europe-Indonesian Ministry of Foreign Affairs, by lectures from University of Louisville, Kentucky, USA, by the CEO of Diomedia Publisher, by CEO of ABCo Sugesti Motivatindo, etc. Five professors have visited BEL through international seminars in the past five years.

BALE invites practitioners and academic experts from both domestic and international backgrounds to enrich the knowledge acquired through learning materials on campus. These practitioners come from El Minia University (Egypt), Sunan Ampel State Islamic University (Indonesia), and Darussalam Gontor University (Indonesia). Specifically, to strengthen Arabic language learning and teaching, BALE has guest lecturers and seminar speakers from International Islamic University (IIUM), Malaysia (2020); Ain Shams University, Egypt (2021); Cairo University, Egypt (2021); Al-Haramain Arabic Language Academy, Saudi Arabia (2021) dan (2023); Minia University, Egypt (2022); Moncton University, Canada (2022); Sultan Syarif Ali University, Brunei Darussalam (2023); Ministry of Awqaf and Religious Affairs, Sultanate of Oman (2023), and Qassim University Saudi Arabia.

BFLE organises lectures featuring guest lecturers, both national and international. These guest lecturers include faculty members from domestic universities, alumni, as well as international guest lecturers from universities abroad, like for instance IF Paris Institut Français d'Indonésie (IFI), National University of Singapore, University of Moncton, Campus Edmundston, Canada or FLE Université Sorbonne Nouvelle. All in all, in the last five years, BFLE has invited 7 foreign guest lecturers from France and francophone countries in the form of webinars and seminars.

3.3.4   Lecturing tutors

Bachelor of Indonesian Language and Literature Education (BILLE)

In BILLE, there is a peer tutoring system in place to assist students in their academic endeavours. For each active cohort within the programme, two class representatives are appointed to disseminate academic-related information to all students within the same cohort. Additionally, within each course, two students are designated as course representatives. Their responsibilities encompass conveying details about course-related matters such as schedules, locations, instructional logistics, distribution of course materials, assignment distribution, and the communication of relevant announcements. To enhance the content mastery of the course, every teaching faculty selects four to six proficient students to act as peer tutors for their fellow classmates. Competence criteria are based on factors such as (1) a deep understanding of

the subject matter, (2) student participation and engagement, and (3) positive rapport with fellow students. Through these peer tutoring sessions, students engage in more intensive learning and discussions on the subject matter.

In addition to academic peer tutoring, the Indonesian Language and Literature Education Study Programme also organises peer tutoring for non-academic activities. Students interested in participating in competitions such as poetry reading, musicalisation of poetry, poetry writing, short story writing, and monologue performances are supported through training and mentorship provided by students who have excelled in those respective fields. This peer tutoring support is not solely restricted to literary competitions. Students involved in academic competitions and reasoning contests are also aided and mentored by peers who have previously participated or succeeded in similar competitions. The coordination of these peer tutoring initiatives is overseen by the Interest and Talent Division of the Study Programme's Student Association, in collaboration with guidance from the Study Programme Coordinator and the Student Affairs Coordinator.

Furthermore, beyond being peer tutors for fellow students within the Indonesian Language and Literature Education Study Programme, students also take on the role of Indonesian language tutors for foreign learners. This involves various activities, including (a) serving as language partners for Yale University students from the United States in the Indonesian Language Teaching course, (b) volunteering as Indonesian language tutors in the BIPA Summer School programme in collaboration with HTWG Konstanz from Germany, and (c) engaging in international community service as language partners for students from Thammasat University in Thailand.

Bachelor of English Language Education (BELE)

BELE doesn't provide lecturing tutors in all courses; however, the sense of lecturing tutors is facilitated by the students association through its programme called Mentoring Programme. This programme is conducted at the end of every semester. The committee of the programme opens a pool for all students to nominate courses that students consider challenging. Then the committee will choose one or two courses that students feel most challenging. The committee will nominate tutors to help their peers study the selected courses. The tutors are chosen from the seniors who have ever taken those courses and earned A grades. The lecturing tutor is also evident in the students' research group. Many of the lecturers' research is umbrella research, in which the lecturers have one topic of research that can be researched by several students under the lecturer's supervision. Each of the students has their own focus but is related to one another to support the supervisor's big research. With such a method, students will engage with the same main concepts that they can learn in their research group. For example, one lecturer has a research topic on challenges in transition from face to face to online learning in higher education. He recruited three students under his supervision to conduct three different research that make up student's bachelor thesis. One student investigated teachers' challenges in transition from face-to-face instruction to online learning, one student's investigated students; challenges in transition from face to face to online learning, and the other students investigated students' efficacy attending online learning in higher education.

Bachelor of English Literature (BEL)

BEL has lecturing tutors to contribute to the students' learning processes, supporting the development of competence and skills in the study programme.

WOODY "Week of Optimal Study" is a student gathering where a lecturing tutor presents a course and give an Introduction to Language especially in Phonetic and Morphology. Topics which were tutored by an individual were Literary Text Translation and Appraisal Theory in Discourse Analysis, a course prior to writing the chapter 4 of the undergraduate thesis.

Bachelor of Arabic Language Education (BALE)

The active participation of students in the learning process plays a crucial role in enhancing their competencies and skills. To facilitate this, various initiatives are undertaken, including interactive learning sessions, research supervision, academic guidance services, appointment of course mentors, support from alumni who have successfully completed the course, practical fieldwork experiences, and academic advocacy provided by student associations. Additionally, in specific courses such as Arabic grammar, language proficiency, and academic writing, senior students assume the role of mentors, providing guidance and support to incoming students.

Bachelor of French Language Education (BFLE)

Tutoring practices in the BFLE learning process are facilitated by the Student Executive Board (Badan Eksekutif Mahasiswa/BEM Programme) through a range of activities, including the following:

1. French language skills tutoring: Within the educational department, the BEM Programme organises targeted tutoring sessions for students who require additional support in enhancing their proficiency in the French language. These sessions involve senior students who possess advanced competence in French, serving as tutors. The objective is to assist junior students in improving their French language skills.

2. Group discussions in language skills courses: In the first and second semesters, group discussions are conducted to foster a collaborative learning environment and develop students' teamwork abilities in completing language-related tasks. These discussions take place outside regular class hours and are closely supervised by course instructors. Each group is assigned a tutor, selected based on their exceptional language proficiency compared to their peers. The group discussion reports generated align with the Course Learning Outcomes (CLO) as specified by the instructors.

3. Student Programme Leadership Training (PKMP): As part of the BEM Programme's initiatives, the Student Programme Leadership Training aims to cultivate leadership skills among students. This training is facilitated by experienced senior students' organisational contexts.

Appraisal:

The panel states that the didactical concept of all five 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, observation and guided practice in schools, small group work and discussion, case studies, role-play or practical projects. Students are encouraged to take an active role in creating the learning process through the teaching concept based on Student-Centred Learning (SCL).

The panel was only able to get an overview of the respective courses and their structure through discussions with the programme management and lecturers of the programmes as well as additional course materials and content descriptions. It could be determined that the courses on the whole had everything they needed, but that the course descriptions provided needed to be revised. The panel also noticed that there is a lot of outdated literature in the course descriptions, which also needs to be updated. Even though the on-site visit showed that there is Moodle used for some courses, the panel issues the following **condition:**

> **a) The University updates the literature references in the course descriptions and ensures that all course descriptions contain complete and coherent information about all courses in the programme.**

b) The University uses the online platform "Moodle" for all courses offered so that essential material is digitally accessible for students.

This would ensure that students have a user-friendly access to up-to-date literature, which would encourage students to engage in further independent studies. See also condition for criterion 4.4.2.

Special guest speakers are invited to enhance the educational journey of students by sharing their unique insights gained through their professional careers or academic research. Additionally, they may offer perspectives from various fields such as from culture and politics. The panel states that the lecturing tutors or student assistants contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities. This is shown in the BILLE programme by one-to-one tutorials for its lecturers as well as a peer tutoring system, in which students assist their peers in their academic endeavours. There are students acting as class representatives and course representatives. Additionally, there is a peer tutoring system for non-academic activities, such as poetry reading, musicalisation of poetry, poetry writing, short story writing, and monologue performances. BILLE students also take on the role of Indonesian language tutors for foreign learners. BELE students can actively participate in the process of selecting courses, for which they want a tutor. BEL has lecturing tutors, for example in the WOODY "Week of Optimal Study". For BALE students, there is support from alumni who have successfully completed the course. Additionally, senior students assume the role of mentors. In BFLE senior students provide French language skills tutoring. Assigned tutors lead group discussions in language skill courses. Experienced senior students cultivate leadership skills among students. All these examples show the exceedingly well and systematic integration of lecturing tutors in the teaching activities.

	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)				Condition	
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)

All programmes:

The Faculty of Languages and Arts at Universitas Negeri Jakarta (FBS UNJ) is committed to fostering international engagement through various sustainable programmes and collaborations. A standout example is the Indonesian Language for Speakers of Other Languages (BISOL) Summer Class, a unique programme launched in 2020 in partnership with HTWG Konstanz University, Germany. This programme promotes cultural exchange and offers a distinctive approach to language learning, attracting students from the Department of Southeast Asian Studies at HTWG Konstanz. In 2020, FBS UNJ virtually hosted world conferences on languages and arts, featuring speakers and participants from five continents. In 2023, FBS UNJ organised significant international conferences, including the "Healthy Linguistics Diet (HLD)" from University College London, and I-CALLED 2023 (International

Conference on Culture, Arts, Languages, Literature, and Education), featuring prominent speakers. The International Community Services programme is another essential aspect of FBS UNJ's internationalisation efforts. This programme provides students with unique opportunities to engage with the global community. For instance, students participate in activities in Australia, including the National Multicultural Festival in Canberra, workshops on BIPA and Indonesian culture at local schools, and the "Indonesia Goes to School" programme, which not only promotes Indonesian culture but also attracts Australian students, fostering a diverse learning environment in 2024.

n 2020, FBS UNJ organised an Online Academic Seminar titled "An Introduction to Internet of Things (IoT) and Connected Objects with an Introduction to IoT in Education." Led by a Professor from the University of Franche-Comté, France, the seminar provided comprehensive insights into IoT technology and its educational implications. This virtual event marked a significant milestone, fostering discussions among scholars, educators, and students on innovative learning approaches in the digital era. In 2022, FBS UNJ held the Studium Generale UNJ General Lecture on "Economic Growth and Sustainability in the New Century." In 2023, FBS UNJ and Tampere University, Finland, jointly organised a Hybrid Seminar titled "Mentored, Not Supervised: How Finnish Teachers are Being Prepared," exploring Finnish teacher training practices. FBS UNJ also hosted the "International Webinar for Educators" in 2023, featuring speakers from Murdoch University, Australia, and Universiti Teknologi Malaysia. Additionally, FBS UNJ's 2023 Studium Generale on "Navigating Innovative School Partnerships" highlighted the University of Canberra's Affiliated Schools Model. Another 2023 Studium Generale focused on "Drawing Connection Between Teaching Literacy and Numeracy," featuring an Associate Professor from DEAKIN University, Australia.

BILLE recognises the importance of integrating intercultural aspects and international content into its learning process. This commitment is exemplified through the signing of a Memorandum of Collaboration (MOC) between FBS UNJ and six other prestigious universities, namely Universitas Islam Negeri Datokarama Palu, Universitas Khairun Ternate, Universitas PGRI Madiun, Universitas Islam Negeri Mataram, Universitas Negeri Yogyakarta, and Universitas Sultan Thaha Syaifuddin, in collaboration with Briton English Education, Cambridge University Press, and Cambridge Assessment. The Indonesian Language and Literature Education Study Programme, Universitas Negeri Jakarta, organised 19 international seminars and webinars.

BILLE's international cooperation extends beyond the academic realm. Collaborative efforts with the Educational and Cultural Attaché of the Embassy of the Republic of Indonesia in Tokyo, the Educational and Cultural Attaché of the Embassy of the Republic of Indonesia in Timor-Leste, Yale University, and KBRI Bern Swiss have paved the way for valuable partnerships. Notably, students enrolled in the Teaching BIPA course are selected as language partners for Yale University students studying Indonesian, establishing a fruitful collaboration since 2021-2022. This effort also represents BILLE's initiative to attract international students through the Indonesian Language for Foreign Speakers (BIPA) course, overseen by the Faculty of Language and Arts. Students have also acted as Indonesian language partners for Indonesian language learners in Japan during a series of events organised by APPBIPA Japan in 2021. Students from BILLE have participated in an international collaborative class titled "World Literature," a collaboration between UNJ and the University of Western Australia in 2022. In 2023, one student was selected as the recipient of the Brunei Darussalam Scholarship on Enhancing Professional Communication Skills for ASEAN.

To prepare students for future endeavours in international organisations or professions, BILLE offers practical teaching opportunities in their home countries. Students have the chance to

teach at prestigious institutions like Sekolah Indonesia Riyadh (SIR). Moreover, BILLE collaborates with the Philippine Attaché through LP3 UNJ, enabling students to teach at Sekolah Indonesia Davao (SID). These opportunities are made available through the Practicum Teaching Skills (PKM) course.

The Student Executive Body (Badan Eksekutif Mahasiswa/BEM) has previously hosted the national meeting of BEM from all over Indonesia in 2010. Additionally, BEM has sent representatives to attend a meeting at UNY in 2011. The purpose of these activities is to equip students with multicultural awareness in facing the challenges of the global world

BELE incorporates international contents and intercultural aspects. These are some of the courses which highly promote the internalisation education in the BELE:
1. Cross Cultural Understanding English in Social Discourse
2. English in Literary Works
3. English for Business Communication
4. English Syntax
5. Current Issues and Policies in Education
6. English in Academic Discourse
7. Grammar for Academic Communication
8. English Phonetics and Phonology
9. English Morphology

The latest international community development was carried out by BELE in 2022. In that community development programme, BELE lecturers collaborated with Sekolah Indonesia Kota Kinabalu (SIKK), Malaysia, in enhancing the English teachers' competence. There have been 12 international webinars held within the last five years (2019-2024).

BEL believes in the pertinent aspect of internationalisation in the process of teaching and learning activities. Therefore, the curriculum reflects the multi facets of intercultural competences and skills that are at the heart of BELs' objectives. BEL at all times presents recent and current issues in humanities and language as part of the learning process in BEL with the courses that are related to intercultural and multi-discourse analysis among other courses like Discourse Analysis, English Poetry, Prose, and Drama, Aesthetics of Languages and Arts, Children's and Young Adult Literature, six courses within the field of Translation, Introduction to Cultural Studies, Literary Criticism, etc. BEL also provides the students with the preparedness towards challenges in an international working environment, in particular coping with the digital era with courses of Digital Content Writing and Coding and Big Data. By still upholding the principle to equip the students with skills that come in handy in an international working environment. BEL regularly holds seminars and workshops with student's body (Badan Eksekutif Mahasiswa/BEM) with the objectives to hone their English language skills, to expose them to have cultural awareness, and to prepare them to face challenges in the global world mostly in the working environment. BEL has conducted five International webinars within the last five years.

BALE recognises the significance of integrating intercultural aspects and international content into its teaching methodology. International standards are adhered to for academic writing in the final assignments, utilising the Turabian citation style. Moreover, students' Arabic language proficiency is assessed through the Test of Arabic as a Foreign Language (TOAFL) certification, issued by BALE, UNJ, with a minimum TOAFL score of 450 required by students at the conclusion of their study period. Moreover, BALE's students actively participate in

esteemed international competitions. In 2019, four exceptional students took part in the distinguished Unisi Arabic Debating Championship (UADC) at the ASEAN level, held at Universitas Islam Indonesia in Yogyakarta. Likewise, in the same year, four representatives from BALE were selected as one of the four university teams from Indonesia to compete in the esteemed Qatar Debate competition in Doha, Qatar. Furthermore, in 2020, four diligent students from BALE took part in the Asian Debating Championship, meticulously organised by Debate Qatar, an institution under the auspices of the Qatar Foundation, hosted at the esteemed International Islamic University (IIUM) in Kuala Lumpur, Malaysia. For the last five years, BALE has conducted seven international webinars on Arabic language learning and teaching.

The **BFLE** curriculum is designed to align with the Common European Framework of Reference for Languages (CEFR), which includes intercultural aspects. Therefore, one of the learning outcomes of the BFLE is that students must attain language proficiency certification equivalent to level B2. Several approaches are employed to achieve this goal, such as using standardised European textbooks like Alter Ego+, inviting international guest lecturers, collaborating in hosting internships for French students, and sending students to France for further linguistic and cultural competence development. The impact of this curriculum is evident as it aids students in becoming professional educators, tourism practitioners, and office workers, while also assisting those who aspire to pursue further studies or work in France or other Francophone countries. BFLE actively participates in hosting French students for semester-long internships. This programme is conducted annually through a collaborative effort with IFI (Institut Français d'Indonésie) and the French Embassy in Indonesia. During their internship, the French students are assigned dedicated faculty tutors who provide guidance and support. They are also given the opportunity to impart knowledge about the French language and culture to BFLE students. In the last five years, BFLE has conducted 7 webinars and seminars with international topics.

3.4.2   Internationality of the student body

Bachelor of English Language Education (BELE)
There is no international class programme in **BELE**, however, there were one international student from Noth Korea, one from South Kora, Turkey, Turkmenistan, Yaman and one from Japan.

Bachelor of English Language (BEL)
BEL has been participating in building the internationality of the student's body by accepting seven students from North Korea from 2009 – 2023; four students enrolled in 2009 and 2010 and three students enrolled in 2022. BEL also admits students who come from various regions in Indonesia. This highlights the presence of multicultural students in **BEL**.

Bachelor of Arabic Language Education (BALE)
BALE has not yet established a cohort of international students. Nevertheless, substantial efforts have been undertaken to advance international promotion. In 2019, **BALE** had the privilege of hosting one student from Université d'Oran 1 Ahmed Benbella in Algeria and another student from Ain Shams University in Cairo, Egypt. Additionally, to foster a global outlook, **BALE** integrates international exposure through its Field Study Programme (KKL) at Universitas Putra Malaysia (UPM).

Bachelor of Indonesian Language and Literature Education (BILLE) and Bachelor of French Language Education (BFLE)

BILLE and BFLE have not yet had foreign students.

3.4.3   Internationality of faculty

All programmes:

At the Faculty of Languages and Arts of UNJ, the majority of lecturers is of Indonesian origin. They have about several lecturers of whom many are also graduates of foreign universities, which allows them to share international perspectives with their students. Lecturer mobility is ensured through collaboration between the lecturers of the faculty and international lecturers at the partner universities.

Nevertheless, FBS UNJ has established collaborations with various international institutions such as HTWG Konstanz University, University of Western Australia, University of Qatar, Kanda University of Foreign Studies (Japan), Asia University (Taiwan), Yale University (U.S.), University of Wisconsin-Madison (U.S.), Université de Savoie Mont Blanc (France), and IFI (Institut Français Indonésie). Notably, FBS offers a double degree programme with HTWG Konstanz University. The faculty also hosted guest lecturers from diverse countries, including Liberty University, an U.S./Fullbright Scholar, Costa Rican Ambassador to Indonesia, Japan International Cooperation Agency, as well as a lecturer from South Korea.

Bachelor of Indonesian Language and Literature Education (BILLE)

BILLE prepares international programmes by involving administrative staff in English language training activities at the Language Centre of UNJ. BILLE has professors from the master's and doctoral programmes at the National University of Malaysia. In 2023, BILLE conducted community service activities in Thailand, represented by six lecturers. During the event, several lecturers presented papers in foreign languages at an international seminar.

BILLE lecturers play active roles in international activities, such as keynote speakers in various seminars: (a) Education Seminar on the 2013 Curriculum and the School Literacy Movement in Malaysia for 30 teachers at the Kuala Lumpur Indonesian School (SIKL) Malaysia, and a Seminar in Singapore involving 15 people teachers at the Singapore Indonesian School (SIS); (b) BIPA conferences and seminars abroad (including Germany and Japan). The lecturers also actively participate in various international workshops, including the "Indonesian Language Teacher Training Workshop" at Asia University, Taiwan in 2017 and the "Copying and Reading Poetry Workshop for BIPA Students of the RI Darmasiswa Programme throughout DKI Jakarta with Blended Learning".

In an academic context, BILLE lecturers have become (1) the lecturers in the Summer BIPA Class Programme of Collaboration with University of Konstanz, Germany in 2020, 2021 and 2022, (2) lecturers in the "World Literature" Collaborative Class, a programme in collaboration with University of Western Australia in 2022, (3) giving a workshop on the BIPA teaching methodology in Germany. In a non-academic context, BILLE lecturers perform the art performances like international poetry readings. In the context of writing scientific articles, BILLE lecturers have published in international reputable journals indexed by Scopus and DOAJ.[7]

Bachelor of English Language Education (BELE)

The University fully supports the lecturers' professional development. The Research and Community Services Institution of Universitas Negeri Jakarta offers grants for lecturers to

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[7] For example, The Asian EFL Journal (2021), Journal of Educational and Social Research (2021), Obrazovanie i Nauka (2021), International Journal of Advanced Science and Technology (2020), Journal of Physics: Conference Series (2020, 2021), International Journal of Advanced Science and Technology 2020, Universal Journal of Educational Research 2020, Journal of Higher Education Theory and Practice 2022, Physics Education 2021, World Journal of English Language 2021, International Journal of Pharmaceutical Research 2020, and Malaysian Journal of Communication 2021

participate in international programmes. Faculty of Language and Arts, Universitas Negeri Jakarta signed the Memorandum of Collaboration (MOC) with Briton English Education and Cambridge University Press and Assessment. The collaboration was initiated by the minimum number of English language test providers for teachers in Indonesia which has led to a decline in the standard of English proficiency in Indonesia. The collaboration is meant to improve the English competence of teachers/lecturers at Universitas Negeri Jakarta. In the last four years, BELE has established an international research collaboration with Asia University Taiwan and published three joint articles in reputable journals. BELE has also participated in a series of joint conferences organised by DEPISA, an educator group of Teacher Professional Development in Southeast Asia, initiated by the University of Sydney in 2010. BELE has been hosting the DEPISA international conference for two years. Besides, along with the development of BISOL (Bahasa Indonesia for Speakers of Other language), in 2021, the Faculty of Language and Arts, Universitas Negeri Jakarta held an international virtual public lecture on BISOL's materials development facilitated by the Secretary General of The Ministry of Education and Culture of the Republic of Indonesia., the National Chair of ISOL Pedagogy Coordinator, Asian Languages and Cultures, University of Wisconsin-Madison.

Bachelor of English Literature (BEL)

BEL maintains the internationality of the study programmes by building the competences of the academic staff to undergo their education in international universities. Two academic staff graduated from Edith Cowan University for Doctoral Degree and La Trobe University for Master Degree. BEL also encourages the academic staff to enrich not only formal education but also non-degree training (NDT). 40% of the teaching staff were exposed to overseas NDT: two staff from Oregon University, one staff from Hyderabad University, one from RELC-Singapore, one from Malaysia, one from US. Eight of the academic staff earned a Post-Graduate Diploma in TESOL conducted by the English Department with collaboration with RELC-Singapore in 2008. International academic staff (RELO) taught in BEL for topics related with Creative Writing and Research.

A number of national and international resource persons were invited to aid the BEL in targeting the internationalisation (see chapter 3.3). BEL's perseverance in acquiring international competences and skills for its academic staff is shown in giving them opportunities to participate in international conferences, seminars, and workshops. By doing so, the academic staff are not only building networks to other overseas universities but also benchmarking within the spectrum of threefold missions of higher education (Tri Dharma Perguruan Tinggi). These activities for internationalisation are expected to contribute to BEL in the way the materials of the courses are delivered and on the contents of the courses as embedded in the vision of BEL.

Bachelor of Arabic Language Education (BALE)

The policy towards internationalisation has been initiated by BALE through the presence of foreign lecturers to deliver guest lectures and seminars. These lecturers come from institutions such as El Minia University in Egypt, Moncton University in Canada, and Cairo University.

Bachelor of French Language Education (BFLE)

In order to foster internationalisation, it is mandatory for BFLE lecturers to possess a minimum B2 level proficiency certificate in the French language. Moreover, they actively participate in international conferences held in Canada, Germany, Taiwan, Italy, and the United States. They also contribute research articles and community engagement projects to highly reputable international journals, under the guidance of the Research and Community Service Institute (LPPM) at UNJ. Additionally, BFLE engages guest lecturers from abroad, from Canada, from Malaysia and from Singapore, who are involved in delivering lectures at BFLE as well.

3.4.4 Foreign language contents

Bachelor of Indonesian Language and Literature Education (BILLE)

BILLE incorporates foreign language components into the curriculum through the following means:

1. English Language Course: English is included as a mandatory subject in the curriculum. This course aims to develop students' proficiency in the English language. English is also extensively used in lectures, encouraging students to conduct theoretical studies and cite English-language reference sources. Italian Language Course: Italian is offered as a characteristic course within the faculty. This course provides students with the opportunity to learn and enhance their skills in the Italian language.

2. Teaching Materials: The teaching materials used in courses are sourced from English-language journals, textbooks, and ebooks. This exposes students to authentic English-language resources, helping them improve their language comprehension and proficiency.

3. English-medium Course Syllabi (RPS): The course syllabi are written in English. This practice familiarises students with academic terminology and conventions in the English language.

4. Involvement of BILLE Lecturers in BIPA: Lecturers from the BILLE programme are engaged in teaching Indonesian as a Foreign Language (BIPA) at the faculty and university levels. This collaboration allows for the integration of language teaching expertise within the broader curriculum.

5. Foreign Language Literature: BILLE provides opportunities for students to engage with foreign languages through literature and film. Students can watch foreign language films and read literary works in foreign languages as part of specific literature-focused courses.

6. To ensure students' proficiency in foreign languages, BILLE students are required to take the TOEFL test upon admission to BILLE.

These initiatives aim to promote language proficiency, cultural understanding, and the integration of foreign languages into the academic and cultural fabric of BILLE.

Bachelor of English Language Education (BELE)

English as the instruction language in almost all lectures is clearly a key element of the study programmes' profile. Besides, course materials are designed by incorporating the English language contents. 43 out of 54 courses are delivered in English language. Besides, the BELE offers foreign language courses such as Chinese, Italian, and Japanese as the optional courses that the students could choose during their study. The foreign language content is administered in the use of literature, course materials and during lectures.

The students need to accomplish at least 450 English proficiency tests to finish their study. All courses delivered in English provide students with sufficient exposure related to their competence in mastering the English Language. There are 54 courses in BELE. 43 courses out of those 54 courses are delivered in English. English as the instruction language in almost all lectures and course materials is clearly a key element of the study programmes' profile. Students of BELE are taught to be professional English educators. English skills are trained, education knowledge is taught to the students. It helps students to pursue the international job career.

Bachelor of English Literature (BEL)

BEL also offers courses in the four areas of skills: listening, reading, speaking, and writing. All references that are used in the teaching and the language of teaching must be entirely in English. The programme has taken numerous measurements in envisaging the foreign language component in the curriculum:

1. The proportion of English language courses and materials corresponds with the objectives of BEL. The structures of the courses, core and elective courses, are aimed at enhancing

students' language skills due to the fact that 90% of the courses are conducted in English. The 10% is of General Courses (Mata Kuliah Umum/MKU) which is conducted in Indonesian.

2. Course materials are in English (journals, textbooks, e-books, etc.)

3. The Semester Lesson Plan (Rencana Pembelajaran Semester/RPS) is 100% developed in English.

4. Providing opportunity to take the Test of English Proficiency (TEP) conducted by Language Center- Universitas Negeri Jakarta

5. Providing opportunity to have scheduled Campus Movie (as a part of the course)

6. Offering Italian language by the faculty

7. Providing academic advisors to assist students in their study

8. Set the standard for English competences in B1 as stated in EQF

Bachelor of Arabic Language Education (BALE)

At the start of each semester, English language instruction is provided to enhance students' foreign language skills. In addition to the utilisation of Indonesian and Arabic as languages of instruction, the provision of English language education is deemed essential during the initial semesters to adequately prepare students for the academic milieu that embraces international perspectives within the campus. In this regard, English language instruction is deliberately imparted to students, aiming to equip them with the requisite linguistic abilities indispensable for thriving in an academically diverse and globally interconnected setting. The integration of foreign language content into the literature and pedagogical materials employed during lectures serves as a strategic means to expose students to a broader range of resources and diverse perspectives. Consequently, this approach facilitates the development of linguistic proficiency and cultural competence, thereby enabling students to effectively engage in academic discourse and forge meaningful connections with international academic communities.

Bachelor of French Language Education (BFLE)

BFLE has implemented a rigorous language policy that requires faculty members within the programme to use French as the primary language of instruction in classroom settings. This approach is particularly emphasised in courses focusing on language skills and cultural studies. By immersing students in a French-speaking environment, the department aims to enhance their language proficiency and deepen their understanding of French culture. To ensure consistent practice and progress, students are actively encouraged to engage in regular French language activities throughout their studies, aiming to achieve a proficient level equivalent to B2. This emphasis on practical language use is supported by the selection of reference materials and teaching resources predominantly in French, providing students with authentic and immersive learning experiences.

In addition to the emphasis on French language proficiency, BFLE also offers faculty characteristic courses (MKCF) that include specialised courses in English and Italian languages. These courses further enhance students' linguistic capabilities, broaden their cultural horizons, and prepare them for engaging in an international academic environment. Overall, the combination the consistent use of French as the language of instruction, extensive language practice, and the inclusion of other foreign languages in the curriculum ensures that BFLE students develop a well-rounded linguistic competence and cultural understanding, preparing them for success in a globalised world.

Appraisal:

The panel states that there is a difference between international contents and intercultural understanding. Even though, there is a lot of international content in the curricula of all five study programmes, they lack theoretical knowledge how to approach an intercultural setting. The panel issues the following **condition:**

- **The University offers in every of the five study programmes a course that includes intercultural theory in their curriculum.**

The panel states, that the international composition of the student body does not correspond to the concept of the five programmes. Even though BELE, BEL and BALE had seven, eight and two in the last years, this is not sufficient. **The panel recommends implementing further measures to increase the number of international students.**

The international composition of the faculty can be improved. To promote the acquisition of international competences and skills, more lecturers need to be from more countries or have more international academic and professional experience. Therefore, the panel gives a **recommendation:** promote the acquisition of international competencies and skills among the lecturers. Additionally, have guest lecturers and native speakers from abroad for shorter time periods.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	**Internationality**					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)				x	
3.4.2	Internationality of the student body				x	
3.4.3	Internationality of faculty				x	
3.4.4	Foreign language contents			x		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Indonesian Language and Literature Education

In BILLE, the achievement of competencies in a course involves the integration of other disciplines. For example, in the course of Interactive Speaking Skills, there are various concepts studied, such as interactive speaking, talk show concepts, considerations during talk shows, talk show implementation, panel discussion concepts, debate concepts, negotiation concepts, considerations in negotiation, negotiation application, presentation concepts, considerations in presentations, presentation application, seminar concepts, considerations in seminars, seminar application. The skills developed in this course require interdisciplinary knowledge.

One of the assessments for the final semester of the Interactive Speaking Skills course is the Seminar on Artistic Communication in Speaking or PARODI, organised by the students. The seminar featured a national comedian and an alumnus of the BILLE FBS UNJ programme. In addition to the PARODI Seminar, the students of the 2017 batch also organised the Seminar on Writing Skills in the Digital Era with guest speakers, who were alumni of the BILLE. Another skill developed through the Interactive Speaking Skills course is leadership and teamwork.

Students are required to organise seminars, such as the "Seminar Sewindu", "Art of Speaking through Interactive Speaking Skills" seminar, and the AKSARA Seminar. Students' public speaking abilities are assessed through a seminar format for the final semester examination. Students organise seminars as speakers and invite keynote speakers. For example, the Final Semester Examination (UAS) for students in the Indonesian Language Education programme takes various forms, including seminars about Interactive Speaking Skills course, about Betawi Language and Culture, and about Creative Forum for Artistic Speaking.

Bachelor of English Language and Education (BELE)
BELE ensures students attain communication skills, public speaking skills, cooperation, and conflict-handling skills through courses such as Speaking for General Communications, Public Speaking, Academic Presentation, Business English, English for Correspondence, and Entrepreneurship. Those skills are measured by assessing suited project-based and case-based assignments that students do upon completing each course. Furthermore, BELE assures students get further multidisciplinary competencies and skills such as leadership and broad contextual knowledge through apprenticeship programmes outside the campus; in-campus and off-campus organisational practices; experience organising various events; and involvement as part of a committee in community service development programmes. Those aforementioned multidisciplinary competence and skills are in line with the skills needed in the four profiles of BELE graduates' profile: novice teacher, language specialists, research assistant, and edu-preneur.

Bachelor of English Literature (BEL)
BEL incorporates project-based learning (PBL) methods in 80%t of our courses which allow students to communicate and cooperate with their peers to reach mutual objectives and to enhance how to articulate their opinions in public. The courses having PBL method will be directed towards the achievement of end products that require the students to require the mastery of core content and skills in the form of artifacts either in writing a project paper in research, linguistics, and literature classes, in performing drama for drama class, etc. Moreover, another learning method, namely case-based learning, is frequently used in our courses to get students familiarised with problems and instantly their responses in handling the conflicts. To illustrate in the translation courses, students are exposed to many cases of translation in which they are required to identify the problems that emerge from the translation. Students are then deemed to use theories of translation in solving this problem either in terms of the linguistics dimension, cultural dimension, and socio-communication dimension. These aforementioned competencies and skills are honed through those learning methods that equip students to meet the foremost qualification goal from our graduates' profiles with global competitiveness and multicultural understanding.

Bachelor of Arabic Language Education (BALE)
The acquisition of communication skills, public speaking proficiency, teamwork abilities, and conflict management competence among students is accomplished through a series of effective learning strategies and activities. These include strategic learning approaches, engaging presentations, problem-based learning methodologies, participation in the Qoryah Arabiyah programme, involvement in the Semarak Festival Arab (SAFAR) programme, enrolment in Self-Development and Career Courses, undertaking internships, engaging in Community Service Learning (KKN), and participating in exhibition activities within the Entrepreneurship course. During these aforementioned activities, students are actively trained in the art of public speaking, particularly in the context of promoting and marketing products. It is noteworthy that the cultivation of communication aptitude, public speaking acumen, collaborative skills, and conflict management proficiency extends beyond the classroom

setting. Students are encouraged to participate in a wide range of academic competitions such as the Student Creativity Programme (PKM), where they can showcase their abilities and represent their institution. Additionally, the university facilitates opportunities for students to enhance their competencies through dedicated programmes like the Basic Level Student Management Skills Training (LKMMPD) and the Basic Student Management Skills Training (LKMMD) in collaboration with the Student Executive Body.

An integral part of fostering students' communication skills is the specialised programme known as Qoryah Arabiyah. This immersive initiative extends beyond regular academic coursework, spanning a period of 7 days. Its primary objective is to hone and consolidate students' Arabic language proficiency through diverse activities, including public speaking engagements and dramatic performances.

Bachelor of French Language Education (BFLE)

Multidisciplinary competencies and skills in communication, public speaking, teamwork, and conflict resolution are acquired through project-based and case-based learning approaches implemented across all courses. Students collaborate in teams to deliver effective and communicative presentations, utilising the latest technology available. Through assignments and discussions during presentations, students address real-life problems related to the course materials provided.

To equip students with public speaking abilities, which encompass oral and written production strategies, oral interaction, and oral mediation, BFLE (Department of Foreign Language Education) offers the course "Expression en public." BFLE provides language skills courses from basic levels (A1, A2) to intermediate levels (B1 and B2), following the Common European Framework of Reference for Languages (CEFR) and adopting a communicative and action-oriented approach that places students as the main actors in their learning process. Assessment techniques cover attitude, knowledge, and skills domains, with a portfolio assessment rubric used as the evaluation instrument.

Leadership skills and entrepreneurship expertise are acquired through the Entrepreneurship course and the Student Creativity Programme (PKM). Communication skills and a broad understanding of various disciplines are cultivated through participation in various competitions such as the "Mawapres School" (a competition for outstanding student representatives), the Student Leadership Training Programme (PKMP), and the French Language Olympiad.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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.

	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)

Bachelor of Indonesian Language and Literature Education (BILLE)

BILLE offers courses that integrate theory and practice. For example, there are courses such as Teaching and Learning Strategies and Microteaching. In the skills course group, there are courses on Interactive Speaking Skills and Popular Writing Skills. In the Linguistics course group, there are courses on Editing and Language Project. In the Literature group, there is a course on Drama Appreciation.

These courses contribute to the competitiveness of alumni in the job market. The skills trained in these courses are highly relevant to the current work environment. For instance, in the Microteaching and Teaching and Learning Strategies courses, students acquire theories on innovative learning models, teaching approaches, learning strategies, and instructional media. They also develop fundamental teaching skills. These theories are then put into practice through teaching simulations in the microteaching lab, where students engage in simulated teaching and receive feedback. The acquired skills positively contribute to students when they enter the teaching profession in the job market. They become more confident in their teaching abilities, enabling them to compete with graduates from other universities as educators.

Another example is the course on Developing Language and Literature Teaching Materials. In this course, students learn theoretical concepts related to instructional material development. Subsequently, they engage in practical activities to develop language or literature projects based on specific competencies or text genres. This experience equips students as competent teachers who can write textbooks and develop teaching materials when they become alumni. Furthermore, the Student Association (HIMA) of BILLE has initiated engagement with alumni through various student activities. For instance, alumni have been invited to participate in events like BIPA seminars, discussions on Community Service Programme (PKM), and microteaching sessions at schools. The outcomes derived from these activities have been instrumental in providing students with insights and knowledge necessary to prepare them for their roles as novice educators, both in teaching Indonesian to Speakers of Other Languages (BIPA) and in classroom teaching. This interaction with alumni not only imparts practical wisdom but also bridges the gap between academia and professional practice, enriching the overall educational experience of the students.

Bachelor of English Language Education (BELE)

In the BELE programme, a comprehensive integration of theory and practice is provided through a diverse range of courses which are classified into four main bodies of knowledge (language and literacy, pedagogy, linguistics, and research skills). These courses play a vital role in equipping students with the necessary knowledge and skills to thrive in the competitive job market. The skills imparted through these courses are highly relevant to the current professional landscape. For example, "Curriculum and Material Development," is a course to equip students with theoretical concepts related to instructional material development. They engage in practical activities to develop language or literature teaching materials, focusing on specific competencies or text genres. These experiences provide students with the necessary skills to become adept at writing textbooks and creating teaching resources.

As a testament to the programme's success, BELE alumni have been successful in both international and multinational job markets. For instance, some have become teachers at the Ministry of Education in Singapore, headmasters at the Indonesian School in Singapore (SIS), and BIPA instructors in countries such as Myanmar, Thailand, Spain, and the Philippines. Others have secured positions in multinational companies, including roles such as the head of the Language Centre in Banten Province, executive director of the Indonesian Pensions Fund Association, and professionals in various media-related fields. Furthermore, BELE graduates

have pursued careers as screenplay writers, journalists, language editors, content creators, directors, and researchers. They have also made notable contributions on an international scale, participating as presenters in esteemed seminars at Hoam Faculty House, Seoul National University, South Korea. Additionally, several alumni have received recognition from the Ministry of Research, Technology, and Higher Education as inspirational teachers.

The BELE programme adopts a rigorous approach that integrates theory and practice across various courses. By providing students with a well-rounded skill set, BELE enables them to excel in the job market, both locally and internationally. The graduates of BELE are well-prepared for a wide range of professional opportunities. The programme incorporates project-based and case-based learning methodologies, ensuring that students not only develop a solid theoretical foundation but also gain practical experience in integrating language skills and multidisciplinary knowledge. To remain relevant in today's dynamic job market, BELE continually updates its curriculum to align with current employability schemes and industry demands. Regular revisions ensure that the programme stays in sync with the evolving needs of employers and prepares students to excel in their chosen fields.

Bachelor of English Literature (BEL)

BEL offers various areas of study within the scope of language, literature and cultural studies. Each course in those areas integrate theory and practice through the method of project-based learnings and case-based learnings where the comprehension of theories is acquired through practices of group works and problem solving. Moreover, visiting lecturers such as practitioners in specific areas, e.g. content writers and translators, have been actively invited to our study programme to teach students about the industry needs where our graduates' profiles can match. The visiting lecturers programme also integrates some of our offered courses such as Introduction to Creative Writing, Editing, and Discourse Analysis in which the application knowledge is achieved. Moreover, BEL also facilitates students with an internship programme to enable students to apply the theories they have learned and to integrate it. In the end, the industries positively give our study programme feedback that our students' skills and competences have met the expected needs of the industries. Not only the industries, but our students also respond that the skills they have learned in class are aligned with their job descriptions in the internship programme.

Bachelor of Arabic Language Education (BALE)

BALE diligently cultivates the capabilities and proficiencies of its students, enabling them to secure coveted employment positions in alignment with the predefined graduate profile. Remarkably, a multitude of graduates have attained influential roles within esteemed institutions, such as assuming the mantle of BALE Programme Coordinators, serving as Local Staff members at the Embassy of the Republic of Indonesia in Jeddah and Morocco, participating in the People's Consultative Assembly, occupying the esteemed position of Deputy Head of School for Curriculum at Formal Educational Institutions, assuming leadership roles in Educational Foundations, being esteemed members of the Indonesian Ulema Council, and serving as Sworn Translators. Furthermore, BALE imparts to its students a comprehensive language proficiency, meticulously assessed through the TOAFL (Test of Arabic Language Proficiency). In addition, students are meticulously honed and adeptly primed for the cutthroat job market through the SAFAR initiative, an esteemed and regular festival meticulously organised by BALE students themselves. This invaluable undertaking fosters a spirit of autonomous collaboration with diverse corporate entities that serve as sponsors for the event. Augmenting their skill sets, students are meticulously equipped with entrepreneurial acumen through the rigorous Entrepreneurship course. Moreover, they are deftly nurtured in the realms of digital literacy via the Coding and Big Data module. The academic journey is further fortified

through the immersive experience of the Fieldwork Study (KKL) course, which facilitates firsthand engagement with communities and facilitates insightful institutional benchmarking. Through such comprehensive initiatives, BALE empowers its students to soar to pinnacles of excellence in their chosen vocations, adorning themselves as consummate professionals in their respective spheres. The invaluable practical experiences garnered through internships, collaborations with industry stalwarts, and community engagements converge to bestow upon BALE graduates an unparalleled readiness to confront the exacting demands of the contemporary job market, thereby allowing them to make profound and transformative contributions to society at large.

Bachelor of French Language Education (BFLE)

BFLE offers a range of courses designed to equip students with the necessary skills and knowledge to thrive in the teaching profession and enter the workforce. The courses cater to various aspects of language competency in French, spanning from levels A1, A2, B1, and B2 based on the Common European Framework of Reference for Languages (CEFR). These include courses on basic and applied linguistics, *Préparation des cours de français, TIC pour l'enseignement du français, Méthodologie et stratégie d'enseignement du français, Simulation d'enseignement, Pratique de l'enseignement or* French course preparation, Information and Communication Technology (ICT) for French language instruction, methodology and teaching strategies for French, teaching simulations, and practical teaching experience.

For students pursuing careers in the tourism industry, BFLE provides courses such as "Français de l'hôtellerie et de la restauration" or "French for Hospitality and Restaurant Services," which focus on specialised language usage in the hotel and restaurant sectors, including both oral and written skills. Another course, "Français pour le guide" or "French for Tour Guides," specifically caters to the field of tourism. These courses employ project-based learning methods with a blended learning approach.

BFLE also prepares students for office-related careers through courses such as "Français des affaires" or "Business French," which enhances students' oral and written proficiency in French at the B1 level for professional communication purposes. Additionally, the "TIC dans le monde professionnel" or "ICT in the Professional World" course equips students with the necessary technological competencies in line with the demands of the fourth industrial revolution. Lastly, the "Entrepreneurship" course equips students with knowledge, skills, and abilities in entrepreneurship.

To ensure the relevance of its curriculum, BFLE conducts regular alumni tracer studies, engaging not only with alumni but also with various stakeholders, in order to gather feedback and insights on the competencies required in the job market. Many BFLE graduates have successfully pursued careers in French language teaching, including positions at Institut Français Indonesia, the International Programme of Labschool Cibubur, Beacon Academy, and the Police Language School (Sekolah Bahasa POLRI). In the realm of office-related professions, graduates have secured roles such as Deputy Head of Science and Technology at the French Embassy and Foreign Broadcasting Head at the Ministry of Communication and Information Technology (Kemenkominfo). Some alumni have also ventured into entrepreneurship, establishing businesses in diverse fields, including providing assistance for education preparations in France and translation services.

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 all five study programmes through all its courses.

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

4. Academic environment and framework conditions

4.1 Faculty

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

No.	Study Programmes	Total of Academic Staff/Faculty Members
1.	BILLE	14
2.	BALE	11
3.	BEL	15
4.	BALE	17
5.	BFLE	9

1. The recruitment and selection system for ASN lecturers (PNS and PPPK) at the Faculty of Languages and Arts follows the provisions of Law Number 5 of 2014 on State Civil Apparatus: Study programmes propose human resource requirements based on the academic qualifications required by the Study Programme, which will be discussed at the Faculty Leadership Meeting. Because it is classified as social science, the proposed lecturer ratio is 1:30, with a tolerance limit of 50%. The distribution of competencies required by each FBS lecturer in each study programme is based on the expertise of lecturers required to produce graduates with their respective profiles.

The academic qualification required for the study programmes are as follows:

BILLE: Linguistics, Morphology, Listening Skills, Indonesian Linguistics or Indonesian Language Studies, Language Skills Learning, Reading Skills, Editing, Teaching Indonesian for Non-Native Speakers (BIPA), Language Teaching, Indonesian Language, Indonesian Language and Literature Education, Teaching/Learning Indonesian Language and Literature.

BELE: Teaching English to Speakers of Other Languages (TESOL), Applied Linguistics, Language Education, Language Curriculum, Educational Evaluation and Assessment, Linguistics.

BEL: Literacy and Cultural Studies, Literary Translation, Teaching Translation, Children's and Young Adult Literature, Diaspora Literature, Feminist Literature and Comparative Literature, Forensic Linguistics, Applied English Linguistics.

BALE: Methodology and Teaching Media for Arabic Language, Arabic Language and Literature, Teaching Arabic Listening Skills, Teaching Arabic Speaking Skills, Teaching Arabic Reading Skills, Teaching Arabic Writing Skills, Arabic Linguistics, Arabic Language and Literature Education.

BFLE: Teaching French Language, Linguistics, Literature.

2. The Faculty Leadership Meeting results are submitted to the Vice Rector for General Affairs and Finance.

3. The Vice Rector 2 submits the human resource needs of the Study Programme to the Rector by means of the University Leadership Meeting, which is forwarded to the Ministry of Research, Technology, and Higher Education.

4. After receiving approval from the Ministry of State Apparatus Utilisation and Bureaucratic Reform, an announcement will be issued through the website https://sscasn.bkn.go.id and https://cpns.kemdikbud.go.id.

5. Qualified applicants (minimum requirement of Master's degree to teach at the undergraduate level and Doctoral degree to teach at the Master's level) may apply by fulfilling the established requirements.

6. Applicants who pass the administrative test will be eligible to participate in the selection process, which consists of four stages: Basic Ability Test (TKD) comprising of National Insight Test (TWK), General Intelligence Test (TIU), and Personal Characteristics Test (TKP) with a specific passing score.

BILLE:

The structure and number of faculty members are aligned with the student-to-faculty ratio. Faculty recruitment adheres to the criteria established by BILLE, the faculty, and the university, following procedures outlined by the Ministry of Research, Technology, and Higher Education. In BILLE, the primary academic qualification requirement for faculty candidates is to hold a master's degree in the field of Language Education or a bachelor's degree in Indonesian Language and Literature Education. During the faculty selection process, the final stage entails a competency assessment interview conducted by the Dean of the Faculty and the Coordinator of the Indonesian Language and Literature Education Study Programme. In this interview, candidates are presented with a range of questions pertaining to their competence in the field of Indonesian Language and Literature Education. Furthermore, their demeanour, general awareness, and behaviour are evaluated by the dean and programme coordinator. These evaluations aim to secure qualified faculty members capable of effectively fulfilling the university's tridharma while collaborating harmoniously within the study programme, faculty, and university environments. Moreover, an essential specialised competency required of prospective BILLE faculty is proficiency in accurate and proper usage of the Indonesian language. This proficiency can be validated through certification from the Indonesian Language Proficiency Test (UKBI).

The BILLE programme has one full-time professor, three full-time employed doctors and six lecturers, which hold a master's degree. There are additionally five part time lecturers and one part-time professor teaching for BILLE.

BELE:

The areas of expertise of BELE's lecturers align with the competencies needed in BELE's graduate profiles. The distribution of expertise exhibits the distinctive faculty to ensure the obtainment of the study programme's objectives. Furthermore, according to BELE's graduates' profile, the students are expected to have a minimum of A2+ level of the CEFR at the starting point of entering the study programme, which is ensured by an English test at the entrance examinations. At the end of the programme, students are expected to have a TOEFL score of at least 550 or an IELTS of 6.5, and then lecturers of BELE have higher scores of both TOEFL and IELTS.BELE has four full-time professors and 19 full-time doctors as lecturers. 19 lecturers hold a master's degree. There are no part-time lecturers at BELE.

BEL:

The distribution of competencies required by BEL is based on the expertise of lecturers required to produce graduates with their respective profiles. The distribution of lecturer competencies is as follows: There are no professors for BEL, neither full-time nor part-time. One doctor degree holder and 13 master's holder are teaching full-time. Additionally, there is one part-time lecturer. This is distributed to meet BEL's uniqueness as represented in the course that we offer which covers the issues of Asian complexities in the area of language, translation, literature and cultural studies to reinforce the University's vision to be the reputable university in Asia. Another competency that is required from BEL's lecturer is the ability to teach and embark on research and conduct community service.

BALE:
The lecturer recruitment process at BALE follows the ASN acceptance system under the Ministry of Research, Technology and Education as explained above, where the analysis of lecturer recruitment needs is based on the specific requirements required by the study programme in accordance with the vision and mission which are differentiated into Arabic language education experts in the field of skills, Arabic language experts in the field of linguistics, Arabic language education expert in the field of educational management, Arabic language expert in the field of methodology and approaches, and Arabic literature expert. Apart from that, BALE itself provides additional requirements for lecturers to have a TOAFL certificate of 500 points. BALE has only full-time lecturers, of whom four are professors, 16 are doctors and four hold a master's degree.

BFLE:
Recruitment requirements for lecturers in BFLE:

1.   Master's degree in the field of French Language Teaching, Applied Linguistics, or Linguistics.

2.   Possession of at least a DALF C1 certificate.

BFLE has nine full-time lecturers, amongst them is one professor, two doctoral degree holders and five master's degree holder. There are no part-time lecturers.

4.1.2   Academic qualification of faculty (Asterisk Criterion)

The required qualification standard for lecturers is a minimum of a Master's degree to teach at the undergraduate level (S-1), and a Doctoral degree (S-3) qualification for lecturers teaching at the Master's level (S-2). Each lecturer must possess an NIDN (for full-time lecturers), NIDK (for part-time lecturers), or NUP (for lecturers without NIDN or NIDK), depending on their employment classification.

4.1.3   Pedagogical / didactical qualification of faculty (Asterisk Criterion)

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

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

The seven pedagogical aspects that lecturers at UNJ must possess are based on the Law on Teachers and Lecturers Number 14 of 2005. These aspects are as follows: (1) Understanding

the characteristics of learners, (2) Mastering learning theories and principles of effective teaching, (3) Curriculum development, (4) Engaging in educational activities that promote learning, (5) Developing the potential of learners, (6) Communicating effectively with learners, (7) Assessment and evaluation.

Bachelor of Indonesian Language and Literature Education (BILLE)
In the enhancement of faculty competence, BILLE, in accordance with the decisions of the faculty and the university, mandates that every faculty member must participate in Instructional Technique Training (PEKERTI) and the Applied Approach (AA) programme. Additionally, BILLE directs faculty members to engage in various seminars and workshops related to linguistic studies, language proficiency, literature, Betawi culture, as well as broader fields of education. These continuous learning initiatives are designed to ensure faculty members remain up-to-date with the latest pedagogical approaches and academic advancements, enhancing their teaching prowess and overall contribution to the academic community.

BILLE implements one-to-one tutorials for its lecturers, and the technical execution of these tutorials is explained as follows:
1.   The Coordinator of the Indonesian Language and Literature Education Programme supervises the expertise of the lecturers within the programme. The supervision is primarily based on the lecturers' proficiency in account the research conducted by the lecturers.
2.   Once the supervision process is completed, the Coordinator of the Indonesian Language and Literature Education Programme assigns the respective lecturers to their appropriate expertise domains.
3.   The head of each expertise domain pairs the lecturer with a more experienced expert in a specific course. This pairing is done within the scope of particular subjects.
4.   During the implementation of the course, the assigned lecturer assumes the role of an accompanying lecturer (seat-in) and receives direct tutoring from the more experienced main instructor. While serving as an accompanying lecturer, the assigned lecturer observes the course delivery, contributes to the development of teaching materials, instructional media, and evaluations, and collaborates with the main instructor in teaching the course. These three activities are conducted gradually under the guidance of the tutor.
5.   The tutorial period for the seat-in activities is carried out for a minimum of two semesters. Once the assigned lecturer is deemed to have acquired sufficient knowledge and skills by their tutor, they are allowed to independently teach the course.

Bachelor of English Language Education (BELE)
Lecturers participate in certification activities to improve their competence. All BELE lecturers have educator certificates. To improve pedagogical competence, others take the specialised certification, for example, lecturers who teach writing courses take editor certification, lecturers who teach BISOL take BISOL certification, and lecturers who teach translation take translator certification.

Bachelor of English Literature (BEL)
In accordance with the Law and Teachers and Lecturer No 14/2005, BEL holds pedagogical and didactic qualifications to ensure the quality of teaching learning process. These qualifications include English skills as shown in IELTS test (6 lecturers), Basic competence skill as shown in TKD Bappenas (National Development Planning Ministry) Bappenas Basic Competence test) (4 lecturers), Certification of Competence of Non-fiction Author (2 lecturers), Applied Approach Certificate of Competence (10 lecturers), Training of Improving Skills in

Instructional Techniques (PEKERTI) (12 lecturers), and PG Diploma in TESOL from RELC Singapore (8 lecturers).

Bachelor of Arab Language Education (BALE)

In order to implement all programmes developed and established by BALE under the auspices of the Faculty of Languages and Arts, Jakarta State University, human resources who have appropriate qualifications are needed. Regarding Human Resources qualifications, BALE consistently complies with the laws regarding teachers and lecturers, as well as Ministry of Education and Culture regulations regarding lecturer certification and other additional elements, namely standardisation of TOAFL Arabic language skills, PEKERTI certification, lecturer certificates, and joining scientific organisations in the field of Language Education and Arabic literature.

Bachelor of French Language Education (BFLE)

BFLE lecturers possess pedagogical qualifications by participating in PEKERTI, AA, and Professional Certification programmes. BFLE lecturers also actively participate in workshops and training activities organised by Professional Certification Institution (LSP).

4.1.4 Practical business experience of faculty

The lecturers at BILLE, BELE, BEL, BALE and BFLE have not been fully involved in business-based professional activities. However, there is one lecturer from BFLE who has been pioneering two businesses, namely ornamental plants (cactus and succulents) since 2017, and truffle chocolate since 2013. The lecturer's involvement extends to being a resource person in a talk show event held by the Faculty of Agriculture at Universitas Jendral Soedirman in 2021.

4.1.5 Internal cooperation (Asterisk Criterion)

In the field of education, the Faculty of Languages and Arts collaborates with the study programmes to develop the curriculum for each programme (BILLE, BELE, BEL, BALE, and BFLE). This process begins with curriculum review involving alumni, users, and students themselves through focused discussions. Their input, as those who experience the curriculum changes, is taken into consideration. In 2020, the Faculty of Language and Arts, in partnership with Saudi Arabia Founding Development (SFD), designed an outcome-based education (OBE). All study programmes are required to develop their curriculum to ensure the quality of their graduates and adapt to the advancing technological landscape. The outcome of the curriculum development process is that the FBS and the BILLE, BELE, BEL, BALE, and BFLE study programmes now have curricula that align with international standards, as evidenced by the approval of the university's rector 1214.a/UN39/HK.02/2022 in the conversion of credit units and the curriculum itself. Additionally, in accordance with the Emancipated Learning (Emancipated Learning) policy, the curriculum development carried out by the study programmes also grants students the opportunity to learn outside their specific study programmes, as integrated in the curriculum documents. The activities in strengthening the developed curriculum include e-learning (LMS) workshops, project-based learning and case-based learning workshops, and meetings to support educational aspects that refer to curriculum development. These activities are supported by funding from the Faculty of Languages and Arts and partner institutions involved in curriculum development (education).

In the field of research and community service, the Faculty of Languages and Arts coordinates with the study programmes to create a Research and Community Service Roadmap based on the expertise of the faculty members. The aim is to determine the areas of expertise to strengthen the curriculum and provide a mapping for research and community service activities conducted by individual or group faculty members according to their respective fields of

expertise. The Faculty of Languages and Arts summarises the proposed areas of expertise into six fields of study: (1) Language Pedagogy, (2) Language, (3) Literature and Cultural Studies, (4) Art Pedagogy, (5) Art Studies, and (6) Art Creation. These six fields of study are then applied in the research field, aligned with the expertise of the faculty members, and a research roadmap is developed for each field of study until 2026. The research and community service activities conducted by the faculty members of the Faculty of Language and Arts, in line with their respective areas of expertise, have resulted in various outputs, such as international or national publication and intellectual property rights (HKI), all of which are well-documented on the Faculty and Study Programme's website.

At the aforementioned stage, the Faculty of Languages and Arts (FBS) always monitors and holds regular weekly meetings to assess the progress and development in education, research, and community service. During these routine meetings, each study programme is required to present the progress achieved by their respective programmes to the leaders of the Faculty of Languages and Arts. The outcomes of these routine meetings are thoroughly documented by the faculty and forwarded to the Faculty of Languages and Arts Senate for accountability purposes, ensuring the faculty's performance is duly evaluated.

Bachelor of Indonesian Language and Literature Education (BILLE)

The Coordinator of BILLE, in carrying out their responsibilities, is supported by several sub-coordinators within the study programme. These include the Coordinator of Teaching Skill Practicum, Coordinator of Collaborations, Coordinator of Professional Development, Coordinator of Programme Website, Coordinator of Programme Journal, Coordinator of Student Affairs (BEMP), Course Coordinators, Programme Quality Assurance Team, and Curriculum Development Team. Within the realm of teaching, there are subject-matter teams, including a linguistics team, literature team, skills team, instructional processes team, and research team. Each team leader and programme coordinator bear the responsibility of planning and coordinating courses for each semester, as well as determining the credit hours (SKS) allocated to each faculty member. Additionally, team leaders and their members monitor the teaching and evaluation processes each semester. The outcomes of these evaluations serve as discussion points during programme meetings held at the beginning and end of each semester.

Bachelor of English Language Education (BELE)

The internal cooperation among faculty members has been done through academic and non-academic ways. In the academic aspect, the study programme appoints a number of coordinators who are responsible for activities or programmes established in the study programme, such as thesis writing, teaching internship, journal, and quality assurance. The coordinators communicate with the faculty members to make the programmes or activities successful. Besides, the study programme holds regular meetings involving at least twice within the semester. The meetings take place at the beginning and at the end of the semester to discuss the emerging problems and difficulties during the implementation of the semester academic programme. Also, some subject matters are handled by more than one lecturer of the same expertise. This is aimed to strengthen the knowledge and expertise among them.

Bachelor of English Literature (BEL)

To ensure the ongoing internal cooperation in BEL, all lecturers actively engage in various activities under the coordination of BEL's coordinator. These activities include monthly internal meetings, mid-semester evaluation meetings, and end of semester evaluation meetings. This cooperation is also implemented in the team teaching of certain courses in which the lecturers coordinate in preparing teaching materials and module description, the community service in which lecturers jointly conduct the programme, the annual research grant programme in which lecturers collaborate in related topics of research.

Bachelor of Arab Language Education (BALE)

The programmes developed and established at BALE in order to realise the vision and mission and achievements of the graduate profile, it is necessary to distribute tasks and responsibilities to other members at BALE. The distribution of duties and responsibilities is: 1) curriculum sector, 2) MBKM and Middle East cooperation sector, 3) journal manager (Sint 3 indexed alma'rifah journal), 4) student affairs, 5) education staff. All of these elements are under the supervision of the study programme level Quality Assurance Board (TPJM).

Bachelor of France Language Education (BFLE)

All BFLE faculty members are actively involved in collaborative research and community engagement. Research collaboration is driven by the specialised expertise of each faculty member. This collective research endeavour results in publications across a range of esteemed journals, with a substantial portion presented at international conferences organised by professional associations. Likewise, the impactful outcomes of community engagement are documented and published in the community service's journal.

4.1.6 Student support by the faculty (Asterisk Criterion)

UNJ provides consultation services to students regarding academic guidance, career development, and studying abroad through academic advisors. Academic advisors are lecturers appointed by the Head of the Study Programme to serve as advisors for their students. The role of an academic advisor is not limited to academic guidance alone; students are also allowed to consult with them regarding any challenges they may face during their studies, including mental health issues. The services provided are not limited by time; academic advisors establish WhatsApp groups for sharing information and discussions. Students can also contact academic advisors outside working hours, both online and in-person. UNJ has the UPT-LBK (Academic Services and Career Development Centre) that can be contacted online or visited in person. Faculty members, students, and education staff can seek consultation services free of charge. Additionally, within the scope of the study programme, there is a performance evaluation of lecturers by students known as EDOM (Evaluation of Lecturers by Students), which is conducted at the end of each semester to enhance the quality of teaching in the following semester.

The other responsibility of academic advisors is to coordinate with the programme coordinators in conveying scholarship opportunities that are promoted by the faculty and the university. The scholarships that are promoted include LPDP scholarships, ANNS Qatar Scholarship, IISMA Scholarship, PPA Scholarship, Affirmative Scholarship for Higher Education in Papua, BCA Finance Cares Scholarship, and many more. Students from BALE, BILLE, BEL, BELE, and BELF are given equal opportunities to compete for these scholarships. One concrete manifestation of the faculty and programme's guidance for students participating in scholarship selection is the acceptance of two FBS students who applied for the Indonesian International Student Mobility Awards (IISMA) funded by the Ministry of Education, Culture, Research, and Technology.

Furthermore, the faculty also facilitates student creativity and innovation through The Student Creativity Programme. This programme is one of the student activities in the realm of reasoning under the Directorate General of Higher Education (Dirjen Belmawa) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek Dikti). To support this programme, the Faculty of Languages and Arts at UNJ is actively involved in every step of the Student Creativity Programme, starting from the proposal selection process to the National Student Science Week (PIMNAS). Each year, there are Student Creativity Programme teams from FBS that participate in the proposal selection and receive funding from the Ministry of Education. In 2021, one team from FBS received funding, in 2022 there were two teams, and

in 2023, there are five teams. The next target is for FBS's Student Creativity Programme teams to qualify for PIMNAS and even achieve gold awards. The Student Creativity Programme aims to provide maximum support to participating students, including the Teaching Skill Practicum (PKM) Proposal Clinic, PKM Camp FBS, and PKM Awards. Faculty members guide and supervise proposal preparation, while FBS reviews and evaluates proposals to ensure they meet quality standards and qualify for funding. The PKM Proposal Clinic, internal selection, and PKM Camp FBS provide intensive mentoring, while the PKM Awards recognise the best teams and provide a 10% incentive fund.

Besides, FBS holds the selection of outstanding students (Mawapres) at both the faculty level and when participating at the university, regional, and national levels. FBS fully supports students in optimising their potential and becoming the best version of themselves. Various activities are conducted to facilitate this, including the socialisation of the outstanding student selection process, an incubator for outstanding student selection, and special coaching and mentoring classes for outstanding students. These classes cover a wide range of activities, such as public speaking, personal branding, English language skills, presenting creative ideas and innovative products, as well as poster making. FBS facilitates consultation via zoom meetings outside of working hours to maximise the results of mentoring. Students are also given opportunities to participate in international programmes, such as the BIPA teaching training workshop (2023), as well as collaborate with Carida Foundation (2006) and receive guidance in developing learning modules for the Lycée level in France, as part of efforts to internationalise the Indonesian language.

Bachelor of Indonesian Language and Literature Education (BILLE)

Academic advisors serve as a personal consultation bridge for students, facilitating discussions related to their academic journey. BILLE adheres to the regulations set forth by the university, stipulating that academic advisor and student meetings occur a minimum of four times. Consultations are scheduled before the commencement of classes, before the final semester examination, before the end-of-semester assessment, and after the semester concludes. These consultations are aimed at assessing student progress and addressing any challenges encountered during their academic pursuits. This personalised support system ensures that students receive guidance and assistance throughout their academic endeavours, fostering a conducive learning environment.

Bachelor of English Language Education (BELE)

BELE has given varied support for the students to develop their potential, including thesis supervision, emancipated learning programme (MBKM) guidance, field work practice (PKL) supervisors, and facilitations for those joining competitions and scholarship opportunities. Moreover, the faculty has supported students with special needs by providing assistance for wellbeing during their study in BELE and in the university as a whole.

Bachelor of English Literature (BEL)

The provision of students' support by BEL are represented in various activities among others; Academic Counselling in which one lecturer supervises 20-25 students, students' involvement in lecturers' research and community service by which providing students with experience of data collecting, respondent's interviewing, and seminar participation under lecturers' supervision. BEL also provides supervision and consultation for students who are interested in participating in IISMA. Two BEL students are successful to join IISMA programme in 2023, one was accepted at Sapienza University of Rome, Italy, and another one was accepted at University College Dublin, Ireland. In 2022 one was accepted at Birmingham University, UK. The faculty members are available for the students outside the specified office hours as well.

Bachelor of Arab Language Education (BALE)

Basically, the programmes developed and determined by BALE are none other than to ensure that students are not only fluent and comfortable participating in the entire process of academic activities at BALE but also to direct and develop their potential and talents. Therefore, regarding this matter, BALE has distributed the task of student academic supervision to lecturers. From this academic guidance activity, one of the students succeeded in participating in the National Student Creativity Programme activities under the Ministry of Research, Technology and Higher Education. Two other students succeeded in continuing their studies at Qatar University.

Bachelor of French Language Education (BFLE)

The BFLE programme seeks to maximise the role of Academic Advisors (AAs) in addressing academic challenges faced by students who are academically lagging behind. Based on regular monitoring by AAs, the BFLE Programme Coordinator collaborates with them to collectively reach out to all students encountering issues, to seek solutions and provide motivation, ensuring their determination to persevere in completing their studies. BFLE also supports students through financial assistance for various purposes, such as funding for paid national competitions, financial aid for passport application for students traveling abroad, and working in partnership with alumni to provide mobile credit support for students affected by the Covid-19 pandemic. One BFLE student was accepted at Grenoble École de Management, France.

Appraisal:

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

The panel states that the offer by all five study programmes exceed the requirement, because Student support is not only an integral part of the services provided by the faculty, but the faculty members are available for the students outside the specified office hours as well. The interviews by the panel in the course of the visitation has showed, that the students are fully content with the support they receive. Students meet their academic advisors regularly, as they serve as a personal consultation bridge for students. Additionally, scholarships for students are promoted and the Faculty of Languages and Arts is actively involved in supporting students in every step of the Student Creativity Programme. All these examples show the excellent student support by the faculty.

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

4.2 Programme management

The Organisational Structure and Work Procedures of UNJ outline the responsibilities of the programme coordinators. The specific details of the coordinator's duties and responsibilities are also mentioned in the UNJ Academic Guidelines. The programme coordinator is responsible for the implementation of programme activities, which include:

1. Managerial tasks: Developing work programmes, conducting performance evaluations, and providing leadership in assessing and enhancing the competencies of the faculty members.

2. Leadership tasks: Assessing the performance of lecturers, facilitating their professional development, and promoting effective teaching practices.

3. Academic tasks: Assigning academic advisors, allocating teaching assignments, scheduling laboratory sessions, monitoring and evaluating academic courses, supervising guidance activities, scheduling thesis examiners, and overseeing student affairs.

The programme coordinator holds regular meetings, both within the programme's faculty members and with other programme coordinators at the faculty level, to ensure effective coordination and communication.

4.2.1 Programme Director (Asterisk Criterion)

The Dean, as the head of the faculty, is assisted by three Vice Deans: Vice Dean for Academic Affairs (referred to as Vice Dean 1), Vice Dean for General and Financial Affairs (referred to as Vice Dean 2), and Vice Dean for Student Affairs (referred to as Vice Dean 3). The Vice Deans are under the authority and directly accountable to the Dean in carrying out the Tridharma of Higher Education, including coordination and command to the programme coordinators.

The programme coordinators have the task and responsibility of coordinating the implementation of academic education, research, and community service by faculty members and students at the programme level. The activities that fall under the responsibility of programme coordinators include: 1) planning the needs, selection, mentoring, and

development of faculty members; 2) performance assessment of faculty members and proposing promotions/rank advancements; 3) planning the capacity and qualifications of prospective students; 4) planning the needs of facilities and infrastructure to support the learning process; 5) planning the budget needs for academic implementation; 6) formulating and evaluating the curriculum, including graduate qualifications and competencies; 7) formulating education quality standards; 8) planning, organising, monitoring, and evaluating the educational, research, and community service processes; 9) developing the programme of study; 10) developing collaborations and partnerships; and 11) preparing and delivering annual reports on programme activities to the Dean. The tasks and responsibilities of the programme coordinators ensure the implementation of annual programmes (decided at the beginning of the year) and four-year programmes (decided at the beginning of the Dean's term). To achieve the performance targets set at the beginning of the year, the programme coordinators establish strategies to be pursued, evaluate the achievements of the previous year, and learn from best practices of other programmes in achieving performance targets by involving administrative staff and students.

Bachelor of Indonesian Language and Literature Education (BILLE)

The study programmes at UNJ are led by programme coordinators who are responsible for formulating policies based on recommendations from programme management. Additionally, programme coordinators ensure that the active academic staff and student workloads meet quality standards. They also coordinate the implementation of all programme activities as well as both in-person and online classes. The Dean of the Faculty of Language and Arts (FBS) at UNJ oversees the working programme, which encompasses planning, execution, development, and evaluation of study programmes. The Dean coordinates the implementation of the Threefold missions of Higher Education activities according to established schedules. Furthermore, evaluation processes are conducted to document shortcomings and weaknesses, which then serve as a foundation for future improvements. This comprehensive leadership structure ensures the effective administration and enhancement of the quality of education provided by the faculty and university. The programme coordinator is responsible for: (i) planning, implementing, developing, and monitoring the quality of teaching to achieve the Programme Learning Outcomes (PLO); (ii) establishing and executing strategic planning, programming, and budgeting for the study programme; and (iii) organising and developing the curriculum. To ensure the success of the learning process, programme coordinators must collaborate and support each other, including working together to assign instructors for courses. Programme coordinators are obligated to report all relevant information to the Dean, a process carried out based on quality assurance procedures within each study programme. In collaboration with the quality assurance unit, the programme coordinator, along with the head of the study programme, conducts regular evaluations of the learning process and utilises the results to enhance the teaching methods. This continuous evaluation and improvement cycle contributes to the ongoing enhancement of the study programme's quality.

Bachelor of English Language Education (BELE)

Each of the BELE lecturers is assigned to supervise several programmes based on the lecturer's interest and expertise. Here are some programmes in BELE which support the quality learning in BELE:
1. The director of the STAIRS journal
2. The director of the MBKM programme
3. The director of the PKM
4. The director of the PKL programme
5. The director of the HKI
6. The director of the BELE quality assurance

7. The director of the BELE's website
8. The director of the students' final project

Bachelor of English Literature (BEL)
In BEL, the programme coordinator ensures to conduct the following tasks in detail: 1) the appropriate selection of study programme's staff members by putting into consideration the expertise of prospective staff members for the development of the study programme; 2) the implementation of staffs' members performance assessment on the basis of their workload order to maintain the stability of the students and lecturers ratio, the coordinator proposes the number of the registrants yearly; 3) the development of the curriculum is in line to the latest educational policies namely Outcome-Based Education, Emancipated Learning, and graduates' professional qualifications; 4) the performance of threefold missions of higher education carry on by all the staffs members; 5) the signing up the Memorandum of Understanding or Memorandum of Agreement with other parties.

Bachelor of Arab Language Education (BALE)
In implementing all programmes that have been prepared in the vision and mission document and learning outcomes, BALE is responsible for realising the vision and mission. BALE is led by a study programme coordinator who manages all academic, research and community service activity programs within the Arabic language education study program. BALE consists of 23 personnel divided into 22 lecturers and one administrative staff, where each personnel has duties, functions and authority in order to realise the vision and mission of the study.

Bachelor of French Language Education (BFLE)
The Head of BFLE compiles, organises, and reports on all programme activities to the Dean. The Head of BFLE maps out the courses along with their respective credit weights that students must take each academic year. During the course implementation process, the Head of BFLE and academic advisors coordinate in monitoring students' course registration (KRS) and their academic performance.

The Head of BFLE and the TPJM coordinator ensure that the entire course delivery process, from beginning to end, runs smoothly through monitoring and evaluating the teaching activities. They also ensure that the teaching activities align with the curriculum set by the programme. Additionally, the Head of BFLE and the thesis supervisor coordinator, along with thesis advisors, ensure that final-year students have chosen a research topic for their thesis, oversee the writing of the final projects, and oversee the final project examination. The Head of BFLE periodically reports all programme activities to the Dean during leadership meetings.

4.2.2 Process organisation and administrative support for students and faculty

The Faculty of Languages and Arts (FBS) consists of the Dean's Office, Faculty Senate, Quality Assurance Cluster, Faculty Members, and Education Staff, each carrying out their respective functions and responsibilities. The relationships between FBS organs are based on a collegial spirit of mutual support and balance, aiming to achieve excellence and prominence for FBS.

The leadership of the faculty includes the Dean, Vice Deans, and Service Coordinators, who are under the leadership of Universitas Negeri Jakarta. Their tasks include overall management of the faculty, organising education, research, and community service activities, nurturing the academic community (faculty members and students), as well as fostering relationships with alumni, the faculty's environment, and the community. Educational implementation documents, such as the Learning Plan (RPS) and Evaluation of Learning (Evaluasi PBM), are periodically prepared by each faculty member and validated by the Head of the Field of Expertise Team (KBI) and the Faculty's Quality Assurance Cluster (GPJM).

Additionally, specific evaluations of teaching by students are conducted by the Information Technology Unit (UPT TIK) at the end of each course.

In organising academic and non-academic activities, the dean is assisted by three vice deans and two administrative service coordinators. Vice dean one assists the dean's authority in the academic field, vice dean two assists the dean's authority in the general and financial fields, vice dean three assists the dean's authority in the field of student affairs and cooperation. Vice dean one and vice dean three are administratively assisted by one coordinator of academic and student administrative services while vice dean two is administratively assisted by one coordinator of general administrative services. The number of education personnel who support administrative services is 54.

To develop staff competence, training that has been taken is training that supports staff work, for example training in academic information technology management, state property management, correspondence, and interpersonal communication training.

The development of lecturer competence in the education pathway is carried out through further study at the doctoral level and the acquisition of professional competence through the Professional Certification Institute. The determination of doctoral level study programmes is based on the projected needs of further studies for each study programme either with the support of government funds such as LPDP or LPI or private funds while the determination of the type of professional competence is based on the expertise of editors and substantive writers with funding sources from Non-APBN. Competency development of non-education pathway lecturers is carried out through participation in seminars and conferences both at national and international levels

Adequate administrative support is provided not only at the programme level but also at the faculty and university levels. Each study programme within the Faculty of Language and Arts (FBS) has administrators who assist with both faculty and student administration. The Vice Dean II for General Affairs and Finance coordinates administrative staff at the faculty level. The administrative staff is sufficiently equipped to deliver satisfactory services. Academic administrative services for students include online guidance information, issuance of lecturers' advisory and examination committee certificates, information about examination requirements, and more. Other available administrative services encompass:

1. Scheduling of Class Timetables
2. Arrangement of Final Semester Examination (UAS) Schedules
3. Archiving of Examination Minutes and Papers
4. Management of Scholarship Application Administrative Requirements
5. Confirmation of Study Result Cards (KHS)
6. Authorisation for School Observation, Research, and Internship
7. Rectification of Study Plan Cards (KRS)
8. Approval of Thesis/Final Project
9. Authorisation for Student Activities
10. Submission of Assignment Letters

Appraisal:

The programme directors coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes,

authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI 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

The cooperation between Universitas Negeri Jakarta (UNJ) is carried out with external parties (collaborators), including state/private educational institutions, government/local government, private sector/state-owned enterprises, as well as other institutions or individuals, both within and outside the country. These collaborations aim to achieve mutual benefits and interests, whether they are profit-oriented or non-profit, based on agreements stated in a memorandum of cooperation.

The cooperation agreements between UNJ and its partners are divided into three levels. At the university level, a memorandum of understanding (MoU) is signed between the rector and the leader of the partner institution. At the faculty level, the cooperation agreement can be derived from the university-level agreements or sought independently by the faculty coordinator, signed between the dean and the leader of the partner institution in the form of a memorandum of agreement (MoA). At the programme study level, the cooperation agreement can be derived from the MoA at the faculty level or independently sought by the programme study in the form of an Implementation Arrangement (IA), signed between the programme coordinator and the leader of the partner institution.

UNJ has a well-documented archive of 152 MoUs, 827 MoAs, and 225 IAs.[8] These collaborations encompass various areas, such as student exchange, internships, research collaboration, community development, entrepreneurship activities, humanitarian projects, joint degrees, dual degrees, organisation of seminars/scientific conferences, joint research, community service, faculty exchange, curriculum development, sending practitioners as lecturers, faculty training, and visiting professors. These collaborations involve 19 countries, including South Korea, Australia, the Netherlands, Taiwan, the United Kingdom, Chile, the United States of America, Turkey, Singapore, China, Germany, the Philippines, Saudi Arabia, Japan, Qatar, Sri Lanka, France, New Zealand, and Malaysia.

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

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[8] See https://sikerma.unj.ac.id/, last accessed on July 22, 2024.

The Faculty of Language and Arts at UNJ collaborates with partner universities as well as other academic institutions, both locally and internationally. The table below represents some selected collaborations that signify FBS UNJ's national and international-level partnerships.

National cooperation, who benefit the students of the five study programmes:
All five study programmes have **national cooperations** with **Briton English Education**, which is a programme aimed at raising awareness about the importance of English language proficiency. As part of this programme, foreign language mentoring activities have been implemented. Through a collaboration with **Universitas Pendidikan Indonesia** and **Universitas Negeri Semarang**, Students gain new learning experiences at different campuses.

International cooperations, who benefit the students of the five study programmes: BILLE and BELE contribute by providing Indonesian Language for Non-Native Speakers (BIPA) training to students at **Yale University**. The establishment of the Indonesian Language for Non-Native Speakers (BIPA) Programme in collaboration with **Konstanz University of Applied Science**s utilises the expertise of BILLE lecturers and students in teaching Indonesian language to German students. There is an exchange of students in the context of the Erasmus+ programme with the **University of Savoy Mont Blanc**, especially for BFLE students. The Faculty of Languages and Arts (FBS) has established collaborations in the field of language and literature, for instance with the **University of Western Australia**. One of the implementations is the conduct of a collaborative class titled "World Literature," with lecturers from UWA (University of Western Australia), assisting BILLE students in understanding the cross-cultural context between Indonesia and Australia. There is a scholarship of the Arabic Programme for Non-native Speakers (ANNS) offered by Qatar University for the Academic year 2021/2022 for students.

Students of BFLE can interact with native speakers, thereby enhancing their French language competence and cultural understanding through a collaboration with the **Institut Français Indonesia**. The study programme organises discussions related to linguistics, culture, and teaching French as a foreign language. Native speakers provide training for students who are working on their theses, specifically in creating thesis summaries in the French language. Students actively engage in language and literature teaching at schools located throughout Indonesia through a collaboration with **The Southeast Asian Ministers of Education Organisation (SEAMEO)**. Through a collaboration with the Education and Culture Attaché at the Embassy of the Republic of Indonesia in Riyadh, Saudi Arabia, BALE students and faculty have the opportunity to directly interact with the local communities and cultures in their destination countries through language immersion. BILLE and BALE students profit from a collaboration with **UiTM Malaysia** through organising an International Seminar, facilitating faculty exchange programmes, collaborating on research in the fields of Indonesian language and literature education as well as Arabic language education and engaging in community service together through specific programmes. The fieldwork activities through a collaboration with the **Education and Culture Attaché at the Embassy of the Republic of Indonesia in Tokyo** provides valuable experiences for students to enhance their knowledge in language, literature, and culture. A collaboration with the **Education and Culture Attaché at the Embassy of the Republic of Indonesia in Dili, Timor-Leste** offers the opportunity of fieldwork activities to students, thereby augmenting their knowledge in language, literature, and culture.

Bachelor of Indonesian Language and Literature Education (BILLE)

BILLE organises the "Merdeka Belajar Kampus Merdeka" programme. One of the initiatives under this programme is the "Pertukaran Mahasiswa Merdeka" (PMM), which operates at the level of the Ministry of Education, university-level collaborations, and programme-level interactions. In this context, students from other universities, including UPI, UNM, UNIMED, UNNES, UNDIKSA, and UNIMA, known as "Inbound" students, participate in this exchange programme. These Inbound students are registered in the campus administration system, SIAKAD. Their class schedules are seamlessly integrated into the regular learning system. Conversely, students from BILLE who participate in the PMM programme become "Outbound" students. They attend classes at partner universities, such as UNDIKSA and Universitas Sam Ratulangi. This programme fosters a structured exchange of students, enriching their academic experience and facilitating collaborative learning across institutions.

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

The Faculty of Languages and Arts has established collaborations with various companies that support the achievement of graduates' learning outcomes. The table below represents selected collaborations that signify FBS UNJ's partnerships with national and international-level companies and other organisations. The cooberation with **PT Bumi Aksara** benefits students in facilitating the publication of their works. Additionally, the partnership also facilitates book reviews and writing training activities, which can enhance the writing skills students to produce high-quality books. Furthermore, students will receive royalties and proceeds from book sales, contributing to their economic well-being. Through a MoA with **Citra Media Nusa Purnama Harian Umum Media Indonesia** students of all five programmes get internship possibilities in the field of journalism. BEL collaborates with the NGO **International Animal Rescue Indonesia (IAR)** in conducting research in the field of environment, utilising the language skills of faculty members and students to enhance conservation literacy among communities. **Sirul Tour and Travel** and **PT Visitrip International** organise translator boot camps for students of BALE. The collaboration with **PT Radio Pelita Kasih** enhances the abilities of students in the field of journalism and broadcasting. The internship activities conducted have a significant impact on students' public speaking skills. BILLE benefits significantly not only in terms of solidifying students' language skills but also in developing their attitudes towards the professional world. The faculty has established collaborations with **Narabahasa** that support the internship activities of all study programmes students in the fields of language, content writing, and design. BALE has collaborated with the Arabic Lingual Center (ARLIC) which conducts seminars, workshops, and publications which benefits students. This collaborative endeavour with KBRI di Bern Swiss has a positive impact on the internationalisation of the study programs in the fields of education, research, and community service: students actively participate in various activities that enhance their expertise. The collaboration with PT Rajagrafindo Persada proves advantageous to students by aiding in the publication of their literary creations. Moreover, the partnership also facilitates book critiques and writing workshops, thereby augmenting the writing abilities of students, enabling them to produce books of exceptional quality. Furthermore, students will receive financial compensation through royalties and proceeds from book sales, thus bolstering their economic welfare.

Appraisal:

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

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

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

4.4 Facilities and equipment

The infrastructure managed by FBS complies with the provisions of Minister of Education and Culture Regulation Number 3 of 2022 concerning National Higher Education Standards. In addition to meeting the minimum floor area ratio per student, the infrastructure managed by FBS includes land, classrooms, libraries, laboratories/studios/workshops/production units, sports facilities, spaces for artistic activities, spaces for student organisation activities, spaces for higher education leadership, faculty rooms, administrative offices, and public facilities with a building lifespan of more than 20 years. In addition to such standard infrastructure, FBS also has access to the Unit Training Centre Building and dozens of UNJ Information System Portals. The learning facilities managed by FBS also meet the minimum requirements, which include having: furniture, educational equipment, educational media, books/electronic books/repositories, information and communication technology facilities, experimental instrumentation, sports facilities, artistic facilities, public facilities, consumables, and facilities for maintenance, safety, and security. The infrastructure and learning facilities are owned by UNJ and can be utilised by all units within the institution. The governance of infrastructure at UNJ is coordinated by the Administration and Household Affairs (TURT) of Universitas Negeri Jakarta, while the recording, management, and disposal of assets are coordinated by the State-Owned Property Office (BMN) of Universitas Negeri Jakarta. Universitas Negeri Jakarta also provides supporting facilities for lecturers and students with disabilities such as special lanes, toilets, and special elevators for disabilities.

BALE: Meanwhile, from the diplomatic aspect, the construction of buildings and classrooms at *Universitas Negeri Jakarta* received special attention from Saudi Arabia to support the learning

process. In this case, BALE acts as a communication intermediary between our university leaders and the Saudi Fund for Development.

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

The facilities and infrastructure of FBS are tailored to the needs of content and learning processes in order to achieve learning outcomes for graduates. The theoretical Classroom (classroom) consists of 17 rooms with an average capacity of 35 students. The classrooms for the learning process meet the following specifications: owned by the institution, with a minimum area of 60 m² for 40 students, room temperature ranging from 18°C to 28°C and humidity between 40% and 60%, minimum lighting intensity of 100 lux, noise level of 45-55 dB, WiFi with bandwidth in accordance with UNESCO standards, equipped with working furniture, and multimedia equipment. The classrooms are equipped with teaching aids such as whiteboards, projectors, audio, video, and other accessible and up-to-date learning media. There is also a good maintenance system for the learning media.

In addition to face-to-face learning, FBS also provides online learning through a Learning Management System (LMS) called Online Learning UNJ, especially for the General Education Courses (MKU) (seven courses) and Specific Competency Courses (MKDK) (five courses). The Practical Classrooms consist of 15 rooms with an average capacity of 5-10 people, including Music Practice Rooms, Gamelan Rooms, and Dance Studios. These facilities do not include rooms that can be used for resource sharing, such as microteaching rooms and meeting rooms, with a capacity of 150-200 people. Infrastructure such as laboratory rooms and/or studios, workshops, or other practical venues are available with sufficient space and specifications for practical activities based on the effectiveness of the learning process, comfortable room temperature, and adequate lighting.

The library collection should consist of a minimum of 2500 book titles available in the FBS Reading Room or the Central Library of UNJ. This collection should include a minimum of 144 mandatory book titles for courses available in the FBS Reading Room or the UNJ Library, as well as a minimum of 288 relevant development book titles related to the competencies of the study programme available in the UNJ Library. Additionally, there should be regular additions of relevant and up-to-date book collections for each study program, with a minimum of one book title per course per year.

4.4.2 Access to literature (Asterisk Criterion)

UNJ (Universitas Negeri Jakarta) has adequate facilities to support both academic and non-academic activities, including the UNJ Primary Clinic, Sports Stadium, Tennis and Football Fields, and Diponegoro Educational Reservoir. All these facilities are accessible to the academic community free of charge. All classrooms are equipped with LCD or TV monitors, sound systems, and air conditioning. To support the implementation of the Internet of Things (IoT) in teaching and research activities, all buildings have been equipped with Wi-Fi connections. Students have been provided with accounts and passwords to access the internet both inside and outside the campus buildings. To ensure flexibility in accessing literature, UNJ has open access to databases, including scientific journals, newspapers, and books. Access to subscribed journal collections can be obtained through the e-journal menu.

All students and academic staff become members of the library by registering an account through http://lib.unj.ac.id/ Registering on the portal streamlines the process of borrowing and returning books. There are several avenues for accessing the library's resources and literature:

1.

Students can visit both the faculty and central libraries from Monday to Friday, between 08:00 AM and 04:00 PM WIB, and on Saturdays from 08:00 AM to 02:00 PM WIB. Library members can read books on-site or borrow them for off-site use.

2.

Final projects (theses, dissertations, etc.) can be accessed both online and offline.

3.

UNJ provides facilities for students and educational staff to access journals through https://search.ebscohost.com.

4.

Other supportive facilities include https://journal.unj.ac.id/unj/index.php/aksis/index, used for sourcing reference articles.

These various avenues for accessing resources and literature aim to facilitate academic research, study, and learning for both students and faculty members within the UNJ community.

Appraisal:

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

The panel does not see criterion 4.4.2, Access to literature, met, because the five programmes only mentioned ebsco and one ejournal called Aksis in the SER. Also by walking through the main library of UNJ one database was shown, which was bought as a trial. In the response to pre-visit questions the 5 programmes said, that the panel would receive more information under this link: "http://lib.unj.ac.id/en/home-1-english/". But the library guide on this page is not accessible without a university account. Therefore, the panel formulates the following **condition**:

- **The University ensures that students have access to recent and relevant literature in their fields which the faculty communicates to them.**

The five programmes have to hand in a sufficiently comprehensive list with relevant databases, journals, ejournals, as well as recent literature, that students can access.

Additionally, the panel recommends the five programmes regularly assess the students' needs about opening times of libraries.

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

4.5   Additional services

4.5.1   Career counselling and placement service

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

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

In addition, The Faculty of Languages and Arts of Universitas Negeri Jakarta established a career development laboratory to provide consultation for students and alumni. The faculty appoints two lecturers as its coordinators to manage this work unit. The Career Development Laboratory, in collaboration with the Jakarta State University Career Centre, carries out several activity programmes for the career development of FBS students and alums, including 1) disseminating information on job vacancies through social media, 2) independent and certified internship programmes, 3) UNJ Job Fair & Campus Hiring 4) alum greeting programme, and 5) alums return home. In addition to the above programmes, the FBS Career Development Laboratory provides opportunities for students to consult directly face-to-face at the FBS Career Development Secretariat.

4.5.2   Alumni Activities

BILLE has an alumni association called the Indonesian Language Alumni Association of UNJ (IKA BINDO UNJ). Established on October 4, 2009, IKABINDO UNJ has grown to encompass thousands of alumni up to now. Serving as an alumni association that brings together a large number of graduates, members of IKABINDO UNJ are connected through social media platforms, such as Facebook, Instagram, and communication networks, such as WhatsApp. On these social media and communication channels, active alumni exchange information about job vacancies as well as humanitarian activities. This alumni network provides a valuable platform for ongoing communication, networking, and support among graduates of the Indonesian Language Education Programme at UNJ.

After completing their studies, BILLE alumni, united in IKABINDO, continue to contribute to various activities in support of BILLE's improvement. This is demonstrated by alumni's participation as guest lecturers in the Popular Writing Skills course. In this course, industry practitioners, a national writer and alumni of the BILLE programme, serve as guest lecturers. In student activities, alumni actively participate as speakers, including in the Seminar on Communication Art Presentation or PARODI, organised by students as part of the Final Semester Examination for the Interactive Speaking Skills course. The seminar featured a national comedian who is also an alumna of the BILLE programme. Alumni have also made notable achievements internationally, (1) actively participating as presenters in an international seminar at Hoam Faculty House, Seoul National University, South Korea, (2) receiving awards from the Ministry of Research and Technology as inspiring teachers.

Alumni of BILLE also make significant contributions within the context of higher education. Many BILLE alumni hold positions as lecturers within the UNJ itself.

In addition to contributing within their alma mater, BILLE alumni are also active in other universities. For instance, one alumni works at Universitas PGRI Indraprasta, while also being a writer and editor, as well as the founder of the Community Reading Garden Lentera Pustaka in Bogor. An alumnus is a lecturer at Universitas Muhammadiyah Tangerang, a theatre practitioner and speaker for theatre education, and an author of theatre textbooks for the Ministry of Education and Culture of Indonesia.

These alumni, especially those who return to serve in BILLE, contribute significantly to curriculum redesign. Moreover, BILLE alumni who have careers outside the university are also involved in curriculum design. For example, the course on Editing had its content updated after consultation with alumni working in the fields of mass media and publishing. Similarly, the course on Drama Appreciation underwent content revision after discussions with alumni who are active in the field of drama. In addition to their contribution to curriculum revision, BILLE alumni who are part of IKABINDO also provide strategic contributions through inter-institutional cooperation. Owing to sustained communication with alumni who have become professionals in various fields, the BILLE can establish collaborations with numerous national and even international partners. Together with BILLE, IKABINDO regularly holds reunions. These reunions cover not only the activities of alumni but also the state of the BILLE programme and the ways in which alumni can contribute to its advancement. Besides holding regular reunions, IKABINDO, along with BILLE, organises Alumni Workshops as a means of active communication between alumni, the BILLE programme, and current students. During these workshops, selected alumni serve as expert speakers on specific topics relevant to students' needs. This may include discussions about trends or issues in Indonesian language education, research, literary skills, as well as consultations and guidance on professions related to the language field.

Alumni of BELE are connected via social media, in which they can find updates on the study as well as get or post job vacancies so that the alumni can be a help to those fresh graduates of BELE. More updates can also be found in linktree which is organised by the Student's Executive Board. Bond is also created personally in which alumni share the recruitment of school and English courses via WhatsApp messages, one of the example is the high number of BELE graduates who work at English First. Alumni are also involved in some events and collaboration held by BELE, for example, keynote speaker in the Academic Seminar in 2020 from batch of 1995, the present Lab School English Teacher, keynote speaker in the SFD talk in 2022, visiting lecturer, and BELE journal editor.

In BEL has established a strong alumni network associated under an alumni group with a chair to lead and foster any alumni activities. The alumni network has been provided with social media such as WhatsApp Groups and LinkedIn to circulate any information, either from the study programme or from the alumni. The information which is regularly shared by the study programme is information regarding further studies scholarships and relevant job vacancies. Moreover, having an alumni network consisting of BEL alumni in various fields of work and dispersed worldwide has also provided benefits for the study programme to hold various alumni events which empower their professionalism and expertise as in the activity of alumni who taught some BEL's classes such as the class of translation, subtitling, editing, and creative writing. In addition, some of the alumni who occupied strategic and inspirational job position such as a communication officer for the Indonesian air force, a journalist in a foreign media company, a game linguist who works in Japan, and a translator for international multilateral cooperation based in the United Kingdom, were invited to an alumni talk which was held in 2020. The alumni talks will be consistently held in the future to provide BEL's students with new insights from a shared direct experience in the industry. Those alumni activities are

aligned with the goal of the study programme to strengthen its position in the field of literature, language and culture.

As a support system, BALE has an alumni association where alumni's input and suggestions are used to monitor the progress of graduates. BALE holds regular annual meetings with alumni. Alumni contribute by facilitating student activities, community service initiatives, as well as making donations to support student activities and other initiatives. BALE also has a programme that provides opportunities for alumni to teach in supporting learning programmes such as Qoryah Arabiyah, to be guest speakers in seminars organised by BALE and to serve as judges in BALE activities and Entrepreneurship Competitions.

BFLE involves alumni and users of graduates in a tracer study aimed at providing information about the graduates' situation in the job market. This information serves as a parameter for assessing user satisfaction with BFLE graduates and as a basis for curriculum design to determine the graduate profile. The tracer study is conducted regularly through a questionnaire in the form of a Google Form. Additionally, BFLE has an alumni association called the Association des Alumni de Français (ADAF), which translates to Association of French Language Alumni. ADAF contributes by providing assistance for student activities, serving as guest speakers in inaugural lectures, and participating in the teaching practitioner programme on campus.

Appraisal:

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

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose. Alumni exchange information about job vacancies as well as humanitarian activities online and offline. Alumni participate as guest lecturers. Alumni of BILLE contribute significantly to curriculum redesign. Alumni of BALE meet regularly and contribute by facilitating student activities, community service initiatives, as well as making donations to support student activities and other initiatives. These examples show that the requirements are exceeded.

		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 for education in BILLE, BELE, BEL, BALE, and BFLE is based on revenue from two main sources: the State Budget (APBN) and non-State Budget (UNJ) funds. 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). On the other hand, 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.

All funding is based on the Business Plan and Budget (RBA). The financing for student education varies according to their economic status, classified into eight levels of Single Tuition Fee (UKT) based on assets, income, and family responsibilities. To ensure the continuation of studies for financially challenged students, incoming students in their first semester are given the opportunity to appeal for a reconsideration of their UKT. In subsequent semesters, students have the chance to apply for tuition fee relief due to unforeseen circumstances or the impact of the pandemic. Tuition fee relief may include adjustments to the fee level, deferment, or reimbursement, in accordance with the policies set by the University.

The study programme has the authority to propose the amount of UKT for students based on programme accreditation, the level of competition, and estimated expenditure for one fiscal year. The determination of the UKT is made without prioritising profits and is guided by the principles of efficiency and productivity. The funds obtained from the UKT are allocated to cover various expenses, including operational educational costs, research and community service activities, publications, student activities, and investments in human resources, educational facilities, and infrastructure.

The fund management system at UNJ is carried out through both centralisation and decentralisation. The centralisation system is implemented through a single source under the coordination of the University, with the Rector acting as the Budget User Authority (KPA). On the other hand, the decentralisation system is implemented by each faculty, with the Vice Dean II acting as the Commitment Maker Officer (PPK), through a mechanism based on the number of students to receive funds. The Faculty of Language and Arts establishes a budget planning system based on the outcomes of Faculty Work Meetings (Raker Fakultas) with reference to the work contract derived from the Rector.

Scholarships from the government, university, or private institutions (companies) are provided to students who are considered financially disadvantaged. State Universities are allowed to fully implement financial management as Public Service Agency State University (PTN-BLU). Financial management can be carried out more flexibly, prioritising productivity, efficiency, and effectiveness. The BLU financial management model is intended to enable UNJ as a State University to improve its services to customers, including students, the community, and stakeholders. All Non-Tax State Revenue (PNBP) obtained from students, the community, facility empowerment, and other sources can be managed directly without prior submission to the State Treasury Service Office (KPPN). Interaction with the KPPN is limited to reporting income and expenditure.

Appraisal:

Because the UNJ is a state university, all five study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5.   Quality assurance and documentation

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

Universitas Negeri Jakarta Internal Quality Assurance System (SPMI) is currently overseen by the Education Development and Quality Assurance Institute (LP3M). SPMI plays a crucial role in implementing the internal quality assurance system in accordance with UNJ Rector Regulation No. 4 of 2022. It is manifested through various policy documents, such as the SPMI policy documents, SPMI quality manual, SPMI standards, and SPMI forms. These quality standards are upheld through the internal implementation of the Plan, Do, Check, Action (PDCA) functions in the Planning, Implementation, Evaluation, Control, and Improvement (PPEPP) stages, ensuring compliance with UNJ quality standards. Furthermore, the implementation of work programmes in the faculty and study programmes is periodically audited by internal auditors assigned by the Quality Assurance Unit (SPM) through the Internal Quality Audit (AMI) activities.

At the university level, SPMI coordinates its tasks with the Rector to ensure the implementation of quality measures. At the faculty level, the Quality Assurance Group (GPjM) is responsible for quality implementation and policy coordination with the Dean. At the programme level, the Quality Assurance Team (TPjM) is responsible for implementing the quality policy of the study programme and coordinates with the Programme Coordinator.

Bachelor of Indonesian Language and Literature Education (BILLE)

In implementing the Internal Quality Audit in 2022, BILLE received positive results from the internal assessor of Universitas Negeri Jakarta. Based on the results of Internal Quality Audit, most of the standards have been carried out well, DTPS has met the expected qualifications, and The Quality Assurance and Curriculum Management Team (TPjM) has done its job so that quality assurance and lecture implementation run well.

Based on the Internal Quality Audit (AMI) assessor's report, the results of the BILLE audit on standard Nr. 1, vision, mission, goals and strategies have been listed in curriculum documents and supported by data from UPPS. In standard Nr. 2, Governance, Governance, Quality Guarantor, Cooperation, owned by BILLE is very good and supported by complete documents. In standard Nr. 3, Student Affairs, the rigorous selection of student admissions, achievements, and other student achievements is quite good. In standard Nr. 6, curriculum documents have been equipped with information about UTS and UAS questions or assessment procedures, as well as integrating the results of P2M DTPS in learning activities.

Bachelor of English Language Education (BELE)

The quality assurance in BELE has been set up systematically and continuously to assess the quality of the teaching and learning process with respect to content, process, and outcomes to identify the areas where improvements are needed. The internal quality audit is carried out at the end of every semester to ensure that the content, the process, and the outcome of every course in BELE meet the specified requirements. The BELE internal quality audit report can be retrieved at Documentation of the BELE Quality Assurance Report.

Bachelor of Arabic Language Education (BALE)

In order to ensure that all programmes at BALE run well, which has an impact on improving the quality of the institution and increasing public trust, BALE consistently implements quality by adhering to the system contained in the Internal Quality Assurance System (SPMI) document that has been established by the university. SPMI contains higher education academic standards set by UNJ in the form of learning standards, research standards and community service standards. At the end of the academic year BALE carries out Internal Quality Audit (AMI) activities. BALE quality audit activities are chaired by the head of the Quality Assurance Team (TPjM) at the study programme level, which is reported to the faculty quality assurance team, results of annual quality activities. Thus, BALE carries out a cycle of determination, implementation, evaluation, control and improvement or PPEPP.

Bachelor of English Literature (BEL)

Internal quality audit is held once a year for each study programme with the following purposes:

1. Ensuring that higher education standards, manuals, procedures and work instructions are in accordance with applicable laws and regulations.

2. Ensure that the implementation of Dikti standards is in accordance with established standards and carried out in accordance with established manuals, procedures and work instructions.

3. Mapping Study Programme readiness in implementing the Accreditation programme.

4. Ensuring smooth implementation of Study Programme management.

5. Mapping opportunities for improving the quality of Study Programmes

The audit is held and followed by some lecturers in the study programme and assessed by an auditor from a different study programme. The result of this audit then reported in the form of AMI report by auditor and submitted to Quality Assurance Task Force (GPjM)

Bachelor of French Language Education (BFLE)

The Quality Assurance and Curriculum Management Team (TPjM) of the BFLE programme is responsible for ensuring the quality of education. Every semester, the TPjM, in collaboration with the BFLE Programme Coordinator, reviews the Semester Learning Plans (RPS) for all courses scheduled for the following semester. The outcomes of these reviews are communicated to all instructors for further updates to the RPS. Emphasis is placed on revising teaching materials and incorporating project and case-based learning models. Assessment during the course involves two forms of testing, namely Midterm Exams (UTS) and Final Exams (UAS), complemented by assignment evaluations. Validation of UTS and UAS questions is conducted by the subject matter experts and the Programme Coordinator. At the end of each course, the TPjM submits a report to the GPjM, presenting evidence of course execution in the form of Form 05 (course agenda) and Form 06 (attendance and student assessments).

Course evaluation and monitoring refer to the monitoring and evaluation instruments of the Internal Quality Assurance System (SPMI), using Google Forms completed by the class coordinators. Monitoring and evaluation are conducted three times within a semester, at the beginning, middle, and end. Periodic Internal Quality Audits (AMI) are conducted by the SPMI to identify improvement opportunities within the BFLE programme. The findings of the 2022 AMI for BFLE are: 1) Absence of feedback from BFLE alumni users regarding the required competencies of graduates, and 2) Lack of documentation of academic advisory activities that

are fundamentally performed periodically by the programme. These AMI findings are followed up through Management Review Meetings (RTM). To collect user satisfaction data from alumni, BFLE conducts an internal Tracer Study. For the improvement of academic advisory documentation, BFLE provides attendance records, academic contract books signed by academic advisors for the ongoing semester, and photos of advisory activities.

The quality assurance process at the programme level begins with the preparation of Semester Learning Plans (RPS) for all lecturers, according to the courses they teach in BILLE, BELE, BEL, BALE, and BFLE. These plans are explained to the students during the first-class meeting. Monitoring takes place at the beginning, middle, and end of the semester through attendance records filled out by students and class coordinators. The learning activities in BILLE, BELE, BEL, BALE, and BFLE utilise Project-based Learning and Case-based Learning as manifestations of 21st-century learning, as described in the RPS. The implementation of these learning activities is reported each semester, and exams are tailored to the teaching methods of each course. Monitoring and evaluation of the teaching process are conducted each semester through the submission of evidence of class implementation using Form 05 (Lecture materials), Form 06 (Student attendance), and exam question validation sheets.

The programme conducts an annual Internal Quality Audit to improve the quality of BILLE, BELE, BEL, BALE, and BFLE. The input provided by auditors is followed up in meetings to identify appropriate corrective actions for quality improvement in each programme. Quality improvement activities are also carried out through the evaluation of EDOM results. The outcomes of the EDOM evaluations are collectively assessed in meetings to devise strategies for improving the quality of lecturer-student services in BILLE, BELE, BEL, BALE, and BFLE.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Student evaluations, known as "quality shoots", are key factors in implementing the quality assurance framework. Students actively participate in several stages of evaluation, including:
1. Monitoring and evaluation of teaching: Conducted three times per semester (at the beginning, middle, and end) through forms that cover course content, attendance records, and delivery of course materials (Form 05 and Form 06).
2. Evaluation of Lecturers by Students (EDOM): Carried out at the end of the semester through the Academic Information System (SIAKAD). This evaluation covers various aspects of the lecturer's performance and conduct during class.
3. Evaluation of academic guidance and thesis supervision: A survey to assess students' perceptions of the academic counselling and final thesis guidance processes.
4. Survey of student needs and expectations: Conducted periodically to identify students' needs and expectations regarding programme content, student activities, and services.
5. Student Workload
6. Survey of student learning experiences:

Conducted before students graduate to obtain their final assessment of the study programme and evaluate the services received.
The improvement opportunities derived from survey results are integrated into the operational plan cycle for the next semester or year at the programme, faculty, and responsible institutional support units. Internal performance and process audits at these levels ensure that necessary actions have been taken. The survey also identifies areas for improvement and addresses them accordingly.
Bachelor of Indonesian Language and Literature Education (BILLE)

Lecturer evaluations by students are carried out at the end of each semester through the form provided in SIAKAD UNJ. Each student is required to fill out a form before they can see the Study Results Card (KHS). The lecturer evaluation form by students contains points related to lectures. The form consists of four aspects, namely (1) Average pedagogic competence, (2) Professional competence, (3) Personality competence, and (4) Social competence. In connection with the implementation of lectures, from the beginning, middle, and end. In pedagogical competence, questionnaires are related to the Semester Learning Plan (RPS), lecturer competence in carrying out lectures. In the aspect of professional competence, questionnaires relate to sources and references used in learning. In the aspect of personality competence, related to the attitude of lecturers. In the aspect of social competence, questionnaires relate to the relationship between lecturers and students.

Based on the results of lecturer evaluations by students in semester 118, the performance of BILLE lecturers obtained numbers (1) Average pedagogic competence 3.69, (2) Professional competence 3.67, (3) Personality competence 3.78, and (4) Social competence 3.79. The evaluation results will be submitted to BILLE lecturers at the end of the semester. This aims to increase lectures both in methods, learning resources, assessments and other things related to competency development.

Bachelor of English Language Education (BELE)
Students evaluate the quality of the teaching and learning activities carried out by the lecturers twice a year through the university's academic information system. It is called as EDOM (Evaluasi Dosen oleh Mahasiswa). Students are required to give feedback on the lecturers' performances at the end of every semester by filling out the questionnaire provided by the quality assurance group of the university. This evaluation ensures that the teaching and learning activities are carried out according to the syllabus and the lesson plans. The result of the evaluation will show the strengths and weaknesses of the lecturers objectively. Further, the evaluation outcomes are communicated to the students for the improvement of the quality development process. Besides, BELE students periodically hold a BELE Gathering as part of quality assurance activities done by the students. The results of these evaluation activities were published respectively as internal quality audit reports.

Bachelor of English Literature (BEL)
To ensure that academic and learning activities are conducted according to the study programme objectives and produce the targeted learning outcomes for the students' benefits, at the end of each semester students fill in an evaluation for lecturers via the university's Academic Information System (SIAKAD). The evaluation is given by students based on fifteen assessment points including: does the lecturer use the latest research in class, does the lecturer involve the results of their research in class, does the lecturer have adequate knowledge in delivering the learning activities, and so on. The evaluation is reviewed by the lecturers in BEL to provide better performance in academic and learning activities in the upcoming semester.

Bachelor of Arab Language Education (BALE)
Along with the Internal Quality Audit activities, BALE specifically audits the appearance of lecturers in carrying out learning activities in class, final assignment guidance and other behaviours related to academic activities at BALE, besides that students are asked for input on what needs to be addressed to lecturers which is carried out every year. Lecturer performance audits are the most important element because lecturers are human resources who not only carry out BALE's academic programmes but also direct students, society and industry to be involved in national development based on BALE's vision and mission.

Bachelor of French Language Education (BFLE)

Student evaluation of faculty members is one of the crucial methods for enhancing the quality of teaching and learning in higher education institutions, particularly in BFLE. This evaluation provides an opportunity for students to provide input and feedback on the performance of faculty members in BFLE. The importance of student evaluation of faculty members is to ensure the quality of education in higher education institutions and to enable faculty members to continuously improve their ability to provide high-quality teaching. Student evaluation of faculty members in BFLE is conducted at the end of each semester before students can view their grades in the academic system. This allows students to receive feedback on the teaching of faculty members and their overall experience during a full semester. Evaluations are conducted regularly to ensure ongoing improvements in teaching and learning.

5.2.2 Evaluation by faculty

The UNJ did not give any information about the evaluation procedure of the faculty only again about the evaluation by students.

5.2.3 External evaluation by alumni, employers and third parties

The implementation and execution of quality assurance systems are crucial in enhancing the competitiveness of higher education institutions. Quality assurance systems in higher education consist of both internal and external quality assurance systems. The Internal Quality Assurance System (SPMI) is established, implemented, evaluated, controlled, and improved by the respective higher education institutions. The External Quality Assurance System (SPME), on the other hand, is planned, implemented, controlled, and developed by BAN PT and/or LAM through accreditation. The outcomes of the Internal Quality Assurance System's implementation by higher education institutions are utilised by AQAS, BAN-PT, and LAM to determine the accreditation status and ranking of higher education institutions or study programmes.

5.3   Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Academic activities are disseminated through the academic calendar on the homepage, which was established by UNJ for each new academic year. This academic calendar sets various activities, including new student registration, orientation for new students, course registration (KRS), class sessions, mid-term exams, end-of-term exams, thesis defence, course grade announcements, graduation ceremonies, and student evaluations of faculty members. This information about the study programmes can be found on the respective websites of Universitas Negeri Jakarta (UNJ) at https://www.unj.ac.id/en/ and https://fbs.unj.ac.id/. The content provided includes profiles of the faculty and programmes, academic guidelines, curriculum structure and content, details about examination types and regulations, academic conduct and regulations, as well as information about the available facilities.

5.3.2 Information on activities during the academic year

For all programmes
The information on activities during the academic year is accessible to the public and can be found on the respective websites of Universitas Negeri Jakarta (UNJ), Faculty of Language and Arts (FBS), and the homepage of the respective study programme.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. The panel found that there seems to be no evidence that quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are not communicated and provide no input for the quality development process. Therefore, the panel gives a **recommendation: establish a quality control procedure, which is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes have to be communicated and used as input for a quality development process.**

Because the website of the faculty is not online, essential information is not accessible for current and prospective students. Therefore, the panel states the following **condition**:

- **The University ensures that essential information about the curricula and the syllabus is accessible online.**

The study programme's content, curriculum and examination scheme have been suitably documented and published online (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				x	
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			x		
5.2.2 Evaluation by faculty				x	
5.2.3 External evaluation by alumni, employers and third parties			x		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)				x	
5.3.2 Information on activities during the academic year			x		

Quality profile

HEI: <name of HEI>

Bachelor / Master programme: <name of programme>

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability")		BILLE	BEL, BELE, BFLE, BALE		
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)					
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking		x			
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

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

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