

# Decision of the FIBAA Accreditation and Certification Committee



15<sup>th</sup> Meeting on September 13, 2024

## PROGRAMME ACCREDITATION

**Project Number:** 23/047

**Higher Education Institution:** Universitas Negeri  
**Location:** Yogyakarta, Indonesia

**Study programmes:**

- Bachelor of Indonesian Language and Literature Education (Bachelor of Education)
- Bachelor of German Language Education (Bachelor of Education)
- Bachelor of French Language Education (Bachelor of Education)
- Bachelor of Javanese Language Education (Bachelor of Education)

**Type of accreditation:** initial accreditation

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

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

- **Condition:** The University implements a systematic control loop from the students' workload survey (including the allocation of ECTS credits) to the analysis of the results and the taking of appropriate measures (see Chapter 5.1).

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

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

The FIBAA Quality Seal is awarded.

According to § 8 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the FIBAA Premium Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Universitas Negeri Yogyakarta, Indonesia

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**Bachelor programmes:**

1. Bachelor of Indonesian Language and Literature Education
2. Bachelor of German Language Education
3. Bachelor of French Language Education
4. Bachelor of Javanese Language Education

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**Qualification awarded on completion:**

1. Bachelor of Indonesian Language and Literature Education (Bachelor of Education)
2. Bachelor of German Language Education (Bachelor of Education)
3. Bachelor of French Language Education (Bachelor of Education)
4. Bachelor of Javanese Language Education (Bachelor of Education)

# General information on the study programme

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## **Brief description of the study programmes:**

The **Bachelor of Indonesian Language and Literature Education (BoILLE)** programme is a four-year programme that aims to enable graduates to work as teachers in Indonesian language and literature, as journalists or researchers. In terms of content, literature courses are combined with educational content. In addition, the students will develop relevant professional skills, such as news writing techniques and book design and printing. The programme is taught in Indonesian with a small percentage of classes in English. An internship is integrated.

The **Bachelor of German Language Education (BoGLE)** programme is a four-year programme that aims to enable graduates to work as teachers in German language, translators or as employees in the tourism sector. In terms of content, language courses are combined with educational content and a specialisation in tourism or translation. In addition, the students will develop relevant professional skills, such as statistics, national tour guide skills and knowledge in innovation and entrepreneurship. Students must have reached level B1 in German when graduating. The programme is taught in Indonesian or bilingual (German-Indonesian). An internship is integrated.

The **Bachelor of French Language Education (BoFLE)** programme is a four-year programme that aims to enable graduates to work as teachers in French language, translators or as employees in the tourism sector. In terms of content, language courses are combined with educational content and a specialisation in tourism or translation. In addition, the students will develop relevant professional skills, such as statistics, national tour guide skills and knowledge in innovation and entrepreneurship. It is recommended for students to have reached level B1 in French when graduating. The programme is taught in Indonesian or bilingual (French-Indonesian). An internship is integrated.

The **Bachelor of Javanese Language Education (BoJLE)** programme is a four-year programme that aims to enable graduates to work as teachers in Javanese language, culture and literature, as journalists or as researchers. In terms of content, Javanese language and literature courses are combined with educational content. In addition, the students can specialize in puppet performances, in Javanese music or journalism. The programme is taught in Indonesian with a small percentage of classes in English. An internship is integrated.

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## **Type of study programme:**

Bachelor programmes

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

|   |         |                     |
|---|---------|---------------------|
| Bachelor of Indonesian Language and Literature Edu. | 4 years | 249,5 ECTS (154 LC) |
| Bachelor of German Language Education               | 4 years | 236,5 ECTS (146 LC) |
| Bachelor of French Language Education               | 4 years | 240 ECTS (145 LC)   |
| Bachelor of Javanese Language Education             | 4 years | 236,5 ECTS (146 LC) |

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**Mode of study:**

full-time

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**Didactic approach:**

study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

|  |                             |
|--|-----------------------------|
| Bachelor of Indonesian Language and Literature Education | 160 (four parallel classes) |
| Bachelor of German Language Education                    | 100 (two parallel classes)  |
| Bachelor of French Language Education                    | 100 (two parallel classes)  |
| Bachelor of Javanese Language Education                  | 160 (four parallel classes) |

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**Programme cycle starts in:**

winter semester and summer semester

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**Initial start of the programmes:**

|  |      |
|--|------|
| Bachelor of Indonesian Language and Literature Education | 1984 |
| Bachelor of German Language Education                    | 2005 |
| Bachelor of French Language Education                    | 1976 |
| Bachelor of Javanese Language Education                  | 1984 |

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**Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the programmes Bachelor of Indonesian Language and Literature Education (Bachelor of Education), Bachelor of German Language Education (Bachelor of Education), Bachelor of French Language Education (Bachelor of Education) and the Bachelor of Javanese Language Education (Bachelor of Education) was made between FIBAA and Universitas Negeri Yogyakarta on May 24, 2023. On September 9, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Diah Ariani Arimbi**

Airlangga University, Indonesia  
Head of Language and Multicultural Center

**Prof. Dr. Kristin Bührig**

University of Hamburg  
Professor of German Linguistics with a focus on German as a foreign and second language

**Prof. Dr. Judith Frömmer**

University of Vienna  
Professor of French and Italian Literature and Media Studies

**Dr. Matthias Jung**

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

**Janina Kofeet**

University of Hamburg  
Student General Linguistics (M.A)

**Prof. Dr. Fritz Schulze**

University of Göttingen (and Frankfurt)  
Ass. Professor of Southeast Asian Studies

FIBAA project manager:  
Prof. Dr. Sabine Haller

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on April 22, 23 and 24, 2024 via the video conferencing tool *Zoom*.

The assessment report based on this was delivered to the HEI for comment on August 2, 2024. The statement on the report was given up on August 9, 2024. It has been considered in the report at hand.

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<sup>1</sup> The panel is presented in alphabetical order.

# Summary

## For Bachelor programmes

The Bachelor of Indonesian Language and Literature Education (Bachelor of Education), Bachelor of German Language Education (Bachelor of Education), Bachelor of French Language Education (Bachelor of Education) and the Bachelor of Javanese Language Education (Bachelor of Education) offered by Universitas Negeri Yogyakarta fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024 and finishing on September 12, 2029, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

### **For the Programme Bachelor of Indonesian Language and Literature Education**

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

- **Recommendation 1** (see Chapter 3.2.1: The University ensures to distribute theory and methodology more evenly over several semesters.
- **Recommendation 2** (see Chapter 3.6): The University ensures to analyse the job market and adapt the programmes if necessary.

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

### **For the Programme Bachelor of German Language Education**

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

- **Recommendation 1** (see Chapter 1.3.2): The University analyses the job market thoroughly to find new career opportunities for graduates (e.g. community interpreting).
- **Recommendation 2** (see Chapter 3.3.1: The University ensures that all materials issued are grammatically and linguistically correct.
- **Recommendation 3** (see Chapter 3.6): The University ensures to analyse the job market and adapt the programmes if necessary.

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

There is one criterion in which the programme exceeds the quality requirements:

- International orientation of the study programme design (see chapter 1,2)

### **For the Programme Bachelor of Javanese Language Education**

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

- Interdisciplinary Thinking (see chapter 3.1.4)
- Multidisciplinary competences and skills (see chapter 3.5)

### **For the Programme Bachelor of French Language Education**

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

- **Recommendation 1** (see Chapter 1.2): The University strengthens the internationalisation with regard to this programme. It ensures possibilities for exchange visits (e.g. using Erasmus +) and provides other possibilities (e.g. online teaching provided by native speakers) to ensure internationality.
- **Recommendation 2** (see Chapter 1.3.2): The University analyses the job market thoroughly to find new career opportunities for graduates (e.g. community interpreting).
- **Recommendation 3** (see Chapter 3.1): The University revises the curriculum to ensure that future graduates of the programme have at least B1 level language skills. This revision will be included in all documentation of the programme.
- **Recommendation 4** (see Chapter 3.3.1):
  - a) The University ensures that all materials issued are grammatically and linguistically correct.
  - b) They also ensure the diversity in materials (e.g. gender-related issues) and to include francophone culture from other countries (not limited to France).
- **Recommendation 5** (see Chapter 3.3.2): The University ensures a higher contribution of native speakers as guest lecturers.
- **Recommendation 6** (see Chapter 3.4): The BoFLE programme ensures that at least 50 percent of teaching is held in French, integrating a substantial number of native speakers.
- **Recommendation 7** (see Chapter 3.6): The University ensures to analyse the job market and adapt the programmes if necessary.
- **Recommendation 8** (see Chapter 4.1.1): The University ensures to improve student-faculty ratio equal to BoGLE.

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

### **For all study programmes**

The panel members identified need for improvement **for all programmes** regarding the following aspects<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirements:

- **Condition:** The University implements a systematic control loop from the students' workload survey (including the allocation of ECTS credits) to the analysis of the results and the taking of appropriate measures (see Chapter 5.1).

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

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

The panel members identified several areas where **all the programmes** could be further developed:

- **Recommendation 1:** The University ensures to foster efforts to internationalise the student body. (see Chapter 3.4.4.)
- **Recommendation 2:** The University ensures strong support with respect to early career faculty to pursue their PhD-studies (see Chapter 4.1.2).
- **Recommendation 3:** The University ensures that the evaluation data is stored without reference to the names of the students and that no one can establish a link between name and evaluation (see Chapter 5.2.1).
- **Recommendation 4:** The University adds respective questions to the questionnaire where faculty can assess working conditions and reacts accordingly (see Chapter 5.2.2.).
- **Recommendation 5:** The University ensures a complete and comprehensive documentation of all four programmes in English on the website (see Chapter 5.3.1).

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

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



|  |     |
|--|-----|
| Figure 1: Organisational Structure of Language and Art Faculty UNY .....         | 12  |
| Figure 3: Suitability of the workload with the competencies to be achieved ..... | 60  |
| Figure 4: UNY FLAC Organisational Structure .....                                | 91  |
| Figure 5: BoILLE results of odd even semesters E Monev .....                     | 109 |
| Figure 6: BoGLE results of odd even semesters E Monev.....                       | 109 |
| Figure 7: BoFLE results of odd even semesters E Monev .....                      | 109 |
| Figure 8. BoJLE results of odd even semesters E Monev.....                       | 110 |
| Figure 9: Results of the BoILLE Student Satisfaction Survey.....                 | 110 |
| Figure 10: Results of the BoGLE Student Satisfaction Survey.....                 | 110 |
| Figure 11: Results of the BoFLE Student Satisfaction Survey .....                | 111 |
| Figure 12: Results of the BoJLE Student Satisfaction Survey.....                 | 111 |
| Figure 13: Results of the Evaluation by Faculty .....                            | 112 |
| Figure 14: Employers' Satisfaction with BoILLE Graduates .....                   | 113 |
| Figure 15: Employers' Satisfaction with BoGLE Graduates .....                    | 114 |
| Figure 16: Employers' Satisfaction with BoFLE Graduates .....                    | 114 |
| Figure 17: Employers' Satisfaction with BoJLE Graduates .....                    | 115 |

|   |    |
|---|----|
| Table 1: Statistical Data of the BoLLE programme .....  | 14 |
| Table 2: Statistical Data of the BoGLE programme .....  | 14 |
| Table 3: Statistical Data of the BoFLE programme .....  | 15 |
| Table 4: Statistical Data of the BoJLE programme .....  | 15 |
| Table 5: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoLLE programme.....  | 18 |
| Table 6: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoGLE programme.....  | 19 |
| Table 7: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoFLE programme ..... | 19 |
| Table 8: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoJLE programme ..... | 20 |
| Table 9: International Activities of the BoLLE Study Programme .....                                  | 21 |
| Table 10: International Activities of the BoGLE Study Programme .....                                 | 22 |
| Table 11: International Activities of the BoFLE Study Programme.....                                  | 23 |
| Table 12: International Activities of the BoJLE Study Programme .....                                 | 24 |
| Table 13: Positioning of the BoLLE Study Programme .....  | 25 |
| Table 14: Positioning of the BoGLE Study Programme .....  | 26 |
| Table 15: Positioning of the BoFLE Study Programme.....   | 27 |
| Table 16: Positioning of the BoJLE Study Programme .....  | 27 |
| Table 17: Number of BoLLE programme graduates who are employed/working .....                          | 29 |
| Table 18: Number of BoGLE programme graduates who are employed/working.....                           | 30 |
| Table 19: Number of BoFLE programme graduates who are employed/working .....                          | 31 |
| Table 20: Number of BoJLE programme graduates who are employed/working.....                           | 31 |
| Table 21: Average, Minimum and Maximum CBE-Scores .....   | 37 |
| Table 22: Average GPA.....  | 37 |
| Table 23: Capacity of Study Programmes in 2021 .....  | 38 |
| Table 24: Number of Credits acknowledged from MBKM activities.....                                    | 41 |
| Table 25: Curriculum of BoLLE Study Programme .....   | 41 |
| Table 26: Curriculum of the BoGLE Study Programme .....   | 43 |
| Table 27: Curriculum of the BoFLE Study Programme .....   | 46 |
| Table 28: Curriculum of the BoJLE Study Programme .....   | 48 |
| Table 29: TAS assessment weight .....   | 55 |
| Table 30: Distribution of SKS and ECTS in BoLLE Curriculum Structure.....                             | 58 |
| Table 31: Distribution of SKS and ECTS in BoGLE Curriculum Structure.....                             | 58 |
| Table 32: Distribution of SKS and ECTS in BoFLE Curriculum Structure .....                            | 59 |
| Table 33: Distribution of SKS and ECTS in BoJLE Curriculum Structure.....                             | 59 |
| Table 34: International Activities of the BoLLE Study Programme .....                                 | 67 |
| Table 35: International Activities of the BoGLE Study Programme .....                                 | 68 |
| Table 36: International Activities of the BoFLE Study Programme.....                                  | 69 |
| Table 37: International Activities of the BoJLE Study Programme .....                                 | 70 |
| Table 38: Number of International Students in FLAC.....   | 70 |
| Table 39: Number of Lecturers in Four FLAC Study Programmes.....                                      | 81 |
| Table 41: FLAC Lecturers Based on Functionality.....  | 81 |
| Table 42: Lecturer Educator Certification.....  | 85 |
| Table 43: Lecturer's Practical Qualifications Integrated into Subjects .....                          | 85 |

|  |     |
|--|-----|
| Table 44: Lecturers Based on Research Clusters.....                            | 86  |
| Table 45: Cooperations of the BoLLE Study Programme .....                      | 94  |
| Table 46: Cooperations of the BoGLE Study Programme.....                       | 95  |
| Table 47: Cooperations of the BoFLE Study Programme .....                      | 95  |
| Table 48: Cooperations of the BoJLE Study Programme.....                       | 95  |
| Table 49: BoLLE Study Programme Collaboration with Business Institutions ..... | 96  |
| Table 50: BoFLE Study Programme Collaboration with Business Institutions ..... | 96  |
| Table 51: BoJLE Study Programme Collaboration with Business Institutions ..... | 97  |
| Table 52: Quality Assurance Standards .....                                    | 107 |
| Table 53: Results of User Survey of BoLLE Graduates .....                      | 113 |
| Table 54: Results of User Survey of BoGLE Graduates .....                      | 113 |
| Table 55: Results of User Survey of BoFLE Graduates .....                      | 114 |
| Table 56: Results of User Survey of BoJLE Graduates .....                      | 115 |

# Information

## Information on the Institution

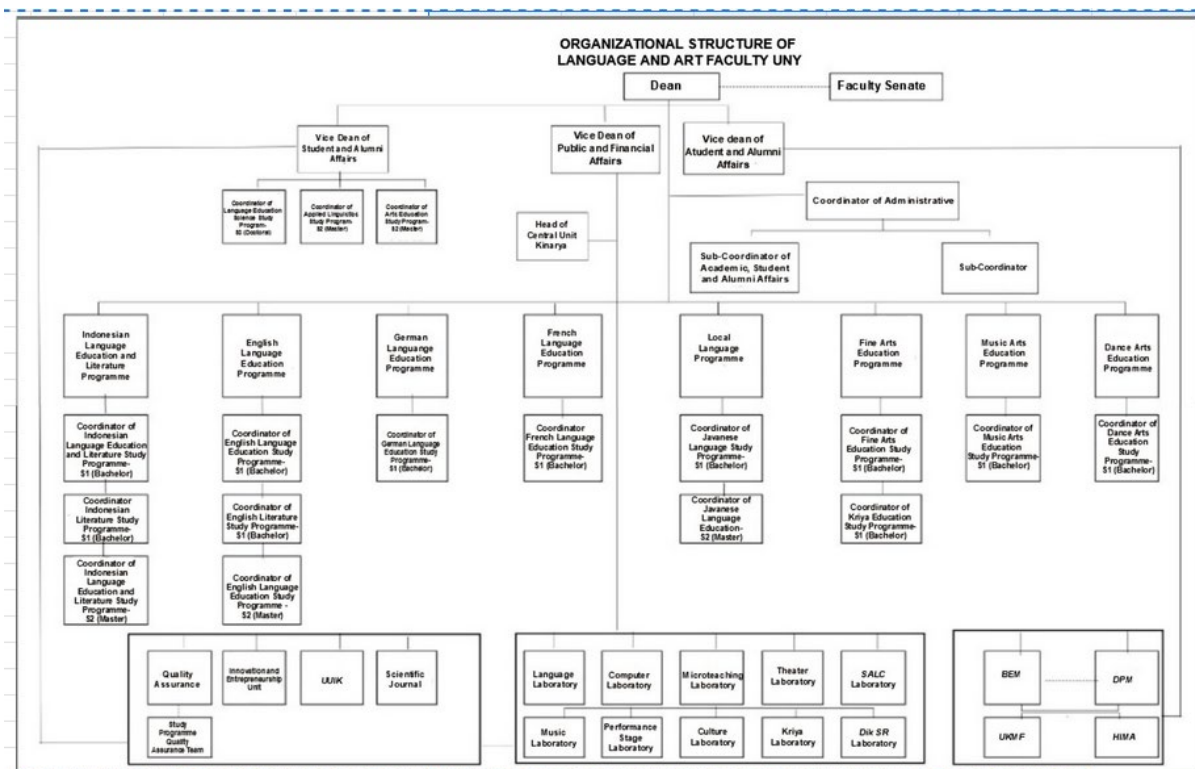
Universitas Negeri Yogyakarta (UNY) was founded as a teaching and educational institution. It was officially established on May 21, 1964, following its split from Gadjah Mada University. In 1999, it succeeded on its transition from institute to university. This reform allows the university to offer study programmes in areas such as science, engineering, arts, sports, and humanities, in addition to instructional or educational programmes.

The rector, who is in charge of UNY's top management, is assisted by four vice rectors: vice-rector of academic and student affairs, vice-rector of planning and financial affairs; vice-rectors of human resources, and vice-rector of research, cooperation, information system and business affairs. UNY has eight faculties and one postgraduate school. A dean and three vice deans lead each of them. The number of study programmes in UNY is 133, comprising 22 diplomas, 62 bachelor/undergraduate, 34 masters/magisters, and 13 doctorate study programmes. Two professional programmes are offered by the university: the teacher professional programme and engineering professional programme. More than 60% of the study programmes are accredited by the National Accreditation Bureau of Higher Education (known as BAN-PT) as the highest rank (A/Unggul). As of 31 July 2023, UNY has 1,241 lecturers and 52,111 students spread across all study programmes.

The organisation includes seven directorates: 1) Directorate of Quality Assurance; 2) Directorate of Academic, Student Affairs, and Alumni; 3) Directorate of Professional and Competency Education; 4) Directorate of Planning and Finance; 5) Directorate of General Affairs, Resources and Law; 6) Directorate of Research and Community Service; 7) Directorate of Cooperation, Information Systems, Innovation and Business.

The programme's/programmes position within the scope of the university's overall strategic planning:

### **Figure 1: Organisational Structure of Language and Art Faculty UNY**



According to the self-evaluation report UNY ensures that all units establish and implement strategic planning in accordance with UNY's guidelines. The university's strategic planning is aligned with the university's mission, vision, and core values and follows the Ministry of Research, Technology, and Higher Education's strategic planning<sup>3</sup>. Every five years, the planning is regulated; currently 2023-2026 plan<sup>4</sup> is in effect.

The study programmes under application for FIBAA accreditation are crucial in achieving the UNY strategic goals, which are measured using a set of key performance indicators. The institution establishes four strategic policies with the goals of (1) improving educational quality, (2) fostering creativity and innovation, (3) enhancing student competitiveness, and (4) enhancing academic prestige. As a result, ten strategic targets have been set to guide the four strategic policies' implementation. UNY itself is regularly accredited by the national accreditation bureau of higher education. UNY was accredited 'Excellent' by BAN-PT<sup>5</sup>.

According to the self-evaluation report the university strives for quality and encourages all study programmes to have their quality achievement evaluated through accreditation. In order to obtain international accreditation, UNY has involved the AUN-QA, ASIIN, AQAS, FIBAA, and ASIC so far. The results showed the number of current international accreditation: four programme accreditations by AUN-QA, 13 programmes by ASIIN, eight programmes by AQAS, 16 study programmes by FIBAA, and 26 programmes by ASIC.

Business strategy planning at UNY is represented in formal documents as part of its implementation. The strategic plan is broken down into annual work plans and budget, and further into activity plans for Work Units.

<sup>3</sup> Regulation of Ministry of Research, Technology, and Higher Education No 50 Year 2017; Regulation of Ministry of Education and Culture No. 22 Year 2020

<sup>4</sup> based on The Board of Trustees Decree No. 04/UN34/MWA/2023

<sup>5</sup> as stated in the SK 144/SK/BAN-PT/AK-ISK/PT/IV/2022

The proportionality of the goals and potential of each faculty or directorate determines how UNY's Strategic Plan is translated into a Faculty Strategic Plan or Directorate Strategic Plan. UNY's Strategic Plan outlines university policies, strategic targets, strategic programmes, strategic initiatives, and programme performance indicators in ten development areas. UNY's strategic plan sets targets and provides a basis for allocating targets whose size is proportional to each programme performance indicator. Target allocation is based on the number of study programmes, lecturers, students, or the actual achievement of programme indicators in the previous year. The budgeting of each unit is influenced by this proportionality.

The **Faculty of Language and Arts** is one of the faculties at Universitas Negeri Yogyakarta, where the faculty leadership regulates and coordinates all its study programmes in terms of functionality and operations. As for the organisational system, the faculty is led by a dean as the highest operational leader in the faculty's policy-making process, assisted by the Deputy Dean for Academic Affairs and Cooperation, Deputy Dean for General Affairs and Finance, and Deputy Dean for Student Affairs and Alumni. They always coordinate with the Faculty Senate. In implementing the Internal Quality Assurance System, the faculty leadership also coordinates with the Faculty Quality Control Team. In the daily administrative operations, the faculty leadership is supported by the Administrative Coordinator. The Administrative Coordinator consists of several divisions, namely the Sub-Coordinator for Finance, Legal Affairs, General Affairs, Human Resources, and Infrastructure Management of Universitas Negeri Yogyakarta, and the Sub-Coordinator for Academic Affairs, Student Affairs, and Alumni of FLAC of Universitas Negeri Yogyakarta. In terms of programme management, the faculty is assisted by Programme Coordinators.

Regarding the four study programmes that have applied for international accreditation from FIBAA, the following table show statistical data of the programmes.

**Table 1: Statistical Data of the BoLLE programme**

|                                     | 1. Cohort (2017) | 2. Cohort (2018) | 3. Cohort (2019) | 4. Cohort (2020) | 5. Cohort (2021) | 6. Cohort (2022) |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| # Study Places                      | 115              | 115              | 130              | 160              | 160              | 200              |
| # Applicants                        | Σ                | 5211             | 4557             | 5154             | 3014             | 2891             |
|                                     | f                | 4265             | 3790             | 3450             | 1713             | 1550             |
|                                     | m                | 946              | 767              | 1704             | 1301             | 771              |
| Application rate                    | 4531.30%         | 3962.61%         | 3964.62%         | 1883.75%         | 1450.63%         | 1445.50%         |
| # First-Year Student                | Σ                | 117              | 115              | 129              | 166              | 167              |
|                                     | f                | 94               | 97               | 97               | 142              | 143              |
|                                     | m                | 23               | 28               | 32               | 24               | 24               |
| Rate of female students             | 0.80             | 0.84             | 0.75             | 0.86             | 0.86             | 0.80             |
| # Foreign Students                  | Σ                | 32               | 38               | 77               | 74               | 34               |
|                                     | f                | 26               | 30               | 49               | 47               | 27               |
|                                     | m                | 6                | 8                | 28               | 27               | 7                |
| Rate of foreign students            | 0.273504274      | 0.330434783      | 0.596899225      | 0.445783133      | 0.203592814      | 0.262376238      |
| Percentage of occupied study places | 101.74%          | 100.00%          | 99.23%           | 103.75%          | 104.38%          | 101.00%          |
| # Graduates                         | Σ                | 105              | 94               | 90               | 0                | 0                |
|                                     | f                | 85               | 72               | 79               | 0                | 0                |
|                                     | m                | 20               | 22               | 21               | 0                | 0                |
| Success rate                        | 89.74%           | 81.74%           | 69.77%           | 0.00%            | 0.00%            | 0.00%            |
| Dropout rate                        | 0.00%            | 0.00%            | 0.00%            | 0.00%            | 0.00%            | 0.00%            |
| Average duration of                 | 4.23             | 4.24             | 4.05             | NA               | NA               | NA               |
| Average grade of final              | 3.49             | 3.49             | 3.64             | NA               | NA               | NA               |

**Table 2: Statistical Data of the BoGLE programme**

|                                     |   | 1. Cohort (2017) | 2. Cohort (2018) | 3. Cohort (2019) | 4. Cohort (2020) | 5. Cohort (2021) | 6. Cohort (2022) |
|-------------------------------------|---|------------------|------------------|------------------|------------------|------------------|------------------|
| # Study Places                      |   | 70               | 70               | 80               | 105              | 105              | 105              |
| # Applicants                        | Σ | 758              | 929              | 1014             | 908              | 822              | 727              |
|                                     | f | 591              | 725              | 775              | 709              | 657              | 569              |
|                                     | m | 167              | 204              | 239              | 199              | 165              | 158              |
| Application rate                    |   | 1082.86%         | 1327.14%         | 1267.50%         | 864.76%          | 782.86%          | 692.38%          |
| # First-Year Student                | Σ | 68               | 72               | 86               | 104              | 111              | 105              |
|                                     | f | 51               | 53               | 69               | 81               | 93               | 82               |
|                                     | m | 17               | 19               | 17               | 23               | 18               | 23               |
| Rate of female students             |   | 0.75             | 0.736111111      | 0.802325581      | 0.778846154      | 0.837837838      | 0.780952381      |
| # Foreign Students                  | Σ | 0                | 3                | 0                | 0                | 0                | 0                |
|                                     | f | 0                | 2                | 0                | 0                | 0                | 0                |
|                                     | m | 0                | 1                | 0                | 0                | 0                | 0                |
| Rate of foreign students            |   | 0                | 0.041666667      | 0                | 0                | 0                | 0                |
| Percentage of occupied study places |   |                  |                  |                  |                  |                  |                  |
|                                     |   | 97.14%           | 102.86%          | 107.50%          | 99.05%           | 105.71%          | 100.00%          |
| # Graduates                         | Σ | 59               | 50               | 34               | 0                | 0                | 0                |
|                                     | f | 45               | 40               | 29               | 0                | 0                | 0                |
|                                     | m | 14               | 10               | 5                | 0                | 0                | 0                |
| Success rate                        |   | 86.76%           | 69.44%           | 39.53%           | 0.00%            | 0.00%            | 0.00%            |
| Dropout rate                        |   | 3.57%            | 2.78%            | 2.33%            | 0.00%            | 2.70%            | 0.00%            |
| Average duration of study           |   | 4.21             | 4.12             | 4.03             | N/A              | N/A              | N/A              |
| Average grade of final degree       |   | 3.52             | 3.59             | 3.57             | N/A              | N/A              | N/A              |

**Table 3: Statistical Data of the BoFLE programme**

|                                     |   | 1. Cohort (2017) | 2. Cohort (2018) | 3. Cohort (2019) | 4. Cohort (2020) | 5. Cohort (2021) | 6. Cohort (2022) |
|-------------------------------------|---|------------------|------------------|------------------|------------------|------------------|------------------|
| # Study Places                      |   | 70               | 70               | 80               | 80               | 80               | 80               |
| # Applicants                        | Σ | 566              | 591              | 853              | 953              | 595              | 681              |
|                                     | f | 441              | 452              | 647              | 760              | 474              | 545              |
|                                     | m | 125              | 139              | 206              | 193              | 121              | 136              |
| Application rate                    |   | 808.57%          | 844.29%          | 1066.25%         | 1191.25%         | 743.75%          | 851.25%          |
| # First-Year Student                | Σ | 69               | 70               | 78               | 76               | 80               | 79               |
|                                     | f | 57               | 59               | 63               | 64               | 67               | 67               |
|                                     | m | 12               | 11               | 15               | 12               | 13               | 12               |
| Rate of female students             |   | 0.826086957      | 0.842857143      | 0.807692308      | 0.842105263      | 0.8375           | 0.848101266      |
| # Foreign Students                  | Σ | 2                | 0                | 0                | 0                | 13               | 0                |
|                                     | f | 1                | 0                | 0                | 0                | 10               | 0                |
|                                     | m | 1                | 0                | 0                | 0                | 3                | 0                |
| Rate of foreign students            |   | 0.028985507      | 0                | 0                | 0                | 0.1625           | 0                |
| Percentage of occupied study places |   |                  |                  |                  |                  |                  |                  |
|                                     |   | 98.57%           | 100.00%          | 97.50%           | 95.00%           | 100.00%          | 98.75%           |
| # Graduates                         | Σ | 66               | 57               | 5                | 0                | 0                | 0                |
|                                     | f | 56               | 50               | 3                | 0                | 0                | 0                |
|                                     | m | 10               | 7                | 2                | 0                | 0                | 0                |
| Success rate                        |   | 95.65%           | 81.43%           | 6.41%            | NA               | NA               | NA               |
| Dropout rate                        |   | 1.45%            | 1.43%            | 1.28%            | 0.00%            | 0.00%            | 0.00%            |
| Average duration of study           |   | 5,11             | 5,07             | 3,96             | NA               | NA               | NA               |
| Average grade of final degree       |   | 3,3              | 3,32             | 3,31             | NA               | NA               | NA               |

**Table 4: Statistical Data of the BoJLE programme**

|                                     |   | 1. Cohort (2017) | 2. Cohort (2018) | 3. Cohort (2019) | 4. Cohort (2020) | 5. Cohort (2021) | 6. Cohort (2022) |
|-------------------------------------|---|------------------|------------------|------------------|------------------|------------------|------------------|
| # Study Places                      |   | 90               | 90               | 120              | 160              | 196              | 224              |
| # Applicants                        | Σ | 1716             | 1771             | 1279             | 1776             | 1364             | 1366             |
|                                     | f | 1284             | 1287             | 983              | 1338             | 987              | 331              |
|                                     | m | 432              | 484              | 296              | 438              | 377              | 1035             |
| Application rate                    |   | 1906.67%         | 1967.78%         | 1065.83%         | 1110.00%         | 695.92%          | 609.82%          |
| # First-Year Student                | Σ | 90               | 84               | 127              | 169              | 176              | 196              |
|                                     | f | 69               | 60               | 98               | 123              | 120              | 139              |
|                                     | m | 21               | 24               | 29               | 46               | 56               | 57               |
| Rate of female students             |   | 0.766666667      | 0.714285714      | 0.771653543      | 0.727810651      | 0.681818182      | 0.709183673      |
| # Foreign Students                  | Σ | 0                | 0                | 0                | 0                | 0                | 0                |
|                                     | f | 0                | 0                | 0                | 0                | 0                | 0                |
|                                     | m | 0                | 0                | 0                | 0                | 0                | 0                |
| Rate of foreign students            |   | 0                | 0                | 0                | 0                | 0                | 0                |
| Percentage of occupied study places |   |                  |                  |                  |                  |                  |                  |
|                                     |   | 100.00%          | 93.33%           | 105.83%          | 105.63%          | 89.80%           | 87.50%           |
| # Graduates                         | Σ | 85               | 78               | 92               | 0                | 0                | 0                |
|                                     | f | 65               | 57               | 79               | 0                | 0                | 0                |
|                                     | m | 20               | 21               | 13               | 0                | 0                | 0                |
| Success rate                        |   | 94.44%           | 92.86%           | 72.44%           | 0.00%            | 0.00%            | 0.00%            |
| Dropout rate                        |   | 3.33%            | 3.57%            | 1.57%            | 0.00%            | 0.00%            | 0.00%            |
| Average duration of                 |   | 4.98             | 4.55             | 4.75             | NA               | NA               | NA               |
| Average grade of final              |   | 3.47             | 3.55             | 3.54             | NA               | NA               | NA               |

Based on the data displayed above, the interest of prospective new students in the Study Programme of **BoILLE programme** has not yet reached the same level as in 2020. The number of registered students has been continuously increasing over the past three years.

The interest in the **BoGLE programme** has experienced a decline over the past three years, with a total of 727 students in 2022. The study duration has improved, with the shortest time recorded in 2022 at 4.22 years. The GPA achievement shows an increase with an average GPA of 3.54 in 2022.

The **BoFLE programme** had a high level of interest in 2020 with 953 prospective students. It experienced a decrease in 2021 but increased again in 2022. The number of registered students is 102 students in 2022. The study duration shows a decreasing trend, indicating that the study period for students in BoFLE programme has become shorter, with an average time of 4.58 years in 2022. This is also in line with the increasing trend in GPA achievement over the past three years.

The **BoJLE** programme has the highest level of interest among the programmes, with a figure exceeding one thousand. The number of registered students has increased over the past three years. The study duration also indicates a decreasing trend. GPA has increased in the past two years, with an average of 3.61.

During the period from 2020 to 2022, the **Faculty of Language, Arts, and Cultures (FLAC)** at Universitas Negeri Yogyakarta has become an attractive destination for international students seeking to pursue their education. FLAC has captured the attention of international students by providing them with the flexibility to choose the courses they wish to explore during their studies at FLAC, including the option to select cross-disciplinary courses.

According to the self-evaluation report, the four study programmes (BoILLE, BoGLE, BoFLE, and BoJLE) have applied for international accreditation from FIBAA in order to support Universitas Negeri Yogyakarta's journey towards becoming a World Class University. This accreditation aims to further strengthen the international recognition of the quality of these four study programmes, which have previously been accredited as A/Excellent by the National Accreditation Bureau for Higher Education (NAB-HE). Additionally, this is a tangible step taken by the Faculty of Language, Arts, and Cultures (FLAC) at Universitas Negeri Yogyakarta to enhance the quality of education and global competitiveness in producing excellent, creative, and innovative graduates who are grounded in piety, independence, and intellectualism, and possess national and international competitiveness, in line with Universitas Negeri Yogyakarta's vision.

## Appraisal

All of the programmes considered are already active on the market. They have all undergone national accreditation. Any requirements were considered. All programmes are revised at regular intervals.

## Programme Description and Appraisal in Detail

### 1. Objectives

#### 1.1 Objectives of the study programmes

**For all Programmes:**



Preparation of the objectives of four study programmes Indonesian language and literary education (BoLLE), German language education (BoGLE), French language education (BoFLE) and Javanese language education (BoJLE) based on various central policy foundations<sup>6</sup>.

The objectives of the four study programmes are reviewed systematically every five years based on cumulative feedback from employers (indirect assessments) in order to increase the suitability between needs and market demand. The assessment information is collected through alumni and entrepreneur satisfaction surveys (for example, school principals, school supervisors, and local education authorities) about the performance of alumnus work and followed by directed group discussions to narrow special attention (if any) to create Programme Objectives (OP) or to adjust of the Learning Outcomes (LOP). Curriculum revisions for all study programmes are also carried out in response to national policy. Since 2020, curriculum development has referred to the "Freedom to Learn-Independent Campus" in accordance with the Ministry of Education and Culture Decree stipulated in the Regulation of Minister of Research, Technology, and Higher Education<sup>7</sup>.

The preparation of OP and LOP is based on the needs of users (including schools or language education agencies, educational institutions, language institutions, mass media, publishing and printing, and production houses) by accommodating the development of information that is always updated through tracer study activities conducted every year. Tracer Study activities and results are documented and accessed through the website, the Dean's Annual Report of the Faculty of Language and Arts, and the Rector's Annual Report of UNY. The LOs are reviewed annually based on tracer studies' results to accommodate users' needs and the development of knowledge, technology, and information.

#### **Profile of BoLLE Study Programme:**

- 1) Enabling graduates of Indonesian Language Teachers Candidates to master learning information technology.
- 2) Enabling graduates and prospective researchers in Indonesian language and literature education.
- 3) Enabling graduates of prospective Indonesian lecturers for foreign speakers
- 4) Enabling graduates of prospective writers of various learning scripts and journalism.

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<sup>6</sup> namely (a) Law No. 7 of 2012 concerning Higher Education; (b) Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (c) Regulation of the President of the Republic of Indonesia No. 8 of 2012 concerning The Indonesian National Qualification Framework (INQF); (d) The Regulation of Minister of Education and Culture No 3 of 2020 concerning National Higher Education Standard; (e) The Regulation of Minister of Education and Culture No 4 of 2020 concerning the change of Public Higher Education to PTN-BH (corporate universities); (f) The Regulation of Minister of Education and Culture No 5 of 2020 concerning Accreditation of Study Programmes and Higher Education; (g) The Regulation of Minister of Research, Technology, and Higher Education No. 35 of 2017 concerning the new Statute of UNY; (h) UNY Rector Regulation No. 5 of 2020 concerning The Curriculum of Freedom to Learn-Independent Campus for UNY Bachelor and Applied Bachelor Programmes; (i) Decree of the Dean of the Faculty of Culture and Art No. 11.3/UN.34.12/2022 concerning The Determination of the Vision and Mission of FBS UNY in 2022 as a substitution for Decree of the Dean of the Faculty of Culture and Art No. 04 C/2.1/2019 concerning the determination of the Vision and Mission of FBS UNY in 2019, and (j) Association of similar study programmes, namely the Association of Indonesian Language and Language Education Study Programme, Affiliation of Regional Language Lecturers and Regional Cultural Lecturer Association, Germanic Association, and Association Des Professeurs de Français d'Indonesie.

<sup>7</sup> Regulation of Minister of Research, Technology, and Higher Education No. 3 of 2020

**Table 5: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoILLE programme**

| Objectives | Learning Outcomes Programme (LOP) |  |
|------------|-----------------------------------|--|
| OP 1       | LOP 1                             | Apply religious, independent, professional, and professional responsibilities in carrying out their professional duties by continuing to uphold academic values.   |
|            | LOP 2                             | Cooperate in improving the quality of social life in a responsible form of learning that pays attention to diversity and values and is based on honest, independent, and professional attitudes.                                     |
| OP 2       | LOP 3                             | Master the theoretical concepts of linguistics, literacy, and learning from interdisciplinary, multidisciplinary, and transdisciplinary perspectives.  |
|            | LOP 4                             | Master the theoretical concepts of linguistic and applied literature (journalism, Indonesian Language for Foreign Speakers, book writing, creative work)   |
| OP 3       | LOP 5                             | Learn in accordance with the basis of linguistic theory and literature and learn critically, creatively, communicatively, adaptively, and in accordance with the principles of psychology, sociology, and educational anthropology.  |
|            | LOP 6                             | Apply linguistic and literary theories in language research, literature, and learning based on logical, critical, and systematic thinking.   |
|            | LOP 7                             | Apply the theoretical concepts of linguistic and applied literature (journalism, Indonesian Language for Foreign Speakers, book writing, creative work)  |
| OP 4       | LOP 8                             | Apply the development of information technology in learning based on the humanities in accordance with the field of Indonesian language and literature learning and based on logical, critical, systematic, and innovative thoughts. |
|            | LOP 9                             | Able to carry out communication, collaboration, critical thinking, and creativity in solving problems and making decisions in their fields of expertise.   |

OP Description:

- 1) OP 1 is an attitude that will be internalized in everyday-life.
- 2) OP 2 is the knowledge of linguistic elements and in the professional context, the elements of learning the Indonesian language and literature are included in research and service.
- 3) OP 3 is a special skill that includes: (1) professional skills in Indonesian language learning; (3) skills in implementing Indonesian language and literature learning in professional development.
- 4) OP 4 is a general skill possessed by graduates that include: (1) the ability to think critically, creatively, communicatively, and adaptively, and the nature of leadership; (2) the skills to implement information technology in learning the Indonesian language and literature; (3) Integration of values: entrepreneurial value and responsibility in the development of professionalism.

### Profile of BoGLE Graduates:

German language educators with a minimum equivalent qualification of B1, according to Gemeinsamer Europäischer Referenzrahmen (GER) with additional abilities as novice researchers in German Language, translators, and actors in the field of tourism.

**Table 6: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoGLE programme**

| Objectives Programme (OP) | Learning Outcomes Programme (LOP) |  |
|---------------------------|-----------------------------------|--|
| OP 1                      | LOP 1                             | Demonstrate the spirit of independence, struggle, and entrepreneurship and are responsible for work in their fields of expertise.  |
| OP 2                      | LOP 2                             | Master theoretical and practical concepts of didactic, methodical, and evaluation of German learning, the basics of translating for novice translators, as well as the guidance of German-language tourism in regional and national tourism destinations |
| OP 3                      | LOP 3                             | Appreciate the community's norms, customs, cultural diversity, language, and habits.   |
|                           | LOP 4                             | Develop design and computational thinking in education, tourism, and translation.  |
| OP 4                      | LOP 5                             | Able to apply the knowledge and skills of the German language, both oral and written, at levels A1, A2, B1, and B1 Plus in education, tourism, and translation.  |
|                           | LOP 6                             | Able to apply and develop design and computational thinking in a didactic and systematic manner.   |
|                           | LOP 7                             | Able to apply and develop the knowledge and skills of the German language, both oral and written, at levels A1, A2, B1, and B1 Plus, to communicate and adapt in the community.  |
|                           | LOP 8                             | Able to apply and develop attitudes as educators, tourism actors, and translators.   |

(OP Description see above)

### Profile of BoFLE Graduates:

BoFLE Bachelor with an independent, responsible, critical, creative, and innovative character who has the competence to teach French; communicate verbally or in writing in French; translate French texts into Indonesian texts; develop the ability to guide tourists who speak French, examining French language and literature, as well as teaching, designing programmes, managing school management, and other relevant fields.

**Table 7: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoFLE programme**

|                           |                                   |  |
|---------------------------|-----------------------------------|--|
| Objectives Programme (OP) | Learning Outcomes Programme (LOP) |  |
| OP 1                      | LOP 1                             | Shows professional, religious, patriotic, academic, and cultural values.   |
| OP 2                      | LOP 2                             | Analyze linguistic elements and literature in the context of the profession.                                     |
|                           | LOP 3                             | Analyze the elements of teaching, language, and literature in the form of research.                              |
|                           | LOP 4                             | Design innovative French Language Learning   |
| OP 3                      | LOP 5                             | Apply the ability to think critically, creatively, communicatively, and adaptively and the nature of leadership. |
|                           | LOP 6                             | Integrate entrepreneurial values and responsibilities into the development of professionalism.                   |
| OP 4                      | LOP 7                             | Develop professional skills in the field of tourism or translation   |
|                           | LOP 8                             | Implement information technology in French learning.   |
|                           | LOP 9                             | Use French in the context of the profession.   |

(OP Description see above)

### Profile of BoJLE Graduates

According to the self-evaluation report the aim of the programme is to equip graduates with the skills to become professional teachers who master teaching material, character, and personality to become a role models, and can educate, teach, guide, direct, train, assess, and evaluate students UNY strives to enable graduates to become beginner researchers who examine the problems of Javanese Language, Literature, and Culture Education as well as practitioners in the field of Javanese language, such as actors, editors, extension workers, journalists, and other professions.

**Table 8: Objectives Programme (OP) and Learning Outcomes Programme (LOP) of the BoJLE programme**

|                           |                                   |  |
|---------------------------|-----------------------------------|--|
| Programme Objectives (PO) | Programme Learning Outcomes (PLO) |  |
| OP 1 (Character)          | LOP 1                             | Menunjukkan sikap profesional, religius, patriotisme, norma akademik and nilai-nilai budaya.<br>Demonstrate professional, religious, patriotic, academic norms, and cultural values. |
| OP 2 (Pedagogy)           | LOP 2                             | Knows the theory of language learning, literature, culture, and BoJLE.   |
|                           | LOP 3                             | Knows the functions and use of relevant information and communication technology for developing the quality of language education, literature, and Javanese culture.                 |
|                           | LOP 4                             | Able to plan, implement, and evaluate Javanese Language Learning with relevant approaches to build communication skills according to curriculum goals.                               |

|                        |       |  |
|------------------------|-------|--|
| OP 3 (Research)        | LOP 5 | Has insight into the methodology of language research, literature, Javanese culture based on local wisdom, socio-cultural aspects, and the development of information technology.                    |
|                        | LOP 6 | Build a culture of literacy to benefit the development of research that follows the development of community needs.  |
| OP 4 (Professionalism) | LOP 7 | Able to appreciate (enjoy, understand, interpret, judge, and create) and create Javanese literary works (poetry, prose, and drama) in accordance with the structure and rules of the literary genre. |
|                        | LOP 8 | Implement information technology and the development of community needs in developing the Javanese language, literature, and culture.  |
|                        | LOP 9 | Use Javanese in the context of the profession.   |

## Appraisal:

### Meets quality requirements

The qualification objectives of the programme are explained and convincingly presented in relation to the target groups, targeted professional fields and societal context of the disciplines. 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.

|      |  | 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

The University carries out various activities for internationalising the programmes in the academic field through mobility programmes (for lecturers and students), partnerships, and development. The four programmes implemented in several activities during the last four years.

**Table 9: International Activities of the BoLLE Study Programme**

| No | Activity Description  | Year of Implementation |
|----|---|------------------------|
| 1  | Visiting Professor in Guangdong, University for Foreign University, China | 2021                   |
| 2  | Visiting Professor Guangdong University for Foreign University, China     | 2021                   |
| 3  | Visiting Professor at Guizhou University                                  | 2019                   |

| No | Activity Description  | Year of Implementation |
|----|---|------------------------|
| 4  | Summer course with Fatoni University, Thailand, in collaboration with the Faculty of Engineering, UNY             | 2021                   |
| 5  | Summer course with Fatoni University, Thailand, in collaboration with the Faculty of Engineering, UNY             | 2022                   |
| 6  | VISCO (Virtual Indonesian Short Course) with Chinese and Thai students  | 2020                   |
| 7  | VISCO (Virtual Indonesian Short Course) with Egyptian, Russian, Chinese, Thai, and Philippine students            | 2021                   |
| 8  | Short Course BoLLE (ILC) with international students from Egypt, China, Sudan, Russia, Yemen, Chile, and Colombia | 2022                   |
| 9  | Short Course with Victorian Language (VILTA)  | 2021                   |
| 10 | Short Course (Indonesian Language for Foreign Speakers) with Princeton University                                 | 2022-2023              |
| 11 | Students Internship in China, Thailand  | 2019, 2021             |

**Table 10: International Activities of the BoGLE Study Programme**

| No | Activity Description   | Year of Implementation |
|----|--|------------------------|
| 1  | Cooperation with WWU Münster   | 2017-2021<br>2022-2026 |
| 2  | WWU Münster Student Programme as Tutor in PBJ UNY  | 2019                   |
| 3  | Joint Research UNY UKM   | 2022                   |
| 4  | DAAD Scholarship for Student Exchange Programme to Westfälischen Wilhelms Universität Münster in the "Internationale Studien-UND Ausbildungspartnerschaften (ISAP) programme | 2019 to 2022           |
| 5  | Visiting Professor - In Wwu Münster  | 2020                   |
| 6  | Visiting Profesor – Out WWU Münster  | 2019                   |
| 7  | Scholarships for the Sommerkurs in German  | 2019 to 2022           |
| 8  | Placement of DAAD Assistant Professor Lecturer   | 2017- recent           |
| 9  | DAAD Sprachassistentin (Assistant Teaching) Placement  | 2019-2020              |
| 10 | Beasiswa DAAD Programme Studienreise DAAD Scholarship Programme Studienreise   | 2018, 2022             |
| 11 | Fortbildung (Language and Culture Training) from Goethe Institute in München   | 2018                   |

| No | Activity Description  | Year of Implementation |
|----|---|------------------------|
| 12 | DAAD Begegnungstagung (Germanistic Academics Meeting) in Thailand   | 2022                   |
| 13 | Deutschcamp in Vietnam  | 2018                   |
| 14 | Summertime Kerjasama Pascasarjana UNY-WWU Münster<br>Postgraduate Cooperation Summertime UNY-WWU Münster                  | 2022                   |
| 15 | Global Korean Scholarship Awardees - Pukyong National University Exchange for One Semester Selection to PKNU, South Korea | 2022                   |
| 16 | Student Exchange die Kasetsart University Thailand  | 2023                   |
| 17 | ASIC International Accreditation  | 2019-2023              |
| 18 | Implementation of the B1 Certificate Examination  | 2022-2023              |

**Table 11: International Activities of the BoFLE Study Programme**

| No | Activities   | Year of Implementation |
|----|--|------------------------|
| 1  | The curriculum structure and teaching materials follow the CEFR standard, namely the standard for learning foreign languages in Europe. Teaching materials also use references in English and French.  | 2010 – present         |
| 2  | Learning is carried out in French and English, two of the official international languages of the United Nations, are used for instruction.  | 2010 – present         |
| 3  | The UNY Language Service Centre provides English language assistance to students and professors to enhance English proficiency in the teaching and learning process. This support focuses on the holistic requirements of students on campus, and they can learn while keeping up with international trends. | 2011 – present         |
| 4  | International collaboration is carried out with Universities in Asia: MAEJO UNIVERSITY, Thailand   | 2021                   |
| 5  | International collaboration is carried out with Universitas in Asia : Kasetsart University, Thailand   | 2012 – present         |
| 6  | International collaboration is carried out with Universities in Asia : Prince Songkla University, Thailand   | 2022                   |
| 7  | International collaboration is carried out with Universities in Asia : Hanoi University, Vietnam   | 2012 – present         |

| No | Activities   | Year of Implementation |
|----|--|------------------------|
| 8  | with educational institutions and governments in Europe (IFI Yogyakarta, Government of France, through the French embassy.   |                        |
| 9  | European cooperation consortium on innovation pedagogy   |                        |
| 10 | All lecturers take part in the staff mobility programme, namely, to become guest lecturers and become speakers in scientific activities abroad (Vietnam, Malaysia, Thailand, France)   |                        |
| 11 | Student exchange and credit transfer   |                        |
| 12 | The BoFLE Study Programme actively collaborates with numerous foreign universities to increase the number of students involved in international activities. This creates opportunities for students to participate in student mobility programmes, such as sit-in programmes, credit transfers, and exchange programmes. |                        |

**Table 12: International Activities of the BoJLE Study Programme**

| No | Activity  | Year of Implementation |
|----|---|------------------------|
| 1  | Javanese Language Short Course – JASCO (Tiongkok)   | 2020                   |
| 2  | Visiting Professor in Mahidol University (Thailand)   | 2021                   |
| 3  | Visiting Professor out to Jawaharlal Nehru University (India)   | 2021                   |
| 4  | Joint research with Jawaharlal Nehru University (India)<br>“Literary Genetics from Mahabharata to Bharatayudha”   | 2020                   |
| 5  | Joint research with Monash University (Australia) “Covid-19 Mitigation Model Using Medical, Fitness, And Cultural Perspectives Between UNY Indonesia and Monash University Melbourne Australia” | 2021                   |
| 6  | Short Course JNU (India)  | 2021                   |

## Appraisal:

The strategic orientation of the **BoGLE programme** is characterised by the intensive implementation of internationalisation efforts. Emphasis of the programme design lies on internationality in teaching and study in terms of curricular contents, academic staff and intensive exchange visits of staffs and students. The close cooperation with the Goethe-Institut



is worth mentioning. During the online site visit, the panel was able to ascertain a high level of commitment on the part of the teaching staff. The programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

The programme design of the programmes **BoLLE**, **BoFLE** and **BoJLE** appropriately consider the required international aspects, with respect, too, to its graduates' employability. However, the panel concludes that internationalisation in the **BoFLE** is to be assessed as lower than in the other programmes. This is reflected in the low use of native speakers in lessons and the increasable exchange rates of students and teachers. The panel therefore issues a **recommendation for the BoFLE programme: The University strengthens the Internationalisation with regard to this programme. It ensures possibilities for exchange visits (e.g. using Erasmus +) and provides other possibilities (e.g. online teaching provided by native speakers) to ensure internationality.**

|      |  | 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 BoGLE                      | X BoLLE,<br>BoFLE,<br>BoJLE |                                    |      |

### 1.3. Positioning of the study programmes

#### Positioning of the study programme on the educational market

According to the self-evaluation, the study programmes at the **Faculty of Languages, Arts and Culture** strive to gain a reputation of quality at the local, national and international level. Various ways and efforts continue to be made to create study programmes with unique features, including collaborating with various parties at the local, national and international levels and also carrying out benchmarking activities with similar study programmes in Indonesia.

**Table 13: Positioning of the BoLLE Study Programme**

| Level | Activity   |
|-------|--|
| Local | The BoLLE study programme is not the only study programme in the Yogyakarta area. However, From UNY's perspective the BoLLE study programme provides several advantages. Firstly, the learning process at BoLLE is always based on harmony with local values and culture. Secondly, BoLLE establishes close collaboration with various educational institutions and the industrial world in the region of Yogyakarta. Thirdly, BoLLE provides human resources to carry out the educational process compared to similar programmes in the region of Yogyakarta and has facilities and infrastructure that support a quality learning process. |

| Level         | Activity  |
|---------------|---|
| National      | On the national level, BoLLE study programme is a study programme has obtained the national accreditation level “excellent”. Students from various regions in Indonesia are more interested in enrolling in BoLLE’s study programme. BoLLE has received trust from the government to organise a Teacher Training Programme since 2010. BoLLE's human resources have been recognised by other universities due to requests from other universities to test doctoral students and national journal reviewers at other Indonesian universities. Student achievements at the national level are considered by other universities, for example as champions of national-level PIMNAS, and Student Creativity Programme competitions.                                 |
| International | On the international level, BoLLE Study Programme is also able to compete with various universities in other countries. Firstly, there are foreign students who study Indonesian at BoLLE, such as from China which sends students periodically to BoLLE. There are requests from universities in China, Thailand, Malaysia, and Russia for BoLLE lecturers to teach as visiting professors in their countries. Several BoLLE graduates were asked to teach in China. The number of collaborations with universities in the Southeast Asia region indicates that there is trust in the quality of education at BoLLE. Also, BoLLE conducts international research in collaboration with universities in Thailand as well as internship programmes for students. |

**Table 14: Positioning of the BoGLE Study Programme**

| Level                                | Activity  |
|--------------------------------------|---|
| Local/<br>national/<br>international | BoGLE Study Programme is the only study programme that develops German language competence in the region of Yogyakarta and Central Java regions. Thus, in the local area, BoGLE Study Programme is the only provider of human resources/graduates to fill positions as German teachers in high schools, and other professions related to German language competence, for example, tour guides and translators (in museums and book printing). The programme contributes to resolving problems in society. Periodically study programmes carry out a community service programme for high school teachers. Through this activity, The BoGLE Study Programme seeks to improve teachers' literacy and skills, including in the areas of language, media, and learning methods. In addition, students play an active role in social activities, such as organising events in Yogyakarta in 2021 to empower the visually impaired in Yogyakarta, through music assistance and video recording to be uploaded on YouTube. Students have also succeeded in creating tourism area development products. This programme is one of the products that is contested at the national level and won gold and silver medals at the 2019 National Science Week. Proposals from international institutions (DAAD and Goethe Institute) have been received since 2004, until now. The grant was realised in various activities, including Forschung (Heidelberg/ 2004, Bayreuth/ 2012/2013), Fortbildung (SDI Munich/ 2015, Shanghai/2015, GI-Muenchen/2015, G-I Muenchen/ 2018, Wien und Grass/ 2019) , ETC Programme (2016), Joint Research (2012/ Vietnam), International Seminar (Thailand/ 2019, Malang/ 2021, 2022/ Thailand), Studienreise (Germany/ 2002, 2014, 2015, 2016, 2018), Deutschcamp (lecturer and student, Vietnam/ 2015, 2016, 2017), Sommerkurs (Germany / 2017-2022, Sommeruni (Indonesia/2016, Philippines/ 2017), GI- Stipendiatin (Germany/ 2016-2020) Collaboration with Univers VP in- out (Germany) - Indonesia/2019-2022), |

| Level | Activity   |
|-------|--|
|       | Transfercredit (2019-2022), Tutor (2017-2022), Sprachassistenten (2017- 2022) DAAD Lector/ Lectorin (2002-2022) In terms of joint research, PPBJ also collaborates with National University Malaysia (2020). Global/international literacy gained by students from the various collaborative activities above has had a positive impact, one of which is the increased interest in working and continuing studies/Ausbildung in Germany. |

**Table 15: Positioning of the BoFLE Study Programme**

| Level         | Activity  |
|---------------|---|
| Local         | BoFLE Study Programme is the only BoFLE Study programme in the region of Yogyakarta, whose graduates work as teachers or lecturers, tour guides, work in the tourism sector, translators, researchers, and others. This is under the learning content delivered during lectures, namely: material on education, tourism, translation, and others. In contrast to the French Literature Study Programme, the Faculty of Cultural Sciences, UGM, which is also in Special Region of Yogyakarta, has the advantage that its graduates will master French language, literature, and culture and can become members of the Francophone. Graduates can pursue careers as lecturers, teachers, or educators, although they lacked the educational background in their studies. |
| National      | The results of association meetings at the local and national level stated that the tourism material studied in BoFLE Study Programme was different from other programmes by concentrating on learning about tourism specifically for Yogyakarta tourism.   |
| International | Based on the results of benchmarking at Prince Songkla University and Maejo University, Thailand, learning French at Faculty of Languages, Arts and Culture, Universitas Negeri Yogyakarta differs from other universities where French is not a full/independent study programme. It is a full/independent study programme with a clear curriculum, clear learning objectives in the fields of education, tourism, translation, and others.  |

**Table 16: Positioning of the BoJLE Study Programme**

| Level               | Description of Activities   |
|---------------------|---|
| Local Level         | <p>The Javanese language education study programme is a study programme that manages Javanese language, literature, and culture lectures, which incidentally contain various Javanese cultures. Existing lecture programmes are reinforcements in the context of preserving and developing local culture so that at the local level, there are various job opportunities in accordance with their expertise in their fields.</p> <p>The Javanese language Education Study Programme is very close to establishing cooperation with various government agencies and related private institutions. The region of Yogyakarta education, youth, and sports office, the special region of Yogyakarta culture service, the special region of Yogyakarta social service, the special region of Yogyakarta Ministry of Religion as well as at the city and district levels are state agencies that organise cooperation programmes. Private agencies such as the Yogyakarta Pranatacara Association (PPY), cultural programme groups in cultural villages, and so on also often hold collaborations in accordance with their work programmes.</p> |
| National level      | <p>1. The Javanese language education study programme manages the leading Javanese cultural entrepreneurship courses, including batik products packaged in Javanese fashion courses, Javanese cultural entrepreneurship, puppet studies, puppet practices, puppet drama structures, and interdisciplinary philological studies.</p> <p>2. The study programme is part of the organiser of the Javanese language teacher professional programme. This programme is programme that is part of the national programme.</p>   |
| International Level | <p>The advantages of study programmes that can be marketed are in the form of Javanese language training/courses for foreigners, namely the Javanese Language Short Course - JASCO and Javanese Language Learning for Foreign Speakers - BJPA programmes, which have been conducted for two years as study programmes for students from China and Indian students.</p> <p>Studies in the research field of several Javanese literary works have been studied internationally, such as the Javanese - English translation machine, Baratayudha. The study programme also supports the development of the digitalisation of Javanese script, which has reached an international level with the Unicode realm, as well as the translation of Menak Fiber (series similar to Ramayana). Thus, the development of research studies on the digitisation of Javanese script can be developed internationally.</p>  |

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

**For all Programmes:**

According to the Self Evaluation Report the University states that based on the tracer studies that have been carried out for the last three years, graduates of the four education study programmes at the Faculty of Languages, Arts, and Culture are competent as educators,

research assistants, journalists, book writers, tour guides, translators, presenters and various other professions.

The results of the evaluation also showed areas for improvements to be done so that graduates of study programmes are better prepared and get jobs in accordance with their main and additional competencies, including:

- 1) Increase collaboration between the business and industrial world and professional organisations to actualise curriculum and learning methods to suit the job market and provide practical experience opportunities for students.
- 2) Improve communication and collaboration with alumnus networks to obtain transfer of information on job opportunities for graduates.
- 3) Increase the quantity and quality of industrial practice or internships for students.
- 4) Provide opportunities for students to gain internationalisation experience to increase competitiveness in the world of work globally.
- 5) Facilitate students with project-based and problem-based learning models supported by science and technology.

The main profile of **BoLLE graduates** is to become Indonesian language teachers who can apply and develop language and literature theories and their learning in the Indonesian context. In addition, graduates are also equipped with additional competencies that can support the main profile in the form of Indonesian for Foreign Speakers, journalism, and book writing competencies. There are about 220 senior level schools and 554 junior-level schools at the regional level. Of these, graduates are in 85% of the number of schools. This is known from tracking alumni. At the national level, an alumnus of the Indonesian language and literature education study programme has worked in 23 out of 34 provinces in Indonesia, particularly in the provinces of Java, Kalimantan, and Sumatra. At the international level, study programme graduates can fill jobs at universities that have opened Indonesian language study programmes and have collaborated with universities. Several universities in Thailand, China and Vietnam that have opened Indonesian language study programmes have recruited alumni to become Indonesian language teachers.

**Table 17: Number of BoLLE programme graduates who are employed/working**

| Field of work  | Profile of the Graduate World of Work                           | Number | Percentage |
|--|---|--------|------------|
| Education, including Indonesian for Foreign Speakers | Teachers, lecturers, tutors, owners of educational institutions | 545    | 70,26 %    |
| Journalism   | Editor, journalist/reporter, publisher, MC, Voice over          | 99     | 7,58 %     |
| Other  | Entrepreneur (screen printing, travel agency, etc.)             | 42     | 9,18 %     |
| Total  |   | 686    | 100 %      |

Within the scope of graduates from German language education in Indonesia, graduates from **BoGLE Programme** have advantages in the field of tourism, in addition to the German

language teaching profession. Before the Covid19 pandemic, graduates of the German language education programme were employed in the tourism industry, with a waiting period of maximum six months. In fact, before graduating, about five percent of students were involved in local tourism in the Region of Yogyakarta. The field involved guiding and entrepreneurship in tourism (restaurants, travel agents, souvenirs). One of the factors that supports this is cooperation between alumni. In this collaboration, alumni regularly become practitioners/lecturers in the German language education programme. In practitioner meeting activities, practitioner lecturers work together with permanent lecturers of the German language education programme to provide tourism materials. In German language education, several students have succeeded in becoming civil servant lecturers and teachers. About ten percent of graduates are self-employed in German language non-formal training. Outside of this field, graduates of the German language education programme are spread across various fields of work and continue their studies, including becoming lecturers at universities and teachers in Germany, employees at the German embassy, bank employees, company/state-owned company employees, entrepreneurs in various fields, book authors and translator.

**Table 18: Number of BoGLE programme graduates who are employed/working**

| No | Field of work                              | Profile of the Graduate World of Work | Number | Percentage |
|----|--|---------------------------------------|--------|------------|
| 1  | Education                                  | Teachers, Lecturers, Tentors          | 140    | 49,5 %     |
| 2  | Tourism                                    |                                       | 28     | 9,9 %      |
| 3  | Translation                                |                                       | 17     | 6,0 %      |
| 4  | Consular                                   |                                       | 20     | 7,1 %      |
| 5  | Businessman                                |                                       | 26     | 9,2 %      |
| 6  | Work in Germany                            |                                       | 7      | 2,5 %      |
| 7  | Advanced Studies, Au-Pair, FSJ, Ausbildung |                                       | 13     | 4,6 %      |
| 8  | Other                                      |                                       | 32     | 11,3 %     |
|    | Total                                      |                                       | 283    | 100,0 %    |

To ensure the competencies of graduates, evaluation and updating the **BoFLE study programme** curriculum is carried out periodically based on needs analysis and technological developments. This activity was carried out through a Group Discussion Forum, on 13 October 2020, with users, practitioners, study programme lecturers, faculty leaders, and alumni.

Another support in preparing graduates to enter the job market is carried out by providing opportunities for students to study and gain work experience in the form of internships, for example: at Senior High Schools/ Islamic Senior High Schools, Vocational High Schools, travel agents, translation agencies, at hotels, as an effort to improve the competencies needed in the job market. The learning experience is gained through various courses that apply subject knowledge, pedagogy, learning technology, French for Tourism, French for Hospitality, Technical Text Translation, Literary Text Translation, and Editorial Texts. Work experience is

obtained from fieldwork practices, comparative studies, student conferences in the association 'Association of Indonesian French Studies Students'.

**Table 19: Number of BoFLE programme graduates who are employed/working**

| Field of work | Profile of the Graduate World of Work  | Number | Percentage |
|---------------|--|--------|------------|
| Education     | Teacher, lecturer  | 105    | 28 %       |
| Tourism       | Employees at star hotels and travel agencies   | 75     | 20 %       |
| Translation   | Translation agency, independent, travel agency, company, etc   | 70     | 19 %       |
| Consular      | French Embassies in Indonesia and the Indonesian Embassy in France, Representative offices of foreign countries, etc   | 15     | 4 %        |
| Other         | Flight attendants (lion air), health laboratories, employees of private companies, entrepreneurs, developers, politicians, village officials (lurah), employees of foreign companies, etc. | 112    | 29 %       |
| Total         |  | 377    | 100 %      |

Based on the tracer studies carried out by the study programme for the last three years, graduates of the Javanese language education study programme (**BoJLE**) were employed as educators, research assistants, and language, literature, and culture practitioners. Input and assessment of customer satisfaction are collected every year to get an overview of the quality of graduates in the world of work. The university has thoroughly analysed the graduate job market and comprehensively included the results in the study programme. The university work programme has been integrated into each study programme. The career development of an alumnus is woven within the UNY alumnus family and the Javanese study programme alumnus family through WhatsApp group links, telegrams, and BoJLE website and Instagram.

**Table 20: Number of BoJLE programme graduates who are employed/working**

| Field of work             | Profile of the Graduate World of Work                     | Number | Percentage |
|---------------------------|---|--------|------------|
| Teacher                   |   | 85     | 70%        |
| Cultural Entrepreneurship | (WO, MC, Makeup, Clothing, Sindhen, Dhalang, Niyaga, etc. | 19     | 15,6%      |
| Bank employees            |   | 5      | 4,1%       |
| Another Entrepreneur      |   | 10     | 8,2%       |
| Other                     |   | 3      | 4,1%       |
| Total                     |   | 122    | 100%       |

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

#### **For all Programmes:**

According to the self-evaluation report, Universitas Negeri Yogyakarta is a Higher Education Institution committed to becoming a World-Class University with the slogan superior, creative, innovative, and sustainable. This commitment is contained in the 2020-2025 UNY strategic plan. There are ten priority programmes in the 2020-2025 UNY strategic plan: Education, Research, Community Service, Human Resources, University's Student Administration, Entrepreneurship, Governance and Cooperation, Finance, Infrastructure and Facilities, and Services. All study programme activities at UNY must refer to the 2020-2025 UNY Strategic Plan.

The four study programmes of the Faculty of Languages, Arts, and Culture each year develop work programme plans and targets to be achieved, which are based on and in accordance with the university's strategic plan (The Strategic Plan 2020-2025). These programmes are designed and implemented considering the growing needs of stakeholders and employers of study programme graduates. Therefore, the learning curriculum is structured by carrying out the comparative advantages possessed by each study programme in the Faculty of Languages, Arts, and Culture and promoting research studies that support the development of science and technology, for example, Indonesian for foreign speakers learning, Javanese language learning, editorial translation learning, tourism which does not merely teach language skills. However, it also offers more functional competencies for anyone to come and study at the Faculty of Languages, Arts, and Culture Study Programmes. The freedom-to-learn-policy, which is the reference for the strategic plan of Universitas Negeri Yogyakarta, makes it easy for stakeholders and employers of graduates to take part in shaping the desired and needed graduate competencies.

Teaching and learning activities in the Language, Arts, and Culture Faculty study programmes are regularly monitored and evaluated based on a system facilitated by the quality assurance team. This monitor includes the readiness of infrastructure and resources at the beginning and the end of the learning process. Monitoring and evaluation of learning are followed up with an Internal Quality Audit. This annual audit is forwarded to study programme management to review target achievements and successes. The results of this management review will guide the study programme in designing programmes and fostering a conducive study programme academic atmosphere. Every input, suggestion, and suggestion found at the study programme level is then bottom-up conveyed in a meeting with top management for further steps related to policy and problem-solving in the faculty management review meeting.

The **BoILLE study programme** carries out its position and role with reference to the faculty and university strategic plans, especially in achieving the Sustainable Development Goals, in achieving quality education and in UNY's long-term development plan. Study programme efforts are reflected in various collaborations, increasing competitive competitiveness and comparative competitiveness at local, national, regional, and international levels in education, culture, research, and community service while maintaining Indonesia's local and national identity.

The achievements of the programme resulted in the teaching collaborations with various universities at home and abroad through visiting professors (in and out) with Malaysia, Thailand, China, Australia, and London; guest lectures (Thailand, China, Poland, Germany, Malaysia); and various language and cultural programmes through summer courses and short courses. Study Programmes carry out joint research with domestic universities (12 educational



institutions and education staff in Indonesia) and abroad (Thailand, China, Malaysia, and Australia). The study programme also won the highest Scopus-indexed publication award in the Faculty of Languages, Arts, and Culture (13 articles), the highest citations in the Faculty of Languages, Arts, and Culture (17,784 citations), as well as cooperation in the last three years. Community service activities were also carried out with domestic and foreign institutions (47 activities). All activities are based on Indonesian identity.

The development of the **BoGLE study programme** is oriented toward supporting the improvement of student achievement and academic staff performance. Overall, the German language education programme is one of the faculty's flagships. German language education students win several awards each year, both at the national and international levels. In 2022 won second place in a scientific paper writing competition as well as the best paper presenter. As for the international scope, students won first place in a poster with an Asian theme in a competition organised by DAAD representatives in China.

Regarding achievements, several lecturers became resource persons at several universities at home and abroad. In achieving the master's and doctoral programmes, six lecturers did the master's programme at a German university (Eichstätt University / Katholische Universität Eichstätt), and three lecturers did the doctoral programme sandwich at JWG University (Johann Wolfgang von Goethe Frankfurt Germany). One lecturer completed the master's programme at the University of Augsburg, German, and a lecturer is pursuing a doctoral programme at the Technische Universität (TU) Berlin, Germany. They try to take advantage of various opportunities for cooperation, both with domestic and foreign institutions. Opportunities for obtaining grants are manifestations of German language education's dedication to increasing opportunities for students to get good quality education and global experience.

The **BoFLE programme** organises an educational and learning process based on research results and the development of learning materials to prepare graduates of the French language education programme who are superior at regional, national, and international levels. Through a regularly updated curriculum, the French language education programme aims to equip students with knowledge and skills for critical and creative thinking innovation skills through several subjects such as language teaching methodology, media, language learning strategies, tourism French, translation, and entrepreneurship.

Meanwhile, in the field of research, the French language education programme lecturers continue to conduct studies to find, develop, and disseminate knowledge in the fields of language education, linguistics, and literature that are relevant and applicable to people's lives. French language education programme lecturers also conduct community service activities by applying research findings and results to develop and encourage the development of the potential of school institutions and the community.

The French language education programme has developed a strategy by collaborating with similar study programmes at other tertiary institutions to develop a curriculum, improve lecturer professionalism and expand opportunities for lecturers and students to gain experience and deepen their knowledge. Several collaborative programmes, such as credit transfers, inviting lecturers, and collaborative research, have been rolled out.

Graduates from this study programme often find jobs as teachers because French is still taught in several state-owned and private Senior High Schools/Vocational High Schools/Islamic Senior High Schools. As for the tourism profession, the French language education

programme is the only study programme that educates French teachers with additional tourism competencies.

The **Javanese language education study programme (BoJLE)** is committed to achieving a superior vision in Asia in 2025 in accordance with UNY's vision which is elaborated through the study programme strategic plan. The position of the study programme is a very strategic and important part of the overall achievement of the university. As a result, UNY is ranked second nationally in the public service agency league in achieving key performance indicators. The study programme qualification goals are the core of the Harmony, Excellence, and Integrity (HEI) or faculty strategy and are carried out continuously.

## Appraisal

The reasons given for the positioning in the educational market of these study programmes are plausible. All four programmes are characterised by unique features to ensure the positioning in the educational market.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The panel noted that it is becoming increasingly difficult to obtain a position as a teacher after graduating. It welcomes the fact that the university has responded to this by including preparation for other professional activities (e.g. as a translator or in tourism) in the curricula. However, the panel makes a **recommendation for the BoGLE and BoFLE** programmes in this context: The University analyses the job market thoroughly to find new career opportunities for graduates (e.g. community interpreting).

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

|       |  | 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

#### **For all Bachelor programmes:**

The selection and recruitment of new students at Universitas Negeri Yogyakarta are centrally organised by the Universitas Negeri Yogyakarta Admissions Office under the coordination of the Deputy Rector for Academic Affairs. The Admissions Office coordinates with the Institution of University Entrance Exams for student admissions. IUUE is an institution under the Ministry of Education and Culture of the Republic of Indonesia that conducts credible, fair, transparent, flexible, efficient, and accountable selection processes. The admission of new students follows the regulations stated in the Regulations of Minister of Research, Technology, and Higher Education<sup>8</sup> concerning the Standard Operational Procedure for the Admission of New Students at Universitas Negeri Yogyakarta, which regulates the requirements for new students, procedures, registration promotion and socialization, selection system, and acceptance. Complete information regarding the implementation of the Universitas Negeri Yogyakarta admission process in 2022 can be found on the new student registration website. According to these regulations, the requirements for new student selection are adjusted according to the respective admission pathways. There are three pathways used in the process of admitting new students, namely:

- 1) Performance-based State University Entrance Selection (PSUES) (20%);
- 2) Joint Entrance Test for State University (JETSU) (30%); and
- 3) Independent Selection (IS) (50%).

The detailed requirements for selection participants and prospective students are as follows:

- 1) Performance-based State University Entrance Selection (PSUES): Participants must meet the following criteria:
  - Students in their final year of secondary education who will graduate in the current year;
  - Having good and consistent academic achievements and/or portfolio.
  - Meeting the quota for the top ranks in the school, determined based on the school's accreditation.
  - Meeting other requirements specified by each State University.
- 2) Having good and consistent academic achievements and/or portfolio as referred to in paragraph (1) letter b and meeting the quota for the top ranks in school as referred to in paragraph (1) letter c are determined by the entrance examination institution. As for Performance-based State University Entrance Selection participants, they must meet the requirements:
  - Having a valid Computer-based Written Test score,
  - Having a high school diploma or a certificate of completion of secondary education,

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<sup>8</sup> Regulation of Minister of Research, Technology, and Higher Education No. 60 of 2018 and the Regulation of Minister of Education and Culture No. 6 of 2020 regarding the Admission of New Students to Undergraduate Programmes at State Universities, which are outlined in Chapter 2, Article 2, the pathways of new student admissions, Chapter 5 on the requirements for selected participants and prospective students, and Rector Regulation No. 27 of 2018 concerning the Standard Operational Procedure for the Admission of New Students

- Graduated from secondary education within the last three years.

In addition, universities may consider new students who have outstanding achievements as other criteria according to the special talents determined by the respective university in the Performance-based State University Entrance Selection pathway. The mentioned special talents include outstanding achievements in academic and non-academic fields (such as arts, sports, skills competitions, Olympiads, Hafidz Al-Qur'an, and memorisers of other holy books). All students who meet the requirements have equal opportunities to be accepted.

Other selection participants must meet the requirements determined by the rector. The requirements for being accepted as new students at a State University consist of:

- Participate in and pass the new student admission selection.
- Have an original high school diploma.
- Meet the requirements set by the State University. (This point only applies to the study programmes of Craft Education, Fine Arts Education, Music Education, and Dance Education, which require a practical test).

In detail, the independent selection is regulated as follows:

- 1) The independent selection conducted by each State University may utilise the scores from the Computer-based Written Test.
- 2) The independent selection conducted by each State University must be completed no later than the end of July of the current year.
- 3) The provisions regarding the requirements, methods, procedures, and criteria for the independent selection conducted by each State University are regulated and determined by the State University in accordance with the provisions of the laws and regulations.

To support the implementation of the national-level new student admissions system, Universitas Negeri Yogyakarta has issued a regulation to govern the recruitment and selection of new students<sup>9</sup>.

All the requirements for admission of new students can be accessed through the website. Various information related to the admission of new students for all pathways and programmes of study is available online.

In the student admission process, each study programme proposes to the relevant faculty the number of student intake they can accommodate. Subsequently, this proposed number is discussed at the faculty level before being submitted to the New Student Admission of Universitas Negeri Yogyakarta.

### *Counselling for prospective students*

Consultation services related to admissions can be conducted both in-person/face-to-face and indirectly/utilising communication/social media. Indirect consultation can be done via telephone, WhatsApp, and via website chat during office hours 07.30 to 16.00 pm for quick responses. These contact numbers are available on the New Student Admission website. Additionally, applicants can also consult via email. Through these contacts, applicants can obtain information about various aspects of the new student admission selection from the staff

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<sup>9</sup> This regulation is embodied in Rector Regulation Number 27 of 2018 concerning Standard Operational Procedures for the Admission of New Students to Universitas Negeri Yogyakarta in 2019.

who are available every day. Direct or face-to-face services are provided at the admissions office during office hours.

The information services for prospective students available on the website include:

- 1) Entrance pathway information
- 2) Information on Applied Bachelor's, Bachelor's, Master's, and Doctoral Programmes
- 3) Information on the Indonesian Smart-College Card
- 4) Scholarships
- 5) Teaching methods

If applicants want to obtain specific information related to the desired study programme, they can contact the admissions office. A specific website is managed by the Admissions Unit, in collaboration with each study programme. In addition, socialisation is also conducted through various social media platforms such as Facebook, Instagram, Twitter, YouTube, live streaming on TVRI, and leaflets.

Regarding consultation services for international students, they can access them through a specific website. The services provided include information on the study programmes, academic requirements, registration fees, tuition fees, scholarships, and the language of instruction. International students who have been accepted at Universitas Negeri Yogyakarta are required to participate in the Indonesian Language for Foreign Speakers programme. International students who do not yet have proficiency in the Indonesian language have the opportunity to take free Indonesian language courses provided by Universitas Negeri Yogyakarta's Indonesian Language for Foreign Speakers programme service.

### Selection procedure

The requirements for new student admissions are oriented toward the strategic objectives of the BoILLE, BoGLE, BoFLE, and BoJLE programmes at the Faculty of Languages and Arts. New students are required to meet the required skills, abilities, and competencies specified for the programmes.

**Table 21: Average, Minimum and Maximum CBE-Scores**

| Study Programme | Average 2021 CBE-Score | Minimum Value CBE -2021 | Maximum Value CBE-2021 |
|-----------------|------------------------|-------------------------|------------------------|
| BoILLE          | 600.00                 | 574.26                  | 645.80                 |
| BoGLE           | 588.92                 | 551.25                  | 663.20                 |
| BoFLE           | 571.36                 | 546.56                  | 621.82                 |
| BoJLE           | 582.97                 | 557.34                  | 653.82                 |

**Table 22: Average GPA**

| Study Programme | Average GPA |
|-----------------|-------------|
| BoILLE          | 3,60        |
| BoGLE           | 3,40        |

|       |      |
|-------|------|
| BoFLE | 3,30 |
| BoJLE | 3,61 |

The number of admitted students is then entered into the national database in the Higher Education Data Center. On the Higher Education Data Center website, there is information on the number of active students for each semester.

The number of admitted students in the four programmes of study in the year 2021 are shown in the table below..

**Table 23: Capacity of Study Programmes in 2021**

| Study Programme | Applications | Accepted |
|-----------------|--------------|----------|
| BoILLE          | 2094         | 182      |
| BoGLE           | 822          | 127      |
| BoFLE           | 595          | 130      |
| BoJLE           | 1364         | 196      |

### Ensuring foreign language proficiency

#### **For all programmes:**

To ensure that students have proficiency in English, prospective students are required to take an English language test during the selection process, both for Joint Selection for State Universities and Independent Selection.

According to the Rector's Regulation<sup>10</sup>, undergraduate graduates are required to obtain a ProTEFL score of 425 in the language test. To facilitate this, Universitas Negeri Yogyakarta provides training consisting of 14-16 sessions to prepare for the ProTEFL exam. The exam is administered at the end of the training sessions and is organised by the Language Development Centre of Universitas Negeri Yogyakarta.

All study programmes in the Faculty of Language, Arts, and Culture at Universitas Negeri Yogyakarta offer English language courses with an English for Specific Purposes approach, focusing on the ability to comprehend texts and write papers in English. The Language Training Centre at Universitas Negeri Yogyakarta monitors ProTEFL achievements every year and provides special support to students who have lower scores.

The University also has a student activity unit called SAFEL (Student Activity for Foreign Language) that can be participated in by students as an extracurricular activity to enhance their foreign language skills.

All international students are required to take the Indonesian Language for Foreign Speakers courses for two semesters, which are organised by UNY. This is done to enhance language

<sup>10</sup> Rector's Regulation of Universitas Negeri Yogyakarta in 2021 regarding the Academic Regulations of Universitas Negeri Yogyakarta, in Chapter X, Article 28

skills and develop intercultural awareness among students, which can support their academic success and daily life in the community.

### Transparency and documentation of admission procedure and decision

The selection procedure for new students is conducted and documented transparently. In general, the results of the three patterns of new student admissions can be easily viewed and accessed on the following pages:

- 1) The results of the National Selection for State Universities and Joint Selection for State Universities can be accessed through the respective websites.
- 2) The results of the Independent Selection conducted by Universitas Negeri Yogyakarta can be accessed on the UNY website.

Prospective students get an access code and can follow the process of new student admissions. Starting from uploading the required test documents online to monitoring the test results online. With this mechanism, all procedures can be documented and monitored transparently for participants.

### Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and considered. Counselling for prospective students is provided. Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, WhatsApp groups and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements include English proficiency level for all students. To ensure that, prospective students are required to take an English language test during the selection process, both for Joint Selection for State Universities and Independent Selection. Additional language courses ensure that students are able to successfully complete the study programme

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

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

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

##### For all programmes:

The content of the bachelor curricula is regulated under the Regulation of the Ministry of Education and Culture<sup>11</sup>. It is stated that to get this degree, students must take between 146-156 (236 to 249 ECTS) local credits for eight semesters (four years). The four study programmes comply with these regulations.

The curriculum structure for the bachelor education programme consists of four subject groups:

- 1) University Courses (MKU);
- 2) Basic Education Courses (MKDK);
- 3) Faculty Courses (MKF), and
- 4) Expertise Field Courses (MKBK).

The curriculum extends its breadth through the integration of the “Freedom to Study” programme (MBKM). This initiative enables students to enrol in courses beyond the University's offerings and includes opportunities for internships, independent studies, and student exchange programmes. Such experiences are geared towards equipping students with industry-relevant competencies.

**Table 24: Number of Credits acknowledged from MBKM activities**

|                                   |
|-----------------------------------|
| BoILLE (BoILLE) 16 SKS/25,92 ECTS |
| BoGLE (BoGLE) 18 SKS/29.16 ECTS   |
| BoFLE (BoFLE) 14 SKS/22,68 ECTS   |
| BoJLE (BoJLE) 20 sks/32,4 ECTS    |

Learning activities in the **BoILLE** programme include lectures on theory, practice and teaching practice. In addition, students may take courses outside the BoILLE. Lecture activities are carried out using project-based learning and collaborative learning methods. Lecturers will utilise the results of research and dedication as part of teaching materials. At the end of the lecture, the assessment is carried out by holding a final assignment or project.

**Table 25: Curriculum of BoILLE Study Programme**

| Semester 1 | Course Name                              | ECTS |
|------------|--|------|
|            | Pancasila (Indonesian Ideology)          | 3,24 |
|            | Bahasa Inggris (English)                 | 3,24 |
|            | Bahasa Indonesia (Indonesian Language)   | 3,24 |
|            | Apresiasi Budaya (Cultural Appreciation) | 3,24 |

<sup>11</sup> Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 3/2020 concerning National Higher Education Standards and Rector Regulation No. 17/2021 concerning UNY Academic Regulations, as well as Rector Regulation No. 5/2020 concerning the Freedom to Learn-Independent Campus (MBKM) Curriculum.

|                   |   |              |
|-------------------|---|--------------|
|                   | Manajemen Pendidikan (Educational Management)   | 3,24         |
|                   | Sosiologi dan Antropologi Pendidikan (Educational Sociology and Anthropology)   | 3,24         |
|                   | Pengantar Ilmu Bahasa (Introduction to Linguistic)  | 3,24         |
|                   | Pengantar Ilmu Sastra (Introduction to Literature)  | 3,24         |
|                   | Menyimak Komprehensi dan Kritis (Comprehensive and Critical Listening)  | 3,24         |
|                   | Berbicara Retorik (Rhetorical Speaking)   | 3,24         |
|                   | Membaca Sastra (Literature Reading)   | 3,24         |
|                   | Pendidikan Agama (Religion Education)   | 3,24         |
|                   | Islam/Catholic/Protestant/Cristian/Hindu/Budha/Confucian  |              |
|                   | <b>Total ECTS:</b>  | <b>38,88</b> |
| <b>Semester 2</b> | Pendidikan Kewarganegaraan (Civic Education)  | 3,24         |
|                   | Membaca Komprehensi (Reading Comprehension)   | 3,24         |
|                   | Ilmu Pendidikan (Educational Sciences)  | 3,24         |
|                   | Psikologi Pendidikan (Educational Psychology)   | 3,24         |
|                   | Bahasa Arab (Arabic)  | 3,24         |
|                   | Fonologi (Phonology)  | 3,24         |
|                   | Sejarah Sastra (History of Literature)  | 3,24         |
|                   | Menyimak Apresiatif dan Kreatif (Appreciative and Creative Listening)   | 3,24         |
|                   | Berbicara Dialektik (Dialectical Speaking)  | 3,24         |
|                   | Menulis Sastra (Literary Writing)   | 3,24         |
|                   | <b>Total ECTS:</b>  | <b>32,40</b> |
| <b>Semester 3</b> | Kebugaran Jasmani (Physical Fitness)  | 3,24         |
|                   | Literasi Sains dan Teknologi (Science and Technology Literacy)  | 3,24         |
|                   | Puisi (Poetry)  | 3,24         |
|                   | Kurikulum dan Pembelajaran Bahasa Sastra Indonesia (Indonesian Language and Literature Curriculum and Learning)                                   | 3,24         |
|                   | Strategi Pembelajaran Bahasa Sastra Indonesia (Indonesian Language and Literature Learning Strategy)  | 3,24         |
|                   | Filsafat Bahasa (Philosophy of Language)  | 3,24         |
|                   | Membaca Kritis, Kreatif, dan Sintopis (Critical, Creative, and Synoptic Reading)  | 3,24         |
|                   | Menulis Faktual (Factual Writing)   | 3,24         |
|                   | Morfologi (Morphology)  | 3,24         |
|                   | Fiksi (Fiction)   | 3,24         |
|                   | Sastra Anak (Children Literature)   | 3,24         |
|                   | Sintaksis (Syntactic)   | 3,24         |
|                   | Sastra Lama (Classical Literature)  | 3,24         |
|                   | <b>Total ECTS:</b>  | <b>42,12</b> |
| <b>Semester 4</b> | Literasi Sosial dan Kemanusiaan (Social and Humanitarian Literacy)  | 3,24         |
|                   | Pendidikan Inklusi (Inclusive Education)  | 3,24         |
|                   | Statistika (Statistics)   | 3,24         |
|                   | Kreativitas, Inovasi, dan Kewirausahaan (Creativity, Innovation and Entrepreneurship)   | 3,24         |
|                   | Penilaian Pembelajaran (Learning Assessment)  | 3,24         |
|                   | Media Pembelajaran Bahasa Sastra Indonesia dan Teknologi Informasi (Indonesian Language and Literature Learning Media and Information Technology) | 3,24         |
|                   | Menulis Karya Ilmiah (Scientific Paper Writing)   | 3,24         |
|                   | Stilistika (Stylistics)   | 3,24         |
|                   | Semantik (Semantics)  | 3,24         |
|                   | Transformasi Digital (Digital Transformations)  | 3,24         |
|                   | Drama (Drama)   | 3,24         |
|                   | Estetika (Aesthetics)   | 3,24         |
|                   | Kritik Sastra (Literary Criticism)  | 3,24         |
|                   | <b>Total ECTS:</b>  | <b>42,12</b> |
| <b>Semester 5</b> | Pembelajaran Mikro (Micro Learning)   | 3,24         |
|                   | Psikolinguistik (Psycholinguistics)   | 3,24         |
|                   | Sosiolinguistik (Sociolinguistics)  | 3,24         |
|                   | Semiotika (Semiotics)   | 3,24         |
|                   | Linguistik Kontrastif (Contrastive Linguistics)   | 3,24         |

|                   |  |              |
|-------------------|--|--------------|
|                   | Hermeneutika (Hermeneutics)  | 3,24         |
|                   | Analisis Bahasa (Language Analysis)  | 3,24         |
|                   | Wacana (Discourse)   | 3,24         |
|                   | Pragmatik (Pragmatics)   | 3,24         |
|                   | Penerjemahan (Translation)   | 3,24         |
|                   | Metodologi Penelitian Pendidikan Bahasa Sastra Indonesia (Indonesian Language and Literature Education Research Methodology)   | 3,24         |
|                   | Mata Kuliah Luar Prodi (Courses Outside Study Program)   | 3,24         |
|                   | <b>Total ECTS:</b>   | <b>38,88</b> |
| <b>Semester 6</b> | Teknik Wawancara dan Menulis Berita (Interview and News Writing Techniques)*   | 3,24         |
|                   | Teknik Menulis Opini, Features, dan Resensi (Opinion, Features, and Review Writing Techniques)*                                | 3,24         |
|                   | Desain Perwajahan (Layout Design)*   | 3,24         |
|                   | Desain Pembelajaran Bahasa Indonesia untuk Penutur Asing (Indonesian for Foreign Speakers Learning Design)**                   | 3,24         |
|                   | Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (Indonesian for Foreign Speakers Teaching Material Development)** | 3,24         |
|                   | Evaluasi Pembelajaran Bahasa Indonesia untuk Penutur Asing (Indonesian for Foreign Speakers Learning Evaluation)**             | 3,24         |
|                   | Dasar-dasar Penyusunan Buku (Basics of Book Preparation)***  | 3,24         |
|                   | Anatomi Buku (Book Anatomy)***   | 3,24         |
|                   | Desain dan Percetakan Buku (Book Design and Printing)***   | 3,24         |
|                   | Mata Kuliah Luar Prodi (Courses Outside Study Program)   | 22,68        |
|                   | <i>* Journalistic concentration courses,</i>   |              |
|                   | <i>** Indonesian for Foreign Language Speakers concentration courses,</i>  |              |
|                   | <i>*** Book Writing concentration courses</i>  |              |
|                   | Notes:<br>Semester 6 students only select one concentration which consists of 3 courses  |              |
|                   | <b>Total ECTS:</b>   | <b>32,4</b>  |
| <b>Semester 7</b> | Praktik Kependidikan (Educational Practices)   | 9,72         |
|                   | Praktik Nonpersekolahan (Non-school Practices)   | 9,72         |
|                   | KKN (Kuliah Kerja Nyata/Community Services)  | 9,72         |
|                   | <b>Total ECTS:</b>   | <b>29,16</b> |
| <b>Semester 8</b> | Tugas Akhir (Thesis)   | 12,96        |
|                   | <b>Total ECTS:</b>   | <b>12,96</b> |
| <b>Electives:</b> | Fotografi Terapan (Applied Photography)  | 3,24         |
|                   | Desain Grafis (Graphic design)   | 3,24         |
|                   | Speaking   | 3,24         |
|                   | Reading  | 3,24         |
|                   | Journalistics  | 3,24         |

The current **BoGLE** distribution of courses for graduates' achievements as German language educators with additional competencies in tourism and translation can be seen in the curriculum structure. Graduates must have reached level B1 in German.

**Table 26: Curriculum of the BoGLE Study Programme**

| Semester | Course Name | ECTS |
|----------|-------------|------|
|----------|-------------|------|

|   |  |              |
|---|--|--------------|
| <b>Semester 1</b>   | 1. Pancasila (Indonesian Ideology)   | 3,24         |
|   | 2. Bahasa Indonesia (Indonesian Language)  | 3,24         |
|   | 3. Bahasa Inggris (English)  | 3,24         |
|   | 4. Sosiologi dan Antropologi Pendidikan (Educational Sociology and Anthropology)                         | 3,24         |
|   | 5. Manajemen Pendidikan (Educational Management)   | 3,24         |
|   | 6. Apresiasi Budaya (Cultural Appreciation)  | 3,24         |
|   | 7. Hören für Anfänger (Listening for Beginners)  | 3,24         |
|   | 8. Sprechen für Anfänger (Speaking for Beginners)  | 3,24         |
|   | 9. Lesen für Anfänger (Reading for Beginners)  | 3,24         |
|   | 10. Schreiben für Anfänger (Writing for Beginners)   | 3,24         |
|   | 11. Grammatik für Anfänger (Grammar for Beginners)   | 3,24         |
|   | <b>Total ECTS:</b>   | <b>35,64</b> |
| <b>Semester 2</b>   | 1. Pendidikan Agama (Religion Education)<br>Islam/Catholic/Protestant Christian/Hindu/Buddhist/Conghuchu | 3,24         |
|   | 2. Pendidikan Kewarganegaraan (Civic Education)  | 3,24         |
|   | 3. Ilmu Pendidikan (Educational Science)   | 3,24         |
|   | 4. Psikologi Pendidikan (Educational Psychology)   | 3,24         |
|   | 5. Hören für Fortgeschrittene Anfänger (Pre-Intermediate Listening)                                      | 3,24         |
|   | 6. Sprechen für Fortgeschrittene Anfänger (Pre-Intermediate Speaking)                                    | 3,24         |
|   | 7. Lesen für Fortgeschrittene Anfänger (Pre-Intermediate Reading)  | 3,24         |
|   | 8. Schreiben für Fortgeschrittene Anfänger (Pre-Intermediate Writing)                                    | 3,24         |
|   | 9. Grammatik für Fortgeschrittene Anfänger (Pre-Intermediate Grammar)                                    | 3,24         |
|   | 10. Kurikulum dan Pembelajaran Bahasa Jerman (Curriculum and German Language Learning)                   | 3,24         |
|   | 11. Media Pembelajaran dan TI Bahasa Jerman (German Learning Media and IT)                               | 3,24         |
|   | <b>Total ECTS:</b>   | <b>35,64</b> |
| <b>Semester 3</b>   | <b>1. Kebugaran Jasmani (Physical Fitness) *</b>   | 3,24         |
|   | 2. Literasi Sains dan Teknologi (Scientific and Technological Literacy)*                                 | 3,24         |
|   | 3. Hören für Fortgeschrittene (Intermediate Listening)   | 3,24         |
|   | 4. Sprechen für Fortgeschrittene (Intermediate Speaking)   | 3,24         |
|   | 5. Lesen für Fortgeschrittene (Intermediate Reading)   | 3,24         |
|   | 6. Schreiben für Fortgeschrittene (Intermediate Writing)   | 3,24         |
|   | 7. Grammatik für Fortgeschrittene (Intermediate Grammar)   | 3,24         |
|   | 8. Übersetzung D-I allgemeiner Texte (G-I Translation of General Texts)                                  | 3,24         |
|   | 9. Deutsch für Reiseführung** (German for Tourguide)   | 3,24         |
|   | 10. Übersetzung I-D allgemeiner Texte (I-G Translation of General Texts)                                 | 3,24         |
|   | **<br>Courses outside the study programme maximum 6 credits.   | 9,72         |
| *This course can be chosen only one of them.<br>**Students choose one of the courses according to the additional competences they want to have. |  |              |
|   | <b>Total ECTS</b>  | <b>35,64</b> |
| <b>Semester 4</b>   | 1. Transformasi Digital (Digital Transformation)   | 3,24         |
|   | 2. Kreativitas, Inovasi dan Kewirausahaan (Creativity, Innovation, and Entrepreneurship)                 | 3,24         |
|   | 3. Hören für Mittelstufe (Advanced Listening)  | 3,24         |
|   | 4. Sprechen für Mittelstufe (Advanced Speaking)  | 3,24         |
|   | 5. Lesen für Mittelstufe (Advanced Reading)  | 3,24         |
|   | 6. Schreiben für Mittelstufe (Advanced Writing)  | 3,24         |
|   | 7. Grammatik für Mittelstufe (Advanced Grammar)  | 3,24         |

|                   |  |              |
|-------------------|--|--------------|
|                   | 8. Einführung in die Linguistik (Introduction to Linguistics) 3,24<br>9. Einführung in die Literaturwissenschaft (Introduction to Literature) 3,24<br>10. Penilaian Pembelajaran Bahasa Jerman (German Learning Assessment) 3,24<br>6,48<br>Courses outside the study programme maximum 4 credits.   |              |
|                   | <b>Total ECTS:</b>   | <b>38,88</b> |
| <b>Semester 5</b> | 1. B1-Prüfungsvorbereitung (B1 Exam Preparation) 6,48<br>2. Strategi Pembelajaran Bahasa Jerman (German Instructional Strategy) 3,24<br>3. Metodologi Penelitian Pendidikan (Educational Research Methodology) 3,24<br>4. Linguistik in der Sprachlehre (Linguistics in Language Teaching) 3,24<br>5. Literatur in der Sprachlehre (Literature in Language Teaching) 3,24<br>6. Übersetzung D-I von Fachsprachen (G-I Translation of Technical Languages) 3,24<br>7. Regionale Reiseleitung (Regional Tourism) 3,24<br>8. Deutsch im Hotel (German for Hotel) *<br>9. Übersetzung I-D von Fachsprachen (I-G Translation of Technical Languages) * 9,72<br>Courses outside the study programme maximum 6 credits.<br>*Students choose one of the courses according to the additional competences they want to have. |              |
|                   | <b>Total ECTS:</b>   | <b>38,88</b> |
| <b>Semester 6</b> | 1. Pengajaran Mikro (Micro Teaching) 3,24<br>2. Statistika (Statistics) 3,24<br>3. Überregionale Reiseleitung (National Tour Guide) 3,24<br>4. Seminar Proposal Skripsi (Seminar of Thesis Proposal) 3,24<br>5. Wissenschaftliches Schreiben (Penulisan Karya Ilmiah) 3,24<br>6. Idiomatik (Idiomatics)* 3,24<br>7. Kulturkunde (Cultural Studies) * 3,24<br>Courses outside the study programme maximum 10 credits.<br>* This course is mandatory for students who choose TABS (Final Project Not Thesis).  |              |
|                   | <b>Total ECTS:</b>   | <b>38,88</b> |
| <b>Semester 7</b> | 1. KKN (Kuliah Kerja Nyata/Community Services) 9,72<br>2. Praktik Kependidikan (Teaching Practicum) 9,72<br>3. Tourismuspraktikum (Tourism Internship) * 3,24<br>4. Übersetzungspraktikum (Translation Internship) * 3,24<br>*Students choose one of the courses according to the additional competences they want to have.  |              |
|                   | <b>Total ECTS:</b>   | <b>25,92</b> |
| <b>Semester 8</b> | 1. TAS (Final Thesis Assignment) * 12,96<br>2. TABS (Final Assignment Not Thesis)* 6,48<br>*This course can be chosen only one of them.  |              |
|                   | <b>Total ECTS:</b>   | <b>19,44</b> |
| <b>Electives:</b> | 1. Pendidikan Inklusi (Inclusive Education) 3,24<br>2. Journalistik (Journalism) 3,24  |              |

|  |  |      |
|--|--|------|
|  | 3. Media Kehumasan dan Periklanan (Public Relations and Advertising Media)                     | 3,24 |
|  | 4. Public Speaking   | 3,24 |
|  | 5. Kebijakan Pariwisata dan Ekonomi Kreatif (Tourism Policy and Creative Economy)              | 3,24 |
|  | 6. Teknik Menulis Opini, Feature dan Resensi (Opinion, Feature, and Review Writing Techniques) | 3,24 |
|  | 7. Sastra Anak (Children's Literature)   | 3,24 |
|  | 8. Content and Copywriting   | 3,24 |
|  | 9. Pengantar Ilmu Komunikasi (Introduction to Communication Science)                           | 3,24 |
|  | 10. Manajemen Public Relation (Public Relation Management)                                     | 3,24 |

The curriculum of the **BoFLE** was prepared by considering three competencies, namely (a) French language learning, (b) French language tour guides and translators, and (c) researchers in the fields of French language education, linguistics, literature, and culture. Graduates should have reached level B1 in French, but it is not mandatory.

**Table 27: Curriculum of the BoFLE Study Programme**

| 1. Semester        | Course Name                                  | ECTS         |
|--------------------|--|--------------|
|                    | Introduction to Linguistics                  | 3.24         |
|                    | French Basic Grammar                         | 3.24         |
|                    | Cultural Appreciation                        | 3.24         |
|                    | Educational Management                       | 3.24         |
|                    | English                                      | 3.24         |
|                    | Indonesian Language                          | 3.24         |
|                    | Pancasila (Indonesia Ideology)               | 3.24         |
|                    | French Writing of Breakthrough Level         | 3.24         |
|                    | Reading Comprehension of Breakthrough level  | 3.24         |
|                    | Speaking of Breakthrough Level               | 3.24         |
|                    | Listening Comprehension Breakthrough Level   | 3.24         |
|                    | <b>Total ECTS:</b>                           | <b>35.64</b> |
| <b>2. Semester</b> | Religion*                                    | 3.24         |
|                    | Reading Comprehension of Waystage level      | 3.24         |
|                    | French Elementary Grammar                    | 3.24         |
|                    | Curriculum for French Teaching               | 3.24         |
|                    | Phonetics and Phonology                      | 3.24         |
|                    | Creativity, Innovation, and Entrepreneurship | 3.24         |
|                    | Civics Education                             | 3.24         |
|                    | Catholic Religion Education*                 | 3.24         |
|                    | French Writing of Waystage Level             | 3.24         |
|                    | Listening Comprehension of Waystage Level    | 3.24         |
|                    | French Speaking of Waystage Level            | 3.24         |
|                    | <b>Total ECTS:</b>                           | <b>35.64</b> |
| <b>3. Semester</b> |  |              |
|                    | Morphology and Syntax                        | 3.24         |
|                    | Listening Comprehension of Threshold Level   | 3.24         |
|                    | Syntax                                       | 3.24         |
|                    | French Grammar of Waystage Level             | 3.24         |
|                    | Didactics of Literary Reading                | 3.24         |
|                    | Educational Psychology                       | 3.24         |

|                    |  |              |
|--------------------|--|--------------|
|                    | Educational Sociology and Anthropology                               | 3.24         |
|                    | French Listening of Threshold Level                                  | 3.24         |
|                    | French Civilization  | 3.24         |
|                    | French Reading of threshold level                                    | 3.24         |
|                    | French Writing of Threshold Level                                    | 3.24         |
|                    | <b>Total ECTS</b>  | <b>35.64</b> |
| <b>4. Semester</b> | :  |              |
|                    | Grammatical Stylistics   | 3.24         |
|                    | Media and Language Learning Strategy                                 | 3.24         |
|                    | Language Teaching Research Method                                    | 3.24         |
|                    | Inclusive education  | 3.24         |
|                    | Digital Transformation   | 3.24         |
|                    | French Speaking of Intermediate Level                                | 3.24         |
|                    | French Writing of Intermediate Level                                 | 3.24         |
|                    | French Reading of Intermediate Level                                 | 3.24         |
|                    | Listening Comprehension of Intermediate Level                        | 3.24         |
|                    | Introduction to Language Teaching and Learning Assessment            | 3.24         |
|                    | <b>Total ECTS:</b>   | <b>32.4</b>  |
| <b>5. Semester</b> |  |              |
|                    | French for Tourism and Hotel /Literary Translation (optional)        | 3.24         |
|                    | Semantics and Pragmatics   | 3.24         |
|                    | Literary Appreciation  | 3.24         |
|                    | Study of Literary Texts  | 3.24         |
|                    | Teaching French as Foreign Language                                  | 3.24         |
|                    | Language Research Methods  | 3.24         |
|                    | Upper-Intermediate French Speaking                                   | 3.24         |
|                    | Assessment for French Learning and Teaching                          | 3.24         |
|                    | <b>Total ECTS:</b>   | <b>25.92</b> |
| <b>6. Semester</b> |  |              |
|                    | French Language Proficiency  | 3.24         |
|                    | Editorial Translation / Hotel and Restaurant (optional)              | 3.24         |
|                    | Technical Translation / French for Tour and Travel Agency (optional) | 3.24         |
|                    | Microteaching  | 3.24         |
|                    | Statistics   | 3.24         |
|                    | <b>Total ECTS:</b>   | <b>16.2</b>  |
| <b>7. Semester</b> |  |              |
|                    | The practice of education  | 9.72         |
|                    | Tourism Practicum / Translation Practicum (optional)                 | 3.24         |
|                    | Community Service  | 9.72         |
|                    | Thesis / Scientific Paper (optional)                                 | 12.96        |
|                    | <b>Total ECTS:</b>   | <b>35.64</b> |
| <b>8. Semester</b> | Thesis / Scientific Paper (optional)                                 |              |
| <b>Electives</b>   |  |              |
|                    | Thai language (MBKM)   | 22.68        |
|                    | German language (MBKM)   |              |
|                    | Dance (MBKM)   |              |
|                    | Javanes language (MBKM)  |              |
|                    | English language (MBKM)  |              |

|  |                            |              |
|--|----------------------------|--------------|
|  | Indonesian Language (MBKM) |              |
|  | ITC (MBKM)                 |              |
|  | <b>Total ECTS:</b>         | <b>22.68</b> |

The **BoJLE** curriculum is prepared by taking into account the objectives of organising study programmes, namely (a) the realisation of graduates of BoJLE who are qualified and pious to God Almighty, independent, intellectual, and uphold the values of Pancasila, (b) the realization of graduates of BoJLE who excel at the National, Southeast Asia regional and international levels and are professionals in applying the fields of expertise in Javanese language, literature and culture, and (c) the realisation of research results of BoJLE for the development of knowledge of Javanese language, literature and culture and solving problems in family, community and state life, and global problems, as well as their socialisation in the international sphere.

**Table 28: Curriculum of the BoJLE Study Programme**

| <b>SEMESTER</b> | <b>COURSE NAME</b>  | <b>ECTS</b>       |
|-----------------|---|-------------------|
| Semester 1      | 1. Pancasila (Indonesian Ideology)  | 3,24              |
|                 | 2. Indonesian Language  | 3,24              |
|                 | 3. English Language   | 3,24              |
|                 | 4. Auxiliary Language   | 3,24              |
|                 | 5. Javanese Linguistics   | 3,24              |
|                 | 6. Javanese Language Skills   | 3,24              |
|                 | 7. History of Javanese Literature   | 3,24              |
|                 | 8. Javanese Literary Theory   | 3,24              |
|                 | 9. History of Javanese Culture  | 3,24              |
|                 | 10. Javanese Songs  | 3,24              |
|                 | 11. Language Etiquette  | 3.24              |
|                 |   | <b>Total ECTS</b> |
| Semester 2      | 1. Civic Education  | 3,24              |
|                 | 2. Religious Education<br>(Islam/Christian/Catholic/Hindu/Buddhist/Confucian) | 3,24              |
|                 | 3. Education Science  | 3,24              |
|                 | 4. Educational Psychology   | 3,24              |
|                 | 5. Speeches   | 3,24              |
|                 | 6. <i>Karawitan</i> Music   | 3,24              |
|                 | 7. Writing Javanese Literature  | 3,24              |
|                 | 8. Phylogogy  | 3,24              |
|                 | 9. Semantics  | 3,24              |
|                 | 10. Javanese Folklore   | 3,24              |
|                 | 11. Scientific Writing  | 3,24              |
|                 |   | <b>Total ECTS</b> |
| Semester 3      | 1. Education Management   | 3,24              |
|                 | 2. Sociology and Anthropology of Education                                    | 3,24              |
|                 | 3. Cultural Appreciation  | 3,24              |
|                 | 4. Science and Technology Literacy  | 3,24              |
|                 | 5. Socio Psycholinguistics  | 3,24              |
|                 | 6. Javanese Traditional Clothing  | 3,24              |
|                 | 7. Statistics   | 3,24              |
|                 | 8. Javanese Language Learning Curriculum                                      | 3,24              |
|                 | 9. Reading Javanese Texts   | 3,24              |



|   |   |              |
|---|---|--------------|
|   | 10. Javanese Learning Media and IT  | 3,24         |
|   | 11. Scientific Writing  | 3,24         |
|   | <b>Total ECTS</b>   | <b>35,64</b> |
| Semester 4  | 1. Digital Transformation   | 3,24         |
|   | 2. Creativity, Innovation   | 3,24         |
|   | 3. Research Methods for Javanese Language, Literature and Culture Education | 4,86         |
|   | 4. Javanese Manuscript Analysis   | 3,24         |
|   | 5. Research Seminar   | 3,24         |
|   | 6. Pragmatics   | 3,24         |
|   | 7. Learning Strategies, Language, Literature and Culture                    | 3,24         |
|   | 8. Javanese Language Learning Assessment                                    | 3,24         |
|   | 9. Javanese Literary Criticism  | 3,24         |
|   | 10. Javanese Literature Studio  | 3,24         |
|   | 11. Javanese Philosophy   | 3,24         |
|   | <b>Total ECTS</b>   | <b>37,26</b> |
| Semester 5  | <b>Wayang (Puppet) Appreciation A</b>                                       |              |
|   | 1. The structure of wayang (puppet) drama                                   | 3,24         |
|   | 2. Study of wayang (puppet) plays   | 3,24         |
|   | <b>Professional MC-ing B</b>  |              |
|   | 3. MC-ing (formal)  |              |
|   | 4. MC-ing (tradition)   | 3,24         |
|   | 5. MC-ing (custom)  | 3,24         |
|   | <b>Studying Javanese C</b>  | 3,24         |
|   | 6. Local wisdom   |              |
|   | 7. Javanese Personality   |              |
|   | 8. Guide on Javanese beliefs  | 3,24         |
|   | <b>Javanese Songs D</b>   | 3,24         |
|   | 9. <i>Pahargyan</i> Songs   | 3,24         |
|   | 10. <i>Pakeliran</i> Songs  |              |
|   | <b>Journalistics E</b>  |              |
|   | 11. Book Writing  | 3,24         |
|   | 12. Javanese Journalism   | 3,24         |
|   | <b>Language Development F</b>   |              |
|   | 13. Translation   | 3,24         |
|   | 14. Lexicology  | 3,24         |
| <b>Interdisciplinary Philology G</b>  |   |              |
| 15. Codicology  |   |              |
| 16. Interdisciplinary philology   | 3,24  |              |
| PROFESSIONAL COURSE/COURSE OUTSIDE THE PROGRAM AT UNY   | 3,24  |              |
| <i>Notes: Semester 5 students may choose several professional concentrations (A-G) and other courses outside the study programme, as long as they will have 32,4 ECTS this semester</i> | 3,24  |              |
|   | 3,24  |              |
|   | <b>Total ECTS</b>   | <b>32,4</b>  |
| Semester 6  | 1. Mikro Teaching   | 3,24         |
|   | <b>Wayang (Puppet) Appreciation A</b>                                       |              |
|   | 2. Wayang (Puppet) literary criticism                                       |              |
|   | 3. Basic practice of puppet mastermind                                      | 3,24         |
|   | <b>Professional MC-ing B</b>  | 3,24         |
|   | 4. MC-ing (Custom)  |              |
| 5. <i>Wedding organiser</i>   | 3,24  |              |
| 6. Apprenticeship (Wedding)   | 3,24  |              |

|                   |   |               |
|-------------------|---|---------------|
|                   | <b>Javanese music C</b>   | 3,24          |
|                   | 7. Traditional Javanese Style of Music  |               |
|                   | 8. Traditional Javanese Musical Creation  |               |
|                   | <b>Journalistics D</b>  | 3,24          |
|                   | 9. Javanese Journalism  | 3,24          |
|                   | 10. Javanese Language Editor  |               |
|                   | <b>Language Development E</b>   |               |
|                   | 11. Dialectology  | 3,24          |
|                   | <b>Interdisciplinary Philology F</b>  | 3,24          |
|                   | 12. Translation   |               |
|                   | PROFESSIONAL COURSES/COURSES OUTSIDE THE PROGRAM AT UNY   | 3,24          |
|                   | <i>Notes: Semester 6 students may choose several professional concentrations (A-F) and other courses outside the study programme, as long as they will have 32,4 ECTS this semester</i> | 3,24          |
|                   | <b>Total ECTS</b>   | <b>32,4</b>   |
| Semester 7        | Educational Practice ( <i>Praktik Kependidikan/PK</i> )   | 9,72          |
|                   | Community Service Program ( <i>Kuliah Kerja Nyata/KKN</i> )   | 9,72          |
|                   | <b>Total ECTS</b>   | <b>19,44</b>  |
| Semester 8        | Final Thesis Assignment   | 12,96         |
|                   | <b>Total ECTS</b>   | <b>12,96</b>  |
| <b>TOTAL ECTS</b> |   | <b>241,38</b> |
| Electives         | 1. Writing Opinion, Feature, dan Review   | 3,24          |
|                   | 2. Book Design and Publishing   | 3,24          |
|                   | 3. Research Methods on Literature   | 3,24          |
|                   | 4. Language Teaching Evaluation   | 3,24          |
|                   | 5. Interview Techniques and News Writing  | 3,24          |
|                   | 6. Interactive Multimedia   | 3,24          |
|                   | <i>Notes: These courses are taken outside the study programme and students may take these courses from Semester 3 up to Semester 6</i>  | 3,24          |

### Rationale for degree and programme name

The naming of study programmes at UNY is in accordance with the regulations in force by the authorised institution. Students who complete their studies will receive a Bachelor of Education (S.Pd.) degree. The awarding of a S.Pd. degree indicates that the graduate is from an educational programme in the field of educational studies. This is in accordance with the Regulation of the Ministry of Education and Culture of the Republic of Indonesia<sup>12</sup>.

The programme's title of **Indonesian Language and Literature Education (BoLLE)** is based on the Decree of the Ministry of Higher Education and Science<sup>13</sup>. The graduate academic degree in the BoLLE is S.Pd. according to the rules mentioned above.

<sup>12</sup> Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 154/2014 concerning the Cluster of Science and Technology and College Graduate Degrees and the Regulation of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 6/2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Equivalence of Diplomas in Other Countries' Universities

<sup>13</sup> Ministry of Higher Education and Science No. 55/1963 concerning the Establishment of the Teaching and Education Institute and the Decree of the Director General of Higher Education of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia No. 31/DIKTI/Kep/1984 concerning Types and Number of Study Programs in Each Department at the Faculties of IKIP

The naming of the **German Language Education (BoGLE)** refers to the Rector's Decree<sup>14</sup>.

The name of the **French Language Education (BoFLE)** is following the Decree of the Yogyakarta Rector of Teacher Training and Education<sup>15</sup> concerning the Establishment of the Department of French Language and Literature. Graduates of the BoFLE are entitled to receive a *S.Pd.* academic degree.

The programme of **Javanese Language Education (BoJLE)** was established in 1963 based on the Decree of the Opening of the BoJLE<sup>16</sup>. Graduates of the BoJLE are entitled to receive a *S.Pd.* academic title in accordance with the rules mentioned above.

### Integration of theory and practice

#### **For all programmes:**

The courses in the study programme at FBSB UNY have integrated theoretical and practical courses. This is in accordance with the 2021 UNY academic regulations and the guidelines for preparing module handbooks. The learning models carried out can be in the form of lecture-discussion, demonstrations, experiments/practices, recitations, fieldwork, assignments/independent work, quizzes/evaluations. Evaluation or assessment models can be in the form of attendance/activity, quizzes, assignments, presentations, case studies, projects, and midterms/finals.

Additionally, students of the **BoGLE** who shall be enabled to achieve competency as German language educators, tourism practitioners, and German language translators for beginners, learning is integrated between theoretical and practical courses. Subjects such as *Übersetzung, D-I Allgemeiner Texte, Übersetzung D-I von Fachsprachen, Übersetzung I-D Allgemeiner Texte, Übersetzung I-D von Fachsprachen, Übersetzungspraktikum*. Adapun mata kuliah untuk menunjang kompetensi kepariwisataan adalah *Deutsch für Reiseführung, Deutsch im Hotel, Regionale Reiseleitung, Überregionale Reiseleitung, and Tourismuspraktikum* are course examples that integrate theory and practice.

The integration between theory and practice can also be seen in the lecturers who have contributed to the fields of education, tourism, and translation. In the field of education, the lecturers provide their experience in preparing lesson plans on the subject of micro-teaching and learning strategies. They also play a role in producing various digital-based media. This can be seen in German and IT learning media courses.

In addition, the **BoJLE** courses accommodate theoretical, practical, and field courses in a balanced manner. The integration between theory and practice is adjusted to the student's terms level. In the final term they take field courses with the aim to put the theory they acquired during lectures into practice. Some courses require students to go directly into the field and observe phenomena that occur in society. For example, in sociolinguistics courses, they go

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Yogyakarta. The naming of BoLLE is also in accordance with the National Accreditation Board for Higher Education 13170/SK/BAN-PT/AK-ISK/S/XII/2021.

<sup>14</sup> Rector Decree of the IKIP Yogyakarta Number: 04/1966 dated April 2, 1966, which was signed by Ir. Sri Soedewi Tj. The naming of BoGLE was later updated with the Decree of the Director General of Higher Education of the Republic of Indonesia No. 71/DIKTI/Kep/2007, dated April 2, 2007, concerning Arrangement and Re-Determination of Permit to Organize Study Programs at Universitas Negeri Yogyakarta

<sup>15</sup> Decree of the Yogyakarta Rector of Teacher Training and Education No. 01 of 1976 concerning the Establishment of the Department of French Language and Literature, IKIP Yogyakarta, which was later renewed by Decree of the Director General of Higher Education of the Republic of Indonesia No. 71/DIKTI/Kep/2007, April 2, 2007, concerning Arrangement and Re-Determination of Permits to Organize Study Programs at Universitas Negeri Yogyakarta.

<sup>16</sup> Decree of the Opening of the BoJLE No. 55/1963, May 22, 1963

out into the field to research dialects and make dialect mapping in an area. In the folklore course, they go down to the field to be directly involved in organising a traditional Javanese ceremony.

### Interdisciplinary thinking

#### **For all programmes.**

Based on the guidebook of MBKM and the 2021 UNY academic regulation book, students are directed to interdisciplinary thinking. They are encouraged to think interdisciplinary and study various disciplines and carry out learning activities that are also interdisciplinary. Learning according to MBKM can be carried out in the form of (a) student exchanges, (b) internships/work practices, (c) teaching assistance in education units, (d) research, (e) humanitarian projects, (f) entrepreneurial activities, (g) independent studies/projects and (h) building thematic real work villages/colleges.

In addition to the MBKM options, **BoILLE** students can take part in Independent Campus activities such as Certified Internships, Indonesian International Student Mobility, Certified Independent Study, Teaching Campus Programme, and Entrepreneurship Programme, etc. to improve their abilities and competencies, both theoretically and practically.

Students of the **BoGLE** programme can study other fields of study such as sociology, psychology, management, entrepreneurship, education, intercultural communication, soft skills, and ICT.

In the **BoFLE programme** interdisciplinary courses include (1) translation skill courses, (2) tourism expertise courses, (3) language courses, (4) creativity, innovation, entrepreneurship courses, and (5) education courses. BoFLE students can take courses outside the study programme. They take various interdisciplinary courses such as culinary, ecology, economics, and law.

Lectures at the **BoJLE** have also led to interdisciplinary studies with the development of interdisciplinary knowledge in the clusters of Javanese language, literature, culture, and philology. The development of interdisciplinary studies, among others, is carried out by:

- 1) presenting guest lecturers from other disciplines who can support interdisciplinary thinking. In the language course, guest lecturers from Jawaharal Nehru University (India) and *Università degli studi di Napoli "L'Orientale"* (Italy) gave interdisciplinary lectures in language, namely Computational Linguistics. Besides that, interdisciplinary practitioners were also presented, for example in the field of culture, namely Javanese wedding ceremonies, presenting practitioners as wedding organizer owners so that cultural science can synergize with entrepreneurs.
- 2) assignments to certain subjects that are directed so that students can work together with partners from other fields of study. For example, in the interdisciplinary philology course, students analyse Javanese manuscripts stored in the National Library of the Republic of Indonesia, the Sonobudoyo Museum, the British Library, and others. The results of this manuscript analysis are then synergised with other fields of science.
- 3) the development of interdisciplinary fields of knowledge that is carried out by lecturers of the BoJLE to be imparted to students through interdisciplinary book studies which are self-developed by the lecturers.

- 4) interdisciplinary Study of Literary Zoology which is integrated with the Jawi Language, Literature and Culture Research Seminar course; Jawi Literary Criticism, Jawi Literary Theory, and Jawi Literary Work Nyerat. Literary zoology is an integration of literature and exact sciences (zoology). Both are summarized. Literature that has objects worked on animals, gave rise to new studies that are inter and trans-disciplinary.
- 5) the interdisciplinary study of Literary Ecology which is integrated with the Jawi Language, Literature and Culture Research Seminar course; Jawi Literary Criticism, Jawi Literary Theory, and Jawi Literary Work Nyerat. Literary ecology is a way of understanding environmental issues from a literary perspective. Or conversely, how to understand literature from an environmental perspective.

### Ethical aspects

The University regulates the ethics of all lecturers and students through regulations outlined in the Rector's regulations. Academic regulations are set forth in the Rector Regulation<sup>17</sup>. In addition, UNY also regulates ethics and rules for student associations on campus through a Rector Regulation<sup>18</sup>. The application of ethics and rules of association for students is based on the principles of responsibility, participation, fairness, peace, politeness, and benefits. These ethics and rules are used as guidelines and signs for students in behaving on campus.

The lecturer's code of ethics is stated in a Rector Regulation<sup>19</sup>. It is intended to regulate the obligations and responsibilities of lecturers to act professionally and morally, both in general as members of the public and specifically as lecturers, as civil servants or non-civil servants, and as members of the community. The lecturer's code of ethics which forms the basis for the behavior of lecturers in carrying out the duties of the tridharma of higher education, both as professional educators and as scientists, includes expediency, honesty, sincerity, partnership, togetherness, and responsibility.

Meanwhile, ethics in writing a thesis is also regulated through a Rector Regulation<sup>20</sup>. The final assignment is one of the compulsory courses for all students as one of the requirements in completing studies to obtain the title of Associate Expert, Bachelor, Master, and Doctor. The preparation of final assignments for students must be in accordance with the guidelines for the preparation of final assignments set by UNY so that they can run effectively.

Furthermore, the Faculty of Languages and Arts regulates anti-plagiarism in the Anti-Plagiarism Handbook. Sanctions for plagiarism are established<sup>21</sup>. To prevent plagiarism, all lecturer and student works are tested with Turnitin plagiarism checking software which can be used by

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<sup>17</sup> Rector Regulation No. 1/2019

<sup>18</sup> Rector Regulation no. 3/2009

<sup>19</sup> Rector Regulation No. 31/2019

<sup>20</sup> Rector Regulation No. 9/2016

<sup>21</sup> Constitution Number 19/2002 concerning Copyright, specifically the fourth part of Articles 12 and 13

lecturers and students. Prevention of plagiarism is also regulated in the anti-plagiarism handbook of the UNY Faculty of Languages, Arts and Cultures (FBSB).

There are no separate ethics courses in the curriculum, but the content is taught in other courses such as Pancasila.

### Methods and scientific practice

Scientific thinking is one of the characteristics of education. Therefore, all curricula in study programmes develop scientific thinking for students and lecturers. The Rector Regulation<sup>22</sup> regarding the MBKM for undergraduate and applied undergraduate programmes and the 2021 academic regulations stipulate courses that support scientific practice abilities, such as research and research methodology courses (final project).

Student methodological competence in the **BoILLE** programme is measured in lecture projects, the extent to which students can implement their knowledge in studies of linguistic, literary and learning objects of Indonesian Language and Literature. The achievement of student methodological competence in the study of the scientific field of the BoILLE is indicated by the assignment of making a final project, in the form of a paper or other scientific work.

Papers or scientific works will be directed by the supporting lecturers, to be included in national or international seminars. The aim is to introduce students to scientific practice, especially the publication of the results of studies on Indonesian language and literature education. They are directed to publish their scientific work in seminars or make collaborative publications with lecturers.

In addition, the methodological abilities of **BoILLE** students are sought in participatory learning in seminar activities. BoILLE students are required to attend seminars related to their scientific field, at least twice, as a prerequisite for registering for the final exam. Thus, they are expected to have the experience and skills to publish and deliver scientific work in academic forums.

Students in the **BoGLE** are not only directed to become professional educators in the field of teaching German as a foreign language but are also equipped with competencies related to scientific reasoning. This competency is primarily related to research methodology and scientific practice. The course in Research Methodology aims to enable students with the skills of scientific writing. To support the ability to write scientific papers, students can take part in the *Wissenschaftliches Schreiben* (Writing of Scientific Papers) lectures. After they gain knowledge about research methodology and writing scientific papers, they are allowed to present their research proposals in seminar courses.

Students of the **BoFLE** programme are equipped with the knowledge and skills of scientific analysis methods and practices. Courses that support these skills include *Initiation à l'Évaluation de Langue*, *Language Teaching research methods*, *Language Research Methods*, *Final Assignments* and *Petit Mémoire*.

Methodological competence and students' ability to do scientific work in the **BoJLE** programme are supported by courses in the MBKM curriculum of the Regional Language Education Study Programme in 2020. These courses support methodological competencies in general and pedagogically, including *Writing Scientific Work*, *Research Seminar*, *Research Methods in Jawi language, literature, and culture*, *Statistics*. Students have to prove their ability to carry out scientific work in general; in each subject both individual and group assignments

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<sup>22</sup> Rector Regulation number 5/2020

in which there is scientific reasoning will be assessed. In particular, there are two courses that students must take to measure individual scientific workability, *Micro Teaching* and *Thesis Final Project*.

### Examination and final thesis

#### **For all programmes:**

The implementation of the final thesis (TAS) and non-thesis (TABS) writing and examination is based on the 2021 Academic Regulations and the FBSB final assignment guide.

Students can start taking the final course after they have completed 110 credits with a minimum GPA of 2.75. TAS is a scientific written work of students in the field of language, literature, art, or teaching in the form of research. TAS is worth six semester credit units (SKS) and stands alone as a final course. TABS is a student's scientific written work based on the results of a critical analysis of a phenomenon of language, literature, art, or teaching or creative work, both one's work and the work of others. TABS is in the form of a scientific paper. TABS is worth two SKS. To be equivalent to the final assignment of six credits, students who take TABS must take another course worth four credits determined by the study programme.

TAS is written based on the results of quantitative or qualitative research. Quantitative research can be in the form of surveys, correlational, experimental, case, action research, and the like. Qualitative research can be in the form of ethnographic research, content, case, action, and mixed method. This guide only presents an outline of two types of research in the framework of TAS preparation, namely quantitative and qualitative research. Students are allowed to develop the work according to their needs. TAS and TABS assessment includes the following components.

**Table 29: TAS assessment weight**

| NO | ASSESSMENT INDICATORS<br>EVALUATION OF TAS DOCUMENTS | POINTS |
|----|--|--------|
| 1  | Introduction   | 15     |
| 2  | Literature Review                                    | 10     |
| 3  | Research Method                                      | 10     |
| 4  | Findings and Discussion                              | 15     |
| 5  | Conclusion and Suggestion                            | 5      |
| 6  | Writing Technique                                    | 5      |
| 7  | Abstract   | 10     |
|    | EVALUATION OF ORAL EXAMINATION                       |        |
| 1  | Ability to express/describe opinions                 | 10     |
| 2  | Accuracy/relevance of answers to questions           | 10     |
| 3  | Mastery of Thesis materials                          | 10     |

Evaluation of learning outcomes is designed to assess and measure the results of knowledge transfer activities in each subject. The learning outcomes of each course are prepared by lecturers based on the Programme Learning Outcome (PLO) of the study programmes stated in the study programmes' Curriculum Handbook. Furthermore, based on the established LO, the lecturer in charge of the course designs the learning and evaluation methods that will be used.

Forms of assessment vary and include (1) tests, such as essays and quizzes, and (2) non-tests, such as presentations, individual and group assignments. Types of exams include:

- For theoretical courses, the exams consist of Mid-Semester Exam that is held in the middle of the semester to evaluate student comprehension during the early to mid-semester. Final Semester Exams are held at the end of the semester to evaluate the achievement of learning outcomes.
- The practical course exams are conducted in the form of performance tests, portfolios, and final projects.
- Field course exams take place in the form of performance tests conducted either in industries or schools. For the field course done in industries the assessment is done by supervisors, while the field course done in schools the assessment is done by teacher supervisors. UNY also assigns lecturers to supervise the students in the field. They are also required to assess the students' reports.

The obligation is in the form of assignments and examinations that aim to measure the mastery of students' competencies. Types of obligation consist of theoretical course exams, tests and/or practicum reports, examinations and/or practical course reports, examinations and/or seminar assignments, exhibitions/performances, fieldwork reports, and examinations, comprehensive examinations, and thesis exams, and other specified assignments. Types of theory course examinations are in the form of assessments in each sub-competency and/or Midterm and Final Examination.

All forms of examination are described in the module descriptions.

The Study Programme Validation team carries out the validation process. It assesses whether exam questions have measured the Learning Outcomes of the courses based on the Syllabus. Then, after the exam questions are validated, the Head of the Study Programme will give approval for the questions to be used in the exam.

## Appraisal:

The individual curricula of the BoILLE and BoJLE programmes adequately reflect the qualification objectives. The compulsory courses and optional electives enable students to acquire additional competences and skills. In particular, the experts welcome the strong integration of different aspects in the BoJLE programme. Essentially, the contents of the courses of the BoGLE and BoFLE programmes are also well-balanced, logically connected and oriented towards the intended learning outcomes. However, the experts see the problem here that the programmes are no longer exclusively geared towards teacher training. This means that the target group is no longer clearly defined; the training is provided with a view to employment in the fields of education, tourism and translation. This creates the problem that the curricula are not focused on any of these professions. **The panel therefore makes a recommendation for all study programmes: The University ensures to analyse the job market and adapt the programmes if necessary. This could be achieved, for example, through more pronounced specialisations in higher semesters.**

The panel welcomes the requirement that students must have reached level B1 in German language skills on completion of the BoGLE programme. However, this is not the case in the French **BoFLE programme**. Here, it is desirable, but not obligatory, to have B1 level language skills when graduating. However, future employers may expect language teachers or



translators to master the language at least at this level. **For this reason, the panel strongly recommends to revise the curriculum to ensure that future graduates of the programme have at least B1 level language skills. This revision will be included in all documentation of the programme.**

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

In all programmes theoretical questions are, where possible, explained by means of practical examples. The panel welcomes the strong efforts of lecturers in the BoGLE programme to integrate individual activities. They also have the impression that theory and practice are very well integrated in the BoLLE and BoJLE programmes.

In the programmes BoLLE, BoGLE and BoFLE, there is evidence that the programme qualifies for interdisciplinary thinking. The BoJLE programme exceeded the panels' expectations by putting an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. Cultural as well as professional aspects are well embedded in the curriculum.

In all programmes ethical implications (for example those of economical or juridical ways of thinking and acting) are communicated. Although there are no specific courses on ethics in the curricula, the content is addressed and integrated in various courses. Personality building, Pancasila and religion should be mentioned here, for example. However, the panel could see neither from discussion nor from the documentation that aspects of diversity were integrated. **It therefore makes a recommendation for all programmes that aspects of diversity are integrated into the curricula.**

Students of the programmes BoLLE, BoGLE, BoFLE and BoJLE acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

|        |  | 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 BoJLE                      | X BoLLE, BoGLE, BoFLE      |                                    |      |
| 3.1.5  | Ethical aspects  |             |                              | X                          |                                    |      |

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

#### For all programmes:

All programmes consist of about 60 mostly independent courses that are structured and integrated into semesters, often building on each other (for example language courses).

The curriculum structure of the four programmes refers to the 2021 UNY Academic Regulations. The allocation of lecture time in the form of lectures, responses, or tutorials, per 1 (one) national credit (1.62 ECTS) can be calculated as follows.

- 1) 50 minutes (0,29 credit/0,47 ECTS) of the face-to-face learning process
- 2) 60 minutes (0,35 credit/0,58 ECTS) of structured learning tasks,
- 3) 60 minutes (0,35 credit/0,58 ECTS) of independent learning tasks.

The curricula structure consists of University, Faculty, Basic Education, Education Development, and Compulsory/Optional Courses.

**Table 30: Distribution of SKS and ECTS in BoILLE Curriculum Structure**

|   |                          |
|---|--------------------------|
| Study time projection   | four years (eight terms) |
| Total Credit Points (CP)  | 154 SKS = 249,3 ECTS     |
| Workload per CP   | 170 minutes/week         |
| Number of modules   | 4 modules                |
| The time required to complete the final assignment and be awarded credit points | 6 months                 |
| Number of hours   | 6617,9 in eight terms    |

**Table 31: Distribution of SKS and ECTS in BoGLE Curriculum Structure**

|                          |                          |
|--------------------------|--------------------------|
| Study time projection    | four years (eight terms) |
| Total Credit Points (CP) | 146 SKS 236,34 ECTS      |
| Workload per CP          | 170 minutes/week         |
| Number of modules        | 4 modules                |

|   |                       |
|---|-----------------------|
| The time required to complete the final assignment and be awarded credit points | 6 months              |
| Number of hours   | 6617,9 in eight terms |

**Table 32: Distribution of SKS and ECTS in BoFLE Curriculum Structure**

|   |                          |
|---|--------------------------|
| Study time projection   | four years (eight terms) |
| Total Credit Points (CP)  | 148 SKS 239.59 ECTS      |
| Workload per CP   | 170 minutes/week         |
| Number of modules   | 4 modules                |
| The time required to complete the final assignment and be awarded credit points | 6 months                 |
| Number of hours   | 6708.52 (8 terms)        |

**Table 33: Distribution of SKS and ECTS in BoJLE Curriculum Structure**

|   |                              |
|---|------------------------------|
| Study time projection   | four years (eight semesters) |
| Number of Credit Points (Learning Outcomes)                               | 146 Credits 236,34 ECTS      |
| Workload per Learning Outcomes  | 170 minutes/weeks            |
| Number of modules   | 4 modules                    |
| The time taken to complete the final assignment and awarded credit points | 6 months                     |
| Number of hours   | 6617,9 for eight semesters   |

**Study and exam regulations and Feasibility of study workload**

**For all programmes:**

The reference for the programmes in conducting lectures and examinations is the Chancellor's Regulation<sup>23</sup>. Lectures are conducted face-to-face and also utilise the Besmart Learning Management System platform in a blended learning or e-learning model. Each lecture comprises 16 sessions. Monitoring and evaluation is carried out both at the beginning and at the end of the lecture period. Meanwhile, regulations related to exams cover the evaluation of learning progress; invoices and completion of lecture assignments; the method of assessment and determination of the final value, Grade Point Average and remedial programme study load. The rules state that exams can be taken if students meet the minimum number of attendance, which is 75 percent. Questions made by supporting lecturers also go through a validation process by expert lecturers or administrators.

<sup>23</sup> Chancellor's Regulation Number 1 of 2019 concerning Universitas Negeri Yogyakarta Academic Regulations

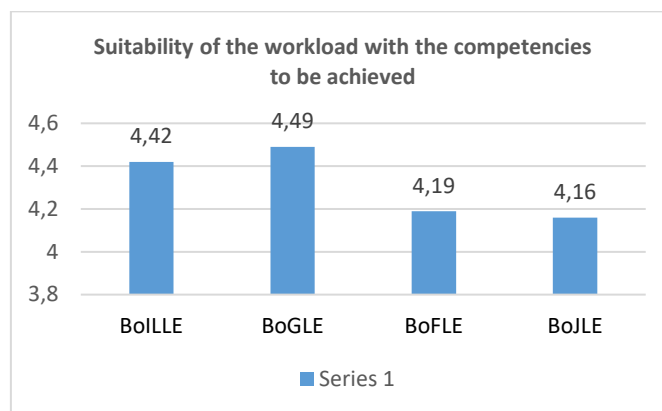
Students can participate in the independent learning campus independent curriculum (MBKM), which allows students to take courses outside their study programme at Universitas Negeri Yogyakarta or outside UNY, or doing internships at other institutions without extending study time or other models which are then subjected to value equivalence to be recognized<sup>24</sup>.

or. The student learning outcomes are recognized by Universitas Negeri Yogyakarta through an equivalence mechanism regulated by a Rector's Regulation<sup>25</sup>. Its implementation is based on a cooperation agreement between Universitas Negeri Yogyakarta and universities or other related institutions.

Assessment regulations are carried out using the Chancellor's Regulation<sup>26</sup>. Assessment reporting in the form of qualifications for student success in taking a course stated in the range of numbers and letters in accordance with applicable academic regulations. Students with high academic achievement are students who have a semester grade point average greater than 3.50 and fulfill academic ethics. Student graduation predicates have been regulated by the National Standard of Higher Education.

As part of ensuring the quality of education, it is very important to analyse the workload of students. Universitas Negeri Yogyakarta has accommodated this workload survey. The survey items provided reflect students' responses regarding their workload. In this description, the results of the analysis are presented in the item "Suitability of the workload with the competencies to be achieved" which reflects the workload in a study programme in general and the item "The amount of time spent specifically for this subject compared to other subjects" to see the workload in each subject.

**Figure 2: Suitability of the workload with the competencies to be achieved**



The data shows that the response of students from four study programmes related to workload to the competencies to be achieved is appropriate (5 = highest suitability). On a scale from one to five all programmes achieve a score greater than four. The results indicate that the four study programmes have considered well the amount of workload given to students by looking at learning competencies.

### Equality of opportunity

#### **For all programmes:**

<sup>24</sup> The equivalent mechanism refers to the Chancellor's Regulation No. 5 of 2020.

<sup>25</sup> Rector Regulation no. 5 of 2020

<sup>26</sup> Chancellor's Regulation No. 17 of 2021

Admission of students to the programmes is carried out by considering gender equality and non-discrimination. This is also contained in the Chancellor's Regulation concerning academic guidelines and new student admissions which states that Universitas Negeri Yogyakarta ensures gender equality and non-discrimination, starting from the selection process to the implementation of educational services. There are no subjects or treatment of gender bias. Meanwhile, those with disabilities are also provided with flexible study and lecture facilities. Various access to campus facilities are intended for persons with disabilities, even with lectures that can be held according to the needs of students with special needs.

Universitas Negeri Yogyakarta has a Center for the Study of Disabilities which was formed in 2017 which is tasked with reviewing campus policies that are inconsistent with the principle of equality. Support for prospective students with disabilities is given since the entrance selection process with placement in a special room, and assistance according to their needs. During the lecture process, students with disabilities receive support for physical accessibility to take advantage of various facilities at the University or at the Faculty.

## Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the experts formed the impression that theoretical and methodological courses in the BoLLE programme are not spread evenly over the semesters, with a tendency towards the latter in the higher semesters. Therefore, the panel issues a **recommendation for the BoLLE programme: The University ensures to distribute theory and methodology more evenly over several semesters.**

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention; the recognition of periods of practical work like the MBKM programme is also clearly defined.

The Diploma supplement provides an ECTS grading table and the total amount of ECTS.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by an adequate number and frequency of examinations and by appropriate support services as well as academic and general student counselling. Although it was demonstrated that workload tracing is carried out regularly, the panel did not have precise statistical data to show that the ECTS workload of 25 to 30 hours per credit is actually achieved by the students. A corresponding condition is stated in chapter 5.1.

Universitas Negeri Yogyakarta ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

### 3.3 Didactical concept

#### Logic und plausibility of the didactical concept

In accordance with the profile of **BoLLE** graduates and to develop main competencies as Junior high school and Senior high school teachers of Indonesian language and literature, several study materials are needed covering the fields of literature, linguistics, the field of basic theory of language skills and the field of theory of learning and learning Indonesian Language and Literature. Materials for studying literature include the basics of literature, literary theories, literary developments, studies of various literary phenomena, especially Indonesian literature in an academic context. The field of study of linguistics includes the basics of linguistics, linguistic theories, language development, studies of various language phenomena, especially Indonesian in an academic context. The field of basic theory of language skills includes the basics of Indonesian language skills and their application in context. The field of study of learning theory and learning of Indonesian language and literature includes learning theory and learning in general, class management or learning, learning strategies and evaluation in the context of developing the field of study of Indonesian language and literature.

In addition, to develop additional competencies as a book writer, journalist, language editor, and BIPA (Indonesian Language for Foreign Speakers) teacher, study materials are needed which include basic theory and practice of book writing, basic theory and journalistic practice, basic theory and practice of language editing, basic theory and practice of BIPA learning.

Learning at BoLLE is oriented towards projects, case studies, and collaborative learning. The teacher designs learning for one semester in the Semester Learning Plan. Learning takes place in a hybrid manner, a mixture of offline and online. Learning utilises teaching materials (printed) and journals that are always up to date. In online learning, lecturers can take advantage of the Zoom mode and *BeSmart* Universitas Negeri Yogyakarta. In addition to holding lectures classically in class, learning at BoLLE utilises various modes of learning, both synchronous and asynchronous

Learning carried out in **BoGLE** Study Programme refers to several regulations in stages. The reference will lead to the appropriate form of learning<sup>27</sup>. According to the self-evaluation

<sup>27</sup> These regulations are: (1) Permendikbud No. 3 of 2020 concerning National Standards of Higher Education, (2) Guidebook for Main Higher Education Performance Indicators, (3) Chancellor's Regulation No. 7 of 2020 concerning

report, the applied learning uses a philosophical foundation of learner-centered learning (Student Centered Learning). This paradigm is operationally applied in the form of project-based learning and inquiry-based learning. In addition to the use of these methods, language skills lectures are also conducted based on foreign language learning approaches and methods, such as the use of a communicative approach and the application of cooperative learning methods and game techniques in language learning.

Learning is also carried out based on IT using a Learning Management System called *BeSmart*. Through the Learning Management System lecture material can be accessed anywhere and anytime so that students have a lot of space to develop their competencies. Apart from *Besmart*, other platforms such as Google Classroom are also used.

The learning activities for **BoFLE** Study Programme are based on the standard content of learning found in several regulations<sup>28</sup>. In addition, quality assurance is carried out by a quality assurance team. The learning model applied is student-centered and includes participatory and collaborative thinking skills. The learning methods used vary, according to the learning objectives, some of the French language skills learning and project-based French teaching. Theoretical and practical lectures are also held online through the *BeSmart* model and various platforms and social media such as WhatsApp, Zoom, or Google Meeting. Since the odd semester of the 2022/2023 academic year, learning is carried out in a hybrid manner<sup>29</sup>.

The lecture process in the **BoJLE programme** also refers to the Guidebook for Main Performance Indicators for Higher Education, and the Chancellor's Regulation concerning Universitas Negeri Yogyakarta's Internal Quality Assurance Standards. The learning methods include case studies, problem-based learning, project-based learning. In the application of problem based learning, project based learning and case study learning methods, students' critical thinking skills are developed. Students should be enabled to be Innovative in finding or creating products through learning with project-based learning methods. Theoretical and practical lectures were held online through the *BeSmart* platform or other media platforms such as WhatsApp, Zoom, Google Meet, Google Classroom, etc.

### Course materials

Lectures at **BoILLE** use primary and supporting source materials. The main source of material includes the latest books. To support student understanding, journals are used related to the latest lecture material, both those produced by lecturers and other researchers. The lecture syllabus which contains information about learning materials can be accessed by students.

Lecture material presented in the **BoGLE Study Programme** can be classified into two categories, the main material and supporting material. The main material chosen is determined by the type of course, namely language skills and non-language skills courses. In language skills courses, the main reference is German language textbooks which use a thematic and integrative approach. The main material is supported by material in the form of power points, audio and video text. The supporting material is taken from various references

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Guidelines for the Implementation of the Independent Learning-Independent Campus Curriculum, (4) and the Chancellor's Regulation concerning Internal Quality Assurance Standards at Universitas Negeri Yogyakarta.

<sup>28</sup> (1) Regulation of the Minister of Education and Culture Number 3 of 2020 namely the Higher Education National Standards, the Main Higher Education Performance Indicator Manual, (2) Free Learning-Free Campus guidebook from the Directorate General of Higher Education, Ministry of Education and Culture 2020, and (3) UNY Rector Regulation No. 18 of 2019 concerning UNY Internal Quality Assurance Standards.

<sup>29</sup> based on Circular of odd semester lectures for 2022/2023, refers to Circular of PLT Director General of Higher Education, Research and Technology No. 3 years 2022 regarding the implementation of learning in PT during the Covid-19 Pandemic for the 2022/2023 academic year.

in the form of books or audio-video media that are selected from various websites that provide German language learning materials, such as the Goethe-Institut and Deutsche Welle websites. All of these materials are constructed in such a way that they can support students' acquisition of German language skills well.

For courses other than language skills, the main sources are textbooks, handouts, power points, and articles taken from scientific journals. Textbooks that are used as the main source are books that have a solid and comprehensive scientific basis in accordance with lecture objectives to support Graduate Learning Outcomes. Supporting material is mainly taken from scientific journals which will strengthen the knowledge presented in the main material.

In the **BoFLE Study Programme**, in addition to using ready-made textbooks (books made in France), lecturers also develop teaching materials according to the subject matter and the lecturer's scientific family. These teaching materials are in the form of textbooks, articles, summaries, power points and others.

The available lecture materials in the **BoJLE Study Programme** are oriented towards the intended learning outcomes and are in accordance with the required level of qualifications. Lecture materials and materials are up-to-date and can be accessed digitally for students, for example for the Javanese script reading course students can access manuscript collections online through the websites of various libraries/museums around the world. These scripts include the following.

- 1) Access digital manuscript collections of institutions in Indonesia:
- 2) Access digital manuscript collections of institutions in the UK.
- 3) Access the digital manuscript collection of institutions in the Netherlands
- 4) Access the digital manuscript collection of institutions in Germany
- 5) Access the digital manuscript collection of institutions in France

### Guest lecturers

The University facilitates to improve the quality of learning. Among them, is by inviting guest lecturers to teach in each study programme. **BoLLE**, for example, is inviting lecturers from Thammasat University (Bangkok) to become lecturers in the BIPA (Indonesian Language for Foreign Speakers) Learning Design course in 2021. Apart from inviting lecturers from abroad to teach, the BoLLE also invites several practitioners to teach in several courses. Some of these practitioners include learning media experts from Multimedia Nusantara University (Indonesia), BIPA business management experts from Wisma Bahasa Yogyakarta to teach in the BIPA Learning Evaluation course, journalistic experts from Kedaulatan Rakyat (daily newspaper in Indonesia) to teach in Journalism courses, creative writing experts to teach in the Courses Literary Creative Writing, etc.

The **BoGLE Study Programme** collaborates with several institutions and universities from abroad, especially Germany to bring in guest lecturer. Guest lecturers are experts in certain scientific fields related to the Germanistic field. The BoGLE Study Programme also collaborates with the University of Münster in the form of credit transfers for students to study for one semester and two guest lecturers taught at UNY. The material taught is Sustainable



Tourism (Nachhaltiger Tourismus) and methodical didactics. This learning is in line with the acquisition of additional competencies in the field of tourism.

In addition to the guest lecturers, the study programme also invites practitioners to attend class and provide their experience and knowledge in the field they are concerned with through the teaching practitioner programme. These practitioners are practitioners who work in the field of tourism (tour guides, and hospitality) and small and medium enterprises (craft industry).

The **BoFLE Study Programme** repeatedly has held activities with faculty members of other universities, such as Naresuan University (Thailand), Hanoi University (Vietnam) and Prince Songkla University (Thailand). Another practitioner, a Ph.D. graduated from Bordeaux University, France, provided classes in cross culture understanding. These guest lectures were attended by all students and lecturers of BoFLE Study Programme. The activities carried out included teaching French language learning methods, literary analysis, linguistic analysis, and French culture.

The **BoJLE Study Programme** strives to invite practitioners to provide learning and share experiences for students. The guest lecturers are selected based on sufficient expertise and qualifications.

### Lecturing tutors

Peer tutors are used to assist the learning process at **BoLLE Study Programme**. College lecturers will choose students who have good academic and non-academic abilities to become lecture tutors. Peer tutors will help other students understand learning material and complete coursework.

Teaching tutors are applied not only to the field of language, but also to other fields related to mental and religious development. In the religious field, **BoGLE Study Programme** collaborates with DKM Al Mujahidin Mosque to hold Islamic religious tutorials. Likewise for other religions, religious tutorials are held.

In the academic field, especially in the field of languages, BoGLE Study Programme in collaboration with BoGLE Study Programme Student Association organises a joint study programme in German (*Zusammenlernen*). This programme is aimed primarily at students who have never studied German during high school and students whose competence is below average. This tutorial is taught by students who have good linguistic competence and BDS.

The **BoFLE Study Programme** collaborates with the French Student Association to hold activities Club d'Étude who acts as a lecturing tutor. This programme is a joint study programme with students. This Club d'Étude is divided into five classes, where each class has eight to nine people and is taught by a tutor. The tutors for this activity are students of BoFLE Study Programme who are in the upper grades, at least in semester five. They contribute mainly to helping new students in the learning process outside the classroom. With this activity, students are assisted in improving their French language skills outside of class. Every week, students gather and study together with tutor guidance on the four skills of the French language, namely listening, speaking, reading and writing French.

To ensure that students achieve the desired level of competence in speaking and communication skills (equivalent to level B1), BoFLE aligns its curriculum with textbooks that are already standard *Cadre Europeen Commun de Reference, namely Defi 1, Defi 2, Defi 3*. Thus, Education in French makes speaking skills one of the targets of four other language

skills that must be mastered adequately by graduates. This speaking course facilitates communicating and interacting verbally, such as having dialogues, conversing, speaking monologues, and making presentations with friends in class.

Speaking skills are learned by adopting the methodology suggested by CECRL, namely the *Perspective Actionnel*. Students practice with simulations and role-playing, up to playing drama and, in semester five, presenting it on stage. Learning materials consist of linguistic components such as vocabulary, grammar, and pronunciation, as well as communication components such as asking skills, providing information, inviting, etc. Learning is carried out collaboratively to encourage the development of the ability to work together in realising a project. Urging lecturers to implement project-based or problem-based collaborative learning, conflict is a good medium for students to learn to discuss and brainstorm ideas to find solutions.

Lecturing tutors in **BoJLE Study Programme** are carried out using the peer tutor model. This peer tutor learning model allows students to share their knowledge with their peers or teach their peers. The form of peer tutoring is manifested in a variety of courses *Micro Teaching*, *Filologi Antar Bidang*, and *Completion of the final task*.

Peer tutor learning is manifested in student activities independently consulting with their friends in the selection and use of words/sentences in the preparation of the final project. Students of BoJLE Study Programme come from various regions with their own language/dialect background. Students who come from the western area of Yogyakarta-Solo, such as Banyumas, have their own dialect, so that when writing their final assignment/task, they need guidance from their peers in terms of choosing words in composing sentences.

## Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. In general, they are user-friendly and encourage students to engage in further independent studies. However, the experts detected quite a few grammatical and linguistical mistakes when reviewing the material. **To avoid this in the future, a recommendation is issued concerning the programmes BoGLE and BoFLE: The University ensures that all materials issued are grammatically and linguistically correct. Also, with regard to the BoFLE, the panel recommends putting more consideration on the diversity in materials (e.g. gender-related issues) and to include francophone culture from other countries (not limited to France).**

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Although the requirements for meeting the expectations are met, the contribution of native speakers to the **BoFLE programme** seems to be very limited. Therefore, a **recommendation** is issued: **The University ensures a higher contribution of native speakers as guest lecturers.**

Lecturing tutors support the students in the learning process and help them develop competences and skills. While in all programmes tutors are selected to reinforce elements of

the teaching, the BoGLE and BoFLE programmes also draw on student organisations to deepen or concretise the teaching content.

|        | 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 International outlook

#### International contents and intercultural aspects

All study programmes at Universitas Negeri Yogyakarta are given the opportunity to collaborate with partners abroad. The intended cooperation runs in a variety of collaborative activities, such as credit transfers, guest lecturers (inside and out), international seminars, joint publications, and so on. Internationalization is also carried out by students with programmes such as credit transfers and sit-ins abroad.

According to the self-evaluation report, one of BoLLE 's missions is to enable graduates to compete at the international level. Apart from that, another mission is to foster cooperation with various domestic and foreign institutions to carry out the tri dharma of higher education. These cooperation include academic and non-academic cooperation. At BoLLE, international content is included in the curriculum by providing elective courses that provide opportunities in an international context. Another scheme for international activities is having joint research, visiting professors (in and out), teaching practitioners from abroad, guest lecturers, and participating in international seminars or other academic forums. Meanwhile, there is a transfer credit programme for international students and the holding of international short courses for internationalization in the student programme. The cooperation that BoLLE has carried out is with China, Thailand, Australia, Malaysia, Germany, Austria, Poland, Russia, Japan, and India.

**Table 34: International Activities of the BoLLE Study Programme**

| No | Activity Description  | The Year of Implementation |
|----|---|----------------------------|
| 1  | Visiting Professor in Guangdong, University for Foreign University, China                             | 2021                       |
| 2  | Visiting Professor Guangdong University for Foreign University, China                                 | 2021                       |
| 3  | Visiting Professor at Guizhou University  | 2019                       |
| 12 | Summer course with Fatoni University, Thailand, in collaboration with the Faculty of Engineering, UNY | 2021                       |

| No | Activity Description  | The Year of Implementation |
|----|---|----------------------------|
| 13 | Summer course with Fatoni University, Thailand, in collaboration with the Faculty of Engineering, UNY             | 2022                       |
| 14 | VISCO (Virtual Indonesian Short Course) with Chinese and Thai students  | 2020                       |
| 15 | VISCO (Virtual Indonesian Short Course) with Egyptian, Russian, Chinese, Thai, and Philippine students            | 2021                       |
| 16 | Short Course BoLLE (ILC) with international students from Egypt, China, Sudan, Russia, Yemen, Chile, and Colombia | 2022                       |
| 17 | Short Course with Victorian Language (VILTA)  | 2021                       |
| 18 | Short Course (Indonesian Language for Foreign Speakers) with Princeton University                                 | 2022-2023                  |
| 19 | Students Internship in China, Thailand  | 2019, 2021                 |
| 20 | Credit Transfer Programme with China  | 2008-recent                |

Students of the **BoGLE** have the opportunity to transfer credit with the University of Münster, Germany, for one semester. This programme provides real experiences for students to study and live in a country that has a different culture. In addition, what they learn can improve students' linguistic competence and knowledge in the pedagogic field. Lecturers of the BoGLE also carry out various collaboration programs with several educational institutions abroad (both in Asia and Europe) in the form of joint research and participation in various scientific forums held by professional organizations both abroad and within the country.

In addition to the previously mentioned aspects, students receive lecture material that broadens their insights into intercultural aspects. Among these courses is the *Kulturkunde* course, which discusses aspects of German culture while sticking to their own culture. Other courses are *Einführung in die Linguistik (Introduction to Linguistics)* and *Linguistik in der Sprachlehre (Linguistics in language learning)*. In both courses, students learn the nature of the language (German), which will be associated with learning German as a foreign language in Indonesia. This link will look at German learners' language background and culture in Indonesia.

**Table 35: International Activities of the BoGLE Study Programme**

| No | Activity Description  | The Year of Implementation   |
|----|---|------------------------------|
| 1  | Cooperation with WWU Münster  | 2017-2021<br>2022-2026       |
| 2  | WWU Münster Student Programme as Tutor in PBJ UNY   | 2019                         |
| 3  | Joint Research UNY UKM  | 2022                         |
| 4  | DAAD Scholarships for Student Exchange Programme to Westfälischen Wilhelms Universität Münster in the "Internationale Studien-UND Ausbildungspartnerschaften (ISAP) programme | 2019<br>2020<br>2021<br>2022 |
| 5  | Visiting Professor - In Wwu Münster   | 2020                         |

| No | Activity Description   | The Year of Implementation |
|----|--|----------------------------|
| 6  | Visiting Profesor – Out WWU Münster  | 2019                       |
| 7  | Scholarships for the Sommerkurs in German  | 2019<br>2021<br>2022       |
| 8  | Placement of DAAD Assistant Professor Lecturer   | 2017-2019<br>2019- recent  |
| 9  | DAAD Sprachassistentin (Assistant Teaching) Placement  | 2019-2020                  |
| 10 | Beasiswa DAAD Programme Studienreise (Stuin Tour ke universitas ternama in Jerman) DAAD Scholarship Programme Studienreise (Stuin Tour to several top universities in Germany) | 2022                       |
| 11 | DAAD Begegnungstagung (Germanistic Academics Meeting) in Thailand  | 2022                       |
| 12 | Summercamp Kerjasama Pascasarjana UNY-WWU Münster<br>Postgraduate Cooperation Summercamp UNY-WWU Münster   | 2022                       |
| 13 | Global Korean Scholarship Awardees - Pukyong National University Exchange for One Semester Selection to PKNUN, South Korea   | 2022                       |
| 14 | Student Exchange die Kasetsart University Thailand   | 2023                       |

Universitas Negeri Yogyakarta provides opportunities for students of the **BoFLE** to develop their competencies and skills in an international context, by providing opportunities for students to access the development of similar knowledge in the international arena. Every year, the BoFLE carries out credit transfer activities to Thailand, Vietnam, Taiwan, and France, which are integrated by Universitas Negeri Yogyakarta through the Office of International Affairs and Cooperation. The implementation of credit transfers is adjusted to the needs in a global context and efforts to incorporate knowledge of intercultural aspects.

Several courses in the curriculum of the BoFLE address internationalization, including courses *Civilization Française*, *Compréhension Orale*, *Lecture*, *Production Orale*, *Production Ecrite*, *Étude de Texte Littéraire* and *English*. This course is expected to be an asset for students to improve their French and English language skills to face global competition in the world of work. The study programme also requires using references in English and French with an international perspective as the main reference for each compulsory lecture.

**Table 36: International Activities of the BoFLE Study Programme**

| No | Activities   | Year           | Participants           |
|----|--|----------------|------------------------|
| 1  | International collaboration is carried out with Universities in Asia: MAEJO UNIVERSITY, Thailand           | 2021           | Lecturers and students |
| 2  | International collaboration is carried out with Universitas in Asia : Kasetsart University, Thailand       | 2012 – present | Lecturers and students |
| 3  | International collaboration is carried out with Universities in Asia : Prince Songkla University, Thailand | 2022           | Lecturers and students |
| 4  | International collaboration is carried out with Universities in Asia : Hanoi University, Vietnam           | 2012 – present | Lecturers and students |

Preparing the competencies and skills of students in the **BoJLE** to work in an international context is carried out firstly, by allowing students to participate in the joint teaching programme in the JASCO programme (Javanese Course for foreign students at several Chinese

universities) held by the Faculty of Languages and Arts. Here students of the BoJLE are tasked with assisting lecturers in the teaching and learning process, sometimes even students teaching. Secondly, by inviting lecturers from abroad provides opportunities for students to broaden the scope of material studies in various intercultural perspectives according to the cultural context of the origin of the guest lecturers. Outside lecturers often invited come from Jawaharlal Nehru University, New Delhi, India.

The third is by holding credit transfer and student exchange programmes. Routinely every year, this activity is carried out in an integrated manner for BIPA culture class students and KUIK dharma students through the Office of International Affairs and Cooperation; Universitas Negeri Yogyakarta provides the widest possible opportunity for both domestic and foreign students to take several courses.

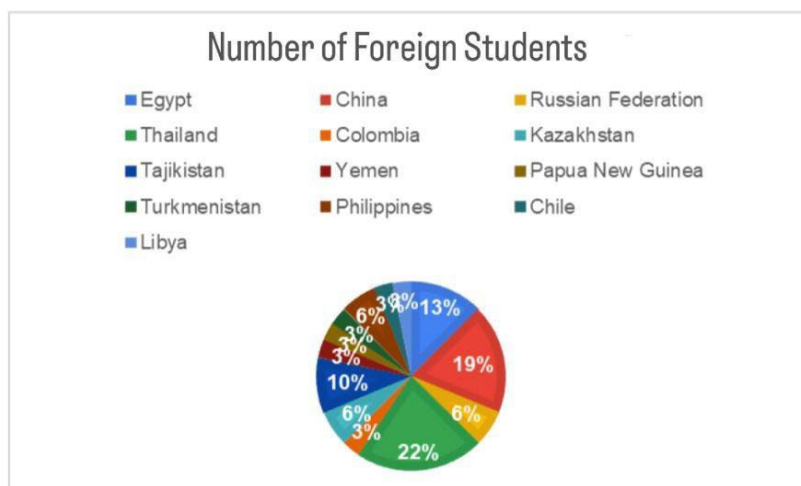
**Table 37: International Activities of the BoJLE Study Programme**

| No | Activity  | Year | Participant (Lecturer, student) |
|----|---|------|---------------------------------|
| 1  | Javanese Language Short Course – JASCO (Tiongkok)   | 2020 | Indonesia-Tiongkok 39 students  |
| 2  | Visiting Professor in Mahidol University (Thailand)   | 2021 | Lecturer                        |
| 3  | Visiting Professor out to Jawaharlal Nehru University (India)   | 2021 | Lecturer                        |
| 4  | Joint research with Jawaharlal Nehru University (India) “Literary Genetics from Mahabharata to Bharatayudha”  | 2020 | Lecturer                        |
| 5  | Joint research with Monash University (Australia) “Covid-19 Mitigation Model Using Medical, Fitness, And Cultural Perspectives Between UNY Indonesia and Monash University Melbourne Australia” | 2021 | Lecturer                        |
| 6  | Short Course JNU (India)  | 2021 | Indonesia-India 27 students     |

### Internationality of the student body

The number of international students in the Faculty of Language, Arts, and Culture in the past three years is 32 students. These thirty-two students come from China, Libya, Egypt, the Philippines, Thailand, Papua New Guinea, Turkmenistan, Tajikistan, the Russian Federation, Yemen, Colombia and Kazakhstan. These international students receive the same facilities as domestic students and participate in various campus activities.

**Table 38: Number of International Students in FLAC**



**BoILLE** students come from various regions with different language and cultural backgrounds at home and abroad. The presence of international students allows BoILLE students to share cultures. BoILLE students are assigned to become assistants to existing international students, both in academic forums in class and in student activities outside of class. Second, students are also involved in scientific forum activities organized by universities faculties, such as

- (1) ICILLE international seminars (2019, 2020, 2021), ICOLATE (2019, 2020), ICILLE (2018);
- (2) VISCO international short courses (2020, 2021), ILCSC (2022);
- (3) international culture exchanges (2019, 2020, 2021);
- (4) BIPA and Culture international workshops (2020, 2021);
- (5) international internships abroad (2017, 2018, 2019, 2020, 2021).

In addition, BoILLE students are also included in various international activities on campus, such as the global culture fest, which involves all international students at Universitas Negeri Yogyakarta and outside Universitas Negeri Yogyakarta and involves cultural interaction in it. Many BoILLE students are involved, as well as being student buddies who help foreign students adapt to the Universitas Negeri Yogyakarta campus. Currently, there are no international students permanently enrolled in the programme.

| Year | Overseas programme  | Country              | Student' participation |
|------|---------------------|----------------------|------------------------|
| 2021 | Teaching Assistance | Australia (VILTA)    | 6                      |
| 2022 | Teaching Assistance | Australia (VILTA)    | 4                      |
| 2023 | Teaching Assistance | Australia (VILTA)    | 1                      |
|      | Internship          | Thailand (Thammasat) | 6                      |

|  |            |                                |   |
|--|------------|--------------------------------|---|
|  |            | University)                    |   |
|  | Internship | Thailand (Wailalak University) | 4 |
|  | Internship | China                          | 2 |

The curriculum structure in the **BoGLE** is designed to integrate foreign students. In collaboration with the University of Münster, students from there can take part in a credit transfer programme in the study programme by taking the courses offered in and courses from other relevant study programs. This programme has been going on since 2019. The courses taken by students from Münster include *Regionale Reiseleitung*, *Literature*, and *Indonesian Language for Foreign Speakers (BIPA)*. BIPA is especially coordinated by the faculty because participants come from various countries. Through the *Regionale Reiseleitung* course, these students can learn about tourism and get to know Indonesian culture. There were eleven students participating in credit transfers from 2019 to 2022. There are currently no international students permanently enrolled.

The **BoFLE** uses references from the European Union to determine the minimum level of French language proficiency students can achieve. CERF (Common European Reference of Framework) is used as a reference for learning French language knowledge and skills. The BoFLE develops competence and skills in French in an international context. The curricula and programmes are designed to provide opportunities for students from anywhere to access knowledge and language skills in student exchange programmes or credit transfers. This allows international students to take credit and study in BoFLE Study Programme according to levels A1, A2, B1, or B2. Currently there are no international students permanently enrolled in the programme.

To support internationalization in the **BoJLE Study Programme**, steps have been taken at the university and faculty levels. In this effort, the university promotes and supports faculties to open international classes. At the faculty and university levels, internationalization efforts to attract foreign students to study at Universitas Negeri Yogyakarta are carried out by organising collaborations with various universities abroad through visiting professors, joint research, joint teaching, credit transfers, and guest lectures. The faculty also provides student organizations managed by the Faculty's International Cooperation Unit to support and facilitate foreign students studying at Universitas Negeri Yogyakarta.

### Internationality of faculty

To foster internationality, the faculty of the **BoLLE Study Programme** has the opportunity to conduct international research with overseas university partners every year. The research that has been done is with Thailand and China. Also, universities and faculties organise coaching clinics encouraging lecturers to produce international standard publications, including joint publication schemes. The University also provides incentives for lecturers who can publish articles in reputable international journals. BoLLE lecturers have conducted joint publications with lecturers from Thailand, China, and Malaysia campuses. Regularly every year the faculty encourages, including BoLLE, to hold visiting professors both in and out in an effort to develop knowledge and international insights. BoLLE lecturers have been guest lecturers at various universities in China, Thailand, Poland, Malaysia, Australia, and Germany. Fourth, international



seminar incentives. BoLLE lecturers have the opportunity to carry out international-level academic activities. Universitas Negeri Yogyakarta provides incentives for lecturers who become speakers in international seminars. Universitas Negeri Yogyakarta also supports organizing several international activities, such as international seminars and short courses.

The **BoGLE** since 2010 has collaborated with the German Academic Exchange Service (DAAD) in procuring foreign lecturers (lectors or Sprachassistenten). Lecturers of German or Austrian nationality come from various disciplines, including Linguistics, German Literature, teaching German, and translation. Currently, there is a translation expert serving as DAAD Lector. His expertise can support one of the additional competencies graduate students will have in the field of translation. In addition, since 2018, the BoGLE has also collaborated with the University of Münster in the form of credit transfers for students and guest lecturers who teach together in the *Regionale Reiseleitung* course, held by two German visiting lecturers. The presence of DAAD Lectors is active in organising international seminars and workshops. The presence of foreign lecturers is also a vehicle for students to interact with native German speakers who have different cultural backgrounds from students. In this way, students can develop intercultural competence while improving their communication skills in German.

At the **BoFLE Study Programme**, internationalisation efforts are carried out at the faculty and study programme level by establishing partnerships with foreign universities. Some of the cooperation activities include (1) outbound and inbound guest lecturers, (2) credit transfers, (3) joint research, (4) international seminars, and (5) student exchanges.

Preparing the competencies and skills of students in the **BoJLE** to work in an international context is carried out by allowing students to participate in the joint teaching programme in the JASCO programme (Javanese Course for foreign students at several Chinese universities) held by the Faculty of Languages and Arts. Here students of the BoJLE are tasked with assisting lecturers in the teaching and learning process, sometimes even students teaching. Second, allowing students to take part in visiting professors by inviting lecturers from abroad provides opportunities for students to broaden the scope of material studies in various intercultural perspectives according to the cultural context of the origin of the guest lecturers.

Additionally, there are credit transfer and student exchange programmes. Routinely every year, this activity is carried out in an integrated manner for BIPA culture class students through the Office of International Affairs and Cooperation; Universitas Negeri Yogyakarta provides the widest possible opportunity for both domestic and foreign students to take several courses abroad.

### Foreign language contents

English is an international language required for student graduation at **BoLLE**. Students must achieve a minimum TOEFL score of 425. Mastery of English is important because it will support students in teaching contexts, such as reading English reference sources. Several lectures use reference sources, books, international journal articles, internet pages, videos, and others in English. Students' English proficiency is also forged by having general English courses, amounting to 2 credits.

Students' good English skills will be very helpful when attending lectures with guest lecturers from abroad, such as when studying with lecturers from JNU whose languages of instruction are Indonesian and English. Students' English skills are also trained in international programs such as Culture Exchange with AICHI University, Japan. They share a culture, and the language of instruction is English. When they become a student buddy, students' English skills

will also help ease communication and interaction with international students, especially when they can intern abroad. The ability to speak English for students is an important asset. Universitas Negeri Yogyakarta provides services for students to improve their English language skills through a free toefl training programme for Universitas Negeri Yogyakarta students, including BoLLE students.

For lecturers, the institution facilitates TOEFL ITP and PreTEFL training so that lecturers' English skills also improve. Several BoLLE lecturers also had the opportunity to be sent by Universitas Negeri Yogyakarta to take part in IELTS training in Yogyakarta and Malang. Apart from that, several English discussion activities at the faculty by the SAFEL student organization are open to all students and lecturers with English as the language of instruction. BoLLE encourages students and lecturers to be involved in these activities.

Lectures organised by the **BoGLE** are conducted in two languages, namely German and Indonesian. In German language skills courses, *Germanism*, *translation*, and *German for tourism* are mostly presented in German. The ultimate goal is for students after graduation to be able to speak German as a foreign language at the B1 level.

Lectures at the Department of **BoFLE** use structured learning resources and materials by utilizing authentic documents with the source language being taught, namely French, and a syllabus compiled according to the CECR. In addition to using a French language handbook, which is reviewed regularly to keep it up to date, various media and materials from the source language are also used, such as from *tv5monde.com*. Apart from that, to introduce French literary works, learning also utilises technology and information, for example, accessing direct poetry readings by the author or excerpts of plays or theater in French, which can be accessed via YouTube, for example, about theater about *Moliere* via internet for study.

To support internationalization, steps have been taken to promote it in the **BoJLE Study Programme**, starting at the university, faculty, and university levels. In this effort, the university promotes and supports faculties to open international classes. At the faculty and university levels, internationalization efforts to attract foreign students to study at Universitas Negeri Yogyakarta are carried out by organising collaborations with various universities abroad through visiting professors, joint research, joint teaching, credit transfers, and guest lectures. The faculty also provides student organizations managed by the Faculty's International Cooperation Unit to support and facilitate foreign students studying at Universitas Negeri Yogyakarta. Javanese has auxiliary language courses that can strengthen the mastery of Javanese. These are Old Javanese, Arabic and Sanskrit. Therefore, the University invites experts from India.

## Appraisal:

Although not a primary aspect of the BoLLE and BoJLE degree programmes, international contents are an integral part of the curriculum. The efforts of the University for an international orientation are recognisable. The BoJLE programme, which is very nationally oriented per se, cooperates with universities in India and Thailand in the field of comparative studies and joint research. International aspects are integrated into the curriculum of the BoLLE degree programme. The BoGLE and BoFLE degree programmes are per se international and intercultural, as the focus is on German and French content respectively. Thus, students are prepared for the challenges of an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body is currently very limited, as there are no regularly enrolled international students. However, given the subjects of the programmes, it became evident that the university is making efforts to internationalise the student body. The measures taken to promote internationality are goal-oriented. These include exchange programmes, a programme for Incomings at BoILLE and the Summer and Autumn School, which is aimed at international students. However, there is room for improvement in the efforts to internationalise students. The panel therefore formulates a **recommendation for all study programmes: The University ensures to foster efforts to internationalise the student body.**

The international composition of the faculty is limited, but the faculty in the programmes BoGLE and BoFLE have international academic and professional experience. The University strives to invite lecturers from different neighbouring countries to promote the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. All students of the programmes must take courses in English. In the programmes BoILLE and BoJLE, in many courses English textbooks are used. The panel welcomed the fact that the students in the meeting spoke very good English. The BoGLE and BoFLE programmes are per se geared towards teaching German and French language skills. This has been successful in the BoGLE programme with the strong integration of the Goethe-Institut and the DAAD and the associated exchange programmes. In the BoFLE programme, on the other hand, the proportion of classes held in French appears to be expandable. **Here, the panel formulates a recommendation for the BoFLE programme to ensure that at least 50 percent of teaching is held in French, integrating a substantial number of native speakers.**

|        |   | 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                          |                                    |      |

### Multidisciplinary competences and skills

A review and evaluation of the **BoILLE** curriculum is carried out to increase competence and multidisciplinary capabilities. The basis for the evaluation and changes to the curriculum currently being carried out in a University Regulation and a Regulation of the Minister of Education and Culture of the Republic of Indonesia<sup>30</sup>. According to these two regulations, students can study outside their study programme and outside the university to strengthen

<sup>30</sup> Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards and Universitas Negeri Yogyakarta Chancellor Regulation Number 5 of 2020 concerning the Independent Learning-Campus Independent Curriculum for University Undergraduate and Applied Bachelor Programs Yogyakarta State.

their competence. The main characteristic of the curriculum is that students are given space and facilities to strengthen competence by providing opportunities to study outside the study programme at the same tertiary institution and/or at the same study programme at different tertiary institutions, study at different study programmes at different universities, different colleges; and/or learning outside of higher education. With the independent learning curriculum model, the curriculum must be reorganised. It must provide several credits that students can take both inside and outside the University, including several courses to be taken by students from outside the campus and outside of campus.

In addition, to improve competence and multidisciplinary skills, Universitas Negeri Yogyakarta held soft skills training. Soft skill activities are also carried out in each faculty unit and given suitable material with presenters at the Universitas Negeri Yogyakarta at the faculty, department, and study programme levels. It is very important for students to improve interpersonal and communication competence. The material presented in this soft skill development includes time management, student behavior ethics, and student character development based on local Indonesian culture. If referring to the pillars of education by UNESCO, there are four pillars: learning to know, learning to do, learning to be, and learning to live together. The four pillars are closely related to soft skills. In facing the 21st century and the era of the industrial revolution 4.0, Universitas Negeri Yogyakarta students must have four soft skills called the four C's, namely communication, collaboration, critical thinking, problem-solving, creativity, and innovation. .

Apart from training, soft skill development for Universitas Negeri Yogyakarta students is also carried out in the learning and extracurricular processes. This coaching is done so that students can have the skills to interact with others. Various subjects, such as rhetorical speaking, comprehensive listening, and critical listening, are given as competence development and multidisciplinary abilities of BoLLE students. In addition, extracurricular activities are realized through student organization activities (or away).

Learning approaches and methods applied in lectures of the **BoGLE Programme** are methods and approaches that facilitate students' analytical, critical, and logical thinking skills as well as communication skills. These methods include problem-based learning, project-based learning, and cooperative learning. The application of this method is also accompanied by the use of discussion and presentation techniques both in German and Indonesian. These methods will support the acquisition of various competencies that will benefit students when entering the world of work, such as cooperation, leadership, negotiation, responsibility, communication, and intercultural competencies.

Apart from applying various methods, students must participate in the Community Service Programme. In this programme, students are deployed in groups in the community to help carry out community empowerment. This way, students will learn to identify real problems in the field and find solutions together to advance life in that environment.

Public speaking and communication skills are learned by students of the **BoFLE** through several courses from the first to the third year. Among them are courses for speaking in French (production orale) and several others for speaking and presentation skills in Indonesian.

Lectures at the **BoJLE** are directed in particular to communication, cooperation, and conflict skills that are trained through problem-based learning and project-based learning models. Communication skills training is trained in all subjects. Theory courses apply problem-based learning, and students are assigned to present their thoughts and ideas through discussions and presentations in front of the class. Professional communication training is also trained in

the BoJLE because it relates to the Professional Host courses, including official, traditional, and customary. Meanwhile, the mastery of language, literature, culture, and Javanese script skills is trained in various courses. For example, for writing skills, in literature courses, they are trained to criticise and write fiction through the Jawi Literature Work Course. Other subjects that train writing skills include Scientific Writing, Thesis Final Assignments, Journalism, Book Writing, and others. Skills related to Javanese culture are supported by various courses that enable students to gain Javanese cultural competence through various practices. Subjects supporting Javanese cultural practices include wedding organizers, bridal apprentices, and others. Courses that support skills such as translation and converting Javanese script to Latin script and vice versa.

A problem-based learning model also trains the ability to cooperate and handle conflicts, for example, in the courses on Cultural Appreciation, Javanese Ethics, Javanese Philosophy, and others. In this course, for example, students are asked to solve conflicts in society. Associated with different views on Javanese culture. In the real situation, there is a clash between Javanese culture and Islamic teachings. Then students are asked to solve these problems with certain methods that encourage students' critical thinking. Another example is the problem of the lack of public attention to Javanese manuscripts due to script and language barriers. To solve this problem, students then carry out philological steps by conducting contextual studies on transliteration, translation, and content studies.

Students' ability to collaborate with other students and the community is practiced directly when students take the community service programme. In addition, students must also collaborate in real terms with other students, teachers, principals, and other school members when carrying out Educational Practices.

### Appraisal:

The students of the programme BoILLE, BoGLE and BoFLE acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as broad contextual knowledge, is ensured.

The BoJLE programme exceeded the Panel's expectations. Language courses are strongly intertwined with cultural studies and cultural practice. All courses include interactive elements like theatre, videos or student performances in class. Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile.

|      |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) |             | X BoJLE                      | X BoILLE, BoGLE, BoFLE     |                                    |      |

### 3.6 Skills for employment / Employability

To realise and create competent graduate profiles in teaching Indonesian Language and Literature (**BoILLE**), the learning system according to the self-evaluation report is implemented interactively, holistically, integratively, scientifically, contextually, thematically, effectively, and collaboratively. According to the graduate profile, namely preparing graduates who are skilled in teaching Indonesian language and literature, writing books, teaching Indonesian to foreign speakers, or journalism, the lectures run by integrating theory and practice.

Strengthening competence in teaching and journalism is carried out through various supporting activities that students participate in, such as Real Work Class courses, internships offered by the Ministry of Education and Culture and the private sector, and apprentice practitioner programmes organised by inviting practitioners to teach in class. The Teaching Practitioner Programme helps students get to know the world of work. This Teaching Practitioner Programme is also correlated with the courses offered.

Universitas Negeri Yogyakarta has a Career Development Center that provides a Career Counseling Programme, which will be very useful for prospective graduates to consult their chosen career to face competition in the job market. In addition, the Career Development Center regularly holds Career Days and invites student representatives to participate in these activities.

The **BoGLE** does not only organise theoretical courses to acquire certain knowledge but also integrates internship opportunities in various relevant agencies or institutions. To gain practical experience in the field of education, students are required to carry out teaching practice for one semester at school. This programme supports the acquisition of the main competencies of graduates, namely pedagogic competence.

On the other hand, the BoGLE study programme also provides opportunities for students to do internships in agencies or institutions engaged in the tourism sector. Another internship programme is an internship in translation, which is carried out at a publisher. These two internship programmes will support the acquisition of additional competencies in tourism and translation.

The **BoFLE** ensures the employability of graduates by providing knowledge related to teaching, translation, and tourism in the courses provided. In teaching, students receive French language skills and knowledge related to learning and teaching language and literature. In the field of translation, students are equipped with translation knowledge and translation practice. Then in tourism, students are equipped with knowledge related to tourism and hospitality, tour guide practices, and internships in tour and travel companies. Apart from the courses, students are equipped with competencies through MBKM activities by selecting the desired courses according to the needs of each student.

A diploma accompanying certificate, for example, can be seen through a Diploma Companion Certificate (SKPI). SKPI is an additional document used to certify graduates' employability and mastery of their knowledge, attitudes, and morals. It is a marker that the institution of origin of graduates is within the Indonesian National Qualifications Framework. This indicates an institution that graduate users recognize. From SKPI, graduate users can also see graduates' achievements from a tertiary institution. This SKPI has been in effect since 2006. Therefore, students must be able to equip themselves by participating in various training, seminars, and

workshops in accordance with their scientific fields and activities that can support their knowledge.

The **BoJLE** strives for high absorption of graduates into the world of work. The provision of skills to students has been adjusted to the needs of the field. The provision of these skills is always updated and outlined in curriculum revisions. All courses are given in stages, and in the end, they will lead to skills according to the profession that students will enter. Skills courses that lead to professions include:

- 1) The profession of a Javanese language teacher is the main profession for graduates of BoJLE Study Programme. There are courses specifically prepared so that students become professional teachers. There are approximately 14 courses that are closely related to the teaching profession: *Javanese Language Learning Curriculum, Learning Strategies, Languages, Literature, and Javanese Cultur, Assessment of Javanese Language Learning, Learning Media and IT Javanese, Paramabasa, Proficient in Basa Jawi, Tembang Jawi, Uploading Basa, Microteaching, Statistics, Educational Practice, Karawitan Art, Javanese Clothing and Maos Jawi Manuscripts.*
- 2) Dhalang Profession. Skills for the Pendhalangan profession are trained.
- 3) Profesi Pranatacara. Skill untuk profesi pranatacara dilatihkan pada mata kuliah.
- 4) Practitioners of Javanese Culture, for example, those related to traditional medicine, wedding organizers, and others, are trained in courses.
- 5) The profession of Javanese artists, especially in musical instruments and pieces, is trained.
- 6) The Javanese journalistic profession is trained.
- 7) The linguist profession is trained.
- 8) The profession of Philology is trained.

The absorption of BoJLE students in work and user satisfaction is always monitored by systematic tracer studies. The alumni tracking methodology uses information and communication technology facilities with an online system that allows for a database accessed by all at Universitas Negeri Yogyakarta.

### Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses. However, it became clear during the virtual meeting that the demands on graduates are increasingly changing due to changes in the environment. The traditional job profile of a teacher in schools is becoming increasingly difficult to achieve. The panel therefore makes a **recommendation for the programmes BoLLE, BoGLE and BoFLE analysing the job market and adapt the programmes if necessary.**

|   | 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

Regarding the structure and qualifications of FLAC, lecturers adhere to applicable laws and regulations. The structure and number of lecturers are regulated inside the Law of the Republic of Indonesia<sup>31</sup>.

**Table 39: Number of Lecturers in Four FLAC Study Programmes**

| Study Programme | Professor | Doctor | Masters (currently studying S-3) | Total     |           | Students |
|-----------------|-----------|--------|----------------------------------|-----------|-----------|----------|
|                 |           |        |                                  | Full time | Temporary |          |
| BoILLE          | 7         | 8      | 6                                | 21        | 2         | 755      |
| BoGLE           | 3         | 3      | 8                                | 12        | 2         | 319      |
| BoFLE           | 1         | 3      | 8                                | 12        | -         | 425      |
| BoJLE           | 4         | 3      | 12                               | 17        | 2         | 710      |

The academic qualifications of Study Programme lecturers in the Faculty of Languages, Arts, and Culture of Universitas Negeri (UNY) have or have met the educational requirements and qualifications based on regulations and lecturer recruitment mechanisms.

The reference for lecturer recruitment in the UNY area refers to a number of regulations<sup>32</sup>.

In accordance with Law No. 14 of 2005 concerning Teachers and Lecturers, the minimum academic qualification for undergraduate study programme lecturers is at the master level. All study programme lecturers at the UNY Faculty of Languages and Arts have fulfilled the minimum educational level of a master's and are in accordance with their fields of expertise. FLAC Lecturers also carry out national and international publications BoILLE, BoGLE, BoFLE, and BoJLE. Lecturer qualifications can be seen in the following table:

**Table 40: FLAC Lecturers Based on Functionality**

<sup>31</sup> Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Permenristekdikti No.50/2018 regarding SNPT Article 29 paragraph (4) and SN Dikti article 29 paragraph (8), namely the number of lecturers assigned to carry out the learning process in each study programme is at least 6 (six), people, having the lowest academic qualification of master or applied master graduate relevant to the Study Programme. Appointment, rights & obligations, and dismissal refer to Law No. 5 of 2014 concerning ASN.

<sup>32</sup> 1) Law No. 14 of 2005 concerning Teachers and Lecturers;

2) PP No. 98 of 2000, in conjunction with PP No. 11 of 2002 concerning the Procurement of Civil Servants;

3) Republic of Indonesia Government Regulation Number 37 of 2009 concerning Lecturers;

4) Decree of the Head of BKN No 11 of 2002 dated 17 June 2002 concerning Provisions for Implementation of PP No 98 of 2000;

5) Regulation of the Head of BKN No. 30 of 2007 in conjunction with Regulation of the Head of BKN No. 9 of 2010 concerning Guidelines for Implementing Civil Servant Procurement;

6) UNY Rector Regulation No. 04 of 2014 concerning UNY Human Resources; And

7) UNY Rector Regulation Number 24 of 2017 concerning UNY Quality Standards.

|        | Professor | Head Lecturer | Lector | Expert Assistant | Instructor | Contract | Total |
|--------|-----------|---------------|--------|------------------|------------|----------|-------|
| BoILLE | 8         | 11            | 11     | 2                | 7          | -        | 39    |
| BoGLE  | 3         | 4             | 4      | -                | 2          | -        | 13    |
| BoFLE  | 1         | 2             | 5      | 4                | -          | -        | 12    |
| BoJLE  | 4         | 4             | 6      | 3                | -          | 2        | 19    |

**Recruitment of prospective lecturers** is carried out consistently and documented in print and digitally. Consistency can be seen in two aspects, in the pattern of the selection process and in the schedule for implementing the selection. The selection pattern or route and schedule are carried out according to the Ministry of Education and Culture and Research, Technology and Higher Education provisions. The Civil Servant lecturer selection route is carried out according to the schedule of the Ministry of Education and Culture. In contrast, non-permanent lecturers are carried out according to the University's schedule. All prospective lecturer recruitment activities are documented on the webpage. Submission of a systemic credit score assessment can be uploaded. The lecturers' achievements in research, community service, education, academic support, publications, and patents or IPRs are documented.

The selection/recruitment process for lecturers is conducted by the UNY administration and staffing bureau involving related departments/study programmes. The selection process for accepting permanent lecturers at UNY is carried out through the recruitment mechanism for selecting civil servant lecturers. Regarding the selection of lecturers, it is still carried out with the following mechanism:

- 1) The Department/Study Programme analyses the needs of lecturers in each study programme, regarding (a) the ratio of student-lecturer, (b) the ratio of special needs related to the subjects taught according to the curriculum, and (c) predictions of lecturers who will enter retirement age in the current year through a study programme coordination meeting.
- 2) The analysis results are then discussed in the Faculty Work Meeting regarding the needs of lecturers with predetermined conditions.
- 3) After being approved by the forum, the Dean then proposed the need for new lecturers through the staffing department of the faculty to be forwarded to the university regarding the conditions of lecturers in each study programme.
- 4) UNY proposed to the Ministry of Education and Culture the need for university human resources. Then the Ministry of Education and Culture approved the lecturer quota and announced the vacancies for civil servant acceptance for each university.
- 5) The selection of permanent lecturers for each university will be announced through the Ministry of Education's website. The selection procedure for accepting civil servant lecturers is carried out by referring to a circular issued by the Ministry of Education and Culture concerning procedures for procuring lecturers and support staff in the higher education environment. After the Ministry of Education and Culture announced the acceptance of CPNS lecturers, the next step was to register via the website. The selection process consists of three stages: the first is administrative selection, the second is Basic Competency Selection, and the third is Field Competency Selection.

Participants who have passed the administrative selection have the right to take part in the following selection, namely basic competency selection. If the participant is declared to have passed the stage and entered the required formation three times, the participant has the right to proceed to the field competency selection stage. At the SKB stage, participants will go through three selection steps: field competency selection using the CBT system, teaching practice, and interviews conducted at their respective faculties.

Besides the recruitment of civil servant permanent lecturers, contract recruitment/non-permanent lecturers (non-civil servants) at UNY are conducted through the website. The selection process and procedures follow a circular letter from the Chancellor. Following are the stages of lecturer selection at UNY.

- 1) Applicants fill out the online registration form and upload the required documents.
- 2) Applicants who have passed the file selection can print their participant cards.
- 3) The committee announces the results of the file selection. Applicants who are declared not to pass the file selection can make objections.
- 4) The committee announces the results of the objection via the website.
- 5) Applicants who are declared passed the file selection/ administrative selection will take part in the basic competency and English language selection conducted by UNY. They are entitled to take part in field competency selection, namely teaching practice and interviews.
- 6) The committee announced the final results on the website.
- 7) Applicants who have passed the final selection submit the required application files.

The placement of lecturers is based on the placement of lecturers in the Central UNY Staffing Section. Next, the lecturer reports to the Faculty Personnel Section to be forwarded to the Dean. The Dean followed up the placement of lecturers in the Department by issuing decrees on the Main Subjects taught. The decree is then submitted to the Head of the Department, followed by the acceptance of lecturers in the department.

For the appointment process of professors, obligations and authorities are regulated<sup>33</sup>. UNY provides technical facilities for submitting credit score assessments in a system that applies equally to regular and professor promotions can be uploaded. The lecturers' various achievements in research, community service, education, academic support, publications, and patents or IPRs are documented.

To increase competency, FLAC UNY opens opportunities of **Lecturer Mobility** for collaboration with lecturers outside the university. Types of Collaboration can be in the form of workshops, visiting professors, joint research, and dedication.

### *Academic and pedagogical/didactical qualification of faculty; practical experience*

The quality of lecturers at FLAC UNY is formally recognised through a lecturer-based certification programme that follows different laws and regulations<sup>34</sup>.

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<sup>33</sup> Article 23 of Law No. 20 of 2003

<sup>34</sup> 1) The Republic of Indonesia Law Number 20 of 2003 concerning the National Education System  
2) The Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers  
3) The Republic of Indonesia Law No. 12 of 2012 concerning Higher Education  
4) Government Regulation of the Republic of Indonesia Number 41 of 2009 concerning Teacher and Lecturer Professional Allowances, Special Teacher and Lecturer Allowances, and Honorary Professor Allowances  
5) Republic of Indonesia Government Regulation Number 13 of 2015 concerning National Education Standards

UNY provides pedagogical training and Instructional Engineering Basic Skills Improvement Programme PEKERTI and Applied Approach. These programmes are facilitated by the Institute for Quality Assurance and Education Development. In connection with the Tri Dharma of Higher Education, namely research, service and learning, at the study programme level, there is process monitoring from the beginning to the end of reporting. Research and community service activities and results can be monitored through the website. To maintain the quality of teaching, monitoring and evaluating lecturer teaching is also routinely carried out at the beginning and end of the semester by involving students.

As an effort to improve the quality of teaching, faculties and study programmes at FLAC UNY encourage lecturers to **improve teaching competence** by participating in training, workshops, seminars or conferences, among others.

- 1) Instructional Technique Basic Skills Development Training (PEKERTI) for Educators and Prospective Educators. This training is mandatory for UNY lecturer candidates.
- 2) Applied Approach training for senior lecturers to increase competence in designing syllabuses, and lesson plans, mastering the basics of communication and teaching skills, carrying out learning based on a new paradigm of learning in PTs, designing and implementing evaluations, developing teaching materials, designing research and community service.
- 3) English language training that UNY lecturers must attend. The UNY Language Development Center regularly holds this training. The training aims to achieve TOEFL and IELTS scores that meet the requirements for further study and academic writing training for publication in international journals and writing international seminar papers. Apart from that, there is also English Office Communication Skills training.
- 4) UNY and other universities and professional organisations carried out scheduled and incidental training to increase lecturer competence in the language, literature, education, and Javanese culture.
- 5) Lecturer capacity development is also carried out through collaborative research programmes and workshops with other universities with better accreditation, both at home and abroad. For collaborative research with foreign countries, a short course was held to collect and analyze data with overseas university teams.

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6) Republic of Indonesia Government Regulation Number 37 of 2009 concerning Lecturers

7) Republic of Indonesia Ministry of National Education Regulation Number 47 of 2009 concerning Educator Certification for Lecturers Article 3 states that 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, in the form of an assessment of a collection of documents that describe: a. academic qualifications and performance of the Three Principles (Tri Dharma) of Higher Education; b. perceptual assessments from superiors, colleagues, students and oneself regarding the possession of pedagogic, professional, social and personality competencies; and c. self-statement regarding the lecturer's contribution to the implementation and development of tertiary institutions.

8) Decree of the Minister of National Education of the Republic of Indonesia Number 48 of 2009 concerning Guidelines for Giving Study Assignments for Civil Servants within the Ministry of National Education,

9) Regulation of the Minister of National Education Number 17 of 2010 concerning Prevention and Management of Plagiarism in Higher Education.

10) Permenristekdikti Number 20 of 2017 concerning the Provision of Lecturer Professional Allowances and Honorary Professor Allowances.

11) UNY Chancellor's Regulation Number 24 of 2017 concerning Monitoring and Evaluation Systems and Performance Track Records for Lecturers and Education Staff.

- 6) Guidance and development through Lesson Study. Coaching efforts through Lesson Study at UNY have been carried out routinely. This activity was carried out to improve the learning process carried out by a group of lecturers collaboratively and continuously in planning, implementing, observing and reporting learning outcomes. Lesson Study at UNY is carried out continuously as an effort to apply the principles of Total Quality Management. Lesson Study seeks to encourage the formation of a learning community (learning society) that consistently and systematically carries out self-improvement, both at the individual and managerial levels.

In detail, the educational qualifications of FLAC UNY lecturers can be seen in the following table:

**Table 41: Lecturer Educator Certification**

| Study Programme | Educator Certification | Applied Approach | CHARACTER |
|-----------------|------------------------|------------------|-----------|
| BoILLE          | 21                     |                  |           |
| BoGLE           | 11                     |                  |           |
| BoFLE           | 12                     | 5                | 5         |
| BoJLE           | 17                     | 19               | 19        |

Lecturer business and **practical experience** are based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia<sup>35</sup> concerning cooperation in the academic and/or non-academic fields with other universities, the business world, or other parties which can be held both domestically and abroad. Article 5 of this regulation states that cooperation in the academic and/or non-academic fields with other tertiary institutions, the business world, or other parties, both domestic and foreign, is carried out through offers and/or requests held with the pattern: (a) mentor-guided; and/or (b) collaboration.

FLAC UNY has a lecturer qualification with practical business experience integrating theory and practice. The connectivity between theory and practice in courses with the lecturer's practical business experience helps develop lecture material. In addition, it also provides more significant job opportunities for graduates. The following are the types of businesses and administrators:

**Table 42: Lecturer's Practical Qualifications Integrated into Subjects**

|        | Practical Qualification   | Integrated courses                                     |
|--------|---|--|
| BoILLE | -   | -  |
| BoGLE  | Tourism advisor   | Tourism  |
| BoFLE  | Learning Consultant<br>Translation<br>Entrepreneurship<br>Tourism | Learning<br>Translation<br>Entrepreneurship<br>Tourism |

<sup>35</sup> Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2014 Article 4 Article 5

|       |                                     |                                   |
|-------|-------------------------------------|-----------------------------------|
| BoJLE | MC/Preserver<br>Wedding             | Preface                           |
|       |                                     | Wedding Planner                   |
|       |                                     | Jawi clothing                     |
|       | Leather Wayang (Puppet)<br>Masters  | The basic practice of obstruction |
|       |                                     | Puppet play studies               |
|       | Creator of Gending<br>Accompaniment | Gending Pahargyan                 |
|       |                                     | Gending Pakeliran                 |
|       |                                     | Nripta Gendhing                   |
|       | Journalist                          | Nyerat karya sastra               |

### Internal cooperation

#### **For all programmes:**

The internal collaboration carried out by the study programmes within the UNY Faculty of Languages, Arts, and Cultures is based on UNY regulations. Members of the faculty and study programmes generally cooperate with one another in carrying out the Tridharma of higher education in the fields of education, research and community service—likewise, lecturers in BoGLE Study Programme.

The study programmes at FLAC plan for internal cooperation with fellow human resources/lecturers to implement the Tridharma of Higher Education.

- 1) In the field of education, lecturers integrate their respective scientific varieties. Implementing this, the lecturer did cooperation collaboratively with other fellow lecturers to achieve the primary goal of completing the course as a whole.
- 2) FLAC lecturers always equate the perception of the textbooks used when new ones are used, especially language ones. Equating perceptions includes linguistic substance and learning methods used in textbooks.
- 3) In implementing the curriculum, lecturers hold regular meetings. Several courses are taught in teams to provide students with various perspectives on their areas of expertise in the same subject. For example, in the BoGLE in referring to course offerings in the independent curriculum in 2021, there are several courses taught in team teaching, namely: language courses (*Sprachfertigkeiten*) such as *Lesen, Sprechen, Hören, Schreiben*. The four language skill levels are named according to their level, which includes: *für Anfänger, für Fortgeschrittene Anfänger, für Fortgeschrittene, and für Mittelstufe*. In addition to the four language skills, there is also a Grammatics course.
- 4) The research implementation and community service were also carried out by lecturers collaboratively. The manifestation of cooperation in the research field is the existence of a Research Group every year with members according to scientific groups such as education, linguistics and literature and involving a minimum of five to a maximum of ten students. Likewise, collaboration in the field of community service has been carried out routinely every year in groups with a maximum of five members and involving a minimum of five to a maximum of ten students.

**Table 43: Lecturers Based on Research Clusters**

| Study Programme | Education | Linguistics | Literature | Culture | Philology | Foreign Speaker Language |
|-----------------|-----------|-------------|------------|---------|-----------|--------------------------|
| BoLLE           | 20        | 5           | 9          | 5       | -         | -                        |
| BoGLE           | 3         | 3           | 4          | -       | -         | -                        |
| BoFLE           | 3         | 4           | 6          | -       | -         | 3                        |
| BoJLE           | 3         | 4           | 4          | 3       | 3         | -                        |

- 5) In addition to implementing the Tridarma of Higher Education, the study programmes at FLAC also organise various training activities and workshops, reviewing and compiling curricula and makes semester lesson plans based on research results and community service.

### Student support by the faculty

The services provided by the Faculty in supporting students include the following.

**Academic Guidance:** The study programme management coordinates the implementation of academic guidance. Technically, the implementation of educational guidance is carried out through the system by each academic supervisor, for example, the approval of Study Plan Card submissions at the beginning of each semester. In addition, the process of educational guidance is also carried out used for processing application letter free theory, lecture leave, scholarship recommendations, tuition fee (UKT) free, and others submitted by students with the approval of the academic supervisor. Communication between academic supervisors and students is also carried out through social media through WhatsApp groups. The mentoring process is carried out following the stages of the Academic Guidance Process. Guidance for students can be done on campus during working hours or off campus during non-working hours. Guidance outside working hours is carried out through applications: WhatsApp, telephone, and offline guidance in the department room. The number of academic guidance students varies. Academic guidance is carried out on average four times, namely at the time of 1) Study Plan Card consultation, 2) approval of scholarship applications, 3) approval of leave applications, 4) Free theoretical approval, and other academic consultations. Other consultations include consulting on submitting courses in the semester to be taken.

**Educational Internship Guidance:** The mentoring process for educational apprenticeships is carried out through the system. At the central level, apprenticeships are coordinated by the Service Unit. At the study programme level, educational internships are coordinated by an Educational Internship coordinator who has been appointed according to the Dean's Decree. The mentoring process is carried out through the website Educational Internship. Guidance of Educational Internship at partner school implemented based on the guide. Each lecturer guides 20 students with an average number of meetings four times, including 1) Submission of internship students to locations, 2) First mentoring at internship locations, 3) Second mentoring at internship

locations, and 4) Withdrawal of internship students. Lecturers provide joint assessments with tutors through the system if the Service Unit had previously given an account to access the system.

**Final Assignment or Thesis Guidance:** Each lecturer should guide the writing of the final thesis. The average number of guidance students is three students. Each student is consulted on average during the thesis writing process 13 times. Guidance is done online and various other modes of communication, such as email, google drive, WhatsApp groups, zoom meetings, and face-to-face consultations.

**Reasoning Service and Coaching Programme:** Reasoning services and coaching for students focus on student academic development. Through this programme, UNY gives students guidance on preparing Student Creativity Programme proposals starting from schedule and guide information, selecting themes, selecting teams (groups), assisting in preparing proposals, and reviewing proposals by accompanying lecturers. Counselling in the field of reasoning through the Student Activity Unit (UKM) can be attended by students as a forum for developing the field of reasoning, including Research UKM, Expression UKM, and Creative UKMF. National and international seminars with the theme of Indonesian language and literature are held by BoLLE majors regularly (every year). This programme provides opportunities for students to develop insight into developing issues regarding the Indonesian language and literature and their learning. Students can be actively involved by becoming accompanying speakers at national and international seminars. In addition, BoLLE Students Association also organises various work programmes that facilitate student reasoning, such as essay writing workshops, thematic discussions, debate competitions, and others.

#### **Programme-specific services:**

In the **BoLLE** programme, there is a student interest development programme is also carried out at the study programme student association level, namely BoLLE Student Association. It facilitates students in language, literature, and teaching activities. However, it also facilitates student sports and arts activities, such as competitions, leadership schools, and public speaking training.

Support for students in the **BoGLE programme** is an integral part of the services provided by lecturers to help students succeed in studying. Support for students is carried out in two categories, namely the academic field, providing academic supervision and guidance; providing research guidance, guidance for the Student Entrepreneurship Programme, guidance/assistance for the Student Creativity Programme and guidance/assistance in various other student competitions; as well as providing guidance on final thesis project both online and offline; as well as non-academic, namely assisting the activities of student organisations (BoGLE Student Association named BDS / *Bund der Deutsch Studenten*).

Lecturers of the **BoFLE** support both academic and non-academic student activities. Academics include guidance on writing final assignments through the website or educational guidance through the website. Non-academic guidance is carried out in the form of (a) student association guidance (competitions, soft skills, (b) counselling guidance, (c) health and career guidance.

Support for students by lecturers of the **BoJLE programme** is provided to help students succeed in studying. In carrying out support for students, lecturers provide services to



students' offline and through various media such as telephone lines, WhatsApp, Instagram, social media, and others. Guidance is often carried out outside the effective hours of lectures and outside working hours. This is fine with the implementation of guidance and services because it can be practically carried out using various media.

## Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The ratio of students to lecturers can be described as good. Nevertheless, it is clear that the BoFLE is falling behind here, especially in comparison to the BoGLE. The panel therefore makes a **recommendation for the BoFLE programme: The University ensures to improve student-faculty ratio equal to BoGLE.**

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. However, it is evident that most of the faculty are at the beginning of the career. In order to ensure that UNY also has enough qualified lecturers in higher positions, it should provide comprehensive support to its faculty at an early career stage, e.g. for obtaining a PhD. The panel therefore formulates a **recommendation: The University ensures strong support with respect to early career faculty to pursue their PhD-studies.**

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

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.

|        |   | 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                          |                                    |      |

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

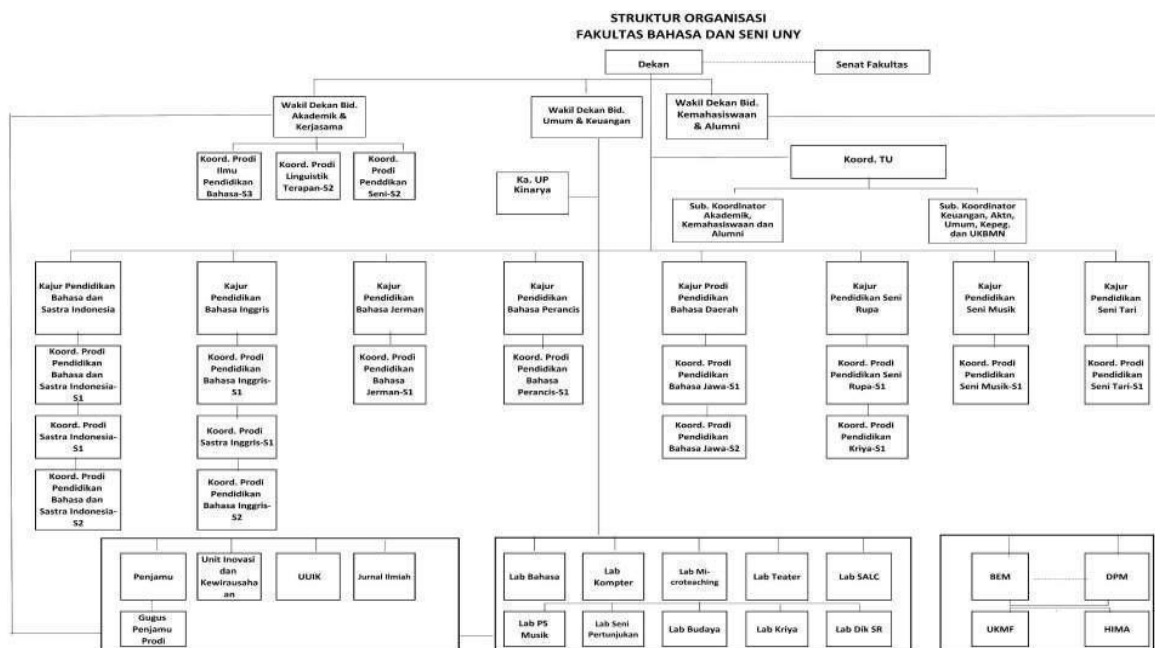
## 4.2 Programme management

### Programme Director

Governance and leadership including the role and tasks of the head of the study programme are regulated in written policies in the form of statutory regulations (laws, government regulations, ministerial regulations, etc.) and/or higher education leadership regulations (rector, director, or chairman)<sup>36</sup>. Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia<sup>37</sup> the coordination and implementation of academic, administrative and financial, and student activities can be seen in the following organisational structure:

- 1) <sup>36</sup> Permenristekdikti Number 35 of 2017 concerning Statutes of UNY about Statuta Universitas Negeri Yogyakarta in Article 33 concerning the UNY Organization, Articles 54-65 regarding the appointment of the Dean and Deputy Dean, Article 70 regarding the election of the chairperson and secretary of the department.
- 2) Permendiknas Number 23 of 2011 juncto Permenristekdikti Number 2 of 2019 concerning the Organization and Work Procedures of UNY in Chapter I concerning Position, Duties and Functions, and Chapter II regarding Organizational Structure
- 3) UNY Rector Decree Number 43 of 2019 juncto UNY Rector Decree Number 12 of 2020 concerning UNY Strategic Plan 2020-2025., in CHAPTER II Section 2.3.6. on Governance, Governance, and Cooperation
- 4) UNY Rector Regulation Number 24 of 2017 juncto Rector Decree Number 41 of 2019 concerning UNY Internal Quality Assurance System
- 5) Surat Keputusan Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor 35d/22.II/2019 regarding the Strategic Plan for 2019—2025, Faculty of Languages and Arts, Universitas Negeri Yogyakarta in appendix CHAPTER V Part D concerning Governance.

<sup>37</sup> Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 2 of 2019 concerning Organization and Work Procedures of Universitas Negeri Yogyakarta Article 52 to Article 64



**Figure 3: UNY FLAC Organisational Structure**

Based on the organigram above, each department is led by a Head of Department (Kajur) and assisted by a Department Secretary (Sekjur). Education services at the study programme level are led by the Head of the Study Programme (Kaprodi). However, for departments that only have one study programme, the Head of Department is also the Head of Study Programme.

The Head of the Study Programme has various duties and functions, namely developing study programmes, coordinating the ongoing academic service activities, coordinating the administration of lecturers and staff at the study programme level. The duties of the Head of Study Programme are as follows.

- 1) The Head of the Study Programme leads the implementation and management of academic, vocational and/or professional education in 1 (one) or several branches of knowledge.
- 2) The Head of the Study Programme oversees designing the programme and budget (RKPT) needed for the study programme development programme related to academic fields, cooperation, and other developments that are strategic in nature for the progress of the study programme.
- 3) The Head of Study Programme coordinates academic service activities as follows:
  - a. Doing the distribution of supporting lecturers for each subject and coordinating the distribution of lecturer teaching schedules according to the concentration, competence, and suitability of lecturers with courses.
  - b. Dividing Academic Advisors for each student to guide each student's study plan during the lecture period,
  - c. Dividing Final Assignment and Industrial Practice Supervisors according to the concentration of knowledge and lecturer competence.
  - d. Coordinating administrative activities and lecturer career development in the Study Programme.

- e. Designing lecturer development through the appointment of senior supervisors for junior lecturers to increase functional rank, expertise, and academic competence.
  - f. Designing the division of Research Groups and Community Service Groups according to the concentration of knowledge clusters in the Study Programme.
  - g. Designing the provision of additional assignments to improve lecturer competence such as: Head of Laboratory, Student Advisor, Journal Manager, Intern Lecturer, Quality Assurance, Development Team and Cooperation Unit Manager.
- 4) The Head of Study Programme monitors progress and measures the quality of the implementation of academic service activities in the Management Study Programme through instruments and systems that have been prepared such as Management Review Meetings (RTM) and lecturer demonstrations in teaching courses.

The duties of the Department Secretary are: (a) Assisting the Head of the Study Programme to coordinate with the Head of the Department and the Dean, as well as all staff in the Study Programme (b) to internally monitor the implementation of the Tridharma within the Study Programme environment, (c) to carry out internal control over the implementation of the Study Programmes functions.

In implementing the work programme, the department head is assisted by elements of the department namely:

- 1) Department quality assurance group, tasked with implementing and reporting the results of internal audits and quality assurance;
- 2) Student assistant lecturer, tasked with guiding student activities;
- 3) The Peer Group or the faculty council is tasked with (a) carrying out the tridharma of higher education, (b) assisting the head of the department in carrying out the department's work programme;
- 4) Apprentice coordinator;
- 5) PK and Community Service Coordinator

#### **Process organisation and administrative support for students and faculty**

Referring to the Bureau of Academic, Student Affairs, and Cooperation, each study programme has administrators who also support the administration of lecturers and students. Administrative services for students include information on class schedules, schedule for Final Semester Examinations, issuance of free theory letters, information regarding online tutoring services, issuance of advisory and examiner decrees, information regarding exam requirements, to graduation registration. One of the student administration supports is by providing a personal email from UNY with @student.uny.ac.id. Meanwhile, several forms of student services include; providing official letters for students for academic and non-academic purposes, distributing information from study programs to students, handling IT systems, carrying out graduation requirements, and providing infrastructure services.

Online academic services are also provided to students. There are several websites that students can get information, including college leave, service and guidance systems, or online learning services.

Other services that are carried out administratively include: 1) preparing class schedules; 2) arrange the UAS schedule; 3) archive UAS questions; 4) management of the scholarship application requirements; 5) DHS approval; 6) observation permit; 7) research permit; 8) street vendors/apprentice permits; 9) improvement of KRS data; 10) validation of Guidance Monitoring Card; 11) journal approval; 12) approval of the thesis proposal; 13) TAS approval; 14) free study programme admin; 15) activity permits; 16) upload student journals; 17) LPJ activities; 18) submission of assignment letter.

To find out academic and non-academic services, lecturers and students can look at the Faculty's website and contact the product admin. The institution provides an opportunity to develop capabilities for admin staff: 1) further study; 2) English course; 3) excellent service courses; 4) legal drafting course; 5) Occupational health and safety courses; 6) MS Office and Graphic design courses; 7) internet networking courses; 8) scientific journal management course.

All academics who are involved in implementing the curriculum can carry out all the processes of their tasks and activities supported by the administration in administering study programmes. All decision-making processes, authorities and responsibilities are always clearly defined. Lecturers and students are always involved in the decision-making process in accordance with the relevance of involvement in their rights and obligations.

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. Support units are established to assist them.

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

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

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

## 4.3 Cooperation and partnerships

### Cooperation with HEIs and other academic institutions or networks

Collaboration and networking refer to the Internal Quality Assurance System based on the UNY Chancellor's Regulations<sup>38</sup>. The University provides programmes for each study programme to establish cooperation with various parties. The four study programmes collaborate with several government agencies, other universities both domestic and foreign to organisations in the educational and non-educational fields. The following are some of the collaborations established by four study programmes at FLAC UNY.

**BoLLE study programme** collaboration and networks are built with partner universities and academic institutions that are in line with the profile of graduates in the academic world. Cooperation is carried out both at home and abroad. This collaboration also supports the running of the MBKM (Freedom Learning Campus Merdeka) curriculum. Several domestic and foreign universities that collaborate with BoLLE study programs include:

**Table 44: Cooperations of the BoLLE Study Programme**

| Collaboration with Universities | Number | Description   |
|---------------------------------|--------|---|
| State University                | 7      | Universitas Pendidikan Indonesia, Universitas Negeri Gorontalo, Universitas Negeri Surabaya, Universitas Negeri Semarang, Universitas Atmajaya Yogyakarta, Universitas Tadulako, Universitas Khairun  |
| Foreign University              | 11     | Guangdong University of Foreign Studies (China), Universiti Kebangsaan Malaysia, University of Malaya (Malaysia), Xian International Studies University (China), Thammasat University (Thailand), Yala Rajabath University (Thailand), Songkhla Rajabath University (Thailand), Walailak University (Thailand), Fathoni University (Thailand), Yunan Minzu University (China), University of Social Sciences and Humanities (Vietnam) |

Meanwhile, BoLLE Study Programme collaboration is also carried out with various educational institutions such as schools under the education office covering the Central Java, East Java, and other areas. The forms of cooperation undertaken include Visiting Professors, Guest Lectures, student credit transfers, lecturer exchanges, visiting culture, joint research and joint publications.

The **BoGLE Study Programme** plans to expand its network of relations with universities and academic institutions both at home and abroad. The BoGLE study programme cooperates with these parties. Collaboration with these academic institutions also supports the continuity of the MBKM curriculum. In response to this plan, BoGLE Study Programme has collaborated with several universities and academic institutions to establish relationships. The cooperation is carried out with agencies in the country and abroad. Some of these institutions include:

<sup>38</sup> UNY Chancellor's Regulations Number 41 of 2019 regarding Cooperation Standards. In addition, cooperation with universities is also regulated in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number. 14 of 2014 concerning Higher Education Cooperation.

**Table 45: Cooperations of the BoGLE Study Programme**

| Collaboration with Universities | Number | Description   |
|---------------------------------|--------|---|
| State University                | 2      | Universitas Pendidikan Indonesia, Universitas Negeri Surabaya |
| Universitas Luar Negeri         | 1      | Universitas Münster (Jerman)                                  |

Collaboration in the **BoFLE programme** is carried out both to domestic universities and universities abroad. The collaboration includes (a) sending lecturers, (b) sending students, (c) joint research, (d) joint seminars. This collaboration provides benefits for students, namely (a) student mobility, (b) student exchange, (c) credit transfer, (d) visiting lecturer/professor. The following is a list of BoFLE Study Programme Collaborations.

**Table 46: Cooperations of the BoFLE Study Programme**

| Collaboration with Universities | Number | Description   |
|---------------------------------|--------|---|
| State University                | 6      | Universitas Pendidikan Indonesia, Universitas Negeri Semarang, Universitas Negeri Medan, Universitas Pendidikan Ganesha, Universitas Negeri Jakarta |
| Foreign University              | 4      | Kasetsart University(Thailand), Maejo University (Thailand), Prince Songkhla University (Thailand),.  |

Collaboration and networking of **BoJLE Study Programme** is built with partner universities and academic institutions both at home and abroad.

**Table 47: Cooperations of the BoJLE Study Programme**

| Collaboration with Universities | Amount | Description  |
|---------------------------------|--------|--|
| State University                | 4      | Universitas Pendidikan Indonesia, Universitas Negeri Semarang, Universitas Hasanuddin, Universitas Negeri Surabaya.  |
| Foreign University              | 15     | Yale University (United State), Jawaharlal Nehru University (India), Zhejiang A & F University (China), Shanghai International Studies University (China), Nanjing Vocational University of Industry Technology (China), Shanghai International Studies University (China), Capital University of Physical Education and Sport (China), Chinese National Academy of Art (China), Beijing University of Chinese (China), Beijing Normal University (China), Beijing Language and Culture University (China), Central University of Finance and Economic (China), Renmin University of China (China), Beijing Gukin Association (China), Beijing Foreign Studies University (China), |

The use of cooperation for the Javanese language education study programme extends to the fields of teaching (PK), research (scientific development) and community service.

### Cooperation with business enterprises and other organisations

Apart from collaborating with academic institutions, the **BoLLE Study Programme** also collaborates with business institutions, industry and others. Cooperation is carried out both within the scope of domestic and foreign. Various collaborations that have been carried out include:

**Table 48: BoLLE Study Programme Collaboration with Business Institutions**

| Cooperation with Partners | Amount | Description  |
|---------------------------|--------|--|
| Domestic Partners         | 8      | Wisma Bahasa, Realia, Bali TV, RRI Yogya, Balai Bahasa Yogyakarta, Balai Bahasa Jawa Tengah, Balai Bahasa Bali, Yayasan Senyum Kita,                   |
| Foreign Partners          | 4      | PTT Oil Company Thailand (Thailand), China National Peking Opera Company (China), VILTA Australia (Australia), English Language Institute (Madagascar) |

Activities carried out include student internships, holding seminars, resource persons or guest lecturers, and others.

Cooperation in the **BoGLE programme** is carried out with organisations and business companies to improve and strengthen the knowledge of the study programme. The BoGLE Study Programme has built partnerships with organizations to improve and strengthen knowledge in the fields of language and tourism. Collaboration carried out with HPI (Indonesian Tour Guide Association) by inviting speakers from HPI to develop students' abilities in the field of tourism.

Cooperation with business entities and other organisations is actively promoted (eg through regular conferences/joint meetings of those involved in the study programme in positions of responsibility, to discuss the further development of the programme). This collaboration has an impact on the formative content of the programme and the profile of graduates. Through special measures (e.g. cooperation on projects, provision of training, appointment of teaching professionals), they significantly contribute to the development of qualifications and skills and the quality of the final thesis.

The **BoFLE Study Programme** also collaborates with non-university institutions/organisations, namely (a) getting a tourism internship, (b) tour guide training, (c) French Language Olympiad, d) table manner course and (e) educational practices (schools).

**Table 49: BoFLE Study Programme Collaboration with Business Institutions**

| Cooperation with Partners | Amount | Description  |
|---------------------------|--------|--|
| Domestic Partners         | 4      | 1. Himpunan Pramuwisata Indonesia, Asosiasi Profesi Fotografi Indonesia, MLI, Perhimpunan Hotel Restoran Indonesia |



|                  |   |                                  |
|------------------|---|----------------------------------|
| Foreign Partners | 1 | 2. Institut Francais d'Indonésie |
|------------------|---|----------------------------------|

The **BoJLE Study Programme** established cooperations with various business entities, both domestically and abroad.

**Table 50: BoJLE Study Programme Collaboration with Business Institutions**

| Cooperation with Partners | Amount | Description  |
|---------------------------|--------|--|
| Domestic Partners         | 4      | GAPPY (Gabungan Pengusaha Pengantin Yogyakarta), PPY (Paguyuban Pranatacara Yogyakarta), Pengusaha Dekor, Perias |
| Foreign Partners          | 1      | Chengdu Radio and Television (China), China National Peking Opera Company (China),                               |

The cooperations, with business entities and other organisations, serve as a partner in supporting student entrepreneurship. The competence achievements of graduates other than educators are independently engaged in the field of cultural business skills which include presenters, writers, translators, cultural practitioners, puppeteers, musicians.

### Appraisal:

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

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

|          |  | 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

### **For all programmes:**

The visitation took place online via the video conferencing tool ZOOM so that the panel members were not able to visit the facilities in person. The University provided photographs introducing the campus surroundings and facilities.

Provision of facilities and infrastructure for each study programme at FLAC UNY is part of the quality assurance contained in the Internal Quality Assurance System. In the Learning Infrastructure Standards, it is stated that Faculties/Departments must provide facilities and infrastructure to support learning, such as lecture halls, lecturer rooms, administrative rooms, libraries, labs/workshops/studios, information systems and others in accordance with the needs of lecturers and students, including those with special needs. Space is provided for lecturers of each Study Programme.

The faculty has a performance hall with a seating capacity of 650 seats which is often used for student art performances and for major university events. The building is also equipped with sound, singing and a complete set of gamelan. The faculty also has three musical labs complete with gamelan which are used for lectures and art performance practice. In addition, the faculty also has a language lab equipped with adequate computers. The available facilities are managed by the faculty and can be used by study programs for lecture purposes.

The information system is constantly being refined to make it easier for students in the learning process. To facilitate the implementation of remote lectures, UNY subscribes to the Zoom Meeting application which is free for lecturers and students to access. This facility greatly facilitates the implementation of online lectures and final exams. In addition to subscribing to the application, the learning process can be carried out in blended learning by utilising the be-smart e-learning facility, which was developed by UNY. *Be-Smart* is an e-learning facility developed by UPT Puskom UNY. Through Be-Smart students can access lecture materials, syllabus, assignments, course exams, and communicate with subject lecturers through group chat devices. Through this system, students can easily access feedback on assignments and exams given by lecturers. *E-Library*, This system can be used by the entire academic community to search or access catalogs from the UNY central library or libraries in faculties and study programmes.

Laboratories that can be used by students include language laboratories, microteaching, computers and digital libraries. In the language laboratory, students can use it to practice language skills. The micro teaching laboratory provides a place for students to practice their didactic methodological skills. Computer laboratories are used by students to practice their skills in the IT field and process data. In the digital library, students can access books, journals, theses, dissertations, research in physical form and e-books. The number of physical books is more than 270 thousand copies. Collections contained in the digital library can be borrowed by all students.

In addition, a comfortable discussion room is a productive place for laboratory users in brainstorming project activities, as well as a comfortable study space for students. Access to the various laboratories mentioned above needs to be adjusted to the SOP. In addition, there is a co-working space that gives students the freedom to remain productive in a more relaxed atmosphere. While a complete profile regarding the digital library can be accessed at <https://lib.uny.ac.id>. Language laboratory facilities, computers and microteaching still need to be maximized to support the optimization of lectures and student practicums.

## Access to literature

### **For all programmes:**

One of the indicators described in achieving standards is availability of a *digital library*, in addition to the availability of teleconference rooms, and computer centers. The digital library is available and can be accessed easily by students and lecturers. To support the availability of references that support lectures, students can access the library at the level university, library faculty, and a language laboratory at the study programme level.

Access to the University library makes it easy for students to obtain electronic reference sources in the form of e-books and e-journals that can be accessed on the UNY campus via the UNY IP address. Access to reputable journals is facilitated by regular subscriptions. Lecturers and students can access these journals for free. Faculty and study programme libraries are managed professionally, one of which is by providing online services, such as searching and ordering books, access to offline reading, Ezproxy UNY (access journals and e-books subscribed to by UNY). The digital library is accessible around the clock with the presence of qualified library staff. Most of the library staff are in the master's academic level or currently pursuing a doctoral programme.

UNY has an online and offline library with a very complete atmosphere and collection. Online library services can be accessed via the internet for 24 hours through the website <http://library.uny.ac.id/site/>. *Digital Library* is a library whose collection uses digital format. The Digital Library has a collection of ebooks, ejournals and other digital repository materials that can be accessed virtually. The university library can also be accessed offline. Offline library services can be accessed Monday-Thursday from 08.00 to 17.00 and Friday from 08.30 to 17.00. 16.30. The central library has 127,888 collections. The number of registered members is 70,810 people. The number of librarians consists of 19 people with undergraduate and postgraduate diploma qualifications.

Besides the digital library, library sources from the internet that students and lecturers can access and utilise are very diverse. This makes it easier for students and lecturers to access the latest learning resources freely and for free. As well as free access to reputable journals. Library sources from the internet that are accessed and used by students and lecturers, namely: JSTOR Springer Link EBSCO and a collection of journals, rare books, e-books and others sourced from the online collection of the National Library of Indonesia (PNRI) which can be accessed through the website.

Lecturers' and students' access can be done online via computers provided by the UNY central library. In addition, access to journals subscribed to by UNY can be accessed via UNY wifi with very good speed. Meanwhile, journals subscribed to by DIKTI can be accessed by lecturers by first registering by filling in the identity of the university and NIDN. After registering, journals subscribed to by DIKTI can be accessed with very good speed.

Library sources at other institutions (library institutions/sources from the internet along with website addresses that are usually accessed/used by lecturers and students of this study programme. Examples are: Gadjah Mada University Library, Yogyakarta Sanata Dharma University Library, Yogyakarta Hazard Center Library, Sebelas Maret University Library, Yogyakarta Sonobudoyo Museum Library, Yogyakarta Cultural Values Research Center Library, Tembi Library of Javanese Culture House, DIY Regional Library and Regional Library Libraries with relevant reference sources can be accessed by students easily. Universities provide support with the existence of digital libraries and subscriptions to access reputable

journals which make it easier for study programme students to access the latest learning resources freely and for free. Free access to reputable journals makes it easy for students to enrich their references in working on coursework and final assignments, such as theses and dissertations. FLAC UNY also provides group rooms and co-working spaces which make students more comfortable discussing and collaborating. The existence of group rooms and co-working spaces is supported by free internet access, canteens, and access to resources (electricity) that make it easier for students to study and collaborate.

### Appraisal:

Albeit the panel members were not present at UNY in person, they were provided with photographs showing the campus, the library, the faculty, and the equipment including working stations with computers and tables for group work and barrier-free entrance possibilities for students with disabilities.

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

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

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

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

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

## 4.4 Additional services

### Career counselling and placement service and Alumni Activities

At UNY, the career guidance service programme and job information for students and graduates are coordinated by the Institute of Educational Development and Quality Assurance, Career Development Centre. These programmes include the following activities.

- 1) **Dissemination of Job Information:** Dissemination of work information is done via the website, social media Career Development Center via Twitter and Facebook UNY Career Development Center. Apart from going through the Announcement Board of Career Development Centre at the Institute of Educational Development and Quality Assurance, UNY, each faculty and department also provides information boards to disseminate information about job vacancies. In addition, dissemination of work information is carried out via broadcasted email and broadcasted messages.
- 2) **Conducting the Job Exchange:** Regarding the job fair, the UNY Career Development Centre organises online and offline job fairs. Online Job Exchange is conducted through the Career Development Centre website. The offline job fair has routinely held UNY Career Days, Job Fairs, and Entrepreneur Expos.
- 3) **Career Planning:** Career planning is carried out systematically by Career Development Centre, The Institute of Educational Development and Quality Assurance, UNY, among others by providing employment information for students and alumni, providing consulting services and career guidance for students and alumni in facing the job market.
- 4) **Job Application Training:** Periodically Career Development Centre, The Institute of Educational Development and Quality Assurance, UNY, has conducted job application training which is held integrated with other activities with the aim of maximizing synergy in increasing the capacity of student and alumni resources.
- 5) **Job Placement Service:** Job placement services are carried out by Career Development Center, The Institute of Educational Development and Quality Assurance, UNY, including campus recruitment for institutions in need and other special services, for example teacher placement at the request of certain institutions or collaboration with certain regional governments.

Additionally, UNY offers the following services to students:

**Service Programme and Interest Development:** Service programmes and interest coaching are provided to students in various forms of activity. The interest coaching programme is carried out annually through the Soft Skills Coaching programme for new students, coordinated by the uUniversity's Student Affairs division. Fostering interest through soft skills development activities can be accessed via the website, which includes several materials, such as the development of interest in the arts, development of interest in sports, and interest development organisational development. Through this activity, new students receive information and coaching regarding their chosen interests and a means to develop them. Student interest development services are also carried out through student activity units in the arts such as Music UKM, Theater UKM, Vocal and Choir UKM, and others.

**Welfare Service and Development Programme:** Welfare services and development programmes provided by faculties and study programmes for students are divided into two aspects: material welfare and mental well-being. FLAC provides welfare services in the material aspect in various programmes aimed at students, such as the Student Health and Welfare Fund, which can be accessed when students are sick or

die<sup>39</sup>. The Student Activity Unit (UKM) of Student Cooperatives and Entrepreneurship UKM can also obtain welfare services. Through these two UKM, students can get guidance on entrepreneurship skills. The Student Entrepreneurship Programme is also a service from the university held annually in the form of business capital loans to students who want to build a business. Regarding mental welfare services, this service includes counselling services for students with various programmes. Through a website students can convey various things that have disturbed their minds and mentality and are guaranteed confidentiality by UTBK.

**Professional Service and Development Programme:** Service and professional development programmes are parallel to the graduate profiles of student study programmes. This service facilitates students relating the designed service programme and work needs. Guidance and counselling programmes, as well as career development training are facilitated by the Certification and Career Center of the UNY Quality Assurance and Education Development Institute. The Career Counseling Service Programme is conducted every Monday-Thursday by the Career Development Center. In addition, the study programme organises Campus Entrance Practitioner activities which aim to provide students with an overview of future career opportunities apart from being a teacher or instructor. This activity presents practitioners who are active in broadcasting, publishing, and creative writing.

Regarding career development, there are three programmes. The first is entrepreneurship which has been integrated into the courses. The second is further study, this is specifically escorted by the thesis supervisor by considering the Head of the Department from the results obtained during the thesis writing and GPA results after the thesis examination. There are several activities to help students finding an employment: 1) provide information related to needs in the community, which is usually obtained from stakeholders, 2) encourage to be competitive in participating in various selections that graduates can participate in, and 3) actively encourage to keep abreast of information.

On a respective page students can obtain various information needed both to find a job and self-competence improvement programmes. The University also encourages students and graduates to take part in various programmes provided by the Certification and Career Center. The activities carried out include administering competency certification, career training and development, recruitment and selection of workforce, tracer study, career guidance and counselling and job fairs.

In 2022, UNY has a new breakthrough in equipping students, namely Growth Mindset and Career Development training in the 21st Century Era. The material presented is intended to equip students to have an out of the box mindset but stay in a straight line. Other programmes that encourage students to know more about potential careers as integrated entrepreneurs. This particular webpage contains an entrepreneurial information system, regarding the Student Entrepreneurship Programme, Digital Entrepreneurship Programme, Indonesian Student Entrepreneurship Activities, Indonesian Student Startup Acceleration, and Indonesian Student Entrepreneurship Expo.

**Alumni activities** refer to the Internal Quality Assurance System based on the UNY Rector Regulation<sup>40</sup> concerning standards for developing alumni organisations and alumni empowerment. The University built a network with alumni and uses a tracer study to track

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<sup>39</sup> This service is set in Chancellor's Regulations Number 03 of 2015 and Welfare Fund Claim SOP

<sup>40</sup> UNY Rector Regulation Number 41 of 2019 regarding Student and Alumni Standards

alumni. The Alumni organisation has several fields, namely Organization and Public Relations, Community Empowerment and Advocacy, Business and Welfare, Research and Development and Human Resource Development, and Secretariat. In order to carry out network development, it has Regional Management Councils in twelve regions, and Branch Management Councils in eleven regions. Every year UNY holds an alumni gathering to bring alumni together and solicit ideas and input for alumni activities at UNY.

The study programmes also organise alumni, forms alumni networks and holds career talk activities with study programme alumni. What has been done is activity *tracer study*, and talk about alumni at the faculty level. All study programmes collect data on graduates and build a network of study programme alumni. The steps taken are tracer study activities, forming alumni management, establishing active interaction with alumni on social media. Tracer studies are carried out routinely every year, it's just that not all alumni have filled out the data collection form that was distributed so that not all alumni have been recorded.

Apart from going through IKA, the four study programmes also have their own way of building networks with alumni, apart from being centralised at universities and faculties, they also have their own tips for establishing relationships with their alumni.

**BoLLE** alumni form a community organisation which is a forum for friendship between alumni and connects alumni with campuses. The alumni association has management and programme activities, some of which include seminars, joint publications, and others. Alumni activities are carried out by connecting with the BoLLE Study Programme. Vice versa, the BoLLE Study Programme also involves alumni in various activities on campus such as talks with alumni, alumni are invited to seminars held by the Study Programme, alumni teach in teaching practitioner activities. On social media the BoLLE Study Programme opens opportunities for discussion between students and alumni and asks alumni to share information regarding job vacancies and other information that provides insights for rising students regarding academic and non-academic matters.

Alumni also contribute when BoLLE Study Programme lecturers carry out community service, on the other hand the Study Programme also provides activities for alumni to be involved in existing service programmes in order to further increase their competence. Alumni are also involved in reviewing the study programme curriculum and are asked for suggestions for opinions on structuring the curriculum according to current developments and needs. Alumni also donate to Study Programme in the form of books for student reference. Alumni also help the BoLLE Study Programme in building networks, both at home and abroad. For example, one of the alumni who teaches at Xian International Studies University, China (Linda Wahyu Setyaningrum) built a BoLLE Study Programme network with universities there so that in 2022 there will be an increase in BoLLE Study Programme students transferring credit from China.

Alumni of **BoGLE** Study Programme are members of BoGLE Alumni Family. One of the alumni's efforts to make a positive contribution to the study programme, alumni is to create a social media group portal on Facebook, Twitter and blogs as a medium of communication between alumni, lecturers and students. It organises alumni gatherings in the context of UNY anniversary, makes alumni journals, social activities, *social media*, information on job vacancies, resource persons for public lectures and soft skills development for BoGLE Study Programme students, and being involved in community service activities. Fund donations are an additional activity. Usually, students who have graduated from BoGLE Study Programme donate textbooks and other reference books related to several courses in the graduate school. These books are then managed by BoGLE Study Programme to be used as learning resources for students. In addition, alumni also provide donations of funds which are managed

independently through a Bank Account. The funds are allocated for alumni gathering activities which are routinely held every year, community service activities, and assisting with activities held by the department if needed.

Network development was carried out through the social networking group Facebook (with the address KAPBJ UNY) and WhatsApp which turned out to be quite effective for exchanging information between alumni and activities on campus. Some alumni who are already working often inform the coordinators of the study programme about new job vacancies at their place of work. The goal is that younger siblings can fill the positions offered or do internships at the place.

Alumni of **BoFLE study programme** actively have activities such as seminars, workshops, workshops and others.

There are alumni activities in the **BoJLE programme** planned in the long term, carried out regularly, and actively used to assess and develop the programme. At the study programme level, the Kesawa BoJLE Study Programme Alumni Association (Javanese Language Family) is a Javanese alumni organization. The members take an active role in various departmental activities, one of which is always to provide criticism and suggestions related to study programme policies, including as graduates or stakeholders.

## Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network. The University succeeded in integrating the alumni into various activities with students. Adequate resources (staff) are available for this activity.

|       |  | 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                          |                                    |      |

## 4.5 Financing of the study programme

The financial management of UNY is based on several national acts and regulations<sup>41</sup>. The budgeting in this faculty is in line with the teaching and learning goals without disregarding the principles of efficiency, transparency and financial accountability.

Most of the budget for the implementation of programmes and activities is from the pure rupiah state budget and non-tax state revenues.

<sup>41</sup> 1) Act No. 20/2003 on the National Education System, 2) Act No. 17/2003 on National Finance, 3) Act No. 1/2004 about the State Budget, 4) Act No. 1/2004 about Audit of the State Finance Management and Responsibility, 5) Government Regulation of the Republic of Indonesia No. 74/2012 on the amendment of Government Regulation No. 23/2015 on Financial Management of Public Service Agencies.



Pure Rupiah State Budget: Ex-Routine Pure Rupiah, as a source used in funding for personnel expenditures and office operations, consisting of salaries and allowances, office operations, equipment and machine maintenance, as well as building maintenance. Ex-Development/Project Pure Rupiah is a source used to fund higher education priority activities.

State University Operational Assistance Funds/*BOPTN* is a Government Cost Assistance provided to UNY is used to finance the operational costs.

A smaller part of the revenues comes from Non-Tax State Revenue. There are tuition fees that are used for funding operational costs for education and programme development at the faculty, practicum material purchase, costs for developing educational facilities and infrastructure, student activities, human resource development, the improvement of lecturers' and employees' performances, and coaching and debriefing activities for freshmen. In accordance with the policy of the Directorate General of Higher Education, Ministry of Education and Culture, Higher Education Income from tuition fee is from the Single Tuition Fee, which has no other levies other than tuition fee, so that the amount of tuition fee is the same for each semester.

Most of the budget received by the Faculty of Economics is from State Budget Funds which are used for salaries and allowances, office operations, maintenance of tools and machines, and building maintenance. Meanwhile, non-tax state revenues are direct revenues from the faculty. Based on this description, two of the budget sources at the Faculty of Economics come from the government and become the largest revenues. Thus, operational activities are secured to guarantee the sustainability of the study programmes.

### Appraisal:

UNY is a state-funded university, with 70% percent of the budget coming from the state. Therefore, the panel assumes that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

## 5. Quality assurance and documentation

The Quality Assurance system at UNY is carried out by referring to the rules and regulations that apply in Indonesia<sup>42</sup>. UNY implements an Internal Quality Assurance System in accordance with Rector's Regulation<sup>43</sup>, which contains guidelines of education services at UNY through a process that consists of the Determination, Implementation, Evaluation, Control and Improvement. The Quality Assurance (QA) organisation consists of:

1. University level: Institute of Quality Assurance and Educational Development has two centres that support the implementation, namely:
  - a) Centre for Higher Education Quality Development. This centre has the task of carrying out quality development activities for higher education *tri dharma* (three principles) which include developing an internal quality assurance system and facilitating the implementation of an external quality assurance system (national and international).
  - b) Centre for Higher Education Audit, Monitoring and Evaluation. This centre has the task of carrying out educational audit, evaluation, and monitoring activities.
2. Faculty / Graduate School level: Quality Assurance Unit. This unit is led by the head and secretary of the unit and is managed by administrative staff and members of the Quality Assurance Taskforce at the study programme level.
3. Department / study programme level: there is a Quality Assurance Taskforce that consists of two lecturers of the study programme.

QA implementation is equipped with quality assurance documents that contain: (1) quality policy, (2) quality manual, (3) quality standard, and (4) quality forms for surveys.

The quality policy at UNY contains outlines on how QA is designed and implemented by all parties who are responsible for implementing education at UNY so that a quality culture can be realised. The quality manual contains all information relevant to the standard setting including the policy documents at the university level, and the relevant higher education laws and regulations.

Quality standard documents include education, research, community service, student and alumni, cooperation, and human resource management standards. Those standards are then categorised based on their functions that are related to content, process, and outcome management.

In addition to implementing the Internal Quality Assurance System, UNY also carries out an External Quality Assurance System, for example by carrying out accreditation from the National Accreditation Board for Higher Education (BAN-PT) for both the institution and the study programmes. The BAN-PT accreditation for UNY is A. All the study programmes in the faculty also obtain the A accreditation. Achieving the A accreditation is a proof that the study programmes have implemented a management mechanism in accordance with the National Higher Education Standards.

The implementation of Internal Quality Assurance System at the Faculty of Economics takes place through various activities with reference to the achievement of the Internal Quality

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<sup>42</sup> including Law No. 12/2012 on Higher Education, and the Regulation of the Minister of Research, Technology and Higher Education No. 62/2016 on the Higher Education Quality Assurance System.

<sup>43</sup> Rector's Regulation Number 41 of 2019

Assurance System. UNY standards are outlined in the faculty work programme for study programmes. The quality assurance implementation process is scheduled regularly.

**Table 51: Quality Assurance Standards**

| Function Category | Name of QA standard of UNY   |
|-------------------|--|
| Contents          | <ol style="list-style-type: none"> <li>1) Learning content standards</li> <li>2) Research content standards</li> <li>3) Community service content standards</li> </ol>   |
| Processes         | <ol style="list-style-type: none"> <li>1) Learning process standards</li> <li>2) Research process standards</li> <li>3) Community service content standards</li> <li>4) Learning assessment standards</li> <li>5) Research evaluation standards</li> <li>6) Community service evaluation standards</li> <li>7) Lecturer and education personnel standards</li> <li>8) Researcher standards</li> <li>9) Community service standards</li> <li>10) Learning facilities and infrastructure standards</li> <li>11) Research facilities and infrastructure standards</li> <li>12) Community service facilities and infrastructure standards</li> <li>13) Learning management standards</li> <li>14) Research management standards</li> <li>15) Community service management standards</li> <li>16) Learning financing standards</li> <li>17) Research financing standards</li> <li>18) Community service financing standards</li> <li>19) Human resource management standards</li> </ol> |
| Outcomes          | <ol style="list-style-type: none"> <li>1) Graduate competence standards</li> <li>2) Research result standards</li> <li>3) Community service result standards</li> <li>4) Cooperation standards</li> <li>5) Student and alumni standards</li> </ol>   |

The quality assurance implementation process is manifested in various forms of activities, such as increasing the quantity and quality of teaching and administrative staff, improving the skills of students, the quality of the lectures and extra-curricular programmes as well as increasing input quality standards. At the faculty level, there are several activities that are implemented across study programmes:

1. Preparation for lectures at the beginning of each semester is carried out through workshops that develop semester lesson plan documents for each lecturer as the basis for implementing the learning process.
2. Lecture evaluation at the end of the semester is carried out at the end of each semester and provides evaluation information on the implementation of the learning process that has taken place. In this activity, monitoring of the lecturer's attendance, student

attendance, grade input by lecturers is also carried out within two weeks at maximum after the end of semester exam is carried out.

3. Facilitation of publication is carried out by providing various journals at the faculty and department level as well as providing grants for submission to reputable international journals.
4. Implementation of research and community service. Research and community service activities are carried out under the Research Group scheme in each department, and research funds of six million rupiah are provided for each lecturer, while for community service activities, a fund of two million rupiah is provided for each lecturer.
5. Improvement of facilities and infrastructure, carried out at the faculty level based on the needs and availability of funds.

The monitoring and evaluation were implemented to ensure the attainment of the determined standards in the faculty and department levels. The evaluation on the faculty level was done in several activities: (1) Monitoring and Evaluation by the Quality Assurance Unit and (2) Monitoring and Evaluation managed by the University.

The monitoring and evaluation in the department level are performed by:

1. monitoring and evaluating by the study programme coordinators (faculty) and Quality Assurance Taskforce;
2. filling in the Audit Internal Quality instrument managed by the Institute of Quality Assurance and Education Development;
3. monitoring and evaluation by the University through the system;
4. conducting meetings with department managers and reporting.

The results of monitoring and evaluation on teaching learning processes are reported by the Quality Assurance Taskforce to the coordinator of study programmes and the dean of academics and cooperation affairs. Individual monitoring and evaluation reports are distributed to each lecturer. Furthermore, at the faculty level a report is made by Quality Assurance Unit. The information obtained from the report will then be followed up. The faculty and students actively participate in each committee to plan and assess the quality assurance procedure.

Follow-up on the implementation of internal quality assurance is based on the monitoring and evaluation reports and management review meetings, both at the study programme and faculty levels. The aspects discussed in the meeting are (1) Internal Quality Audit Results (audit results/findings) of study programmes; (2) feedback from stakeholders, for example, complaints and satisfaction survey on study programme services; (3) attainment of quality targets/performance indicators which include service performance and lecturer performance in study programmes; (4) status of corrective and preventive actions taken or follow-up to requests for corrective action that have been made; (5) follow-up status of the results of the previous management review meeting; (6) changes that may affect the quality management system or improvement of the quality system; and (7) recommendations for improvement. The meeting is carried out periodically in study programmes. Follow-up activities carried out by the study programme show the position of the study programme in the Implementation.

The results obtained are used by study programmes to implement follow-up actions in continuous quality improvement. An example of a follow-up form for study programmes is to give warnings to lecturers who have not uploaded the final assessment score, based on the monitoring and evaluation of uploading grades carried out by the Dean of Academic and Cooperation Affairs. Another follow-up is in the form of circular letters for lecturers to be

promoted or to continue their studies, for example to get a doctoral degree. The follow-up actions taken by study programmes on the Implementation of QA is published on corresponding websites.

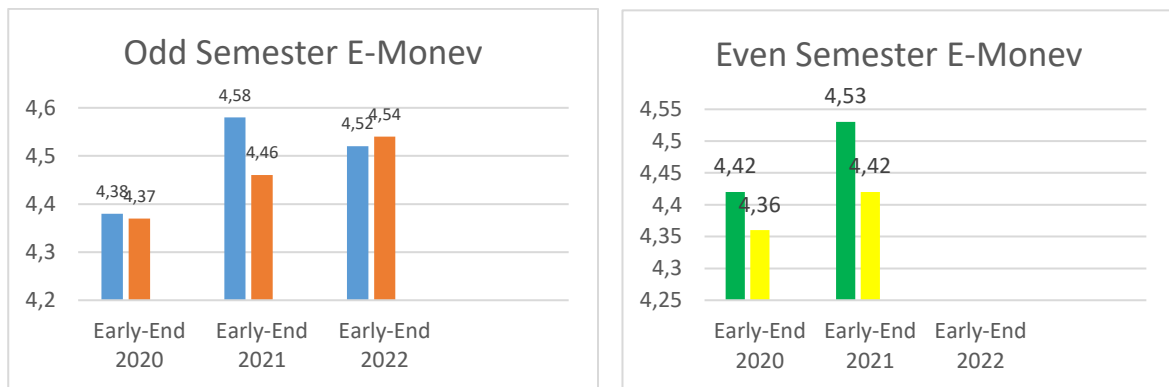
**Evaluation by students**

The evaluation by the students refers to the implementation of Internal Quality Assurance Standard system in 2019 appointed by UNY Rector’s Regulation No. 41/ 2019 on the Internal Quality Assurance Standard. The evaluation is done regularly to measure the attainment of content and process standards. The evaluation by the students focuses the educational quality in the faculty. The process of evaluation by students is done through learning survey through e-monev platform and expressing aspirations.

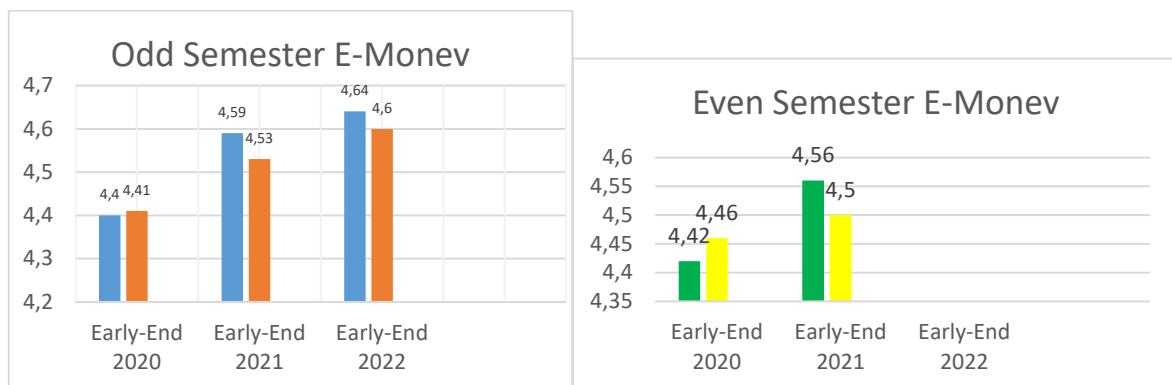
Evaluation of the learning process is carried out twice in one semester, at the beginning and the end of each semester. If students do not fill in the evaluation in the system, they cannot access their academic record at the website.

The following is a recapitulation of e-monev for each Study Programme for the years 2020, 2021, 2022.

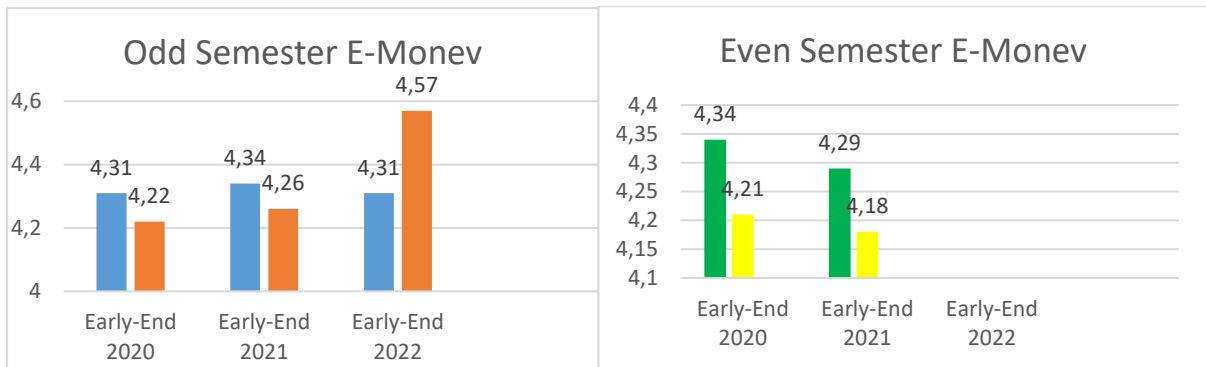
**Figure 4: BoLLE results of odd even semesters E Monev**



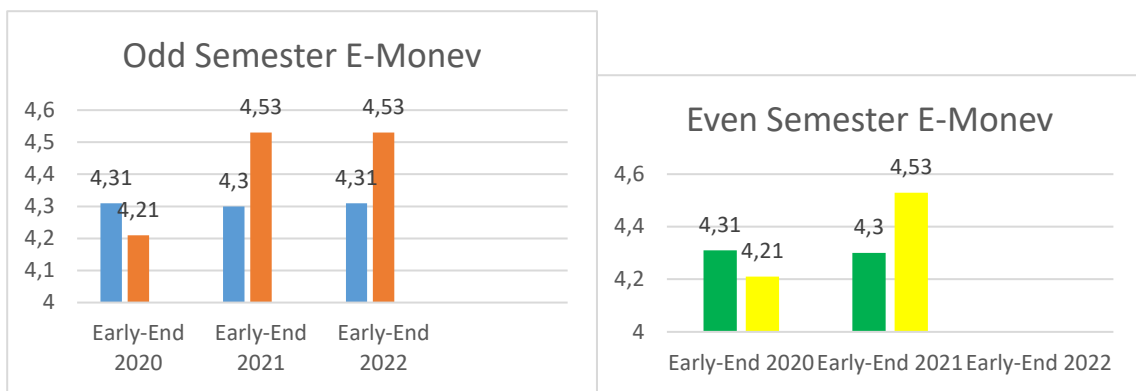
**Figure 5: BoGLE results of odd even semesters E Monev**



**Figure 6: BoFLE results of odd even semesters E Monev**

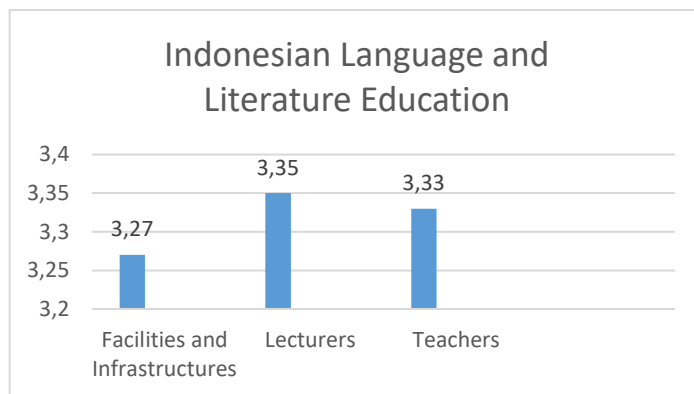


**Figure 7. BoJLE results of odd even semesters E Money**

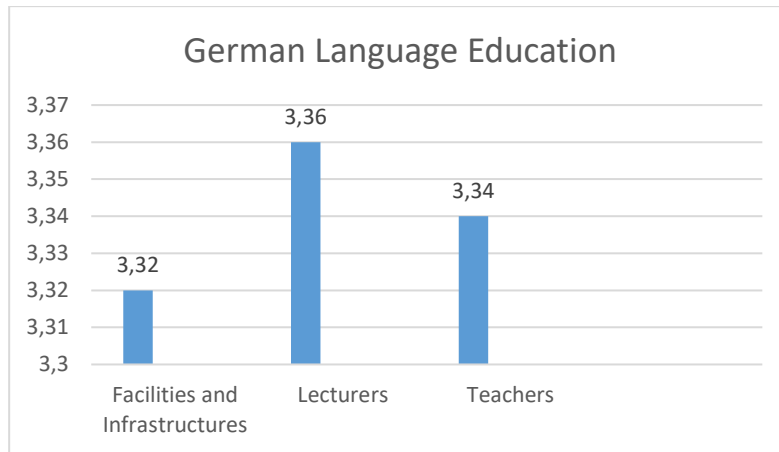


The student satisfaction survey was divided into three groups. Group I is satisfaction with facilities and infrastructure, group II is satisfaction with lecturers, and group III is satisfaction with staff. Rating scale, 1 = less, 2 = enough, 3 = good, and 4 = very good.

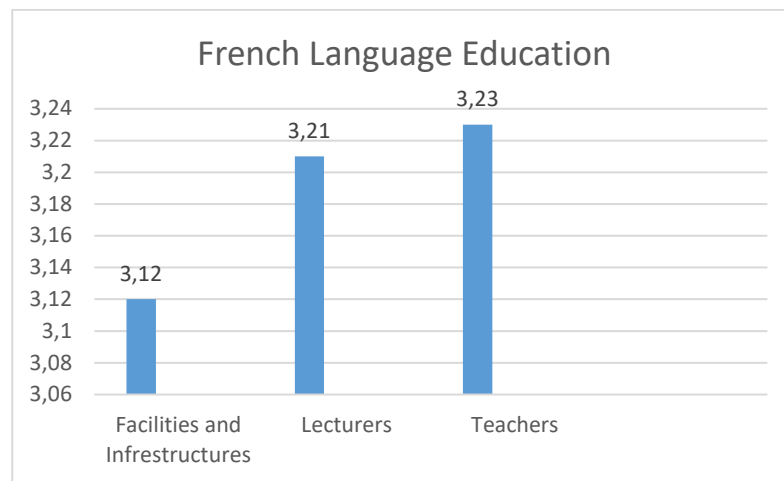
**Figure 8: Results of the BoLLE Student Satisfaction Survey**



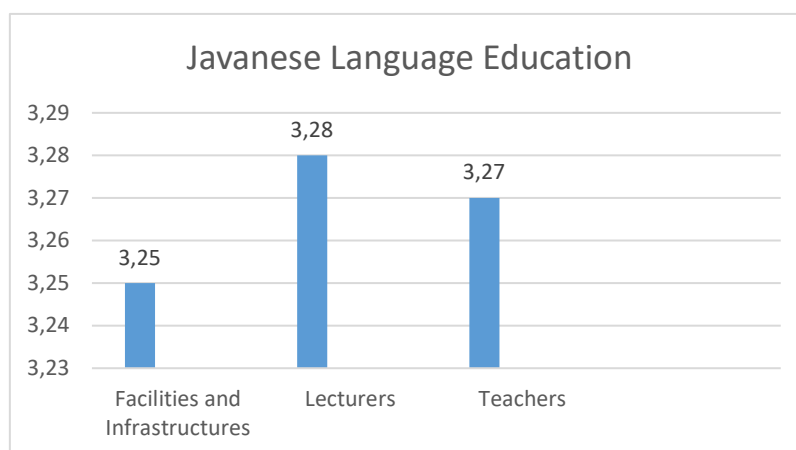
**Figure 9: Results of the BoGLE Student Satisfaction Survey**



**Figure 10: Results of the BoFLE Student Satisfaction Survey**



**Figure 11: Results of the BoJLE Student Satisfaction Survey**



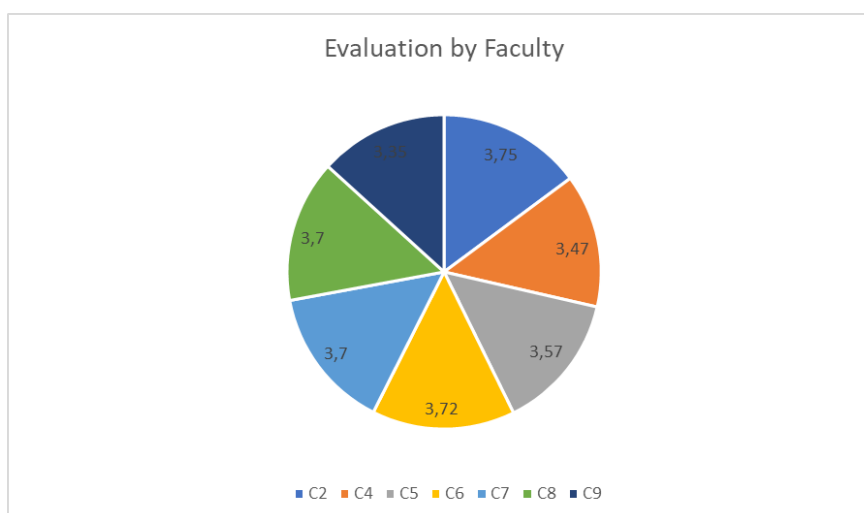
The evaluation by students for the workload is done through a website. The result of this survey is used to measure the average of effective time spent in a week (outside of class sessions) for each course. Besides, it is also used to measure the clarity of assessments, the accessibility of assignments, and the suitability of student workload to the competence achieved through the courses. The average of students' workload at the Faculty of Economics is as follows.

**Evaluation of learning services:** Students of the Faculty of Economics UNY obtain services and facilities to support their learning during their study. Students' satisfaction towards those services and facilities must be identified. The satisfaction survey includes the faculty performance in relation to the performance of the Study Programme Management Unit to realise the visions, student services, human resources, finance, facilities and infrastructures and education process. The survey is conducted periodically and continuously based on the procedures. The results of the survey add to suggestions for the management at the study programme, department and faculty level to improve the quality of the institution's service.

### Evaluation by faculty

The quality control by the lecturer is carried out regularly and in accordance with predetermined procedures. Lecturers provide responses to the components of Governance, Management System, and Cooperation; Human Resources; Finance, Facilities, Infrastructure; Education; Research; Community service; Outcome and Achievement of Tridharma. The results of this survey are announced at the Lecturer Council Meeting to be used as input for the quality development process.

**Figure 12: Results of the Evaluation by Faculty**



Notes:

- C2: Governance, Management System, and Cooperation
- C4: Human Resources
- C5: Finance, Facilities, Infrastructure
- C6: Education
- C7: Research
- C8: Community Service
- C9: Outcome and Achievement of Tridharma

**External evaluations** are carried out by alumni and alumni users or third parties. This evaluation is carried out by each alumni and also alumni users. Alumni carry out evaluations using information and communication technology facilities with an online system that allows for a database that can be accessed by all study programs at UNY. The methodology used in tracking graduates uses the survey method.

**Graduate/User Satisfaction Survey:** UNY already records and documents the results, as well as publication of internal quality assurance results to stakeholders. Tracer studies at



FBSB UNY are carried out in stages to gather information, especially those related to Student and Alumni Standards.

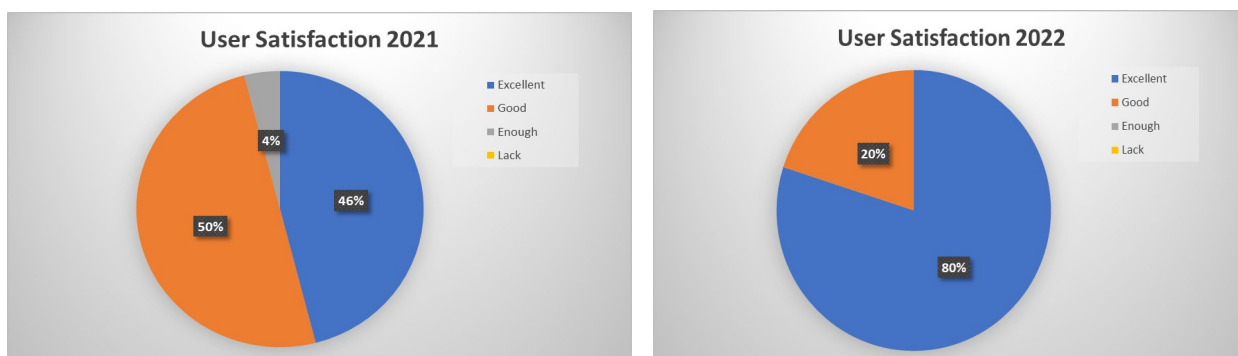
In addition, UNY also routinely digs up information from cooperation partners by providing survey filling links, which include partner satisfaction questionnaires in the process of implementing UNY cooperation programmes, UNY graduate satisfaction surveys, usage satisfaction and partners for management services.

The following is the satisfaction result of graduates/employers for each study programme.

Most graduates of **BoLLE Study Programme** have worked in accordance with their fields of knowledge. Types of graduate work cover several fields, namely: Education including Indonesian for Foreign Speakers (70.26%), journalism (7.58%), and others (9.18%).

**Table 52: Results of User Survey of BoLLE Graduates**

| Year(s) | Number of participants | Excellent | Good | Enough | Lack |
|---------|------------------------|-----------|------|--------|------|
| 2021    | 4                      | 13        | 14   | 1      | 0    |
| 2022    | 8                      | 45        | 11   | 0      | 0    |

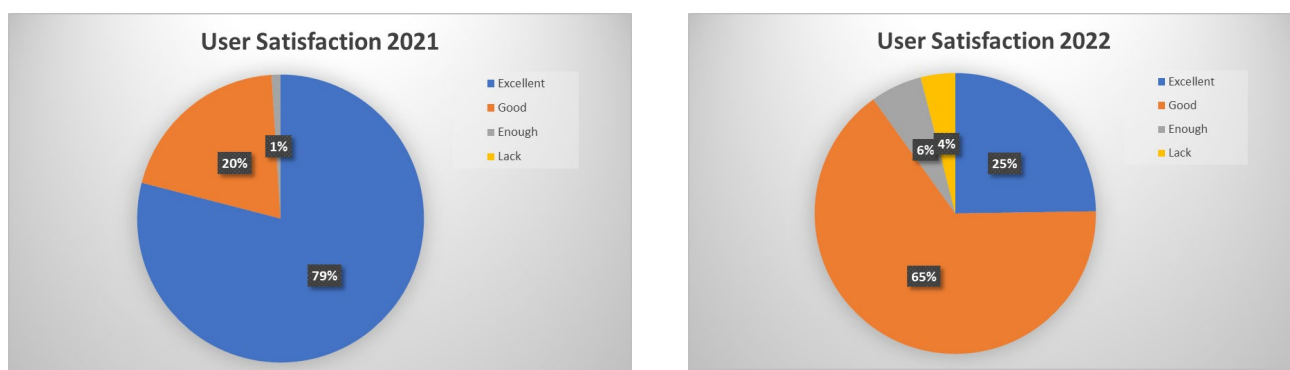


**Figure 13: Employers' Satisfaction with BoLLE Graduates**

Graduates of **BoGLE Study Programme** have mostly worked in accordance with their field of knowledge. Types of graduate work cover several fields, namely: teacher/lecturer/teacher of German (49.5%), tourism (9.9%), translation (6%), consular (7.1%), working in Germany (2.5%), further studies AU-Pair/FSI/Ausbildung (4.6%), entrepreneurs (9.2%) and others (11.3%).

**Table 53: Results of User Survey of BoGLE Graduates**

| Year(s) | Number of Participants | Excellent | Good | Enough | Lack |
|---------|------------------------|-----------|------|--------|------|
| 2021    | 100                    | 555       | 139  | 6      | 0    |
| 2022    | 7                      | 25        | 22   | 2      | 0    |

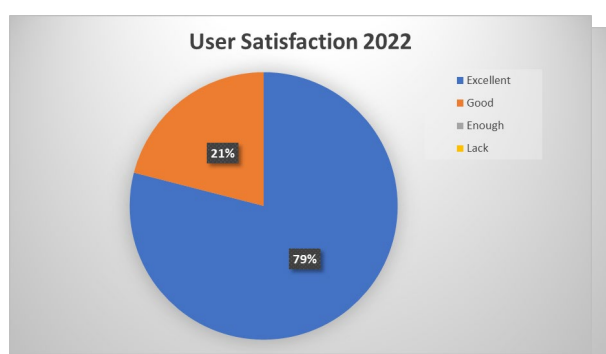


**Figure 14: Employers' Satisfaction with BoGLE Graduates**

Most of the graduates of **BoFLE Study Programme** have worked according to their field of knowledge. Types of graduate work cover several fields, namely: Education (teacher/lecturer /instructor) (28%), tourism (20%), translation (19%), consular (4%), others (29%).

**Table 54: Results of User Survey of BoFLE Graduates**

| Year(s) | Number of Participants | Excellent | Good | Enough | Lack |
|---------|------------------------|-----------|------|--------|------|
| 2020    | 11                     | 3         | 4    | 0      | 4    |
| 2021    | 32                     | 9         | 13   | 2      | 8    |
| 2022    | 39                     | 5         | 20   | 7      | 7    |



**Figure 15: Employers' Satisfaction with BoFLE Graduates**

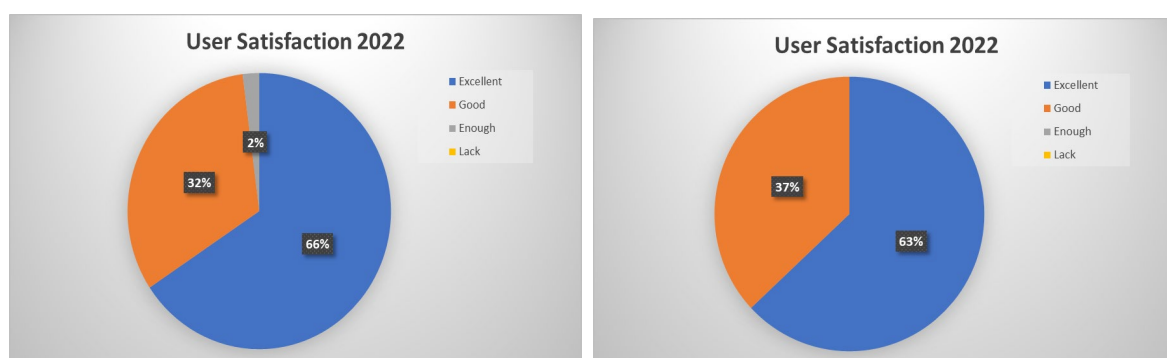
In general, user satisfaction responses have increased from 2021 to 2022. The criteria for good (21%) and Excellent (79%) in 2022 reflect that BoFLE graduates meet user qualifications and are more able to compete in the world of work. This indicates an increase in the quality assurance of graduates.

Most of the graduates of **BoJLE Study Programme** have worked in accordance with their field of knowledge. Types of graduate work cover several fields, namely: teachers (70%),

cultural entrepreneurs (15.6%) bank employees (4.1%), other entrepreneurs (8.2%), others (4.1%).

**Table 55: Results of User Survey of BoJLE Graduates**

| Year(s) | Number of Participant | Excellent | Good | Enough | Lack |
|---------|-----------------------|-----------|------|--------|------|
| 2021    | 171                   | 783       | 385  | 29     | 0    |
| 2022    | 9                     | 40        | 23   | 0      | 0    |



**Figure 16: Employers' Satisfaction with BoJLE Graduates**

**Evaluation of other external parties** can be carried out by partners in various collaborations. Starting from customer partners, the community/partners, partners in cooperation programmes and management services, partners in the Community Service Programme field by community leaders/target communities, as well as partner satisfaction in the research implementation process.

The four study programmes received the national accreditation mark “excellent”. In addition, also conducts external benchmarking in the form of international quality audits with ASIC (Accreditation Service for International Schools, Colleges & Universities) institutions which have obtained superior accreditation results in premises and health & safety, management and staff resources, learning and teaching, quality assurance and enhancement, student welfare, and marketing and recruitment.

### 5.3 Programme documentation

#### Programme description and information on activities during the academic year

The study programmes’ documents consist of academic guidelines, student handbooks, Semester Lesson Plans (module handbooks), course schedules, exam code of conduct, exam questions, examination schedules, audit result of internal quality, e-monev results of the teaching-learning process, and Standard Operating Procedures for laboratory use that is well-documented both in printed and in digital formats. The document can be easily accessed through each study programme or via faculty’s website. General information update is conducted regularly minimum once a year on Semester Lesson Plan, audit result of internal quality, SOP of laboratory use. Meanwhile, other specific information will be renewed every semester (course schedules, exam schedules, and teaching-learning monitoring results).

The learning outcomes that are documented in the curriculum are explained in more detailed in the learning outcomes of the Semester Lesson Plan. The lesson plan documents include Graduate Learning Outcomes, Course Learning Outcomes, Learning Activities, and the evaluation mechanism of every course. The Semester Lesson Plan of each course can be accessed at the online learning site of each course on UNY Learning Management System (LMS) at BeSmart and Attendance List websites.

The evaluation mechanism of students' learning outcomes of each course is managed by the lecturer based on the university's academic regulation that can be accessed via the faculty's website. The exam questions are verified as part of the quality assurance system of the learning outcomes.

Study programme and Faculty also publish information on thesis, exam, and other required assignments as part of the learning completion, and other important administrative information on the websites.

The document of study programmes' quality assurance is regularly renewed minimum once a year and can be accessed via faculty and study programmes' website and displayed in the digital and printed formats to ensure transparency to the stakeholders.

All information related to the activity will be evaluated and renewed regularly by related parties, such as information on lecture activities by academic staff, and information on scholarship and students' competition by student and alumni staff. Feedback and suggestions related to the information demanded by many stakeholders are presented in a portal consisting of specific information for the most frequently searched information. Career information can be accessed through UNY's Certification and Career website. Meanwhile, the entrepreneurship programme at UNY is available at the University's website.

To support academic quality assurance at the faculty level, a Quality Assurance Unit consisting of Quality Assurance Taskforce of each study programme is created. Quality Assurance Unit annually makes scheduled programmes to ensure that academic quality at the faculty and study programmes' level is in accordance with quality standards and other determination documents.

The Faculty of Languages and Arts of Universitas Negeri Yogyakarta through its official website provides information about Study Programme activities. **Information about activities** is presented on the study programme page organized by officers/admins appointed by the Head of the Study Programme. The officer/admin is in charge of creating and uploading news regularly or whenever there are study programme activities. Officers/admins are also responsible for the page maintenance. The Dean's as well as the Chancellor's Annual Report can be accessed UNY by a link.

Information about the study programmes can be accessed through the website. Academic activities are updated regularly so that the public knows transparently all the activities carried out by the study programmes. The public can also access important documents such as study programme certifications, curricula, lesson plans, lecturer profiles, and other information. In addition, the study programme also has several social media such as Facebook, Instagram, and WhatsApp to support communication between lecturers and students, as well as study programmes with various parties.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

The panel could see a proof of tracking of actual study workload has taken place, However, there was no documentation to prove that the required workload of 25 to 30 hours per ECTS was actually completed. The conversion of national credits into ECTS is calculated by using an algorithm. Therefore, the panel imposes a **condition: The University implements a systematic control loop from the students' workload survey (including the allocation of ECTS credits) to the analysis of the results and the taking of appropriate measures.**

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. However, the panel had concerns about the confidentiality of the data. Even if access to student evaluations is handled very restrictively, it should be ensured that the evaluation statements cannot be assigned to students by name and that they are stored without reference to their names. **It therefore makes a recommendation: The University ensures that the evaluation data is stored without reference to the names of the students and that no one can establish a link between name and evaluation.**

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. However, the experts miss the questions in the questionnaires in which the working conditions of the faculty can be assessed. **They therefore make the following recommendation: The University adds respective questions to the questionnaire where faculty can assess working conditions.**

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

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). However, the experts missed a complete documentation of the programmes in English on the website. **They therefore express a recommendation: The University ensures a complete and comprehensive documentation of all four programmes in English on the website.**

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

|       |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1*  | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |                              |                            | X<br>Condition                     |      |
| 5.2   | Instruments of quality assurance  |             |                              |                            |                                    |      |
| 5.2.1 | Evaluation by students  |             |                              | X                          |                                    |      |

|        | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.2.2  |             |                              | X                          |                                    |      |
| 5.2.3  |             |                              | X                          |                                    |      |
| 5.3    |             |                              |                            |                                    |      |
| 5.3.1* |             |                              | X                          |                                    |      |
| 5.3.2  |             |                              | X                          |                                    |      |

# Quality profile

HEI: Universitas Negeri Yogyakarta

## Bachelor programmes:

Bachelor of Indonesian Language and Literature Education

Bachelor of German Language Education

Bachelor of French Language Education

Bachelor of Javanese Language Education

|          |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| <b>1</b> | <b>Objectives</b>  |             |                              |                            |                                    |      |
| 1.1*     | Objectives of the study programme (Asterisk Criterion)   |             |                              | X                          |                                    |      |
| 1.2*     | International orientation of the study programme design (Asterisk Criterion)   |             | X BoGLE                      | X BoLLE, BoFLE, BoJLE      |                                    |      |
| 1.3      | Positioning of the study programme   |             |                              |                            |                                    |      |
| 1.3.1    | Positioning of the study programme in the educational market   |             |                              | X                          |                                    |      |
| 1.3.2    | Positioning of the study programme on the job market for graduates („Employability“)                                 |             |                              | X                          |                                    |      |
| 1.3.3    | Positioning of the study programme within the HEI's overall strategic concept  |             |                              | X                          |                                    |      |
| <b>2</b> | <b>Admission</b>   |             |                              |                            |                                    |      |
| 2.1*     | Admission requirements (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 2.2      | Counselling for prospective students   |             |                              | X                          |                                    |      |
| 2.3*     | Selection procedure (if relevant)  |             |                              | X                          |                                    |      |
| 2.4(*)   | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | X    |
| 2.5*     | Ensuring foreign language proficiency (Asterisk Criterion)   |             |                              | X                          |                                    |      |
| 2.6*     | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             |                              | X                          |                                    |      |
| <b>3</b> | <b>Contents, structure and didactical concept</b>  |             |                              |                            |                                    |      |
| 3.1      | Contents   |             |                              |                            |                                    |      |
| 3.1.1*   | Logic and conceptual coherence (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 3.1.2*   | Rationale for degree and programme name (Asterisk Criterion)   |             |                              | X                          |                                    |      |

|        |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1.3* | Integration of theory and practice (Asterisk Criterion)                                       |             |                              | X                          |                                    |      |
| 3.1.4  | Interdisciplinary thinking  |             | X BoJLE                      | X BoLLE, BoGLE, BoFLE      |                                    |      |
| 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                          |                                    |      |
| 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 BoJLE                      | X BoLLE, BoGLE, BoFLE      |                                    |      |
| 3.6*   | Skills for employment / Employability (Asterisk Criterion)                                    |             |                              | X                          |                                    |      |
| 4.     | <b>Academic environment and framework conditions</b>  |             |                              |                            |                                    |      |
| 4.1    | Faculty   |             |                              |                            |                                    |      |
| 4.1.1* | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 4.1.2* | Academic qualification of faculty (Asterisk Criterion)  |             |                              | 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                          |                                    |      |



|          |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1.6*   | Student support by the faculty (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)                   |             |                              | X                          |                                    |      |
| 4.2      | Programme management   |             |                              |                            |                                    |      |
| 4.2.1*   | Programme Director (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 4.2.2    | Process organisation and administrative support for students and faculty   |             |                              | X                          |                                    |      |
| 4.3      | Cooperation and partnerships   |             |                              |                            |                                    |      |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)                                  |             |                              | X                          |                                    |      |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             |                              | X                          |                                    |      |
| 4.4      | Facilities and equipment   |             |                              |                            |                                    |      |
| 4.4.1*   | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)   |             |                              | X                          |                                    |      |
| 4.4.2*   | Access to literature (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 4.5      | Additional services  |             |                              |                            |                                    |      |
| 4.5.1    | Career counselling and placement service   |             |                              | X                          |                                    |      |
| 4.5.2    | Alumni Activities  |             |                              | X                          |                                    |      |
| 4.6*     | Financing of the study programme (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| <b>5</b> | <b>Quality assurance and documentation</b>   |             |                              |                            |                                    |      |
| 5.1*     | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)                                    |             |                              |                            | X<br>Condition                     |      |
| 5.2      | Instruments of quality assurance   |             |                              |                            |                                    |      |
| 5.2.1    | Evaluation by students   |             |                              | X                          |                                    |      |
| 5.2.2    | Evaluation by faculty  |             |                              | X                          |                                    |      |
| 5.2.3    | External evaluation by alumni, employers and third parties   |             |                              | X                          |                                    |      |
| 5.3      | Programme documentation  |             |                              |                            |                                    |      |
| 5.3.1*   | Programme description (Asterisk Criterion)   |             |                              | X                          |                                    |      |
| 5.3.2    | Information on activities during the academic year   |             |                              | X                          |                                    |      |