

# Decision of the FIBAA Accreditation and Certification Committee



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

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	23/052, Cluster 3
<b>Higher Education Institution:</b>	Universitas Hasanuddin
<b>Location:</b>	Makassar, Indonesia
<b>Study Programme:</b>	Development Economics; Bachelor of Economics – Sarjana Ekonomi (SE) International Relations; Bachelor of Political Science – Sarjana Ilmu Politik (S.IP.) Communication Studies; Bachelor of Communication – Sarjana Ilmu Komunikasi (S.I.Kom)
<b>Type of Accreditation:</b>	initial accreditation

The FIBAA Accreditation and Certification Committee takes the following decision:

Accreditation (with conditions):

According to § 7 (6) in conjunction with § 9 (4) 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 six (Bachelor of Development Economics; Bachelor of International Relations) resp. seven (Bachelor of Communication Studies) conditions.

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

Conditions:

- **Condition 1:** The University provides module descriptions for all courses (including theses) and individualised module information as defined in the ECTS Users' Guide 2015 (see chapter 3.2).
- **Condition 2** (see chapter 3.2):
  - a) The University provides comprehensive and sufficient regulations about the scope of the final thesis.
  - b) The University issues a diploma supplement according to the EHEA principles for all study programmes.
- **Condition 3:** In a follow-up step of updating the literature references in the module descriptions (chapter 3.2), the University updates literature references in the teaching material (see chapter 3.3).

- **Condition 4:** The University ensures that the literature expressly required for the study programme is kept up to date (see chapter 4.4).
- **Condition 5:** The University implements a student workload evaluation system for each module which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).
- **Condition 6:** The University provides up-to-date documentation of the programme including navigation to them on the university website (see chapter 5).
- **Condition 7 (Bachelor of Communication Studies):** The University includes sufficient international content into the curriculum (see chapter 3.4).

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

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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## Assessment Report

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**Higher Education Institution:**

Hasanuddin University, Makassar, Indonesia

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**Bachelor/Master programme:**

Bachelor of Development Economics

Bachelor of International Relations

Bachelor of Communication Studies

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**Qualification awarded on completion:**

Bachelor of Economics – Sarjana Ekonomi (SE)

Bachelor of Political Science – Sarjana Ilmu Politik (S.IP.)

Bachelor of Communication – Sarjana Ilmu Komunikasi (S.I.Kom)

# General information on the study programmes

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

**The Bachelor of Development Economics (BDE)** is aiming to educate students towards three different graduate profiles: Graduates may continue their academic career with a master's programme, work as analysts or researchers in institutions like (regional) government agencies, or they may work for companies who seek to better understand their positions and develop strategies to compete in their relevant markets. To prepare students for these options, the programme enables them to analyse economic conditions and to design the development planning of economic resources both on national and regional level. Graduates shall be able to provide solutions based on their work and to perform accurate decision making. Graduates will also be able to synchronise the public finance allocation based on the needs of development planning in both national and regional level, to analyse monetary problems in banking and money market sectors and to analyse and formulate the international trade strategies based on regional competitive advantages.

The target of the **Bachelor of International Relations (BIR)** is to educate global-minded individuals with critical thinking and diplomatic skills. Graduates may work in public relations of international relations for government or non-government institutions; work as analysts of national and global issues, as well as of international problems; or as entrepreneurs or businesspersons with global perspectives. To prepare students for these job profiles, the programme enables them to formulate creative and effective solutions and policies towards national and international issues for public and non-public actors, and to carry out international diplomacy and negotiation on bilateral or multilateral levels. Graduates should also be able to apply mediation, arbitration, facilitation, prevention, and resolution functions in conflicts at local, national, and international level and to demonstrate teamwork capacity in academic and professional environment as well as an active capacity of communication skills.

**The Bachelor of Communication Studies (BCS)** is aiming to educate students for jobs in journalism, public relations, or broadcasting. To prepare students for these fields of work, the programme is targeted to enable graduates to communicate ideas effectively in oral, written, and graphic formats and to demonstrate that they are able to work independently, in teams and across disciplines. Graduates should also be able to generate creative, innovative, and critical thinking in problem identification, evaluation, and resolution and to employ communication and information technologies and finally allocate the skills to create journalistic, public relations, and broadcasting products and services.

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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 Development Economics: 4 years (8 semesters), 145 SKS credits, 246,5 ECTS credits

Bachelor of International Relations: 4 years (8 semesters), 145 SKS credits, 246,5 ECTS credits

Bachelor of Communication Studies: 4 years (8 semesters), 144 SKS credits, 244,8 ECTS credits

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## **Mode of study:**

full-time

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**Didactic approach:**

Class-based teaching, combined with e-learning platform

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**Double/Joint Degree programme:**

**BIR:** Bachelor of Arts in Peace and Conflict Studies, the University of Queensland, Australia (optional)

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

Bachelor of Development Economics: 100 per year

Bachelor of International Relations: 135 per year

Bachelor of Communication Studies: 100 per year

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**Programme cycle starts in:**

All programmes: August

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**Initial start of the programme:**

Bachelor of Development Economics: 1953

Bachelor of International Relations: 1980

Bachelor of Communication Studies: 1962

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**Type of accreditation:**

Initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Development Economics (SE); Bachelor of International Relations (S.IP.) and the Bachelor of Communication Studies (S.I.Kom) was made between FIBAA and Hasanuddin University on June 26, 2023. On September 30, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

**Prof. Dr. Olivia Fachrunnisa (onsite)**

Universitas Islam Sultan Agung

Professor of International Relations (International Relations, International Politics, Southeast Asia Studies, European Studies, Indonesia's Foreign Policy, ASEAN)

**Prof. Dr. Stefan Fröhlich (online)**

University of Erlangen-Nuremberg

Professor of International Politics and Political Economy (International Relations, International Politics, Transatlantic Relations, German Foreign Policy, International Organizations, International Political Economy)

**Fynn Lohre (onsite)**

Vienna University of Economics and Business

Student Economics MSc

**Prof. Dr. Marcel Machill, MPA (Harvard) (onsite)**

University of Leipzig

Professor of Journalism and International Media Systems (Communication Studies, Media Studies, Media Policy, Media Law, Science Journalism, Specialist journalism, Media Education, Online Journalism, Crossmedia, Journalism)

**Dr. Magnus Thomas Müller (online)**

German-Mongolian Business Association

Managing Director (International Relations, Internationalisation of Companies, State-Business Cooperation, Business Administration, Management, International Relations, Environment, Media, Information and Communication Technology, Education)

**Prof. Johannes Stephan (onsite)**

Technical University Freiberg, The University of Resources, Freiberg, Germany

Professor of International Resource Policy and Development Economics (Economics, Development Economics, International Business, International MBA programs)

FIBAA project manager:

Michael Stephan

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid conference. The hybrid conference took place on April 23, 24 and 25,

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

2024 via the video conferencing tool *Zoom*. At the end of the conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on July 10, 2024. The statement on the report was given up on July 29 2024. It has been taken into account in the report at hand.

## Summary

The **Bachelor of Development Economics** offered by Hasanuddin University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024, and finishing on September 12, 2029, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: Examination and final thesis; Modular structure of the study programme; Study and exam regulations; Feasibility of study workload; Course materials. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University provides module descriptions for all courses (including theses) and individualised module information as defined in the ECTS Users' Guide 2015 (see chapter 3.2).
- **Condition 2** (see chapter 3.2):
  - c) The University provides comprehensive and sufficient regulations about the scope of the final thesis.
  - d) The University issues a diploma supplement according to the EHEA principles for all study programmes.
- **Condition 3:** In a follow-up step of updating the literature references in the module descriptions (chapter 3.2), the University updates literature references in the teaching material (see chapter 3.3).
- **Condition 4:** The University ensures that the literature expressly required for the study programme is kept up to date (see chapter 4.4).
- **Condition 5:** The University implements a student workload evaluation system for each module which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).
- **Condition 6:** The University provides up-to-date documentation of the programme including navigation to them on the university website (see chapter 5).

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

Furthermore, the criterion where the quality requirements have not been fulfilled –

- Internationality of the student body (see chapter 3.4),

– is not an asterisk criterion and therefore does not lead to a condition. The measures the University takes to solve the identified problems are to be considered during the re-accreditation.

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

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



- specialisations having to be more distinguishable (see chapter 3.1),
- supporting research driven students with additional electives focused on research topics and methods (see chapter 3.1),
- importing BIR courses as further elective options to the catalogue of electives (see chapter 3.1),
- applying a greater variety of exam formats, especially during the first three semesters (see chapter 3.1),
- including more teaching and training of practical coding into the didactical concept (see chapter 3.3),
- integrating more international perspectives into the curriculum, e.g. by considering development planning in other merging markets (see chapter 3.4),
- ensuring that the revised and amended module descriptions (see condition chapter 3.2) are also available to prospective international students (see chapter 3.4),
- clearly indicating within the module descriptions which courses are taught in English, which part of the courses or their assignments are in English and how intensively course participation relies on the knowledge of recommended literature in English (see chapter 3.4),
- putting an emphasis on establishing additional cooperations with international HEIs, other academic institutions and networks (see chapter 4.3),
- aligning the Unhas Career Centre's activities with the respective cooperations on faculty and department level with business enterprises and other organisations (see chapter 4.5),

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

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

- Lecturing tutors (see chapter 3.3),
- Student support by the faculty (see chapter 4.1).

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

## Summary

The **Bachelor of International Relations** offered by Hasanuddin University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024, and finishing on September 12, 2029, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>3</sup>: Examination and final thesis; Modular structure of the study programme; Study and exam regulations; Feasibility of study workload; Course materials. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University provides module descriptions for all courses (including theses) and individualised module information as defined in the ECTS Users' Guide 2015 (see chapter 3.2).
- **Condition 2** (see chapter 3.2):
  - a) The University provides comprehensive and sufficient regulations about the scope of the final thesis.
  - b) The University issues a diploma supplement according to the EHEA principles for all study programmes.
- **Condition 3:** In a follow-up step of updating the literature references in the module descriptions (see chapter 3.2), the University updates literature references in the teaching material (see chapter 3.3).
- **Condition 4:** The University ensures that the literature expressly required for the study programme is kept up to date (see chapter 4.4).
- **Condition 5:** The University implements a student workload evaluation system for each module which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5)
- **Condition 6:** The University provides up-to-date documentation of the programme including navigation to them on the university website (see chapter 5).

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

Furthermore, the criterion where the quality requirements have not been fulfilled –

- Internationality of the student body (see chapter 3.4),

– is not an asterisk criterion and therefore does not lead to a condition. The measures the University takes to solve the identified problems are to be considered during the re-accreditation.

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

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

- adding courses in the fifth or sixth semester on scientific methodology as more immediate preparation for the thesis (see chapter 3.1),
- applying a greater variety of exam formats, especially during the first three semesters (see chapter 3.1),
- ensuring that the revised and amended module descriptions (see condition chapter 3.2) are also available to prospective international students (see chapter 3.4),
- clearly indicating within the module descriptions which courses are taught in English, which part of the courses or their assignments are in English and how intensively course participation relies on the knowledge of recommended literature in English (see chapter 3.4),
- aligning the Unhas Career Centre's activities with the respective cooperations on faculty and department level with business enterprises and other organisations (see chapter 4.5),

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

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

- Integration of theory and practice (see chapter 3.1),
- Lecturing tutors (see chapter 3.3),
- Student support by the faculty (see chapter 4.1).

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

## Summary

The **Bachelor of Communication Studies** offered by Hasanuddin University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024, and finishing on September 12, 2029, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>4</sup>: Examination and final thesis; Modular structure of the study programme; Study and exam regulations; Feasibility of study workload; Course materials; International contents and intercultural aspects. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University provides module descriptions for all courses (including theses) and individualised module information as defined in the ECTS Users' Guide 2015 (see chapter 3.2).
- **Condition 2** (see chapter 3.2):
  - a) The University provides comprehensive and sufficient regulations about the scope of the final thesis.
  - b) The University issues a diploma supplement according to the EHEA principles for all study programmes.
- **Condition 3:** In a follow-up step of updating the literature references in the module descriptions (see chapter 3.2), the University updates literature references in the teaching material (see chapter 3.3).
- **Condition 4:** The University ensures that the literature expressly required for the study programme is kept up to date (see chapter 4.4).
- **Condition 5:** The University implements a student workload evaluation system for each module which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5)
- **Condition 6:** The University provides up-to-date documentation of the programme including navigation to them on the university website (see chapter 5).
- **Condition 7:** The University includes sufficient international content into the curriculum (see chapter 3.4).

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

Furthermore, the quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Practical business experience of faculty (see chapter 4.1),

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<sup>4</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

– are not asterisk criteria and therefore do not lead to a condition. The measures the University takes to solve the identified problems are to be considered during the re-accreditation.

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

- developing a course description for “Quantitative Research Methods” showing how quantitative research methods are embedded in the overall framework of journalism and communication research (see chapter 3.1),
- applying a greater variety of exam formats, especially during the first three semesters (see chapter 3.1),
- ensuring that the revised and amended module descriptions (see condition chapter 3.2) are also available to prospective international students (see chapter 3.4),
- clearly indicating within the module descriptions which courses are taught in English, which part of the courses or their assignments are in English and how intensively course participation relies on the knowledge of recommended literature in English (see chapter 3.4),
- paying particular attention to practical experience in future recruitments and discuss ways to increase the practical business experience of the current faculty (see chapter 4.1),
- developing a network of national and international cooperations with HEIs (see chapter 4.3),
- aligning the Unhas Career Centre’s activities with the respective cooperations on faculty and department level with business enterprises and other organisations (see chapter 4.5).

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

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

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Lecturing tutors (see chapter 3.3),
- Student support by the faculty (see chapter 4.1).

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

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# Information

## Information on the Institution

Hasanuddin University (Universitas Hasanuddin, called Unhas) is a Higher Education Institution in the northeast of Makassar City in Indonesia. Before the official establishment of Unhas in 1956, the University was part of the Faculty of Economics in 1947, a branch of the Faculty of Economics of the Universitas Indonesia, Jakarta. The University was given a mandate to be an autonomous University in 2015 (fully implemented since 2016) through Indonesian Government Regulation No. 53.

Throughout its history, Unhas engaged on academic activities that relate to teaching and learning, research and community service. The following strategic goals determine the activities of the University:

### Vision:

“A center of excellence in the development of human resources, science, technology, arts, and culture, grounded in the Indonesian Maritime Continent.”<sup>5</sup>

### Mission:

1. To provide qualified learning environment to develop the capacity of innovative and proactive learners.
2. To preserve, develop, find, and create sciences, technology, arts, and cultures.
3. To implement and disseminate sciences, technology, arts, and cultures for the prosperity of Indonesian maritime society.

### Values

1. Integrity: honesty, courage, responsibility, determination
2. Innovation: the combination of creativity, quality-orientation, independence, pioneering
3. Catalytic: bravery, determination, dedication, and competitiveness
4. Wisdom: appropriateness, fairness and civilised, holism and adaptability

### Strategic Goals:

1. To produce scholars of morality and integrity qualities
2. To develop science and technology based on the concept of Indonesia Maritime Continent
3. To apply and disseminate science and technology for the benefits of humankind.
4. To improve international reputation of Unhas
5. To develop a good University governance and build a modern environmentally friendly campus.

Universitas Hasanuddin comprises 17 faculties currently offering 225 study programmes consisting of 12 vocational study (diploma) programmes, 70 Bachelor programmes, 70 Master programmes, 30 Doctoral programmes, nine Professional programmes as well as 34 specialist programmes with a total student body of around 35,000 students. All study programmes currently have been nationally accredited by the National Accreditation Board of Higher Education (BAN-PT).

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<sup>5</sup> <https://www.unhas.ac.id/about/> (last call May 15, 2024)

Unhas is rated “Excellent” by BAN-PT. The University's "A" (excellent/superior) accreditation by the BAN-PT since 2018 ensures that the study programmes meet stringent academic standards and are recognised nationally for their excellence.

In 2023, Unhas ranked 1st nationally for international accreditation or certification based on the key performance indicator of accredited study programme number. In line with Unhas strategic goals, 63 study programmes have been internationally accredited or certified by international accreditation agencies such as ABET, ASIIN, ABEST-21, AUN-QA and IABEE, and FIBAA<sup>6</sup>. For the last years, Unhas has been facilitating and empowering all study programmes to be internationally recognised through several priority development programmes such as international classes, student and staff exchange, joint research and publication, credit earning, joint degree, as well as international accreditation.

Furthermore, Unhas reputation is based on:

- **Global Recognition:** Universitas Hasanuddin's inclusion in the QS World University Ranking in the range of 1001-1200 in 2021 demonstrates its global recognition. This rank places the University among the top institutions worldwide, enhancing the credibility and attractiveness of its study programmes to both local and international students.
- **Impact and Innovation:** The University's 79th position in the Times Higher Education impact rankings in 2021<sup>7</sup>, and being the second in Indonesia, showcases its commitment to making a positive impact on society through research and innovation.
- **Specialisation in Disaster Management:** Universitas Hasanuddin's recognition as the Disaster Management Campus by the Indonesian National Agency for Disaster Management (BNPB) in 2021 is significant in addressing the specific needs and challenges of the region. The recognition highlights the University's expertise and dedication in preparing professionals to manage and mitigate natural disasters effectively, making it an attractive choice for students interested in this field.
- **Expertise in Geographic Information System (GIS):** The acknowledgement as the Geographic Information System Advisor by the Environmental System Research Institute Indonesia in 2021 further establishes the University's competency in this area. As GIS continues to gain importance in various sectors, students seeking expertise in this field will find the study programmes at Universitas Hasanuddin appealing.

Unhas strategic direction consists of long-term planning (Unhas Development Plan 2030) which is further derived to a series of medium-term plans (currently Unhas Strategic Planning 2020-2024) as the basis of preparing the Annual Planning. The Unhas Development Plan 2030 consists of five themes that can be summarised in the following figure.

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<sup>6</sup> ABET: Accreditation Board for Engineering and Technology, ASIIN: Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematic, ABEST-21: The Alliance on Business Education and Scholarship for Tomorrow, AUN-QA: ASEAN University Network Quality Assurance; IABEE: Indonesian Accreditation Board for Engineering Education

<sup>7</sup> <https://www.timeshighereducation.com/rankings/impact/2021/overall>, last call May 15, 2024



**Table 1: The Strategic Themes of Unhas Development Plan 2030**



Currently, Unhas is implementing the third milestone (University Strategic Plan 2020-2024) of Unhas Development Plan 2030 in which the main strategic goal is to become an excellent and innovative University based on Indonesia Maritime Continent (IMC). The term IMC was firstly introduced by the late President Habibie and refers to the uniqueness of the region consisting of land, sea and air with rich diversities in terms of natural resources, societies, economics, arts and cultures, as well as health. Consequently, all programmes within Unhas must develop their scientific uniqueness as a comparative advantage to similar programmes at other institutions.

The main strategic goals of the University Strategic Goals 2020-2024 are:

- (1) improving graduate quality, relevancy, and competitiveness,
- (2) improving quality, relevancy, and innovation of research and community services,
- (3) down-streaming research results into markets,
- (4) strengthening good university governance, campus infrastructure and facilities.

Bachelor of Development Economics (BDE) is offered by the Faculty of Economics and Business (FEB), while Bachelor of International Relations (BIR), and Bachelor of Communication Studies (BCS) are offered by the Faculty of Social and Political Sciences (FISIP).

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

The **Bachelor of Development Economics (BDE)** is committed to achieving the international quality standard both in terms of teaching and research. Recent development focuses on increasing international relationships and co-operation in relation to research and teaching (see chapter 1.2). The enhancement of teaching quality is sustained by the accreditation of the programme by Abest21<sup>8</sup> in 2017 and successfully retained in 2022.

**Table 2: Statistical data Bachelor of Development Economics (BDE)**

		1. Cohort 18/19	2. Cohort 19/20	3. Cohort 20/21	4. Cohort 21/22	5. Cohort 22/23
# Study Places		121	125	125	125	125
# Applicants	∑	2136	1506	894	880	779
	f	1402	979	511	616	467
	m	734	527	383	264	312
Application rate		1765,29%	1204,80%	715,20%	704,00%	623,20%
# First-Year Student	∑	114	135	100	112	111
	f	71	83	62	77	72
	m	43	53	38	35	39
Rate of female students		0,622807018	0,614814815	0,62	0,6875	0,648648649
# Foreign Students	∑	0	0	0	0	0
	f					
	m					
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		94,21%	108,00%	80,00%	89,60%	88,80%
# Graduates	∑	42	8	0	0	0
	f	33	7	0	0	0
	m	9	1	0	0	0
Success rate		36,84%	5,93%	0,00%	0,00%	0,00%
# Dropout		10	2	6	0	0
Dropout rate		8,77%	1,48%	6,00%	0,00%	0,00%
Average duration of study		51m	43m	0	0	0
Average grade of final degree		3,73	3,75	0	0	0

The **Bachelor of International Relations (BIR)** of Unhas was established in 1980. The study programme was part of the Department of Political and Government Science, and later separated and founded its own department in 2007. Ever since, BIR has developed and increased its quality. The number of teachers has increased from 14 in 2007 to 21 in 2023. The number of admitted students has also increased from around 50 per year in 2000s to 135 in 2022.

In terms of quality, BIR has been accredited “A” by the National Accreditation Body for Higher Education (BAN-PT).

<sup>8</sup> ABEST 21 (The Alliance on business education and scholarship for tomorrow, a 21st century organisation), Tokyo, Japan

**Table 3: Statistical data Bachelor of International Relations (BIR)**

	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
	2017	2018	2019	2020	2021	2022
# Study Places offered by HEI	46	101	140	133	148	155
# Applicants	Σ	2586	2861	1535	1558	1478
	f	1455	1738	817	1086	1007
	m	1131	1123	718	472	479
Application rate	5621,74%	2832,67%	1096,43%	1171,43%	1114,19%	953,55%
# First-Year Students (accepted applicants)	Σ	65	119	120	133	134
	f	38	73	64	92	75
	m	27	46	56	41	59
Rate of female students	0,584615385	0,613445378	0,533333333	0,691729323	0,559701493	0,683098592
# Foreign Students	Σ	0	0	0	0	1
	f					
	m					
Rate of foreign students	0	0	0	0	0,007462687	0
Percentage of occupied study places	141,30%	117,82%	85,71%	100,00%	90,54%	91,61%
# Graduates	Σ	57	81	38	0	0
	f	32	51	25	0	0
	m	25	30	13	0	0
Success rate (students who finished their studies)	87,69%	68,07%	31,67%	0,00%	0,00%	0,00%
Dropout	0	0	0	1	4	0
Dropout rate (students who dropped their studies)	0,00%	0,00%	0,00%	0,75%	2,99%	0,00%
Average duration of study	4.9 years	3.6 years	4.6 years	0	0	0
Average grade of final degree	3,64	3,78	3,73	0	0	0

The development of **Bachelor of Communication Studies (BCS)** has been an ongoing journey, marked by a commitment to remaining relevant in the digital era and aligning with the evolving needs of the job market. Drawing insights from market demands and tracer studies, BCS adapted the curriculum, for instance, renaming "Introduction to Journalism" to "Convergence Journalism" to reflect the changing face of the industry. Additionally, by reducing the required credit hours from 149 (253.3 ECTS) to 144 credit points (244.8 ECTS), BCS enable students to engage in fieldwork, and other experiential learning. Furthermore, BCS meanwhile has four professors, an expansion that not only deepens the expertise available to the students but also fosters diverse perspectives and research opportunities. Additionally, BCS has actively engaged practitioners from the industrial world to share their valuable experiences with the students.

**Table 4: Statistical data Bachelor of Communication Studies (BCS)**

	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
	2017	2018	2019	2020	2021	2022
# Study Places offered by HEI	100	100	100	100	100	100
# Applicants	2588	2634	1497	1834	1933	2122
	1507	1530	874	1064	1116	1218
	1081	1104	623	770	817	904
Application rate	2588.00%	2634.00%	1497.00%	1834.00%	1933.00%	2122.00%
# First-Year Students (accepted applicants)	79	93	84	107	90	122
	46	54	49	62	52	70
	33	39	35	45	38	52
Rate of female students	0.5625	0.607476636	0.532110092	0.696969697	0.559701493	0
# Foreign Students	0	0	0	0	1	0
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	79.00%	93.00%	84.00%	107.00%	90.00%	122.00%
# Graduates	71	76	55	12	0	0
	43	47	42	9	0	0
	28	29	13	3	0	0
Success rate	89.9%	81.72%	65.47%	11.21%	0.00%	0.00%
#Dropout	0	0	0	0	0	0
Dropout rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study	4.8 years	3.7 years	4.5 years	3.5 years	0 years	0 years
Average grade of final degree	3.68	3.72	3.70	3.8	0	0

## Appraisal:

Application rates in all programmes show a distinctive decrease around 2019. During the assessment conference, the HEI referred to a national phenomenon of decreasing applications, as students have reduced the number of programmes they are applying for to avoid applications that are very likely futile. Nevertheless, application rates are still very high for the programme, with an average of six to seven applicants per study place in the BDE programme, of around 10 applicants per study place in the BIR programme, and of around 20 applicants per study place in the BCS programme.

The average study time per cohort is varying around the intended study time of seven to eight semesters. Statistical data shows that in some cohorts, graduates have achieved an average study time well below four years, dropout rates are generally very low.

The panel would like to point out that the statistics provided for the self-documentation were inconclusive in terms of drop-out rates, duration of study, number of exchange students (see also chapter 3.4) and therefore suggests defining cross-faculty regulations for these topics.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk Criterion)

The qualification objectives of the study programmes are derived from aligning the provided vision, mission, and educational philosophy at university and faculty level, as well as at study programme level. Universitas Hasanuddin's vision is to become "A center of excellence in the development of human resources, science, technology, arts, and culture, grounded in the Indonesian Maritime Continent." (see chapter O.1). This vision is the foundation for formulating the objectives of study programmes. Input from various stakeholders (e.g. alumni, employers) is also taken into consideration in compiling the objectives and determining graduate profiles of the study programmes.

Additionally, the qualification objectives align with the requirements of the national qualification framework as stated on Presidential Regulation Number 8 of 2012 concerning the Indonesian Qualification Framework. It stipulates the following qualifications for undergraduate studies (S1), qualification level 6:

1. Able to apply their field of expertise and utilise knowledge, technology, and/or art in the field in problems and being able to adapt to the situations.
2. Master the theoretical concepts in a particular field of knowledge in general and theoretical concept of a special part in that field of knowledge in-depth, and able to formulate solutions to problems procedural.
3. Able to make the right decisions based on information analysis and data, and able to provide guidance in selecting various alternative solutions independently and in groups.
4. Responsible for one's work and can be given responsibility for the achievement of the organisation's work results.

Ensuring these qualifications is ensured by applying a set of intended learning outcomes (ILOs). The ILOs are divided into attitude, knowledge and skills, the latter being specified into general and specific skills. Main competencies include components of Knowledge (P) and Specific Skills (K), supporting competencies include General Skills (U); other competencies include the Attitude component (S). The specific objectives of each study programme are as follows:

#### **Bachelor of Development Economics (BDE)**

The programme is aiming at three classifications of graduate profiles:

- **Analyst:** The contents of the study programme is targeted to equip students with capabilities in formulating policies for economic development, as well as economic analysis needed to perform market and industrial assessment, to understand and interpret the dynamics of trade and macroeconomic conditions. This competency is aimed to match the need for professional economists by institutions like (regional) government agencies who often carry out the analysis of economic conditions on a national or global level to deliver their development policy, or by companies who seek to better understand their positions and strategies to compete in a market. BDE alumni have, for instance, been recruited by the Regional Agency Development Planning (BAPPEDA), a specific unit in the government that serves as a think-tank institution, providing research and evidence based advisory to the

regional government. Other alumni have found jobs in banks like Bank Indonesia (BI), Bank Negara Indonesia (BNI), Bank Rakyat Indonesia (BRI), and Sulselbar bank (regionally owned bank in the province).

- **Academic:** To ensure that the graduates of the study programme are prepared to continue to a higher level of education, the study programme aims to prepare students with comprehensive and ingrained understanding on fundamental economic theories in Microeconomics, Macroeconomics, and Econometrics. By ensuring that the use of relevant economic theories and analytical tools in students' theses has been properly delivered, the study programme is targeted to ascertain that graduates possess sufficient capabilities in these aspects. Graduates have been recorded to continue their master's degree in renowned national (e.g. University of Indonesia, Gadjah Mada University, and Universitas Hasanuddin) as well as international universities (University College London, University of Glasgow, Queensland University, VU Amsterdam, etc).
- **Researcher:** To satisfy the competencies needed to work as a researcher, the study programme provides students with strong understandings on how to suitably select and use Econometric models in addressing questions in economic research. A specific focus is on teaching knowledge about econometric methods ranging from univariate and multivariate OLS, Instrumental Variable regression, Panel Data model, as well as some quasi-experimental techniques available in economic analysis: Propensity Score Matching, Difference-in-Difference, and Regression Discontinuity Design. The knowledge and skills in performing time series analysis often implemented in macroeconomic issues are ensured by providing a specific section for this method in the Econometric course. By the end of their study, students should possess a good understanding on a wide variety of econometric methods. To implement these methods practically, the study programme also assures that students have been well trained with how to operate software for Statistics and Data analysis like STATA, R, and EVIEWS. Some graduates have been surveyed to work as researchers in INDEF, BI, CORE<sup>9</sup>, etc.

Moreover, the programme is designed to provide students with the knowledge and skills needed to become a well-grounded economist. The table below provides descriptions about the Intended Learning Outcomes:

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<sup>9</sup> INDEF (Institute for Development of Economics and Finance): an independent and non-governmental organization (NGO) that focuses on researching Economics, Finance, and Public Policy. Their primary objective is to support and increase public awareness and involvement in the decisions and public policies made by the government.  
BI (Bank Indonesia): central bank of the Republic of Indonesia  
CORE (Center of Economic Reform): A research institution that conducts studies and consultancy in economic, industry, trade, and regional development.

**Table 5: Intended Learning Outcomes Bachelor of Development Economics**

ILO		Description
ATTITUDE	ILO 1	Graduates are able to implement “MARITIM” characters (MARITIM is an abbreviation for a set of personality traits that must be embedded to students consisting of: Manusiawi (humanist), Arif (wise), Religius (religious), Inovatif (Innovative), Tangguh (Resilient), Integritas (having integrity), Mandiri (able to take care of themselves).
KNOWLEDGE	ILO 2	Graduates are able to gain a solid understanding of economic theory.
GENERAL SKILLS	ILO 3	Graduates are able to examine and implement Science, Knowledge, Technology, and Arts in solving economic problems
	ILO 4	Graduates are capable of performing accurate decision making based on data and information, as well as providing solutions based on independent and/or collective works.
SPECIFIC SKILLS	ILO 5	Graduates could analyse the economic conditions as the basis of professionalism in designing the development concepts both at the national and regional level.
	ILO 6	Graduates have ability in designing the development planning of economic resources both in national and regional level.
	ILO 7	Graduates can synchronise the public finance allocation based on the needs of development planning on both national and regional level.
	ILO 8	Graduates possess ability in analysing monetary problems in banking and money market sectors.
	ILO 9	Graduates are able to analyse and formulate the international trade strategies based on regional competitive advantages

### Bachelor of International Relations (BIR)

BIR formulated graduate profiles by encompassing the aspirations of vision and mission of the university, the Faculty of Social and Political Sciences (FISIP), and the BIR department, as well as the Indonesian Association for International Relations (AIHII). BIR graduate profiles are formulated by considering various aspects including the interests of stakeholders and alumni, benchmarking with leading universities, and inputs from curriculum workshops. BIR graduates can be categorised into four profiles:

- 1. Formulators and practitioners of international relations for government or non-government institutions:** BIR students are prepared to become formulator or policy maker and become the practitioners of international affairs for government and non-government institutions as well as multinational companies. For government institutions, this profile includes diplomats, foreign ministry staff, regional government staff, and staff of other government institutions.
- 2. Public relations actor for government and non-government institutions:** BIR students are prepared to become public relations officials for government and non-government institutions.

3. **Analysts of national and global issues, as well as international problems:** BIR students are prepared to become analysts, researchers, or professionals such as lecturers, teaching staff, observers of international issues, journalists, and social-environmental activists.
4. **Entrepreneurs and businesspersons with global perspectives:** BIR students are prepared to have entrepreneurial skills and capabilities to be businesspersons with global perspectives in accordance with international market demands and industry needs.

To ensure that BIR graduates are in line with the intended graduate profile, BIR determines a number of ILOs (generic and specific competencies) that its graduates should be equipped with:

Table 6: Intended Learning Outcomes **Bachelor of International Relations**

ILO		Description
KNOWLEDGE	ILO 1	Demonstrate knowledge about concepts, theories, norms and values of International Relations.
	ILO 2	Demonstrate an understanding of international relations actors, structures and issues of international relations.
	ILO 3	Demonstrate knowledge of maritime <sup>10</sup> values and culture in the context of international relations.
SPECIFIC SKILLS	ILO 4	Formulate creative and effective solutions and policies towards national and international issues for state and non-state actors.
	ILO 5	Carry out proper international diplomacy and negotiation on the bilateral or multilateral levels, in context of maritime diplomacy.
	ILO 6	Apply mediation, arbitration, facilitation, prevention and resolution functions in conflicts at local, national, and international level.
GENERAL SKILLS	ILO 7	Implement critical and innovative thinking in the problem solving and decision-making process.
	ILO 8	Apply the principles of adaptability and entrepreneurship.
	ILO 9	Demonstrate teamwork capacity in academic and professional environment.
	ILO 10	Demonstrate an active capacity of communication skills.
ATTITUDE	ILO 11	Implement principles of Pancasila, Bhinneka Tunggal Ika, humanity, and religious values into personal and social life.

<sup>10</sup> Manusiawi (humanist), Arif (wise), Religius (religious), Inovatif (Innovative), Tangguh (Resilient), Integritas (having integrity), Mandiri (able to take care of themselves).



## **Bachelor of Communication Studies (BCS)**

Upon graduation from the BCS, students can pursue professions as journalists, broadcasters, public relations specialists, researchers, trainers, or even entrepreneurs. The study programme equips them with the necessary knowledge, skills, and competencies to excel in the following roles:

### **Journalism:**

- Master theoretical concepts for journalism in both traditional (mass media) and new media (internet) contexts.
- Utilise communication and information technology for journalistic practice and media management.
- Work independently or in teams with collegiality, demonstrating professional responsibility.
- Make strategic decisions based on information analysis to solve journalistic procedural problems.

### **Public Relations:**

- Master theoretical concepts for public relations in various contexts (public, corporate, social institutions).
- Utilise communication and information technology for practical public relations and information agency management.
- Work independently or in teams with high credentials, displaying professional responsibility.
- Make strategic decisions based on information analysis to solve procedural problems in public relations.

### **Broadcasting:**

- Master theoretical concepts for radio and television broadcasting in public, commercial, and community settings.
- Utilise communication and information technology for broadcasting and media management.
- Work independently or in teams with collegiality, demonstrating professional responsibility.
- Make strategic decisions based on information analysis to solve procedural problems in broadcasting.

Based on the graduate profiles, BCS graduates are expected to possess abilities to (intended learning outcomes):

**Table 7: Intended Learning Outcomes Bachelor of Communication Studies**

ILO		Description
ATTITUDE	ILO 1	Effectuate the belief in God, principles of Pancasila, and local wisdom into personal, social, and civic life.
KNOWLEDGE	ILO 2	Demonstrate deep understanding on theories and concepts of social sciences.
	ILO 3	Implement elements, forms, principle of communication as part of Social Sciences and function of communication in maritime society.
	ILO 4	Demonstrate knowledge of communication to support activities in journalism, public relations, and broadcasting.
SKILLS	ILO 5	Apply the skills to communicate ideas effectively in oral, written, and graphic formats.
	ILO 6	Demonstrate capacity to productively work independently, in teams and across disciplines.
	ILO 7	Generate creative, innovative, and critical thinking in problem identification, evaluation, and resolution.
	ILO 8	Employ communication and information technologies-based-digital in performing role as communication actors.
	ILO 9	Apply the skills in creating journalistic, public relations, and broadcasting products and services.

The objectives are documented in the respective handbooks to ensure clarity and transparency in the educational process. To ensure the adequacy and up-to-dateness of the qualification objectives, the programmes follow a continuous review process (see also chapter 5). The objectives are regularly assessed to determine their relevance in the rapidly evolving field of each programme. This review process involves considering feedback from students, faculty members, industry professionals, and relevant stakeholders. Any necessary adjustments or adaptations to the objectives are made to ensure that graduates are well-prepared to meet the demands of the target group and the professional field.

### Appraisal:

The qualification objectives of the programmes 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 take into account the requirements of the national qualification framework.

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

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

Hasanuddin University has a vision to offer leading programmes that achieve international standard and integrity. Therefore, the international focus shall be sharpened over the next years. The programmes' design shall emphasise an international orientation in learning, thus enabling graduates to become competent in handling international tasks.

To implement international outlook, the three programmes offer various aspects and activities such as globally oriented curriculum development, international partnerships, international student mobility, international languages proficiency, internationally standardised facilities. Unhas has established two important units to support these activities: the Directorate of Partnership and the International Affairs Office. In terms of curriculum development, Unhas assigns the Institute of Quality Assurance and Educational Development (LPMPP) to support study programmes to be internationally standardised.

### Bachelor of Development Economics (BDE)

BDE has a vision to become a leading undergraduate programme in Development Economics with international standards and MARITIME character in 2025. To support that vision, the programme has arranged an academic curriculum that integrates the examples from regional aspects and international exposures on the courses taught in the study programme (see chapter 3.4). To ensure that the quality of learning has meet international standards, the study programme has been also accredited with ABEST21.

Four additional MoU with universities from Australia and the USA have been signed during the last five years, covering student exchange, visiting programmes, and scholarships (see also chapter 4.3). The number of international guest lecturers has also significantly increased to twelve in 2022 (see also chapter 3.3).

In research aspect, the study programme has increased the number of international joint research projects to four, conducted in co-operation with institutions from Australia and Japan.

Since 2019 to 2022, the faculty has maintained two international partnerships in community development programme between from Japan International Cooperation Agency (JICA) and VALE Indonesia. In 2022, the number of faculty members participating in international conferences has increased by 21, while the publications in international journals have also climbed to 67 in total.

In terms of research, BDE currently has five lecturers involved in research collaboration between Universitas Hasanuddin and Partnership for Australia Indonesia Research (PAIR), organised since 2022. The partnership runs two different research projects: The first one includes three lecturers from BDE and a senior lecturer from Monash University, Melbourne, to investigate the socioeconomic impact of the first railway construction in Sulawesi. The second research includes

two lecturers from BDE and an associate professor from the University of Western Australia (UWA, Perth) to assess the impact of commodity price increases in early 2022 on the welfare conditions of people in South Sulawesi.

Besides, lecturers are also involved in research projects organised by professional institutions. In 2020, one of the lecturers was offered to participate as a co-lead in research funded by Japan International Cooperation Agency (JICA) that aims to analyse the implementation of sustainable development programmes in regional development planning by the local government in South Sulawesi. This research aims to give advice and policy recommendations for the local stakeholders about how the SDGs concept can be incorporated in the design of their regional planning document (RPJMD).

The study programme, together with other study programmes in the Faculty of Economics and Business, also annually holds the International Conference on Economics, Management, and Accounting (ICAME). Moreover, the study programme also actively invites experts from overseas institutions that are well known for their specific expertise (see chapter 3.3).

The study programme has opened an international class whose teaching activities are provided in English. The international class has already sent students to various universities in Europe and Australia, including Utrecht University, Queensland University (Brisbane), Griffith University (Brisbane), Humber College Canada, and Vrije Universiteit Amsterdam. Students also have the opportunity to join the exchange programme/summer class in universities abroad.

Regarding graduate employability, some of the graduates work in multinational corporates or international institutions, e.g. PT. Vale Indonesia or a renowned research institute based in Australia focusing on environmental issues (ESG). This fact indicates that our graduates possess opportunities to involve in international working environment.

### **Bachelor of International Relations (BIR)**

To ensure that BIR students gain an international outlook, BIR implements several efforts. An internationally oriented curriculum (see chapter 3.1) is aimed to provide opportunities and experiences for students to become globally competent.

In addition, BIR actively promotes and cultivates international partnerships with institutions around the world such as British Council. This cooperation aims to provide training to students to become active citizens with a global insight and provide access to British Council's global network. BIR encourages student to have a global connectivity with promoting cultural exchange, collaborative research to provide an opportunity for student to gain global perspective. Also, BIR encourages students to publish their research in reputable international journals and joining international conferences.

BIR has increased its international orientation with international co-operations and activities (see chapter 4.3). These include a double degree programme with the University of Queensland Australia, Australia, and ICES Institut Catholique de Vendée (in the process), France; the Indonesian International Student Mobility Award (IISMA); International Joint Research; and special classes with English as a language of communication. In addition, the number of international publications of BIR teachers has increased every year from 0 (2008) to 43 (2020) indexed by Google Scholar and from 0 (2008) to 29 (2020) indexed by Scopus.

Another international orientation is international student mobility via the Independent Learning Campus (MBKM, see chapter 3.1) programme of the Ministry of Education, Culture, Research and Technology and the Indonesian International Student Mobility Awards (IISMA) programme. In the last three years, BIR has sent 15 students through the IISMA programme, which is the largest number in each batch of Unhas students who passed the selection. Unhas sees the reason for this success in good coaching and programme preparation at study programme level (see SER, page 13). Unhas also motivates students to take part in activities and competitions that can train their English skills. These activities include English Debating, Model United Nations (MUN) and Foreign Policy Community of Indonesia Chapter Unhas. In 2022, BIR signed a double degree partnership with Queensland University for International class students and started to send students to Queensland University in 2023 for a double-degree programme.

### **Bachelor of Communication Studies (BCS)**

The curriculum is designed to incorporate diverse global communication issues, cross-cultural communication theories, and international media landscapes. Through case studies and examples from various countries and regions, students gain a comprehensive understanding of communication dynamics in an international context. By benchmarking with reputable universities like Queensland University, Melbourne University (both Australia), and The University of Kebangsaan (Malaysia), the programme has integrated best practices to enhance its curriculum, focusing on innovation, digital communication, and multicultural perspectives. This ensures students are equipped with up-to-date knowledge and skills to navigate the ever-changing communication landscape on a global scale.

According to Unhas, by emphasising international competencies throughout the programme, graduates of BCS Unhas are well-prepared to excel in international settings, to contribute effectively to global communication initiatives and to address communication challenges across diverse cultural contexts. (see SER, page 14 and chapter 3.1)

The curriculum (see also chapter 3.1. and 3.4) imparts not only local communication insights but also a deep understanding of global dynamics, fostering adeptness in cross-cultural interactions and international collaboration.

BCS aims to impart key competencies to students to excel in international contexts, such as a global perspective that provides students with a comprehensive understanding of communication theories, practices, and the impact of globalisation on communication processes. In addition, the programme emphasises intercultural competence, equipping graduates with essential communication skills to effectively interact and collaborate with individuals from diverse cultural backgrounds.

Moreover, the programme focuses on establishing international networks and collaborations, fostering partnerships with global institutions and professionals. This provides students with opportunities for international projects, exchange programmes, and joint research initiatives, expanding their exposure to diverse communication practices worldwide. Furthermore, language proficiency, particularly in English, is emphasised to enhance students' ability to communicate effectively on an international scale, enabling them to engage with a wider global audience.

Tracer studies reveal that some of BCS graduates secure roles with international dimensions, such as multinational companies and international non-governmental organisations. This emphasis on

international preparedness positions BCS graduates as agile professionals capable of thriving in diverse, interconnected work environments worldwide.

## Appraisal:

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

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

### 1.3 Positioning of the study programmes

According to the self-evaluation report (see SER, page 15), the study programmes hold a strong and favourable position in the educational market, mainly due to the University's reputable standing as the largest university in eastern Indonesia (see also chapter O.1).

The study programmes regularly conduct job analyses by monitoring regional and global economic development policies and by conducting tracer studies, exploring alumni personal data and career progress.

#### **Bachelor of Development Economics (BDE)**

BDE is the oldest undergraduate study programme in Economics nationwide. According to the [statistical data](#) of the last five years (see chapter O.2), the study programme is attractive to prospective students. The application rate has always been more than six applicants per study place.

The substantial needs for experts in economic development planning, especially in the eastern part of Indonesia, is still one of the main opportunities for the graduates of the study programme. There are 17 provinces in total with hundreds of municipalities that constitute the East region of Indonesia. Each region is assigned a task by the central government to formulate and propose their regional development planning programmes (RPJMD). The formulation of these documents requires supervisory and consultations from economists having expertise on the field of Development Economics. Therefore, local governments often hire economists from universities or graduates having Economics as their background to work as consultants for the Regional Development Planning Agency (BAPPEDA/BAPPENAS). The need for experts in economic development planning has been identified after conducting a series of Forum Group Discussions with external stakeholders. Having an undergraduate degree of Economics from Universitas Hasanuddin is an opportunity for graduates to be offered jobs as development economist, consultants, or researcher by the regional governments in the eastern part of Indonesia.

Compared to other Bachelor of Economics programmes in Indonesia, BDE of Universitas Hasanuddin specifically gives emphasis on the discussion of Maritime Economics. Since Makassar

is at the very heart of Indonesia archipelago, Makassar becomes one of the leading hubs of trade and shipping activities in Indonesia and also possesses one of the busiest ports in Indonesia. The study programme offers an elective course of this topic. The course provides students with knowledge and theories underlying the applications and best practices of shipping and logistic activities as well as an understanding on supply chain management issues. Combining the teaching of the course with empirical cases gained from the role of Makassar as one of the hubs of shipping and trade activities in Indonesia leads to a uniqueness of the BDE.

The HEI has also supported the emphasis on Maritime Economics by establishing a partnership with the Forum of Trade Agreement (FTA). The FTA is organised by the Ministry of Trade and Industry and aims to provide scientific evidence and advice to sustain the export and import activities in the country by taking into account the strategic advantages from marine and shipping activities.

According to the results of the tracer study, most of BDE alumni work as economists in both national and international institutions. The waiting time for graduates to obtain a first job is six to eighteen months on average. Since the prospective job market in the future is influenced by technology, the study programme encourages students to be well equipped with capabilities in implementing technology in their learning activities, such as skills in performing data analysis using recently developed software.

The content of the study programme aims to support the achievement of the vision by Universitas Hasanuddin. Graduates of the programme of Economics shall be well equipped with sound foundations on maritime economic issues. Several strategic issues like coastal economic development, investment on port and shipping activities, logistic and supply chain management are thoroughly discussed both in Maritime Economics and the Economics of Environment and Natural Resources.

Economic efficiency can be largely addressed by solving the issues regarding the competitiveness in sea transports, shipping and port management. The realisation of this competitiveness is of high relevance with the objective of the university to become the centre of excellence in the development of knowledge, science, technology, and art that is based on maritime values and characteristics.

### **Bachelor of International Relations (BIR)**

BIR of Unhas competes with 73 BIR study programmes in Indonesia. At national level, the main competitors are Universitas Indonesia (UI) and Universitas Gadjah Mada (UGM). Both these universities are in Java Island. In addition, BIR has an orientation to the advancement of Indonesian Maritime Diplomacy. BIR acknowledges that Indonesian maritime diplomacy is pursuing the country's national interests in terms of sovereignty, security, and prosperity with an emphasis on the Indonesian geographical condition as a maritime country. As a maritime country, Indonesia's territory consists of the unity of landmass, air and sea in which sea is perceived as the connecting passage of the archipelago rather than as a barrier of the country's 17.000 islands. That makes BIR unique and different from similar study programmes in Indonesia, attracting prospective students who want to study maritime diplomacy.

In terms of student admissions, there is an increasing interest of registrants who are coming from various regions in Indonesia in the last three years. According to the statistical data of the last five years (see chapter 0.2), the study programme has about 10 applicants per study place. According to Unhas, this is also a driving force for BIR to maintain its graduates' quality by regularly doing

evaluations for curriculum, learning outcomes, graduate profiles, and competence, and maintaining strong networking with alumni and stakeholders (see self-evaluation report p. 17).

In addition to the graduate profiles the programme is aiming at (see chapter 1.1), BIR programme produces graduates to have the competence of mastering the theory as well as the skills to apply it in the world of work. BIR regularly carries out evaluations to see the suitability of the competencies provided in lectures with the profile of graduates and the suitability of their competencies with the job positions they obtain. Evaluation is carried out through discussions with stakeholders including alumni employers and through tracer studies. By the discussions with stakeholders, BIR focuses on staying current, fostering industry connections, and offering support services, thus preparing students for successful careers. Ultimately, this strategic positioning ensures that graduates are not only academically qualified but also well-prepared to excel in their chosen fields of work.

From the latest tracer study<sup>11</sup> approximately 77,78% of BIR graduates secure employment within six months after graduation. The tracer study shows that BIR graduates work as

- (1) Formulator and implementer of international relations of Government Institutions 42,59 %.
- (2) Formulator and implementer of international relations of Non-Government Institutions 35,19%.
- (3) Public Relations actor for government and non-government institutions 7,41%.
- (4) Analysts of national, global issues and international problems 3,70%.
- (5) Entrepreneur and businessperson with a global perspective 11,11%.

With the BIR uniqueness to the advancement of Indonesian Maritime Diplomacy and a sound theoretical foundation the programme accommodates the mission of the University that includes:

- (1) to provide qualified learning environment to develop the capacity of innovative and proactive learners.
- (2) to preserve, develop, find, and create sciences, technology, arts, and cultures.
- (3) to implement and disseminate sciences, technology, arts, and cultures for the prosperity of the Indonesian Maritime Society.

BIR also aligned with the vision of the Faculty of Social and Political Sciences to become the centre of excellence for Southeast Asian Social and Political Sciences through education, research, and community service based on the Indonesian Maritime Continent. The formulation of learning outcomes is conducted in alignment with the vision and mission of the University and Faculty. Consultations with representatives of the University and Faculty and continued workshops are conducted with external stakeholders, including alumni, employers, and student parents.

### **Bachelor of Communication Studies (BCS)**

BCS offers a specialised and comprehensive curriculum covering various aspects of communication, equipping students with practical skills and a broad understanding of communication theories.

The programme faces competition from other top universities in Java, such as Universitas Indonesia, Universitas Padjadjaran (Bandung), and Universitas Gadjah Mada (Yogyakarta). These institutions may have exclusive partnerships with industry organisations, stronger alumni

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<sup>11</sup> [https://drive.google.com/file/d/1x0nsa886Zz\\_b-4e-qtzStC3-8CfwVNsl/view](https://drive.google.com/file/d/1x0nsa886Zz_b-4e-qtzStC3-8CfwVNsl/view)



networks, and a greater emphasis on research in communication. However, in a world where global connectivity is paramount, BCS's Unhas emphasis on indigenous communication and community partnerships remains relevant. BCS stands out by weaving its curriculum with region-specific insights, fostering inclusivity, and nurturing local development. Faculty members with deep regional understanding ensure that BCS not only educates but empowers students with knowledge that resonates within their surroundings. Faculty members with regional expertise contribute to regionally relevant curricula and research initiatives, promoting equality and development in the area. The programme emphasises community engagement, indigenous communication, and partnerships with local organisations, fostering collaboration and understanding among diverse communities.

Through its unique advantages, BCS Unhas plays a significant role in promoting equality and development in eastern Indonesia. By empowering communication professionals with a deep understanding of local dynamics, the programme contributes to inclusive development and bridging communication gaps in the region.

According to the statistical data of the last five years (see chapter 0.2), the study programme has an average of about 20 applicants per study place.

According to the tracer study<sup>12</sup>, approximately 77% of BCS graduates secure employment within six months after graduation. The study also reveals that 59% of BCS graduates are working in fields highly related to communication, such as media practitioners, public relations practitioners, and broadcasters. Graduates from the programme have secured positions in various government sectors, including public relations in local government, extension fields, health sectors, community empowerment, and communication and information areas.

Looking ahead, the programme is poised to equip graduates for emerging fields catalysed by digital technology and communication industry transformations. These encompass digital marketing, social media management, multimedia storytelling, data-driven communication analysis, virtual team leadership, online event management, and cross-cultural communication in the global realm. The programme's curriculum is designed to ensure that BCS graduates remain at the forefront of the evolving communication landscape, ready to thrive in the dynamic intersection of technology and human connection.

The programme is in line with the University's strategy plan for 2020-2024 and faculty's strategy plan for 2021-2025, based on Universitas Hasanuddin's vision to become the centre of excellence for Indonesian maritime-based development of humanity, sciences, technology, arts, and culture.

BCS focuses on communication studies in the context of the maritime continent. This aligns with Unhas' vision of becoming a centre of excellence in various fields, including maritime-based development, sciences, arts, and cultures. The programme's emphasis on education, research, and application of communication studies complements the university's mission to provide quality education and contribute to the prosperity of Indonesian maritime society.

Moreover, BCS aligns with the university's values of innovation, international collaboration, and community engagement. As a centre of excellence in communication studies, the programme contributes to advancing knowledge and societal development in the era of information and network society.

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<sup>12</sup> <https://drive.google.com/drive/folders/19YW2-KSr9VOBT-jU2IoMtnZVi8rpO-G>

## Appraisal:

The reasons given for the positioning of the three Bachelor programmes in the educational market are plausible.

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 **study programmes are** 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. However, the panel would like to point out that the qualification goals of the BDE programme do not reflect the university's aspiration to become a "centre of excellence" (in the development of human resources, science, technology, arts, and culture).

		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

The student admission policy is based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 48 of 2022 concerning Admission of New Students for Diploma and Undergraduate Programmes at State Universities. At the level of university, Unhas Rector Regulation Number: 36621/UN4.1/PP.37/2017 concerning New Student Admissions for the undergraduate programme, in chapter 4, article 5 regulates several conditions that need to be fulfilled as the admission of new students. Prospective students of Undergraduate Programmes must have a Senior High School Graduation certificate Pass Certificate or equivalent and pass the selection process including the National Selection Based on Achievement (SBMPTN), the National Selection Based on Test (SNMPTN) and the Local Selection by Universities.

There are additional requirements that must be submitted as part of the administrative process of the admission within a given timeline:

- (1) Personal health statement
- (2) Form of biographical data
- (3) A police record certificate is a letter containing a person's record as important evidence that the person has never committed a crime based on police data.

The decision on admission, as well as the number of students accepted in each academic year are determined by the Rector at the suggestion of the heads of the study programmes. To ensure that operational selection for new student admissions can be operated systematically, Unhas has prepared a Standard Operating Procedure. This SOP contains an explanation of all stages and parties involved in implementing the selection of new student admissions.

Unhas offers comprehensive counselling services for applicants as part of their admission procedure. The University strives to ensure that there is a direct and personal dialogue between applicants and the institution, providing various channels of communication such as in-person consultations with Directorate of Academic Affairs, telephone conversations during working hours and email correspondence. The counselling services are designed to be easily accessible and responsive, with the university committed to maintaining a constant availability and promptly addressing incoming inquiries. Important updates about the recruitment timeline and procedures, the structure of the programmes, admission requirements, and any other relevant information is provided on the admission website. Detailed information regarding study programme (Alumni Profile, Learning Outcomes, Course Structure and Lecture Methods) can be accessed through the channels prepared by each study programme.

Candidates of BDE would be able to gain the information about the undergraduate programme via student service office, the faculty website<sup>13</sup>, brochures, and social media<sup>14</sup>. If prospective students are interested in further information, they are welcome to directly contact attend the office by mail, call or in person. The response to the questions would be processed by the officials of the study programme as soon as possible, until it has been clarified by the responsible person from the board of programme (e.g., head of the programme, dean of the faculty, vice dean, etc.)

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<sup>13</sup> <https://economics.feb.unhas.ac.id/>

<sup>14</sup> [https://www.instagram.com/ilmuekonomi\\_unhas/?hl=en](https://www.instagram.com/ilmuekonomi_unhas/?hl=en)

BIR provides information for prospective students on the faculty website<sup>15</sup>. Furthermore, prospective students can directly visit the BIR secretariat at the Unhas Faculty of Social and Political Sciences Office Building during working hours or send an email.

BCS provides several steps to obtain Information about the Communication Studies programme through the department website<sup>16</sup> and via email. Furthermore, BCS welcomes on-site visits from prospective students and their parents. These visits aim to provide detailed information and insights into our communication studies programme.

To facilitate and recruit prospective students, Unhas organises Unhas Open Day every year. In this activity, information and consultation sessions are prepared for prospective students. these activities provide opportunities to interact directly with faculty members, current students, and university staff. Furthermore, to attract students from abroad, Unhas also actively promotes educational exhibitions held in various countries such as the United States of America (USA), Republic of Korea, Brunei Darussalam and East Timor.

### **Selection procedure**

The criteria of student admission do not discriminate the prospective students based on their gender, religion, ethnicity, social status, and economic capacity. In term of selection procedure, this can be categorised according to the student admissions pathway open to prospective Indonesian students:

- The Achievement-Based National Selection (SBMPTN) focuses on the success of comprehensive learning. In the national selection based on merit, the selection will focus on student achievement in comprehensive learning in secondary education. The implementation of the assessment is carried out by giving a minimum score of 50 percent for the average value of the report cards for all subjects. The percentage is expected to encourage students to excel in all subjects holistically. Meanwhile, for other assessments, a maximum of 50 percent of the interest and talent components are taken. This is intended to encourage students to develop their interests and talents.
- National selection based on tests (SNMPTN) focuses on reasoning and problem-solving skills. In the test-based selection, there are no subject tests anymore, but only scholastic tests which measure four aspects: cognitive potential, mathematical reasoning, literacy in Indonesian, and literacy in English. The questions in this selection will focus on students' reasoning abilities, not memorisation. Cooperation between students and teachers through honing reasoning power will increase the success of students in the testbased selection path.
- Local Selection, Unhas Chancellor Regulation Number: 36621/UN4.1/PP.37/2017 concerning New Student Admissions provides five local selection pathways which include (1) Leadership Talent Development Programme for Student Council Chairperson, (2) Non-Subsidised Examination (JNS) Computer-Based Writing (UTBK), (3) Non-Subsidised PMB (JNS) Non-Computer-Based Writing Examination (UTBK), (4) Sports, Arts and Science Achievement Track (POSK) and (5) Classes with English as the language of instruction. In

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<sup>15</sup> <https://fisip.unhas.ac.id/hubunganinternasional/>

<sup>16</sup> <https://komunikasi.unhas.ac.id/undergraduate-program/>

the local selection, Unhas recruits prospective students who have a track record of academic, sports, arts and scientific achievements.

Detailed information regarding the implementation of new student admissions can be accessed at <https://regpmb.unhas.ac.id> and <https://dikmawa.unhas.ac.id>. For foreign students, Unhas provides the International Student Handbook<sup>17</sup> which contains the necessary admission information for foreign students.

BDE, BIR, and BCS do not require any professional experience as the necessary condition in the admission process.

Both the National selection based on test (SBMPTN) and the Local Selection pathways also test English language skills. Improved English skills are needed because important literature is available in English.

The procedure for admitting new students is done online<sup>18</sup>. The websites contain all information on acceptance and registration of new students for all levels of education at Unhas. This information includes those relating to registration requirements, registration procedures, and implementation of entrance examinations which are also carried out transparently and can be accessed publicly. Admission decisions are based on transparent criteria and communicated in writing. The results of the selection of prospective new students are determined by a Rector's Decree and announced online or through the website. Prospective students who have passed must re-register according to a predetermined schedule. Prospective students must go through the process of verifying the validity of the documents required for graduation as new students at Unhas.

## Appraisal:

For all three Bachelor programmes, the admission requirements are comprehensively defined in the Rectors Regulation of Hasanuddin University. The national requirements are presented and taken into account.

For counselling regarding the application and/or the study programmes, applicants can directly turn to a student counselling service or to the helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted. The panel points out (and verified during the assessment conference) that the HEI waives the option of admitting a defined proportion of students by means of a university's own test. The HEI explained that this is done to keep all study places open to students that pass the national tests, to achieve as broad a student body as possible, and thus also allow students from areas with generally poorer educational opportunities the same chances of gaining a study place.

The admission requirements (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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<sup>17</sup> <https://drive.google.com/file/d/1JuxPXsgw1lf6iDGMUwQeuVZjX6Z3PjaQ/view>

<sup>18</sup> <https://dikmawa.unhas.ac.id> (Indonesian students) and <https://regpmb.unhas.ac.id> (foreign students)

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. The HEI provides a specific page for international students interested to apply at Unhas (see also appraisal chapter 5).

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

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

### 3.1 Contents

Each of the bachelor study programmes is equipped with a semester learning plan (RPS) which includes course descriptions and information on intended learning outcomes.

All programmes apply the Indonesian “Merdeka Belajar Kampus Merdeka (MBKM, Freedom to Learn)” programme. This programme enables students to accumulate 20 SKS (34 ECTS) outside of the regular curriculum, including courses from other programmes, faculties or even universities. MBKM credits may also be allocated by internships. Students may register for the MBKM programme, but are not obliged to do so. As an alternative, Unhas also offers a range of electives to acquire 20 SKS (34 ECTS) within the so called MKPK-programme (Mata Kuliah Penguatan Kompetensi - Competency Strengthening Courses)<sup>19</sup>. Depending on the selection of courses, MBKM/MKPK can add up to further specialisation, gaining additional skills for employability, accumulate interdisciplinary thinking, international exposure and/or practical experience.

#### **Bachelor of Development Economics (BDE)**

The design and preparation of the curriculum in the Bachelor Programme of Development Economics refers to level 6 of the Ministerial Regulation on the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (SNPT) according to the Minister of Research and Technology and Higher Education Regulation No. 44/2015. The keywords of work competence in KKNI according to level 6 can utilise science and technology in their field of expertise, and able to adapt to situations encountered in solving problems.

To ensure the achievement of graduate competence and the objectives of the programme, the curriculum consists of 55 courses, of which 39 courses are compulsory. 16 courses are elective where students can choose six courses from according to their interests. In addition to these courses, there students have to write a final project in the form of a thesis and have to defend their research results in front of the examiners.

The curriculum for the Bachelor of Development Economics study programme is arranged serially, such as:

1. In the first year, students are given general and basic courses which are directed to achieve learning outcomes related to attitudes and basic knowledge.
2. In the second year, students are given several basic courses which are branches of economics, with the aim of introducing and directing students to choose a field of study that interests them. The fourth semester also contains electives which will continue in the fifth semester (third year, see below)
3. The third year includes further advanced courses in Economics and Research Methodology, the Community Service/Internship and elective courses. The following specialisations are offered to students: 1) Regional and Development Economics, 2) Public Economics, 3)

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<sup>19</sup> For catalogue of MKPK courses see appendix

Economics of Environment and Natural Resources, 4) Monetary Economics and 5) International Economics. According to their specialisation, students have to choose a minimum of six elective courses from a catalogue of eleven (Cooperation and SMEs (Small and Medium Enterprises) Economics; Population Economic Theory; Political Economy; Transportation Economics; Shariah Economics; Energy Economics; Health Economics; Special Topics I (Central Bank); Advanced Development Economics; International Monetary Economics; Agricultural economics).

4. The third year also includes a 20-credit block called “Competency Strengthening Courses”: The Competency Strengthening courses is a catalogue of courses, internships, and projects of varying number of credits. Students can choose their own combination to reach the intended 20 credits from the following courses (number of credits in brackets): Communication and Cooperation (2); Activity Management (2); Negotiation Strategy (2); Active Learning (2); Digital Communication (2); Social Empathy (2); Culture Diversity (2); Community Development (2); Entrepreneurship (2 or 4); Innovative Leadership (2); Decision Making (2); Problem Solving (2); Profession Ethics (2); Critical and Creative (2); Thinking Solutive Creativeness (2); Innovation and Design of Thinking (2); Talent Development (1 or 2); Literacy and Scientific Presentation (2); Internship (2, 3, 4, 6, or 9); Independent Project/Study (2, 4 or 6); Independent Research (20); Creativeness Development and Innovation (20); Leadership and State Defence (20); The Benefits of Indonesia Maritime Continent (20); Industrial Working Practice (20); Humanist Personality Development (20).
5. In the fourth year, students are directed to start conducting research and write their thesis.



**Table 8: Curriculum Bachelor of Development Economics<sup>20</sup>**

UNDERGRADUATE PROGRAM OF THE DEVELOPMENT ECONOMICS						
FACULTY OF ECONOMICS AND BUSINESS UNHAS						
NO	CODE OF COURSES	SKS	COURSE STATUS	COURSE TYPE (TM/NTM)	NAME OF COURSES	
					BAHASA INDONESIA	ENGLISH
<b>SEMESTER I</b>						
1	18Y01110702	2	Compulsory	TM	Wawasan Sosial Budaya Maritim & IPTEKS	Maritime Social Culture Insights and Science and Technology Insights
2	18Y01110902	2	Compulsory	TM	Bahasa Indonesia	Indonesian
3	23A01110303	3	Compulsory	TM	Matematika Dasar	Basic Mathematic
4	23A01110102	2	Compulsory	TM	Pengantar Ekonomi Mikro	Introduction to Microeconomics
5	23A01110202	2	Compulsory	TM	Pengantar Ekonomi Makro	Introduction to Macroeconomics
6	23A02110103	3	Compulsory	TM	Pengantar Manajemen	Introduction to Management
7	101A3313	3	Compulsory	TM	Akuntansi Dasar	Basic Accounting
8	23A02110203	3	Compulsory	TM	Pengantar Bisnis	Introduction to Business
<b>Sub Total SKS</b>		<b>20</b>				
<b>SEMESTER II</b>						
1	18Y01110102	2	Compulsory	TM	Pendidikan Agama	Islamic Religious Education
	18Y01110202		Compulsory	TM	Pendidikan Agama	Catholic Religious Education
	18Y01110302		Compulsory	TM	Pendidikan Agama	Protestant Religious Education
	18Y01110402		Compulsory	TM	Pendidikan Agama	Buddhist Education
	18Y01110502		Compulsory	TM	Pendidikan Agama	Hindu Religious Education
	18Y01110602		Compulsory	TM	Pendidikan Agama	Confucius Religious Education
2	18Y01111002	2	Compulsory	TM	Bhs Inggris	English
3	18Y01111102	2	Compulsory	TM	Pendidikan Kewarganegaraan	Civic Education
4	18Y01111202	2	Compulsory	TM	Pendidikan Pancasila	Pancasila
5	23A01110403	3	Compulsory	TM	Teori Ekonomi Mikro	Microeconomics Theory
6	23A01110503	3	Compulsory	TM	Teori Ekonomi Makro	Macroeconomics Theory
7	23A01110603	3	Compulsory	TM	Matematika Ekonomi	Mathematic Economics
8	23A01110703	3	Compulsory	TM	Statistika Deskriptif	Descriptive Statistics
<b>Sub Total SKS</b>		<b>20</b>				
<b>SEMESTER III</b>						
1	23A01120803	3	Compulsory	TM	Teori Ekonomi Mikro Lanjutan	Advanced Microeconomic Theory
2	23A01120903	3	Compulsory	TM	Teori Ekonomi Makro Lanjutan	Advanced Macroeconomic Theory
3	23A01121003	3	Compulsory	TM	Ekonomi Sumber Daya Alam dan Lingkungan	Environmental and Natural Resource Economics
4	23A01121103	3	Compulsory	TM	Ekonomi Moneter	Monetary Economics
5	23A01121203	3	Compulsory	TM	Ekonomi Pembangunan	Development Economics
6	23A01121303	3	Compulsory	TM	Statistika Inferensial	Inferential Statistics
7	23A01121403	3	Compulsory	TM	Sejarah Pemikiran Ekonomi	History of Economic Thought
8	23A01121503	3	Compulsory	TM	Ekonomi SDM dan Ketenagakerjaan	Human Resources and Labor Economics
<b>Sub Total SKS</b>		<b>24</b>				
<b>SEMESTER IV</b>						
1	23A01121603	3	Compulsory	TM	Ekonomi Internasional	International Economics
2	23A01121703	3	Compulsory	TM	Ekonometrika	Econometrics
3	23A01121803	3	Compulsory	TM	Ekonomi Publik	Public Economics
4	23A01121903	3	Compulsory	TM	Ekonomi Maritim	Maritime Economics
5	23A01122003	3	Compulsory	TM	Ekonomi Perencanaan Pembangunan	Development Planning Economic
6	23A01122103	3	Compulsory	TM	Perekonomian Indonesia	Indonesian Economy
7	23A01122203	3	Compulsory	TM	Bank dan Lembaga Keuangan Non Bank	Banks and Non-Bank Financial Institutions
8	23A01122303	3	Elective	TM	Ekonomi Koperasi	Cooperation and SMEs (Small and Medium Enterprises) Economics
9	23A01122403	3	Elective	TM	Teori Ekonomi Kependudukan	Population Economic Theory
10	23A01122503	3	Elective	TM	Ekonomi Politik	Political Economy
11	23A01122603	3	Elective	TM	Ekonomi Transportasi	Transportation Economics
<b>Sub Total SKS</b>		<b>33</b>				

<sup>20</sup> Note that „Scientific Article“ in Semester VII is a compulsory course (statement by Unhas dated July 29, 2024) rather than „elective“ as indicated in the Curriculum overview chart

SEMESTER V						
1	23A01122703	3	Compulsory	TM	Ekonomi Industri	Industrial Economics
2	23A01122803	3	Compulsory	TM	Metodologi Penelitian	Research Methodology
3	23A01122903	3	Compulsory	TM	Keuangan Negara dan Daerah	State and Regional Finance
4	23A01123003	3	Compulsory	TM	Ekonomi Regional	Regional Economy
5	23A01123103	3	Elective	TM	Ekonomi Syariah	Shariah Economics
6	23A01123203	3	Elective	TM	Ekonomi Energi	Energy Economics
7	23A01123303	3	Elective	TM	Ekonomi Kesehatan	Health Economics
8	23A01123403	3	Elective	TM	Topik Khusus I (Kebanksentralan)	Special Topics I (Central Bank)
9	23A01123503	3	Elective	TM	Ekonomi Pemb Lanjutan	Advanced Development Economics
10	23A01123603	3	Elective	TM	Ekonomi Moneter Internasional	International Monetary Economics
11	23A01123703	3	Elective	TM	Ekonomi Pertanian	Agricultural economics
Sub Total SKS		33				
SEMESTER VI						
1		20	Elective	NTM	Mata Kuliah Penguatan Kompetensi (MKPK)*	Competency Strengthening Courses
2		4	Compulsory	NTM	Kuliah Kerja Nyata (KKN)	Community Service/Internship
Sub Total SKS		24				
SEMESTER VII						
1		2	Elective	TM	Artikel Ilmiah	Scientific Articles
2		6	Compulsory	NTM	Tugas Akhir (Skripsi)	Undergraduate Thesis
Sub Total SKS		8				
SEMESTER VIII						
Sub Total SKS		0				
TOTAL SKS		144				

TM: Classroom teaching

NTM: Non-Classroom teaching

## Bachelor of International Relations (BIR)

The curriculum of BIR is subject to regular review and revision every four years, in order to keep it updated and aligned to market and stakeholders' demands. The new curriculum, also known as Curriculum 2023 or K23, will be firstly implemented in the incoming 2023-2024 academic year and is part of this assessment.

Courses are divided into compulsory and electives courses. Compulsory courses consist of essential and fundamental knowledge and skills in the discipline of International Relations that are required for BIR students to take before completing the programme. Elective courses are courses that BIR students can choose to take based on their topics of interest and academic goals after consultation with their academic advisers. Elective courses allow students to study further on specific issues in international affairs such as security, environment, gender, and so on, and at the same time enhance their general skills and specific competencies in international relations.

The BIR curriculum comprises of 41 compulsory courses and 19 elective courses. Students are required to take all compulsory courses and at least 13 elective courses, with the minimum total credits is 145 credits upon the completion of the study, as listed below.

Throughout the BIR programme, students' learning trajectory can be described as follow:

- **Year 1 (Basic courses):** During the first two semesters, the emphasis will be on introductory courses that aim to establish the groundwork for future international relations study. The intention is to acquaint students with fundamental concepts and theories of international relations as well as those of the related disciplines in social sciences. In this level, all courses provided to students are compulsory.
- **Year 2 (Mastery courses):** In the second year, BIR students are directed to learn and apply advance and more complex theories and concepts in international relations. In this level, students may take up to six elective courses according to their study interest and future

plan. These elective courses are three courses of Political System and Foreign Policy in the third semester and three courses of Regional Dynamics in the fourth semester.

- Year 3 (Reinforced courses): In the third year, more elective courses are offered. As the interests of the students become more specific, they may choose elective courses based on their future research topics or their profession plans after graduation. During this level, students' skills are also improved through courses that enhance both general skills such as communication skill, critical thinking, problem solving, etc, and specific skills like negotiation and diplomatic skills.
- Year 4 (Completion): In the last year of the programme, students are required to carry out independent study through courses of community services, and a research project (thesis).

**Table 9: Curriculum Bachelor of International Relations**

Curriculum Overview Bachelor of International Relations (Curriculum 23)																										
Course Code	Title of Module / Course Unit	ILO														Compulsory (C)/ Elective (E)	Credit Points per Semester	ECTS	Workload (minutes)			Method of Teaching Lecturing (L) Group Discussion (GD) Simulation (S) Case Study (CS) Collaborative Learning (CL) Cooperative Learning (CPL) Project Base Learning (PL)	Form and Duration of Examinations	Weight of Exam Related to Final Grade		
		S		P				KU				KK							Face to Face	Independent Study	Structured Assignment					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14											
<b>1st Semester</b>																										
23U01110102	Religion Education	V	V				V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23U01110802	Civics Education	V	V				V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23U01110702	Pancasila	V	V					V										C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E04110102	Introduction of Political Science					V	V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E03110102	Introduction of Sociology					V	V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E01110102	The Principles of Management					V	V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E05110102	Introduction of Government Science					V	V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E02110102	Introduction of Communications Science					V			V					V				C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E07110402	Introduction of Antropology Science					V	V											C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
23E06110102	Introduction of International Relations			V	V													C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%
<b>Sub Total</b>																			<b>20</b>	<b>34</b>	<b>1000</b>	<b>1200</b>	<b>1200</b>			

2nd Semester																						
23U01111002	Maritime Social Culture	V		V	V					V		C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%		
23U01110902	Indonesian Language	V						V		V		C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%		
23U01111102	English Language	V						V		V		C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%		
23E06110202	Basic Theories of International Relations		V	V						V		C	2	3,4	100	120	120	L/GD	Observation, Participation, Paper Examination	30%		
23E06110303	International Politics		V	V						V		C	3	5,1	150	180	180	L/GD	Observation, Participation, Paper Examination	30%		
23E06110403	Political Geography		V	V						V		C	3	5,1	150	180	180	L/GD	Observation, Participation, Paper Examination	30%		
23E06110503	Globalization		V	V						V		C	3	5,1	150	180	180	L/GD	Observation, Participation, Paper Examination	30%		
23E06110603	Foreign Policy Analysis		V	V					V			C	3	5,1	150	180	180	L/GD	Observation, Participation, Paper Examination	30%		
<b>Sub Total</b>													<b>20</b>	<b>34</b>	<b>1000</b>	<b>1200</b>	<b>1200</b>					

3rd Semester																						
23E06120103	English Language of International Relations		V	V			V			V		C	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%		
23E06120203	International Political Economy		V	V			V					C	3	5,1	150	180	180	L/S/CS	Group discussion, class discussion, observation, written	30%		
23E06120303	Advanced Theories of International Relations		V	V								C	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%		
23E06120403	Indonesia Foreign Policy	V					V		V	V		V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%	
23E06120503	Methodology of International Relations		V						V			V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%	
23E06120603	United States Political System & Foreign Policy		V	V						V		E	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%		
23E06120703	Australia Political System & Foreign Policy		V	V						V		E	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%		
23E06120803	Japan Political System & Foreign Policy		V	V						V		E	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%		
23E06120903	China Political System & Foreign Policy		V	V						V		E	3	5,1	150	180	180	L/GD/CS	Group discussion, class discussion, observation, written	30%		
<b>Sub Total</b>													<b>24</b>	<b>45,9</b>	<b>1350</b>	<b>1620</b>	<b>1620</b>					

4th Semester																									
23E06121003	Diplomacy : Theory and Practice				V							V	V			C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%	
23E06121103	Regional Dynamics of Southeast Asia				V	V			V							C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%	
23E06121203	International Organisation and Corporation				V	V								V		C	3	5,1	150	180	180	L/S/CS	Group discussion, presentation, written test	30%	
23E06121303	Maritime Policy and Diplomacy Studies					V								V		V	C	3	5,1	150	180	180	L/S/CS/PL	Project presentation, Project output	60%
23E06121403	Security & Strategic Studies					V	V								V		C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06121503	Regional Dynamics of Latin America					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06121603	Regional Dynamics of Africa					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06121703	Regional Dynamics of Middle East					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06121903	Regional Dynamics of Europe					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06122003	Regional Dynamics of South Asia					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06122103	Regional Dynamics of Oceania					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
23E06122203	Regional Dynamics of East Asia					V	V			V							E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%
<b>Sub Total (Max 24 CP)</b>																		<b>36</b>	<b>61,2</b>	<b>1800</b>	<b>2160</b>	<b>2160</b>			

5th Semester																							
23E06130103	Negotiation : Skill and Technique				V					V		V	V		C	3	5,1	150	180	180	L/S/CS/CL/PL	Project presentation, Project output	60%
23E06130203	Dynamic of Human Rights in International Relations			V	V								V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%	
23E06130303	Democracy & Global Civil Society			V	V								V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%	
23E06130403	Terrorism & Transnational Crimes			V	V								V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%	
23E06130503	Media & Public Diplomacy			V	V								V	E	3	5,1	150	180	180	L/GD/CS/CL	Group discussion, presentation, written test	30%	
23E06130603	Global Health Politics			V	V								V	E	3	5,1	150	180	180	L/GD/CS/CL	Group discussion, presentation, written test	30%	
23E06130703	Religion in International Relations			V	V								V	E	3	5,1	150	180	180	L/GD/CS/CL	Group discussion, presentation, written test	30%	
23E06130803	Conflict and Peace Studies			V	V								V	E	3	5,1	150	180	180	L/GD/CS/CL	Group discussion, presentation, written test	30%	
	Competency Reinforcing Courses - TBD	V	V			V	V	V	V	V	V		V	V	C	10	17	-	1700	-	PL	Project presentation, Project output	60%
	<b>Sub Total (Max 24 CP)</b>															<b>34</b>	<b>57,8</b>	<b>1200</b>	<b>3140</b>	<b>1440</b>			

6th Semester																														
23E06130902	International Issues Seminar														V	C	3	5,1	150	180	180	L/CL/PL	Project presentation, Project output	60%						
23E06131003	Border & Transnationalism Studies			V	V										V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%						
23E06131103	International Tourism			V	V										V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%						
23E06131203	Gender Studies in International Relations			V	V										V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%						
23E06131303	International Relations & Local Autonomy			V	V										V	C	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%						
23E06131403	International Diaspora & Migration			V	V										V	E	3	5,1	150	180	180	L/GD/CS	Group discussion, presentation, written test	30%						
23E06131503	Global Social Movement			V	V										V	E	3	5,1	150	180	180	GD/CS/PL	Project presentation, Project output	60%						
23E06131603	International Bussines			V	V										V	E	3	5,1	150	180	180	L/GD/PL	Project presentation, Project output	60%						
23E06131703	Global Environmentl Politic			V	V										V	E	3	5,1	150	180	180	L/GD/PL	Project presentation, Project output	60%						
	Competency Reinforcing Courses	V	V				V	V	V	V	V	V	V	V	V	V	C	10	17	-	1700	-	PL	Project presentation, Project output	60%					
	<b>Sub Total (Max 24 CP)</b>																	<b>37</b>	<b>62,9</b>	<b>1350</b>	<b>3320</b>	<b>1620</b>								
7-8th Semester																														
	Community Service Program	V					V	V	V						V	V		4	6,8	200	240	240	CL/PL	Project presentation, Project output	80%					
	Final Thesis			V	V					V	V				V			6	10,2	300	360	360	CL/PL	Project presentation, Project output	80%					
	<b>Sub Total</b>																	<b>10</b>	<b>17</b>	<b>500</b>	<b>600</b>	<b>600</b>								
<b>TOTAL</b>																					<b>181</b>	<b>313</b>	<b>8200</b>	<b>13240</b>	<b>9840</b>					



## **Bachelor of Communication Studies (BCS)**

The BCS bachelor programme is designed to provide students with a comprehensive understanding of communication theory and practice. Throughout the BCS programme, students' learning trajectory can be described as follow:

- 1st-2nd Semester: These semesters focus on general courses that are designed to provide a foundation for further study in communication. The objective of these courses is to introduce students to the basic concepts and theories of communication.
- 1st-3rd Semester: These semesters will focus on courses on conceptual social science. The objective of these courses is to provide students with an understanding of the social and cultural contexts in which communication takes place.
- 2nd-4th Semester: These semesters will focus on courses on conceptual communication. The objective of these courses is to provide students with an understanding of the theories and principles of communication.
- 4th-6th Semester: These semesters focus on the specialisation. Students may choose from three different specialisations: Convergence Journalism; Public Relations, Broadcasting. The objective of these courses is to provide students with an in-depth understanding of the different areas of communication.
- 5th-6th Semester: These semesters will provide students with elective courses to support their final project/thesis. The objective of these courses is to allow students to choose courses that are relevant to their area of interest.
- 7th-8th Semester: These semesters are dedicated to courses on final project/thesis and internship. The objective of these courses is to provide students with an opportunity to apply the knowledge and skills they have acquired throughout the programme.

Table 10: Curriculum Bachelor of Communication Studies

K23 Communication Studies Curriculum Overview																			
Course Code	Course Name	ILO									Compulsory (C)/ Elective (E)	Credit Points per Semester	ECTS	Workload			Method of Teaching L/GD/S/CS/CL/CP L/PBL	Form and Duration of Examinations	FIBAA related to final grade
		1	2	3	4	5	6	7	8	9				Face to Face	Independent Study	Structured Assignment			
<b>M1</b>	<b>Module 1 : 1st Semester</b>																	<b>5 / 210</b>	
072U0013	Religion	v	v								Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
18E05110 782	Civic Studies	v	v								Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 30%	
18E05110 792	Pancasila Studies	v	v								Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
101E2123	Introduction to Communication		v	v	v						Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
101E4113	Introduction to International Relations		v	v							Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
102E1113	Principle of Management		v	v							Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
101E3113	Introduction to Political Science		v	v							Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
101E5113	Introduction to Anthropology		v	v							Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
101E4113	Introduction to Sociology		v	v							Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
101E2113	Introduction to Government Studies		v	v							Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
	<b>Sub Total</b>											<b>20</b>	<b>34</b>	<b>900</b>	<b>1080</b>	<b>1080</b>			
<b>M2</b>	<b>Module 2 : 2nd Semester</b>																	<b>5 / 210</b>	
18F01110 752	Indonesia Language	v	v								Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
18F04110 762	English Language	v	v								Compulsory	2	3,4	100	120	120	L/GD	Presentation (50 Min) 30%	
18E07110 732	Maritime Society Studies & Techno Studies	v	v								Compulsory	2	3,4	100	120	120	L/GD	Exam Paper (100 Min) 60%	
23E02110 303	ICT and Big Data		v	v	v						Compulsory	2	3,4	100	120	120	L/S/GD	Presentation (50 Min) 60%	
23E02110 103	EFCS		v	v	v						Compulsory	3	3,4	150	180	180	L/GD	Exam Paper (100 Min) 60%	
23E02110 202	Archipelago Ethnicity Communication		v	v	v						Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min) 60%	
218E2123	Principles of Photography		v	v	v						Compulsory	3	5,1	150	180	180	L/S/GD	Presentation (50 Min) 60%	
23E02110 403	Communication Philosophy and Ethics		v	v	v						Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min) 60%	
	<b>Sub Total</b>											<b>20</b>	<b>32,3</b>	<b>1000</b>	<b>1200</b>	<b>1200</b>			

<b>M3</b>		<b>Module 3 : 3rd Semester</b>															<b>5 / 210</b>			
23E02120 503	Core Theory of Communication		v	v	v	v						Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
23E02120 603	Interpersonal and Group Communication		v	v	v	v	v					Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
23E02120 703	Management and Organization Communication		v	v	v	v	v					Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
23E02120 803	Political Communication, Image and Public Opinion		v	v	v	v	v					Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
23E02120 903	Media Theory		v	v	v	v						Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
23E02121 003	Introduction to Convergence Journalism				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
215E2112	Introduction to Broadcasting				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
214E2123	Introduction to Public Relations				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
<b>Sub Total</b>												<b>24</b>	<b>40,8</b>	<b>1050</b>	<b>1260</b>	<b>1260</b>				
<b>M4</b>		<b>Module 4 : 4nd Semester</b>															<b>5 / 210</b>			
23E02121 103	Feature News and Creative Writing				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/S/GD	Observation, Project Presentation and Project Output (120 Min)	60%
23E02121 203	Public Speaking				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/S/GD	Observation, Project Presentation and Project Output (120 Min)	60%
23E02121 202	Multimedia Graphic Design and Animation				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/S/PBL	Observation, Project Presentation and Project Output (120 Min)	60%
23E02121 403	Mediapreneurship				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/GD	Observation, Project Presentation and Project Output (120 Min)	60%
23E02121 503	Quantitative Research Method				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/GD	Exam Paper (120 Min)	60%
450E2113	Mass Media Law and Legislation				v	v	v	v	v	v		Compulsory	3	5,1	150	180	180	L/GD/S	Observation and Project Presentation (120 Min)	60%
<b>Courses on Convergence Journalism</b>																				
23E02121 603	News Presenting				v	v	v	v	v	v		Compulsory for Convergence	3	5,1	150	180	180	L/S/PBL	Observation and Project Presentation (120 Min)	60%
333E2123	TV Journalism				v	v	v	v	v	v		Compulsory for Convergence	3	5,1	150	180	180	L/S/PBL	Observation and Project Presentation (120 Min)	60%
<b>Courses on Public Relations</b>																				
23E02121 703	Corporate Social Responsibility and Political PR				v	v	v	v	v	v		Compulsory for Public Relations	3	5,1	150	180	180	L/S/PBL	Observation and Project Presentation (120 Min)	60%
23E02121 803	PR Personality				v	v	v	v	v	v		Compulsory for Public Relations	3	5,1	150	180	180	L/S/PBL	Observation and Project Presentation (120 Min)	60%
<b>Courses on Broadcasting</b>																				
23E02121 903	Economical and Political Media				v	v	v	v	v	v		Compulsory for	3	5,1	150	180	180	L/S/PBL	Observation and Project Presentation (120 Min)	60%
23E02122 003	Video Camera Technique				v	v	v	v	v	v		Compulsory for	3	5,1	150	180	180	L/S/PBL	Observation and Project Presentation (120 Min)	60%
<b>Sub Total</b>												<b>24</b>	<b>40,8</b>	<b>1200</b>	<b>1440</b>	<b>1440</b>				

M5	Module 5 : 5nd Semester																	10 / 210		
23E02132 103	Qualitative Research Method				v	v	v	v	v	v	Compulsory	3	5,1	150	180	180	L/S/ICS	Exam Paper (120 Min)	60%	
<b>Courses on Convergence Journalism</b>																				
23E02132 202	Social Media News				v	v	v	v	v	v	Compulsory for Convergence	2	3,4	100	120	120	L/S/CS/CPL	Observation, Project Presentation and Project Output (120 Min)	60%	
23E02132 303	Photography and Video Journalism				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
23E02132 403	Investigation and Data Journalism				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
23E02132 503	Specific Journalism				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
<b>Courses on Public Relations</b>																				
23E02132 602	Marketing and Corporate Public Relations				v	v	v	v	v	v	Compulsory for PR	2	3,4	100	120	120	L/S/CS/CPL	Observation and Project Presentation (120 Min)	60%	
23E02132 703	Crisis and Management Reputation				v	v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
217E2122	Lobby, Presentation & Negotiation					v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Partipation and Project Presentation (120 Min)	60%	
					v															
324E2112	Marketing Communication				v	v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
<b>Courses on Broadcasting</b>																				
217E2122	Product Engagement for Broadcasting				v	v	v	v	v	v	Compulsory for Broadcasting	2	3,4	100	120	120	L/S/CS/CPL	Observation, Partipation and Project Presentation (120 Min)	60%	
320E2113	Multicamera Technique				v		v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CPL/CL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
321E2112	Editing and Videography				v		v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CPL/CL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
328E2113	Broadcast Programming				v	v	v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
<b>Sub Total</b>												<b>14</b>	<b>40,8</b>	<b>1200</b>	<b>1440</b>	<b>1440</b>				

M7		Module 6 : 6nd Semester																	5 / 210	
MKPK		v	v	v	v	v	v	v	v	v	v	Compulsory	8	13,6	400	480	480		Courses Converted based on Students' Academic Activities(120)	60%
<b>Courses on Convergence Journalism</b>																				
332E2123	Writing and Multimedia Report				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
333E2123	TV Feature				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
341E2122	Environment Journalism				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
335E2123	Integrated Practice of Multiplatform Journalism				v	v	v	v	v	v	Compulsory for Convergence	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
<b>Courses on Public Relations</b>																				
319E2113	Public Relation Research					v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/CS/PBL	Observation and Project Presentation (120 Min)	60%	
445E2113	Social Media and Digital PR					v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
341E2122	Event Management				v	v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
335E2123	Public Relations Seminar					v	v	v	v	v	Compulsory for PR	3	5,1	150	180	180	L/S/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
<b>Courses on Broadcasting</b>																				
343E2112	Integrated Broadcasting Studio Simulation				v		v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
342E2122	Radio & TV Production				v	v	v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
341E2122	Documenter Film Production				v	v	v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
447E2112	Media Research				v	v	v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
333E2123	TV Journalism				v	v	v	v	v	v	Compulsory for Broadcasting	3	5,1	150	180	180	L/S/CL/CPL/PBL	Observation, Project Presentation and Project Output (120 Min)	60%	
<b>Sub Total</b>												<b>20</b>	<b>40,8</b>	<b>1000</b>	<b>1200</b>	<b>1200</b>				

M7	Module 7 : 7nd Semester																	5 / 210	
474U0036	Thesis	v	v	v	v	v	v	v	v	v	Compulsory	6	10,2	300	360	360	CL/PBL	Project Presentation and Project Output (120 Min)	80%
	MKPK	v	v	v	v	v	v	v	v	v	Compulsory	12	6,8	600	720	720		Courses Converted based on Students' Academic Activities (120	80%
473U0034	Student Community Services (KKN)	v	v	v	v	v	v	v	v	v	Compulsory	4	6,8	200	240	240	CS/CL/CPL/PBL	Observation, Partisipation, Project Presentation and Project	80%
	<b>Sub Total</b>											<b>22</b>	<b>23,8</b>	<b>1100</b>	<b>1320</b>	<b>1320</b>			
	<b>total</b>											<b>144</b>	<b>245</b>	<b>6350</b>	<b>8940</b>	<b>8940</b>			

**od of Teaching**

L	Lecturing																		
GD	Group Discussion																		
S	Simulation																		
CS	Case Study																		
CL	Collaborative Learning																		
CPL	Cooperative Learning																		
PBL	Project Base Learning																		

## **Rationale for degree and programme name**

### **Bachelor of Development Economics (BDE)**

The purpose of this curriculum is structured to equip students with knowledge and skills in analysing and solving science-based economic development problems, so the Bachelor of Economics (*Sarjana Ekonomi*, SE) degree is specifically for undergraduate programme graduates. The title used is in accordance with the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 6/2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Equivalent Higher Education Degrees from other countries.

The study programme takes a close nomenclature benchmark on the relevant undergraduate programmes held at the three universities:

1. Bachelor of Economics - University of Indonesia
2. Bachelor of Economics - University of Gadjah Mada
3. Bachelor of Science in Economics - University of Birmingham.

This benchmark is mainly based on the relevance of the curriculum, and the economics of development taught in the reference programmes. Benchmarking is also carried out after considering the possibility to make some improvements to the curriculum design towards a more advanced and rigorous level that has been held in the reference programmes.

### **Bachelor of International Relations (BIR)**

The programme name is *Programme Studi Sarjana Ilmu Hubungan Internasional* or Bachelor of International Relations. Upon the completion of the programme, BIR students are given the academic title as *Sarjana Ilmu Politik* (S.IP) or Bachelor Degree in Political Science. The name of the programme and the degree are regulated and decided by the Ministry of Education, Culture, Research and Technology, Republic of Indonesia.

### **Bachelor of Communication Studies (BCS)**

The name of the Communication Studies programme and the awarded degree "Bachelor of Communication" are chosen to align with the contents of the curriculum and the objectives of the programme. Additionally, the term "communication" is broad and encompasses various aspects and sub-disciplines, such as interpersonal communication, mass communication, organisational communication, and intercultural communication. Based on the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 63 of 2016, it is stated that all administrators of communication science study programmes throughout Indonesia are required to use the academic title S.I.Kom (Bachelor of Communication).

## **Integration of theory and practice (Asterisk Criterion)**

### **Bachelor of Development Economics (BDE)**

33 out of 55 courses of the curriculum use a combination of theory and practice in the learning process, while the other 22 courses teach fully theory. Courses that have combined theory and practice in their study materials and learning methods are Industrial Economics, Cooperative Economics, Agribusiness, Research Methodology, and Econometrics. The learning method in each

subject generally consists of face-to-face lectures in person or via online in equipping students with the recent theories. The face-to-face lecture is followed by assignments to train students in applying the theories that have been taught. The practical assignments are organised in the form of conducting case studies and organising a research project. One example of a case study that is usually given to students is the analysis of the district/city annual development planning in the Province of South Sulawesi. Furthermore, questions posed in each exam usually relate to existing case studies which are expected to be answered theoretically.

The lecturers also bring in their practical experiences as analysts, advisors, or researchers of governmental institutions (see also chapter 4.1). Almost half of the permanent lecturers of the programme have experience as experts or consultants in various government agencies.

The programme also attempts to involve students in the research and community services programme run by the lecturers as a part of academic activities. These kinds of activities are in line with the theoretical aspects/courses taught in the class.

### **Bachelor of International Relations (BIR)**

The integration of theory and practice in the BIR programme is seen as essential for a comprehensive understanding of global affairs and the development of practical skills needed for the field. The BIR curriculum is designed to ensure a balance between theoretical foundations and practical applications (see SER, page 36). The contents of the BIR courses cover key theoretical frameworks, concepts, and debates in International Relations, while also providing opportunities to analyse real-world case studies, engage in simulations, or undertake practical exercises. There are some methods employed to enhance the integration of theory and practice in the BIR programme:

1. **Practical Assignments:** Most courses in BIR (especially the ones after the first year) employ practical learning methods such as project-based learning, simulation, and case study models. Students are tasked with analysing international events, conducting policy analyses, or participating in research projects that involve gathering data, conducting interviews, or examining primary sources.
2. **Internships and Fieldwork:** In the fourth year of the programme, BIR students are required to take courses of internship and community services (KKN) to provide them with hands-on experience in government institutions, think tanks, governmental or non-governmental organisations, international institutions, as well as various social institutions in the community. Through these placements, students gain practical insights into the complexities of international relations and develop professional skills. Internships are regulated by a SOP<sup>21</sup> on department level, while KKN regulations are implemented on university level<sup>22</sup>.
3. **Guest Lectures and Practitioner Engagement** (see chapter 3.3).
4. **Research and Capstone Projects:** Research projects and capstone experiences provide students with opportunities to delve deeper into specific topics and apply theoretical frameworks to real-world issues. In the final phase of the programme, BIR students are

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<sup>21</sup> Standard operating procedure: implementation of internship courses, Department of International Relations FISIP-UNHAS

<sup>22</sup> Article 9 of the Regulation of Unhas Rector Number [2781/UN4.1/KEP/2018](#)



required to conduct research project with teacher supervision in a course called Skripsi (theses). In addition, all research conducted in BIR are required to include students in the research team, to allow students to have research experience and to apply theories they have studied in the classrooms into the actual phenomena of international relations.

6. Model United Nations (MUN) or Simulations: MUN conferences or simulations are common activities in BIR programme of Unhas. These international conference simulations are conducted either as part of curricular activities like in the Course of Diplomacy, and the course of International Cooperation and Organisations, or by BIR student organisation as extra-curricular activities. These activities allow students to simulate diplomatic negotiations, crisis management, or policy debates, applying theoretical knowledge to practical situations, and enhance students' understanding of international dynamics and decision-making processes.

### **Bachelor of Communication Studies (BCS)**

More than 70 percent of the courses adopt cooperative and collaborative learning sessions which involve group discussions and shared learning experiences, enhancing practical understanding. Simulations, such as roleplaying scenarios, focus on skill development. Laboratory practice allows students to apply knowledge in a controlled setting for self-improvement.

From the fifth semester onwards, students will predominantly enrol in courses featuring a project-based learning approach. These courses include Photography for Arts and Documentation, Cinematography, Radio Broadcasting Production, and Radio and TV Programme Development. The primary goal of this project-based approach is to empower students to conceive, execute, and assess projects, thereby fostering the practical application of communication concepts. Through active participation in hands-on activities such as documentary creation, radio show production, and television programme management, students gain real-world experience. This approach not only enhances their practical skills but also nurtures their creativity and critical thinking abilities, to round of a comprehensive educational journey (see SER, page 38).

Research and seminar activities involve students actively participating in data collection, analysis, and presentation of findings, under the guidance of academic staff. Lecturers with practical experience as public relations specialists, or as media or political communication consultants (see chapter 4.1), help to ensure that students gain a well-rounded understanding of communication and essential skills for their future careers.

### **Interdisciplinary thinking**

### **Bachelor of Development Economics (BDE)**

Built on the theoretical background of economics, the advanced economic courses also cover a wide variety of topics such as health, trade law, environment, and transportation. Besides, a course of research methodology is also designed to be a part of interdisciplinary aspect of the bachelor programme as it covers practical and general skills needed in conducting research.

The programme also offers an elective course of Maritime Society and Culture that might allow students to accumulate knowledge about maritime transportation, logistics, sociology as well as supply chain management.

### **Bachelor of International Relations (BIR)**

The BIR curriculum incorporates courses from various disciplines such as political science, economics, history, sociology, anthropology, and law. By studying subjects beyond International Relations, students gain a broader perspective and understand how different disciplines contribute to the understanding of international phenomena. For example, the Course of Globalisation draws on concepts from economics, sociology, and political science to analyse its multifaceted impacts. This interdisciplinary thinking is strengthened in the 2023 Curriculum in which BIR students have to take introductory courses of various social sciences disciplines in the first semester of the programme: Introduction to Political Science; Introduction to Sociology; Introduction to Anthropology; Introduction to Government Science; Introduction to Communication Studies; Introduction to International Relations.

In addition to those courses, case studies and comparative analysis are also employed to improve students interdisciplinary thinking. Such methods allow students to examine real-world situations through multiple lenses. They explore historical events, conflicts, or policy decisions from various disciplinary angles. These methods are applied in a group of courses called regional dynamics of Southeast Asia, Europe, Latin America, Africa, Middle East, etc. In these courses students explore the historical and contemporary dynamics based on political, economic, sociocultural, and legal aspects of the respective regions through case studies and countries comparative analysis.

In their final years of study, BIR students undertake capstone or thesis projects to delve deeper into a specific research question or problem. These projects often require students to draw on multiple disciplines, theories, and methodologies to analyse and propose solutions. By conducting interdisciplinary research, students develop their ability to synthesise and integrate knowledge from various fields. Research topics for the thesis in BIR vary from politics, economics, law, culture, to other social issues like sports and education, but all of them are analysed in international relations perspectives.

Through guest lectures (see chapter 3.3) and studium generale (public lecture), students are exposed to different perspectives, disciplinary approaches, and perhaps methodologies, and then stimulating their interdisciplinary thinking. These lectures are usually organised in an interdisciplinary panel featuring experts from various fields related to International Relations. For example, a panel discussion on climate change includes experts from environmental science, international law, and political science, providing students with diverse insights.

At University level, Unhas has interdisciplinary research centres or institutes where faculty and students from different disciplines collaborate on research projects. Students can participate in these initiatives, gaining exposure to interdisciplinary research methodologies and contributing to interdisciplinary scholarship. Working in such environments nurtures their interdisciplinary thinking skills. Research Centres at Universitas Hasanuddin where BIR teachers and students get involved actively such as in the ASEAN Study Centre, The Centre for South Pacific Study, and the Centre for Peace, Conflict, and Democracy (CPCD).

Through these approaches, students in BIR are supposed to appreciate the interconnectedness of global issues, identify patterns, and analyse problems from multiple angles, enabling them to make informed decisions and contribute to multidisciplinary solutions in the field of International Relations.

## **Bachelor of Communication Studies (BCS)**

BCS emphasises interdisciplinary thinking by incorporating various courses from different disciplines into its curriculum, for instance courses such as Introduction to Political Science, Principles of Management, and Introduction to Sociology. These courses allow students to develop a comprehensive understanding of the complexities of communication within different contexts.

The programme also offers specialised courses within the field of communication that promote interdisciplinary thinking. Courses like Psychology Communication, Sociology Communication, and Marketing Communication draw upon principles and theories from psychology, sociology, and marketing, respectively, to explore the intersections between these disciplines and communication. By examining the psychological, social, and marketing aspects of communication, students gain a deeper understanding of the multifaceted nature of human interaction and its influence on effective communication strategies.

Furthermore, the programme recognises the significance of information technology in today's communication landscape. Courses integrating information technology explore the relationship between communication and digital technologies, covering topics such as social media, digital storytelling, data analytics, and multimedia production. By understanding the role of technology in communication processes, students develop the skills to leverage digital tools effectively and adapt to the evolving digital environment.

In these interdisciplinary courses, students are encouraged to think critically, make connections between different disciplines, and apply their multidisciplinary knowledge to real-world communication challenges. The integration of various fields of study enriches their understanding of communication as a complex and dynamic phenomenon. It equips them with the ability to approach communication issues from different perspectives, adapt to diverse contexts, and develop innovative solutions.

### **Ethical aspects**

At Universitas Hasanuddin, ethical aspects are crucial for fostering a positive academic and social environment, ensuring fairness, integrity, respect, and responsible behaviour among students, faculty, and staff. Unhas frequently communicates and addresses ethical aspects through various means. The following are examples of those practices:

1. **Academic Codes of Conduct and Policies:** Universitas Hasanuddin has codes of conduct and policies that outline the expected standards of behaviour for all members of the university community. These codes are regulated in the Rector Regulations No. 16890/UN4/KP.49/2012 that articulates principles in academic activities such as honesty, respect, academic integrity, and non-discrimination, and strengthened by the Academic Senate of Unhas through regulation no. 469124/UN.4/IT.03/2016. This regulation has been updated recently by the Rector Regulations No. 17/UN4.1/2023 that serves as a guide for ethical decision-making and provide a framework for addressing violations. To ensure that this new regulation is well understood by the Unhas community members, Unhas Directorate of Academic and Student Affairs conducted a socialisation on 17<sup>th</sup> May 2023 attended by representatives of all faculties and student organisations.
2. **Ethical Training and Workshops:** Universitas Hasanuddin regularly organises training sessions or workshops on ethical conduct and responsible behaviour. These sessions

educate students, faculty, and staff about ethical standards, expectations, and the importance of upholding integrity in academic and professional endeavours. They may cover topics such as plagiarism, proper citation, research ethics, and sexual abuse prevention.

3. **Committee of Discipline:** Universitas Hasanuddin has established ethics committees called *Komisi Disiplin* (Committee of Discipline) in every faculty of the university. Under the Rector Regulation No. 1595/UN4/05.10/2013, these committees help university leaders to investigate and to examine the alleged violation of the terms of rules for campus life.
4. **Institutional Culture and Values:** Universitas Hasanuddin has an institutional culture called Universitas Hasanuddin MARITIM character that emphasises ethical behaviour and values. MARITIM not only reflects the maritime culture of Indonesians but is also an Unhas abbreviation for a set of personality traits that must be embedded to students consisting of *Manusiawi* (humanist), *Arif* (wise), *Relijius* (religious), *Inovatif* (innovative), *Tangguh* (resilient), *Integritas* (integrity), and *Mandiri* (independent). These cultural aspects influence the behaviours and attitudes of the university community, reinforcing the importance of ethical conduct.
5. **Courses on Ethics:** Unhas requires all study programmes to integrate character education into their curriculum. This is applied in courses like Pancasila and Religion that promote integrity, social responsibility, and respect for diversity as well as ethical aspects such honesty and truth. In BDE, BIR, and BCS, these courses are considered as foundational and provided for students in the beginning of the programme.

Especially for BCS, specific ethics codes for communication professions are integrated into relevant courses. For instance, in the "Principles of Journalism" course, students explore fundamental journalistic values like accuracy, fairness, objectivity, and transparency. They analyse ethical dilemmas, privacy concerns, and responsible reporting. In "Principles of Journalism," students study the code of ethics for journalists, while "Principles of Public Relations" focuses on transparency and maintaining reputation. "Principles of Broadcasting" explores fairness, diversity, and public service. Specialised courses cover legal and ethical frameworks in communication, addressing defamation, copyright, privacy laws, and more. "Communication Ethics" delves into ethical theories, media bias, and technology's impact on decision-making.

Overall, in a combined effort, Unhas and the programmes strive to create a culture of ethical awareness and responsibility. Through the implementation of codes of conduct, policies, training programs, and communication channels, Unhas ensures that ethical aspects are clearly communicated, understood, and adhered to by all members of the university community.

### **Methods and scientific practice (Asterisk Criterion)**

#### **Bachelor of Development Economics (BDE)**

The competencies needed in making a scientific study are given to students in the form of research methodology courses. In these courses, students are taught and trained to make a comprehensive scientific study proposal, so that students have the skills needed for research-oriented work and are able to apply these skills. The output of the course required from students is a research proposal

that will become the forerunner of their thesis. In addition, students are also equipped with the analytical skills needed in a quantitative and qualitative study. This is in accordance with the general skill competency (ILO 4, see chapter 1.1) which claims that graduates are able to perform accurate decision making based on data and information, as well as providing solutions based on independent and/or collective works.

Aside from that, students are also invited to get involved into the research projects run by the lecturers. Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective practical fields. This is in accordance with the specific skill competencies (ILO 5-9, see chapter 1.1) according to which graduates should be able to analyse the economic conditions as the basis of professionalism in designing the development concepts both in national and regional level; have ability in designing the development planning of economic resources both in national and regional level; be able to synchronise the public finance allocation based on the needs of development planning in both national and regional level; be able to possess ability in analysing monetary problems in banking and money market sectors; and be able to analyse and formulate the international trade strategies based on regional competitive advantages.

### **Bachelor of International Relations (BIR)**

Ensuring the acquisition of methodological competences and the ability to conduct scientific work is seen as essential for the students (see SER page 44). BIR typically address these goals by the following ways:

- Specific courses on research methodology provide students with a foundation in various research methods, including qualitative and quantitative approaches. These courses cover topics such as research design, data collection techniques, data analysis, and ethical considerations. Students learn how to select appropriate methods and tools for conducting research in International Relations. These courses are Methodology of International Relations, Social Research Methodology, Introduction to Social Statistics, etc. Particularly in the course of Methodology of International Relations, students are taught how to develop research designs and write research proposals in the discipline of International Relations. This includes formulating research questions, identifying appropriate methodologies, designing research plans, as well as presenting research proposals in a coherent and persuasive manner.
- In the final stages of the study programme, students undertake supervised research and write a thesis. Under the guidance of two advisors, students conduct independent research, applying the methodological competences and scientific skills they have acquired throughout their studies. The thesis serves as a demonstration of their ability to engage in scientific work within the field of International Relations. Prior to the thesis, BIR provides a course “Seminar on International Relations Issues” in the sixth semester that leads students to the proposal seminars of their research projects. These courses also provide opportunities for students to receive feedback from their teachers and their fellow students.
- Methodological skills of the students are also fostered by the culture of academic collaboration between students and teachers. For instance, all research conducted by BIR teachers is required to include students in the research team. By being incorporated in

research teams, they gain practical experience in scientific works and applying research methodologies acquired in the classrooms.

- In BIR courses that employ project-based and case study methods (e.g. “Maritime Policy Studies” and “Security and Strategic Studies”), students are required to conduct small research projects with teacher supervision. The output of these projects is a collaborative publication by student and teacher in scientific journals. In addition, BIR students are also encouraged to present the results of their collaborative research in scientific seminars and conferences such as in the Hasanuddin Global Student Conference (HGSC) held biennially by the Faculty of Social and Political Sciences Unhas.

### **Bachelor of Communication Studies (BCS)**

The study programme emphasises methodological competences and scientific work through various activities, including the Research and Seminar component. In this continuous learning process, students engage in data collection, critical analysis, and presenting their findings to academic staff. Supervised by faculty members, students develop and apply research design, data analysis, and conclusion-drawing skills.

To further enhance methodological competences, students take specific courses like "Quantitative Research Method" and "Qualitative Research Method". These courses involve academic projects, allowing students to apply their knowledge in research under faculty guidance. Additionally, the programme emphasises the significance of writing a thesis, requiring independent research and scholarly work. Through this comprehensive project, students demonstrate their research skills, data analysis, and structured presentation.

By integrating research-oriented activities, dedicated courses, and the thesis writing process, the study programme aims to ensure that students acquire essential methodological competences, critical thinking skills, and contribute to the field of communication's knowledge advancement.

### **Examination and final thesis**

Bachelor exam regulations are implemented by the Regulation of the Rector of Universitas Hasanuddin no. 2781/UN4.1/KEP/2018 regarding organisation of the Universitas Hasanuddin bachelor programme, especially in chapter VII article 23 related to evaluation of learning outcomes.

Information about the thesis regulations on university level is provided in several Rector's regulations<sup>23</sup>. Students may take up to two semesters to design, accomplish and defend their thesis in a final exam. According to these regulations at university level, further information about the scope, depth, and research format of the undergraduate thesis is enacted by a Decree of the Dean of the faculties. The thesis manual and regulations are published and made available to students before they start working on their thesis project.

### **Bachelor of Development Economics (BDE)**

The learning assessment strategy for ILO achievement consists of assessing affective, cognitive and psychomotor aspects. Test formats are specified such as: written-test, case study, project, or

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<sup>23</sup> Regulation of the Rector of Hasanuddin University Number 36620/UN4.1/PP.39/2017 (Unhas thesis guidelines); and Regulation of the Rector of Hasanuddin University Number 2781/UN4.1/KEP/2018 (Unhas study regulations) and Regulation of the Rector of Hasanuddin University Number: 2781/UN4.1/KEP/2018 (Unhas workload regulations) n

presentation. In evaluating the achievement of learning outcomes in each course, the lecturers may also implement pre and post-tests.

In addition, the design of exams for each course is specifically aligned with the ILOs of the courses itself. If the courses are attributed with specific or general skills as their ILOs, the exam will take form of presentations of a final project or research. If the courses have cognitive aspects as their ILO, the kind of exam designed for these courses is the written test (case study or problem solving).

### **Bachelor of International Relations (BIR)**

Examination and assessment systems are conducted in the various forms such as written/oral test, individual/group assignment outside or inside the classroom, individual or team projects, and case studies.

The forms and scoring of student's assessment are set in the course RPS and must be aligned with the aspects of cognitive, affective and psychomotoric of the intended learning outcomes. Assessment process in most of the BIR courses is formative model that is scoring is conducted throughout the course. However, there is always a final examination at the end of the course that usually takes 30 percent of the total scoring. Scoring is also determined based on class participation, individual or group assignments, written tests, and final exam assessments.

In the end of the programme, BIR students are required to write a thesis as a report of their research, and to defend it in front of a panel of thesis examiners. The overall result of the student's score will be calculated by the weighted average of the scores obtained by the students through participation during the successful learning process in the programme and the scores obtained from the thesis.

### **Bachelor of Communication Studies (BCS)**

The study programme employs various types of examinations and a final thesis to assess student progress, ensure the acquisition of desired learning outcomes, and evaluate their ability to engage in scientific work. The exam formats may include quizzes, multiple-choice questions, discussions, presentations, simulations, role plays, and project-based assessments, depending on the nature of the course and its learning objectives.

Continuous assessment plays a crucial role throughout the course of study. Each course is assessed at least three times, at the beginning, middle, and end of the lecture. For courses related to social concepts and communication, assessment methods such as quizzes, multiple-choice questions, discussions, and presentations are employed. Courses in journalism, public relations, and broadcasting utilise simulations, role plays, and project-based assessments. The assessment methods are based on the Ministry of Research, Education, Technology, and Higher Education guidelines and encompass various approaches, including participation, observation, presentation, written tests, oral tests, and questionnaires.

Furthermore, the study programme incorporates a final thesis or project. The evaluation of the thesis/project focuses on the students' mastery of the content, their ability to answer questions from examiners, and their comprehensive understanding of the field of study. The evaluation criteria adhere to the standards for international publications, ensuring the quality and rigor of the research conducted by the students. During the final exam, students are required to present and defend their thesis before a panel of examiners. The examiners assess the students' understanding

of the research topic, their ability to articulate their findings, and their capability to answer questions related to their research.

The thesis and final exam procedures are well-documented and communicated to students. The guidelines, criteria, and procedures for the thesis are typically outlined in a thesis manual provided to students at the beginning of the thesis preparation process. The manual provides detailed information on the research process, the structure of the thesis, formatting requirements, citation styles, and submission deadlines. Students are expected to follow these guidelines throughout the thesis writing process to ensure consistency and quality.

## Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes (for the BDE programme, see also appraisal chapter 1.3). The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. However, for the BDE programme, the exact definition of the specialisations in the third year of the new curriculum in context with the catalogue of electives is not yet communicated in the official documents (curriculum overview, handbook, homepage) and did not become clear to the panel during the assessment conference. Therefore, the panel **recommends** BDE specialisations having to be more distinguishable.

Furthermore, for the BDE programme, the panel acknowledges the orientation towards practical aspects of development economics in the catalogue of electives, but misses electives focused on research topics for research driven students. For the BDE programme, the panel therefore **recommends** supporting research driven students with additional electives focused on research topics.

For the BDE programme, the panel acknowledges the orientation towards practical aspects of development economics in the catalogue of electives, but misses electives focused on research topics for research driven students. For the BDE programme, the panel therefore **recommends** supporting research driven students with additional electives focused on research topics and methods.

For the BIR and the BCS programme, the panel puts emphasis on the fact that students should be well prepared for the final thesis. For the BIR programme the panel points out that there is only one course Methodology of International Relations in the third semester. The panel therefore **recommends** adding courses in the fifth or sixth semester on scientific methodology as more immediate preparation for the thesis. For the BCS programme, the panel acknowledges that the new curriculum does contain a course on Quantitative Research Methods. However, it recommends developing a course description showing how these quantitative research methods are embedded in the overall framework of journalism and communication research (see also condition chapter 3.2).

For all programmes, the degree and programme name correspond to the contents of the curricula and the programmes. During the assessment conference, the HEI explained that they had applied at the Ministry of Education, Culture, Research and Technology to rename the degree of the BIR programme into “Bachelor of International Relations” instead of “Bachelor of Political Science”.



The Ministry has rejected the proposal. The panel would like to state that they support the decision of the Ministry of Education as the panel also assesses the programme to have a strong focus on political science.

In **all three programmes**, theoretical questions are, where possible, explained by means of practical examples, such as case studies. For the BIR programme, the panel highlights the Model United Nations (MUN) or other international conference simulations which contribute to a curriculum where theory and practice are systematically interrelated. Thus, in the BIR programme, theoretical discourse and practical application complement each other in developing the students' qualification profile.

In this context the panel would like to point out that the usage of practical examples was only revealed during the assessment conference and could not be traced by the panel from the module descriptions (see condition chapter 3.2).

There is evidence that the programmes qualify for interdisciplinary thinking, additionally fostered especially by the MBKM programme. For the BDE programme, the panel **recommends** importing BIR courses as further elective options to the catalogue of electives, thus enabling BDE and BIR students to share courses and exchange their different perspectives.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. In this context the panel refers to the recommendation (see above) to add courses and contents about scientific methodology in the fifth or sixth semester in the BIR and BCS programme. For the BCS programme, the panel sees this as especially important, as students may opt for a final project instead of a final thesis. Additional courses and contents on scientific methodology would help to ensure that students even if they opt for a final project nevertheless accomplish more of a Bachelor study programme than a journalistic programme.

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 variety of test formats, nevertheless, the panel **recommends** applying an even greater variety of exam formats depending on the learning outcomes, especially during the first three semesters of all programmes, where the written exam is the predominant exam format.

Apart from the scope of the theses (see condition chapter 3.2), 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)		BIR	BDE/BCS		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

The Indonesian credit point system (SKS) can be converted into the European Credit Transfer System (ECTS). One SKS consists of 170 minutes per week that are divided into 50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities.

For all programmes, the University provided the following conversion, based on 27 hours/ECTS credit point:

- a) 1 SKS = 170 minutes/week
- b) 1 credit point = 27 hours (according to ECTS guideline)
- c) Total hours per semester = 170 minutes x 16 weeks = 2.720 minutes (45.3 hours)
- d) One credit programme is equivalent with = 45.3 / 27 hours = 1.7 ECTS

A semester has sixteen weeks, including two weeks allocated for midterm and final examination. In general, for courses<sup>24</sup> with one to three SKS credits, face-to-face or online activities consist of 14 meetings and two meetings for exams. Courses with a minimum of four credits can hold 28 meetings and two exam meetings with classes being held twice a week. Students are expected to complete the undergraduate thesis within one semester, starting from the time they registered. An extension of one semester is possible.

Each of the courses is equipped with a semester learning plan (RPS) which includes course descriptions and information on intended learning outcomes that are charged to these courses. In addition, the RPS also contains learning outcomes for subjects that are expected to support the achievement of intended learning outcomes.

### Bachelor of Development Economics (BDE)

Projected study time	4 years/8 semesters, or 7 semesters for students with outstanding academic performance.
Number of Credit Points (CP)	144 CP (244.8 ECTS)
Workload per CP	45.3 hours per SKS/27 hours per ECTS
Number of courses	44 courses (38 compulsory incl. Community Services Programme and Thesis, minimum 6 electives) plus 20 SKS “Competency Strengthening Courses”
Time required for processing the final thesis and awarded CP	1 (one) year, 6 SKS (10.2 ECTS)
Number of contact hours	1,933 hours

### Bachelor of International Relations (BIR)

Projected study time	4 years/8 semesters, or 7 semesters for students with outstanding academic performance.
Number of Credit Points (CP)	145 CP (246.5 ECTS)

<sup>24</sup> Unhas also uses “course/courses” as terminology when FIBAA/ECTS terminology would be “module/modules”. The report has been adjusted to one consistent terminology “modules” in all respective appraisals.

Workload per CP	45.3 hours per SKS/27 hours per ECTS
Number of courses	54 courses (41 compulsory incl. Community Services Programme and Thesis, minimum 13 electives) plus 20 SKS “Competency Reinforcing Courses”
Time required for processing the final thesis and awarded CP	1 (one) year, 6 SKS (10.2 ECTS)
Number of contact hours	1,933 hours

### **Bachelor of Communication Studies (BCS)**

Projected study time	4 years/8 semesters, or 7 semesters for students with outstanding academic performance.
Number of Credit Points (CP)	144 CP (244.8 ECTS)
Workload per CP	45.3 hours per SKS/27 hours per ECTS
Number of courses	47-48 courses (37 compulsory incl. Community Services Programme and Thesis and 10-11 electives, depending on specialisation) plus 12 SKS “Competency Strengthening Courses”
Time required for processing the final thesis and awarded CP	1 (one) year, 6 SKS (10.2 ECTS)
Number of contact hours	1,987 hours

### **Study and exam regulations**

For all bachelor programmes at Unhas, there is a study and examination framework regarding the implementation of Universitas Hasanuddin Undergraduate Programmes<sup>25</sup>.

The regulation defines the aim of the study programmes; duration of study; curriculum, semester course guideline and workload regulations; examination, thesis and grading rules; mechanism of appeal; academic leave; graduation; student Community Service (KKN).

Chapter V article 6, paragraph 1 states that the curriculum of the bachelor programme could be taken in a maximum of fourteen semesters.

Chapter VIII, Article 23, focuses on students' assessment. It is stated that:

- a. Assessment of the student learning process can be done in the form of mid-term and end-of-semester exams, implementation of assignments, observations by lecturers, oral evaluations, research, and others.
- b. The final semester examination of a course can only be taken by students who have attended at least 80% of all academic activities of the course for one semester.

<sup>25</sup> Regulation of the Unhas Rector Number 2781/UN4.1/KEP/2018

This regulation is implemented in an online academic information system called *neosia* that can be accessed by students and their respective teachers. The elements of student assessments are communicated to students at the beginning of each course through the course syllabus (RPS), in which students can obtain information about assessment methods, timelines, and scoring system. This information can also be found on the course page of SIKOLA (learning platform, see chapter 3.3) since teachers are required to put all important and relevant information regarding their courses on this online system.

The types of course examination and final thesis is based on KKNI (Indonesian National Qualification Framework). The standard design of the exam materials is derived from the learning outcomes of the courses that are aligned with the national standard of qualification.

Based on the Rector's Decree concerning assessment of student learning, the University applies the following grading system:

**Table 11: Unhas Grading System**

Grade In Number	4.00	3.75	3.50	3.00	2.75	2.50	2.00	1.00	0.00
Grade In Alphabet	A	A-	B+	B	B-	C+	C	D	E
Range of Numerical Score	85-100	80 - <85	75 - <80	70 - <75	65 - <70	60 - <65	50 - <60	40 - <50	<40

Programme specific information is collected in the respective programme handbooks, that provide detailed information on the programmes' intended learning outcomes, curriculum and curriculum structure, learning methods and assessment procedures.

### Feasibility of study workload

The feasibility of student workloads in BDE, BIR, and BCS like all bachelor study programmes of Unhas is regulated by the Regulation of Unhas Rector Number [2781/UN4.1/KEP/2018](#) particularly in Article 6 and Article 7. These two articles state that bachelor programmes should accommodate a minimal study load of at least 144 credits and no more than 150 credit units with a study period of not exceeding 14 semesters.

The total of credits which can be achieved in one semester to be considered as full-time student is at least 12 credit and no more than 24 credits units. The student can be allowed to accumulate less than 12 credit units in a semester and is still considered fulltime if he or she has passed all courses, except students' community services (KKN), field study, research final seminar, and/or undergraduate thesis.

To ensure the timely accomplishment of the study programmes, Universitas Hasanuddin employs a range of strategies. The curriculum is designed with courses and balanced credit hours to be completed within the designated timeframe. Academic advisors aid students in planning their course schedules and meeting programme requirements. Course availability and scheduling are optimised to ensure that students have access to essential courses every semester. Monitoring mechanisms identify students at risk of falling behind, enabling early interventions like academic support, counselling and guidance. Regular assessments and input from stakeholders contribute to refining the program's efficacy and smooth progression for future cohorts. These measures create

a supportive environment for students to efficiently complete their studies within the projected timeframe and graduate successfully.

### **Equality of opportunity**

Universitas Hasanuddin respects all students regardless of individual race, colour, religion, religious belief, ancestry, national origin, age, sexual orientation, marital status, medical condition and disability, as regulated by the laws of the Republic of Indonesia. This is reflected in the Government Regulation of the Republic of Indonesia Number 53 of 2015 concerning the Statute of Universitas Hasanuddin. In the Section 7 that relates to students and alumni, article 48 paragraph 4 states that every student has the same right to obtain educational services and supporting facilities to ensure the smooth learning process.

Unhas ensures gender equality and non-discrimination in all activities on campus, both for students, lecturers, and academic staff. The existing regulations emphasise that students with disabilities will be given affirmative action on several matters including formal requirements during the programme and exams. Currently, BDE and BIR do not have students who are classified as “diffable”<sup>26</sup>, but the two study programmes support the university to build supporting facilities, such as special roads for wheelchairs, special parking lots, special toilets, and special services from the staff regarding their administrative matters.

BCS has shown its commitment to accommodate students with disabilities: Two students with disabilities have been admitted for the 2023/2024 academic year—a visually impaired student and a hearing-impaired student. The University and Faculty are actively working to enhance facilities to cater to the needs of these students. Simultaneously, the communication department has initiated the recruitment of student volunteers known as “*sahabat difable*” or “friends for persons with disabilities” who are willing to help students with disabilities.

This comprehensive approach ensures that all students, regardless of their gender or abilities, have an equitable chance to excel academically, access resources, engage in campus life, and pursue their personal and professional aspirations without encountering barriers or discrimination.

### **Appraisal:**

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course based on the necessary student workload. Hasanuddin University converts the national CP (SKS) into ECTS credits. According to the University, 1 SKS equals 45.33 hours and therefore corresponds with 1.7 ECTS.

However, the HEI did not submit the complete range of course descriptions. The course descriptions that were submitted greatly vary in terms of the information provided, often stating generic information about learning outcomes, teaching language (“Bahasa/English” even if teaching language is Bahasa, only literature is in English) and teaching methods. Module descriptions may also show little information about course content, outdated literature etc.

Therefore, the panel recommends the following **condition for all three programmes:**

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<sup>26</sup> Diffable: „with different abilities“ (Unhas term)

- The University provides module descriptions for all courses (including theses) and individualised module information as defined in the ECTS Users' Guide 2015<sup>27</sup>.

For all programmes, the panel points out that updating the module descriptions with the information required by the ECTS Users Guide is not only a formal condition, but also has the potential to strongly increase the attractiveness of the programmes to students from other regions in Indonesia as well as from foreign countries. Documenting and communicating the variety of teaching methods (see chapter 3.3 and 3.5) and assessments (see chapter 3.1), the alignment of learning outcomes and content (see chapter 3.1), a clear indication of the usage of international language (see chapter 3.4) may support students in taking their choice for studying at Unhas.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

However, the documents submitted by the HEI to regulate the theses do not sufficiently provide clear information about the scope (e.g. number of pages or characters) for the final theses. For the BIR programme the scope is described as a "minimum of eighty pages", but no maximum scope is given. For the BCS programme, regulations cover the scope of the final project, but not the final thesis. For BDE, no information about the scope of the thesis has been provided.

The Republic of Indonesia has not ratified the Lisbon Recognition Convention.<sup>28</sup> However, the panel learnt that Hasanuddin University stipulates the recognition of periods of study at other HEI as part of its cooperations and has provided a document that regulates global credit equivalency admitted by Unhas<sup>29</sup>. The final grade is supplied with an ECTS grading table.

Regarding the credits, the University handed in documents which show the national credit system and the University's conversion to the European ECTS system. However, for all programmes Unhas does not issue diploma supplements fully according to the EHEA principles. For the BDE programme, the IQF level is assigned to level 8, for the BIR programme, the diploma supplements do not provide the number of credits awarded to the graduates. For the BCS programme, the HEI did not provide a subject specific diploma supplement.

Therefore, the panel recommends the following **condition for all programmes**:

- a) The University provides comprehensive and sufficient regulations about the scope of the final thesis.
- b) The University issues diploma supplements according to the EHEA principles for all study programmes.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

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<sup>27</sup> [ECTS User's Guide 2015 \(europa.eu\)](https://www.europecollege.eu/ECTS-User's-Guide-2015), see page 57: "Information on individual educational components" and FIBAA template [Microsoft Word - DESCRIPTION Course Unit ECTS User s Guide 2015 202012.docx \(fibaa.org\)](https://www.fibaa.org/MS-Word-DESCRIPTION-Course-Unit-ECTS-User-s-Guide-2015-202012.docx)

<sup>28</sup> <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

<sup>29</sup> See self-documentation, "Credit Equivalency admitted by UNHAS"

However, there is no student survey at module level in the three study programmes, which covers evaluating the workload. A question whether the actual workload of the whole module corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing (see condition chapter 5).

The University 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 are particularly assisted. This is regulated in the respective Government Regulation of the Republic of Indonesia.

		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)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

#### Logic und plausibility of the didactical concept

The didactic concept applied at Hasanuddin University follows the general didactic concept of Teaching Activities and Learning Activities. The didactical concept includes the following learning methods: lectures, case studies, student presentations and group discussions.

Each lecturer is obliged to develop a didactical concept which is aligned with the curriculum and course descriptions, assignments and exam. In addition to face-to-face lectures, the programmes also conduct blended learning/distance learning using the Learning Management System (SIKOLA) programme developed by the HEI in early 2020 to support and facilitate the learning process. The SIKOLA user guide is available on a video on the homepage menu (accessible both before and after logging in). Moreover, SIKOLA provides a video channel for instruction (e.g. how to register on the course, how to record attendance, how to make parallel classes or how to facilitate the interaction of students and lecturers in learning).

In SIKOLA, students can learn independently by accessing learning materials (textbooks and scientific papers/articles) to help students understand theories. Practical assignments are provided in the form of case studies to improve students' analytical skills and competencies. Collaborative learning activities are carried out by utilising various applications, e.g. Zoom or google meet.

#### **Bachelor of Development Economics (BDE)**

The learning concept used in the programme is a combination of theory and practice to achieve the learning objectives of the subjects being taught. The learning method for the practical aspect



regularly uses case studies and projects related to thesis research. The programme has created a [mapping of teaching and learning strategies towards ILO achievement.](#)

**Table 12: Student Learning Activities and correlated ILOs (BDE)**

NO	LEARNING STRATEGIES	INTENDED LEARNING OUTCOMES									LEARNING ACTIVITIES
		ILO-1	ILO-2	ILO-3	ILO-4	ILO-5	ILO-6	ILO-7	ILO-8	ILO-9	
1	Lecture	√	√	√	√						Lecturers teach students gradually to add facts and procedural knowledge. This method is applied by demonstration or explanation by the lecturer. Then there will be feedback given to students.
2	Small Group Discussion (SGD)	√	√	√		√			√	√	Students discussed focused issues in a small team. They are asked to present the results of their discussion to the class
3	Case Study		√	√	√	√				√	Students are given specific case or problems related to the topics discussed in the course. They are asked to provide solutions supported with relevant literatures and/or analysis
4	Problem Based Learning (PBL)	√	√	√	√	√			√	√	Students are given analytical questions. Based on that, students will carry out the assignments and provide solutions in their work
5	Project Based Learning (PBL)		√	√	√	√	√	√	√	√	Students are given empirical problems along with the data. Students are asked to perform empirical analysis using software (STATA, R, or EVIEWS)
6	Group Investigation	√	√						√	√	Students work in a team, and try to provide answers for a specific issue
7	Role play	√	√	√	√		√	√		√	Students are given specific role (policy makers, analyst), and they were asked to carry out an assignment that fits with the role of the profession
8	Simulation Based Learning		√	√	√	√	√			√	Students are given a few of scenario where economic problems would likely to occur. They were then asked to provide their points of view in a working paper to discuss potential different outcomes
9	Field Observation	√	√	√	√	√	√	√	√	√	The activities are carried out in relevant institutions related with economic issues being discussed (Regional Development Planning Agency, Indonesia Statistical Beureau, Ministry Offices, etc)
10	Numbered Head Together (NHT)	√	√	√						√	Students work and study in a team. The lecturer randomly selects a member of the team, and ask a question
11	Jigsaw	√	√	√	√	√				√	Students work in a team. They each explain the topic they were given, and one of team members will be asked to conclude
12	Think-Pair-Share (TPS)	√	√	√	√	√	√				Students work in a couple (two members each team). They are then asked to discuss a a question. The lecturer would then randomly select a student to provide answer
13	Gallery Walk		√	√		√					Students work in a team. They are given a specific issue, and asked to write their solutions in a piece of paper, and post their work in a board. All students walk around the class to check all works
14	Reflective Study	√	√	√	√	√	√			√	Students are asked to provide summary of a class session. (It can be in a form of a summary consisting short briefs of several papers)
15	Media Based Learning		√	√	√	√		√		√	Students are given several policy papers or ones published in credible and relevant online sources (websites) like BBC, The Economist, Bloomberg and/or international newspapers (Jakarta Post, Jakarta Globe, Antara News, etc). They are then asked to provide analysis or review based on those sources
16	Student team achievement division		√	√		√		√	√	√	distributed into several focused/narrowed sub-topics. The class is divided into several groups and they carried out the discussion for each sub-topic
17	Team Game Tournament		√	√						√	The students are given a quiz. They are invited to participate in quizzes using online platform (Kahoot, Quizzis, etc), and each answer is graded. In the end of the quiz, the rank will be shown, and the winner is given a present.

### Bachelor of International Relations (BIR)

Theory and practice are the main focus of the didactical concept of the BIR programme. It consists of thinking, reflecting, experiencing and acting and is aimed to facilitate students to gain theoretical and applied skills through the combination of academic and experiential learning which contributes to their career advancement in their present or future occupation.

To achieve the intended learning outcomes (ILOs) of the programme, the teaching and learning process of BIR can be conducted through the following methods: (1) lecturing, (2) group discussion, (3) simulation, (4) case study, (5) collaborative learning, (6) cooperative learning, and (7) project base learning. While method 1 is categorised ‘teaching’ activity, the rest are ‘learning’ activities.

Each of the teaching methods adopted is aimed in achieving a number of ILOs. The complete relation of each teaching and learning method with BIR ILOs, along with the student learning activities can be seen in the following table.

**Table 13: Student Learning Activities and correlated ILOs (BIR)**

Teaching and Learning Methods	Student Learning Activities	ILOs
Lecturing	Students will listen to the oral presentation of the lecturers	1, 2, 3
Group Discussion	Students will engage with their peers to discuss upon an issue that is allocated by the lecturer	
Simulation	Students will undergo an imitation of an international organisation/ forum, representing an institution/ country, speak in accordance with the allocated institution/ country, as well as seek solutions towards the crisis.	1, 2, 4, 5, 6, 7, 9, 10
Case Study	Students will be handed a specific issue, in which they will have the freedom to comment on possible solutions and analyse the issue.	1, 2, 3, 4, 7, 8, 9, 10, 11
Collaborative Learning	Students undergo a learning process that involves groups of students working together to solve a problem or complete a task.	1, 2, 3, 4, 7, 8, 9, 10, 11
Cooperative Learning	Students work as a team in small groups, with each member contributing specific sets of skills for the outcome of the task.	1, 2, 3, 4, 7, 8, 9, 10, 11
Project Base Learning	Students are given an extended period of time to investigate and analyse specific issues.	1, 2, 3, 4, 7, 8, 9, 10, 11

Courses with generic ILOs dominate/ are prevalent in the first year of the programme. As students proceed to higher semesters, more courses with specific ILOs are offered, and more learning methods that include group discussion, simulation, case study, collaborative learning, cooperative learning, project-based learning, and problem-based learning, are employed, leading to independent learning.

BIR limits the number of students to 40 at maximum for one class. In case that there are more than 40 students enrolling in one course, it has to be divided into 2 parallel classes using one syllabus.

### **Bachelor of Communication Studies (BCS)**

BCS incorporates a didactical concept that is designed to facilitate effective teaching and learning methods, and it considers the evolving needs of the field, including the integration of project-based learning and advancements in technology. Each of the teaching methods adopted is aimed in achieving specific ILOs. The relation of each teaching and learning method with BCS ILOs, along with the student learning activities can be seen in the following table:

**Table 14: Student Learning Activities and correlated ILOs (BCS)**

No.	Learning Strategy	Intended Learning Outcomes									Learning Activities
		A	C	K			S				
		1	1	1	2	3	1	2	3	4	
1	Interactive Lectures (IL)	v	v	v	v	v	v	v	v	v	An interactive lecture is a simple technique that educators can use to actively engage and involve students in a lecture-based class, regardless of its size. This approach involves incorporating an activity that enables students to put into practice what they have learned or provides them with a framework for the upcoming lecture content.
2	Small Group Discussion (SGD)		v	v	v	v					The Small Group Discussion technique enables presenters to introduce a topic or concept to a group of participants for discussion. The approach involves adhering to democratic principles that encourage every individual to share multiple ideas for others to reflect on and discuss. Through this method, participants engage in an exchange of thoughts and viewpoints within a group setting, under the guidance of the presenter.
3	Discovery Learning (DL)		v				v	v	v	v	Discovery learning occurs when learners engage in problem-solving situations, utilising their previous experiences and knowledge. It is an instructional approach where students interact with their surroundings by investigating and manipulating objects, grappling with questions and debates.
4	Cooperative Learning (CoL)	v	v	v	v	v					Cooperative learning is a teaching strategy that seeks to structure classroom activities.

5	Project Based Learning (PjBL)		v				v	v	v	v	Problem-Based Learning (PBL) is an instructional approach that employs intricate real-world issues as the catalyst to stimulate student comprehension of concepts and principles, rather than providing them directly. This technique can foster the enhancement of critical thinking, problem-solving, and communication skills among learners. It also offers opportunities for collaborative work, sourcing and assessing research materials, and lifelong learning.
6	Contextual learning (Ctl)		v	v	v	v					Contextual learning involves establishing a connection between the material presented to students and real-life scenarios, encouraging learners to relate the knowledge they possess to its practical application in their daily lives.
7	Role Play & Simulation (RPS)		v				v	v	v	v	Role Play and Simulation are types of learning activities that involve students in specific situations or scenarios, aimed at improving practical skills and deepening theoretical understanding.
8	Case study (CS)						v	v	v	v	Case study is a type of learning activity that involves in-depth analysis of a real-life case or event. The purpose of this activity is to deepen students' understanding of the concepts and theories they have learned, as well as to improve their ability to apply those concepts and theories in real-world situations.
9	Self Directed Learning (SDL)	v	v	v	v	v					Self-directed learning (SDL) is a learning approach that emphasises student autonomy and self-motivation in the learning process. The goal of SDL is for students to take responsibility for their own learning and develop the skills necessary to be successful in lifelong learning.

SIKOLA also helps in monitoring the project-based learning method. This learning method involves students in projects that are relevant to communication science. Lecturers provide challenging individual projects and allow students to apply the knowledge they have learned in real-world situations. These projects can be adapted to a student's level of expertise and interest.

Furthermore, the courses in the BCS embrace the advancements in technology. This implies that technology is integrated into the teaching and learning process to enhance engagement and facilitate effective communication. Various digital tools, online platforms, and multimedia resources are utilised to support instruction, encourage interaction, and provide access to up-to-date information and resources relevant to the field of communication.

### Course materials

All lecturers in charge of a course will jointly discuss the learning materials and references. The learning materials are continuously developed according to new didactical concepts as well as to the relationship between course learning outcomes and the level of qualification required. This discussion is carried out usually one month before the semester to ensure that all lecture materials are up to date and designed to encourage students to study independently.

Lecturers upload these materials in form of textbooks and recommended literature, as well as PowerPoint slides and learning videos on the SIKOLA Learning Management System. In addition, course materials make students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem-solving strategy. Various publications to complement these materials can also be accessed by using the SIKOLA platform (such as EBSCO, JSTOR etc, see chapter 4.4).

### Guest lecturers

#### **Bachelor of Development Economics (BDE)**

Guest lecturers from various backgrounds are regularly invited by the Universitas Hasanuddin Faculty of Economics and Business. Inviting guest lecturers is also an integral part of the didactic concept of the study programme.

For example, the study programme and the Faculty have organised guest lectures on various topics like regional development, central bank, bilateral trade cooperation, and policy coordination in times of pandemic. In the guest lecture of the regional development, the faculty has invited the head of local government of Luwu Utara (South Sulawesi Province), as a speaker to give practical perspectives about the implementation of regional development policies. The Head of Bank Indonesia Representative office in South Sulawesi was invited to share insights about the role of the central bank in supporting the digitalisation of economic and financial activities. The Executive Director of Bank Indonesia Institute, a specialised unit of the central bank that focuses on the human resources development, was invited to share the needs for strengthening the policy coordination in hard times. The lecture on the bilateral economic cooperation between Indonesia and Cambodia was arranged by having the Ambassador of Republic Indonesia for Cambodia.

One of the guest lectures that have been organised is the lecture on the implementation of civic statistics on Business and Education. In this lecture, the Head of the Faculty of Economics and

Business from Szeged University has given presentations about the role of data and statistics to better understand the issues of human migration, poverty, and inequality.

### **Bachelor of International Relations (BIR) and Bachelor of Communication Studies (BCS)**

To ensure that the students gain experience shared from the practical world, BIR programme organises guest lectures from national university partners (Universitas Indonesia, Universitas Gadjah Mada, Universitas Padjadjaran), foreign universities (Universiti Kebangsaan Malaysia, University of Queensland, Australia) and practitioners from government institutions with national and international background.

BCS recognises the importance of practical knowledge and industry perspectives in preparing students for employment. By gradually inviting experienced practitioners from different fields, the programme enhances students' chances of securing employment by providing them with profound insights into real-world scenarios and industry practices.

Guest lecturers bring a fresh and practical perspective to the classroom, complementing the theoretical knowledge students acquire through regular coursework. They share their expertise, practical experiences, and case studies, providing valuable examples and real-life applications of the concepts being taught.

BIR and BCS also actively participate in “*Praktisi Mengajar*” or teaching practitioner programme. This programme was initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia with the intention that university graduates are better prepared to enter the professional world. The programme encourages active collaboration between expert practitioners and lecturers in order to create a meaningful exchange of knowledge and expertise between academics in higher education and professionals in the world of work. This collaboration is carried out in courses delivered in classrooms both offline and online.

### **Lecturing tutors**

#### **Bachelor of Development Economics (BDE)**

In addition to the supporting activities of the lecturers (see chapter 4.1), the BDE programme has assigned competent senior students to act as lecturer assistants. Their role is expected to help their juniors in completing case studies given by lecturers. Therefore, their role is seen as crucial in helping to reach the intended learning outcomes.

#### **Bachelor of International Relations (BIR) and Bachelor of Communication Studies (BCS)**

Lecturing assistants in BIR play a significant role in the students' learning process and are often integrated into the teaching activities in various ways. For instance, lecturing assistants in BIR help teachers providing supplemental instruction to reinforce concepts covered in lectures. They may conduct review sessions, tutorials, or discussion groups where students can ask questions, clarify doubts, and engage in interactive learning activities. This additional support enhances students' understanding of the subject matter.

In class, lecturing assistants help facilitate discussions, practical exercises or group work sessions during lectures or tutorials. They provide guidance, clarify concepts, and encourage active participation and critical thinking, promoting a collaborative and engaging learning environment. They guide students in exploring and analysing course materials. By working closely with smaller groups of students, they create a supportive environment for discussion and reflection. In some

cases, lecturing assistants may collaborate with faculty members in delivering lectures or conducting interactive sessions. This collaborative teaching approach allows for diverse perspectives and expertise to be shared with students, enhancing the overall learning experience.

Additionally, lecturing assistants offer individualised assistance to students who may require additional support or have specific questions. They provide guidance, offer explanations, and help students navigate challenging concepts, fostering a deeper understanding of the subject matter.

Lecturing assistants also play a crucial role in providing timely and constructive feedback on assignments, projects, or presentations. They assess student work, identify areas for improvement, and guide students in refining their skills and knowledge.

The systematic integration of lecturing assistants into teaching activities helps create a supportive learning environment, fosters student engagement, and provides additional avenues for academic support.

## Appraisal:

The didactical concept of the study programme 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. For all programmes the panel points out that the variety of teaching methods is not seen from the module descriptions (see condition chapter 3.2).

In the panel's opinion, the teaching of econometrics in the BDE programme's content should be supported by teaching and training of practical coding, e.g. in laboratory sessions. The panel therefore **recommends** including more teaching and training of practical coding into the didactical concept.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are in most cases up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, for all programmes the panel references to the out-dated literature recommendations in the module descriptions (see condition chapter 3.2). Consequently, literature references in teaching materials are also outdated. Following the necessary update in the module descriptions, the panel therefore recommends the following **condition for all three programmes**:

- In a follow-up step of updating the literature references in the module descriptions, the University updates literature references in the teaching material.

Guest lecturers 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.

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



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

## 3.4 Internationality

### Bachelor of Development Economics (BDE)

The vision of the programme is to become a regional-based Development Economics programme with international standards and MARITIM character in 2025. Therefore, the acquisition of intercultural competencies and skills is a core part of the learning objectives (see chapter 1.1).

In terms of the content, courses regularly display the comparison between economic facts from national (regional) cases with sample cases from other countries, e.g.: discussing the portrait of economic fluctuations of Indonesia with other nations in Asia, Europe, and other countries, explaining and comparing the labour mobility and patterns of unemployment from Indonesia with other countries in Southeast Asia, other developing countries, or with developed nations as a counterpart. Many topics covered in the courses also elaborate the empirical findings and facts collected from the study of other nations. For example, when explaining the role of education as the key ingredient of human capital development, the course of Development Economics would investigate the example from other developing countries like India and Brazil, about how their investment for education has successfully tackled the problems of poverty and inequality, and increased labour productivity of the nations. This gives students familiarities about how economic development policies are currently run by countries around the world, and how the results gained by those countries might differ from one to another.

The use of international examples is also implemented in econometric workshops. In the workshops, students are asked to perform empirical analysis using relevant econometric models by referring to sample datasets from other countries. For example, in the empirical analysis of return to education, sample data from workers in the United States is used in the econometric analysis using STATA to assess the impact of educational level on their earnings.

Courses like macroeconomics, history of economic thought, international economics, international monetary economics, and political economy, generally discuss current global issues. Learning material in these courses generally focuses on economic, political and cultural dynamics between nations, as well as interaction and collaboration between countries in a global context.

Thus, graduates are prepared to be able to face various challenges in an international work environment and be able to work together. Through practical examples, students are enabled to act in an intercultural environment. This can be seen in the interaction of study programme students with students abroad and in Indonesia through social media to broaden their horizons regarding differences in the cultural environment between countries.

Currently, BDE has no international students enrolled in the programme.

The programme does not have teachers from other countries. However, the share of permanent lecturers in the programme with an international academic background is around 32 percent, consisting of five graduates from the University of the Philippines, two graduates from Australia, and one graduate each from France, the USA, Japan, and the Netherlands.

The curriculum contains courses which use English as the language of instruction<sup>30</sup>, several other courses also use English as an intermediate language, such as Micro- and Macroeconomics, International Economics and International Monetary Economics. These are possible because some lecturers have international academic experience, so that most of them use English when teaching.

Mastery in foreign languages, especially English, is also needed in the learning process because most of the courses use international textbooks and other learning materials in English such as academic journals and videos.

On faculty level, students can interact with foreign students e.g. by collaboration in writing articles presented at ICAME seminars.

### **Bachelor of International Relations (BIR)**

BIR provides an international class where English serves as the principal language of instruction throughout the programme. In regular classes, although Bahasa Indonesia is still partly used, BIR incorporates educational resources from international literary works (textbooks, readings, and references).

BIR includes several courses to prepare students to gain an international or global perspective, such as Diplomacy, Negotiation, Regional Dynamics, International Relations Issues, Foreign Policy Analysis, Political System and Foreign Policy Analysis, Study of Maritime policy, Regional International Business, Environment in International Relations Courses. All these courses are taught in Bahasa Indonesia and English. International textbooks and case studies in the courses will support students to become familiar with the global context related to the course. When lecturers prepare the course materials, they regularly use presentation slides in English, additional tools like videos and podcast, guest lecturers (see chapter 3.3), and conferences.

All lecturers are required to use internationally recognised textbooks, journals and related materials in all courses. In addition, case studies are mainly taken from foreign government experiences and international public organisations. Courses like public sector reform, international relations, human resource management in public sector have international contents and issues.

BIR along with the University actively engage in international socialisation efforts to attract students from different countries. This may involve targeted marketing campaigns, participation in international education fairs, collaborations with international schools or organisations, and online promotion to reach prospective students worldwide. In doing so, Universitas Hasanuddin has an International Affairs Office that assists international students with the admission process, visa requirements, orientation programmes, and provide support throughout their studies. Universitas Hasanuddin also offers scholarships or financial aid opportunities aimed at international students.

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<sup>30</sup> „Introduction to Microeconomics“, „Introduction to Macroeconomics“, and „Statistics for Economics“ as part of the international class are fully taught in English.

As the result, many international students study in Unhas, and in 2023 an international student from Nigeria joined the BIR programme. Additionally, at the time of the online conference, six students from Malaysia were enrolled in BIR courses as foreign exchange students.

BIR and Universitas Hasanuddin have partnerships with universities or institutions abroad, facilitating student exchange programmes (see chapter 4.3). These programmes allow students to spend a semester or academic year studying at a foreign institution. Through IISMA Programme, BIR offer study abroad opportunities as part of its curriculum (see chapter 1.2).

Of 20 BIR teachers, 14 have earned their master and doctoral degree overseas. Most of the BIR teachers took their Master's Degree in Australia, and their Doctoral Degree in the Netherlands, USA, and Malaysia.

### **Bachelor of Communication Studies (BCS)**

BCS incorporates global case studies, examples, and projects into the curriculum. This exposes students to communication challenges and practices from various parts of the world and enables them to think critically and adapt their communication strategies to different cultural contexts. By integrating international perspectives, the programme prepares students to navigate global communication landscapes.

There is currently one student from another country in the programme. The BCS programme organises international events, workshops, and conferences that encourage the participation of both domestic and international students. These events provide platforms for cross-cultural interactions, knowledge sharing, and networking opportunities.

Three BCS teachers have a Master's and/or Doctoral degree from abroad, one from Malaysia and two from Australia. Additionally, some of the lecturers have worked in international NGOs and corporations, e.g. having working experience at the World Bank, at Gakken publishing (Japan), or as an active member of the Australia Indonesia Disability Research and Advocacy Network (AIDRAN) with experience in collaborating with the Digital Access Programme of the British Embassy in Jakarta.

The foreign language component in the Communication Studies Programme (BCS) at Unhas is realised through courses, course materials, and literature. The curriculum includes a specific course called "English for Communication Skills," where English is used as the main language during the learning process. Additionally, the BCS utilises course materials that refer to international literature. The curriculum incorporates textbooks, readings, and resources from renowned international authors and scholars in the field of communication. By engaging with international literature, students gain exposure to diverse perspectives and develop a broader understanding of global communication practices and theories. The course materials selected for the BCS also emphasise the use of English as the medium of instruction. This ensures that students are exposed to authentic English language materials, allowing them to practice and enhance their language proficiency while studying communication concepts and theories.

### **Appraisal:**

For the BDE and BIR programmes, international contents are part of the curriculum. Students are thus prepared for the challenges in an international and intercultural working environment. Nevertheless, for the BDE programme, the panel recommends integrating more international perspectives into the curriculum, e.g. by considering development planning in other merging markets.

For the BCS programme, there is little international content in the study programme. The curriculum does not contain a course explicitly related to international content; the word "international" does not exist in the list of courses (except from a first semester course "Introduction to International Relations"). The panel acknowledges that the objectives of the programme aim at the local job market and the programme therefore focusses on Indonesian and regional perspectives. However, in the opinion of the panel, modern communication studies necessarily require an international perspective and therewith related international contents.

Therefore, for the **Bachelor of Communications Studies**, the panel recommends the following **condition**:

- The University includes sufficient international content into the curriculum.

In this context the panel suggests e.g. content about "International Journalism" with theory (basics on international news flow, difference of national media systems and their working conditions for journalists) and practice (e.g. freelance work for international media like CNN, BBC World Service, Al Jazeera English service etc.). Integrating this content could be accomplished by a separate course in "International Journalism" or by amending existing courses, e.g. by integrating theory into the module "Mass Communication" and by integrating practice into the module "Reporting & News Writing Techniques" or "TV Journalism".

The international composition of the student body corresponds to the programmes' concepts. Currently, the student body consists mostly of Indonesian students due to the fact that most courses are taught in Bahasa Indonesia. At the point of the online conference, in both the BIR and the BCS programme there was one student enrolled from abroad, and six exchange students from Malaysia enrolled in the 2023/24 semester of the BIR programme. There are no international students enrolled in the BDE programme.

The panel acknowledges that all study programmes have a focus on educating Indonesian students for a regional or national job market. However, in the opinion of the panel, there is potential to attract foreign students and the measures taken to promote internationality of the student body are not sufficiently goal oriented. International students interested to apply for a semester in one of the programmes do not find sufficient information (e.g. language of courses, course specific learning outcomes, transferability of modules) on the website. The panel therefore **recommends** ensuring that the revised and amended module descriptions (see condition chapter 3.2) are also available to prospective international students.

Coverage of international perspectives by the faculty is ensured by lecturers' international academic and professional experience, thus promoting the acquisition of international competences and skills by the students. The faculties compose only of domestic lecturers. In this context, the panel would like to encourage further cooperation with more foreign HEIs, for instance to attract visiting professors.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. The panel points out that also in this context module descriptions have to be amended as they generically state “Bahasa/English” as teaching language. During the assessment conference the panel ensured that foreign language courses and the use of foreign language (English) within the modules is appropriate, yet not ensured in all modules as the module descriptions suggest. The panel therefore **recommends** clearly indicating within the module descriptions which courses are taught in English, which part of the courses or their assignments are in English and how intensively course participation relies on the knowledge of recommended literature in English (see also conditions chapter 3.2 and 4.4).

		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)			BDE/BIR	BCS	
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

#### Bachelor of Development Economics (BDE)

Students acquire communication and public speaking skills as well as cooperation skills and conflict handling skills, through various means, such as small group discussions and presenting papers during the learning process.

In addition, further multidisciplinary competencies, such as leadership skills and broad contextual knowledge, are also acquired by students through the activities they carry out in the development economics bachelor student association. These competencies are related to the ability to make the right decisions based on data and information analysis and recommend various alternative solutions independently and in groups (see learning outcomes, general skills, chapter 1.1),

#### Bachelor of International Relations (BIR)

In BIR, communication and public speaking skills, as well as the ability to cooperate and handle conflicts effectively are seen as vital for the graduates’ future careers in diplomacy, international organisations, policy-making, and other fields within the realm of global affairs.

Students are frequently required to deliver oral presentations or participate in class discussion as part of their coursework in most of the courses in the second and third year of the programme. These activities develop their public speaking skills, as students learn to articulate their ideas, present arguments effectively, and engage in persuasive communication. BIR even provides courses of Theory and Practice of Diplomacy, and Theory and Practice of Negotiation where students engage in role-playing exercises, where they learn conflict handling skills, such as active listening, problem-solving, and negotiation techniques.

Beside public speaking, BIR also places significant emphasis on written communication skills. Students are regularly assigned research papers, essays, policy memos, and reports that require them to convey complex ideas and arguments effectively. Through feedback and iterative writing processes, students develop clarity, coherence, and proficiency in written communication. These skills are later supported by internships and fieldwork experiences that provide students with real-world exposure to the dynamics of cooperation and conflict handling in international settings.

Among BIR students, Model United Nations (MUN) conferences or simulations are ones of the popular activities. These activities require students to represent countries or actors and engage in diplomatic negotiations, public speaking, and cooperation with peers. MUN simulations develop public speaking skills, negotiation techniques, and the ability to work collaboratively in a simulated international setting. BIR students even established an extra-curricular activity group called Unhas MUN community that regularly organises Model United Nations conferences attended by students from various universities<sup>31</sup>.

### **Bachelor of Communication Studies (BCS)**

Communication and public speaking skills, as well as cooperation and conflict handling skills, are acquired through a combination of specialised courses and daily learning activities in BCS. While the programme includes specific courses directly related to public speaking and crisis communication, these skills are also developed through discussions, mutual projects, role plays, and joint case studies in regular learning activities.

BCS utilises project-based learning as a prominent approach to showcase and enhance these skills. Through projects, students are actively involved in collaborative tasks that require effective communication, public speaking, cooperation, and conflict handling. By working together in groups, students engage in discussions, exchange ideas, and learn to navigate different perspectives, ultimately strengthening their communication and cooperation skills.

Furthermore, project-based learning provides students with opportunities to practice their public speaking skills during the final project presentations. This platform allows them to confidently deliver presentations, communicate their ideas effectively, and engage with an audience. Regular practice in public speaking within the context of projects helps students develop their presentation skills and boosts their confidence in public speaking scenarios. Additionally, the project-based learning approach exposes students to real-world situations where they may encounter problems or crises. As a team, students are challenged to overcome these challenges, applying their conflict handling and problem-solving skills. By working together, they learn to manage conflicts, find solutions, and effectively address crises that may arise during the project, preparing them for similar situations in professional settings.

### **Appraisal:**

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills. The acquisition of these competencies is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel points out that the

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<sup>31</sup> <https://www.instagram.com/unhasmuncommunity/>

fulfilment of this criterion was verified during the assessment conference, but was not evident from the module descriptions, as they provide insufficient information about teaching methods (see condition chapter 3.2).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### Bachelor of Development Economics (BDE)

To ensure graduate employability, the programme integrates theory and practice in the learning process with a curriculum of 50 percent for practical aspects and 50 percent for theory (see also chapter 3.1). This is applied to achieve competencies which consist of general and specific skills (see chapter 1.1).

For enriching the insight and competence of graduates, the programme provides insight into other disciplines such as environmental engineering, transportation engineering, public health, and other topics integrated into programme courses (see also chapter 3.5). In addition, the programme involves students in lecturers' activities and projects to compile development planning documents in the form of development work plans (RKP) and medium-term development plans (RPJM). This participation aims to ensure that graduates gain application competency and experience in the field of development economics.

#### Bachelor of International Relations (BIR)

BIR of Universitas Hasanuddin takes measures to ensure graduates' employability in the professional fields related to the discipline. BIR aims to develop graduates with a global perspective and strong intercultural competence. Through coursework, study abroad experiences, and exposure to diverse perspectives, graduates acquire the ability to work effectively in cross-cultural environments and navigate global challenges.

BIR has established partnerships with governmental and non-governmental organisations, diplomatic institutions, international corporations, and think tanks to provide internship opportunities for students (see also chapter 4.3). These internships offer practical experience, exposure to real-world settings, and the chance to apply theoretical knowledge in professional contexts. BIR also maintains active engagement with graduate employers to stay abreast of industry demands and to align curriculum and training with current needs.

By incorporating these measures, the BIR study programme prepares graduates for a range of careers in diplomacy, international organisations, government agencies, non-profit organisations, research institutes, consulting firms, and other fields related to global affairs. The combination of academic knowledge, practical skills (see chapter 3.1), professional development support (see chapter 4.5), and networking opportunities (see chapter 4.3) increases graduates' employability and prepares them for successful careers in their desired professional field.

#### Bachelor of Communication Studies (BCS)

The Communication Studies Programme (BCS) at UNHAS ensures graduates' employability by integrating theory and practice (see chapter 3.1) and promoting multidisciplinary competences and skills (see chapter 3.5). Relevant and up-to-date learning materials are utilised, based on feedback from employers, industry professionals, and graduate evaluations (see chapter 4.5 and 5). This ensures that students develop the necessary skills to excel in their chosen field and actively apply them in various areas of work. Additionally, BCS facilitates networking opportunities for its students through guest lectures, alumni interactions, and industry events (see chapters 3.3 and 4.5). These interactions enable students to connect with professionals in the field, expand their professional networks, and explore potential job opportunities. At university level (UNHAS), career guidance and support services to the students are provided to ensure that graduates are well-equipped to navigate the job market and secure suitable employment (see chapter 4.5).

### 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 programmes through all their courses.

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



## 4. Academic environment and framework conditions

### 4.1 Faculty

#### All study programmes

Academic staff recruitment is preceded by a needs analysis involving study programmes. At this stage, the study programmes provide input regarding academic qualifications and areas of expertise needed to achieve the study programme objectives. At Unhas, there are two categories of academic staff, namely Civil Servants and Non-Civil Servants. The basis for recruitment regulations is Government Regulation no. 37 of 2009<sup>32</sup>. At university level, recruitment refers to government regulations regarding Unhas statute no. 53 of 2015 Article 41 paragraphs. Minimum educational level for academic staff is a Master's degree. The selection stages include administrative requirements, academic potential tests and psychological tests.

Based on rules and regulations by Ministry of State Apparatus Empowerment and Bureaucratic Reform No.4/2014, lecturers applying as a professor must: (1) have hold a doctoral qualification for at least three years; (2) have publications in the reputable and international journals, and (3) have had experiences as a full-time lecturer for at least 10 years. The HEI provides an opportunity for all lecturers to improve their qualification through participation in conferences, seminars, workshops, Forum Group Discussions, mutual projects with local government, and trainings. The University runs a separate website which provides requirements that must be met by lecturers to obtain support from Unhas to take further qualifications or to participate in international seminars or workshops.

Lecturer skills development at Unhas is carried out under the coordination of the LPMPP<sup>33</sup>. LPMPP regularly organises Applied Approach (AA), Basic Instructional Skills (PEKERTI), and Teaching Learning Improvement Workshop (TLIW). These trainings must be attended by all Unhas lecturers and include trainings to improve lecturers' didactic techniques as well as training workshops on the preparation of teaching materials, monographs, and textbooks.

AA provides lecturers with capabilities needed for developing course specifications, designing learning methods and assessments, and writing handouts or supplementary teaching materials. PEKERTI is specifically designed for the lecturers to enrich their capabilities in designing the course syllabi (RPS), implementing innovative teaching models, and evaluating the course activities. The Teaching Learning Improvement Workshop (TLIW) aims to enhance student-centered teaching (SCL) and learning approaches. While attendance at TLIW has been limited due to quotas, the academic staff who have participated reported that the workshop provided valuable guidelines and tools for effective teaching preparation. The comprehensive Learning Portfolio developed during the workshop ensures the quality of the teaching and learning process by integrating learning scenarios, syllabi, class designs, assessment rubrics, and reflections from both students and academic staff. In addition, LPMPP also designed workshops to improve lecturer's technical capacities in applying blended-learning method through the online platform SIKOLA (see chapter 3.3).

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<sup>32</sup> [Government Regulation no. 37 of 2009 Article 36 Paragraphs 1, 2 and 3 and Article 37 paragraphs 1 and 2 concerning the appointment, placement and transfer of lecturers](#)

<sup>33</sup> LPMPP: Institute of Quality Assurance and Educational Development (Lembaga Penjaminan Mutu dan Pengembangan Pendidikan)

Academic Guidance is also regulated on university level. Unhas provides the following services to students to support accelerated completion of their studies:

1. The Orientation and Adaptation Programme. In the first semester, Unhas prepares an Introduction to Campus Life for New Students (PKKMB) and Basic Learning Skills, Character, and Creativity (BALANCE). These activities aim to help students adapt and prepare themselves to face academic activities.
2. Student Services and Career Development. Unhas regularly carries out activities to support increasing student academic competence. These activities include facilitation and guidance for students who will take part in student competitions at both national and international levels. To obtain these facilities, students can contact the Achievement and Student Affairs Working Group whose personnel are available in each faculty.
3. The heads of the study programmes assign each lecturer to be an academic supervisor for students. Lecturers are tasked with being students' consultation partners regarding the progress of their studies. Lecturers also allocate time outside lecture hours for students who want to discuss coursework or current issues in their respective fields of study. These meetings can be held online and offline. For the final assignment, the study programme assigns two lecturers to guide students in completing their thesis writing. The head of the study programmes can monitor all these activities through the final assignment logbook written by the student.

### **Bachelor of Development Economics (BDE)**

In the Bachelor of Development Economics (BDE) programme, there are 33 full-time lecturers. The faculty consists of five Professors, ten Associate Professors, and 18 Assistant Professors. Moreover, there are also two part-time lecturers (one professor and one associate professor)

Practical experience of the teaching staff includes Economic Advisor to the Ministry of Trade and consultant to the Regional Agency for Development and regional governments in Indonesia as well as private companies, experience in the banking sector as Chairman, or Chief Economist and Member of Steering Committees and Bank Supervision. The share of permanent lecturers with practical professional experience is around 24 percent.

The academic members in the study programme cooperate in running joint research programmes and agendas, leading to scientific publications jointly completed by two or more lecturers from the study programme. Furthermore, cooperation between lecturers also takes place by designing, organising, and evaluating the realisation of social projects. In class activities, academic members collaborate in delivering the course to the students. Before the semester starts, the group of lecturers jointly prepare a semester learning plan. This plan is reviewed in a lecturer meeting to ensure that there are no overlapping contents in the courses. In addition, internal collaboration between lecturers and students is usually found in research, where the lecturer research team is required to involve two or three students in their research.

Most of the faculty members are available for students who need assistance regarding their academic and extracurricular activities. Lecturers can be approached during and/or outside office hours for purposes like academic and thesis counseling, coordination for events (in case the lecturers are involved/invited by the student community) and discussing joint research projects.

The programme also provides students with guidance to develop their entrepreneurial capabilities (Industrial Economics class) and supervision in a “coaching clinic” for those students who want to participate in a competition or start their own business. Some examples of successful business from programme alumni are “Dorayaki cakes”, “Mandala Toast”, “Banana Crispy”.

### **Bachelor of International Relations (BIR)**

In the Bachelor of International Relations (BIR) programme, there are 21 lecturers (18 full-time and three part-time lecturers). The distribution of lecturers’ educational qualifications includes one Professor, four Doctors, and 16 Masters. At BIR, needs analysis is based on a mapping of areas of expertise, research, and publications in the fields of Foreign Policy, International Politics and Security, International Political Economy and International Conflict as well as Peace Studies.

Lecturers help the government to formulate policies related to international relations. In addition, several lecturers are also directly involved as policy makers in government or non-government agencies, e.g. as Education and Cultural Attaché at the Embassy of the Republic of Indonesia in Malaysia and Australia, as Spokesperson for the Vice President of Indonesia for the 2014-2019 period, as Chair of the South Sulawesi Provincial Education Council, as expert staff for members of the Regional Representative Council of the Republic of Indonesia and as expert staff for the South Sulawesi Regional Police Chief. In the non-government sector, BIR lecturers serve as facilitators at the British Council, consultant to the World Bank and West Java Digital Service or on entrepreneurial level as CEO for a travel agency.

BIR periodically holds coordination meetings with all lecturers so that course syllabi (RPS) are aligned with the expected learning outcomes. Regular meetings are held at the beginning of the semester to prepare lesson plans. After that, in the middle of the semester, the lecturer reports on the progress of the learning process after the implementation of the midterm exams. At the end of the semester a meeting is held to evaluate the implementation of the learning process during the current semester.

The head of the BIR study programme assigns all lecturers to be academic supervisor for 20-25 students. Students can discuss and prepare their study plans both during working hours and outside working hours depending on the agreement of both parties. Apart from facilitating lecture activities, this scheme also takes place when students need accompanying lecturers to take part in competitions, internships or other student mobility activities. BIR also requires lecturers to involve students in carrying out research and community service programmes.

### **Bachelor of Communication Studies (BCS)**

In the Bachelor of Communication Studies (BCS) programme, there are 26 lecturers with relevant fields of expertise in broadcasting, journalism and public relations. The distribution of lecturer educational qualifications in the BCS includes two Professors, 17 Doctors and seven Masters. Faculty members are required to have a minimum of a master's degree, with specialised competencies in communication. Their qualifications are verified through the evaluation of their diploma of education, transcripts, certificates of competencies, and theses at the master's and doctoral levels. Over the past four years, according to the HEI, there has been an increasing trend in the number of research activities and grants awarded to BCS academic staff report (see SER, page 74).

The faculty's practical business experience is based on collaboration in community service programmes, or practical experience as Chairman of the Regional Indonesian Broadcasting Commission, as journalist or as programme director at a regional radio station as well as Assistant General Manager for Gakken publishing company.

Regular meetings and discussions between all instructors in the programme are held to share information, discuss teaching strategies, and provide mutual feedback and joint evaluation. On faculty level, joint professional development is also carried out, such as workshops, seminars, or conferences. In November 2023, the "World Conference on Governance and Social Sciences (WCGSS) 2023" was organised by the faculty.

Furthermore, lecturers offer guidance beyond regular campus hours, ensuring that students have the necessary support for consultations. They are also readily available to mentor and guide students preparing for various competitions.

## Appraisal:

The structure and number of the faculty correspond to the requirements of the study programmes and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. The University 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.

For the BDE and BIR programme, the practical (business) experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. For the BCS programme, the panel did see little evidence for practical experience outside the fields of academia in the CVs of the lecturers. The panel therefore **recommends** paying particular attention to practical experience in future recruitments and discuss ways to increase the practical business experience of the current faculty.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The panel members highlight the team spirit of the faculty they experienced during the assessment conference.

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

they receive. During the assessment conference the panel received very positive feedback by students and graduates regarding the support they receive and received from the faculty.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			BDE/BIR	BCS	
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

Each study programme is led by the respective Head of the Department (Head of the Department of Development Economics, Head of the Department of International Relations, Head of the Department of Communications Science). The requirements and duties of the head of the study programme are regulated in the Rector's Decree Number 25000/UN4.1/OT.10/2016 Faculty and School Organisation and Working Procedures concerning the Implementation of Bachelor Programmes at Universitas Hasanuddin. The head of the study programme has the duties and responsibilities of realising the vision, carrying out the mission, achieving goals and implementing strategies to achieve the goals of the study programme. The head of the study programme is also responsible for administrative, academic and student affairs management. In carrying out his duties, he or she is assisted by a secretary and supporting staff.

At university level, in addition to the services Unhas provides for academic support (see chapter 4.1), Unhas also provides administrative and supporting services to students:

- c) Via the Psychological Services Center, Unhas provides counseling services to anticipate the psychological obstacles faced by students while studying. Access is provided by an online registration form<sup>34</sup>.
- d) Unhas also provides a Health Center within the campus area to serve Unhas students who need health services.

<sup>34</sup> <http://bit.ly/FormulirKonselingPLP>

Administrative support on faculty level, authorities and responsibilities are regulated in the Rector's Decree Number 8/UN4.1/2018 concerning the Organisation and Working Procedures of Faculties and Schools at Universitas Hasanuddin<sup>35</sup>. Administrative support staff consists of the Head of Administration and four sub-sections; Head of Personnel and Administrative Subdivision, Head of Academic Subdivision, Head of Student Affairs Subdivision, and Head of General and Equipment Subdivision. Staff provides administrative services to faculty and students at each stage of the learning process. Starting from planning and selecting courses, class arrangements, monitoring student learning progress to carrying out final assignments and preparing for graduation. An information about standard operating procedures (SOP) regarding the process and mechanism for any administrative arrangement would be provided in the office, so students and lecturers will be informed about any practicalities needed. If there is still any unclear information, the administrative staff would also provide numbers that can be called for asking for those kinds of information.

The administrative staff is given opportunities to develop their potential by providing skills and self-development programmes. During the assessment conference, the panel learned that Unhas has started a programme explicitly designed to bridge the educational gap between academic and administrative staff. Librarians revealed that they benefit from trainings on national level (journal management and training for literature resources, "Service for Higher Education") as well as university level (e.g. English courses, event management, social media, technology, browsing literature, writing articles and doing research). Examples of the development programmes for faculty administrative staff are courses of computer skills development, English courses, courses regarding the development of personality and professionalism, and trainings for the administrative management (Training on "Excellent service").

## Appraisal:

The head of the programmes coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly. They are supported by the respective faculty Deans and Vice Deans for Academic and Student Affairs.

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 are included in the decision-making processes where their areas of work are involved. For students, opportunity to be involved in the decision-making process where their areas of work are involved is not yet common in Indonesia.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The panel highlights the comprehensive training opportunities for the administrative staff and the staff's commitment to make use of it, which both became evident during the assessment conference.

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<sup>35</sup> [Procedures of Faculties and Schools at Universitas Hasanuddin](#)

		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

Unhas actively builds networks and partnerships both nationally and internationally. In the Ministry of Education, Culture, Research and Technology's (hereafter: Ministry of Education) policy scheme, universities are asked to collaborate with the business world and industrial world as well as universities with a global reputation. To implement this policy, the University encourages Study Programmes to actively build partnerships.

#### **Bachelor of Development Economics (BDE)**

As a programme at a national university controlled by the Indonesian Ministry of Education, the Bachelor programme is actively involved in partnerships with Indonesian and international institutions in education, research and community developments through the Faculty of Economics and Business (FEB) of the Universitas Hasanuddin. Those partnerships support the field of economics, development and planning.

Several partnerships are engaged with Indonesian universities in terms of research, seminars and conferences, workshops publications and visiting lecturers.

International co-operation has been established with several institutions and universities. JICA's (Japan International Cooperation Agency) programmes in the eastern part of Indonesia involve lecturers from the programme. The Synchrotron Light Research Institute in Thailand conducts seminars with support by the Unhas faculty.

Several partnerships with universities in America, Europe, Asia and Australia have been established for student exchange and joint research programmes. In America, the Faculty has established cooperations with San Diego State University and the Board of Regents of the University System of Georgia. In Europe, FEB has cooperations with the University of the West of Scotland, UK, Fatih University (Istanbul), and Università Degli Studi Roma Tre. In Asia, the Faculty of Economics and Business (FEB) has cooperations with Doshisha University, Kyoto University, Kitasato University, Chuo University, Kanazawa University, Hiroshima University, Nara of Science Technology (all Japan), University College Bestari, Universitas Selangor, University Tun Hussein Onn (all Malaysia), The Papua New Guinea University, and Guizhou Normal University (China). In Australia, the faculty has cooperations with Griffith University and University of New England.

To expand the internationalisation of the programme, the International Affairs Office on faculty level is actively exploring collaboration, both in the fields of research and education, with a number of institutions abroad. The BDE programme FEB Unhas established intensive coordination with the Faculty in carrying out global promotions. For efforts to improve internal quality, FEB Unhas also involves external parties by implementing and carrying out benchmarking activities with institutions such as Chiba University (Japan), Griffith University, Universidade de Lisboa,

University of Szeged Budapest, Chulalongkorn University (Thailand), Fordham University (USA), Universitas Gadjah Mada, Universitas Indonesia, IPB University and Udayana University (all Indonesia).

At national level, the Faculty has several partnership agreements with institutions such as the Central Bank of Indonesia, the Ministry of Finance, the Anti-Monopoly Commission, the Board of Hajj Finance Management, the Ministry of Home Affairs, the Audit Board of the Republic of Indonesia, as well as national corporations such as Telkom, Vale, Pelindo, and Advance Business Center, Taspen (State's Pension and Insurance Company), Bank Negara Indonesia (Indonesia National Bank), and Pegadaian. Those partnerships mostly include seminars, workshops and research. Partnerships with several province and regency governments in Indonesia include training staffs of the planning boards and conducting research on the development of the less-developed regions in eastern Indonesia.

For example, the programme has initiated a seminar in cooperation with the ministry of finance to discuss the role of taxations to fund development programmes. Moreover, projects on data and technical knowledge about statistics and regional macroeconomic data analysis have been conducted in cooperation with the Bureau of Statistics of the province of South Sulawesi. The dissemination regarding the macroeconomic indicators of the province of South Sulawesi and Indonesia were organised by also inviting facilitators from the representative of Bank Indonesia.

Most of the partnerships involve students of the programme. Both national and international seminars contribute to improving students' papers to address current issues in the field of study. Research collaborations benefit both faculty members and students by giving more research experiences and the newest state of art. Community developments to solve and improve societies benefit students and faculty members as an effective way to implement and to examine theories against real circumstances.

### **Bachelor of International Relations (BIR)**

BIR has built partnerships with various universities both domestically and abroad in the fields of education, research collaborations, and publications for international journals. The Unhas International Relations Study Programme is part of the collaborative network of the Indonesian Association of International Relations (AIHII)<sup>36</sup> which consists of 73 International Relations Study Programmes. AIHII has three regular meetings every year to discuss the scientific development of Indonesian International Relations. One aspect of cooperation in this network is developing and standardising the curriculum for the Indonesian International Relations study programmes. AIHII facilitates the discussion and determination of basic International Relations courses that are mandatory at all universities. Apart from that, AIHII also discusses cooperation in institutional development, management of scientific journals and student mobility.

National university co-operations on faculty level include agreements on education, research, community service, journal, student exchange and/or institutional development, with Jambi University, the Sultan Amai State Islamic Institute, Tadulako University, Open University, Halu Oleo University, UPN Veterans University, UIN Sunan Kalijaga, Cendrawasih University, Kendari State Islamic Institute, National University and University of Tanjungpura Pontianak

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<sup>36</sup> <http://aihii.or.id/> (last call May 15, 2024)



At international level, BIR has a double degree agreement with the University of Queensland. This collaboration began in 2022 and was implemented in 2023. Currently, four Unhas students are taking part in this programme. Collaboration with the University of Queensland will also be developed through non-degree programmes such as study abroad and student exchange. Partnerships have also been initiated with other universities in Australia (Monash University, Griffith University) and France (ICES – the Catholic University of Vendée).

In the government sector, the International Relations Study Programme has partnerships with the Ministry of Foreign Affairs, the Ministry of Politics, Law and Security and the National Research and Innovation Agency (BRIN), Bank Indonesia (BI). In the business sector, through the MBKM Programme (see chapter 3.1) Unhas has networks with various parties in the context of apprenticeship programmes. These institutions include Bank Central Asia (BCA), Traveloka, Gojek, Tokopedia and Lazada. BIR also collaborates to encourage students to become connected to the British Council's global network. This collaboration provides academic benefits to lecturers and students.

### **Bachelor of Communication Studies (BCS)**

The University and the Faculty have established agreements with universities, primarily focusing on collaborative research and exchange programmes. On faculty level, this includes an International Webinar on Digital Inclusion for Persons with Disabilities in co-operation with La Trobe University, Melbourne and the Australia-Indonesia Disability Research and Advocacy Network (AIDRAN) in 2023 as well as co-operation with UPN Veterans University.

Through the University's participation in the MBKM programme (see chapter 3.1), the Communication Science programme can actively facilitate student and lecturer exchange programmes.

The BCS has established cooperation agreements with various media industries, including local television, radio, and online media. These agreements provide practical learning opportunities for students. The BCS also engages in collaborative events and conferences with organisations such as KomnasHam RI (National Commission on Human Rights Indonesia) and Komisi Penyiaran Indonesia (KPI, Indonesian Broadcasting Commission). These activities foster knowledge exchange, facilitate discussions on communication issues, and provide networking opportunities for students. Additionally, these agreements offer professional development opportunities for faculty members. Collaborative projects and research with industry partners enrich their expertise and teaching methodologies, benefitting the overall learning experience.

### **Appraisal:**

For the BDE and the BIR programmes, the scope and nature of cooperations with HEIs, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperations 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. For the BDE programme, the panel points out that cooperations are mainly on national level. The panel

therefore **recommends** putting an emphasis on establishing additional cooperations with international HEIs, other academic institutions and networks.

For the BCS programme, the panel does not see cooperations with other HEIs for the specific benefit of the programme. The panel therefore **recommends** developing a network of national and international cooperations with HEIs. These cooperations should have an impact on the conception and implementation of the study programme and contribute to the development of the students' qualification and skills. Cooperations may for instance include staff and student exchange or research co-operations.

The scope and nature of cooperations with business enterprises and other institutions relevant to all programmes are plausibly presented. The agreements forming the basis of the cooperations 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.

		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)			BDE/BIR	BCS	
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

Hasanuddin University (UNHAS) campus is located approximately 10 kilometres to the North-East of Makassar City and encompasses a total area of 220 hectares. The campus hosts all faculty buildings, central buildings that host the rectorate, the quality management or the library as well as sports facilities, student residences and even a hotel with event facilities. Free WLAN is available all over the campus.

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

All places at Unhas are equipped with internet network which is available 24 hours. All parties who are active at Unhas will be given an account to be able to access internet facilities with wireless LAN. To ensure speed and ease of internet access, Unhas formed the Directorate of Information Systems and Digital Transformation (DSITD). If there are problems related to internet access or other IT facilities, the DSITD team is available 24 hours. The university provides software like STATA to their students for their research.

### **Bachelor of Development Economics (BDE)**

All classrooms in the Faculty (FEB) are equipped with air conditioning, and technical appliances like white board, projector, screen, microphones and audio system. A lecture hall can be used to conduct academic events like seminars and general lectures, additional rooms are provided for student discussion and prayers. Additional facilities also include computer rooms and laboratories accessible to students, e.g. for data analysis work. In addition to STATA, the Department of Economics also provides software like EViews and RStudio to their students for their research.

### **Bachelor of International Relations (BIR) and Bachelor of Communication Studies (BCS)**

There are 14 classrooms at the Faculty building (FISIP III). The classrooms are shared resources, utilised by all study programmes under the Faculty of Social and Political Sciences. The capacity of each classroom varies from 30 to 80 seats and provide barrier-free access for disabled students. All classrooms are equipped with AC, LCD projectors, CCTV, Internet, and whiteboard. In support to the adopted active learning, IR laboratory can be utilised for small group discussion or project activities. There is also a conference room that can be utilised to simulate international conference or negotiation practices. In addition, one lecture hall can be utilised for activities like public lecture or seminar that involve participants up to 100.

BCS also possesses specialised rooms with specific technical components for special curriculum contents, such as business games, role-playing games, and virtual elements. These rooms meet the requirements of modern multimedia teaching and learning approaches, ensuring a high-quality educational experience for the students.

Rooms are properly maintained, and improvements, such as repairing broken chairs and tables, procuring new air conditioners, and replacing whiteboards with glass boards, are carried out regularly. Availability, use, and maintenance of the facilities are managed by the Vice Dean of Finance and Resources. To support education and research, BCS is equipped with five main laboratories: Radio Broadcasting Laboratory, TV Broadcasting Laboratory, Photography Laboratory, Digital Laboratory, and News Laboratory. These laboratories undergo regular monitoring, and updates and maintenance requests are made as needed.

### **Access to literature (Asterisk Criterion)**

The library building is in the middle of the Tamalanrea campus adjacent to the Unhas rectorate building. The building consists of four floors with a total area of 14,420 m<sup>2</sup>. The current Unhas Library collection totals around 516,000 volumes, which include book materials, theses, dissertations, research reports, magazines, electronic publications and Audio-Visual materials. The library can be attended on weekdays 07.30-18.00, the e-library service can be attended 24 hours<sup>37</sup>. Students can access ebooks and e-journals through various database providers, such as Proquest, JSTOR, Infotrac and Ebscohost.

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<sup>37</sup> <https://library.unhas.ac.id>

**Table 15: Journals and database subscriptions**

	Database/ Journal
1.	Wiley Online Library
2.	Science direct
3.	JSTOR
4.	IEEE Xplore Digital Library
5.	EmeraldInsight
6.	e-Book Cambridge
7.	e-Book WSPC
8.	Science Direct
9.	Springer Link
10.	ProQuest
11.	Infotrac
12.	Ebscohost

To improve library services to students, the Unhas Library collaborates with partners to form a Culture Corner which includes the American Corner, French Corner, German Corner, Korean-Indonesia Cultural Corner and Japanese Corner. Apart from that, several institutions such as Bank Indonesia (BI) and Bank Mandiri have also contributed to setting up financial literacy corners for students. The Unhas Library practices the principle of inclusivity in services. At Unhas Library, facilities are designed to make things easier for students with special needs, such as lifts and wheelchair ramps. Furthermore, the Unhas Library has prepared a Braille Corner where collections are made specifically for students with special needs.

To encourage students to utilise Unhas library facilities, library managers are also active in carrying out promotions through electronic media and social media.

**Bachelor of Development Economics (BDE):** The faculty library is accessible during most of the day. The library gives access to a variety of textbooks, articles, magazines, and samples of research theses from former students. Digital literature like e-books, e-journals, and other scientific online resources is also made available for the students to access from home or remotely. Qualified library staff is there to advise students in searching for relevant literature. The literature available is both in Indonesian and English language and mostly about economics, and relevant topics in social sciences. There are computers in the library that can be used by both students and library officers in looking for relevant online resources and searching for the availability of textbooks and documents in the library. In terms of book procurement, the faculty library staff submits a list of book requirements to the central library every year for further follow up.

**Bachelor of International Relations (BIR):** At study programme level, BIR has a reading room and student lounge which also provides the latest theses, books, scientific journals and magazines related to issues of international relations. Most of the book collections are donated by BIR alumni. This facility can be accessed during working hours 08.00-16.00.

**Bachelor of Communication Studies (BCS):** BCS offers reading rooms and mini libraries connected online to the central library. These spaces provide access to textbooks relevant to communication studies and serve as centres for student activities, particularly for those working on their theses or engaged in research and academic pursuits.

## Appraisal:

During the duration of the assessment conference the panel stayed at the hotel located on the campus, Therefore, the panel had the chance to visit the campus independently and was impressed by the size, facilities and condition of the plant. Additionally, the University provided a tour through the facilities.

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. During the inspection of the campus, the panel learned that barrier-free access to students is mandatory for all buildings with more than three floors by government regulation from 2022. This means that for older or lower buildings lifts are not and may not be included. Nevertheless, the university has taken measures to overcome obstructions, e.g. by online participation from the ground floor in case of non-accessibility of the classroom or technical assistance in case of visual impairment. The access to the ground floors of the buildings are supported by ramps. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature 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, but not kept up-to date (see also condition criterion 3.2.1). Therefore, the panel recommends the following **condition for all three programmes:**

- The University ensures that the literature expressly required for the study programmes is 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)				Condition	

## 4.5 Additional services

The Unhas Career Center is managed in the Career Preparation Sub-Directorate, under the Directorate of Student Affairs and Career Preparation. The Career Center is available as a career coaching unit for Unhas students and graduates. The Unhas Career Center activities include:

- The Hasanuddin Career Programme (HCP) is a training programme for Unhas students and alumni. In this activity, participants can learn how to write a Curriculum Vitae, tips and tricks for psychological testing and TOEFL simulations.
- The Career Talk aims to provide insights and motivation to Unhas students and alumni by presenting professionals in their respective fields, both government and private institutions.

- Career Class, an activity where students and alumni can discuss selected topics with experienced presenters to learn about relevant skills in contemporary professions.
- Campus hiring is a workforce recruitment activity carried out on campus in collaboration with companies or recruitment agencies.
- Unhas Career Expo is an exhibition for companies and scholarship institutions which aims to connect Unhas alumni with employers or scholarship opportunities to support further studies.

Unhas Alumni Association (IKAUnhas) plays an important role in raising Unhas' endowment funds. These funds are used as a source of scholarship funds and developing talent interests for Unhas students. IKAUnhas also supports the increase of participation in the tracer studies. In doing so, IKA Unhas creates WhatsApp alumni groups to make it easier to submit questionnaires or to fill out questionnaires on the website prepared by the Directorate of Alumni and Career Preparation (see also chapter 5).

### **Bachelor of Development Economics (BDE)**

The Department of Development Economics' alumni association is called Ikatan Alumni Ilmu Ekonomi (IKA-IE) FEB Unhas. This association aims to strengthen alumni ties and organise programmes related to the academic field which will later support alumni. IKA-IE also holds and maintains connection with the alumni association on faculty level, called Ikatan Alumni Fakultas Ekonomi (IKAFE) Unhas.

The alumni communities serve in collaboration with the board of the Faculty to organise events and maintain a close connection with the management of the study programme in discussing curriculum improvements based on the updates in the job market and industry. The alumni network shares information on job vacancies, thus helping graduates to have access to the information faster than via other ways. Alumni sharing job opportunities also share important practicalities like how to arrange the CV and the personal statement, what kind of tests have to be taken, etc. On university as well as study programme level alumni organisations organise sessions, where alumni share their experiences in their workplaces with graduates or students in the last year. Moreover, the alumni community has been also actively engaging in providing financial contributions or aids, for example the establishment or improvement of several classrooms funded by the alumni, as well as financial contributions by the alumni that are directed into the endowment fund of the faculty.

### **Bachelor of International Relations (BIR)**

The International Relations alumni organisation is called the International Relations Alumni Association (IKAHI). IKAHI actively establishes communication with study programme parties and supports the implementation of activities in study programmes such as New Student Admissions (PMB), National Seminars and the implementation of Tracer Studies. IKAHI holds alumni meetings three times each year and has a work plan to contribute to study programmes. This includes providing routine training to prepare prospective alumni to the world of work. Furthermore, alumni contribute to adding to the library collection in the BIR Reading Room and Student Lounge.

### **Bachelor of Communication Studies (BCS)**

In developing the alumni network, the communication science department has an organisation called the Communication Studies Student Corps (KOSMIK). KOSMIK does not only involve alumni

but also active students. The communication science department includes alumni in campus activities such as guest lectures, panel discussions, alumni networking events. The communications department appoints alumni as MBKM teaching practitioners to provide alumni experience in the world of work.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources, e.g., to organise a job fair where students and potential employers can get to know each other. During the assessment conference, the panel realised that there is no alignment of the Unhas Career Center with faculties and departments to take into account, utilise and develop their respective cooperations with business enterprises and other organisations. The panel therefore **recommends** aligning the Unhas Career Centre’s activities with the respective cooperations on faculty and department level with business enterprises and other organisations.

An alumni organisation has been set up with the aim of developing an alumni network. The alumni network is organised on University level, faculty level as well as study programme level. These communities organise regular events for students and graduates. Moreover, alumni are involved in reviewing the curricula and improving the organisation of the programmes.

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

## 4.6 Financing of the study programme (Asterisk Criterion)

UNHAS funding to carry out academic activities is grouped into APBN<sup>38</sup> and NonAPBN income. Types of income from the APBN include Employee Expenditures (PNS), PTNBH Funding Assistance, Research Assistance managed by LPPM<sup>39</sup>, Foreign Loans/Grants, and WCU (World, Class University) Development. Meanwhile, non-APBN income comes from Community Funds, Educational Services, Endowment Fund Management; University Business, Domestic and International Cooperation, and Management of university assets.

UNHAS as a Legal Entity Higher Education Institution (PTNBH) has extensive autonomy in financial management so it is necessary to establish several policies to ensure UNHAS financial management runs well starting from planning, implementation, monitoring and evaluation and financial

<sup>38</sup> APBN (Anggaran Pendapatan dan Belanja Negara): State Revenue and Expenditure Budget - The State Revenue and Expenditure Budget is the Indonesian Government's annual financial plan approved by the House of Representatives. The APBN list contains a systematic and detailed list of state revenue and expenditure plans for one fiscal year.

<sup>39</sup> LPPM (Lembaga Penelitian dan Pengabdian Kepada Masyarakat): Institute for Research and Community Service

reporting. One of these policies is the Board of Trustees (MWA) Regulation no. 46116/UN4.0.1/OT.10/2016 Concerning the PTNBH Unhas Planning and Budgeting System. Another important policy is Rector's Regulation Number 22041/UN4.1/KU.21/2017 concerning General Unhas Budget Policy.

Unhas budget planning is carried out using a bottom-up approach, namely starting from the work unit. Based on activities, performance indicators and achievement targets, an RKAT (Annual Budget Activity Plan) is prepared based on programme policy (IKU Programme) and budget policy by adjusting the respective budget ceilings and allocations. The respective RKATs are allocated into Unhas RKAT and proposed to MWA<sup>40</sup> for approval. After the RKAT has received approval from the MWA, work programmes are implemented starting from university level down to study programmes. The realisation of the budget and activity programme is monitored and evaluated so that everything runs according to the planned target. If there is an activity programme that has been implemented but there are efficiency or budget shortfalls, revisions can be proposed to adjust. Revisions to add additional activities to the programme are possible if there are activities that are considered important and receive the Rector's approval.

## Appraisal:

As Unhas being a public university, it is ensured that each cohort of students starting within the accreditation period can complete the study programmes.

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

<sup>40</sup> MWA (Majelis Wali Amanat): The Board of Trustees, often associated with educational institutions, is a governing body responsible for making important decisions and providing oversight on matters related to the institution. The MWA typically consists of prominent individuals, including academic leaders, administrators, and external stakeholders, who play a key role in shaping the institution's policies, strategies, and direction.



## 5. Quality assurance and documentation

Internal quality assurance at university level is carried out by the Institute of Quality Assurance and Educational Development (Lembaga Penjaminan Mutu dan Pengembangan Pendidikan, LPMPP). According to Rector's Decree No. 8/UN4.1/2018, LPMPP's task is to plan, implement, control and develop an academic quality assurance system. LPMPP is responsible for planning sustainable quality improvement, as well as conducting studies, and developing learning systems.

In addition, at faculty level, based on Rector's Decree No. 8/UN4.1/2018 concerning the Organisation and Management of Faculty and School at Universitas Hasanuddin, the quality assurance is carried out by the Quality Assurance and Reputation Improvement Unit (Gugus Penjamin Mutu dan Peningkatan Reputasi Fakultas, GPMPR). This Quality Assurance unit is established in each faculty, including the Faculty of Social and Political Sciences (FISIP), as well as the Faculty of Economics and Business (FEB). The task of GPMPR is to plan, implement, control and develop an academic quality assurance system for faculties and study programmes that is in line with Universitas Hasanuddin's internal quality assurance system.

In order to maintain sustainable quality assurance, periodic evaluations of the study programmes are carried out: each study programme is required to fill in the lecture monitoring form and submit it to the GPMPR; based on this entry, the GPMPR will evaluate the conformity between the planned standards and their implementation in the study programmes. The evaluation results will be documented in the form of a report and submitted to faculty executives.

Each programme has a dedicated team that is responsible for conducting quality assurance evaluations at department level. This team ensures that the teaching process maintains high standards and evaluates the overall teaching quality within the programme. Evaluation of the educational process involves both teachers and students, who participate in a joint forum held at the end of each semester. These evaluations are based on questionnaire surveys, which gather valuable feedback from all stakeholders. Evaluation results are forwarded to the faculty and the study programme management for further analysis and action.

According to the self-evaluation report, this evaluation approach, involving both faculty and students, demonstrates the commitment of the department and study programmes to maintain educational excellence and ensure positive learning experiences for all students. Unhas sees the high success and low drop-out rates (see chapter 0.2) as a testament to the effectiveness of the quality assurance processes and reflects the dedication to support students throughout their academic journey (see SER, page 93).

Moreover, the implementation of non-academic (management) standards is evaluated by an ISO quality audit. Internal quality audit activities are carried out once a year in November. Evaluation is carried out by the auditor to compare the quality standard sets with their implementation. If there is a discrepancy, it becomes a record for the work unit for future improvement.

### **Bachelor of Development Economics (BDE)**

The curriculum used in the Bachelor Programme of Development Economics in Universitas Hasanuddin is designed to support the achievement of goals, the implementation of the mission, and the realisation of the vision of the study programme. Moreover, the curriculum gives students the flexibility to broaden their horizons and deepen their expertise according to their interests

tailored to the needs of the workplace. The objectives of the study programme, the curriculum, and the alignment of the curriculum with its objectives are evaluated continuously every four years<sup>41</sup>.

In conducting a curriculum review and to guarantee that the learning outcomes can be achieved, the study programme manager seeks input through feedback from internal and external stakeholders, as well as by considering the vision and mission of the study programme. Internal stakeholders are lecturers, students, and alumni. External stakeholders are graduate employers, business representatives, other universities, and the public. Activities to obtain input and feedback are carried out either through seminars, focus group discussions (FGD), questionnaires, and curriculum workshops. From the result of the FGD and questionnaire survey, most of the respondents confirmed that they need graduates who 1) are able to analyse the macroeconomic condition, 2) are able to develop and analyse programmes on regional development planning, 3) have integrity and responsibility.

### **Bachelor of International Relations (BIR) and Bachelor of Communication Studies (BCS)**

The process of curriculum review in BIR and BCS basically consists of three consecutive steps:

1. Collecting input from internal and external stakeholders through a series of meetings, interviews, and focus group discussions;
2. Identifying graduate profiles and intended learning outcomes by analysing stakeholders' inputs;
3. Formulating and structuring subject matters and courses based on the intended learning outcomes.

Input for curriculum revision is collected from various stakeholders. Internally, students of BIR give feedback on the learning process of the programme including the curriculum implementation through a survey conducted by the Quality Assurance Unit of the Faculty of Social and Political Sciences. Teachers provide input in the study programme meetings. Externally, meetings, interviews, and focus group discussions with existing and prospective alumni employers, alumni, experts, and professionals in international relations, as well as representatives of the Indonesian International Relations Science Association (AIHII) are carried out a year before the formulation of the new curriculum.

The programme course specification and content covering comprehensive knowledge, skills, and attitude are updated every semester by the academic staff or team of academic staff responsible for the courses.

#### **Evaluation by students**

Evaluation by students is conducted via two online questionnaire forms<sup>42</sup> each semester. All evaluation activity is recorded and documented by the faculty quality assurance unit. The first questionnaire form is referred to as the evaluation form for semester lecture activities. The questions asked are related to the types of learning applications used by the lecturers for each course, the effectiveness of learning and the obstacles experienced by the students, the availability of lesson plan and the suitability of the material with the lesson plan, the accuracy of the learning

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<sup>41</sup> The evaluation of the curriculum of BDE is regularly conducted every four years. However, there was a postponement of the evaluation due to Covid19 Pandemic in 2020. Evaluation should have been conducted by 2022, but was realized in 2023.

<sup>42</sup> <https://neosia.unhas.ac.id/login>

schedule and the ease of understanding the material presented by the lecturers, as well as the readiness and update of lecture materials, workload of assignments, outcomes students obtain after completing the course, effective use of e-learning and access to internet. The workload of a course can slightly vary depending on its content and learning methods. Those aspects are evaluated by several topics in the student questionnaire that concern on the learning targets achievement and how the course is delivered.

The second form is called the customer satisfaction form. This questionnaire is distributed to students via Google online from the beginning to the end of each semester. It covers student assessments of the performance of educational staff in providing administrative and information services, the duration of time for completion of each type of administrative service, student assessments of the friendliness, helpfulness of education staff in providing services, the availability of learning infrastructures and facilities, the cleanliness of classrooms and the clarity of academic administration procedures. In addition, this form is also related to student assessments of lecturers' performance in the learning process and in providing thesis mentoring services.

Students can participate voluntarily in the survey that is held every academic year. The result of students' evaluations will be analysed by the quality assurance unit at faculty level which will discuss it in the regular meeting with Dean, Vice Deans, and the Heads of all study programmes. Dean and Vice Deans monitor the progress of the follow-up carried out by the study programme regularly. The results are also communicated to students through the Head of the study programme and on the University website.

#### Evaluation by faculty

Similar to students, evaluation by lecturers is conducted via an online questionnaire at the end of semester. The purpose of filling out the questionnaire is to assess the level of lecturer satisfaction related to the suitability of the teaching load, learning support facilities, working environment, guidance and supervision on learning process, student's success rate, the achievement of learning outcomes for courses they are assigned to and the adequacy of training in educational activities. All activities are documented by the quality assurance unit.

The process of result analysis pass through the same procedures as students' evaluation. The results of the evaluation are presented in a report on the lecturing process activities of that semester which is then reported to the Dean. These are then discussed in the regular meeting of the Dean, the Vice Deans and the Head of all study programmes. Issues will be also addressed in lecturers' regular meeting. Dean and Vice Deans monitor the progress of the follow-up carried out by the study programmes regularly. The results will be communicated by the Head of study programme in the lecturers' meeting before the beginning of the next semester.

#### External evaluation by alumni, employers and third parties

Evaluation by external parties, alumni and employers is carried out at university as well as study programme level, Online tracer studies<sup>43</sup> are managed centrally by the Directorate of Alumni and Career Preparation. The result of the tracer study is sent to the quality assurance units at faculty level that in turn report it to Dean, Vice Deans and Head of study programme.

The quality assurance unit records all documents regarding the results of the tracer study. The results of the questionnaire can be accessed by the Dean, GPMPR and Head of study programme.

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<sup>43</sup> <https://tracerstudy.unhas.ac.id/>

The tracer study assesses the quality of alumni in the job market indicating the quality of learning outcomes. Alumni are asked about working status, the relevance of academic background to their job, the waiting time to get job after graduation, competences obtained from the programme that contribute to handling their job, course materials that are relevant for the job and facilities provided.

For the employers, evaluation covers aspects such as foreign language proficiency, etiquette, disciplinary knowledge, technological capabilities, communication skills, teamwork ability and self-development. Employers are also required to provide suggestions for the development of the study programmes. Moreover, each faculty invites all stakeholders to its anniversary day. This forum, locally called “Tudang Sipulung”, is also used to share the evaluation results to alumni and partners. In this event, the Dean encourages third parties to participate in the development of faculty, e.g., building renovation or literature supply.

The results of the tracer study are used as input for the improvement of curriculum and supporting academic activities in order to improve the employability of the graduates. In addition to tracer studies, the study programme also conducts interviews and focus group discussions with potential employers in order to gain information about the employer’s needs.

#### Programme description

Interested parties can find information on the study programmes by accessing the websites of Hasanuddin University as well as the respective programmes’ websites.<sup>44</sup> The information is available to students and the public and includes:

- Accreditation status from BAN-PT
- Lecturer profiles
- Standard operating procedures for various academic activities
- Information on facilities and contact information
- Vision, mission, objectives and targets of the study programmes
- Programme specifications
- Curriculum
- Other documents, including alumni tracer study results and user satisfaction surveys, information on publication

In addition to being provided on the faculty website, the curriculum is also included in the respective programmes’ handbooks. Course plan documentations, names of lecturers who teach the subject, lecture monitoring information, semester learning plans (RPS) and examination agendas are available to the students also on the SIKOLA platform.

#### Information on activities during the academic year

Information about academic activities within the programmes is primarily disseminated through the Universitas Hasanuddin Learning Management System (SIKOLA) to support and expedite the learning process.

The University runs its own media and broadcasting station (Unhas TV). This station reports all activities conducted by people in the university from all faculties or study programmes. Events like

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<sup>44</sup> see: [curriculum & courses - Ilmu Hubungan Internasional \(unhas.ac.id\)](#); and [Undergraduate Program - Department Ilmu Komunikasi - Universitas Hasanuddin \(unhas.ac.id\)](#) (last call May 7, 2024)

international and national seminars, guest lectures, MoU signing with industries, graduation ceremony on faculty level or students gathering, are regularly reported and documented. Some of these activities are published via Instagram and broadcasted live via Unhas YouTube Channel. Besides, the media press and radio station run by the student community of the University called IDENTITAS and EBS-FM respectively, also frequently document activities conducted by the study programmes, focussing primarily on student events.

Furthermore, the study programmes also publish an annual report that is sent to the Dean of Faculty of Economics and Business and published within the faculty annual report. The faculty report will be summarised by the University to create a University annual report for the Ministry of Education.

## Appraisal:

During the hybrid conference, the panel got insights into the quality assurance and development processes that have been set up for all three Bachelor programmes. A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the 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. Additionally, graduates and representatives from the business world are included in the process since they also give feedback on the study programme. Student workload, success rate and graduate employment are taken into account.<sup>45</sup>

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

The panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course. Therefore, the panel recommends the following **condition for all three programmes**:

- The University implements a student workload evaluation system for each module which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure (e.g., tracer study); the outcomes are communicated and provide input for the quality

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<sup>45</sup> see also Appraisal in chapter "Further development of the programme, statistical data and evaluation results".

development process. The panel acknowledges that feedback rates of the alumni are suitable to provide valuable information. During the assessment conference, the panel also discussed with university representatives the percentage of graduates of each programme that enter a Master programme. The panel suggests including a respective question into the tracer study.

The study programmes' content, curriculum and examination scheme have been documented and published (e.g. learning objectives, course plan and grading table). However, when checking links and information, the panel traced several malfunctions, not working links and outdated information. E.g. on the website for new student admission<sup>46</sup> there are no working links in the section "Foreign student registration". The BDE programme link provided in the self-evaluation report<sup>47</sup> did not work and the programme search on the website<sup>48</sup> did not provide the respective filtering and listings<sup>49</sup>. Furthermore, none of the programme sites provided the current curricula introduced in 2023 (see chapter 3.1).

Therefore, the panel recommends the following **condition for all three programmes**:

- The University provides up-to-date documentation of the three Bachelor programmes including navigation to them on the university website.

The University 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)				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)				Condition	
5.3.2	Information on activities during the academic year			X		

<sup>46</sup> <https://regpmb.unhas.ac.id>, last call May 7, 2024)

<sup>47</sup> [https://feb.unhas.ac.id/?page\\_id=8003](https://feb.unhas.ac.id/?page_id=8003), last call May 7, 2024

<sup>48</sup> <https://www.unhas.ac.id/program/>, last call May 7, 2024

<sup>49</sup> E.g. Filter: Fakultas Ekonomi dan Bisnis, provided „Sorry nothing to see here”, Filter “Sarjana” page 2 of hit list “Page can’t be found and Master programmes on the page 3 of the hit list.

# Quality profile

HEI: Hasanuddin University, Makassar, Indonesia

**Bachelor programmes: Bachelor of Development Economics (BDE), Bachelor of International Relations (BIR), Bachelor of Communication Studies (BCS)**

		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		
1.3						
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>						
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		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		BIR	BDE/BCS		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
<b>3.3</b>						
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)				Condition	
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors		X			
<b>3.4 Internationality</b>						
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			BDE/BIR	BCS Condition	
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
<b>4. Academic environment and framework conditions</b>						
<b>4.1 Faculty</b>						
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			BDE/BIR	BCS	
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
<b>4.2 Programme management</b>						
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
<b>4.3</b>						
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			BDE/BIR	BCS	



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4						
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)				Condition	
4.5						
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)				Condition	
5.2						
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						
5.3.1*	Programme description (Asterisk Criterion)				Condition	
5.3.2	Information on activities during the academic year			X		

## Appendix: catalogue of MKPK courses

No.	Code 'Dummy' Courses	Competency Strengthening Courses (MKPK)	SKS	DESCRIPTION
1.	23UH01XX02	Communication and Cooperation	2	Recognition of the learning achievements students gain from experience in public speaking and working in teams, with the ability to develop teams and optimize factors that contribute to team success; Communicate effectively within organizations, and find solutions to common barriers to effective communication.
2.	23UH02XX02	Activity Management	2	Recognition of the learning achievements students gain from experience managing activities and time; ability to coordinate with various parties; ability to plan and evaluate the use of funds; and the ability to identify and control risks that will occur.
3.	23UH03XX02	Negotiation Strategy	2	Recognition of the learning achievements that students gain from the experience of conducting effective negotiations to produce an agreement; Develop critical thinking to manage emotions and resolve conflicts in a constructive manner; Using political considerations in negotiations; and Measuring how well performance is performed at each stage of the negotiation process.
4.	23UH04XX02	Active Learning	2	Recognition of the learning achievements obtained by students is related to their ability to hone inter and intrapersonal skills in active learning process interactions; as well as the ability to improve skills in the field studied.

5.	23UH05XX02	Digital Communication	2	Recognition of the learning achievements obtained by students regarding their ability to create and utilize digital media in communicating; Ability to use data and information (big data) in the digital world.
6.	23UH06XX02	Social Empathy	2	Recognition of the learning achievements obtained by students regarding sensitivity and empathy towards social problems developing in society; involvement in overcoming problems in society; contribute responsively to societal dynamics and problems.
7.	23UH07XX02	Culture Diversity	2	Recognition of the learning achievements obtained by students related to: Ability to adapt to social life; Ability to appreciate the diversity of cultures, perspectives and life experiences of others; Ability to behave non-discriminatorily and uphold equality.
8.	23UH08XX02	Community Development	2	Recognition of the learning achievements obtained by students regarding the ability to empower the community in improving community welfare; as well as the ability to initiate and develop collaborative networks in community development activities/programs.
9.	23UH09XX02	Entrepreneurship	2	Recognition of the learning achievements obtained by students through their experience in entrepreneurship which includes: The ability to internalize entrepreneurial values and attitudes, namely independence, courage to make decisions, skills to seize opportunities, and courage to take risks; Ability to identify, plan, implement and evaluate business opportunities; Ability to collaborate, be responsible, skilled at communicating and negotiating with various parties in running a business; Have a spirit of creativity and innovation in providing added value to products; and Ability to initiate and build prospective and sustainable business networks.

10.	23UH10XX04	Entrepreneurship	4	Recognition of the learning achievements obtained by students through their experience in entrepreneurship which includes: The ability to internalize entrepreneurial values and attitudes, namely independence, courage to make decisions, skills to seize opportunities, and courage to take risks; Ability to identify, plan, implement and evaluate business opportunities; Ability to collaborate, be responsible, skilled at communicating and negotiating with various parties in running a business; Have a spirit of creativity and innovation in providing added value to products; and Ability to initiate and build prospective and sustainable business networks.
11.	23UH11XX02	Innovative Leadership	2	Recognition of the learning achievements that students gain from experience in activities and organizations which are characterized by: The ability to actively seek and consider different views and perspectives to inform better decision making; Ability to inspire diverse people to drive organizational and individual performance towards a shared vision; Skills in establishing focus; providing motivational support; fostering teamwork; and managing change; Competence in problem solving; encouraging innovation; continue thinking; strategic thinking; initiative and entrepreneurial orientation; and competencies related to communicating and influencing others; and building synergistic and collaborative relationships.
12.	23UH12XX02	Decision Making	2	Recognition of the learning achievements that students gain from leadership experiences, involvement or responsibility in strategic planning and making the right decisions.

13	23UH13XX02	Problem Solving	2	Recognition of the learning achievements obtained by students is related to their ability to solve problems in the surrounding environment. These abilities are built on a solid practice of critical thinking, viewing problems from multiple perspectives, developing alternative solutions, and selecting the best solution based on the student's understanding of the problem, the environment influencing the problem, and those impacted by the solution.
14	23UH14XX02	Profession Ethics	2	Recognition of the learning achievements obtained by students with their ability to analyze ethical challenges found in professional practice and reflect in evaluating students' professional practices and their understanding of ethical, social and environmental awareness, as well as rights and responsibilities in acting in morally desirable ways , towards moral commitment and responsible behavior.
15.	23UH15XX02	Critical and Creative Thinking	2	Recognition of the learning outcomes that students gain from their ability to think critically involves the analysis and evaluation of one's own thinking and the thinking of others subject to intellectual standards, including clarity, accuracy, precision, relevance, significance, depth, breadth, logic, and fairness.
16.	23UH16XX02	Solutive Creativeness	2	Recognition of the learning achievements obtained by students in their ability to use creativity in thinking of new ideas within or across disciplines, modifications to something that already exists; and finding or imagining something that does not yet exist as an approach to solving problems identified or found in the surrounding environment.

17	23UH17XX02	Innovation and Design of Thinking	2	Recognition of the learning achievements obtained by students in using creativity and design thinking skills to identify and select opportunities that enable innovation; ability to use design thinking tools to help students understand design thinking as a problem-solving approach. Ability to develop ideas through a process of empathy for problems faced by society and creating value.
18	23UH18XX01	Talent Development	1	Recognition of the learning achievements that students obtain by developing their interests and talents and/or helping others starting from building their knowledge, skills and abilities in optimizing their own potential to achieve, work and contribute their best. Students are able to develop the initiative to work together, communicate, develop competition strategies, and carry out leadership within a limited scope as individuals or groups in problem solving efforts. Students have the ability to motivate other people to develop interests, talents and abilities through positive activities carried out during preparation, implementation and evaluation of participation in an activity
19.	23UH18XX02	Talent Development	2	Recognition of the learning achievements that students obtain by developing their interests and talents and/or helping others starting from building their knowledge, skills and abilities in optimizing their own potential to achieve, work and contribute their best. Students are able to develop the initiative to work together, communicate, develop competition strategies, and carry out leadership within a limited scope as individuals or groups in problem solving efforts. Students have the ability to motivate other people to develop interests, talents and abilities through positive activities carried out during preparation, implementation and evaluation of participation in an activity

20.	23UH20XX02	Literracy and Scientific Presentation	2	Recognition of the learning achievements gained by students based on their ability to understand, read, analyze, use data, information (big data) and technology in the digital world and the ability to disseminate the knowledge and competencies they have in scientific conference/seminar activities.
21.	23UH21XX02	Internship	2	Recognition of learning achievements carried out by conducting direct learning in the workplace (experiential learning) in agencies, government, private sector, non-profit foundations, multilateral organizations and other institutions. During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.).
22.	23UH22XX03	Internship	3	Recognition of learning achievements carried out by conducting direct learning in the workplace (experiential learning) in agencies, government, private sector, non-profit foundations, multilateral organizations and other institutions. During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.).
23.	23UH23XX04	Internship	4	Recognition of learning achievements carried out by conducting direct learning in the workplace (experiential learning) in agencies, government, private sector, non-profit foundations, multilateral organizations and other institutions. During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.).

24.	23UH24XX06	Internship	6	Recognition of learning achievements carried out by conducting direct learning in the workplace (experiential learning) in agencies, government, private sector, non-profit foundations, multilateral organizations and other institutions. During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.).
25.	23UH25XX09	Internship	9	Recognition of learning achievements carried out by conducting direct learning in the workplace (experiential learning) in agencies, government, private sector, non-profit foundations, multilateral organizations and other institutions. During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.).
26.	23UH26XX02	Independent Project/Study	2	Recognition of learning achievements carried out by students which aims to equip students with experience in facing real problems in the world of work by being led and guided by quality professional lecturers/mentors as well as developing insight and thinking skills, leadership, soft skills, communication and cooperation skills and other positive characters
27.	23UH27XX04	Independent Project/Study	4	Recognition of learning achievements carried out by students which aims to equip students with experience in facing real problems in the world of work by being led and guided by quality professional lecturers/mentors as well as developing insight and thinking skills, leadership, soft skills, communication and cooperation skills and other positive characters



28.	23UH28XX06	Independent Project/Study	6	Recognition of learning achievements carried out by students which aims to equip students with experience in facing real problems in the world of work by being led and guided by quality professional lecturers/mentors as well as developing insight and thinking skills, leadership, soft skills, communication and cooperation skills and other positive characters
29.	23UH29XX20	Independent Research	20	This course aims to provide students with experience in joint research projects so that students gain competency in conducting research through mentoring by researchers at research centers/institutions/institutions both internal and external.
30.	23UH30XX20	Creativeness Development and Innovation	20	The course discusses a series of tridharma programs of education, research and community service in one learning activity in the village based on village potential and its problems, as well as problem solving strategies in the village.
31.	23UH31XX20	Leadership and State Defence	20	<p>The National Defense Leadership and Character Program (Bela Negara) is intended to help improve the quality of National Defense learning, including:</p> <ul style="list-style-type: none"> <li>•Supporting national defense which is a concept about the patriotism of a person, a group, or all components of a country;</li> <li>•Defense efforts from all forms of AGHT (Threats, Disturbances, Obstacles and Challenges) to the existence of the country</li> <li>•Understand non-physically, defending the country can be interpreted as an active role in advancing the nation and state, either through education, morals, social, and so on;</li> <li>•Analyze the concepts and principles of National Defense leadership;</li> </ul>

				<ul style="list-style-type: none"> <li>•Implementing and positioning National Defense education ambassadors which are mandatory for every profession.</li> </ul>
32.	23UH32XX20	The Benefits of Indonesia Maritime Continent	20	This course discusses a series of measurable activities which are a combination of the Tri Dharma of Higher Education activities based on the Benefits of the Maritime Continent which leads to activities in the application of technology or scientific work that meets the scientific criteria that can be competed.
33.	23UH33XX20	Entrepreneurship Enhancement	20	This course will lead students to enrich and increase their insight and motivation by developing their entrepreneurial mindset, identifying their entrepreneurial interests and talents, developing leadership skills, soft skills and the character of innovation and collaboration as well as developing entrepreneurial talents through the application of business models, internships and mentoring.
34.	23UH34XX20	Industrial Working Practice	20	This course is an assignment for students to work in a company or institution or agency for a certain period which is equivalent to a maximum of 20 credits. An internship/internship is an extracurricular activity that requires students to carry out observations and work practices in companies/agencies or institutions. Internships are an effort to increase students' knowledge, insight and skills as undergraduate undergraduate candidates.
35.	23UH35XX20	Humanist Personality Development	20	This course discusses efforts to develop humanistic character by understanding the concept and scope of disaster management, handling pandemics and extraordinary events (KLB) including handling pandemics/Covid19, as well as handling community social problems. Apart from that, in this course students will also practice in the field through observation activities, and be directly involved in various disaster management programs, handling pandemics/KLB/Covid19, as well as social problems in society that occur when this course is presented.

