Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	22/130 Cluster 6
Higher Education Institution:	Universitas Negeri Jakarta
Location:	Jakarta, Indonesia
Study Programmes:	1. Bachelor of Communication Science 2. Bachelor of Islamic Education 3. Bachelor of Social Science Education 4. Bachelor of Sociology Education 5. Bachelor of Sociology
Type of Accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with 3 conditions.

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

Conditions:

Condition 1 for all five study programmes:
The University provides an ECTS grading table for each study programme.

Condition 2 for all five study programmes:
The University ensures that all information regarding credits is consistently aligned and accurately presented across its documentation.

Condition 3 for the Bachelor of Social Sociology Education and Bachelor of Sociology
The University compiles cohort-based statistical data for their study programmes.

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

*The FIBAA Accreditation and Certification Committee reviewed the panel's recommendations and concluded **to drop** the recommendation for the Bachelor of Islamic Education issued in chapter 1.2 recommending to seek collaboration with colleagues from Germany and Austria, who bring Islamic tradition and contemporary challenges into a fruitful dialogue, thereby advancing the development of theology.*

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:
Universitas Negeri Jakarta, Indonesia

Bachelor programme:
1. Bachelor of Communication Science
2. Bachelor of Islamic Education
3. Bachelor of Social Science Education
4. Bachelor of Sociology Education
5. Bachelor of Sociology

Qualification awarded on completion:
1. Bachelor of Communication Science (B.CommSc)
2.- 4. Bachelor of Education (B. Ed)
5. Bachelor of Sociology (B.Soc)

General information on the study programme

Brief description of the study programme:

Bachelor of Communication Science (BoCS)

The curriculum of the Bachelor of Communication Science is designed to produce graduates with expertise in the field of business communication in the fields of journalism, broadcasting, public relations, marketing communications, advertising, as well as the development of communication in the social, political, and cultural fields.

Bachelor of Islamic Education (BoIE)

The Bachelor of Islamic Education aims to produce graduates with expertise in education, Islamic studies, research, and entrepreneurship. The graduate profiles of this Bachelor programme include educators in the sector of Islamic religious education, education personnel in the field of Islamic religious education, researchers in Islamic religious education and entrepreneurs in Islamic religious education who are productive, inspiring, and competitive.

Bachelor of Social Science Education (BoSSE)

The Bachelor of Social Science Education is designed to produce graduates with expertise in field of education, social research, and social work. Specifically, the profiles of graduates from the Bachelor of Social Sciences Education study programme are social studies teachers in schools (elementary to high school level), trainers or HR developers in the social sciences field, entrepreneurs, and business managers.

Bachelor of Sociology Education (BoSE)

There are three profiles of graduates of the Sociology Education study programme, namely media workers in the social and educational fields, educators, and researchers. In addition, the programme prepares graduates of the Bachelor of Sociology Education to continue their studies and obtain certifications that support their careers both in the teaching profession and in research related to several scientific disciplines, for example social, political, and cultural.

Bachelor of Sociology (BoS)

The Bachelor of Sociology is designed to produce graduates who can work as social analysts, research assistants, social planners, or work in community empowerment. The programme also equips graduates with skills needed to continue their studies and obtain certifications that support their careers in research and social development across various disciplines, for example, economics, politics, culture, and law.

Type of study programme:

Bachelor programme

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

Four years and 216 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
1. BoCS: 3 parallel classes, 120 Student
2. BoIE: 2 parallel classes, 80 students
3. BoSSE: 2 parallel classes, 80 students
4. BoSE: 2 parallel classes, 80 students
5. BoS: 2 parallel classes, 80 students

Initial start of the programme:
1. BoCS: 2018
2. BoIE: 2004
3. BoSSE: 2010
4. BoSE: 2005
5. BoS: 2006

Type of accreditation:
initial accreditation

Procedure

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

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

Prof. Dr. Sonja Drobnic
University of Bremen
Professor of Sociology

Prof. Dr. Claudia Lux
Humboldt University Berlin
Honorary Professor (Social Science)

Dr. S. Rouli Manalu
Diponegoro University, Tembalang, Indonesia
Assistant Professor in Communication Science
(Country expert)

Dr. Maria Ochwat
University of Szczecin, Poland
Assistant Professor of Communication Sciences and Public Relations

Wolfgang Pott
fischer Group of Companies
Head of Corporate Communications at the fischer Group pf Companies
(Business representative)

Julien Seid
University of Hohenheim
Student of Communication Science (B.A.)
(Student representative)

Prof. Dr. Fahimah Ulfat
Eberhard Karls University of Tübingen
Professor of Islamic Religious Education

FIBAA project manager:
Lisa Lubomierski

[1] The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on July 3-4, 2024, at UNJ's premises in Jakarta. At the end of the on-site visit, the panel gave short feedback on its first impressions to representatives of UNJ.

The assessment report based on this was delivered to UNJ for comment on August 27, 2024. The statement on the report was given up on September 3, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Communication Science, Bachelor of Islamic Education, Bachelor of Social Science Education, Bachelor of Sociology Education, and Bachelor of Sociology offered by Universitas Negeri Jakarta fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 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] They recommend the accreditation for **all five study programmes** on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University provides an ECTS grading table for each study programme.
- **Condition 2** (see chapter 5): The University ensures that all information regarding credits is consistently aligned and accurately presented across its documentation.

Additionally, one condition is recommended for the **Bachelor of Sociology Education** and **Bachelor of Sociology:**

- **Condition 3** (see chapter 5): The University compiles cohort-based statistical data for their study programmes.

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

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures UNJ takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where **all five study programmes** could be further developed:

- Incorporating elective course choices of courses from other study programmes to enhance interdisciplinary thinking (see chapter 3.1).
- Strengthening of methodological training (see chapter 3.1).
- Hiring more internationally qualified lecturers (see chapter 3.4).
- Strengthening the measures for the further qualification of the faculty members and enabling lecturers to pursue a doctoral degree (see chapter 4.1).
- Providing more relevant e-resources to the faculty and the students (see chapter 4.4).
- Communicating the evaluation results to the students or directing students to where the results can be found (see chapter 5).

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

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- Implementing a workload evaluation using suitable measures to assess student workload, for example hours spent on the preparation for a course each week (see chapter 5).

The panel members also identified one area where all **educational programmes** – **Bachelor of Islamic Education, Bachelor of Social Science Education, Bachelor of Sociology education** – could be further developed:

- Implementing courses about modern pedagogical teaching and learning theories (see chapter 3.1).

The panel members also identified several areas where the **Bachelor of Communication Science** could be further developed:

- Employing further faculty members (see chapter 4.1)
- Increasing the number of lecturers with practical experience in subjects in which their experience benefits students, such as subjects including media production, as well as television and radio production (see chapter 4.1)

In addition, the panel members also identified several areas where the **Bachelor of Islamic Education** could be further developed:

- The graduate profiles should be designed to enable critical and progressive thinking, and most importantly, to develop and implement innovative approaches in Islamic religious education. Graduates should not only possess a solid foundation in the classical disciplines of Islamic theology but also be able to apply and further develop this knowledge in contemporary contexts. Additionally, they should adopt an open and reflective attitude towards societal challenges and actively contribute to interreligious dialogue, social justice, and ethical action (see chapter 1.1).
- Collaboration with colleagues from Islamic theology at German and Austrian universities (see chapter 1.2).
- Integrating more critical and progressive approaches to Islamic theology into the curriculum (see chapter 3.1).
- Integrating interreligious learning, e.g. interreligious courses, and theology of religion (see chapter 3.1).
- Lowering the threshold to 20% in the plagiarism check (see chapter 3.1).
- Reviewing the name of the Research Methodology of Islamic Education course. One suggestion could be to rename the class to Social Science Methods in the Study of Islamic Religious Education (see chapter 3.1).
- Inviting guest lecturers to teach who provide new and challenging perspectives in Islamic theology (see chapter 3.3).

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

There are two criteria in which the **five study programmes** exceed the quality requirements:

- Counselling for prospective students (see chapter 2)
- Student support by the faculty (see chapter 4.1)

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

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Information

Information on the Institution

Universitas Negeri Jakarta

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

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

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

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

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

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

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

UNJ has a vision to become a reputable university in the Asian region. In implementing that vision, UNJ established international cooperation with several institutions. In 2018, UNJ cooperated with the University of Tainan to held International Seminar and Conferences. In 2021, UNJ cooperated with Fujian Polytechnic Normal University (FPNU) in education, research and community service. Moreover, UNJ has invited academics from the Education University of Hong Kong (EduHK) to share about the learning programmes and further cooperation.

Faculty of Social Sciences (FoSS)

In 1999[5], the name of the faculty changed to Faculty of Social Sciences (FoSS) in line with the new name of the University. This decision gave FoSS the authority to study, develop and apply knowledge in the fields of education and non-education, teaching, research, and community service.

As one of the nine faculties, FoSS carries out the function of educational services in the social sciences group. FoSS vision is to become a faculty capable of producing graduates who are superior, competitive, and with character in the field of social science education in the Asian region. To realise this vision, FoSS UNJ has two missions, namely:

- Organizing superior higher education Tri Dharma[6] in accordance with the development of science and technology
- Increasing cooperation with domestic and foreign institutions in the fields of education, research, and service to social sciences and social science education[7]

FoSS has 13 study programmes, each led by a Study Programme Coordinator. Out of a total of 13 existing study programmes, FoSS UNJ has nine undergraduate study programmes, two applied undergraduate study programmes, and two master study programmes. The study programmes are Pancasila and Citizenship Education Study Programmes, Sociological Education, Social Science Education, Geography Education, Islamic Religious Education, Communication Science, Geography, Sociology, History, Public Relations and Digital Communications, Business Tourism Trips, Master of Geography Education, and Master of History Education. Of these study programmes, five are subject of this report:

1. Bachelor of Communication Science (BoCS)
2. Bachelor of Islamic Education (BoIE)

[5] Based on Presidential Decree No. 093/1999.

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

[7] See section 1.2 and 3.4 for a more detailed description of the measures taken.

3. Bachelor of Social Sciences Education (BoSSE)
4. Bachelor of Sociology Education (BoSE)
5. Bachelor of Sociology (BoS)

Statistical data and evaluation results

The five study programmes of the Faculty of Social Science were chosen by the University based on their vision and mission, which focus on enhancing the quality of education to international standards, the absorption capacity of graduates, and the number of prospective students. The tables below introduce statistical data of the study programmes:

Bachelor of Communication Science (BoCS)

Table 1: Statistical data of the Bachelor of Communication Science

		Cohort 2022	Cohort 2021	Cohort 2020
# Study Places offered by HEI		143	123	78
# Applicants	∑	4651	4535	6145
	f	2790	2721	3687
	m	1861	1814	2458
Application rate		3252,45%	3686,99%	7878,21%
# First-Year Students ***(accepted applicants)***	∑	143	123	78
	f	86	70	48
	m	57	53	30
Rate of female students		60%	57%	62%
# Foreign Students	∑	6	0	0
	f	0	0	0
	m	6	0	0
Rate of foreign students		4%	0%	0%
Percentage of occupied study places		100,00%	100,00%	100,00%
# Graduates	∑	0	0	1
	f	0	0	1
	m	0	0	0
Success rate ***(students who finished their studies)***		NA	NA	1,28%
Dropout rate ***(students who dropped their studies)***		*0,00%*	*0,00%*	*0,00%*
Average duration of study		NA	NA	NA
Average grade of final degree		NA	NA	NA

The Bachelor of Communication Science was established in 2018. In 2018, there were 11,752 applicants for the communication science study programme and only 45 people were accepted as students. In 2019 there were 6,497 applicants and 83 students accepted. The number of available study places increased and in 2022 143 study places were available. In 2022, six foreign students were accepted into the study programme.

Bachelor of Islamic Education (BoIE)

Table 2: Statistical data of the Bachelor of Islamic Education

		Cohort 2022	Cohort 2021	Cohort 2020
# Study Places offered by HEI		106	104	76
# Applicants	∑	651	1168	2243
	f	330	590	1125
	m	321	578	1118
Application rate		1:7	1:14	1:25
# First-Year Students ***(accepted applicants)***	∑	106	104	76
	f	57	56	40
	m	49	48	32
Rate of female students		53.77%	53.84%	55.55%
# Foreign Students	∑	2	0	0
	f	2	0	0
	m	0	0	0
Rate of foreign students		2%	0%	0%
Percentage of occupied study places		100,00%	100,00%	100,00%
# Graduates	∑	0	0	70
	f	0	0	47
	m	0	0	23
Success rate ***(students who finished their studies)***		NA	NA	92.11%
Dropout rate ***(students who dropped their studies)***		*0,00%*	*0.00 %*	*0.00 %*
Average duration of study		NA	NA	4
Average grade of final degree		NA	NA	*3.83*

The Bachelor of Islamic Education was established in 2004. The number of study places offered has increased from 76 in 2020 to 106 in 2022 while the application rate dropped from 1:25 to 1:7 applicants per study place. In 2022, the study programme accepted two foreign students.

Bachelor of Social Sciences Education (BoSSE)

Table 3: Statistical data of the Bachelor of Social Science Education

		Cohort 2022	Cohort 2021	Cohort 2020
# Study Places offered by HEI		83	93	80
	∑	942	579	536
	f	659	463	375
# Applicants	m	283	116	161
Application rate		47100%	28950%	26800%
	∑	83	93	80
	f	58	64	48
# First-Year Students ***(accepted applicants)***	m	25	29	32
Rate of female students		70,5%	78,5%	64%
	∑	6	0	0
	f	0	0	0
# Foreign Students	m	0	0	0
Rate of foreign students		7%	0%	0%
Percentage of occupied study places		100,00%	98,72%	100,00%
	∑	0	0	77
	f	0	0	59
# Graduates	m	0	0	18
Success rate ***(students who finished their studies)***		NA	NA	96,25%
Dropout rate ***(students who dropped their studies)***		*0,00%*	*0,00%*	*0,00%*
Average duration of study		*NA*	NA	4
Average grade of final degree		*NA*	NA	*3,81*

The Bachelor of Social Science Education was established in 2010. Study places available fluctuate between 80 and 93 in the period from 2020 – 2022, while the number of applicants increased every year. In 2022, six foreign students enrolled in the study programme.

Bachelor of Sociology Education (BoSE)

Table 4: Statistical data of the Bachelor of Sociology Education

		Cohort 2022	Cohort 2021	Cohort 2020
# Study Places offered by HEI		80	78	90
# Applicants	∑	731	698	678
	f	525	425	415
	m	206	273	263
Application rate		1:9	1:8	1:7
# First-Year Students (accepted applicants)	∑	80	78	90
	f	57	59	67
	m	23	19	23
Rate of female students		71%	76%	74%
# Foreign Students	∑	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0%	0%	0%
Percentage of occupied study places		100%	100%	100%
# Graduates	∑	57	72	43
	f	40	50	30
	m	17	22	13
Success rate (students who finished their studies)		71%	92%	48%
Dropout rate (students who dropped their studies)		29%	8%	52%
Average duration of study		4,2 years	4 years	4,5 years
Average grade of final degree		3,86	3,82	3,79

The Bachelor of Sociology Education was established in 2005. The number of study places offered fluctuates between 80-90 for the period from 2020 – 2022, while the number of applicants increased each year. In 2022, the application rate was nine applicants per available study place.

Bachelor of Sociology (BoS)

Table 5: Statistical data of the Bachelor of Sociology

		Cohort 2022	Cohort 2021	Cohort 2020
# Study Places offered by HEI		100	80	80
# Applicants	∑	2520	2093	2078
	f	1408	1092	1201
	m	1112	1001	877
Application rate		2520,00%	2616,25%	2597,50%
# First-Year Students ***(accepted applicants)***	∑	105	77	74
	f	79	56	49
	m	26	21	25
Rate of female students		75%	73%	66%
# Foreign Students	∑	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0%	0%	0%
Percentage of occupied study places		105,00%	96,25%	92,50%
# Graduates	∑	79	101	77
	f	49	58	40
	m	30	43	37
Success rate ***(students who finished their studies)***		75,24%	131,17%	104,05%
Dropout rate ***(students who dropped their studies)***		*0,00%*	*0,00%*	*0,00%*
Average duration of study		*4,77*	5,09	4,89
Average grade of final degree		*3,67*	3,59	*3,53*

The Bachelor of Sociology was established in 2006. Between 2020 and 2022, the number of study places offered increased from 80 to 100. The number of applications also increased each year.

Appraisal:[8]

In all **five study programmes** the application rates are very high, by far exceeding the number of available places. Therefore, almost all study places are filled in each of the reported cohorts. The number of available study places stays relatively stable for the reported cohorts. In all cohorts across the study programmes, the number of female students exceeds the number of male students. The percentage of female students ranges from 53% to 78,5%.

The data shows that in three study programmes foreign students have been enrolled in the cohorts. **The Bachelor of Communication Science** and the **Bachelor of Social Science Education** both accepted six foreign students in the 2022 cohorts. Two foreign students are enrolled in the 2022 cohort of the **Bachelor of Islamic Education**. Continuous efforts need to be made with regards to the foreign student population in the **Bachelor of Sociology Education** and **Bachelor of Sociology**.

[8] A condition for the revision of the cohort-based statistical data of the two study programmes **Bachelor of Sociology Education**, and **Bachelor of Sociology** is recommended in chapter 5.

Programme Description and Appraisal in Detail

1. Objectives

1.1. Objectives of the study programme (Asterisk Criterion)

The Indonesian National Qualification Framework (KKNI) represents the quality and identity of the Indonesian nation within the context of the national education system, national job training system, and the national learning achievement equivalence assessment system. It aims to produce qualified human resources for the country.[9]

According to the KKNI documents, the learning outcomes of undergraduate studies are three main graduates' achievements, namely:

1. Being able to apply their field of expertise and utilise science and technology in their field in solving problems and being able to adapt to the situation at hand,
2. Mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific sections in that field of knowledge in depth, and being able to formulate procedural problem solving,
3. Being able to make the right decisions based on information and data analysis and being able to provide guidance in choosing various alternative solutions independently and in groups. Responsible for own work and can be given responsibility for the achievement of organisational work.

In line with this government regulation, FoSS commits to producing graduates who are excellent, competitive, and have good characters in the field of social science education and social sciences in the Asian region. These learning outcomes then become a reference for study programmes to build vision and mission, develop curricula, direct the achievements of graduates, and realise working programmes, which are further explained as follows:

Table 6: Objectives of the five study programmes

BoCS	**Objectives**:[10] 1. Producing graduates of business communication who are competitively superior and skilled in the field of business communication, but also have noble character and are responsible for their profession. 2. Producing scientific work, research and community service that provides academic and practical benefits, for the development of knowledge and skills in the field of business communication. 3. Producing business communication graduates who can work as business communication practitioners in the industrial sector in the Asian region.

[9] Presidential Regulation No. 8/2012.

[10] UNJ states that Indonesia currently requires an effective solution to address demographic challenges. A business-oriented curriculum can play a key role in channelling more talent into various industries. At the same time, the curriculum does not overlook courses in social, political, and cultural fields; instead, these subjects are integrated with a focus on business approaches and outcomes.

	4. Producing business communication graduates who can carry out tasks in the field practically, both as individuals and in groups.
BoCS	**Graduate Profile**: Public relations, political consultants, entrepreneurs in business communications, journalists, and communication academician
	Curriculum Evaluation Procedure: Evaluated every four years. In 2021, updated curriculum is provided under Saudi Fund Development (SFD) support.
BoIE	**Objectives**: 1. Producing education in Islamic Education, which includes religious sciences and education based on religious moderation. 2. Conducting research and studies on religion and Islamic education that contribute to strengthening religious moderation and the quality of religious life. 3. Serving the community to develop religious moderation and improve the quality of religious life. 4. Collaborating with various national and international institutions to develop religious moderation and improve the quality of religious life.
	Graduate Profile: Islamic Education (IE) educators, educational staffs, IE consultant, Islamic and religious studies researchers, IE entrepreneurs.
	Curriculum Evaluation Procedure: Evaluated every four years. In 2021, updated curriculum is provided under Saudi Fund Development (SFD) support.
BoSSE	**Objectives**: 1. Producing graduates who are competent and have high competitiveness in the field of Social Science Education with a transdisciplinary approach. 2. Producing quality and competitive academic work through research activities and scientific publications in the social science field. 3. Creating a positive contribution to empowering communities and schools through the dissemination and application of social science products. 4. Generate cooperation, both with government, private, domestic and foreign institutions that contribute to the strengthening quality and competitiveness of Social Science Education and socio-cultural values of the community.
	Graduate Profiles: Social science educators equipped with technological literacy, good character, and professionally meet national standards, entrepreneurs, digital business officers.
	Curriculum Evaluation Procedure: Evaluated every four years. In 2021, updated curriculum is provided under Saudi Fund Development (SFD) support.
BoSE	**Objectives**: 1. Produce graduates of Sociology education who are competent, highly competitive and have virtuous character.

	2. Producing educational products, research and community service works that are high quality and useful for the development of education, community progress, and the development of Sociology Education.
	Graduate Profiles: Media workers in the social and educational fields, educators at the secondary level, socio educational researchers
	Curriculum Evaluation Procedure: Evaluated every four years. In 2021, updated curriculum is provided under Saudi Fund Development (SFD) support.
BoS	**Objectives**: 1. The implementation of learning activities in accordance with the vision and mission, 2. Producing Sociology graduates who are capable of Sociological reasoning, capable of conducting social research methods and expressing them in the language of scientific writing, 3. Producing sociology graduates who able to formulate, implement and evaluate social development programmes in an effective manner, 4. Producing quality and useful research for community development and social development, 5. Doing community service as a form of social responsibility in the field of Sociology, 6. Creating synergistic cooperation with other institutions in the social sector, 7. Realizing credible, transparent, and accountable governance of the Sociology Study Programme.
	Graduate Profiles: Social workers, researchers, NGO activist, government officers in the socio humanitarian field.
	Curriculum Evaluation Procedure: Evaluated every four years. In 2021, updated curriculum is provided under Saudi Fund Development (SFD) support.

Profile outcomes

All study programmes have developed profile outcomes and learning objectives which are described in detail in the following tables.

Bachelor of Communication Science

Table 7: Profile Outcome BoCS

No	Profile Outcome	Description	Subject Matter
PO 1	Communication Consultant, marketing Communication Officer	Able to be a good communicator, create messages, know the best media to convey messages and be able to use feedback as an evaluation tool	Lobby and Negotiation, English Communication, new media, public relations writing. Public relations campaign

PO 2	Communication Officer, Entrepreneur	Able to speak in public, within a group and between individuals. Graduates are also able to lobby and negotiate in business communication activities	Interpersonal communication, cross cultural communication, lobby and negotiation, entrepreneurship, business communication
PO 3	Journalist, Public relations Officer	Capable of producing written content for mass media and online platforms, with a focus on journalism, public relations, and advertising activities.	Public Relations writing, copy writing
PO 4	Social Media Strategies, Digital Marketing strategies	Skilled in using social media for sales, advertising, journalism and public relations activities.	New media, public relations campaign, copy writing, creative advertising, marketing communication

Bachelor of Islamic Education

Table 8: Profile Outcome BoIE

No	Profile Outcome	Description	Subject Matter
PO 1	Educators of Islamic Education	Producing graduates who are competent in Islamic education.	Islamic Education, such as: Basic Skills of Teaching for Islamic Religious Education, etc.
PO 2	Educational Consultant of Islamic Education	Producing graduates who are competent in the field of Islamic education management, including education administration, supervision of Islamic education, and management of the curriculum of Islamic educational institutions, religious instructors, and clergy.	Islamic Education and study Islam, such as: Management of Islamic Education and Thematic Hadith, etc.
PO 3	Researchers in the field of Islamic and religious studies	Producing graduates who can solve problems in education and learning and Islamic studies in the Indonesian and global/international contexts through research activities.	Research Methodology, such as: Statistics, etc.
PO 4	Entrepreneur in the field of Islamic	Producing graduates who can develop an entrepreneurial spirit, especially in Islamic education.	Leadership and Entrepreneurship

	Religious Education		

Bachelor of Social Science Education

Table 9: Profile Outcome BoSSE

No	Profile Outcome	Description	Subject Matter
PO 1	Social Studies teachers at elementary, middle, and high levels	Able to master, apply and develop social science education to achieve excellence in the field of education according to demands at the national, regional, and international levels.	Educational foundation, students' development, theories of learning and instruction, etc.
PO 2	Social Studies teachers at elementary, middle, and high levels	Has high professional ability to implement and develop social science education in accordance with the demands of sustainable national development.	Microteaching, field practice programme, etc.
PO 3	Social Studies teachers at elementary, middle, and high levels	The ability to develop and integrate social sciences in social studies learning with a thematic approach.	Social Science Studies in a Global Perspective, Regional Geography of world, World History, etc.
PO 4	Trainers/ HR Developers in the Social Sciences field	the ability to develop and integrate social sciences in social studies learning with a thematic approach.	Big Data and Programming
PO 5	Entrepreneurs/business managers	Can explore and solve critical social issues that are actual in people's lives.	Entrepreneurship

Bachelor of Sociology Education

The study programme developed the Learning Outcomes Programme (PLO) as follows:

Attitude:

- S-1 Fear of God Almighty and able to show religious attitude.
- S-2 Upholding human values in carrying out duties based on religion, morals, and ethics.
- S-3 Contributing to improving the quality of life in society, nation, state, and the advancement of civilisation based on Pancasila.

- S-4 Have a role as a citizen who is proud and loves the motherland, has nationalism and a sense of responsibility to the state and nation.
- S-5 Appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings.
- S-6 Working together and having social sensitivity and concern for society and the environment.
- S-7 Obeying law and discipline in social and state life.
- S-8 Internalizing academic values, norms, and ethics.
- S-9 Demonstrate a responsible attitude towards work in the field of expertise independently.
- S-10 Internalise the spirit of independence, struggle, and entrepreneurship.

General Skills:

- K-1 Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values according to their field of expertise.
- K-2 Able to demonstrate independent, quality, and measurable performance.
- K-3 Able to examine the implications of developing or implementing technological science that pays attention to and applies humanities values in accordance with their expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs or art criticism, compile a scientific description of the results of their studies in the form of a thesis or final project report, and upload it on the college website.
- K-4 Compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report and upload it on the university's website.
- K-5 Able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis.
- K-6 Able to maintain and develop a network with supervisors, colleagues, peers both inside and outside the institution.
- K-7 Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers who are under their responsibility.
- K-8 Can carry out a self-evaluation process for work groups under their responsibility and can manage learning independently.
- K-9 is capable of documenting, storing, securing, and retrieving data to ensure validity and prevent plagiarism.

Knowledge:

- P-1 Able to apply various concepts and perspectives of sociological theory.
- P-2 Able to analyse basic concepts and various educational theoretical foundations.
- P-3 Able to analyse basic concepts, problems, perspectives, and substantial problems in the sociology study area.
- P-4 Able to understand the principles of personal competence, social competence, professional competence, and pedagogical competence as a professional sociology teacher.
- P-5 Able to master sociology learning activities in a professional manner from planning, management to learning evaluation.

- P-6 Able to associate community empowerment programmes in the field of education.
- P-7 Able to master educational and social research procedures using the principles of research methodology.
- P-8 Able to develop entrepreneurial mindset and character by finding ideas and designing business plans both commercial and social in the field of Education.

Special skill:

- KK-1 Select and apply approaches and learning models, teaching materials and assessments for the benefit of learning sociology.
- KK-2 Apply information and communication technology to plan, implement and evaluate sociology lessons.
- KK-3 Linking concepts and perspectives of sociology and educational theory to social and educational problems in society.
- KK-4 Linking the concepts and perspectives of sociology and educational theory to sociology material at the secondary school level.
- KK-5 Apply research procedures in accordance with the principles of scientific research.
- KK-6 Able to write research reports or analysis results from various sources that can be used for the benefit of learning, community development and publication.
- KK-7 Able to design educational and social based business designs.

Bachelor of Sociology

Table 10: Profile Outcome BoS

No	Profile Outcome	Description	Subject Matter
PO 1	Social Analyst	Identify problems in carrying out duties based on religion, morals, and ethic.	Social Problems, Urban Sociology, Rural Sociology, Religion and Development, Gender and Development, Sociology of Development
PO 2	Research Assistant	Collaborate and have social sensitivity and concern for society and the environment.	Methodology of Quantitative Research, Methodology of Qualitative Research
PO 3	Social Planner	Able to compile social planning designs, use big data in preparing designs, and apply science and technology-based social planning models.	Social Problems, Sociology of Development, Social Planning of Development, Social Management of Development, Social Evaluation of Development
PO 4	Community Empowerment	Identify problems and potential for community empowerment, apply and evaluate community empowerment programmes, and be able to apply	Community Development Strategy, Corporate Social Responsibility, Sociology of Organisation

		community assistance facilitation techniques.	

Appraisal:

The qualification objectives of the study programmes **Bachelor of Communication Science**, **Bachelor of Islamic Education, Bachelor of Social Science Education, Bachelor of Sociology Education,** and **Bachelor of Sociology** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

In the **Bachelor of Islamic Education** programme, the following qualification objectives are considered important by the panel: The graduate profiles should be designed to enable critical and progressive thinking, and most importantly, to develop and implement innovative approaches in Islamic religious education. Graduates should not only possess a solid foundation in the classical disciplines of Islamic theology but also be able to apply and further develop this knowledge in contemporary contexts. Additionally, they should adopt an open and reflective attitude towards societal challenges and actively contribute to interreligious dialogue, social justice, and ethical action.

		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)

In line with the University's vision to be a reputable university in the Asia region, FoSS also has international cooperations to carry out that vision. FoSS has a cooperation with Leipzig University in Germany, which gives FoSS students the opportunity to take short courses. Moreover, several students of FoSS participated in the online summer programme of the Asia University, Taiwan in 2023. In addition to offering short courses at international universities, the Faculty of Social Sciences provides an opportunity for students to participate in an international class in 2022 through a collaboration with the Eurasia International Course. Additionally, FoSS holds an international class with guest lecturer programmes that invite lecturers from several universities from different countries like Japan, Taiwan, and England.

The international orientation of the Faculty of Social Sciences is implemented through specific strategies at the study programme level. For the five study programmes, the internationalisation strategies include the following:

Table 11: Internationalisation Strategies

Internationalisation Strategies	BoCS	BoIE	BoSSE	BoSE	BoS
Courses with an international perspective	English Communication, Business Communication, Public Relations Campaign, International Communication, Crisis Management and Professional Image	Thematic Exegesis of the Quran, Thoughts of the Archipelago's Muslim Scholars, Sociology of Religion, Study of Religions, Masail Fiqhiyyah, History of Islamic Civilisation.	Social Change and Globalisation, Social Studies in a Global Perspective, Global Economy, World History and World Regional Geography	Developing a multidisciplinary curriculum that integrates sociological, humanistic, and educational concepts to cultivate a comprehensive understanding of complex social phenomena. The curriculum emphasises critical thinking, comparative analysis, and theoretical frameworks, complemented by global practical experiences. To foster an international perspective, the curriculum incorporates comparative studies,	Sociological Theories, Using English materials in courses Using minimum 50% international journals or foreign language books in students' undergraduate thesis.

				global case studies, and international collaborations, including joint research projects, guest lectures, and faculty and student exchange programmes	
Teaching Programme	Taking part as committee in SFD educational development grant to enhance CBL & PBL practice.	International teaching practice (PKM) for students in Riyadh, Saudi Arabia	Taking part as committee in SFD educational development grant to enhance CBL & PBL practice. International teaching practice (PKM) for students in Riyadh, Saudi Arabia	Providing expertise of internationally recognised lecturers in Sociology Using integrative transdisciplinary approach	Foreign visiting lecturers
Capacity Development	Sending lecturers to Germany and Malaysia	Sending lecturers for further study abroad, Strengthening foreign languages, both Arabic and English	Sending lecturers for further study to Germany	Sending lecturers for further study to Germany	Sending lecturers for further study to Germany
International Courses	Eurasia International Course				

International Research/Academic Collaboration	University of North Malaysia, University Putra Malaysia	Yemeni universities and Al Azhar, Egypt	Northern University of Malaya-Malaysia, Fathoni University-Thailand, University of Eswatini-South Africa	Australian National University, University of Melbourne	
International Student Activities	Summer school Southeast Asia Mobility (SAM 21), Spring virtual exchange programme at Asia University, Taiwan, APRC in Malaysia	Exchange programme in Social and Law study field at Leipzig, Germany	ICE Institute, EDX Harvard University	One semester IISMA programme at Prince of Songkla University, Thailand.	One semester IISMA programme at Prince of Songkla University, Thailand, Exchange programme in Social and Law study field at Leipzig, Germany, ICE Institute, EDX Harvard University, Colombia University

Appraisal:

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

In Germany and Austria, Islamic theology has been offered at public universities for about ten years, which is unique in all of Europe. The scholars are Muslim, and the field is confessionally bound. In addition to the classical disciplines, new approaches such as Practical Theology are taught. Particularly noteworthy is the field of religious education, which operates as an interdisciplinary science in close collaboration with other disciplines such as educational science, developmental psychology, and sociology, making it particularly progressive. For the **Bachelor of Islamic Education**, the panel **recommends** seeking collaboration with colleagues from Germany and Austria, who bring Islamic tradition and contemporary challenges into a fruitful dialogue, thereby advancing the development of theology. Such cooperation could provide valuable impetus for connecting tradition with innovation in Islamic theology and contribute to addressing current societal issues.

		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

Positioning of the study programme in the educational market

Although other universities offer similar programmes, the five study programmes at hand have their own strengths that will be further described in this section.

Bachelor of Communication Science (BoCS)

One of the advantages against other similar programmes is the offer of Business Communication within the curriculum. The Communication Science programme addresses a growing societal need, offering knowledge that is both adaptable and essential for meeting global challenges. This demand is evident from the high number of applicants and the rigorous selection process, as highlighted in the statistics above. In 2022, the programme was ranked first for the highest compliance by the Higher Education Entrance Test Institute (LTMPT) in the social and humanities fields.

Bachelor of Islamic Education (BoIE)

The Bachelor of Islamic Education offers several advantages. Firstly, it boasts a distinct scientific vision and mission compared to Islamic religious education programmes at other Higher Education institutions, such as Universitas Pendidikan Indonesia (UPI), Malang State University (UM), and Universitas Negeri Padang (UNP). Secondly, it has obtained Superior Accreditation. Thirdly, it includes two journals, Hayula and the Journal of Quranic Studies, both accredited by Sinta 3. Moreover, many lecturers and students have published works and

received citations. Lastly, the majority of alumni are employed in alignment with the graduate profile. The popularity of the Bachelor of Islamic Education (BoIE) is evident in the significant number of applicants surpassing the available study places each year, as outlined above.

Bachelor of Social Science Education (BoSSE)
BoSSE is distinct from other social sciences education studies offered in Indonesia. This becomes evident in the curriculum that is updated regularly to keep up with the changes in society. The newest curriculum, OBE-based IQF curriculum, was developed based on the digital era 4.0 and society 5.0. Moreover, BoSSE also has cooperations with the government, private institutions, and universities at home and abroad that contribute to strengthening the quality and competitiveness of social studies education. Furthermore, these collaborations provide students with the opportunity to participate in internships.

Bachelor of Sociology Education (BoSE)
The Sociology Education study programme can compete with similar programmes as can be seen from the number of applicants shown in the statistics above. BoSE differs from the other sociology education studies in Indonesia, especially in the curriculum design that is relevant for teachers' capacity needs. The Sociology Education Study Programme is primarily designed to prepare prospective sociology or social studies teachers for secondary schools. In addition, graduates are also expected to be able to diagnose social problems in Indonesia and communicate the results of social and educational research effectively. The programme curriculum focuses heavily on providing a deep understanding of sociological theories and educational theories. Graduates of this programme are able to plan, implement, and evaluate innovative sociology learning experiences and utilise various learning resources based on the latest advances in science and technology.

Bachelor of Sociology (BoS)
The Sociology study programme is one of the study programmes needed by society because sociology is a discipline that is relevant and important in dealing with social and cultural changes that will occur in the future. Graduates are needed in the industrial world as well. BoS is the only public sociology study programme in Jakarta, which makes it popular with prospective students as can be seen in the application rates. In addition, the study programme states that students appreciate that the courses offered are very adaptive to their needs.[11]

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

The study programmes design a curriculum intended to develop specific graduate profiles and use tracer studies to evaluate and analyse whether the curriculum aligns with the expected competencies of those profiles. The results of the analysis are implemented in theory, practice, and field courses. Curriculum development for each study programme in the Faculty of Social Sciences considers the relevance of the vision, mission, and objectives.[12]

[11] See SER, p. 18.
[12] More information on employability of students can be found in section 3.6.

Positioning of the study programme with in the HEI's overall strategic concept

The development focus of UNJ in the time frame 2020-2045 is divided into four aspects: Good Governance, Academic Excellent, Research Excellent, and International Recognition. Each aspect has its own criteria and indicator target to achieve. Moreover, the development focus of UNJ is divided into stages of development directions which start at the independence of UNJ, becoming excellent among other LPTK (General Institute for Teacher Training), becoming excellent among other universities in Indonesia, becoming excellent in Southeast Asia, and becoming excellent in the Asian Region.

- Good Governance:
    - **BoCS:** Participating in various scientific associations and study programmes such as ISKI, Perhumas and Aspikom.
    - **BoIE:** Increasing the quality of the governance system with integrated, transparent, accountable, fair, and responsible manner participating in various scientific associations and study programmes such as APPKI, ADPISI
    - **BoSSE:** Increasing the quality of the governance system with integrated, transparent, accountable, fair, and responsible manner. Providing high quality facilities and infrastructure that meet national and international standards.
    - **BoSE and BoS:** Participating in APSSI scientific associations.
- Academic Excellence:
    - **BoCS:** Strengthening the scientific base of pure science. Providing qualified facilities and infrastructure to support learning.
    - **BoIE:** Adjusting the curriculum to digital literacy skills and 21st century competencies. Training foreign language skills and offering workshops.
    - **BoSSE:** Developing a curriculum that is in line with international developments in the field of Social Sciences education.
    - **BoSE:** Developing a curriculum that is in accordance with national and international developments in the field of education and sociological theories.
    - **BoS:** Developing a curriculum that is in line with international developments in the field of Sociology.
- Research Excellence:
    - **BoCS:** Encourages lecturers to have a primary topic of research that focuses on developing business communication and digital communication.
    - **BoSSE:** Producing competitive, innovative, and collaborative research work in reputable journals at the national, regional, and international level.
    - **BoIE, BoSE, and BoS:** Conducting research in accordance with the research programme roadmap, faculties, and universities as well as collaborating with foreign institutions.
- International Recognition:
    - **All study programmes**: Increasing foreign cooperation and partnerships that are mutually beneficial to improve the process of education and teaching, research, and publication, as well as community service.

Appraisal:

The Universitas Negeri Jakarta is a state university which is attractive to prospective students. This is reflected in high application rates across **all five study programmes,** which strengthens their position in Indonesia's educational market. Furthermore, the strategic location of the University in Jakarta is an advantage in the competition with other universities.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The potential employment fields for graduates are plausibly outlined.

All five study programmes are convincingly integrated into UNJ's overall strategic concept. Their qualification goals align with UNJ's mission and strategic planning in the areas of governance, academic excellence, research excellence, and international recognition.

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

2 Admission

Admission requirements (Asterisk Criterion)

The student admission process at UNJ is managed by the Student Admission Office (PENMABA UNJ). Regarding admission requirements, UNJ follows national regulations.[13] The government has set general requirements for student admissions, and all students from various regions who have graduated from high school and equivalent can be accepted as prospective students. To assess the fulfilment of the set requirements, there are three schemes provided to be admitted to the university:

[13] Regulation of the Minister of Education and Culture No. 6/2020 about admission of new undergraduate students at state universities, and the University regulation UNJ Chancellor Decree No. 61/2022 about new student admissions selection for diploma, bachelor, master, and doctoral programmes.

a. National Achievement-Based Selection (SNBP)
   This option is conducted and managed nationally by the Higher Education Entrance Test Institute (HEETI/LTMPT) under the Ministry of Education and Culture of the Republic of Indonesia. This path is intended for admission to state universities. Selection is based on the results of academic, non-academic, and/or portfolio achievements. SNBP is a substitute for the National Selection for State University Entrance (SNMPTN).
b. Test-Based National Selection (SNBT)
   This selection path is also managed centrally under the Ministry of Education and Culture of the Republic of Indonesia, by HEETI, and the acceptance is based on the results of the Computer Based Examination (UTBK) scores. There are four subtests: tests of cognitive potential, mathematical reasoning, Indonesian language literacy, and English literacy. SNBT is a substitute for the Joint Entrance Selection of State Universities (SBMPTN).
c. Written Independent Selection (*Mandiri* Selection)
   This admission is coordinated by the UNJ Admissions Office, which directly reports to the UNJ Rector and Vice Rector for Academic Affairs. Prospective students go through a computer-based written exam and receive the acceptance decision based on the results of the test scores. It applies diverse tests, including problem solving (TPS), mathematical reasoning, Indonesian literacy, and English literacy, as well as a skills test for study programmes that require it. The decision is based on the report cards and CBE/UTBK exams organised by UNJ. UNJ *Mandiri* Selection also applied for students with achievements. This selection considers the achievements obtained by prospective students during their Junior High School education with the minimum criteria for national and international achievements.

Prospective students who have passed the selection through one of these channels can proceed with the registration process to complete the required administrative forms and pay tuition fees determined by the University.

Counselling for prospective students

UNJ Admission Office provides online and offline help desk to provide services to prospective students. On its website[14], all information regarding the admission procedures can be found, such as:

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

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

[14] https://penmaba.unj.ac.id/.

Prospective students can also consult with staff for guidance to get the detailed information regarding personal interests, career plans, and self-development via:

- Telephone during working hours (8.00-16.00)
- E-Mail
- Instagram

Prospective students have the opportunity to attend education exhibitions (Education Expos), where they receive detailed information about various study programmes and their associated career prospects. Additionally, UNJ engages in outreach efforts to high schools through educational internship programmes.

Selection procedure (if relevant)

UNJ has several entry routes that have different objectives/targets and selection procedures, which are:[15]

a. ***Seleksi Nasional Berbasis Prestasi*** **(SNBP**). This selection replaces the National Selection for State Universities (SNMPTN). In the SNBP pathway, prospective students are tested to have holistic and cross-disciplinary competencies. To be successful in the future, various competencies are needed. In the achievement-based national selection, the selection will focus on success of students in comprehensive learning in secondary education. This is done by giving a minimum weight of 50% to all subjects' average report card scores. With this high weighting, students are expected to be encouraged to perform well in all subjects holistically. As for the remaining weighting, a maximum of 50% is taken from the interest and talent exploration component. This aims to encourage students to explore their interests and talents more deeply.

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

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

Another form of selection is utilizing a portfolio of academic and non-academic achievements obtained in high school. In the selection process, study programme coordinators are involved

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

in selecting portfolios using an assessment rubric that they must complete. Entrance tests are organised following applicable rules. The process is computer-based, and the results (including the scores they obtained) are announced openly so applicants and organisers cannot commit fraud in the entrance test process.

Ensuring foreign language proficiency (Asterisk Criterion)

The English language skills of prospective students are assessed using English language admission test items. After graduating, new students at UNJ must take the New Student English Proficiency Mapping (PKBI) test organised by the UNJ Language Centre. This PKBI test is carried out to map the English language skills of new students through the UNJ Test of English Proficiency (ToEP) instrument.[16] The results of the PKBI test are provided to the study programme as a record to assess the English language proficiency of newly admitted students.

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

The Faculty of Social Sciences admission system is integrated and organised by the UNJ New Student Admission Committee (PENMABA UNJ). This committee is responsible for coordinating and managing the selection process from preparation to admission decision which is documented by each committee. The public can access information related to student admissions.[17]

The entire student admission process is managed by the Office of New Student Admission (KLA)[18] and published on the admission website.[19]

The website informs prospective students about all university entrance selection procedures. All requirements and rules that prospective students must meet are presented sequentially. Prospective students can access the exam schedule for each procedure and the announcement of exam results through the website.

Prospective students only need to access the new student admission website, register for an account, and then log in to their account using the payment code and PIN they received after paying for the exam. Through the account, prospective students can follow the admission process, starting from uploading the required files to monitoring the exam results online

[16] https://languagecenter.unj.ac.id/.

[17] As regulated in Law No. 14/2008 concerning Public Information Disclosure.

[18] Based on the UNJ Rector Regulation No. 61/2022 concerning entry pathways for new student admissions selection for diploma, bachelor, master, and doctoral programmes at Jakarta State University in 2022.

[19] https://penmaba.unj.ac.id/mandiri-ujian-tulis/.

through this page. With this mechanism, applicants can document and monitor all procedures transparently.[20]

Appraisal:

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

Applicants can directly turn to a student counselling service or any other helpdesk at UNJ for clarification on specific questions, personal aptitude, career perspectives, and so on. Personal dialogue between applicants and UNJ is facilitated through defined office hours, telephone, and e-mail.

Applicants can directly turn to the Admission Office for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UNJ is provided by defined office hours, by telephone, via e-mail and social media. UNJ ensures a constant availability for prospective students and reacts quickly to in-coming enquiries. The counselling options are based on the target group's needs. The faculty and programmes are introduced to the community and prospective students in various events such as education exhibitions (Education Expo).

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

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students		x			
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master					x

[20] The mechanism is in line with the Regulation of the Minister of Education and Culture No. 6/2020 concerning Undergraduate Admissions in Higher Education, Article 2 Paragraph 6 concerning transparency, where student admissions in state universities are carried out transparently, and the results can be accessed by the public.

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

3 Contents, structure, and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence (Asterisk Criterion)

The curriculum of each study programme is designed to reflect the qualification objectives of the study programme. The contents of the module are adjusted to the desired learning outcomes. Students acquire additional competencies and abilities by choosing areas of specialisation in compulsory, elective courses, and the Merdeka Learning Merdeka Campus programme (MBKM).[21] In addition, students are also equipped with soft skill competencies and abilities that are formed from student organisation activities. The following is a description of the contents of each study programme curriculum:

Bachelor of Communication Studies (BoCS)
The curriculum of the Communication Science Study Programme is designed to produce graduates with expertise in the field of business communication in the fields of journalism, broadcasting, public relations, marketing communications, advertising, and important skills in the 21st century, as well as the development of communication in the social, political, and cultural fields. In addition, BoCS graduates receive certifications that support their careers as Bachelor of Communication Sciences. The study programme curriculum develops students' theoretical and practical skills. There are compulsory courses as well as elective courses that students can choose based on their interest in a particular field. The study programme also invites practitioners to teach.

The learning materials used in the Communication Science Study Programme were developed based on the graduate profiles outlined in chapter 1.1 above. The curriculum is divided into several learning modules with an emphasis on completing mastery of theory, mastery of knowledge, application of attitudes, general and specific skills. Students can also choose to take part in the MBKM (Independent Learning Campus Merdeka) programme.

[21] Refer to section Interdisciplinary thinking in this chapter for further information on the MBKM.

Table 12: Curriculum BoCS

Modul No.	Title of Module	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.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
Compulsory Modules 1st Semester													
14080012	Creative Thinking	3							23,26	60	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	3 / 216
14080023	Integrated Communication Technology	5							42,33	90	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	5 / 210
14080013	Introduction to Communication Science	3							21,58	44	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
14080062	Introduction to Advertising	3							22,41	48	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
14080212	Introduction to Mass Communication	3							16,6	52	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	3 / 216
14080753	Communication Philosophy	4.5							37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5 / 216
00052033	Islamic religious education	4.5							26,58	56	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
00051122	Pancasila	3							26,7	56	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
14080172	Introduction to Public Relations	3							23,24	48	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
Compulsory Modules 2nd Semester													
00051142	Indonesian		3						23,38	48	L/S	Project Essay / Presentation Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
14080762	Social Science Fundamentals		3						26,58	64	L/S	Project Essay / Presentation Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
m	New Media		4.5						37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216

14080723	Cross-Cultural Communication		4.5						34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080543	Interpersonal Communication		4.5						34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080553	Communication Psychology		4.5						32,37	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080173	English Communication		4.5						27,39	60	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
	Education Insights		3						23,24	44	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
00031062	Citizenship		3						26,66	56	L/S	Project Presentation Performance Test ((90 Min) Portfolio - Final Exams (120 Min)	3 / 216
Compulsory Modules 3rd Semester													
14080493	Organizational Communication			4.5					37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080483	Communication Theory			4.5					42,33	84	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080053	Media Political Economy			4.5					42,33	90	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080393	Integrated Marketing Communications (IMC)			4.5					39,84	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080573	Political Communication			4.5					37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080063	Mass Media Management			4.5					37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080073	Brand Management			4.5					37,35	45	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	4.5/216
14080742	Public Data and Programming			3							L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
Compulsory Modules 4th Semester													
14080133	Critical Theory				4.5				39,84	84	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080103	TV journalism				4.5				34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080653	Public Speaking				4.5				34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216

14080563	Communication Statistics				4.5				34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
Elective Modules 4th Semester													
14080113	Videography				4.5				42,33	84	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080083	Creative Advertising				4.5				34,86	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080093	TV Production (News)				4.5				39,84	84	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080123	Radio Journalism				4.5				34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
Compulsory Modules 5th Semester													
14080773	Enterpreneurship					4.5			39,84	56	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	4.5/216
14080783	Business communication					4.5			37,35	48	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080153	Public Relations Management					4.5			34,86	72	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	4.5/216
14080113	Communication Research Methods I (Quantitative)					4.5			34,86	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080183	Public Relations Campaign					4.5			62,25	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080163	Public Relations Manuscript Writing					4.5			39,84	36	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
Elective Modules 5th Semester													
14080143	Etnography Public Relations					4.5			39,84	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080623	Event Organizing					4.5			37,35	78	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	4.5/216
14080353	Professional Image					4.5			29,88	72	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	4.5/216
14080193	Crisis Management					4.5			37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
Compulsory Modules 6th Semester													
14080663	Copywriting						4.5		39,84	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216

14080253	Communication Ethics						4.5		37,35	72	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080683	Communication Research Methods II						4.5		32,37	60	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	4.5/216
14080413	International Communication						4.5		37,35	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080793	Media Business						4.5		32,37	78	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	4.5/216
Elective Modules 6th Semester													
14080203	Advertising Production						4.5		37,35	52	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080383	Lobbying & Negotiation						4.5		32,37	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080223	Visual communication design						4.5		39,84	88	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	4.5/216
14080022	Bachelor's Thesis Proposal Seminar						3		26,56	32	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min)	
14080243	Advertising Management						4.5		39,84	96	L/S	Cased Based Project Final Exams (120 Min)	4.5/216
Compulsory Modules 7th Semester													
14080233	Applied Communication Research Methods							4.5	34,86	78	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
14080264	Field practice							6	199,2	80	L/S	Project Based Learning Portfolio - Final Exams (120 Min)	
14080166	Skripsi Bachelor's Thesis							6	199,2	80	L/S	Cased Based Project Final Exams (120 Min)	

Bachelor of Islamic Education (BoIE)

The curriculum of the Bachelor of Islamic Education integrates elements relevant to the study programme's scientific vision, the lecturer's fields of knowledge, output profiles, learning outcomes, stakeholders, and science and technology development. The Islamic Education undergraduate curriculum aims to produce graduates with expertise in education, Islamic studies, research, and entrepreneurship.

Table 13: Curriculum BoIE

Modul No.	Title of Module	Credit Points per Semester								Hours in Class	Hours Self - Study	Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8			i.e. lecture course, seminar		
Compulsory Modules 1st Semester														
51122	Pancasila	3								26,7	40	Lectures and discussion	Essay, 1 hour and 45 minutes. question material on understanding concepts and components, Pancasila	3 / 216
52033	Islamic religious education	3								26,58	30	Lectures, discussion, and observation	Project to make a video of learning Islamic education. duration of time 13 hours 42 minutes	3 / 216
	Educational Foundation	3								26.56	30	Lectures, discussion, and observation	Essay, 1 hour and 45 minutes.material on understanding concepts and components, Educational Foundation	3 / 216
47152233	Islamic Theology	5								26.56	40	Lectures, discussion, and observation	Project conducted Islamic theology seminar, 20 hours.	4,5 / 216
47152132	Qira'ah of the Qur'an		3							26.56	20	Lectures and demontrasion	Practice memorizing and reading Quranic correctly according to the rules of tajweed, 10 hours	3/216
47250232	Philosophy of Science		3							26.56	25	Lectures and discussion	Project: Creating scientific work, timed 10 hours, 45 minutes	3 / 216
Compulsory Modules 2nd semester														
31062	Citizenship		3							26,65	30	Lectures, discussion, and observation	Essay, 1 hour and 45 minutes. question material on understanding the concepts and components, citizenship	3 / 216
51142	Indonesian		3							23,38	30	Lectures and demontrasion	Essay, 1 hour and 45 minutes. question material about understanding the basic concepts and components of Indonesian language	3 / 216
M2	Student Development				3					26.56	25	Lectures and discussion	Project: create infographics , timed 10 hours, 45 minutes	3/216
47151642	Introduction to Research Methodology				3					25.56	25	Lectures and demontrasion	Project: Create an infographic about the concept map of the meaning and differences and types of qualitative and qualitative research methods:timed 10 hours, 45 minutes	3/216
47150023	Principle of Islamic Jurisprudence				3					26.56	30	Lectures and discussion	Essay, 1 hour and 45 minutes. question material about understanding the concepts and components of ushul fiqh/Principle of Islamic Jurisprudence	3/216

47152 254	Islamic Jurisprudence				5					26.56	40	Lectures and discussion	Essay, 1 hour and 45 minutes. question material about understanding the concepts and components of islamic Jurisprudence	4.5/216
47250 763	Introduction to Arabic				3					26.56	40	Lectures and demontrasion	"Essay, 1 hour and 45 minutes. question material on understanding the basic concepts and components of sentences in Arabic	3/216
47079 325	Introduction to English				3					26.56	40	Lectures and demontrasion	Essay, 1 hour and 45 minutes. question material on understanding the basic concepts and components of sentences in English	3/216
Compulsory Modules 3rd semester														
	Education Insights		3							23,24	20	Lectures and discussion	Project Teaching Modules, time 15 hours 45 minutes	3 / 216
	Learning Theory				3					26.56	40	Lectures, discussion, and observation	Essay, 1 hour and 45 minutes. question material on understanding concepts and components, learning theory	3 / 216
47250 133	Study of Religions				5					26.56	50	Lectures, discussion, and observation	Essay, 1 hour and 45 minutes. material about understanding the concepts and components, study of religious	4,5/216
47150 992	Sufism				3					26.56	40	Lectures and discussion	Project: Create Scientific Work, time 15 hours 45 minutes	3 / 216
47150 033	Sciences of the Qur'an	3								26.56	40	Lectures and discussion	Essay, 1 hour and 45 minutes. material on understanding concepts and components, sciences of the quran	4,5/216
47150 583	Thematic Interpretation of the Qur'an				4.5					26.56	40	Lectures and discussion	Project: Article Writing, time 20 hours 44 minutes	3/216
47151 554	Thematic Hadith					4.5				26.56	40	Lectures and discussion	Project: Article Writing, timed 20 hours, 44 minutes	4,5/216
47152 272	Problem of Islamic Jurisprudence				3					26.56	40	Lectures and discussion	Essay, 1 hour and 45 minutes. material on understanding concepts, problems of Islamic juripendenci	3/216
47152 293	Communicative Arabic				5					26.56	40	Lectures and demontrasion	Portfolio Assessment related to the results and development of students in communicating with Arabic, timed 20 hours, 44 minutes	4,5/216
47250 233	Communicative English				5					26.56	40	Lectures and demontrasion	Portfolio Assessment related to the results and development of students in communicating with English, timed 20 hours, 44 minutes	4,5/216
Compulsory Modules 4th semester														
14080 742	Big Data and Programming					3				26.56	40	Lectures and demontrasion	Essay, 1 hour and 45 minutes. question material about understanding concepts, big data functionality and programming	3 / 216

47152 243	Philosophy of Religion					5				26.5 6	40	Lectures and discussion	Essay, 2 hour and 15 minutes. material about understanding the concepts of Philosophy of Religion and the ability to analyze and provide appropriate arguments and solutions.	4,5/216
47150 403	Statistics					5				26.5 6	40	Lectures and demontrasion	Project: Proposal Quantitative Research , timed 20 hours, 44 minutes	4,5/216
47152 303	Contempora ry Arabic					5				26.5 6	40	Lectures and demontrasion	Project: creating teaching modules, timed 20 hours, 44 minutes	4,5/216
47152 313	Contempora ry English					5				26.5 6	40	Lectures and demontrasion	Project: Write an essay of 3-5 pages on any topic within the scope of Islam, timed 20 hours and 44 minutes	4,5/216
47151 102	History of Islamic Education in Indonesia					3				26.5 6	40	Lectures and discussion	Project: Write an essay about an inspirational story of a historical figure from Islamic civilization, timed 15 hours and 45 minutes	3/216
47152 323	Psychology of Islam					5				26.5 6	60	Lectures and discussion	Essay, 2 hour and 15 minutes. questions about understanding the concepts of Islamic Psychology and the ability to analyze and provide appropriate arguments and solutions.	4,5/216
Compulsory Modules 5th semester														
47152 012	Basic Skills of Teaching						3			26.5 6	40	Lectures and demontrasion	Project: Create an infographic of basic concepts of teaching skills, time 15 hours	3/216
47151 612	Sociology of religion						5			26.5 6	60	Lectures and discussion	Essay: material on understanding sociological concepts and the ability toprovide appropriate arguments and solutions, time 2 hours 46 minutes	3/216
47152 114	Writing Text and Article						3			26.5 6	40	Lectures and demontrasion	Project: Project: Article Writing, timed 20 hours, 44 minutes	3/216
47152 162	Intercultural Communicat ion						3			26.5 6	40	Lectures and discussion	Project conducted Islamic theology seminar, 20 hours	3/216
47151 912	Methodolog y of Islamic studies						3			26.5 6	40	Lectures and demontrasion	Essay, 1 hour, 45 minutes . question material about the concepts and components of Methodology of Islamic Studies	3/216
47152 283	Research methodolog y for Islamic Religious Education						5			26.5 6	40	Lectures and demontrasion	Project: Proposal Qualitative Research , timed 20 hours, 44 minutes	4,5/216
47150 82	Philosophy of Islamic Education						3			26.5 6	40	Lectures and demontrasion	Philosophy of Education Essay, 1 hour and 45 minutes of question material about the concepts and components of	3/216

47151962	Thoughts of the Archipelogo's *Ulama*						3			26.56	40	Lectures and demontrasion	Project: Project: Article Writing, timed 20 hours, 44 minutes	3/216
Compulsory Modules 6th semester														
47150343	Sociology of education							5				Lectures and discussion	Project: Project: Article Writing, timed 20 hours, 44 minutes	4,5/216
47250653	Leadership dan Entrepreneurship							5		26.56	40	Lectures and demontrasion	Project: creates a leader profile infographic, timed 20 hours and 44 minutes	4,5/216
47152123	Practice of Islamic observance							3		26.56	40	Lectures and demontrasion	Practice of materials in practical worship courses such as management of undertakers, leading religious ceremonies. time 18 hour 44 minutes	4,5/216
47152333	Management of Islamic Education							5		26.56	60	Lectures and discussion	Essay, 2 hour and 15 minutes. question material about the concepts and components of Islamic education management	4,5/216
47152343	Learning Evaluation of Islamic Religious Education							5		26.56	40	Lectures and demontrasions	Practice developing instrument Assessment , timed 20 hours and 45 minutes	4,5/216
47152632	Proposal Research							3		26.56	40	Lectures and demontrasions	Project: Research and Writing Proposal, timed 15 hours and 45 minutes	
Compulsory Modules 7th semester														
	Field Practice: Internship Education											teaching practices at school	assessment of educational internship practices and writing reports on the results of educational internships	
Compulsory Modules 8th semester														
	Skripsi (Bachelor's thesis)								9	80	180	research and data reporting	Bachelor's Thesis	

Bachelor of Social Science Education (BoSSE)

The BoSSE curriculum is designed to produce graduates with expertise in Bachelor of Education, social researchers, and social workers. Specifically, the profiles of graduates from the Bachelor of Social Sciences Education study programme are social studies teachers at elementary,

middle, and high levels, trainers/HR developers in the social sciences field, and entrepreneurs/business managers. To achieve Profile Outcome (PO), BoSSE developed the Learning Outcomes Programme (PLO) as outlined in chapter 1.1.

BoSSE graduates are expected to master educational science and specific scientific concepts to plan, manage, implement, evaluate, and develop life skill-oriented learning. They should actively master the use of various science and technology-based learning resources and media to support both curricular and extracurricular learning. The aim is to produce graduates of Social Sciences Education who are professional, innovative, and transformative, in line with the development of science and technology. Graduates should possess strong character, meet national standards, and have the potential to pursue higher education. The developed curriculum is intended to develop students' theoretical and practical skills, so that they can contribute to the world of work and society in the future by becoming reliable teachers in the field of social sciences or teaching at training institutions. In realizing this, the study programme created teaching work practice courses and encourages students to take part in the independent campus programme.

Table 14: Curriculum BoSSE

Modul No.	Title of Module	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)		
1st Semester														
	Indonesian	3								27	56	L/S	Final Exam - Writting an Essay (120 Min)	3 / 216
	Pancasila Education	3								27	56	L/S	Multiple Choice (Mid term exam) (60 min; Writting an Essay -Final Exam (120 min)	3 / 216
	Islamic Education	3								27	56	L	Problem Based - Writting an Essay (120 Min)	3 / 216
	Fundamentals of social science	3								27	56	L	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	3 / 216
	Sociology Introduction	3								27	56	L	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	3 / 216
	Geography Introduction	3								27	56	L/S	Project Based Learning Reflective Multiple Choice and essay - Midterm Exam (60 Min) & Portfolio - Final Exams (120 Min)	3 / 216

	Economy Introduction	3								27	56	L/S	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	3 / 216
	Antrophology Introduction	3								27	56	L/S	Project Based Learning Reflective Portfolio - Final Exams (120 Min)	3 / 216
	Political Introduction	3								27	56	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
	History Introduction	3								27	56	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
2nd Semester														
	Civic Education		3							27	56	L	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
	Educational insight		3							27	56	L/S	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	3 / 216
	Student development		3							27	56	L	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Science, Technology and Society		3							27	56	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
	Social studies curriculum		3							27	56	L/S	Project Based - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Social Studies Textbooks and Learning Materials		3							27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Social Change and Globalization		3							27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Logic and Scientific Reasoning		3							27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Indonesia regional geography		3							27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
3rd Semester														
	Educational foundation			4,5						40	83	L/S	Practice - Midterm Multiple Choice and Essay (120 Min) and Final Exam - Research paper	4.5/216

	Learning and Learning Theory			3						27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Indonesian History			4,5						40	83	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	4.5/216
	World Regional Geography			3						27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Multiculturalism			3								L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	
	Social Ecology			3						27	56	L/S	Cased Based Learning - Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
	Mapping Science			3						27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Social and Cultural Theory			3						27	56	L	Practice - Midterm Multiple Choice and Essay (120 Min) and Final Exam - Research paper	3 / 216
	Coding and Big data			3						27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
4th Semester														
	Transdisciplinary Approach in Social Studies				3					27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Social Studies in Global Perspective				3					27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Transformation of Information and Social Communication				3					27	56	L/S	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	3 / 216
	Indonesian legal system				3					27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Social Studies Learning Planning				3					27	56	L/S	Project Based Learning - Research Paper - Final Exams (120 Min)	3 / 216
	Social Pathology				3					27	56	L/S	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	3 / 216

	World history				5					40	83	L/S	Project Based Learning - Research Paper - Final Exams (120 Min)	4.5/216
	Economic development				3					27	56	L/S	Project Based Learning Portfolio - Final Exams (1 semester)	3 / 216
	Development Anthropology				3					27	56	L/S	Project Based Learning - Creating product as groups (2 weeks)	3 / 216
5th Semester														
	Indonesian Social System					3				27	56	L/S	Project based learning - Field Research Report as Final Exam (2 Weeks)	3 / 216
	Social Studies Learning Media					5				40	83	L/S	Proposal Research (1 Semester)	4.5/216
	Learning evaluation					5				40	83	L/S	Final Exam - Writting Essay an Exam (120 Min)	4.5/216
	Research Statistics					5				40	83	L/S	Multiple Choice (Mid term exam) (60 min; Writting an Essay -Final Exam (120 min)	4.5/216
	Research methodology					5				40	83	L	Final Exam - Research Paper (Individual Assignment) (120 Min)	
	Global Economy					3				27	56	L/S	Problem Based - Writting an Essay (120 Min)	3 / 216
	Social Studies Learning Strategy					3				27	56	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 / 216
	Democracy and Human Rights					3				27	56	L/S	Final Exam - Writting an Essay (120 Min)	3 / 216
6th Semester														
	Social Science Research Area						3			27	56	L/S		3 / 216
	Capita Selecta Social Studies Learning						3			27	56	L/S	Project Based Learning Portfolio - Final Exams (1 semester)	3 / 216
	Strategic Environmental Studies						3			27	56	L/S	Final Exam - Reffelctive an Essay as Individual Assignment (120 Min)	3 / 216
	Local Wisdom and Environmental Ethics						3			27	56	L/S	Final Exam - Reffelctive an Essay as Individual Assignment (120 Min)	3 / 216
	Microteaching						3			27	56	L/S	Final Exam - Research Paper (Individual Assignment) (120 Min)	3 / 216

	Field study						3			27	56	L/S	Research Project (1 Semester)	3 / 216
	Entrepreneurship						3			27	56	L/S		3 / 216
	Contemporary Social Issues						3			27	56	L/S	Project Based Learning Portfolio - Final Exams (1 semester)	3 / 216
	Critical Issues in Education						3			27	56	L/S		3 / 216
	Information Technology in Education						3			27	56	L/S		3 / 216
7th Semester														
	Practice teaching skills in schools							5		40	96	S/T	Project Based Learning -Presentation as a teacher (60 min)	4.5/216
	Research proposal seminar							3		27	56	S/T	Proposal Research (1 Semester)	3 / 216
	Disaster mitigation							3		27	56	L/S	Cased Based Project Reflective essay - Midterm Exam (60 Min) Case study exams (90 Min)	3 / 216
	Social Conflict Study							3		27	56	L/S		3 / 216
	Indonesian Society Studies							3		27	56	L/S		3 / 216
	Sustainable Development Studies							3		27	56	L/S		3 / 216
	Gender and Social Dynamics							3		27	56	L/S		3 / 216
	Scientific Publications							3		27	56	L		3 / 216
	Development Sociology							3		27	56	L/S		3 / 216
	Profession of Educators							3		27	56	L/S		3 / 216
8th Semester														
	Thesis								6	53		S/T		

Bachelor of Sociology Education (BoSE)

There are three profiles of graduates of the Sociology Education study programme, namely media workers in the social and educational fields, educators, and researchers. In addition, graduates of the Bachelor of Sociology Education are expected to have the academic capacity to continue their studies and obtain certifications that support their careers both in the teaching profession and in research related to several scientific disciplines, for example social, political, and cultural. The curriculum is intended to develop students' theoretical and practical skills, so that they can contribute to the world of work and society in the future. In realizing this, the study programme provides teaching work practice courses that will hone students' abilities so they can become professional teachers in schools and training institutions. Apart from that, the study programme also prepares students to be able to study further to become researchers or educators in tertiary institutions.

The learning materials used in the Bachelor of Sociology Education were developed based on PLO outlined in chapter 1.1 and aim to achieve the expected PO. Each course in the curriculum of the Sociology Education study programme has learning outcomes that focus on knowledge, attitudes, and skill competencies.

The curriculum is divided into several modules; (1) university and faculty course modules are used in semesters one and two with an emphasis on mastery of theory, knowledge, and implementation of attitudes; (2) compulsory subject modules and elective courses are used from semester three to semester eight with an emphasis on completing mastery of theory, mastery of knowledge, application of attitudes, development of skills and practical skills, learning experience through practical field work and thesis final assignment.

Table 15: Curriculum BoSE

Modul No.	Title of Module	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			
M1	Science philosophy	2								23,24	56	L/S/T	Practice - Multiple Choice Exam & Project Based Learning-essay - Final Exams (120 Min)	2 / 216
M2	Basics of Political Science	2								23,24	56	L/T	Practice and Review - Essay Answer (Midterm exam - 120 min) & Project Based Learning Portfolio (Paper) - Final Exams (2 Weeks)	2 / 216
M3	Basics of Geography Science	2								23,24	56	L/S/T	Practice - Midterm and Final Exam - Multiple Choice and Essay (120 Min)	2 / 216

M4	Basics of History Sciences	2								23,24	56	L/T	Practice - Oral Test For Midterm and Final Exam - Multiple Choice and Essay (120 Min)	2 / 216
M5	Basics of Economics	2								23,24	56	L/T	Project Based Learning Reflective Multiple Choice and essay - Midterm Exam (10 Min) & Portfolio (Paper) - Final Exams (2 Weeks)	2 / 216
M6	Introduction to sociology	3								34,86	84	L/T/S	Project Based Learning Reflective : Presentation (group presentation) - Midterm Exam (120 Min) & Essay - Final Exams - Individual (120 min)	3 /216
M7	Introduction to anthropology	2								23,24	56	L/T/S	Project Based Learning Reflective : Presentation (group presentation) - Midterm Exam (120 Min) & Essay - Final Exams - Individual (120 min)	2 / 216
M8	Social Psychology		2							23,24	56	L/T/S	Project Based Learning Reflective - Essay and Multiple Choice (Midterm Exam - 120 min - Inidividual) and Youtube Video (Social Experiment) and Final Paper (Final Exam - 1 Month - Group)Experiment) and Final Paper for Analysis	2 / 216
M9	Education sociology		3							34,86	84	L/T/S	Project Based Learning Reflective : Oral Test For Midterm (120 min) & Portfolio (Essay) - Final Exams (120 Min)	3 /216
M10	Classical sociology theory		3							34,86	84	L/T	Cased Based Project Reflective : essay - Midterm Exam (60 Min) Case study exams (120 Min)	3 /216
M11	Indonesian socio-cultural system		2							33,2	80	L/T/S	Cased Based Project Reflective : essay - Midterm Exam (60 Min) Case study exams (120 Min)	2 / 216
M12	Basics of IPS		2							19,92	48	L/T	Practice - Midterm - Multiple Choice and Essay (120 Min) and Final Exam - Multiple Choice and Essay (120 Min)	2 / 216
M13	Statistics		3							34,86	84	L/T/S	Practice - Midterm- Multiple Choice and Essay (120 Min) & Final Exam - Data Analysis (2 Weeks- Group)	3 /216
M14	Urban sociology			3						34,86	84	L/T	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M15	Modern sociology theory			3						34,03	82	L/T/S	Cased Based Project Reflective : essay - Midterm Exam (60 Min) Case study exams (120 Min)	3 /216
M16	Sociology Learning Planning			3						34,86	84	L/T/S	Project Based - Midterm Exam - Multiple Choice and Essay (120 Min) Portfolio - Final Exams (120 Min)	3 /216
M17	Social ecology				2					23,24	56	L/T	Project Based Learning : Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams : Researh Report (2 Weeks)	2 / 216

M18	Globalisation and social change				3					34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M19	Relationship between groups and social movements				3					34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M20	Education Management				3					34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M21	Quantitative research method				3					34,86	84	L/T/S	Practice - Midterm Multiple Choice and Essay (120 Min) and Final Exam - Research paper	3 /216
M22	Curriculum sociology				3					39,84	96	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M23	Religious sociology					3				34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M24	Communication sociology					3				34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M25	Economic sociology					2				23,24	56	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	2 / 216
M26	Sociology learning strategy					4				46,48	112	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M27	Sociological learning evaluation					3				34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M28	Social Problems in Indonesia					3				34,86	84	L/T/S	Cased Based Learning - Reflective mindmap- Midterm Exam (1 weeks) and Final Paper as Final Exam (2 Weeks)	3 /216
M29	Qualitative Research Methodology					3				34,86	84	L/T	Practice - Midterm Multiple Choice and Essay (120 Min) and Final Exam - Research paper	3 /216
M30	Rural sociology					3				34,86	84	L/T/S	Practice - Midterm- Multiple Choice and Essay (120 Min) & Final Exam - Research Paper (2 Weeks- Group)	3 /216
M31	Gender sociology						3			34,86	84	L/T/S	Project Based Learning Reflective essay - Midterm Exam- Orally (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M32	Sociology of deviant behaviour						3			34,86	84	L/T	Practice - Midterm- Multiple Choice and Essay (120 Min) & Final Exam - Research Paper (2 Weeks- Group)	3 /216

M33	Curriculum and SMP IPS Textbook						2			23,24	56	L/T	Practice - Midterm- Multiple Choice and Essay (120 Min) & Final Exam - Answer question (120 min)	2 / 216
M34	Indonesian education system						3			34,86	84	L/S	Project Based Learning Reflective essay - Midterm Exam (60 Min) Portfolio - Final Exams (120 Min)	3 /216
M35	Cultural Sociology						3			34,86	84	L/T	Cased Based Learning - Reflective mindmap- Midterm Exam (1 weeks) and Final Paper as Final Exam (2 Weeks)	3 /216
M36	Curriculum and Sociology Textbook High School						2			23,24	56	L/T	Practice - Midterm- Multiple Choice and Essay (120 Min) & Final Exam - Answer question (120 min)	2 / 216
M37	Political sociology						3			34,86	84	L/T	Practice - Midterm- Multiple Practice of Democtarion - Role paly (120 Min) & Final Exam - Research Paper (2 Weeks- Group)	3 /216
M38	Media and learning resources						3			34,86	84	L/T/S	Project Based Learning - MIdterm Exam - Essay (120 min); Final Exam -Creating product as groups (2 weeks)	3 /216
M39	Kapita Selekta						2			23,24	56	L/T/S	Project Based Learning Portfolio - Final Exams (1 semester)	2 / 216
M40	Skills Practice Teaching.							2		23,24	56	L/T/S	Project Based Learning -Presentation as a teacher (60 min)	2 / 216
M41	Social research practices							3		34,86	84	L/T/S	Project based learning - Field Research Report as Final Exam (2 Weeks)	3 /216
M41	Thesis preparation seminar							2		23,24	56	S	Proposal Research (1 Semester)	2 / 216
M42	Organisational social responsibility							2		23,24	56	L/T/S	Midterm Exam : Essay (120 min) & Final Exam - Writting Essay an Exam (120 Min)	2 / 216
M43	Pancasila	2								23,24	56	L/T/S	Multiple Choice (Mid term exam) (60 min; Writting an Essay -Final Exam (120 min)	2 / 216
M44	Developmental psychology	2								23,24	56	L/T/S	Final Exam - Research Paper (Individual Assignment) (120 Min)	2 / 216
M45	Religion		3							34,86	84	L/T/S	Problem Based - Midterm exam : Multiple Choice (60 min); Final Exam: Writting an Essay (120 Min)	3 /216
M46	Education fundamentals		4							46,48	112	S	Final Exam - Make a Group Project (2 Weeks)	4 / 216
M47	Indonesian		2							23,24	56	L/T	Problem Based - MIdterm exam : Essay; Final Exam - Make a Group Project (2 Weeks)	2 / 216

M48	Citizenship			2						23,24	56	L/T/S	Multiple Choice (Mid term exam) (60 min; Writting an Essay -Final Exam (120 min)	2 / 216
M49	English			2						23,24	56	L/T/S	Midterm Exam - Multiple Choice and Essay Assignment (100 Min) ; Final Exam - Project's Group Assigment (2 Weeks)	2 / 216
M50	Educational Professional Development			2						24,07	58	L/S	Midterm - Orally ; Final Exam - Reffelctive an Essay as Individual Assignment (120 Min)	2 / 216
M51	Basic natural sciences			2						23,24	56	L/T/S	Midterm - Multiple Choice; Final Exam - Reffelctive an Essay as Individual Assignment (120 Min)	2 / 216
M52	Learning theory				4					46,48	112	L/T/S	Midterm - Multiple Choice; Final Exam - Reffelctive an Essay as Individual Assignment (120 Min)	4 / 216
M53	Final Research Project (Skripsi)								4	46,48	112	S	Research Project (1 Semester)	4 / 216

Bachelor of Sociology (BoS)

The BoS curriculum is designed to produce graduates with expertise in the areas of social analyst (PO1), research assistant (PO2), social planner (PO3), and community empowerment (PO4). In addition, BSS graduates are expected to have the academic capacity to continue their studies and obtain certifications that support their careers in research and social development related to several disciplines, for example, economics, politics, culture, and law. The curriculum is intended to develop students' theoretical and practical skills so that they can contribute to the world of work and society in the future.

The learning materials used in the BoS are developed based on PLO outlined in chapter 1.1 and aim to achieve the expected PO. The material is divided into several modules; (1) University and Faculty course modules are given in semesters one to four, with an emphasis on mastery of attitudes and Indonesian values, and the basic concepts of logic and technology; (2) Compulsory course modules which form the basis of sociology are given starting from semester one to four, which are taught systematically, starting from introduction in semester one to mastery of theory, and knowledge in semester four. In addition to the sociology theory module, the compulsory course Research Methods module is given which provides tools for analysing problems within the scope of sociology; (3) Elective course modules of the study programme are given from semester five to semester eight with an emphasis on problem-solving, skill development, and practical skills, learning experience through fieldwork practices and thesis and project final assignments. Starting from Semester five, students are also given the option of taking lectures on campus or can take lectures outside the campus in the form of the Merdeka Learn Kampus Merdeka (MBKM) programme which can take the form of independent studies, internships in industry or accredited agencies or doing humanitarian projects.

- The material in the BoS curriculum is divided into courses that demonstrate expertise in the study of Sociology. The curriculum consists of various courses tailored to the needs of different profiles of sociology graduates:
    - Social Analyst: Classical Sociological Theory, Modern Sociological Theory, Contemporary Sociological Theory, and various sociological studies such as Economic Sociology, Cultural Sociology, Political Sociology, Legal Sociology, etc.
    - Research assistant: Qualitative Research Methods, Quantitative Analysis, Qualitative Analysis, and Advanced Research Methods.
    - Social Planner: Social Development Planning modules, Development Management, and Evaluation of Development Programmes.
    - Community empowerment: Community Development Strategy modules and Organisational Social Responsibility.

Table 16: Curriculum BoS

Modul No.	Title of Module	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.	Hours in Class	Hours Self study	i.e. lecture course (L), Tutorial (T), seminar (S)		
M1	Islamic Education	3							30	60	Seminar	Presentation (120 min)	3 / 210
M2	Pancasila	3							30	60	Seminar	Presentation (120 min)	3 / 210
M3	Fundamentals of Social Science	3							30	60	Seminar	Essay (60 min)	3 / 210
M4	Introduction to Sociology	4,5							45	90	Seminar	Essay (60 min)	4,5 / 210
M5	Introduction to Economics	3							30	60	Seminar	Essay (60 min)	3 / 210
M6	Introduction to Political Study	3							30	60	Seminar	Essay (60 min)	3 / 210
M7	Introduction to Development Study	4,5							46	90	Seminar	Essay (60 min)	4,5 / 210
M8	Development Sociology	4,5							45	90	Seminar	Essay (60 min)	4,5 / 210
M9	Scientific Writing	1,5							15	30	Lecture/Seminar	Essay (60 min)	1,5 / 210
2nd Semester													
M.10.	Indonesian Language		3						30	60	Lecturer / course	Project Essay / Presentation / 1 week	3 / 210
M.11	Citizenship Education		3						30	60	Lecture/seminar	Project Essay / Presentation / 1 week	3 / 210
M.12	Classical Sociological Theory		4,5						45	90	Lecture/seminar	Paper analysis 1 week	4,5 / 210
M.13	Social Psychology		4,5						45	90	Lecture/seminar	Essay (60 min)	4,5 / 210

M.14	Social Issues in Sociological Perspective		4,5						45	90	Lecturer / course	Essay (60 min)	4,5 / 210
M.15	Political Sociology		4,5						45	90	Lecturer / course	Essay (60 min)	5 / 210
M.16	Social Development Planning		4,5						45	90	Lecturer / course	Project 1 month	4,5 / 210
M.17	Critical Reasoning and Rhetoric		1,5						15	30	Lecturer / course	Essay (60 min)	4,5 / 210
3rd Semester													
M.18	Logic and Scientific Reasoning			3					30	60	Lecturer / course	Problem Based Learning	3 / 210
M.19	Modern Sociological Theory			4,5					30	60	Seminar	multiple choice and essay test (mid semester) 60 minute and working paper (final exam) 1 week	4,5 / 210
M.20	Urban Sociology Jakarta			4,5					45	90	Seminar	essay test (mid semester) and working paper (final exam)/ 1 week	4,5 / 210
M.21	Quantitative Research Methods			4,5					45	90	Seminar	Project (1 month)	5 / 210
M.22	Economic Sociology			4,5					45	90	Seminar	essay test (mid semester) and working paper (final exam)/ 1 week	4,5 / 210
M.22	Social Statistics			4,5					45	90	Seminar	Project Essay / Presentation/ 1 week / Project Based (200 min)	4,5 / 210
M.23	Social Development Management			4,5					45	90	Seminar	Project Essay / Presentation/ 1 week	4,5 / 210
4th Semester													
M.24	Social Movement Sociology				4,5				45	90	Seminar	multiple choice (mid exam/ 60 minutes) , paper (final exam) 1 week	4,5 / 210
M.25	Big Data and Its Programming				3				30	60	Lecture/course	multiple choice (mid exam/ 60 minutes)	3 / 210
M.26	Quantitative Research Analysis				4,5				45	90	Seminar	Project Essay / Presentation / 2 week	4,5 / 210
M.27	Contemporary Sociological Theory				4,5				45	90	Seminar	essay tes (mid semester) 60 minute and working paper (final exam) 1 week	4,5 / 210

M.28	Community Development Strategy				4,5				45	90	Seminar	Project Essay / Presentation / 1 week	4,5 / 210
M.29	Race and Ethnicity Sociology				4,5				45	90	Seminar	multiple choice test (mid semester) and Final Paper / 1 week	4,5 / 210
M.30	Development Program Evaluation				4,5				45	90	Seminar	project Essay / Presentation 1 week	4,5 / 210
								5th Semester					
M.31	Qualitative Research Methods					4,5			45	90	Seminar	project Essay / Presentation 1 week	4,5 / 210
M.32	Rural Sociology					4,5			30	60	Seminar	essay tes (mid semester) 60 minute and working paper (final exam) 1 week	4,5 / 210
M.33	Educational Insight					3			30	60	Seminar		3 / 210
	Optional Subjects					18							18 / 210
								6th Semester					
M.34	Seminar of Thesis Preparation						3		30	60			3 / 210
M.35	Literature Theory						3		30	60	Course/Seminar	artickel bab 1/ 1 week	5 / 210
M.36	Qualitative Research Practice						4,5		45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
	Optional Subjects						20						19,5 / 210
								7th Semester					
M.37	Fieldwork Practice (Internship)							9	90	180	Course/Seminar	Proces and paper (mid and final exam) / 3 week	9 / 210
M.38	Innovation and Social Entrepreneurship							4,5	45	90	Lecture/Seminar	essay (mid exam), and working paper (final exam) 1 week	4,5 / 210
	Optional Subjects							4,5	45	90			4,5 / 210
C	Colloquium							1					1 / 210
BA	Bachelor's Thesis							11					11 / 210
	Elective Modules												
M.39	Organizational Sociology						4,5	4,5	45	90	Seminar	essay (mid exam), and working paper (final exam) 1 week	4,5 / 210
M.40	Sociology of Citizenship						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210

M.41	Sociology of Youth						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.42	Sociology of Information Society						4,5	4,5	45	90	Seminar	essay (mid exam), and working paper (final exam) 1 week	4,5 / 210
M.43	Sociology of Industry						4,5	4,5	45	90	Seminar	multiple choice (mid exam) 60 minutes , and working paper (final exam) 1 week	4,5 / 210
M.44	Environmental Sociology						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.45	Educational Sociology						4,5	4,5	45	90	Lecture/course	paper (mid and final exam) / 1 week	4,5 / 210
M.46	Religion and Development						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.47	Sociology of Family						4,5	4,5	45	90	Lecture/course	multiple choice (mid exam) 60 minutes and paper for final exam 1 week	4,5 / 210
M.48	Law Sociology						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.49	Cultural Sociology						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.50	Autonomy and Local Development						4,5	4,5	45	90	Lecture/Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.51	Civil Society and Development						4,5	4,5	45	90	Seminar	multiple choice (mid exam) 60 minutes and paper for final exam 1 week	4,5 / 210
M.52	Globalization and Social Change						4,5	4,5	45	90	Lecture/Seminar	multiple choice (mid exam) 60 minutes and paper for final exam 1 week	4,5 / 210
M.53	Gender and Development						4,5	4,5	45	90	Lecture/Seminar	multiple choice (mid exam) 60 minutes and paper for final exam 1 week	4,5 / 210
M.54	Human Rights and Its Development						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210

M.55	Tanggung Jawab Sosial Organisasi						4,5	4,5	45	90	Seminar	multiple choice (mid exam) 60 minutes and paper for final exam 1 week	4,5 / 210
M.56	Digital Sociology						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210
M.57	Conflict Sociology						4,5	4,5	45	90	Seminar	paper (mid and final exam) / 1 week	4,5 / 210

Rationale for degree and programme name (Asterisk Criterion)

The titles and programme names of the five study programmes are in accordance with the contents of the curriculum and in accordance with the POs and PLOs that have been defined. In determining the contents of the curriculum according to the title, all study programmes have carried out benchmarking, consulting, and building networks involving partner universities, professional and scientific associations, study programme associations, graduate users, and alumni. Legally, the naming of undergraduate study programmes has been determined based on the vocabulary provided and based on national regulations concerning Names of Study Programmes in Higher Education.[22] In addition, internally at UNJ, the UNJ Academic Handbook explains that university graduates have the right to use academic, vocational, professional, or specialist titles. Undergraduate academic degrees are awarded and written on the back of the name entitled to include the letter S. Followed by the initials of the study programme or field of study.

Bachelor of Communication Science (BoCS): The name of this study programme is "Communication Science Study Programme",[23] and its graduates obtain a Bachelor of Communication Science (B. CommSc). This title was obtained in accordance with a circular from the Ministry of Education and Culture

Bachelor of Islamic Education (BoIE): The name of this study programme is "Islamic Religious Education Study Programme",[24] and its graduates obtain a Bachelor of Education (B.Ed) degree. Islamic Education bachelor's degree matches the qualifications contained in the graduate profile: having the expertise of education staff, education staff, researchers, and entrepreneurs in the field of Islamic education in a creative, innovative, and competitive manner.

Bachelor of Social Science Education (BoSSE): The name of this study programme is "Social Sciences Education Study Programme",[25] and graduates obtain a Bachelor of Education degree (B.Ed). This degree was obtained in accordance with the B.Ed qualification. The curriculum in the BoSSE programme is designed to produce graduates who have competence in the BoSSE field. B.Ed graduates have mastery of scientific competence to prepare graduates as prospective social studies teachers, who are also offered educational courses.

Bachelor of Sociology Education (BoSE): The Sociology Education Study Programme is included in the Faculty of Social Sciences.[26] The degree given to graduates of the Bachelor of Sociology Education is a Bachelor of Education (B.Ed).

[22] Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 255/M/KPT/2017.

[23] As stated in SK 355/KPT/I/2017 (Establishment of Study Programme).

[24] As stated in Decree No. 49/E/0/2022 (Establishment of Study Programme).

[25] As stated in SK 986/D/T/2009 (Establishment of Study Programme).

[26] Officially established on January 13, 2005, through the Regulation of the Minister of Higher Education 126/D/T/2005.

The curriculum in the Sociology Education study programme is designed to produce graduates who have competence in the fields of Education and Sociology. Education courses are given to prepare graduates of the Sociology Education study programme as teachers.

Bachelor of Sociology (BoS): The name of this study programme is "Sociology Study Programme",[27] and its graduates earn a Bachelor of Sociology (B.Soc.) degree. This degree qualifies them as experts in the fields of social analysis, research assistance, social planning, and community empowerment.

Integration of theory and practice (Asterisk Criterion)

Bachelor of Communication Science (BoCS)
The course Integrated Communication Technology serves as an example of a BoCS course which integrates theory and practice: In this course, students carry out a practicum related to the development of computer multimedia needed by communication professionals to produce documents, presentations, images, and audio visuals. Lectures cover the development of various media to convey information to the public. In the last semesters, there were teaching practitioners who taught four course sessions.

Table 17: Integration between theory and practice courses BoCS

Theory	**Practical**	**Profile Outcome**
Communication Theory	Public Speaking, Visual Communication Design, Copy writing	Communication consultant, communication practitioner
Critical Theory		
Journalism TV		
Cross Cultural Communication		
Interpersonal Communication	Creative Advertising, Advertising Production, television programme production, new media	Social Media Strategies, Advertiser, Journalist, TV Programmer
Introduction Mass Communication		
Introduction of Advertising		

Bachelor of Islamic Education (BoIE)
In the following table some examples of the integration between theory and practice can be seen.

Table 18: Integration between theory and practice courses BoIE

Theory	Practical	Profile Outcome
Learning Planning of Islamic Education	Micro-teaching	Educators in Field of Islamic Education
Learning Strategy of Islamic Education		
Basic Skills of Teaching for Islamic Education		

[27] As stated in Decree No. 662/SP/2006 regarding the opening of the Department of Sociology of the Faculty of Social Sciences UNJ (Establishment of Study Programme).

Learning Evaluation of Islamic Education		
Islamic Jurisprudences	Religious Consultant	Educational Consultant in Field of Islamic Education
Sciences of the Qur'an		
Sciences of Hadith		

Bachelor of Social Science Education (BoSSE)

BoSSE graduates are expected to master the use of various science and technology-based learning resources and learning media to support the implementation of curricular and extra-curricular learning. Each course in the curriculum of this study programme has learning outcomes that focus on knowledge, attitude, and skill competencies. Competence is trained through a learning process that requires students to apply their knowledge in responding and finding solutions to solve everyday problems.

In the Bachelor of Social Science Education, the courses have been integrated into the Tri Dharma of Higher Education. Lecturers who conduct research and community service (P2M) involve students, so students can implement the theory learned in class into research and P2M lecturers. The outputs resulting from research and P2M activities are used in textbooks and teaching materials according to their field of knowledge.

Table 19: Integration between theory and practice courses BoSSE

Theory	Practical	Profile Outcome
Textbooks and Learning Material Courses	Micro Teaching	Teacher
Learning Planning Social Studies		
Learning Strategies	Entrepreneurship Course, Strategic Environmental Studies (SES), Sustainable Development Studies, and Environmental Ecology	Teacher, Researcher
Learning media		

Bachelor of Sociology Education (BoSE)

In this study programme, competence is trained through a learning process that requires students to apply their knowledge in responding and finding solutions to solve everyday problems. For this reason, lectures are carried out using problem-based learning and project-based learning paradigms with various methods, namely assignments, case studies, projects, portfolios, contextual learning, problem-based learning, discovery learning, and field visits. In addition, the emphasised learning method is centred on students and lecturers as facilitators of student-centred learning. Student competencies in sociology theory, educational theory, and research methodology are used to support competency achievement in other courses related to the field of sociology, and practical courses in education and teaching courses. The curriculum of the Sociology Education Study Programme has been designed to produce graduates who are reliable in applying the learned educational and teaching theories. The

study programme curriculum has also developed theoretical courses on lesson planning, learning media, learning strategies, and learning evaluation. Furthermore, field practice courses are designed to enable students to apply the theory learned. This integration of theory and practice also produces graduates who are ready to work in a professional environment in accordance with the competence of graduates and the goals set by the Sociology Education Study Programme.

Table 20: Integration between theory and practice courses BoSE

Theory	Practical	Profile Outcome
Introduction to Sociology Education	Learning strategies, Practical teaching experience, social research practices	Teacher, Researcher, Social Workers, and Entrepreneur
Classical Sociological Theory		
Modern Sociological Theory		
Family Sociology		
Sociology of Deviant Behaviour,		
Quantitative Research Methodology		
Qualitative Research Methodology		
Curriculum Sociology		
Environmental Sociology		
Sociology of Religion		

Bachelor of Sociology (BoS)

All courses in the Sociology study programme curriculum are categorised into three, namely theory courses, practical courses, and field courses. Theory courses strengthen aspects of knowledge and become the main foundation in the development of practical and field courses. Meanwhile, practice and field courses are oriented towards improving and developing students' attitudes and skills so that they are in accordance with the achievement of the competency profile of graduates of each study programme. Each study programme has field courses to apply the theories that have been obtained during lectures.

In optimizing PO and PLO achievements, the study programme has organised and managed the distribution of theoretical, practical, and field courses. Theoretical courses must be taken and completed from semester one to semester four with demands for mastery of theory, knowledge, and performance. Practical courses must be taken and completed from semester five to semester six. In that semester, the programme offers elective courses in accordance with the choice of concentration on developing graduate profiles. The internship has a credit load of three to six credits. Field courses are mandatory, so students need to complete these courses according to the schedule in the existing curriculum. Field courses emphasise the application of theory and knowledge, performance, development of practical skills and expertise, as well as learning experiences through practice in the field.

Table 21: Integration between theory and practice courses BoS

Theory	Practical	Profile Outcome
Classical and Modern Social Theory	Rural Sociology, Urban Sociology, Sociology of Citizenship, Civil Society of Development, Gender, and Development	Social Analyst, Research Assistant
Social of Contemporary Theory		
Social Problems		
Sociology of Development	Social Planning, Social Management of Development, Social Evaluation of Development, Sociology of Industrial	Social Planner, Community Empowerment
Sociology of Organisational		

Interdisciplinary thinking

The Bachelor of Communication Science, Bachelor of Islamic Education, Bachelor of Social Science Education, Bachelor of Sociology Education, and Bachelor of Sociology have carried out curriculum development by adopting interdisciplinary fields of social sciences, humanities, law, politics, and economics, with local, national, and global perspectives. The curricula are designed to develop students' learning experience by providing theoretical and practical skills to contribute to the workplace and society and to solve public problems. Skills in an interdisciplinary approach focus on social problems that can be approached from various scientific disciplines, both social-humanity and science, and technology. General Courses and Skills Basic Courses are taught by lecturers outside the study programme. Students can develop their abilities and take courses at Merdeka Learning Campus Merdeka (MBKM)[28] according to their interests through student exchange programmes, certified independent study internships, teaching skills programmes, and others that can be converted with 20 credits. Students also apply interdisciplinary thinking when completing their thesis.

Examples that have been carried out by each study programme in interdisciplinarity are as follows:

1. **Bachelor of Communication Science** study programme students carry out student exchanges in the independent gems programme, ICE, Taiwan University, SAM, Tacking Perspective with Leipzig University. In this programme, students are allowed to take courses outside the study programme. At the Ice Institute, students who are accepted can take courses outside the study programme such as economics and digital business courses.

[28] 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.

2. **Bachelor of Islamic Education** study programme students carry out student exchanges in the international conference, Taiwan University, tacking Perspective with Leipzig University.
3. **Bachelor of Social Science Education** study programme students carry out student exchanges in the data science programme with Harvard University.
4. **Bachelor of Educational Sociology** study programme student carry out student exchanges in the international competition programme IISMA programme.
5. **Bachelor of Sociology** study programme students carry out academic collaborations with universities, such as enrolling students in the IISMA programme, namely Cecilia Tantri, to take part in a one-semester programme at Prince of Songkla University, Thailand.

Ethical aspects

Academic ethics that are based on science, scientific character, and wisdom are used as guidelines for the life of the campus community. The ethical regulations for lecturers at UNJ provide explanations and guidelines on how to behave, communicate, and interact with educational staff in accordance with values, norms, social order, and local wisdom, to comply with the law.[29] The regulation also explains the imposition of sanctions for violating the code of ethics for UNJ education staff and lecturers. The Faculty of Social Sciences also focuses on ethical and moral aspects and emphasises the process of forming a graduate profile that upholds ethics and morality.

The socialisation and internalisation of ethics to students has been carried out by study programmes, departments, faculties and universities through various student and academic programmes as well as through student organisations. Forms of dissemination and internalisation of ethics and enforcement to students are regulated in Chancellor Regulations, Academic Regulations, Dean's Regulations, Standard Operating Procedures, Learning Plan (RPS) for each subject, and assignment files. Apart from that, the Lecture Handbook, Field Teaching Practice Handbook, Community Service Handbook, Teaching Practice Handbook, also contain academic ethics. If an ethics violation occurs, ethics enforcement is carried out in stages and coordinated by the study programme coordinator, deputy dean, dean, faculty senate, university senate, and Chancellor in accordance with applicable laws and regulations and regulations related to sanctions and follow-up.

In addition, there are regulations[30] by the UNJ Senate regarding the code of ethics listed in eleven code of ethics guidebooks which consist of:

- Book 1: Guidelines for the Appointment of Permanent Professors and Non-Permanent Professors and the Conferment of Honorary Doctoral Degrees.
- Book 2: Guidelines for Prevention, Management, and Sanctions Against Plagiarism at Jakarta State University.
- Book 3: Code of Ethics for Lecturers at Jakarta State University.

[29] Guided by the UNJ Chancellor's Regulation No. 9/2019 concerning the UNJ Code of Ethics and Academic Ethics.
[30] Issued in 2015.

- Book 4: Jakarta State University Student Code of Ethics.
- Book 5: Code of Ethics for Education Personnel, Jakarta State University.
- Book. 6: Guidelines for Student Development, Jakarta State University
- Book 7: Guidelines for Student Development Patterns, Jakarta State University
- Book 8: Guidelines for Student Activity Credit, Jakarta State University
- Book 9: Guidelines for Collaboration at the State University of Jakarta
- Book 10: Guidelines for Community Service, Jakarta State University
- Book 11: Guidelines for Opening a New Study Program

Apart from that, the University also has a Chancellor's Regulation regarding Anti-Sexual Violence and tools with which the University can prosecute if there is such a case where the UNJ academic community becomes the victim or perpetrator. The regulation against sexual violence is a mandatory regulation in all universities in Indonesia which is a derivative regulation from the Ministry.

Bachelor of Communication Science (BoCS): Communication Science study programme also has courses that are unique to the study programme and emphasise ethical aspects, namely Communication Ethics and Professional Image. On the other hand, the enforcement of academic ethics involves rejecting plagiarism in all academic achievements of both lecturers and students. This is done by consistently using the Turnitin application to check and synchronise lecturers' scientific work and student assignments.

Table 22: Academic ethics BoCS

Activity	Implementation
Final Thesis	Requires no plagiarism in thesis by 20%
Writing Teaching Materials	Requires no plagiarism in teaching materials by 20%

Bachelor of Islamic Education (BoIE): The Bachelor of Islamic Education undergraduate study programme is different from other study programmes in the Social Sciences Faculty, including developing religious and spiritual character in each study programme’s compulsory subjects. Thus, implementing ethical values has been integrated into every mandatory course. An example of implementing moral values for students and lecturers can be seen in the regulations regarding plagiarism.

Table 23: Academic ethics BoIE

Activity	Implementation
Final Thesis	Requires no plagiarism in thesis by 25%
Writing Teaching Materials	Requires no plagiarism in teaching materials by 25%

Bachelor of Social Science Education (BoSSE): In the BoSSE Study Programme there is the implementation of ethical values that are integrated in several courses, namely the environmental ethical values of students are integrated into the substance of learning outcomes in the Local Wisdom and Environmental Ethics Course, for student ethics as prospective teachers it has begun to be fostered in the courses integrated in PPTK

(Professional Educators and Education Personnel) and integrated education science ethics in the course of Educational Philosophy.

Methods and scientific practice (Asterisk Criterion)

The University and its faculties foster a competitive academic environment by creating opportunities for the development of creativity, critical thinking, agility, and a global perspective. These opportunities include supporting scientific activities and research practices through research grants for lecturers provided at the faculty, university, and ministry levels, with funding available from both domestic and international sources. This lecturer's research must involve students to provide opportunities for the acquisition of methodological competence and the ability to carry out scientific work.

As for procedural research activities, starting from preparing proposals to writing reports, students can assist their lecturers. The implementation of this policy is integrated into university courses, faculty courses, and study programme courses. The integration of the development of research methodology and scientific practice in higher education courses becomes apparent in the implementation of: (1) creativity, innovation, and entrepreneurship courses, (2) courses in educational practice, community service, theses, higher education research grants, research grants for collaboration international, institutional research grants, , and university-level international seminars. Meanwhile, integration at the faculty level can be seen in the implementation of research methods and scientific practice courses in accordance with predetermined graduate profiles. Courses integrating the development of scientific methods and practices in each study programme are presented below:

BoCS

- Communication Research Methods (Quantitative),
- Communication Research Methods (Qualitative),
- Applied Communication Research Methods

BoIE

- Introduction to Research Methodology,
- Statistics,
- Research Methodology of Islamic Education

BoSSE

- Social Science Education Quantitative Research Methods,
- Social Science Education Qualitative Research Methods,
- Social Research Methods

BoSE

- Quantitative research and analysis methods,
- Qualitative research methods,
- Education research methods,
- Social Statistics,
- Social Research Practice,
- Digital Research and analysis

BoS

- Quantitative research methods,

- Quantitative research analysis,
- Qualitative research methods,
- Advanced research methods (Digital Research, Discourse Analysis),
- Social Statistics,
- Social Research Practice

Research and community service activity is beneficial for scientific development and contributes to an increase in the number of lecturer publications. UNJ also requires lecturers to incorporate the results of research and community service into their lectures, both as case studies that are reviewed and as lecture material that shows real-world practice. Standards for the integration of research and Community Service, as well as reporting of final work in learning, are determined in synergy between the University, faculties, study programmes, and Research and Community Service Institutes (LPPM) as contained in the Guidelines for Research and Community Service. Integrating the results of research and community service in learning activities can be seen in the table below:

Table 24: Integration of Research Results and Community Service in the Learning Process

Research Title or CS	Course Name	Forms of Integration
Model of New Media Literacy on Empowerment Economic in Indonesia and Malaysia	Communication Research Methods	Learning materials and reference books
The Issue of Instagram On Political Participation Of Communication Students In Universitas Negeri Jakarta	New Media	Learning materials and reference books
Factors of Susi Pudjiastuti's Persuasive Communication in Building Public Trust in Consuming FoSSh	Integrated Marketing	Learning materials and reference books
Communication Model for Transforming Betawi Ethnic Cultural Values through social media	Cross Cultural Communication	Learning materials and reference books
Home Schooling Education-Based Virtual Community Learning Model on social media	Interpersonal Communication	Learning materials and reference books
The Role of Podcast as a Distance Learning Media during Covid-19 in Higher Education	Radio Journalism	Learning materials and reference books
Marketing Communication Innovation Grameen Bank Products for the Empowerment of Women's Entrepreneurial Communities	Entrepreneurship	Learning materials and reference books
Multiliterate Arabic Learning Model Based on Local Wisdom and Islamic Moderation at State Universities in Java. For Teachers at Fathimiyah Islamic Boarding School Bekasi	Arabic	Learning materials and reference books
Improving the Quality of Learning Arabic Using the Book Al-Lisan al-Umm	Arabic	Learning materials and reference books

An Islamic Education Model with a Spiritual Pedagogic Approach to Counteract Religious Radicalism	Tasawuf	Learning materials and reference books
Strengthening Islamic Spirituality in a Pandemic Period Through Study of the Book of Mukhtaral Hadith wa Al-Hikam Muhammadiyah	Tasawuf	Learning materials and reference books
The Human-Friendly PAI Learning Model at Public Universities	Islamic Education	Learning materials and reference books
Humane Friendly Religious Literacy Training for Santri at Pondok Pesantren Nurul Huda Bekasi	Islamic Education	Learning materials and reference books
Hadith Learning Strategy Training in Understanding the Characteristics of Marfu', Maufquf, and Maqthu' Hadith at the Modern Islamic Boarding School Nurul Huda Cikarageman, Setu - Bekasi	Thematic Hadits	Learning Material
Ecopedagogic Models in 2D Animation-Based Social Studies Learning for Environmental Spirit Students (Year II)	Environmental education	Learning Material
Sustainable Environmental Education Model Based on Digital Teaching Materials to Nurture Socialpreneurship among Junior High School Students in Bekasi City	Environmental education	Learning Material
Advocacy and Legal Counseling for Communities Experiencing Land Conflicts on Pari Island, Seribu Islands, DKI Jakarta	Indonesian Legal System	Learning Material
Symbolic Women In Nganyaran Ceremony	Gender and Social Dynamics I	Learning Material
Social Studies Learning Model Based on Socio-CulturalThrough Blended Learning	Social education science learning strategy	Learning Material
Implementation of Blended Learning in Assessing Sustainable Development Goals (SDG'S) Issues)	Social education science learning strategy	Learning Material
Environmental Care Attitude for University Students to Anticipate Climate Changer	Environmental education	Learning Material
Mapping Science Course Students' Spatial Thinking Ability In Ips Education Study Program	Mapping Science	Learning Material
Abrasion disaster vulnerability model in Muara Gembong Bekasi District	Disaster mitigation	Learning Material

Social Independence Education for Street Children (Case Study of Social Empowerment of Street Children at Sanggar Anak Akar Shelter, East Jakarta	Family Sociology	Learning Material
Evaluation of Community Coordination and Participation Patterns in the Implementation of Village Community Empowerment Programmes (PPMK) (Study on the Implementation of PPMK in Duren Sawit Village, Duren Sawit District, East Jakarta)	Organisational Social Responsibility	Learning Material
Development of a Skimming and Trapping Crime Prevention Model in Overcoming DKI Jakarta Banking Crime	Sociology of Deviant Behavior	Learning Material
Social Movement of Javanese Religious Communities Comparative Studies in Sunda Wiwitan Ciautumn (Kuningan) and Cirendeu Village (Cimahi)	Intergroup Relations and Social Movements	Learning Material
Social Empowerment in Education for Street Children Case Study at Karya Asih Nursing Home, Central Jakarta	Basic Socio-Cultural Sciences	Learning Material
Content Analysis Method Textbooks in High School Sociology Subjects	Qualitative Research Methodology	Learning Material
Survival of the Urban Poor through Community-Based Political Education Case Study of KRMK Political Empowerment for the Poor in North Jakarta	Sociology of Education	Learning Material
Student Political Participation in the Digital Democracy Era Case Study of Students in Jakarta	Political Sociology	Learning Material
Development of Blended Learning Modules on Sociology Subjects as a Distance Learning Media for Class X High School Students	Media and Learning Resources	Learning Material
Internalisation of Children's Social Piety through Moral Development in Non-Formal Education Institutions Study at five Quran Education Parks in Jakarta	Sociology of Religion	Learning Material
Social Exclusion of Education Problems in Poor Families Study on Poor Families in Lio Village, Depok Village	Rural Sociology	Learning Material

Students gain methodological competence and are supported to carry out scientific activities, one of which is in the Thesis and Thesis Proposal Seminar course. In conducting scientific

activities and preparing final assignments, students receive comprehensive support and supervision for producing both quantitative and qualitative research within their respective fields of study. Students are also trained to develop research data collection instruments that are independent, high-quality, and capable of producing measurable results. In addition, students develop the ability to choose and determine the quality of research samples. Another key skill mastered is the ability to process data and responsibly interpret the results. Thus, students are also able to formulate research problems and develop research hypotheses, using high-quality, measurable, and valid references. They are also able to develop research proposals and present them. As researchers, students are held to high professional and ethical standards.

Students are also encouraged to take part in scientific activities at the university, as well as at national and international levels. Additionally, their research expertise encompasses the ability to produce scientific papers and publications across various media. This includes ensuring that thesis outputs are published in accredited journals, such as Sinta. These skills and expertise are further improved by practicing to achieve learning competency standards through test results and class assignment portfolios, using problem-based and project-based learning approaches.

Examination and final thesis (Asterisk Criterion)

The final work of undergraduate students is called a thesis.[31] The thesis is written individually and supervised by two supervisors, namely one lecturer as Advisor I (Main) and one lecturer or practitioner as Advisor II (Assistant). The thesis is evaluated in a final exam in front of a team of examiners consisting of two expert examiners and supervisors, and led by the study programme coordinator or lecturer assigned by the study programme coordinator in accordance with applicable regulations. The results of the thesis must be converted into articles to be published in at least journals or national seminar proceedings by including the name of the supervising lecturer as a co-author. Further provisions regarding thesis are stipulated in the final work guidelines and stipulated in the Chancellor's Decree. Each study programme has its own thesis guide based on the specifics of the study programme.

Evaluation of learning is an important part of seeing the success of students in completing predetermined learning outcomes. In providing evaluation and assessment of learning outcomes at UNJ, it refers to university-wide regulations.[32] It has been established that the examination process includes various types and levels of assessments, with their implementation governed by the policies of the study programme. Students are required to attend lectures for each subject at least 75% of the number of lecture meetings in one semester. Absence of students due to illness or certain assignments (students must submit a letter of assignment/permit) is considered as attendance. Students who do not fulfil 75% attendance are not allowed to take the final exam and will get an E grade. The final semester exams are held simultaneously following the academic calendar. The maximum time limit for

[31] Based on the regulation of the Chancellor of the Jakarta State University No. 5/2022 concerning Academic Regulations of the Jakarta State University, in chapter 13 Completion of Studies, part 3 Final Work and Final Examination for Undergraduate Level, article 46.

[32] Rector Regulation No. 1/2019 concerning Academic Regulations in Chapter VII

completing studies for students is twelve semesters for undergraduate programmes. If, at the beginning of the final semester, students are at risk of not completing their thesis, it is recommended that they take the Non-Thesis Final Assignment (TABS) course. Whether or not students can complete their thesis is determined in a meeting of the department or study programme. Evaluation of student learning progress is carried out in the first three semesters and the following three semesters. In the third semester, undergraduate students must pass at least 30 courses without D and E scores with a minimum GPA of 2.50. Evaluation of the learning progress of phase I is carried out to identify various obstacles in the learning process to plan a structured, and systemic learning process. Evaluation results are conveyed to students, academic supervisors, and parents. Evaluation of stage II learning progress determines whether students can continue their studies or are declared unable to complete their studies. If a student is declared unable to complete the study, then he is declared to have resigned and given a Study Certificate.

The study programmes use various examination methods which are listed in the following:

Theoretical and Practical Exam: This type of exam consists of a mid-semester exam which is held at least once in each semester and is administered by the lecturer at a time determined by the Faculty. Final semester examinations are held at the end of each semester in accordance with the academic calendar. The implementation of the semester final examination is coordinated by the Faculty. Lecturers are required to provide remedial programmes for students who have not reached the competency benchmarks during lectures. Further provisions regarding remedial administration are regulated by the Chancellor's Regulation. To take the Semester Final Examination, students must meet the following requirements:

1. Attend lectures at least 75%.
2. Not in a state of undergoing academic sanctions imposed by the Dean and or Chancellor.
3. Enter the course into the Study Plan Card (KRS).
4. Meanwhile, exams for practical courses are regulated by faculties, departments, or study programmes in accordance with the guidelines for practical courses for each study programme at the faculty.

There are several types of questions tested in the course. In addition to open questions where each item has a certain weight value and a certain difficulty level which represents easy, medium, and difficult levels. Different levels of difficulty will test student understanding and see whether the Course Learning Outcomes, Learning Outcomes, and Programme Objectives of each course are achieved. Each exam question is oriented to measure the level of cognitive, affective, and problem-solving abilities by applying the scientific method in its preparation, implementation, and evaluation. Each exam question in each subject has been verified and validated by the Department Coordinator/Prodi Coordinator, verifier, and validator for each study programme. Each assignment and exam result will be handed back by the course lecturer to each student to provide motivation and directive input for students in improving the quality of their learning. Assignment results are submitted online through LMS UNJ or other online learning media such as Google Classroom. The components of the assessment carried out adopt aspects of attitude, knowledge, and skills.

Elements of assessment for theoretical courses include aspects of

- attendance,
- participation/activities in learning,
- portfolio of **individual** and **group assignments**,
- midterm exams,
- final semester exams, and
- discipline and moral ethics.

While the assessment components for practicum courses include:

- attendance,
- participation/activities in learning,
- portfolio of assignments and **final reports**,
- midterm exams,
- final semester exams, and
- discipline and moral ethics.

Field Course Examination: Course exams are regulated by study programmes, departments, faculties, and the University through related work units in accordance with the respective subject guidelines. The exams are carried out in the form of oral responses, written reports, and dissemination of field results to each field supervisor. The components of the assessment carried out adopt aspects of attitudes, knowledge, and skills in accordance with existing competency standards. Elements of assessment in theoretical courses include aspects of (1) attendance, (2) participation/activity in learning, (3) matrix, (4) performance diary, (5) product results, (6) final semester exams, and (7) discipline and moral ethics. Each field supervisor can interactively offer aid, guidance, and consultation. Activities ranging from compiling matrices, filling in logbooks, and compiling output products, to preparing reports can be monitored online or offline. Feedback on the results of supervision can also be submitted by supervisors online or offline. Field courses are divided into University field courses, Faculty field courses, and field courses specific to each study programme. University and Faculty field courses include Field Teaching Practices, Field Work Practices, Community Service, and Final Thesis Projects.

Proposal Seminar Examination: The proposal seminar course is one of the prerequisite courses for taking the thesis course. Thesis seminar proposals must consist of a minimum of three chapters. This is intended to measure students' scientific abilities in formulating research problems, determining scientific frameworks, and developing instruments to collect data relevant to research. In addition, students must also obtain an Academic Advisor and seminar approval. Especially during a pandemic, proposal exams are conducted online. The assessment aspects of this thesis proposal exam include the feasibility and quality of the proposal by considering the writing systematics, research substance (novelty, originality), and research methodology. In addition to considering the components of the assessment, the examiner focuses on aspects of attitude, knowledge, and skills.

Thesis Examination: Undergraduate students take thesis courses when they have taken a minimum of 110 credits with a minimum GPA of 2.75. A thesis is assessed by a board of examiners appointed by the Faculty. Students can take this exam if: (1) they are registered as

active students; (2) they have completed all required courses (shown in the academic administration system); (3) administration-free status is granted if the thesis manuscript has been approved by the supervisor for examination; and (4) they have the minimum required TOEFL score. The thesis examination is regulated in Thesis Writing Guidelines. This is done after the thesis text has been approved by the academic supervisor. The board of examiners consists of three lecturers who are appointed by the Dean at the suggestion of the Department Coordinator. The academic supervisor becomes the chief examiner. The results of the final assignment/thesis exam are determined by the board of examiners, namely (a) pass without revision, (b) pass with revision, or (c) fail. The results are then announced by the chief examiner after the exam is over.

The format and weighting of assessments have been standardized in accordance with the revised Course Syllabus (RPS). This standardization is evident in the assessment rubric format. The workload for all study programmes has been adjusted to align with the ECTS standards, with each semester calculated to be 45 hours.[33]

Student academic achievement is assessed based on knowledge, skills, and attitudes that reflect student competence. Assessment of learning achievement uses various approaches according to the competencies that must be mastered by students. The final grade for a course is expressed by a score of 0 to 100 with a passing mark of 56. Details of the assessment methods for each course are listed in the lesson plan and are mutually agreed upon at the beginning of the lecture by lecturers and students. The final grades are changed to standard letters A, A-, B+, B, B-, C+, C, D, and E, and their weights are presented in the following table:

Table 25: Final Grade and Its Conversion

Final Grade	Conversion	
Scale 100	Letter Grade	Weight
86 - 100	A	4.00
81 - 85	A-	3.67
76 - 80	B+	3.33
71 - 75	B	3.00
66 - 70	B-	2.67
61 - 65	C+	2.33
56 - 60	C	2.00
41 - 55	D	1.00
0 - 40	E	0.00

Students who have not completed and submitted course assignments will not be given a grade and will receive a K grade. This grade can be converted into proper grades if students complete and submit assignments within a maximum period of one semester. If in one semester the student is unable to participate, they will get a grade based on their performance alone. Course grades are the cumulative result of several components including participation in lecture activities, doing assignments/reports, and test scores that reflect student mastery of

[33] As stipulated in Ministerial Regulation No. 53/2023.

competence. The scoring system for determining the final grade uses the assessment references. Students may retake a course for a better grade if they get a B or lower. If grades have not been uploaded, course credit will not be included to calculate the GPA[34]. The maximum workload that can be taken by students is determined by the GPA of the previous semester with the following conditions:

Table 26: Provisions on GPA for Taking the Maximum Student Workload for Bachelor Programme Students

Grade Point Average (semester)	Maximum Student workload (Number of Credits)
> 3,30	24
2.75 – 3.29	22
2.00 – 2.74	20
< 2.00	16

Remedial programmes are given to students who do not meet the expected learning outcomes criteria. The implementation of remedial programmes is regulated separately in the form of Remedial Programme Guidelines.

Appraisal:

Overall, the curricula adequately reflect the qualification objectives of the study programmes. The content of the courses is well-balanced, logically connected and oriented towards the intended learning outcomes. The electives enable students to acquire additional competences and skills. The panel **recommends** that the **three education study programmes** – BoSSE, BoSE, BoIE – implement courses on modern pedagogical teaching and learning theories. Since over 60% of graduates in these programmes become teachers, an important aim of the curriculum should be to prepare students to be modern professional educators. Although new regulations enable graduates to enter a one-year additional specialization for professional teaching, this additional training is limited, competitive, and not available to everyone. Therefore, the BoSSE, BoSE, and BoIE programmes should expand and strengthen the focus on pedagogical skills and theories for their students. This will also clearly distinguish the competencies of graduates from education programmes compared to other bachelor's programmes, particularly when comparing Social Science Education and Sociology Education with Sociology.

For the **Bachelor of Islamic Education**, the panel **recommends** reviewing the contents of the courses to ensure all fundamental topics such as the history of Muslim thought, Aqida (creed), Kalam, and ethics are included in the curriculum. Furthermore, the panel **recommends** integrating more critical, contemporary, and progressive approaches into Islamic theology within the curriculum of the **Bachelor of Islamic Education**. Examples include feminist Islamic theology, Islamic Ethics, Gender Studies, Interreligious Dialogue and Theology of Religions, Environmental Ethics, Business Ethics, Media and Islam, Human

[34] The calculation of Grade Point Average (GPA) is determined by the number of credits that have been transferred to numerical grades multiplied by the number of credits of the course divided by the number of credits taken by students in a particular semester.

Rights Theories and Secularization, Theology of Peace, religious Fundamentalism, Discrimination, etc. The panel raises the question whether a differentiation of the curriculum could be appropriate depending on the career paths as students who are becoming teachers do not necessarily need seminars like Leadership and Entrepreneurship or Management of Islamic Education.

The degree and programme names align with the curriculum content and the objectives of the study programmes.

Theoretical issues are, where possible, combined with practical examples. The students in the **Bachelor of Communication Science** work on cases is class, while students of the **Bachelor of Sociology** engage in field work. In the **three education study programmes**, students are required to complete training in schools, providing a strong integration of theory and practice.

There is evidence that the five programmes foster interdisciplinary thinking. However, the expert panel **recommends** that **all five study programmes** further enhance this by encouraging students to consider elective courses from other disciplines more broadly. For instance, if **Communication Science** students have an idea of the area in which they envision their future careers, they might take courses that substantively broaden their knowledge in economics, political science, or related fields. Students of the **BoIE** can attend courses in Gender Studies, Philosophy, and Ethics (such as Environmental Ethics, Medical Ethics, etc.). While this is currently possible upon individual approval, the study programmes could actively suggest that a portion of the credit points allocated for elective courses may be used outside the programme in other disciplines without requiring special approval. This would make interdisciplinary study a more accessible option for students and would actively enhance interdisciplinary thinking.

Ethical implications are appropriately communicated. The panel notes that plagiarism checks are conducted in **all five study programmes**. To adhere to the standards set by the other programmes in the same faculty, the expert panel **recommends** lowering the plagiarism threshold to 20% in the **Bachelor of Islamic Education**. The panel further raises the question how one can reliably assess whether someone develops a religious and spiritual character as mentioned above (see page 64). They note that such an evaluation is challenging to conduct and may also raise ethical concerns. Lastly the panel **recommends** adding the following guidelines to the code of ethics guidebooks for **all study programmes**:

- Guidelines for sustainability practices and environmental responsibility
- Guidelines for gender equality and inclusion
- Guidelines for the prevention and handling of sexual harassment and abuse

Students acquire methodological competences and are equipped to perform scientific work at the required level. Nonetheless, a strengthening of methodological training, particularly quantitative approaches, is **recommended** by the panel for **all five study programmes**. Additionally, for the **Bachelor of Islamic Education**, the experts **recommend** reviewing the course name Research Methodology of Islamic Education. Islamic Education does not have its own or specific research methods. Rather, it applies social science methodology.

Therefore, the course name should be changed. One suggestion could be to rename it to Social Science Methods in the Study of Islamic Religious Education.

All exams, as defined for the modules/courses, are appropriate in format and content to assess the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats, and the final theses are evaluated based on previously published and consistently applied criteria, rules, and procedures. In their theses in particular, students demonstrate their ability to conduct scientific work and achieve the qualification objectives of the study 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

Modular structure of the study programme (Asterisk Criterion)

Table 27: Modular Structure

	All study programmes
Projected study time	8 Semester
Number of Credit Points (CP)	216 ECTS
Workload per CP	2.8 hour/week
Number of modules/courses	BoCS: 43 BoIE: 54 BoSSE: 59 BoSE: 67

	BoS: 54
Time required for processing the final thesis and awarded CP	6 months
Number of contact hours	1.6 hour/week

Table 28: The structure of study programme module

Name of Module	Number of ECTS Credits				
	BoCS	**BoIE**	**BoSSE**	**BoSE**	**BoS**
Module 1/University Course/General Course	18	21	21	21	18
Module 2/Faculty Course	3	3	3	3	3
Module 3/Study Programme Course/ Compulsory Course	97	174	105	98	102
Module 4/Elective Course	54	4,5	15	20	42
Module 5/Internship/ Practice	9	9	5	2	9
Freedom Learning-Independent Campus Curriculum	30	30	30	30	30
Undergraduate Thesis	6	6	6	6	6
Total	217	247,5	185	180	210

Study and exam regulations (Asterisk Criterion)

Learning in higher education in Indonesia is regulated nationally.[35] This regulation contains standards that must be met by universities in organizing education, research, and community service. Another regulation relevant to higher education in Indonesia is the Indonesian National Qualifications Framework.[36]

At UNJ, The Rector's regulation[37] concerning Academic Regulations regarding UNJ academic regulations is the main reference for the implementation of studies and examinations. This academic regulation regulates, among others, student admissions and requirements to become a student, curriculum structure, implementation and schedule of lectures, completion

[35] Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44/2015 concerning National Standards for Higher Education (NSHE) which has been updated with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3/2020.

[36] Presidential Decree of the Republic of Indonesia No. 8/2012.

[37] No. 5/2022.

of studies and study leave, evaluation of learning outcomes, credit transfer, and graduation criteria.

According to a regulation of the Minister of Education and Culture[38], students have opportunities to study outside the study programme both inside the university and outside the university for a maximum of three semesters or 60 ECTS credits. The implementation of this regulation is manifested in a curriculum called the *Merdeka Belajar Kampus Merdeka* (MBKM).[39]

Referring to a Rector regulation, lecturers are required to evaluate the achievement of student learning competencies in the learning process in the course exam.[40] Practical course examinations are stipulated in the guidelines for the implementation of practicum lectures, seminars, or other similar forms. The course examination is carried out by lecturers to measure the achievement of course learning competencies. Face-to-face course exams are conducted at least twice in one semester, namely the midterm examination and the final semester examination. The exam can be either a test or a typical performance test[41]. Exams are conducted within the time set in the academic calendar. The study programme is required to draw up a schedule for course exams. Lecturers are required to compile questions for the exam in accordance with the standards set by the UNJ Quality Assurance Unit. Lecturers are required to conduct assessments with educational, authentic, objective, transparent, and accountable principles. All course participants who have fulfilled all lecture implementations are entitled to an assessment by the lecturer.

Feasibility of study workload (Asterisk Criterion)

Lectures are carried out using the Semester Credit System, meaning that student workload is represented by credits.[42] One credit is equivalent to 170 minutes of learning activities per week. There are 16 weeks per semester with a tolerance of student attendance of at least twelve times.

The credit provisions shown in the table 28 are in accordance with national standards. The allocation of time required for face-to-face meetings per one credit is described as follows.

[38] No. 3/2020.

[39] At UNJ, the implementation of this curriculum is regulated in the Rector Decree of the State University of Jakarta No. 638/UN39/TM.00.00/2020 concerning guidelines for the implementation of independent learning at Jakarta State University.

[40] Rector Regulation No. 5/ 2022 concerning Academic Regulations of The State University of Jakarta, for the evaluation of lectures.

[41] A Typical Performance Test is a type of test designed to evaluate how a person performs in everyday situations, without the pressure to show their best performance. Examples include attitude assessments, behavioural observations in class, or assignments given during the learning process. The purpose of a typical performance test is to get an overview of a person's performance or behaviour in an ordinary context, not in test conditions.

[42] Based on the Decree of the Rector No. 5/2022 concerning academic regulations of the State University of Jakarta and the Regulation of the Minister of Education and Culture No. 3 of 2020 concerning National Standards for Higher Education (State Gazette of the Republic of Indonesia of 2020 Number 47),

a. Learning activities in the form of lectures, structured activities, or tutorials, include (1) a 50-minute face-to-face learning process, (2) 60-minute structured learning tasks, and (3) 60-minute self-study assignments.
b. Learning activities in the form of seminars or other similar forms consist of: (1) face-to-face activities for 100 minutes, and (2) independent activities for 70 minutes.
c. Learning process in the form of practicum, studio practice, workshop practice, and field practice for 170 minutes, including making reports and responses.
d. Learning in the form of research or community service is 170 minutes, including for the preparation of proposals and reports.
e. The workload of students each semester is adjusted to the level of difficulty and material of each course, the level of student competence, and the understanding of the material in each semester. The number of credits that must be completed by students to graduate from each study programme ranges from 145 to 158. The distribution of credits per semester can be seen in the table below.

Table 29: Number of credits per semester[43]

Semester	ECTS credits				
	BoCS	BoIE	BoSSE	BoSE	BoS
1	33	33	33	33	33
2	31.5	36	33	33	31.5
3	36	33	33	33-36	36
4	36	33	31.5	33-36	36
5	31.5	36	28.5	27	31.5
6	31.5	33	30-36	30	31.5
7	18	30	18	18	18
8	12	9	12	12	12
Sum	229.5	243	219-225	219-225	229.5

One semester includes effective learning activities for 16 weeks. Students take an average of 22 credits in one semester, which is equivalent to 22x2.8 hours/week = 61.6 hours per week. Because students do not get structured assignments every meeting, the student workload mentioned above is the maximum load. In one semester, when students are given assignments and quizzes are outlined in the RPP given to students at the beginning of the lecture. Midterm exams and final semester exams are conducted once in one semester. UNJ's

[43] UNJ included all possible elective courses as well as the MBKM here, therefore for BoSSE and BoSE the number of ECTS credits is a range.

academic regulations govern the number of credits taken for the next period, as described in the table below.

Table 30: GPA Provisions to Take the Maximum Student Workload

Average grade point average (semester)	Maximum student workload (number of credits)
More than 3.30	24
2.75 – 3. 29	22
2.00 – 2. 74	20
Less than 2.00	16

The University states that this regulation shows that they have regulated the study load of each student.[44] Students should also consult with their academic advisors in taking courses and credits for each semester. Students receive appropriate support services as well as academic and counselling so they can complete their studies on time.

Equality of opportunity

UNJ accepts students with disabilities. People with disabilities are given the opportunity to participate in the admission process. UNJ has been the site of a computer-based joint examination for state university entrance for people with disabilities or special needs several years ago. For students with disabilities, the University provides several facilities and infrastructure equipped with disability-friendly facilities, such as ramps, guiding blocks, and braille writing on elevators and rooms in each building and in libraries. 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. In lectures, every student gets the same learning opportunities, including participating in discussions and presentations. The learning assessment is carried out objectively, based on the standards set by the Jakarta State University.

In 2022, the **Communication Science Study Programme** accepted two blind students from the SBPMTN pathway and students with special needs on the Penmaba pathway. At the time of admission of new students, the study programme will determine the number of students with disabilities who will be accepted in the SBMPTN and Penmaba pathways in light of the ratio of lecturers and the criteria for students with special needs which are adjusted to the courses to be studied. Then after the student passes the exam, either SBMPTN or Penmaba, there is an interview with the student to get to know the student and their motivation to take part in lectures. Before the lecture period begins, lecturers will be equipped with knowledge about how to learn from students with special needs initiated by the Dean. When the learning process begins, students will be given learning materials that are tailored to the student's capacity. For example, if the student is visually impaired, then lecture materials will be given in the form of audio. In addition, the study programme will also provide socialisation to their classmates so that they can be used as peers who help these students in the lecture process.

[44] See SER, p. 64.

In addition, the study programme will provide counselling services to parents or guardians so that they can become a support system for their children so that they can undergo lectures properly.

In addition to students with special needs, UNJ also accepts students from all over Indonesia, including Papua. In the Communication Science Study Programme, there are students from Papua in the class of 2019 and 2022. For underprivileged students, there is a special pathway. For students who are constrained in terms of financing there is a policy for postponement of payments and reduction of single tuition fees (UKT).

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to achieve the defined learning outcomes. The five programmes consist of courses and assign credits per course based on the required student workload. Practical components, if existent, are designed and integrated to allow students to earn credits. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures, considering national requirements where applicable. The five study programmes are designed to allow students to study for a certain time at other HEIs or do internships without extending their overall study time. The recognition of degrees and periods of study at other HEIs is regulated. The recognition of periods of practical work is also clearly defined. However, as the final grade is not accompanied by an ECTS grading table, the panel recommends the following **condition:**

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

Although the maximum student workload, as calculated by the university, is high, the feasibility of the workload across the **five study programmes** is ensured through a well-structured curriculum, a plausible workload calculation, an adequate number and frequency of examinations, and appropriate support services, including academic and general student counselling. When reviewing the workload, UNJ also considers evaluation findings, including student feedback and the programme's success rate.

UNJ is committed to ensuring gender equality and non-discrimination. Students with disabilities are offered affirmative actions concerning time allowances and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, and those from non-academic and migration backgrounds receive particular support. The expert panel commends the existence of the UNJ Disability Service Guidance and appreciates that lecturers are provided with specific training if students with disabilities join their classes.

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

3.3 Didactical concept

Logic und plausibility of the didactical concept (Asterisk Criterion)

For all study programmes the didactical concept is as follows:

Table 31: Didactical concept

Teaching and learning	Case-based learning and problem-based learning
Distance learning	LMS UNJ[45], Zoom Meeting, and Google Classroom
Course material	Semester lecture plan (RPS), SAP, Module, and PPT
Learning outcomes	Video, article, and textbooks

Each lesson is intended to assist students in acquiring the skills outlined in the Programme Learning Outcomes (PLO) and Course Learning Outcome (CLO). A student-centred learning procedure is required to attain the outlined competencies. It emphasises the development of individual, social, pedagogical, and professional competencies.

The process of enabling students' acquisition of learning experiences and intended learning results constitutes learning. Hence, numerous learning approaches, such as case studies and project-based approaches, contextual learning, Lesson Study models, Future My Action Plans, and other activities, require the students to be active, innovative, creative, and transformative. It shall foster a pleasant environment and an ongoing learning process. Character, national values, and entrepreneurialism are key components of the process of understanding learning. Through the created learning process, a student's success is judged not only by their hard skills and intellectual talents (achievement index), but also by their soft skills by evaluating their cognitive abilities, character, personality, and morals.

Online or blended learning may involve face-to-face meetings, scheduled assignments with asynchronous e-learning, individual assignments, seminars, field practice, research, and community service. In addition to the Covid-19 epidemic, the deployment of the Independent Learning-Campus curriculum has promoted online education, which eliminates the limitations of distance, time, and location. Today's Information and Communication Technology (ICT) medium can support online learning that promotes student-centred learning practices. This

[45] The online learning system (LMS) in Universitas Negeri Jakarta provide a wide range of courses for all students enrolled in the Faculty of Social Science. The five departments in Faculty of Social Science such as Department of Communication Science, Department of Islamic Studies Education, Department of Social Studies Education, Department of Sociology Education, and Department of Sociology are now available in online learning system. In addition to the online learning system, there are also other applications that are used by the lectures such as Google Classroom, Gmeet, MsTeams, and Zoom. There are several benefits of using online learning systems provided by the University: (1) The online learning system enables students to discover a wide range of sources, so that they can read online books and journals and (2) this system also supports the Freedom to learn-Independent Campus Programme (MBKM).

has motivated students to acquire new skills that expand their experiences working in teams by solving diverse scenarios. The proper selection of media is crucial since it can boost student engagement and initiative in developing their knowledge and skills.

The applied curriculum is not only focused on case-based project analysis, but also provides the students with experience working on projects individually and in groups in courses that combine theory and practice. In the **Communication Sciences** study programme, students gain experience in TV programme production courses by completing news-making assignments in the lab and attending media events. Implementation of learning in the **Islamic Religious Education** study programme includes: (1) contact between lecturers and students offline and online, utilizing contextual, digital learning materials, and classic and modern resources; (2) implementation based on the LO and CLO; (3) learning methods utilizing case-based learning, project-based learning, and more methodologies; (4) combining research results and lecturer and student service; (5) implementing the curriculum for MBKM; and (6) combining research and community service outcomes in the form of learning materials/resources and reference sources for learning activities.

The faculty has implemented adequate management in to ensure the optimal implementation of online learning. The faculty conducts training on the functioning of the UNJ Online Learning Management System[46] during the lecture preparation time. This activity is designed to enhance lecturers' capacity to administer online learning systems and develop student-centred online learning activities. In addition, at the conclusion of each semester, the faculty will issue questionnaires for students to complete to monitor and assess the learning process. The lecturer evaluation survey is accessible through the UNJ academic system.[47] The faculty will utilise the results of the questionnaire as evaluation material to provide feedback to instructors on how to enhance the learning experience. The Study Programme Quality Assurance Team (TPJM) and the Faculty Quality Assurance Team examine each study programme's lecturers three times over the course of one semester: initial monitoring of lectures, middle monitoring, and final monitoring (GPJM).

The majority of courses in each study programme has adapted a student-centred online learning technique. For example, in the **Communication Science** study programme, students can take copy writing classes through the LMS, which provides course materials and comprehension tests. By bringing in practitioners through the Teaching Practitioner programme, students also receive lecture content simultaneously via zoom. The **Bachelor of Islamic Education**'s use of learning methods considers factors of learning outcomes and the characteristics of the courses, and includes tutorials, practice, projects, and seminars. In addition, it employs offline and online learning strategies like the UNJ LMS programme, Google Classroom, Zoom Meeting, and others. Many modes of assessment are used to determine the achievement of learning, including evaluation of the cognitive domain through quizzes and assignments/projects to determine the achievement of the knowledge fields, attitudes, and abilities.

[46] https://onlinelearning.unj.ac.id/, last accessed May 16, 2024.

[47] Further information on quality management can be found in chapter 5.

Course materials (Asterisk Criterion)

The preparation of lecture material entails a range of actions that include curriculum development. The study programme usually holds a faculty council meeting at the beginning of each semester to set class schedules, course offerings, and instructors for the next semester. Lecturers design handbook, modules, and curricula individually or in groups, depending on their areas of competence. The module handbook is reviewed and updated at the meeting of the study programme. Many facets of the module handbook, including as the preparation of CP, the student learning load, the time distribution of learning materials, learning techniques or models, learning resources, and assessment plans, are periodically reviewed using a particular procedure for updating. Evaluation and monitoring of the previous semester are also discussed to improve the subsequent semester's implementation of learning.

The revision of linked lecture materials follows the revision of the module guidebook. In addition to fundamental considerations for achieving learning objectives (CP), significant emphasis is placed on real-world scenarios and concepts relevant to the Indonesian context. As a result, the content remains consistently up to date. Through participation in internal and foreign seminars, internal departmental discussions, and WhatsApp group chats, lecturers are aware of the evolution of science and scientific discipline-related knowledge.

To guarantee the integration of the Tri Dharma's implementation in higher education, lecturers' research and community service are used to update course materials. UNJ's policy supports this by informing research groups in each department whose members are comprised of lecturers from the same field of study. In addition, the study programme created a research map for lecturers to facilitate the focus of research studies, which coincided with the goal of examining student final assignments. FoSS UNJ also encourages lecturers to be actively involved in developing the fields of research and education by holding international seminars in collaboration with other universities both domestically and internationally, in which all lecturers can participate for free as speakers, moderators, and presenters.

Each lecturer is responsible for creating lecture materials in the form of handouts, student books, digital books, journal articles, learning films, etc. Students can simply access it using the Learning Management System (LMS).[48] To comprehend material posted to the LMS, students must actively engage in a variety of activities designed to aid comprehension. By identifying the level of qualification chosen, available lecture materials are geared toward student learning outcomes.

The lecture materials are created prior to the start of the course. Subject lecturers construct Semester Lecture Plans (RPS), SAP, resources, media, assessment tools, and teaching materials in accordance with the IQF, SNPT, SNPG, and UNJ criteria for curriculum development. In the lesson plan, the lecturer outlines material-related information so that it is accessible not only to students enrolled in the course, but also to faculty and study programme quality assurance organisations. The chosen content must be compatible with the designed

[48] Accessible for students at: https://onlinelearning.unj.ac.id.

RPS; that is, it must be consistent with the RPS's aims, tactics, and learning medium. The material is an inherent component of the RPS and cannot be separated from it. RPS might be designed independently by lecturers or based on a group of sociology education study programme competence areas. UPPS provides funds, provides specialists, and coordinates between agencies and other initiatives aimed at the development of CBL-based RPS to facilitate the implementation of integrated and uniform RPS. In addition, there were CBL and PjBL-based RPS development workshops.

Continuous implementation of content within the semester lecture plan indicates that the content is applicable to the entire learning process. Implementation of the Learning Process includes: (1) interaction between lecturers, students, and learning resources in a specific learning environment; (2) implementation in line with the RPS; and (3) integration of research findings and the dedication of lecturers and students.

The study programmes ensure that each course they oversee has an RPS that is periodically reviewed and evaluated according to current issues, so that the material delivered to students by lecturers is current. This can be accomplished, for example, by integrating the outcomes of research, community service, and technical advancements into the creation of educational materials. In turn, the quality assurance agency guarantees that instruction is carried out in line with the lesson plan evaluated by the study programme.

In addition to preparing the implementation of learning included in the semester lecture information technology (RPS), lecturers are prepared to implement learning according to the produced RPS. It is desired that lecturers have the following teaching characteristics: compatibility between strategies and methods and objectives, compatibility between learning materials and objectives, strategy and courses, efficiency and productivity, structure and variety of teaching activities, and use of semester lecture information technology (RPS). The material covered in the lesson plan must also be well optimised in its implementation by the lecturers involved in the course. To achieve graduate outcomes (CPL) it is necessary for the selection and use of learning components such as learning methods, learning media, learning resources, learning materials, and learning evaluation activities to refer to and consider the effective steps to achieve graduate outcomes (CPL) that have been determined.

Guest lecturers

To improve the teaching effectiveness of internal courses, the study programmes welcome external lecturers. Overall, **BoCS** has invited eight guest lecturers, **BoIE** has invited five, **BoSSE** and **BoSE** both welcomed two, and **BoS** has invited ten guest lecturers. National and international guest lecturers conduct seminars, book reviews, public lectures, and participate in the visiting professor programmes, among other activities. In addition, guest lecturers enhance the quality of the student body and shape the curriculum. In addition to guest lecturers from other universities, numerous guest lecturers from corporations were invited since students require their talents and expertise in the workplace. In general, the industrial world advances quicker than the academic world. Some technology, concepts, and theories utilised in the industrial sector appear to be more current than those taught in classroom lectures.

The visiting professor programme provides lecturers and students with new perspectives that have been developed in response to contemporary needs and trends. The visiting professor programme consists of academic activities such as lectures, workshops, and other academic events that feature guest speakers in their respective fields of expertise. Students will be able to profit from the global perspective brought by visiting lecturers to their daily academic activities. Visiting academics are intended to contribute novel ideas and theories to the educational process. Below is a selection of examples of courses taught by guest lecturers provided by the University:[49]

Table 32: List of Visiting Professor Programme Lecturers

Programme	University	Name of course
Communication Science	Putra Malaysia University	Applied Communication Methodology Fundamentals of the Social Sciences
Islamic Education	Western Sydney University	SuFoSSm
	International Islamic University Malaysia	Islamic Studies
	Institute of European Universities, Italy	Humanities and Islamic Studies
Social Science Education	University of Hull Mangkurat	Social Studies Curriculum
Sociology Education	National Chi Nan University	Taiwanese Multiculturalism and indigenous identity politics
	The University of York	The Multiculturalism education in school: between Method & Practice
Sociology	National Chi Nan University	Taiwanese Multiculturalism and indigenous identity politics
	The University of York	The Multiculturalism education in school: between Method & Practice
	Eurasia Foundation (from Asia)	The Bringing of Multiculturalism in Asia
	Western Sydney University, Australia	Intercultural communication as a bridge to global understanding
	Bonn University, Germany	The advancement of social media technology contributes

[49] The experts received a comprehensive list of the activities of guest lecturers. See SER p. 72-73 and 77-79.

		to the spread of environmental sustainability idea among Indonesian younger generation
	Western Sydney University, Australia	Uncover contemporary trends and address shared challenges in social science, humanities, education, and law studies
	Bonn University, Germany	Uncover contemporary trends and address shared challenges in social science, humanities, education, and law studies
	London School of Economics	Local Politics in Post-Authoritarian Regime
	University of Copenhagen	State of Disorder

Appraisal:

The didactical concept of the **five study programmes** is well-defined, plausible, and aligned with the programme objectives. It allows for the application of different teaching and learning methods, such as case studies or practical projects, and encourages students to take an active role in shaping the learning process.

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

Guest lecturers are invited and contribute to the students' education with their specialized experience, either from professional practice or scientific work, or fields such as culture and politics. The expert panel recommends taking advantage of the network and inviting guest lecturers to the **Bachelor of Islamic Education** programme who can offer new and challenging perspectives in Islamic theology. Guest lecturers should be invited who engage with current socially relevant topics, such as, for example, Islamic Ethics, Gender Studies, Interreligious Dialogue and Theology of Religions, Environmental Ethics, Business Ethics, Media and Islam, Human Rights Theories and Secularization, Theology of Peace, religious Fundamentalism, Discrimination, etc.

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

3.4 Internationality

International contents and intercultural aspects (Asterisk Criterion)

To promote internationalisation, students and lecturers are involved in guest lecturer programmes as outlined above. Global and multicultural insights are introduced to students through lecture and non-lecture activities. Some courses are designed to allow students to develop the skills needed for the international market. In addition to learning courses, international content and intercultural aspects are embodied in cooperation. The following are courses and activities that support the internationalisation of study programmes.

Table 33: Internationalisation of study programmes

Aspects	BoCS	BoIE	BoSSE	BoSE	BoS
Language	Students are required to acquire TOEFL Score				
Courses	English Communication, Public Speaking, Public relations, Business Communication	History of Islamic Civilisation	Social Change and Globalisation, Social Studies in a Global Perspective, Global Economy, World Regional Geography, World History	Modern Theory of Sociology, Globalisation and Educational Empowerment, Gender Sociology	Development Sociology, Development Planning, Development Management, Development Evaluation
Elements of Courses	Materials and content from international cases, and mostly in English	Materials and content from international cases, and mostly in English	Materials and lesson plan mostly in English	Materials and content from international cases, and mostly in English	Materials and content from international cases, and mostly in English
Classes	• Eurasia International Course Program • French Student Internship Programme “Cross Cultural Communication and Understanding”				
Activities	Guest lecturer, student exchange, joint research, and publication	Guest lecturer, student exchange, research and publication	Guest Lecturer	Guest lecturer, joint research, and community service	Guest lecturer, student exchange, joint research, and publication

Internationality of the student body

Universitas Negeri Jakarta has launched the opening of international classes and currently has received international students to conduct exchange learning at UNJ, and encourages UNJ's students to conduct exchange learning abroad through the IISMA (Indonesia International Mobility Award) and IISMAVO (Indonesia International Mobility Award Vocational) programmes, initiated by the Ministry of Education and Culture, as well as other learning exchange programmes with universities that have collaborated with UNJ.

Table 34: International Student Body

Study Programme	International Student Body
Bachelor of Communication Science (BoCS)	• Public lecture together with University Putra Malaysia for the applied communication methods course • Students and lecturers for research collaboration at APRC 2018 with Universitas Utara Malaysia • French Student Internship Programme "Cross Cultural Communication and Understanding" (Six students)
Bachelor of Islamic Education (BoIE)	• Eurasia International Course 2022 • French Student Internship Programme "Cross Cultural Communication and Understanding" (Six students)
Bachelor of Social Science Education (BoSSE)	
Bachelor of Sociology Education (BoSE)	
Bachelor of Sociology (BoS)	

Internationality of faculty

International scale scientific activities are often carried out by lecturers both as speakers at international conferences and as experienced practitioners.

Table 35: International Scale Lecturer Activity Data

	BoCs	BoIE	BoSSE	BoSE	BoS
Lecturer with international academic background	8	12	11	10	11
Lecturer with professional experience	8	12	7	7	8

Bachelor of Communication Science (BoSC): Lecturers in the Communication Science programme participated in the Law and Culture 2023 activities in June 2023. Additionally, one of the lecturers served as a moderator at the ICA international conference at Atmajaya University. The programme is also entrusted with delivering public lectures on cross-cultural communication to international students from France. Moreover, the lecturers are actively engaged in writing research articles for international journals, including those indexed by Scopus.

Bachelor in Islamic Education (BoIE): BoIE lecturers are also active on the international stage, for example by being:

- an invited speaker at the first Asia ARABIST International Conference in Riyadh, Saudi Arabia,
- an adjunct fellow at the Institute of Culture and Society, Western Sydney University, Australia,
- a presenter at the SSSR/RRA Annual Meeting, JW Marriott, Indianapolis, Indiana, USA,
- a researcher "Exploring Legal Culture" at Leipzig University, Germany,
- a presenter of the International Conference on Media Studies, University Utara Malaysia,
- a presenter of the conference on "Religious Authority in Indonesian Islam: Contestation, Pluralisation, and New Actors" ISEAS Yusof Ishak Institute, Singapore, and
- a resource person at the community service programme in Riyadh, Saudi Arabia.

Bachelor of Social Science Education (BoSSE): BoSSE has programmes which aim to promote the role of lecturers at the international level. These programmes include increasing the number of collaborations through visiting professor, joint research, and training and assistance in writing Scopus indexed journal articles. To improve the collaboration, BoSSE conducts programmes, such as visiting lecturer activities, joint research, and scientific forums with both domestic and foreign universities. Moreover, those collaborations in the field of science were conducted with University Malaya (UM) and Universiti Utara Malaysia (UUM), etc. BoSSE also has publications and international collaborations that are carried out to build recognition. in 2021-2023, BoSSE lecturers published six articles in reputable indexed international journal and completed two collaborative studies.

Bachelor of Sociology Education (BoSE): One postdoc became a guest lecturer at Asia University, Taiwan.

Bachelor of Sociology (BoS): Some lecturers in the Sociology study programme have international credentials. One postdoc is an international intellectual in the field of Human Rights and Citizenship, while another is an expert in Political Sociology whose work has appeared in numerous Q1-indexed international journals and whose writings have been published by numerous international publishers. A third postdoc is an Educational Sociology expert who has been invited to teach at various foreign colleges. Presently, one sociology professor is enrolled in a school in Germany. In addition to the Sociology Study Programme professors who work with other universities, there are also lecturers from two Australian universities, namely Australian National University and University of Melbourne.

Foreign language contents

Table 36: Foreign Language Contents

	BoCs	BoIE	BoSSE	BoSE	BoS
Courses in foreign language	8	3	3	3	3
Courses material in foreign language	6	5	5	5	5
Literature in foreign language	6	3	3	3	3

The English skills of prospective students are evaluated using English language admission exam items. After passing the university admission examination, all incoming UNJ students must take the exam. During their studies, non-graduated students might freely participate in an English proficiency enhancement programme. The course is organised by the UNJ language centre. The website of the UNJ language centre provides access to information regarding the execution of this programme. Each year, Mapping English Language Proficiency (PKBI) for new students facilitates a series of trainings for students enrolled in this programme. PKBI is administered annually by UNJ via the UNJ Language UPT to map the English language skills of new students using UNJ's Test of English Proficiency (ToEP).

Several the study programme's courses are designed to enhance English proficiency. As with the study of **Communication Science** programme, there are English communication courses that can teach students how to communicate professionally in English in terms of both presentations and scientific writing.

The **Bachelor Islamic Education** programme seeks to improve students' foreign language skills, especially Arabic and English, by providing comprehensive foreign language learning with 24 ECTS credits for English courses and 24 ECTS credits for Arabic learning. In addition, BoIE encourages students to participate in self-development activities abroad, such as the Leipzig Germany programme and the International Teaching Skills Practice in Riyadh, Saudi Arabia.

Appraisal:

International contents are an integral part of the curriculum in the **five study programmes**, preparing students for the challenges in an international working environment. Through practical examples, students are enabled to operate effectively in an intercultural environment.

The panel finds the international composition of the student body insufficient across all **five study programmes** and **recommends** implementing targeted measures to attract more international students. These measures can include expanding and strengthening partnerships with foreign universities and educational institutions that also include student exchange, perhaps with dual degree offerings; use digital platforms, social media, and education fairs to reach potential students, and highlight the unique strengths of the university, such as Indonesian cultural heritage, affordable tuition, and unique study programmes; develop and promote English-taught programmes and international degree programmes; provide scholarships and financial aid; identify and target specific countries or regions with high potential for sending students abroad.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) fosters diverse perspectives, teaching methodologies, diverse viewpoints and often specialized knowledge, which enriches the curriculum, contributes to academic excellence and innovation, and helps students to gain a more comprehensive understanding of global issues, benefit students in language acquisition, and promotes intercultural communication skills. While the measures taken are goal oriented, the expert panel **strongly recommends** hiring more internationally qualified lecturers for the **five study programmes**. This can also be achieved by creating opportunities for current lecturers to gain international experience, such as by pursuing doctoral degrees abroad. Additional valuable international experiences can be obtained through research collaborations and participation in international conferences. The panel **recommends** that lecturers teaching in the **Bachelor of Islamic Education** participate in the International Seminar on Religious Education and Values.[50] This will also connect them to European discourses on religious education. As mentioned in the appraisal of chapter 1.2, the panel **recommends** strengthening networking with colleagues in Islamic theology from Germany (for example, at the University of Münster, Berlin, Paderborn, Tübingen, Osnabrück, Frankfurt, Erlangen-Nuremberg) and to promote faculty and student exchange, for example through Erasmus partnerships.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the **five study programmes**. The panel commends the inclusion of English-language materials and literature in the study programmes, as well as the fact that students in the **Bachelor of Islamic Education** learn Arabic.

		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		

[50] See https://isrev.org.uk for further information.

3.5 Multidisciplinary competence sand skills (Asterisk Criterion)

UNJ plans to equip students with communication and public speaking skills as well as teamwork skills. These skills are developed in lectures and extra-curricular activities. Every student at UNJ is required to take Internship courses (for non-educational study programmes) or field teaching practice (for education students), and Community Service in semester seven. Internship courses and field teaching practice give students real-world experience, as well as the ability to formulate problems happening in the field, collect data, and produce scientific solutions using the theories and concepts given in lectures.

In addition, competence and multidisciplinary skills are achieved through the implementation of the Independent Learning Campus Curriculum (MBKM).[51] The programmes in this curriculum bring about significant changes to the learning process in tertiary institutions in Indonesia, to create a learning culture that is innovative and relevant to the needs of students. This curriculum is also expected to improve the learning experience and competence of students in developing knowledge and facing the world of work. Students have broad opportunities to gain learning experience outside the study programme for three semesters both inside and outside the university. They are allowed to take credits outside the study programme in the form of student exchanges through online learning, internships/work practices, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, and independent research.

Students also get theory and practice in communication and public speaking as well as cooperation in the orientation programme which is mandatory for new students at the start of their acceptance year. In this orientation programme, students gain insight into the importance of integrating theory and practice, interdisciplinary thinking, scientific methods and practices, multidisciplinary assessment and competence, and skills that play an important part in the overall learning process. In the **Communication Science** study programme, there are Public Speaking, English Communication, and Professional Image courses which help students to be confident speaking in public both in the academic and professional realms. In the **Islamic Education** study programme, there are several theoretical and practical courses, including basic teaching skills courses, this course enables students to implement teaching skills in class and practice teaching in educational institutions that are partners of the study programme. Besides that, there are courses strengthening intercultural communication. **Social Studies Education** and **Sociology Education** have micro-teaching courses that can hone students' abilities to perform as professional teachers.

UNJ students are also given the opportunity and freedom to join organisations at the University, faculties, or study programmes and they have the possibility of being involved in organisations outside the campus as well. Methods in learning and lecturing are also sought to provide opportunities for students to speak/communicate through discussions, lectures, and presentations. It is expected that students can improve communication skills and problem-solving both in groups and individually.

[51] See also chapter 3.1.

Appraisal:

Students acquire communication and public-speaking skills, as well as cooperation and conflict handling skills, as outlined in the module/course descriptions. This is supported by appropriate didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is also 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)

The University, through its Career Centre and quality assurance agencies, has conducted tracer studies to evaluate the employability of UNJ graduates. The findings from the tracer studies over the past three years are summarised below:

Table 37: Tracer Study Table (Period of getting a job)

Study Programme	Year	Total Graduates	Traceable Graduates	Period of getting a Job (WT)			
				WT < 3 Months	3 ≤ WT < 6 Months	6 ≤ WT < 12 Months	WT ≥ 12 Months
BoCS	2018	No graduate (new study programme)					
	2019						
	2020						
	2021						
	2022	20	18	14	4	0	0
BoIE	2018	79	68	57	7	4	0
	2019	107	70	64	4	2	0
	2020	83	77	68	5	4	0
	2021	84	66	60	4	2	0
	2022	12	10	8	1	1	0
BoSSE	2018	44	44	30	12	2	0
	2019	106	70	54	16	0	0
	2020	94	66	60	4	2	0
	2021	113	97	78	15	4	0
	2022	17	15	4	10	1	0
BoSE	2018	74	50	35	15	0	0
	2019	71	60	50	10	0	0
	2020	43	33	20	13	0	0
	2021	72	56	40	16	0	0
	2022	25	20	10	10	0	0

BoS	2018	55	52	29	18	8	0
	2019	73	65	40	15	10	0
	2020	77	62	50	10	2	0
	2021	101	90	55	8	3	0
	2022	29	27	18	7	2	0

The tracer study results are submitted to the study programme to be analysed and used as the basis for evaluating its performance. The follow up strategies may vary according to the study programmes. Description of strategies implemented to ensure the graduate's employability can be seen in the table below:

Table 38: Strategies implemented to ensure the graduate's employability.

Strategies	**BoCS**	**BoIE**	**BoSSE**	**BoSE**	**BoS**
Graduate Networking Optimisation	Holding alumni annual meeting, Building alumni association, Holding alumni practitioner class		WhatsApp and Telegram group for alumni, Holding annual meeting, Building alumni association	WhatsApp group for alumni, Building alumni association	Holding alumni annual meeting, Building alumni association, Holding alumni practitioner class
Curriculum Development	Updating course's syllabus according to dynamic of the working field Collaborating with practitioners in designing more suitable curriculum	Stakeholders need analysis, Alumni, The world of business and industry as well as the development of science Collaboration with similar study programmes such as APPKI, ADPISI	Updating course's syllabus according to dynamic of the working field Collaborating with practitioners in designing more suitable curriculum		
Student Capacity Development	Encouraging student to take part in internship programme(s)				
Common Working Area	Social media specialist, digital journalism, graphic design, training consultant	Islamic educators (teachers or lecturers), Entrepreneurs, Government' Islamic Institution, Islamic Banks	Professional middle school teachers, bankers, entrepreneurs, working in tutoring institutions, NGO activists	Professional high school sociology teachers, researchers, government officers, journalists, bankers, entrepreneurs, working in tutoring institutions, NGO activists	Research assistants, social analysts, Government officers, Programme developer

The study programmes design their curriculum to develop graduate profiles informed by tracer studies. The analysis of the curriculum, which considers the competencies expected of graduates, reflects this focus. The findings from this analysis are incorporated into theoretical, practical, and field courses, as previously discussed.

The **Communication Science** study programme developed a curriculum based on graduate profiles and tracer study results in 2022 which includes:

- developing professional capabilities in the media sector such as television and radio broadcasting,
- strengthening capabilities in the field of public relations,
- strengthening ICT capabilities that support development professional skills in the field of communication such as the use of various software for content management on social media and the use of social media,
- strengthening foreign language skills, especially English actively and passively
- developing student entrepreneurial skills.

So based on that courses that aim to realise the graduate profile are English Communication and Advertising Management. Other subjects are in accordance with the needs of the graduate profile. In addition, lecturers also take part in learning development grants through a teaching practitioner programme where the learning system do not only come from lecturers but also from practitioners.

The **Islamic Education** study programme refers to tracer study results in compiling curriculum and graduate profiles. BoIE tracer results for 2021:

- strengthening religious, social, and spiritual character,
- strengthening pedagogic abilities and skills,
- strengthening Information Technology skills,
- strengthening active and passive foreign language skills,
- development of entrepreneurial skills.

In addition, the results of the tracer call for improvement of study material at BoIE and the addition of courses such as courses on developing learning media and technology as well as developing graduate profiles: (1) Educators in the Sector of Islamic Religious Education (2) Education Personnel in the Field of Islamic Religious Education. (3) Researchers in Islamic Religious Education and (4) Entrepreneurs in Islamic Religious Education who are productive, inspiring, and competitive and based on the latest cutting-edge technology.

To realise and create a competent graduate profile, a learning system, programmes/activities, and courses are prepared according to the needs of graduate users (users). Learning systems must be interactive, holistic, integrative, scientific, contextual, thematic, and effective, and allow students to collaborate. The study programme integrates theory and practice in the curriculum to produce graduate profiles that link and match the needs of the world of work, in this case, public, and private schools.

The existence of a national policy on free learning, independent campuses through student exchange programmes, independent internships, teaching campuses, and others also strongly supports the study programme’s efforts to equip graduates with skills to enter the job

market. Implementation of curriculum policies allows students to experience apprenticeships that prepare them for the job market.

Increasing the employability and reducing the period of getting a job of UNJ students is also supported by the existence of a certification and career centre that specifically assists final-year students by organizing activity programmes to help students get jobs. In the **Communication Science** study programme students are required to take part in a professional certification programme so that it can help students to develop their careers in the professional field. Programmes such as job fairs and campus recruitment through the UNJ Career Centre are run in collaboration with domestic and private companies as well as public and private schools. This programme supports students in getting a job according to their field of study.

In addition, students who have graduated will join the UNJ Alumni Association. Each graduate will be registered with the association. Then, to ensure graduate employment, study programmes and the University provide graduate user satisfaction surveys.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice, as well as the development of multidisciplinary competences and skills – runs as a common thread throughout the study programmes. The panel emphasises that students are offered many opportunities for practical activities, including a one-semester internship.

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

4 Academic environment and framework conditions

4.1 Faculty

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

The structure and number of lecturers follow national regulations.[52] The number of lecturers required for each study programme is at least five people with academic qualifications of masters/applied masters or doctorates. The lecturer's field of expertise is in accordance with the field of knowledge developed in the study programme. While the provisions for the academic positions of academic lecturers include professors, associate professors, assistant professors, and lecturers. The latest data from the lecturers of each study programme that is summarised in the table below.

[52] Regulated in the Law of the Republic of Indonesia No. 14/2005 concerning Teachers and Lecturers, Regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) No. 50/2018 concerning National Higher Education Standards (SNPT), Article 29 paragraph 4, and National Standards of Higher Education (SN Dikti) article 29 paragraph 8.

Table 39: The Number of Lecturers by Functional Position

Study programme	Professor	Associate Professor	Assistant Professor (*Lektor*)	Assistant Professor (*Asisten Ahli*)	Teaching Staff	Total
Bachelor Of Communication Science (BoCS)	0	2	5	1	0	8
Bachelor of Islamic Education (BoIE)	0	2	9	6	0	17
Bachelor Of Social Science Education (BoSSE)	2	2	2	7	0	13
Bachelor Of Sociology Education (BoSE)	0	2	4	6	0	12
Bachelor Of Sociology (BoS)	1	2	7	5	1	16

Lecturers have the task of implementing the Tri Dharma of Higher Education, which includes:

- Education and Teaching: Lecturers are obliged to prepare lesson plans, carry out learning, improve quality through further study, and provide academic guidance. Lecturers are also involved in developing the study programme curriculum as a form of renewal and learning materials.[53]
- Research: Lecturers are required to conduct research as one of their academic responsibilities according to their area of expertise. Research reports are written into scientific papers and published so that the wider community can recognise research results.
- Community Service: Community service is an activity that must be carried out by lecturers as a form of higher education contribution to the wider community. The form of activity varies according to the needs of the target community. It can be in the form of counselling, mentoring, and training programmes that are expected to increase community capacity.
- Additional tasks: Lecturers are also active in carrying out additional tasks that support lecturer careers, such as being active in study programme committees, faculties, and universities. In addition, they are also active as an administrator in professional organisations, community organisations, and others outside the campus.

[53] The experts were provided with a Curriculum Vitae of each lecturer including the courses taught.

Academic qualification of faculty (Asterisk Criterion)

Lecturers in undergraduate study programmes are required to have at least a master's degree, in accordance with national regulations.[54] The academic qualifications are the main requirement in the lecturer recruitment process. Lecturer recruitment is carried out through mapping needs within five years, planning, formation proposals, and selection process with various tests.

UNJ ensures that each lecturer meets the specified requirements and fulfils the objectives of the study programme. To ensure the academic qualifications of lecturers, tertiary institutions verify lecturer qualifications through standard procedures set by the government and UNJ. In the lecturer recruitment process involving study programmes and elements of leadership in the faculty the process refers to the selection system carried out by the university based on national regulations.[55] The following table shows the academic qualifications of lecturers in the five study programmes.

Table 40: Qualification of Academic Lecturer

Programme	Magister	Doctor	Pursuing PhD studies	Total
BoCS	1	4	3	8
BoIE	6	7	5	15
BoSSE	8	4	2	12
BoSE	6	3	3	12
BoS	4	6	2	12
Total	25	24	15	59

To improve the academic qualifications of lecturers, the needs of each study programme are identified. Scientific needs are mapped, and lecturers are encouraged to study further at home and abroad. For lecturers who are pursuing doctoral education, they are motivated to complete their studies, while lecturers who are already associate professors and hold a doctoral degree are supported to become professors.

[54] Law no. 14/2005 concerning teachers and lecturers.

[55] (1) Law No. 14/2005 concerning teachers and lecturers.
(2) Government Regulation No. 98/2000 junto Government Regulation no. 11/2002 concerning procurement of civil servants.
(3) Government Regulation of the Republic of Indonesia No. 37/2009 concerning lecturers.
(4) Decree of the Head of the State Civil Service Agency of the Republic of Indonesia No. 11/2002 concerning provisions for the implementation of government regulation No. 98/2000.
(5) Regulation of the Head of the State Civil Service Agency of the Republic of Indonesia No. 30/2007 junto regulation of the head of the state civil service agency of the Republic of Indonesia No. 9/2010 concerning guidelines for procurement of prospective civil servants.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Lecturers must have the qualifications/competencies as stipulated in national regulations.[56] The University guarantees that lecturers have pedagogic competency qualifications that are in line with the study programme by imposing requirements. In the lecturer recruitment test, microteaching is one of the criteria.

Each lecturer is required to have an educator certification, which is obtained after fulfilling certain qualifications, namely having work experience as an educator in a tertiary institution for at least two years, having an academic position of at least an assistant professor, and passing certification by the organiser of the education personnel procurement programme. The educator certificate is proof of formal recognition given to lecturers as professionals. Lecturer certification is carried out through a competency test to obtain an educator certificate in the form of a portfolio assessment to determine the recognition of lecturer professional abilities. The portfolio assessment contains 1) academic qualifications and performance in education, research, and community service, 2) assessment of pedagogic, professional, social, and personality competencies, and 3) contribution in the implementation and development of the university.

The pedagogic qualifications of lecturers at UNJ were also improved through the Learning Technique Basic Skills Improvement Programme (PEKERTI) for new lecturers at UNJ. UNJ also organises an Applied Approach (AA) programme for senior lecturers with non-educational backgrounds. To improve the qualifications of lecturers in the learning process, workshops are regularly held for the preparation and evaluation of module manuals and modules for teaching guidelines in the classroom to improve the pedagogical qualifications of lecturers. Efforts to increase the ability of lecturers are also carried out through training, workshops, and seminars related to the fields of education, research, and community service. Within these activities, it is hoped that lecturers can interact and communicate academically, as well as acquire pedagogical skills. The University states that the pedagogic qualifications of the lecturers are underlined by the excellent results of the evaluation of teaching quality.[57] The evaluation is carried out based on the results of the internal E-money teaching and learning process (PBM). To maintain and improve the didactical competence of lecturers, students carry out this evaluation every semester.

Based on national regulations, lecturers must meet educational qualifications that are in line with the requirements and needs of the study programme proposed in the selection process.[58] This provision refers to the selection of prospective civil servants conducted by the Ministry of Education and Culture of the Republic of Indonesia. If the minimum requirements of an applicant of a master's degree according to the needs of the study programme are fulfilled,

[56] Law No. 14/2005 concerning teachers and lecturers and Permendiknas No. 47/2009 concerning certification of educators and lecturers.

[57] See SER, p. 90.

[58] Referring to the teacher and lecturer Law No. 14/2005 and Minister of Education Regulation No. 47/2009 concerning educator certification for lecturers.

the applicant takes a series of tests which include academic competency tests, microteaching, and personality tests.[59]

As a form of evaluating the pedagogic and didactic implementation of lecturers, a monitoring and evaluation process is carried out on teaching and learning activities, which are carried out routinely at the beginning, middle, and end of the semester. In addition, there is also an internal quality audit carried out by the university's quality assurance unit. Students also provide evaluations of the pedagogical and didactic implementation of lecturers, which are carried out at the end of each lecture semester.

Practical business experience of faculty

Lecturers can have activities outside the campus as a form of academic and non-academic cooperation according to their expertise and knowledge in their respective study programmes. Opportunities for cooperation are based on national regulations that universities can collaborate in academic and/or non-academic fields with other universities, industry, or other parties, both domestically and abroad.[60] Collaboration in academic and/or non-academic fields can be carried out in the following pattern: (a) supervised by a supervisor; and/or (b) collaboration. The experience of carrying out activities outside the campus shows the application of lecturers' academic skills in the real world. Furthermore, this experience can be correlated with the theories taught in lectures.

In the **Communication Studies** study programme, several lecturers have practical experience as public relations professionals which supports concentrations and courses related to public relations. In addition, several lecturers have practical experience as practitioners in online writing classes. These practical skills are evidenced by a certificate of competence in the field of public relations. Similarly, in the **Islamic Education** study programme, **Sociology Education**, **Sociology** and **Social Sciences**, some lecturers are not only active as lecturers but also as political observers, book authors, resource persons, preachers, in fields that are in accordance with their areas of expertise.

Internal cooperation (Asterisk Criterion)

Internal collaboration between lecturers occurs in lecture activities, research, and community service. In lectures internal activities are carried out, one of which is through team teaching. It is a form of collaboration between lecturers in the same field of expertise in managing lectures. Internal collaboration in team teaching starts from the preparation of lesson plans, lecture materials, and media to the delivery of lecture materials and exams. Some courses are taught in groups to provide students with multiple perspectives on their area of expertise in the same subject.

[59] The University provided a list of lecturers and their respective educational background and area of expertise, see Self-Evaluation Report p. 86.

[60] Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 14/2014, articles 4 – 5.

Intercultural Communication, Communication Research Methods (Qualitative), and Media Studies are examples of courses taught by a teaching team in the study programme **Communication Science**. It is hoped that through team teaching the quality of learning can be improved by paying attention to improving the quality of learning. At the beginning of each semester, the study programme holds a lecturer meeting to discuss the preparation of lesson plans and preparation for the upcoming semester. This meeting includes a group discussion of lecturers based on their areas of expertise to adapt the RPP to the latest demands. At the end of the semester, study programme meetings are also held for monitoring and evaluation after lectures.

Lecturers establish internal cooperation in research activities and community service through research groups (RG) and community service. These groups are formed based on the lecturer's area of expertise, and each lecturer is assigned to one field of study. Through the RG research scheme, UNJ provides research funding to ensure that each lecturer undertakes at least one research project per year. The same can be said for community service. Research results must be published in national or international seminars and journals, while the results of community service are not required to be published.

In addition to team teaching, lecturers work together internally to organise various training activities, workshops to study and develop curricula, national/international seminars, conferences, and other scientific activities. Internal cooperation also takes the form of senior lecturers mentoring junior lecturers.

Student support by the faculty (Asterisk Criterion)

Support for students is an integral part of the services provided by lecturers to help students succeed in their education.[61] Academic advisors whose role is to provide academic guidance, direction, or advice are assigned to each student at UNJ. Instructors ensure that students can complete their studies on time and with high academic achievement. The appointment of academic advisors for students is valid from student admission until graduation.[62] The consultation process between the academic supervisors and students can be communicated via SSO e-mail. Student's academic data from the first semester to graduation are recorded, including the courses taken, the remaining courses to take, the weight of each course, and the Grade Point Average. Students must ask for consideration and approval from the academic advisor before filling out the Study Plan Card (KRS) online. The courses taken must be in accordance with the number of credits required in UNJ's academic rules. Academic advisors are tasked with monitoring student academic progress and keeping student academic records.

New students are guided by academic advisors on how to be motivated to study, get good grades, achieve academic and non-academic achievements, organise, build networks, and have entrepreneurial experience. Academic advisors are also expected to be able to know

[61] This support is based on Rector Regulation No. 24/2017 concerning UNJ Quality Standards and Rector Regulation No. 1/2019 concerning UNJ Academic Regulations.

[62] If there are no special circumstances such as the continuation of further studies of the advisor elsewhere.

students' worries or burdens in learning so that students can return to the best learning conditions. In addition to academic guidance facilities, students also receive a thesis supervisor. In accordance with Dikti Standards[63], a lecturer is allowed to guide ten student theses per year. The thesis supervisor provides guidance or advice on structured research in the framework of preparing the thesis or non-thesis final assignment. Thesis writing guidance services are available online and offline.

Students are also supported from lecturers during industrial internships, field work practices, community service, etc. Outside the classroom, supervisors are assigned to assist students in other student activities. Each student activity unit and association have a routine schedule which is carried out under the supervision of the lecturer. Advisors aid students who take part in various competitions, research grants, entrepreneurship grants, seminars, academic competitions, and scientific work. This assistance is provided so that students can excel at the university, national, and international levels.

The Directorate General of Higher Education acknowledges institutional support during the COVID-19 pandemic.[64] Therefore, the lecturers of the five study programmes provide scientific and psychological support to students. The University also requires lecturers to involve students in research groups and community service projects. The collection of primary and secondary data for research is one example of student involvement. This participation allows students to use their knowledge of research methods and provides experiences that will assist them in their studies, especially in writing papers and theses. In community service, lecturers involve students in activities that foster collaboration with parties at community service centres.

Students are allowed to consult or discuss these activities with supervisors during or outside working hours. Outside the classroom, the lecturers provide opportunities to discuss various aspects of lectures, such as internship consultations, writing contests that students participate in, scholarships to study abroad, and the types of careers that students can pursue after graduation. Lecturers provide support to students using various communication media, including face-to-face meetings, WhatsApp, video conferencing platforms such as Zoom and Google Meet, as well as other social media.

To give an example, the **Bachelor of Sociology Education** has created a programme for the guiding of students in three fields: 1) Academic Counselling; 2) Final Assignment/Thesis Counselling; and 3) Practical Counselling. Academic guidance is a guidance programme conducted by lecturers for students regarding all student academic matters, including preparation of lecture plans, student academic organisation while studying at UNJ, and discussion of academic and non-academic problems faced by students that can affect their academic experience. A professor is designated as the academic advisor for 40 students.

Lecturers provide final assignment/thesis support to students to assist them with their final projects, which consist of final assignments and theses. The final assignment or thesis for the Sociology Education study programme is supervised by two instructors with experience in the relevant topic. The first supervising lecturer gives guidance from the start of the final

[63] National Standards for Higher Education.

[64] Referring to press release No. 68/Sipers/V 2020.

assignment/thesis to the conclusion of the project and the final trial. Beginning with the preparation of the results discussion chapter and extending to the final trial, the second supervising professor provides help. In the meantime, practical guidance is separated into two distinct programmes: KKL[65] practical guidance and PKM[66] guidance. At now, only study programme lecturers provide guidance to students.

Appraisal:

The structure and number of the faculty correspond to the requirements of the study programmes, ensuring that 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 met. The experts note that, due to the increasing numbers of students in the **Bachelor of Communication Science** programme. the number of lecturers needs to be adjusted accordingly, and they **recommend** employing additional permanent faculty members.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. UNJ verifies the qualifications of the faculty members through an established procedure. Specific measures for the further qualification of the faculty members are implemented. The panel **recommends** further strengthening these measures and providing opportunities for lecturers to pursue a doctoral degree.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the five study programmes. UNJ verifies the qualifications of the faculty members through an established procedure and ensures that assessors are familiar with existing testing and examination methods, providing support to help them develop their skills in this field. Specific measures for the further qualification of the faculty members are implemented. The panel appreciates that faculty members get didactical training at the beginning of their time at UNJ.

The faculty' practical business experience meets the requirement of the programme to integrate theory and practice. Nonetheless, for the **Bachelor of Communication Science** the panel **recommends** increasing the number of lecturers with practical experience in areas where their expertise would benefits students, such as media production, as well as television and radio production.

Faculty members cooperate with each other to align courses towards the overall qualification objectives. Regular meetings are held with all those teaching in the five different programmes.

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

[65] *Kuliah Kerja Lapangan*; community service or field work.

[66] *Program Kreativitas Mahasiswa*; student creativity programme.

		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

Programme Director (Asterisk Criterion)

A Programme Director at the Faculty of Social Sciences is responsible for fulfilling the roles and responsibilities associated with the position. A person who is selected to be a study programme coordinator needs to have high academic integrity and needs to be able fulfil all their responsibilities. At Universitas Negeri Jakarta, general criteria and specific criteria for becoming a study programme coordinator are regulated[67] and this applies to all study programmes at the Faculty of Social Sciences, Jakarta State University. There are general requirements and specific requirements to become a study programme coordinator, which are outlined below.

The general requirements for becoming a study programme coordinator are:[68]

1. Faith and Fear in the One True God,
2. Loyal to Pancasila and the 1945 Constitution, the State and Government of the Republic of Indonesia,
3. Have a good personality, integrity, loyalty and high dedication to UNJ,
4. Have academic and managerial competencies to lead study programmes,
5. Have a good record during their time as a lecturer,
6. Physically and mentally healthy.

[67] Rector Regulation No. 1/2015.

[68] Listed in article 8 of the Rector's Regulation No. 1/2015.

The administrative requirements to become a study programme coordinator are:

1. Permanent lecturers of civil servant status with a minimum of four years of service in the study programme concerned,
2. Minimum of a master's degree,
3. Have at least a functional position as a lector and have the rank of director,
4. Be no more than 60 years old at the time of appointment,
5. Not currently serving as head of the study programme for two consecutive terms,
6. Not currently occupying another position equivalent or higher than the head of the study programme,
7. Not currently undergoing further studies, either with permission status or study assignments,
8. Each element in the assessment list of Civil Servant Performance Targets (SKP) for the past year is at least of good value,
9. Never received moderate and severe civil servant disciplinary sanctions.

In addition to general requirements and administrative requirements, there are also special requirements to become a study programme coordinator, including:

1. Willing to be nominated as head of the study programme by making a written statement on the form provided and signed on the stamp,
2. Create a Curriculum Vitae according to the format provided,
3. Present the work plan before the study programme coordinator selection meeting which includes the following elements:
    a. Improving the quality of study programme management in accordance with the vision, mission, and objectives stated in the UNJ strategic plan,
    b. Improving the quality of education, research and community service,
    c. Increasing the number and quality of student activities,
    d. Increased achievement of study programme accreditation scores,
    e. Increased cooperation with other institutions, both national and international levels, which are relevant to the development of study programmes,
    f. Improvement of academic atmosphere, work ethic, and health organisation of study programme.

Based on these requirements, each selected programme director has fulfilled all the requirements stated in the rector's regulation, including the five study programmes at hand. In addition to the requirements, there are duties and authorities of a study programme coordinator. The position of study programme coordinator functions to lead the implementation of education, research, community service, cooperation, and fostering academics and administrative staff in the study programme environment.

The main tasks of the study programme coordinator are

1. Coordinating the implementation of all study programme activities,
2. Planning lecture schedules, practicums, and evaluating learning outcomes,
3. Coordinating the implementation of lectures and practicums in the field of study within the State University of Jakarta,
4. Coordinating the process of implementing educational, research, and community service programmes within the University in related fields of study,

5. Coordinating the planning, provision, and proposal of the needs of lecture and practicum facilities as well as educational infrastructure,
6. Monitoring the course of the teaching and learning process in accordance with the curriculum,
7. Evaluating the management system of study programmes that have been running,
8. Preparing an accountability report on the implementation of duties to the Dean,
9. Carrying out other duties of superiors relevant to the task of implementing study programmes.

In addition to the main duties above, there are also several periodic tasks, including conducting periodic meetings within the scope of their duties and evaluating subordinates' performances. The study programme coordinator also has other responsibilities, including responsibility for the availability of the report on the results of the formulation of department/study programme policies and the report on the implementation of all study programme activities. They are also responsible for planning, organizing, supervising, and evaluating resources in the faculty.

Process organisation and administrative support for students and faculty

To effectively support learning and student administrative processes, various institutions and administrative bodies are dedicated to ensuring the success of students' academic activities. Each study programme is equipped with administrative staff whose primary role is to assist students throughout their academic journey. These administrative staff members are essential in facilitating a range of academic processes. For instance, they are responsible for creating pre-transcripts, managing graduation filings, updating and maintaining academic information systems, and performing other crucial tasks. Their goal is to provide comprehensive support to students, helping them navigate the academic landscape and ensuring they can focus on their studies without administrative hindrances. This integrated support system is vital for fostering an environment where students can thrive academically.

Appraisal:

During the interview with the programme management, the panel gained the impression that the programme directors effectively coordinate the activities of everyone involved in the five programmes and ensure that the programmes run smoothly.

Faculty members and students are supported by the administration in organising the study programmes. 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 complement personal one-to-one counselling. UNJ offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

Study programmes at the Faculty of Social Sciences collaborate with various educational institutions. The aim of the collaboration is to improve the quality of student graduates. As an educational institution requiring places for students to gain teaching practices, collaboration is established with several educational institutions in the province of DKI Jakarta. Several agencies that have collaborated have granted permits to UNJ Faculty of Social Sciences students to be able to carry out teaching practice for four to six months. After finishing teaching, students return to college to be able to complete their studies.

Apart from school agencies, the Faculty of Social Sciences also carries out several collaborations with other higher education institutions both nationally and internationally. The aim is to be able to increase collaboration and provide insight for students and deepening their knowledge. By collaborating with several of these universities, students can get a different perspective on the knowledge they have acquired. The study programmes **Islamic Education**, **Sociology Education**, and **Social Science Education** collaborate with different educational institutions around Jakarta. The Social Science Education programme cooperates with 54 schools, for example with SMP Negeri 30 Jakarta, MTs Negeri 25 Jakarta, and SMAN 109 Jakarta Selatan. The Sociology Education programme cooperates with 16 schools such as SMAN 79 Jakarta Selatan, SMAN 84 Jakarta Barat, and SMAN 30 Jakarta Timur. Lastly, the Islamic Education study programme cooperates with 42 schools such as for example SMAN 12 Jakarta and SMAN 100 Jakarta.[69]

Cooperation with business enterprises and other organisations

The Faculty of Social Sciences organises collaborations with other institutions besides educational institutions.[70] These institution aims to be able to provide an excellent experience for students studying in the **Communication Science** study programme. 37 agencies have collaborated with the study programme and are located in the media and publishing sector, government institutions, DKI Jakarta government headquarters and other state institutions. Every year students of the Communication Science study programme go to the institution. Some examples of the institutions or agencies that have collaborated with the UNJ Faculty of

[69] The expert panel was provided with a comprehensive list of all cooperation partners.

[70] The expert panel was provided with a comprehensive list of all business enterprises collaborating with the study programmes.

Social Sciences are Manggala Wanabakti Forestry Museum, Piar Consulting, Audit Board of the Republic of Indonesia, Ministry of Public Works and Public Housing, Tribe of the Communication, Informatics and Statistics Office of East Jakarta Administration City, and many more. There are also nine organisations which have signed a contract with study programme of **Sociology**. Examples of this are Citiasia inc, PT Mitra Adi Perkasa Tbk, and Danone New Zealand. The study programmes send the students to the organisation to learn about the organisation and how the company works. When returning to the University, students are expected to have gained a lot of experience from the company.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions, and networks relevant for the **five programmes** are clearly presented. The agreements forming the basis of the cooperation are documented. A specific focus is placed on educational institutions in which students from the **three educational programmes** can gain teaching experience. These collaborations are actively pursued and have a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are clearly presented. While the **three educational programmes** offer internships at schools, the **Bachelor of Communication Science** and the **Bachelor of Sociology** organise collaborations with various other institutions. The agreements forming the basis of the cooperation are documented. These partnerships are actively pursued and have a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of 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

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

The available facilities and infrastructure comply with the UNJ Quality Standards and Directorate General of Higher Education (Dikti) standards. UNJ provides facilities and infrastructure to support research activities such as laboratories, workshops, studios, and

other facilities according to the needs of lecturers and students.[71] Those facilities and infrastructure meet quality, work safety, health, comfort, and security standards. The Department of Sociology, Department of Sociology Education, Department of Communication, and Department of Social Studies Education, and Department of Islamic Studies Education each have learning laboratories. The purpose of the laboratory is to provide academic support to students, especially in terms of references. Each laboratory has books and several journal articles to support student learning references. Additionally, the infrastructure includes:

- lecture halls,
- leadership rooms,
- study programme management rooms,
- lecturer rooms,
- microteaching laboratories,
- multimedia laboratories,
- study programme reading rooms,
- faculty reading rooms,
- studio rooms,
- seminar rooms,
- courtrooms,
- multipurpose rooms,
- student activity rooms,
- sports centre,
- research room,
- dedication room,
- printing room,
- canteen,
- religious facilities,
- warehouse,
- student centre,
- bank,
- career development service room,
- health clinic,
- library,
- business incubation,
- parking lot,
- Information and Technology Centre,
- Language unit,
- learning resource centre,
- mosque,
- daycare,
- guest house,
- green open space,
- stage room,
- Edura TV and sigma TV

FoSS has well maintained classrooms, equipped with IT tools such as internet connection and LCD projector. The Faculty states that the availability of classrooms is accordance with the capacity needs of each class and the number of students.[72] Each classroom has a capacity for 50 students each, which is more than the maximum number of students in each class.[73] The classrooms have also been equipped with various learning facilities such as LCD monitors, projector, computers, white boards, free Wi-Fi networks, audio speakers, air conditioning, and lighting. In addition, there are also facilities that support accessibility for disabled students such as special provided lanes for wheelchairs, special toilets for disabled users, and several classrooms located on the easily accessed first floor.

The lectures and administration staff rooms are in the K-building which consists of four floors together with classrooms. In addition, there is one conference room which can accommodate up to 100 people. This conference room can also be used for student seminars and activities. Further, there are two rooms available for meetings or seminars of final project thesis

[71] A list of services and facilities of the Faculty can be accessed at https://FoSS.unj.ac.id/en/?page_id=1014, last accessed on June 7, 2024.
[72] See Self-Evaluation Report, p. 106.
[73] Currently, each class consists of 40 students.

proposals and examinations. Apart from the lecture hall/rooms in K Building, there is also a lecture hall in the Dewi Sartika Building which consists of total seven classrooms. One classroom funded by a grant is dedicated for hybrid learning which is equipped with supporting equipment for hybrid lectures. In addition to UNJ's central library, FoSS also provides a faculty library which serves all majors within the Faculty. Each study programme also has a laboratory according to the major's characteristics. The following is a brief description of the facilities and equipment from each study programme:

Table 41: Overview of facilities

	BoCS	BoIE	BoSSE	BoSE	BoS
Classroom	3 room	3 rooms	3 rooms	3 rooms	3 rooms
Laboratory	1 room	1 room	1 room	1 room	1 room
Multimedia Equipment		3 Projector 2 Laptop 3 Smart TV		1 Projector 1 Smart tv 2 Laptops	3 Projector 3 Smart TV 3 Laptops 3 Computers 3 Zoom camera

Bachelor of Communication Science (BoCS)

In the Communication Science major there are lecturer rooms, classes and laboratories. Overall, there are three classrooms and one laboratory. The laboratory has a discussion room that serves as a productive space for laboratory assistants to brainstorm project activities. It also functions as a study room for students and a place for group activities. There is also a lobby that provides flexibility for students to remain productive in a more relaxed atmosphere. The Communication Science study programme is committed to maximizing student group space. It is also committed to supporting the optimisation of the teaching and learning process as well as practical work through the utilisation of existing infrastructure.

Bachelor of Islamic Education (BoIE)

The Islamic Education study programme has lecturer rooms, classes, and laboratories. The Islamic Education program has a total of three classrooms, one laboratory, and various multimedia equipment, including three projectors, two laptops, and three 72-inch smart TVs. In addition, there is the Ijtima Mosque which is a place for students to practice worship and can be used for various studies, practice congregational prayers, and become the Imam of the mosque for fardu/Friday prayers. The Islamic Education study programme is committed to maximizing student group space. The major is also committed to supporting the optimisation of the teaching and learning process as well as the implementation of direct practicum through continuous evaluation and improvement.

Bachelor of Social Science Education (BoSSE)

In the Social Science study programme there are lecturer rooms, classes, and laboratories. BoSSE has three classrooms and one laboratory room. Within the laboratory, there is a discussion room, which serves as a productive space for laboratory assistants to brainstorm

project activities. Additionally, is serves as a study space for students. The study programme is dedicated to maximizing these discussion spaces for student group activities. The major is also committed to supporting the optimisation of the teaching and learning process as well as practical work through the support of adequate and well-maintained facilities and infrastructure.

Bachelor of Sociology Education (BoSE)
In the Sociology Education Major there are lecturer rooms, classes, and laboratories. The Sociology Education programme has three classrooms, one laboratory room, and various multimedia equipment, including one InFocus projector, one smart TV, and two laptops. Additionally, the laboratory features a comfortable discussion room that serves as a productive space for laboratory assistants to brainstorm project activities and a study area for students. The Sociology Education laboratory is equipped with several supporting tools. The study programme is committed to maximizing the use of group spaces to facilitate discussions among students and between students and lecturers. BoSE is also committed to supporting the optimisation of the teaching and learning process and practicum through monitoring the implementation that has been planned.

Bachelor of Sociology (BoS)
BoS also has lecturer rooms, classes, and laboratories. The Sociology programme has three classrooms, one laboratory room, and multimedia equipment including three InFocus projectors, three smart TVs, three laptops, three computers, three Zoom devices, and one camera to support the learning process. Additionally, the laboratory features a comfortable discussion room that serves as a productive space for laboratory assistants to brainstorm project activities and a comfortable study area for students. The Sociology laboratory is well-equipped with several supporting facilities such as projectors, monitors, and reference materials. BoS is committed to maximizing the use of existing student group space as a means of carrying out student learning activities. The Major is also committed to supporting the optimisation of the results of the teaching and learning process and the implementation of practicums.

In addition, to support efforts to create a dynamic academic atmosphere, outdoor group rooms or Arena Prestasi (student arena) are provided which are equipped with electricity networks and free Wi-Fi so that students can use them for informal discussions. The Arena Prestasi is used to showcase student talents and creations on an open stage.

UNJ has a reliable internet network and provides a Wi-Fi network that can be accessed free of charge by students throughout the campus area. Various information systems and learning resources managed by the UNJ Computer Centre Technical Implementation Unit can be accessed by lecturers and students. The following are some of the information systems that can be accessed.

Table 42: Information Systems Provided by Universitas Negeri Jakarta

Name of System	Function
Academic Information System - Sistem Informasi Akademik (SIAKAD) https://siakad.unj.ac.id	A system that can be used to process student academic data, such as filling in Study Plan Cards (KRS), Study Result Card Printers (KHS), validation of KRS by lecturers as academic supervisors, input of course grades by course lecturers, and access academic transcripts. Faculty administrators can access data on average GPA, number of active students, list of lecturers who have not included grades, number, and profile of graduates.
Employee Information System - Sistem Informasi Kepegawaian (SIPEG) https://sipeg.unj.ac.id	The system of the Personnel Section of the General Affairs and Personnel Bureau of the Jakarta State University. This website contains information on personnel/employee data at Jakarta State University, both educators (lecturers) and education staff.
Lecturer Information System - Sistem Informasi Dosen (SIDOS) https://sidos.unj.ac.id	The system used to access lecturer data and update lecturer data.
Remuneration information system - Sistem Informasi Remun https://remunerasi.unj.ac.id/	The system used for payment of performance allowances for agency employees. Provides guidance on Remuneration Management for BLU Employees at Jakarta State University, in accordance with the Chancellor's Regulation concerning Guidelines for Remuneration Management for Public Service Bodies at Jakarta State University. In a year there are four times the reporting period of performance reports whose data relates to plans for teaching (siakad), research and service (SIPP), and other tasks.
Quality Assurance Information System - Sistem Informasi Penjaminan Mutu https://spm.unj.ac.id	A system that functions to develop and encourage the implementation of a quality assurance system at UNJ. This system also has the function of compiling standards that will be applied throughout the UNJ campus environment. The Coordinator of the Quality Assurance Centre is tasked with carrying out a series of planning, drafting and formulating standards as a reference or guideline for implementation in the academic and non-academic fields at UNJ. This Education Standard can be used as a guide for study programme managers so that they can always improve performance and competence in the field of education/teaching, so that the implementation of the programme has standards in building a quality culture.
Legal and Management Information System - Sistem Informasi Hukum dan Tatalaksana https://buk.unj.ac.id/silaw/	This website contains information on legal products and legal services within the Jakarta State University, both educators (lecturers) and education staff. All employees and guests can access various legal bases in carrying out their duties and functions within the scope of UNJ.

Library Information System - Sistem Informasi Perpustakaan https://lib.unj.ac.id/	This system can be used by the entire academic community in searching or checking catalogues from the UNJ central library, libraries, and other literary sources.
Information technology and computer center services - Layanan Pustikom https://pustikom.unj.ac.id/	Academic information system/campus management online. Providing information and support in the use of IT in the learning process including troubleshooting support for IT problems that occur in the implementation of teaching and learning activities.
Internal Monitoring Unit - Satuan Pengawas Internal https://spi.unj.ac.id/	An Internal Control mechanism and system as one of the main means to ensure that institutional management has been implemented in accordance with the principles of Good Corporate Governance
Alumni Association - Ikatan Alumni UNJ https://ika.unj.ac.id/	A system for alumni of the Jakarta state university to communicate with each other, create synergy between the world of campus and the world of work for alumni who are spread in the education and non-education fields. Apart from that, the alumni association has also become a medium for UNJ in carrying out a series of tracer study processes.
Room and Vehicle Lending Information System - Sistem Informasi Peminjaman Ruang dan Kendaraan https://buk.unj.ac.id/sirt/index.php	Centralised Room and Vehicle Loan Application. Through this application, you can see the rooms usage for the conference date and time so that you can plan activities at a time and place that does not conflict with other activities. This application can also see the schedule for the use of operational transportation/vehicles at the university.
Institute for Educational Development and Quality Assurance Information System - Sistem Informasi LP3M https://lp3m.unj.ac.id/	It is a system that provides information on the services of the Education Development and Quality Assurance Institute, Jakarta State University. The services included include the Teacher Education Profession – Profesi Pendidikan Guru (PPG), Teaching Skills Practice – Praktek Keterampilan Mengajar (PKM).
Research and Community Service Information System - Sistem Informasi Penelitian dan Pengabdian Masyarakat https://lppm.unj.ac.id/	It is an institution entrusted with responsibility for the organisation and implementation of research activities and community service. Through this system there are research, service, publication, intellectual property right - Haki, Community Service Programme (KKN) services as well as support for the implementation of research and community service carried out by educators.
New Student Admissions Information system - Sistem Informasi Penerimaan Mahasiswa	Information system for new student admissions for undergraduate, vocational and postgraduate levels. Acceptance of students through various admissions channels both written selection and skills test.

Baru https://penmaba.unj.ac.id/	
Single Tuition Information System - Sistem Informasi Uang Kuliah Tunggal https://siukat.unj.ac.id/	System for filling in Single Tuition Fee – Uang Kuliah Tunggal (UKT) for new students by including various supporting evidence. Inform the amount of UKT that must be paid by students. UKT payment procedures and payment times each semester.
Journal Information System - Sistem Informasi Jurnal https://journal.unj.ac.id/	Journal information systems managed by the University under the control of LPPM are Parameter and Sarwahita journals.
Language Center https://languagecenter.unj.ac.id/	Serving the TOEFL, TEP English Test, IELSTS, Proffresa/editing and translation, Indonesian language editing
Business Management Agency information system - Sistem Informasi Badan Pengelola Usaha https://bpu.unj.ac.id/	Provide information on the utilisation of UNJ resources to increase UNJ public service agency (BLU) revenue.
Social Science Faculty Information System - Sistem informasi Fakultas Ilmu Sosial, https://FoSS.unj.ac.id/	Provides profile information on the Faculty of Social Sciences from structure, study programmes, human resources, activity news, and services.
Electronic Mail Registration Information System - Sistem Informasi Pencatatan Surat Elektronik https://sipeg.unj.ac.id/applesunj/	System for sending, receiving, recording, and storing correspondence electronically between units at UNJ.
Student Mailing Information System - Sistem Informasi Persuratan Mahasiswa https://bakh.unj.ac.id/sipermawa/login.php	Serving student correspondence, permits, application letters and so on.
Repository: http://repository.unj.ac.id/	Serving the delivery and storage of documents for lecturers and students.
Online Learning Information System - Sistem Informasi Pembelajaran online: https://onlinelearning.unj.ac.id/	Serving self-learning online through LMS (Learning management System).

Lecturer Attendance Information System - Sistem Informasi Kehadiran dosen: https://buk.unj.ac.id/dasiunj/pegawai.php?page=datahadirpegawai	Record attendance for lecturers online, enabling lecturers to carry out online or hybrid learning.
Planning and Financial System - Sistem perncanaan dan Keuangan http://sirena.unj.ac.id/	Serves to plan programmes with indicators and budget details.

Access to literature (Asterisk Criterion)

To support lectures and the preparation of research results, there are more than 1,500 reference sources in the form of books, journals, and research reports, which are supported by the availability of reading rooms in study programmes. Students have access to the literature collections of the Faculty and University libraries. The library provides offline services every weekday from 07.00 – 16.00. Students can borrow from the collection for a period of two weeks through the book lending mechanism. The lending period can be extended by two weeks twice. They can also read theses written by alumni in the reading room of the library.

Apart from the offline or physical library in the campus building, students can also access the University library's literature collection online.[74] There are many online services such as checking and ordering books.

This accessibility makes it easier for students to obtain collections of electronic resources in the form of e-books and e-journals from anywhere. Through this website students can also access sources outside UNJ, such as the journal database Scopus, Proquest, JSTOR, SpringerLink, EBSCO. FoSS provides support for the needs of students and the implementation of teaching and learning for updated literature through free access to the pages of these journals. The library page is also linked to other sources such as a central library service of the national library, the Perpusnas E-resources, so that collections and availability become more integrated and collaborative.

Appraisal:

The quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the **five study programmes**. The rooms are properly equipped for students with disabilities, ensuring barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature, journals, and digital media (e.g. electronic media, databases) is ensured. The

[74] http://lib.unj.ac.id/buku/index.php, last accessed June 7, 2024.

literature expressly required for the study programmes is available in the library and is regularly updated. However, the panel **recommends** providing more relevant e-resources to the faculty and students of all study programmes. E-books and E-journals facilitate accessibility, searchability, and support remote learning. For faculty, they ensure access to the latest research developments. Additionally, they are resource-effective, saving physical space, maintenance costs, and environmental resources, making them indispensable tools for modern education and research.

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

4.5 Additional services

Career counselling and placement service

The career guide and job information service programme for students and graduates from UNJ are coordinated and implemented by the UNJ Career Centre. The UNJ Career Centre offers a well-planned and organised programme designed to provide information and education to alumni, particularly on securing employment in various private and government institutions. The Centre educates students on various skills needed to prepare for entering the workforce. Practical skills covered include creating a Curriculum Vitae, writing application letters, and preparing for job interviews.

The UNJ Career Centre can become a reference for graduates in finding various information on available job vacancies. In addition, there are several profiles of students or graduates who have received job opportunities that can be used as motivation for students and graduates. Lecturers as academic advisors also act as student advisors in terms of providing directions, suggestions, or input related to the world of work, especially related to academic preparation. However, this guidance function also needs to be supported by the active participation of students to generate their willingness to find the best career for them. Therefore, the function of career preparation guidance also needs to be carried out in every academic guidance in every semester, especially in the final semester of lectures.

Alumni Activities

Every study programme at UNJ collects data on alumni, forms alumni network, and sometimes holds career talks with study programme alumni. Activities that have been carried out are tracer studies and alumni talk. However, the tracer study cannot be filled out by alumni,

because only a few have filled out the tracer study form even though the study programme has proactively contacted them.

FoSS UNJ has an Alumni organisation on the Faculty level and on the study programme level. Internally those activities consist of:

- Organisational Arrangement, forming Alumni Organisations from the Faculty and Study Programme level.
- Alumni Member Data Collection, both old alumni and new alumni.
- Building communication and collaboration with the UNJ Alumni Association, the Dean, and the Chancellor.

Externally those activities consist of:

- Social Activities, provide social assistance to students, and residents around the campus. This activity was carried out intensely during Covid 19.
- Involve students in various reasoning discussion activities to share social problems.
- Building a network of cooperation with local government institutions, DKI Regional Government, and Non-Governmental Organisations

Input and suggestions from alumni are useful in the development of alumni monitoring. Tracer studies are routinely carried out continuously to be able to generate references to monitor graduate developments. In addition, to help graduates find work after completing their studies, pre-job training and job hunting are also part of the alumni organisation's programmes.

The five study programmes are committed to developing collaborative tactics and offering optimal services during the learning process. Collaboration strategies not only invite active students to share their learning experiences with alumni, but also involve them in the learning process. Thus, there is an alumnus sharing session to share industry-related knowledge. In addition, there is a foster sister programme comprised of alumni who are assigned as study tutors for students in programmes such as **Communication Science**.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		

4.6 Financing of the study programme (Asterisk Criterion)

As a state university, UNJ's source of funding comes from the State Revenue and Expenditure Budget (APBN) and the costs are borne by students according to their financial capabilities.[75] The budget sourced from the state budget is prepared annually in the form of a budget plan. The university manages the budget and distributes it to faculties to be forwarded to study programmes. In general, the university's sources of income are classified as follows:

1. Government Revenue whose funds come from the government budget,
2. Community income from funds originating from the community, university business and savings, as well as other business sources,
3. Grants.

UNJ's financial sources are obtained from Non-Tax State Revenue - *Penerimaan Negara Bukan Pajak* (PNBP).[76] Types of PNBP for tertiary institutions are based on national regulations which include:[77]

1. Single Tuition Fee (UKT),
2. College entrance exam selection fees,
3. Employment contract in accordance with the role and function of the university,
4. Sales of products obtained from administering higher education,
5. Donations and grants from individuals, government agencies or non-governmental organisations.

The Study Funding Programme from Single Tuition Fees (UKT) is implemented based on regulations concerning tuition fees at state universities within the Ministry of Education and Culture.[78] Based on these regulations, the UKT that is borne by students is in accordance with the financial capabilities of the student's parents during the first semester study period until graduation.

UNJ has a policy to provide funding for students who demonstrate academic potential but face financial constraints. In this case the University cooperates with various parties to aid in the form of scholarships, exemption from tuition fees, reduction of tuition fees, and allows delays in paying tuition fees in accordance with the rector's regulations. There are several types of scholarships that undergraduate students at UNJ can take advantage of, namely:

1. *Bidikmisi* Disadvantaged Student Prospective Tuition Fee Assistance,
2. Academic Achievement Improvement/Improvement Scholarships,
3. PPA Education Cost Assistance,
4. Higher Education Affirmation Scholarship (ADIK),
5. Scholarship for the Disabled,
6. BAZNAS,
7. LAZNAS,
8. Gudang Garam,

[75] According to Law No. 20/2012 concerning Higher Education.

[76] Referring to Law No. 20/1997 concerning PNBP.

[77] Decree of the Minister of Finance of the Republic of Indonesia No. 115/KMK.06/2001 concerning Procedures for Using Non-Tax State Revenue at State Universities.

[78] Minister of Education and Culture Regulation No. 55/2013.

9. Karya Salemba Empat,
10. Bogor City Government,
11. Pancakarsa,
12. Jakarta Scholarship Foundation,
13. Jakarta Excellent Student Card.

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

Appraisal:

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

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

5 Quality assurance and Documentation

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

Universitas Negeri Jakarta has implemented a System of Internal Quality Assurance (SPMI) to ensure the quality of its higher education programmes. SPMI is a systematic activity that involves planning, implementing, evaluating, controlling, and improving the performance of the University in line with the Tri Dharma obligations (education, research, and community service).

The Universitas Negeri Jakarta SPMI policy applies to all units within the University, including faculties, agencies, institutions, study centres, technical implementing units, study programmes, and laboratories. By implementing the SPMI policy, the University aims to ensure the quality of its higher education programmes and to prepare its students to excel in the competitive global job market. The SPMI is a systematic activity driven by internal needs and awareness to ensure the quality of higher education implementation at Universitas Negeri Jakarta.

At the University level, quality assurance is carried out by various divisions. The University Senate is the highest normative body consisting of the Rector, Vice Rector, Chair of the Institution, Dean, and Professor/Lecturer of Deputy from the Faculty. The University leadership, led by the Rector, produces quality assurance documents, while the Vice Rector for Academic Affairs examines them. The centre for quality assurance (PPjM) is appointed by

the Rector's decision. PPjM formulates, socialises, and audits the implementation of university quality policies. In carrying out its duties, the Chairperson of PPjM coordinates with the Rector through the Chairperson of the Education and Quality Assurance Development Institute.[79]

At the faculty levels, quality assurance is carried out by the Faculty Senate, Faculty leaders, the Faculty Quality Assurance Group (GPjMF)[80], and the Study Programme Quality Assurance Team (TPjM-PS). The Faculty GPjM is a body appointed by decision of the Dean/Director responsible for implementing faculty quality policies. The TPjM-PS is a team appointed by decision of the Dean/Director responsible for implementing the study programme quality policy. In carrying out their duties, the GPjM and TPjM-PS coordinate with the Vice Dean for Academic Affairs.

The University claims that the whole organiser of quality assurance at Universitas Negeri Jakarta is comprehensive and covers all aspects of the university's activities. They state that the policies are developed and implemented systematically to ensure consistent and continuous improvement towards achieving world-class teaching standards.[81]

Universitas Negeri Jakarta establishes a policy to improve the quality of the implementation of higher education in a sustainable manner, referring to the National Higher Education Standards to realise the vision, mission, and meet the needs of stakeholders through the implementation of the Tri Dharma of Higher Education. Based on this, UNJ sets as many as 32 standards in the System of Internal Quality Assurance (SPMI). The establishment of SPMI standards for each unit at UNJ adheres to the standards set by the University, while also considering additional standards based on the unique characteristics of each unit. The scope of SPMI covers all aspects of higher education, with a primary focus on academic aspects and learning support. However, the University recognises the need to expand the scope of its SPMI policy to include non-academic aspects such as vision, mission, and objectives; civil service, leadership, management system, quality assurance, and cooperation; student affairs and graduates; human resources; facilities and infrastructure; finance, information systems, and occupational health and safety (OHS).

To implement the SPMI policy, Universitas Negeri Jakarta has divided it into three stages. The first stage is the SPMI development phase (2018–2022), which focuses on both academic and non-academic aspects. The second stage is the stage of strengthening SPMI (2022–2026), where the policy is fully implemented by all levels/units within the University to prepare for the World Class Teaching University (WCTU) status. The third stage is the stage of achieving quality advantage (2026–2030), where the SPMI is raised beyond the standard set by the Ministry of Education and Culture and most of the AUN (ASEAN University Network) accreditation study programmes.

The Universitas Negeri Jakarta's SPMI is planned, implemented, evaluated, and improved in quality on an ongoing basis based on the PDCA (Plan, Do, Check, Act) model, which is derived as the PPEPP model (planning, implementing, evaluating, controlling, and improving). The

[79] http://spm.unj.ac.id/?lang=en.

[80] https://fis.unj.ac.id/gpjm/.

[81] See SER, p. 118-119.

standards in Universitas Negeri Jakarta's SPMI are determined through appropriate strategies and a series of activities. The achievement of goals through these strategies and activities is regularly monitored, evaluated, and developed further.

With the PPEPP management model, each unit within Jakarta State University must periodically carry out a self-evaluation process to assess the performance of its own unit using the established SPMI standards and manuals. The results of the self-evaluation will be reported to the unit head, all staff in the unit concerned, and the head of UNJ. Based on the self-evaluation results, unit leaders and the leadership of UNJ will decide which steps or actions should be taken to improve and enhance quality.

Implementing Universitas Negeri Jakarta's SPMI with the PPEPP management model also requires that each unit within the University is open, cooperative, and ready to be audited or inspected by a team of internal auditors who have received special training on SPMI audits at UNJ. Audits conducted at the end of each academic year will be recorded and reported to the head of the unit and the University, who will then take specific actions based on the findings and recommendations from the auditor team.

All processes listed above are intended to guarantee that the quality of every higher education implementation activity at the University is guaranteed and that Universitas Negeri Jakarta's SPMI is always evaluated to find its strengths and weaknesses so that changes can be made toward continuous improvement. The result of implementing SPMI based on the PPEPP management model is the readiness of all study programmes at Jakarta State University to participate in the external accreditation or quality assurance process by either higher education national accreditation institution (BAN-PT)[82], independent accreditation institutions (LAM), or a credible foreign accreditation institution.

The SPMI strategy actively involves all academics from the planning stage to the evaluation and development stages. Additionally, it involves professional organisations, alumni, the business world, and the government as employers of graduates, especially at the stage of setting standards in SPMI. The University conducts structured and planned training for lecturers and administrative staff, explicitly training them as internal auditors. It periodically socialises the functions and objectives of SPMI Universitas Negeri Jakarta to stakeholders.

Some results of the reports of the five study programmes at hand can be seen below.

Table 43: Results of Study Programme Report

	BoCS	**BoIE**	**BoSSE**	**BoSE**	**BoS**
The evaluation results and the analysis on student workload	The average GPA is 3.50 and the student workload has been	The average GPA is 3.65 and the student workload has been	The average GPA is 3.50 and the student workload has been	The average GPA is 3.50 and the student workload has been	The average GPA is 3.52 and the student workload has been

[82] https://www.banpt.or.id/en/, last accessed June 10, 2024.

	achieved in accordance with their Study Plan Card (KRS)	achieved in accordance with their Study Plan Card (KRS)	achieved in accordance with their Study Plan Card (KRS)	achieved in accordance with their Study Plan Card (KRS)	achieved in accordance with their Study Plan Card (KRS)
Success rate	Graduate employer satisfaction as follows: 95% very good and 5% good.	Graduate employer satisfaction levels as follows: 90% very good and 10% good.	Graduate employer satisfaction levels as follows: 90% very good and 10% good.	Graduate employer satisfaction levels as follows: 92% very good and 8% good.	Graduate employer satisfaction levels as follows: 93,4% very good and 6,6% good.
Graduate employment as well as the student population	Tracer study results In this aspect, the competency of graduates is considered very good, meaning that graduates gain knowledge in accordance with their field of work.				
Plan and assess the quality assurance and development procedures	Carry out PPEP (determination, implementation, evaluation, control, and improvement) in each component and learning activities				

5.2 Instruments of quality assurance

Evaluation by students

Evaluation by students is carried out at the end of each semester. The aspects assessed include the learning process, lecturer performance and competence, administration (academic and non-academic) services, and infrastructure or learning facilities. Student evaluation of the four objects is viewed from six aspects as follows: (1) using valid and easy-to-use evaluation instruments, (2) carried out at the end of each semester, and the data is recorded entirely, (3) the results are analysed, (4) followed up for improvement and improvement of faculty quality, and (6) the results are published and easily accessible to interested parties.

The instrument refers to the national standards of higher education in terms of learning. Learning evaluation is carried out online on the Siakad system (academic information system). At the end of each semester, students must complete an evaluation of the implementation of learning and an evaluation of the lecturer's performance in teaching. Completing this evaluation is a requirement for students to be able to access course grades. Lecturers who do not meet the standards are then asked to take part in lecturer development activities carried out by the UNJ Education and Learning Development Institute.

The objectives of the evaluation by students are as follows:[83]

1. Measuring the extent of service provision that the work unit has carried out
2. Measuring student satisfaction as a service user
3. Learning about the weaknesses and strengths of the quality of service from each service work unit
4. Serving as material for determining the follow-up plan for improving service quality
5. Serving as feedback in improving the quality of service

The evaluation of services and infrastructure is carried out by GPjM through instruments that are available on the GPjM website. The results of student assessments are analysed by GPjM, and the documents are then submitted to the deputy dean for academic affairs in the Faculty. The deputy dean subsequently sends the evaluation results document to the study programme coordinator for follow-up.

Table 44: Evaluation of Quality

	BoCS	**BoIE**	**BoSSE**	**BoSE**	**BoS**
Evaluation by the students is carried out regularly	Every semester				
Recipients of the outcomes	Every lecturer and education staff can access the results of the survey of lecturers, student, and education staff.				
Provide input for the quality development process	Improving teaching materials that support graduate competency-based course learning outcomes (CPMK) and collaboration with stakeholders.			Improving teaching materials that support graduate competency-based course learning outcomes (CPMK)	Improving teaching materials that support graduate competency-based course learning outcomes (CPMK) and collaboration with stakeholder
The evaluation results are translated into a list of measures to be taken	(1) To improve the learning process based on critical thinking that can be implemented in research, (2) The final stage is a discussion with the Student Executive Body (BEM) to discuss lectures and make improvements to the input given by students through BEM.				(1) To ensure that the learning content discussed is the latest facts or problems that are analysed in the research process, (2) together with the BEM Study Programme, an open discussion was held

[83] The student satisfaction survey instrument can be accessed at: https://bit.ly/SurveyVMTS-mhs, last accessed June 10, 2024.

		to discuss the following lectures, the benefits obtained, and the obstacles to the proposed improvements submitted.

Bachelor of Communication Studies (BoCS)
Measuring the satisfaction of lecturers, educational staff, and students in the Bachelor of Communication Sciences is carried out by faculty and study programme quality assurance officers periodically every six months. Satisfaction surveys are related to learning systems, facilities, infrastructure, research, and development. The satisfaction survey results of students and educational staff will be in the form of a report which the study programme quality assurance will issue. Every lecturer and education staff can access the survey results.

Bachelor of Islamic Education (BoIE)
Measurement satisfaction of lecturers, education staff and student in the Bachelor of Islamic Education are carried out by faculty quality assurance officers on a regular basis. Every lecturer and education staff can access the results of the survey of lecturers, student, and education staff.

The Islamic Religious Education study programme conducts evaluation activities on the learning that has been accomplished, including one on the assessment component using the PPEPP cycle technique: Standards determination, implementation, evaluation, control, and enhancement. An example of the impact of PPEPP implementation on the learning outcomes of BoIE student during the past three years is a mean GPA greater than 3.67. This achievement must be enhanced and expanded based on the project or product learning outcomes from each subject that contribute domestically and globally. The following is a summary of the acts taken by PPEPP:

Bachelor of Social Science Education (BoSSE)
At the beginning and end of each semester, students evaluate the quality of education at Jakarta State University. The evaluation schedule can be accessed online. Each student assesses the learning preparation, process, and evaluation of each course they take by logging in to this page. The BoSSE learning evaluation is carried out based on data obtained from the UNJ Monitoring and Evaluation System (SIAKAD). Students are required to fill out monitoring and evaluation instruments and provide written advice as material for evaluating study programmes. Based on the results of the assessment via EDOM (Evaluasi Dosen Oleh Mahasiswa/Lecture Evaluation by Students) for four semesters, in the 2020 academic year the average BoSSE lecturer performance score was 3.0, in the odd semester and 3.53 in the even semester. Furthermore, for the 2021 academic year, the average lecturer performance increased in the odd and even semesters at a value of 3.60. Some suggestions from students include suggestions regarding variations in assignments and student assessments, effective use of time in lectures, and the possibility to immediately conduct offline lectures using strict health protocols.

Bachelor of Sociology Education (BoSE)
Learning evaluation is carried out every semester at the Sociology Education study programme level and divided into several forms with different stages. First, the evaluation of learning by lecturers through their subjects is carried out through the evaluation of lectures every semester. The evaluation results are followed up by improving teaching materials that support graduate competency-based course learning outcomes (CPMK). Second, is the integration of the lecture system through SIAKAD, and each student is asked to fill out a questionnaire containing a lecturer satisfaction instrument. In general, the results of the evaluation of lectures in Sociology Education are quite good as measured by the learning system and learning media. However, it is necessary to integrate lecturer research results in the form of scientific articles and journals as another reference in learning. Keeping learning material up to date and following developments is important to increase student awareness of various new issues that exist. This aims to improve the learning process based on critical thinking that can be implemented in research. The final stage is a discussion with the Student Executive Body (BEM) to discuss lectures and make improvements to the input given by students through BEM. This tiered evaluation process carried out to improve learning in the Sociology Education Study Programme.

Bachelor of Sociology (BoS)
Evaluations within the Sociology Study Programme are conducted through multiple stages and forms. Initially, each lecturer performs an internal evaluation of their own teaching. This process focuses on assessing the learning outcomes of courses (CPMK) to ensure alignment with the competencies expected of graduates. Additionally, it involves reviewing the indicators of student performance from the previous semester to identify areas for improvement.

Furthermore, during the course, after midterm examination, the lecturer conducts a learning evaluation which includes the material that has been discussed, the learning methods carried out and student achievements carried out by distributing questionnaires. The response given by students becomes a form of monitoring and evaluating lecturers in analysing learning achievements in one course. Furthermore, it is discussed in the forum and the formulation of the form of learning methods are discussed to improve learning outcomes.

Second, quality control is integrated with the system that has been created in SIAKAD. Every student who has attended lectures for one semester, is required to fill out a lecturer satisfaction questionnaire containing 25 indicators. This allows comparison between one course and the average rating of courses in the Faculty and the University. One example of this can be seen in the figure below. Blue is the evaluation of one exemplary course, black the average rating of courses in the Faculty and green is the average rating of courses in the University as a whole.

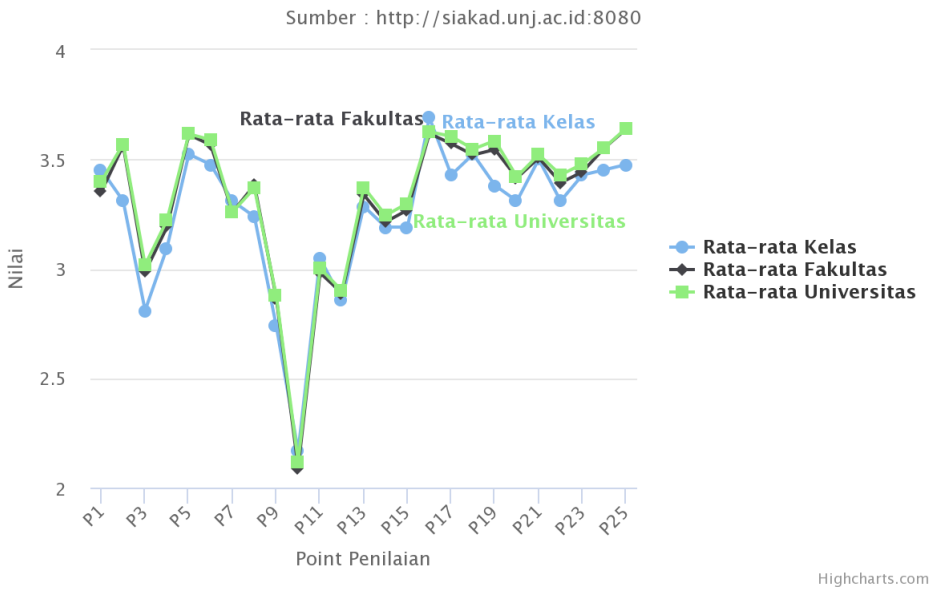

Figure 1: Lecture Evaluation

In analysing the results of the exemplary lecture above, it becomes apparent that the indicator that needs attention because it has the lowest value is "Lecturers use research results (scientific articles, books, etc.) as references in learning". This finding is helpful because lecturers must integrate research results in learning to ensure that the current issues are discussed in class. This aims to improve factual discussions and problem solving and hone students' critical thinking.

Third, together with the Student Executive Body (BEM), an open discussion was held to discuss the following lectures, the benefits obtained, and the obstacles to the proposed improvements submitted. These three processes become a series that must be carried out by the study programme to be able to make improvements continuously and periodically in the field of education.

Evaluation by faculty

The quality evaluation at the faculty level includes learning, research, and community service activities which are carried out internally through internal quality audit activities by auditors. The findings of the internal evaluation results, especially the findings that do not meet the standards, are presented at the management review meeting to be followed up later. If the findings are at the faculty level, then the person in charge is the dean, but if the findings are at the study programme level, then the person responsible for following up is the study programme coordinator.

Faculty leaders are responsible for directing the study programme’s policies, programmes, and activities. As needed, briefings are conducted in annual work meetings, monthly work meetings, weekly leadership meetings, and incidental meetings. In these meetings, faculty leaders present policies and programmes, explore obstacles to implementing activity programmes, and find solutions to hold the activity programme smoothly and achieve goals.

The study programme coordinator follows up the results of the meeting by sharing it with the lecturers and students.

The Quality Assurance Group monitors and supervises governance at the Faculty of Social Sciences as an extension of the Quality Assurance Unit (SPM) task. Supervision at the study programme level is carried out by the Quality Assurance Team (TPjM). Supervision is carried out periodically at least once every three months to monitor the implementation of study programme and faculty work programmes reported in evaluation meetings. In addition, SPM also supervises study programmes and faculties periodically every semester.

The evaluation results are reported to the leadership and used to develop faculty governance. The development includes the field of human resources in the form of advanced education, training, and workshops. Human resource development is provided both for lecturers and education staff. Some of the trainings provided by the Faculty are related to doctoral studies with SFD scholarships, acceleration of functional promotion with the formation of a professor acceleration team, K3L training for laboratory workers, and journal management workshops within the faculty.

Within the Faculty of Social Science, the Faculty Quality Assurance System and programmes monitor and assess the implementation of the Tri Dharma according to the PPEPP principles every quarter to provide control over the performance of the study programmes in reporting Main Performance Indicators (IKU) and Additional Performance Indicators (IKT). The complete implementation process UPPS consists of four SPMI documents including policy documents, standards, manuals, and forms. Periodic reports, and evidence of follow-up can be accessed online.

In addition, UNJ's central quality assurance system will conduct an internal audit once a year about the nine measures of study programmes determined by the accreditation agency. The results are used by the study programmes to implement improvements.

Lecturers do an evaluation through a satisfaction survey conducted by the University. There are several aspects assessed in the survey, including governance, corporate governance, and cooperation; human resources; finance, facilities, and infrastructure; education; research; community service; and the Three Principles of Higher Education (Tri Dharma) outcomes. The survey scoring system is a scale that ranges from very satisfied (4), satisfied (3), dissatisfied (2), and very dissatisfied (1). Evaluation is also carried out through study programme meetings that discuss the learning planning, learning process, and learning evaluation of each semester. The meetings are held regularly at the beginning and end of each semester.

External evaluation by alumni, employers and third parties

Evaluation of the implementation of the learning process and other non-academic matters is also carried out by alumni. This is one of the bases for institutions to determine the success of education. The graduate evaluation instrument was designed by the UNJ career centre.

Alumni can fill out the instrument on the career centre website page.[84] The results of the assessment by alumni are then analysed by the faculty. The aspects that are evaluated are how close the relationship between the field of study and the relevant field of work is, and how the benefits of the learning methods implemented in lectures are beneficial in work. Meanwhile, the indicators of success for graduates refer to the period for alumni to get their first job and get a salary of 1.2 UMR.

In addition, the assessment is also carried out by stakeholders and is used as evaluation material to improve the quality of graduates, ensuring that graduates have the abilities and expertise according to the needs of stakeholders and are used as feedback to improve the quality of graduates. The instrument used is integrated on the UNJ career centre website. Aspects that are assessed by stakeholders on alumni are regarding attitudes, abilities according to the field of knowledge, language skills, as well as interaction and communication in their work. The results of assessments by stakeholders are used by study programmes and faculties to improve the quality of learning and are published on the study programme website and faculty quality assurance website.

The University provides a website for alumni. This website provides information on the distribution of alumni professions in each study programme. In addition to the database, alumni are also involved by the Dean of the Faculty of Social Sciences in the context of strategic efforts to develop higher education through various meeting activities. Currently, Faculty of Social Sciences alumni take part in various fields including educational institutions, government, and BUMN. This is an opportunity to be able to take advantage of the potential of alumni to participate in having the responsibility of developing the campus. This has a positive impact on collaborating with various government and private institutions to continue developing the University into a leading university in the Asian region.

Bachelor of Communication Studies (BoCS)
The monitoring system for graduates in Communication Science and stakeholders, both graduates and institutions where graduates work, are evaluated regularly by the study programme and faculty quality assurance teams as well as the faculty tracer study team. Learning activities are evaluated with quality assurance and then analysis, recommendations, and survey/evaluation results are carried out and used as input for further work programmes to correct deficiencies in the previous year.

Bachelor of Islamic Education (BoIE)
The monitoring system about graduate of Bachelor of Islamic Education and stakeholder are evaluated periodically by the quality assurance team of the Bachelor of Islamic Education, Faculty of Social Sciences, and UNJ. Learning activities are evaluated by quality assurance and then analysis, recommendations, and solutions to survey/evaluation results.

Bachelor of Social Science Education (BoSSE)
Evaluation of BoSSE is carried out not only by active students, lecturers, and education staff, but also by external parties. Several external parties who provide the assessment are alumni,

[84] https://tracerstudy.unj.ac.id/, last accessed June 11, 2024.

stakeholders/users, and partners. The results of the tracer study conducted by BoSSE show that 87.5% of alumni were satisfied with their first jobs after graduating from the study programme, 43.8% of alumni stated that their current jobs were in line with expectations, 18.8% of alumni stated that their current jobs were very suitable, while the rest stated that their jobs were rather not in line or did not meet expectations. This result shows that the alumni of BoSSE get a job that is in accordance with the field of education they took. Other than alumni, other external parties who can carry out the assessment are stakeholders and partners. Stakeholders and partners can provide input, suggestions, and evaluations online. Furthermore, the study programme also provides employers access to give inputs and suggestions through the tracer study website.[85] Meanwhile, for partners, BoSSE provides offline invitations to provide input as material for evaluating and improving the quality of the study programme.

Bachelor of Sociology Education (BoSE) and Bachelor of Sociology (BoS)
The quality assurance system for the Sociology Education study programme is carried out through monitoring and evaluating the implementation of the tri dharma of higher education based on the PEPP principle. The evaluation is carried out quarterly with the aim of ensuring quality and control over the performance of the Faculty. The form of evaluation reporting is contained in the Key Performance Indicators (IKU) and Additional Performance Indicators (IKT). In addition, there is an evaluation of learning through early learning monitoring and evaluation; semester, middle semester, and final semester through SIAKAD conducted by students. In addition, UNJ's central quality assurance system will conduct an internal audit once a year in the sociology education study programme which will become material for the study programme to make improvements.

5.3 Programme documentation

Programme description (Asterisk Criterion)

Based on a national law concerning Public Information Disclosure, public bodies need to provide information openly to the public.[86] As part of public institutions, Universitas Negeri Jakarta displays all information openly on its website, including the vision and mission, statute, university performance, strategic plans, financial reports, academics, online learning, and all institutional activities that will or have been carried out.

The Faculty of Social Sciences seeks to create openness in the management of study programmes. Documenting information related to study programmes, lecturers, curriculum structure, curriculum distribution, internship programmes, thesis flow, student activities, and others has been carried out both in print and digital form on the website of each study programme.[87]

[85] http://tracerstudy.unj.ac.id/, last accessed June 11, 2024.
[86] Law of the Republic of Indonesia No. 14/2008.
[87] BoCS: https://FoSS.unj.ac.id/bocs/, last accessed May 14, 2024.
BoIE: https://FoSS.unj.ac.id/boie/, last accessed May 14, 2024.
BoSSE: https://FoSS.unj.ac.id/bosse/, last accessed May 14, 2024.

All these documents are updated by teams and administrators who have responsibilities in this area. Students have access to all University, Faculty, and study programme websites that contain various information needed. In addition, the entire academic community also has access depending on their respective roles and duties related to information systems. In addition, the public can access the University, Faculty and Study Programme websites as well.

Print and online documentation is provided by the five study programmes. Documents related to semester lesson plans, curriculum, lecture schedules, study programme profiles, and learning tools are provided on the department's website which can be accessed by the public. The information presented on the website is continuously updated by the administrative and educational staff of the study programme. Lecturer research articles published in indexed journals WOS, Scopus and Sinta. Teaching materials are published at book publishing institutions and have an ISBN.

Apart from study programme websites, social media is used to share information about several student activities. The Student Executive Body (BEM) uploads information on the Instagram account (@bempips_unj). This information is related to discussion activities, seminars, student orientation, etc.

Information on activities during the academic year

Academic services are provided through an academic information system called SIAKAD. The academic community can access SIAKAD with their university e-mail-address. SIAKAD provides information on lesson plans for students through a consultation process with academic supervisors and the information is stated in the Study Plan Card (KRS) of each semester.

The SIAKAD account also provides information about the courses taught by a lecturer. At the beginning of each semester, lecturers must prepare lessons based on the teaching load available at SIAKAD and provide an assessment at the end of the semester. Learning activities are always prepared, monitored, and evaluated for their implementation from the beginning to the end of the semester under the coordination of the study programme coordinator.

Bachelor of Communication Studies (BoCS)
Every activity related to the learning system is always published on the social media of the study programme.[88]

Bachelor of Islamic Education (BoIE)
All activities pertaining to the learning system are disseminated via the study programme's social media, website, online learning platforms, and Google Classroom.

BoSE: https://FoSS.unj.ac.id/bose/, last accessed May 14, 2024.
BoS: https://FoSS.unj.ac.id/sosiologi/, last accessed May 14, 2024.
[88] https://www.instagram.com/ilmukomunikasi_unj/?hl=en, last accessed June 11, 2024.

Bachelor of Social Science Education (BoSSE)
General information about the programme, curriculum, and academic calendar is available on the BoSSE website and can be publicly accessed.

Bachelor of Sociology Education (BoSE)
The Sociology Education study programme provides information related to learning including programmes, curriculum, and academic calendars on the Sociology Education Study Programme website which can be openly accessed.

Bachelor of Sociology (BoS)
The Sociology study programme provides comprehensive information that can be accessed on the website. Curriculum information, academic services and all student needs are offered online. Offline services are also available by scheduling an appointment in advance with study programme administrators, lecturers, or coordinators.

Appraisal:

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

To assess the performance of the study programmes reliably, documentation of the cohorts in each study programme is necessary. This enables the study programme to calculate statistics and assess possible issues within their programme. The statistical data of the two study programmes **Bachelor of Sociology Education**, and **Bachelor of Sociology** presented at the beginning of the report is insufficient. The number of graduates, success rate, average duration of study, average grade of final degree reported for the cohorts 2021 and 2022 needs to be revised, as the data reported cannot be based on cohorts. Using cohort-based data in reporting and analysing study programme outcomes is essential for obtaining accurate and meaningful insights into the performance and effectiveness of the programmes. Therefore, the panel recommends the following **condition:**

> **The University compiles cohort-based statistical data for their study programmes.**

Student evaluations are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are made accessible on the intranet for students and provide input for the quality development process. To enhance transparency in **all five study programmes**, the panel **recommends** directly communicating the evaluation results to the students or directing students to where the results can be found, as it appears that students are currently not aware of the results being uploaded to the intranet.

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

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are available on the intranet and provide input for the quality development process.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). However, upon reviewing the curriculum overview as well as further information regarding the overall credits in the study programmes, the credits distribution is not clear. In the curriculum overviews it states that all study programmes have 216 credits with the exception of the Bachelor of Sociology, which has 210 credits. In the table on general information on the study programme as well as in the table on modular structure it states that all study programmes have 216 ECTS credits.[89] The subsequent table on the structure of study programme module lists 217 credits for BoCS, 247.5 credits for BoIE, 185 credits for BoSSE, 180 credits for BoSE, and 210 credits for BoS.[90] Finally, the culmination of number of credits per semester is 229.5 credits for BoCS and BoS, 243 credits for BoIE, and 219-225 credits for BoSSE and BoSE.[91] While UNJ has stated that the distribution of credits complies with regulations, the provided documentation lacks clarity. The panel recommends the following **condition** for the **five study programmes**:

> **The University ensures that all information regarding credits is consistently aligned and accurately presented across its documentation.**

UNJ and the Faculty of Social Science regularly publish up-to-date news and information – both quantitative and qualitative – about the **five study programmes**.

[89] See SER, p. 2. and table 22 on p. 60.

[90] See SER, table 23 on p. 61.

[91] See SER, table 24 on p. 63-64.

		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)			BoCS BoIE BoSSE	Condition: BoSE BoS	
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 Condition	
5.3.2	Information on activities during the academic year			x		

Quality profile

HEI: Universitas Negeri Jakarta
Bachelor programme:
1. Bachelor of Communication Science (BoCS)
2. Bachelor of Islamic Education (BoIE)
3. Bachelor of Social Science Education (BoSSE)
4. Bachelor of Sociology Education (BoSE)
5. Bachelor of Sociology (BoS)

		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“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students		x			
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		

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		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)				x **condition**	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body				x	
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	**Academic environment and framework conditions**					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion					x

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	for blended-learning/distance learning programmes)					
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			BoCS BoIE BoSSE	Condition: BoSE BoS	
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 condition	
5.3.2	Information on activities during the academic year			x		