Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

Project Number:	21/130
Higher Education Institution:	Universitas Muhammadiyah Surakarta
Location:	Surakarta, Indonesia
Study programme:	Study Programme of Indonesian Language and Literature Education, B.Ed.,
	Study Programme of English Education, B.Ed.
Type of accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) 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.

Period of Accreditation: November 26, 2025, to November 25, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Muhammadiyah Surakarta, Indonesia

Bachelor programme:

1. Study Programme of Indonesian Language and Literature Education
2. Study Programme of English Education

Qualification awarded on completion:

1. Bachelor of Education / Sarjana Pendidikan
2. Bachelor of Education / Sarjana Pendidikan

General information on the study programme

Brief description of the study programmes:

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
SPILLE offers training in linguistics, literary studies, and pedagogical methods. It aims to equip students with the skills to teach Indonesian effectively, produce creative and academic texts, and develop educational materials. The curriculum spans eight semesters, covering language teaching strategies, media literacy, literary analysis, and lesson planning. Graduates are prepared for careers in education, publishing, journalism, and cultural institutions.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE prepares students to become professional English teachers with strong pedagogical, linguistic, and intercultural competencies. The curriculum integrates language proficiency, literature, teaching methodology, and digital learning tools across eight semesters. Graduates are equipped for careers in education, translation, publishing, and global communication.

Type of study programme:
All programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
All programmes: 4 years (8 semester), 230.4 ECTS credits / 144 SKS credits

Mode of study:
All programmes: full-time

Didactic approach:
All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
All programmes: no

Scope (planned number of parallel classes) and enrolment capacity:
All programmes: 1 class, 40 students

Programme cycle starts in:
All programmes: July

Initial start of the programme:
All programmes: 1984

Type of accreditation:
All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.) and Study Programme of English Education (SPEE) (B.Ed.) was concluded between FIBAA and Universitas Muhammadiyah Surakarta on November 08, 2021. On May 07, 2024, 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[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Diah Ariani Arimbi
Universitas Airlangga, Indonesia
Head of Language and Multicultural Center

Prof. Manneke Budiman
University of Indonesia
Professor in Literary & Cultural Studies, Head of Literature Department at the Faculty of Humanities, University of Indonesia

Nadine Mathé
University of Hamburg
Student: General Linguistics (MA)
Completed: Linguistics and Phonetics; English Studies (2-subject Bachelor): University of Cologne

Yew Choy Meng
Ines Enterprise / Transmedia Asia Sdn. Bhd.
Principal Consultant (Language Service Provider, Written Translation, Oral Interpretation, Certified Translation, Court Interpretation)

Prof. Dr. Hans-Georg Wolf
University of Potsdam
Professor of Development and Variation of the English Language

FIBAA project manager:
Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on July 23 & 24, 2025, at the HEI's premises in Surakarta. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of HEI.

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[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on October 29, 2025. The University has chosen not to comment on the assessment report.

Summary

For Bachelor programmes

The Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.) and Study Programme of English Education (SPEE) (B.Ed.) offered by Universitas Muhammadiyah Surakarta fulfil 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 November 26, 2025, and finishing on November 25, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The quality requirement that has not been fulfilled for **SPILLE** – Internationality of the student body (criterion 3.4.2) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where **both programmes** could be further developed and **recommend**:
- better utilisation of existing international partnerships to offer more internships abroad and exchange opportunities, supporting the internationalisation goals of the programmes (see chapter 1.2);
- further efforts to attract international faculty members, such as advertising job openings on international platforms (e.g., LinguistList), offering attractive compensation packages, joining international education affairs, offering job positions in linked, and attractive facilities as well as financial compensation. (see chapter 3.4);
- pursuing partnerships with HEIs and other academic institutions or networks even more proactively to increase their overall impact (see chapter 4.3);
- increasing the investment in the University library, particularly in expanding the collection of hard copy books and strengthening subject-specific resources (see chapter 4.4);
- establishing an independent career service unit to enhance the visibility, focus, and strategic development of career-related support (see chapter 4.5);
- establishing an evaluation team composed of faculty members, administrative staff, and students to actively involve students in the quality assurance and development processes (see chapter 5.1);
- publishing the admission process and admission requirements also in English language (see chapter 5.3).

For the **Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.),** the panel members furthermore **recommend**:
- adding more elective courses related to the librarian profile to improve its representation in the curriculum and achieve a better overall balance (see chapter 3.1);

- including a scientific component in the creative writing thesis option, such as a scholarly analysis of the student's own creative work to ensure academic rigour and alignment with the programme's learning objectives (see chapter 3.1).

For the **Study Programme of English Education (SPEE) (B.Ed.),** the panel members furthermore **recommend**:
- aligning the PLOs of the study programme with those of SPILLE in terms of more universal competencies, particularly in the areas of research and ethics (see chapter 1.1);
- setting higher English requirements for admission with clearly defined proficiency levels in the computer-based admission test (see chapter 2);
- raising the language proficiency level of English competence required for graduation to at least B2 CEFR (see chapter 3.6).

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

There are criteria in which both study programmes exceed the quality requirements:
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3);
- Ethical aspects (see chapter 3.1.5);
- Student support by the faculty (see chapter 4.1.6);
- Programme Director (see chapter 4.2.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2.2);
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4.1);
- Information on activities during the academic year (see chapter 5.3.2).

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

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Information on the Institution

Universitas Muhammadiyah Surakarta (**UMS**) is a private university in Central Java, Indonesia, owned by the largest Islamic organisation in the country, Muhammadiyah. Currently, there are 170 universities in Indonesia under the Muhammadiyah organisation. Among these, UMS has gained both national and international recognition.

At the national level, UMS has been accredited as 'Excellent' by the National Board of Higher Education Accreditation. Likewise, 66% of its study programmes have also received an 'Excellent' rating from various independent Indonesian accreditation bodies.[2]

On the international stage, UMS was ranked as the third-best Islamic university in the world by UniRank in 2021.[3]

As a private university, UMS is supervised by the Foundation as the representative of the Muhammadiyah Organisation. UMS is managed by the Rector, who is assisted by five Vice-Rectors responsible for handling Academic and Quality Assurance affairs (Vice-Rector I), Financial and Asset affairs (Vice-Rector II), Student affairs (Vice-Rector III), Human Resources, Information Technology, Islamic Studies, and Muhammadiyah affairs (Vice-Rector IV), and Collaboration and International Recognition affairs (Vice-Rector V).

Furthermore, the five Vice-Rectors are assisted by various units and faculties. Units can be categorised as academic support units, such as the Bureau of Academic Administration, and non-academic support units, such as the Bureau of Student Affairs, the Bureau of Human Resource Development, the Bureau of Information Technology, the Bureau of Financial Affairs, and the Quality Assurance Centre. Each unit has its own head, who supervises operations and reports directly to the respective Vice-Rector.

On the other hand, each faculty is managed by a Dean, who supervises several study programmes. Each study programme, in turn, is overseen by a Head of Study Programme. The organisational structure of UMS is illustrated in the organigram below.

Figure 1 Organisational structure of Universitas Muhammadiyah Surakarta

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[2] UMS SER, p. 1.
[3] UMS SER, p. 1.

ORGANIZATIONAL STRUCTURE
UNIVERSITAS MUHAMMADIYAH SURAKARTA
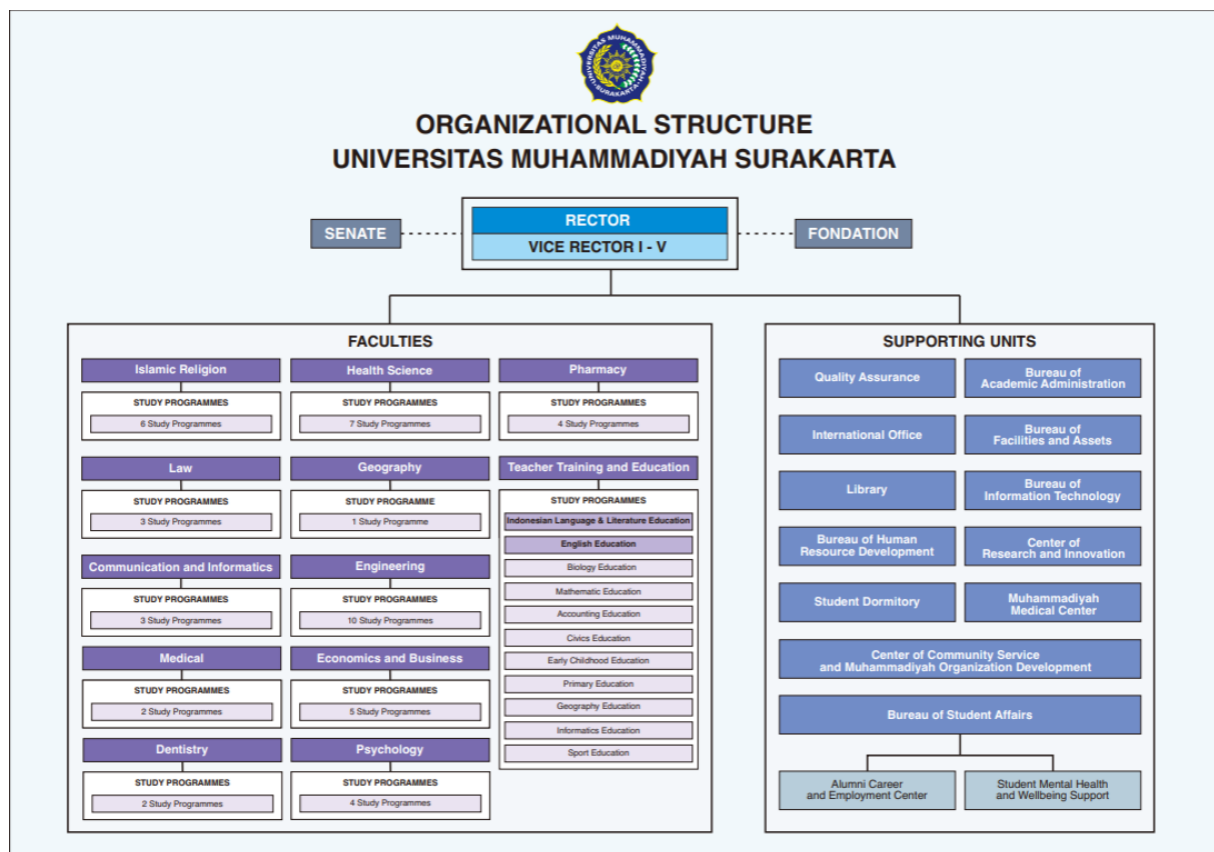
As an educational institution, UMS has a vision to become a centre for Islamic science and technology education and development, and to provide direction for change by 2029. In line with this vision are UMS missions: (1) to develop science, knowledge, technology, and art aligned with Islamic believes to have an impact on civil society, and (2) to develop human resources based on Islamic values with an impact on civil society.

To achieve the above vision and mission, UMS has set the Long-Term Strategic Plan 2009-2029 which can be divided into several milestones.

Figure 2 Milestones in UMS Long-Term Strategic Plan 2009-2029
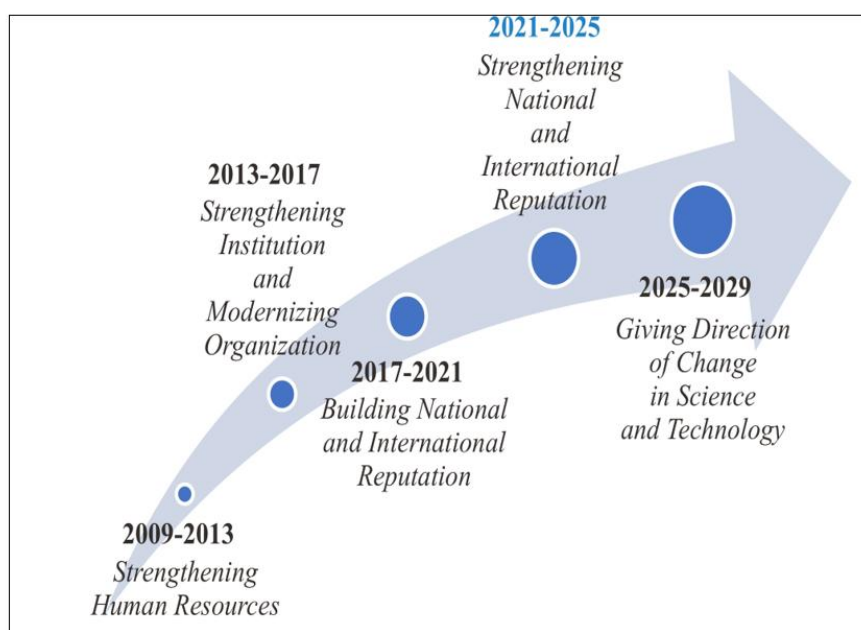
The FIBAA assessment took place at the end of the 2021-2025 phase. The University aimed to hit several targets during this phase. Among these were (1) the percentage of study programmes accredited as "Excellent" by National Accreditation Agencies is 75% of all study programmes, (2) the percentage of publications indexed Q1 and Q2 by Scopus is 25%, (3) the improvement of rank by QS World University Ranking and Time Higher Education, and (4) the percentage of study programmes accredited by international accreditation agencies is 25%.

In the phase 2025-2029 phase, which is the final phase of the UMS Long-Term Strategic Plan, UMS has eight strategic priorities.[4] Those are: (1) enhancing the quality and relevance of education, (2) strengthening student quality and global competitiveness, (3) emphasising graduate employability, alumni contribution, and institutional reputation, (4) focusing on research, innovation, and international collaboration, (5) focusing on governance, human resources, and digital transformation, (6) financial sustainability and infrastructure modernisation by diversify its income streams and modernize its facilities to support learning and research, (7) strengthening Al-Islam and Kemuhammadiyahan identity, as well as (8) achievement of World Class University status.

Currently, UMS has a total of 68 study programmes within 12 faculties which consist of 36 bachelor programmes, seven professional programmes, 19 master programmes, and six doctorate programmes. Some of these study programmes have gained international recognition, for example, Architecture, Nursing, Pharmacy and Civil Engineering bachelor programmes have been certified by Asean University Network-Quality Assurance (AUN-QA), and the Industrial Engineering bachelor programme has been accredited by Indonesian Accreditation Board for Engineering Education (IABEE). Among these study programmes about 64% have obtained an "Excellent" Accreditation predicate by various National Independent Accreditation Agencies. The percentage of accreditation status of the study programmes is summarised below.

Table 1 Percentage of Accreditation Status of Study Programmes

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[4] Executive Strategic Plan Summary of Universitas Muhammadiyah Surakarta.

No	Status	Doctorate	Master	Bachelor	Professional	Total
1	Excellent	1.47%	14.71%	49.07%	8.82%	74.07%
2	Very Good	0.00%	2.94%	1.47%	0.00%	4.41%
3	Good	5.88%	10.29%	1.47%	1.47%	19.11%
4	Sufficient	1.47%	0.00%	1.47%	0.00%	2.94%
5	Not Accredited	0.00%	0.00%	0.00%	0.00%	0.00%

Statistical Data

Table 2 Statistical Data of SPILLE and SPEE

Year		2022		2021		2020		2019		2018	
Study Programmes		SPEE	SPILLE	SPEE	SPILLE	SPEE	SPILLE	SPEE	SPILLE	SPEE	SPILLE
# Study Places offered by HEI		240	160	240	160	240	160	240	160	240	160
# of Applicants	Σ	277	212	279	229	649	658	594	528	580	478
	f	247	156	221	152	487	495	398	376	412	363
	m	30	56	58	77	162	163	196	152	168	115
Application rate		115%	133%	116 %	143%	270%	411%	248%	330%	242%	299%
# First-Year Students *(accepted applicant)*	Σ	187	108	245	174	212	176	296	256	293	208
	f	137	73	167	124	145	135	207	180	218	144
	m	50	35	78	50	67	41	89	76	75	64
Rate of female students		73%	68%	68%	71%	68%	76%	69%	70%	74%	69%
# Foreign Students	Σ	0	0	2	0	0	0	2	0	2	0
	f	0	0	2	0	0	0	2	0	2	0
	m	0	0	0	0	0	0	0	0	0	0
Rate of foreign students		0	0	0,01	0	0,01	0	0,01	0	0,01	0
Percentage of occupied study places		78%	68 %	102%	109%	88%	110%	123%	160%	122%	130%
# Graduates	Σ	0	0	133	110	143	92	285	210	279	200
	f	0	0	102	85	119	72	201	174	215	140

Year		2022		2021		2020		2019		2018	
	m	0	0	31	25	24	20	84	36	64	60
Success rate *(students who finished their studies)*		N/A	N/A	N/A	N/A	67%	52%	96%	82%	95%	96%
Dropout rate *(students who dropped their studies)*		N/A	N/A	N/A	N/A	0,94%	1,14%	5,07%	5,86%	2,73%	3,85%
Average duration of study		N/A	N/A	N/A	N/A	3,5	3,5	4,15	3,81	4,17	3,97
Average grade of final degree		N/A	N/A	N/A	N/A	3,62	3,71	3,62	3,83	3,45	3,53

Appraisal

Both study programmes consistently demonstrate high application rates, indicating sustained interest and demand. In line with trends observed in comparable fields, the proportion of female students is notably higher in both **SPILLE** and **SPEE**.

SPILLE currently does not host any full-time international students. In previous years (2018, 2019, and 2021) two international students were enrolled in **SPEE** each year.

The average study duration for both programmes remains within the expected timeframe, and the average final degree grade ranges between 3.5 and 3.8, reflecting a solid academic performance among graduates.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

All study programmes

Graduates of SPILLE and SPEE are primarily prepared for careers as educators, research assistants, and entrepreneurs. Graduates of **SPILLE** are targeted as (1) educators, (2) research assistants, (3) counselors, and (4) entrepreneurs in the field of Indonesian language and literature. In addition, graduates become (1) broadcasters, (2) language editors, (3) journalists, (4) writers, (5) BIPA activists, and (6) librarians. **SPEE** offers additional profiles including translators, tour guides, and hospitality practitioners. These profiles have been developed based on a needs analysis involving academic experts, stakeholders – including alumni, school principals, industry leaders, and practitioners – and periodic alumni surveys conducted via https://tracer.ums.ac.id. The graduate profiles are publicly accessible on the study programmes' websites.

Graduates of **SPILLE** are prepared to become educators with national, Islamic, and Muhammadiyah perspectives, equipped with pedagogical, personal, social, and professional competencies. These are supported by strong skills in Indonesian language and literature, as well as the ability to apply technology and information, enabling them to become professional Indonesian language teachers grounded in the spirit of Pancasila and Islamic values.

Graduates may also work as research assistants in the fields of Indonesian language, literature, and education. They are expected to disseminate their research findings both orally and in writing in scientific forums, integrating Pancasila and Islamic values into their work.

Entrepreneurial pathways are also part of the graduate profile, with opportunities in producing fiction and non-fiction works, establishing educational institutions, and developing learning materials and media – all within the context of national, Islamic, and Muhammadiyah values.

Additional graduate profiles include Indonesian language counsellors, who apply their knowledge and skills in the service and development of Indonesian language and literature, and professionals such as broadcasters, editors, and journalists. These roles require strong oral and written communication skills in Indonesian language and literature and are carried out in accordance with Pancasila and Islamic values.

Graduates of **SPEE** are prepared to become educators who facilitate creative and innovative learning. They demonstrate strong English language skills, the ability to use information technology to keep pace with developments in education and technology and embody the spirit of Pancasila and leadership. They are also equipped with the potential to pursue further studies in education, linguistics, or literature, enabling them to become professional teachers.

Graduates may also work as researchers, investigating issues in English education, linguistics, and literature. They are expected to publish their findings in scientific forums, supported by their English proficiency, technological literacy, and commitment to Pancasila values. Additionally, they are capable of working independently or collaboratively to produce

educational products and services, such as establishing educational institutions and developing teaching materials and media.

Further career opportunities include roles in translation and translation studies, where graduates apply their English language skills in professional contexts. They may also work in journalism as journalists, newsreaders, or broadcasters where strong English communication skills are essential. Moreover, graduates are qualified to work as tour guides or in the hospitality sector, supported by their ability to communicate effectively in English.

Programme Educational Objectives (PEO) describe what graduates are expected to achieve within 3-5 years after graduation and are the basis for the study programmes in preparing the Programme Learning Outcome (PLO). PEOs and PLOs are obtained through need analysis, expert recommendations, discussions with stakeholders (alumni, school principals/industry leaders, and practitioners), and the results of surveys conducted periodically to alumni. PEOs and PLOs are updated and reviewed at least once every five years by inviting internal and external parties. The PLOs of the study programmes are published to related parties through the websites of the three study programmes.

Table 3 PEO of SPILLE and SPEE

NO	Dimension	PEO SPILLE	PEO SPEE
1	**Academics**	PEO$_{SPILLE}$ [1]: SPILLE graduates become individuals who can develop linguistic and literary knowledge and skills sustainably based on Islamic values.	PEO$_{SPEE}$ [1]: SPEE graduates become individuals who can develop self-knowledge and skills continuously and are able to develop knowledge about Islam and apply it in life.
2	**Employability**	PEO$_{SPILLE}$ [2]: SPILLE graduates become educators, research assistants, and practitioners in the field of Indonesian language and literature professionally and independently at national and international levels.	PEO$_{SPEE}$ [2]: SPEE graduates are able to work professionally or work independently at national and international levels in the field of English education or similar fields by implementing educational principles.
3	**Personal Skill**	PEO$_{SPILLE}$ [3]: SPILLE graduates play an active role and contribute positively based on Islamic values in society, state and religion.	PEO$_{SPEE}$ [3]: SPEE graduates are able to play an active role and contribute positively to the environment, society, state and the Islamic religion.

To achieve the Programme Educational Objectives (PEOs), each study programme has formulated Programme Learning Outcomes (PLOs), which define the attitudes, knowledge, and specific skills that graduates must master by the time of graduation. The development of PLOs is based on several key references: (1) alignment with the PEOs, (2) alignment with the relevant Study Programme Association, (3) compliance with the UNESCO Global Framework of Professional Teaching Standards, (4) compliance with the Southeast Asia Teachers Competency Framework (SEA-TCF), and (5) compliance with the Indonesian National Qualifications Framework (KKNI), specifically Level 6.

The Indonesian National Qualifications Framework (KKNI) Level 6 consists of four components:

1. The ability to apply expertise and utilise science, technology, or art to solve problems and adapt to various situations.
2. Mastery of general theoretical concepts and in-depth understanding of specialised areas, with the ability to formulate procedural solutions.
3. The ability to make informed decisions based on data analysis and to guide others in selecting appropriate solutions, both individually and in groups.
4. Responsibility for one's own work and accountability for the achievement of organisational outcomes.

The UNESCO framework includes three domains: Teaching Knowledge and Understanding, Teaching Practices, and Teaching Relations.

SEA-TCF outlines four domains: Know and Understand What I Teach, Help My Students Learn, Help Engage the Community, and Become a Better Teacher Every Day.

Table 4 PLO of SPILLE and SPEE

NO	PLO SPILLE		PLO SPEE	
1	PLO SPILLE [1]: Examine logically, critically, systematically, and innovatively the basic concepts of language, literature, language skills, learning, and Indonesian language and literature research.	PEO SPILLE 1. KKNI 1; KKNI 2 2. UNESCO 1 3. SEA-TCF 1; SEA-TCF 2; SEA-TCF 4	PLO SPEE [1]: Demonstrate Islamic morals in social and professional life and have good cooperation skills.	PEO SPEE 1. KKNI 1,2,3 2. SEA-TCF 3; SEA-TCF 4 3. UNESCO 1, 2, 3
2	PLO SPILLE [2]: Examine the principles of pedagogy and psychology in the development of learning the Indonesian language and literature to produce innovative new learning designs or models.	PEO SPILLE 1. KKNI 1; KKNI 3 2. SEA-TCF 1, SEA-TCF 2, SEA-TCF 4 3. UNESCO 1; UNESCO 2	PLO SPEE [2]: Demonstrate communication skills in English at least equivalent to the post-intermediate level	PEO SPEE 1. KKNI 4 2. SEA-TCF 2, 3, 4 3. UNESCO 1, 3
3	PLO SPILLE [3]: Apply Indonesian language and literature entrepreneurship principles and management by demonstrating independent, quality, and measurable performance.	PEO SPILLE 1. KKNI 1; KKNI 2 2. SEA-TCF 3 3. UNESCO 3	PLO SPEE [3]: Exhibit entrepreneurial skills in fields related to English language skills.	PEO SPEE 1. KKNI 4,5 2. SEA-TCF 1, 2, 4 3. UNESCO 1, 2, 3
4	PLO SPILLE [4]: Appreciate Indonesian literature orally and in writing by applying theories, concepts, and	PEO SPILLE 1. KKNI 1; KKNI 2 2. SEA-TCF 1; SEA-TCF 2;	PLO SPEE [4]: Analyze and solve problems related to English language learning with	PEO SPEE 1. KKNI 5 2. SEA-TCF 1, 2

	approaches in Indonesian literature.	SEA-TCF 3; SEA-TCF 4 3. UNESCO 1; UNESCO 2	systematic and critical methods.	3. UNESCO 1, 2, 3
5	PLO_{SPILLE} [5]: Plan and conduct studies on Indonesian language and literature education implementation through an integrated approach at the national and international levels.	PEO_{SPILLE} 1. KKNI 3 2. SEA-TCF 1; SEA-TCF 2; SEA-TCF 3; SEA-TCF 4 3. UNESCO 2	PLO_{SPEE} [5]: Apply basic English teaching skills that integrate TPACK (Technological Pedagogical Content Knowledge).	PEO_{SPEE} 1. KKNI 6 2. SEA-TCF 1,2,3,4 3. UNESCO 1, 2, 3
6	PLO_{SPILLE} [6]: Make appropriate decisions in solving problems in language, literature and learning at the national and international levels by upholding human, religious, moral and ethical values based on information and data analysis results.	PEO_{SPILLE} 1. KKNI 3; KKNI 4 2. SEA-TCF 3; SEA-TCF 4 3. UNESCO 1; UNESCO 2; UNESCO 3		
7	PLO_{SPILLE} [7]: Develop a network with mentors and colleagues inside and outside the institution at the national and international levels by respecting the diversity of cultures, views, religions and beliefs, as well as the opinions or original findings of others.	PEO_{SPILLE} 1. KKNI 3; KKNI 4 2. SEA-TCF 3; SEA-TCF 4 3. UNESCO 3		
8	PLO_{SPILLE} [8]: Evaluate themselves against work groups and learning activities under their responsibility and carry out responsibilities for work in their field of expertise independently.	PEO_{SPILLE} 1. KKNI 3; KKNI 4 2. SEA-TCF 3; SEA-TCF 4 3. UNESCO 3		
9	PLO_{SPILLE} [9]: Document linguistic, literary and learning data to ensure validity and prevent plagiarism by internalizing	PEO_{SPILLE} 1. KKNI 3; KKNI 4 2. SEA-TCF 1; SEA-TCF 3; SEA-TCF 4		

	academic values, norms and ethics.	3. UNESCO 1; UNESCO 2		
10	PLO_{SPILLE} [10]: Implement science and technology and its development based on scientific principles, procedures and ethics to produce solutions, ideas and study designs by compiling scientific descriptions in the form of final project reports as a form of contribution to society based on Pancasila.	PEO_{SPILLE} 1. KKNI 3; KKNI 4 2. SEA-TCF 1; SEA-TCF 3; SEA-TCF 4 3. UNESCO 2		

Appraisal:

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

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

For **SPEE**, the panel **recommends** aligning the PLOs of the study programme with those of SPILLE in terms of more universal competencies, particularly in the areas of research and ethics. This recommendation is not based on the need for uniformity between programmes, but rather on the recognition that such competencies are essential for SPEE as well. Evidence suggests that SPEE already addresses these aspects to some extent, and formal alignment would strengthen the clarity and coherence of its learning outcomes.

	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)

All study programmes

The internationalisation of the two study programmes is reflected in their Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs). For **SPILLE**, this is evident in PEO [2] and PLOs [5], [6], and [7], while for **SPEE**, it is reflected in PEO [2] and PLOs [1] and [2].

Based on the defined PEOs and PLOs, graduates from both programmes are encouraged to pursue opportunities abroad. To support international employability, including competencies such as English language proficiency, communication, and collaboration, both programmes have implemented a range of strategies. These strategies span curriculum design, teaching and learning approaches, resource development, practical experiences abroad, and the creation of an academic atmosphere conducive to international readiness.

Table 5 International Orientation in SPILLE and SPEE

Aspect	SPILLE	SPEE
Curriculum	a. Overseas KKN MK with the destination of Malaysia and Thailand b. English for The Academic Purposes c. English Standardised Test Preparation d. MBKM overseas Internship with credit conversion e. Scopus indexed final task as a replacement for thesis f. Mobility exchange program	a. Overseas KKN MK with the destination of Malaysia and Thailand b. Standardised Tests of Listening course (IELTS, TOEFL, TOEIC) c. Standardised Tests of Speaking course (IELTS, TOEFL, TOEIC) d. Standardised Tests of Reading (IELTS, TOEFL, TOEIC) courses e. Standardized Tests of Writing Course (IELTS, TOEFL, TOEIC) f. MBKM overseas Internship transfer credit with SKS conversion g. Reputable international indexed final task as a replacement for thesis
Teaching and Learning	a. Learning references using international books and journals b. Collaborative research and publications c. Scopus indexed journal course output d. Visiting Professor e. Visiting lecturer with Osaka University Japan and Fatoni University Thailand f. BIPA Program	a. SEGA Program (Saturday English Gathering) b. Credit transfers to overseas institutions such as Malaysia, Philippines, Thailand, Taiwan c. Overseas internship program d. Visiting lectures/guest lecturers from abroad periodically (four times a year): from Technological University (Singapore), National University of Malaysia, University, Japan, University of Otago (New Zealand), University of Tokyo, Pangasinan State University. e. VISEP (Virtual Inbound Student Exchange Program) and VOSEP (Virtual Outbound Student Exchange Program) student exchange programmes.
Resources	a. 52% of lecturers have doctoral degrees b. Lecturers graduated from Leiden University and Monash university c. Infrastructure: Mas Mansur international cottage and International Office	a. 57% of lecturers graduated from abroad: England, the United States, Australia, Germany, Japan and India. b. 57% of lecturers are doctors c. Sixteen lecturers took part in short courses at overseas institutions such as Harvard University US,

	d. Having alumni who become leaders of the Malay Language Study Program at Fatoni University Thailand	Warwick University UK, Canadian College of Teachers, University of North Carolina US and d. Infrastructure: Mas Mansur international cottage and International Office
Practical experience abroad	a. Initiator of the Indonesian Language Study Program at Al-Azhar University, Egypt	a. Visiting lecturer abroad (Pangasinan University of the Philippines) b. In collaboration with Lund University Sweden's child-friendly education programme.
Academic Situation	a. ICoLLiT (International Conference on Language, Learning and Literature) in collaboration with the National University of Taiwan b. ICOLAE (International Conference of Learning on Advance Education) in collaboration with Griffith University Australia c. Profunedu (Progressive and Fun Education) in collaboration with Griffith University Australia and Brunei Darussalam University	a. ICoLLiT (International Conference on Language, Learning and Literature) in collaboration with the National University of Taiwan. b. ICOLAE (International Conference of Learning on Advance Education) in collaboration with Griffith University Australia. b. Profunedu (Progressive and Fun Education) in collaboration with Griffith University Australia and Brunei Darussalam University. c. Workshop on writing scientific articles in collaboration with Universiti Kebangsaan Malaysia and Tokyo Institute of Technology Japan. d. ICCE (International Conference on Child-Friendly Education) in collaboration with Lund University Sweden.

Appraisal:

Each study programmes' design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

At the same time, the panel **recommends** making greater use of the existing international cooperation network. This includes expanding opportunities for internships at international schools and increasing student exchange options to strengthen the international dimension of the study programmes and enhance graduate readiness for global engagement.

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

1.3   Positioning of the study programme

<u>On the educational market</u>
All study programmes
The study programmes are managed by the Faculty of Teacher Training and Education (FTTE) at UMS, and as such are under the auspices of the Muhammadiyah organisation. This Islamic organisation contributes significantly to education through a network of 1,094 Muhammadiyah elementary schools, 1,128 junior high schools, 558 senior high schools, and 554 vocational high schools, as well as 172 universities and similar institutions in Indonesia. Muhammadiyah also has branches abroad, including in Egypt, Malaysia, Australia, the Netherlands, Germany, the UK, Japan, and others. Some of these branches manage educational institutions such as a kindergarten in Cairo (Egypt), Muhammadiyah Australian College, and Muhammadiyah University Malaysia.[5]

UMS is located in a strategic area close to Sukoharjo Regency, Surakarta, in Central Java. The city offers a relatively low cost of living, adequate infrastructure, and accessible transportation links to UMS. Tuition fees are also comparatively affordable in relation to other leading private universities.[6]

SPILLE and **SPEE** have received 'Excellent' accreditation status by the National Accreditation Board for Higher Education since 2018. Out of 274 Indonesian Language study programmes in Indonesia, **SPILLE** is among the nine study programmes with excellent accreditation and is included in the 3% of best Indonesian Language and Literature Study Programmes in Indonesia. While **SPEE** is one of 405 similar English Education Study Programmes in Indonesia, **SPEE** is ranked in the top 10 and includes 2% of English Education Study Programmes with Excellent accreditation in Indonesia.[7]

The two study programmes have competitors from similar study programmes at other tertiary institutions:
(1) At the regional level, competitors are similar study programmes at UNS (Sebelas Maret University) and UNNES (Semarang).
(2) At the national level, **SPILLE** has competitors from UM (Malang), UNY (Yogyakarta), and UNJ (Jakarta), while **SPEE** has competitors from Sanata Dharma (Yogyakarta), UPI (Bandung), and UM (Malang).
(3) At the international level, **SPILLE** has a competitor from Fatoni University (Thailand), while **SPEE** has a competitor from Pangasinan State University (Philippines). By looking at the potential and competitors, both study programmes have uniqueness and advantages in general.

Table 6 Advantages or uniqueness of SPILLE and SPEE among the same study programmes at other universities

Aspect	SPILLE	SPEE
Graduate profile	Graduates have excellence in the fields of Islam and Muhammadiyah and their integration into language teaching and	Graduates excel in Islam and Muhammadiyah, internalized as novice teachers, entrepreneurs, journalists, hospitality and tourism practitioners.

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[5] UMS SER, p. 14.
[6] UMS SER, p. 14.
[7] UMS SER, p. 14-15.

	learning, journalism, language editing, and broadcasting.	
Human Resources	Three professors and eight doctoral graduates with expertise in linguistics, literature, and learning Indonesian. SPILLE has two doctoral graduates from Leiden University in the Netherlands and Monash University in Australia. It also has lecturers with professional backgrounds in journalism, editing, and broadcasting. In addition, one lecturer obtained a sandwich program at Ohio University (USA).	57% doctorate Two professors 57% Overseas graduates (UK, USA, Australia, Germany, Japan and India) Sixteen lecturers were doing short courses abroad (Harvard University US, Warwick University UK, Canadian College of Educators).
Facilities	SPILLE has comfortable classroom facilities, representative offices, microteaching practice laboratories, computer laboratories, broadcast studios, and a green and comfortable campus environment.	SPEE has complete English learning facilities such as a multimedia lab, podcast lab, computer lab, production workshop, theatre room, and teleconference room.
Curriculum	It has practical courses that accommodate graduate profiles. It includes technical learning programmes, such as journalism, broadcasting, language editing, and entrepreneurship	The curriculum adopts the Ministry of Education and Culture's MBKM programme, which is based on OBE and directs students to become independent and adaptive human beings to the times.
Others	There is a recognition programme in several courses involving experts from international agencies.	At the beginning of each lesson, SPEE consistently implements reciting Holy Quran activities at the beginning of PBM, which functions to create Islamic habits. Collaborating with Pangasinan State University (Philippines) and Savannakhet University (Laos)

On the job market for graduates

All study programmes

The performance of graduates from both study programmes is regularly evaluated through alumni tracer studies, accessible via https://tracer.ums.ac.id. These studies monitor the relevance of graduates' employment fields and the time it takes for them to secure their first job.

According to the tracer data, 75% of **SPILLE** graduates and 70% of **SPEE** graduates are employed in fields relevant to their studies. The average waiting time to obtain their first job is 2.9 months for **SPILLE** graduates and 2.4 months for **SPEE** graduates.

The level of job relevance and relatively short waiting periods are supported by the university's efforts through the Alumni Career and Employment Center (ACEC). Graduates from both programmes benefit from job placement services provided by ACEC, which regularly publishes job vacancy information on https://acec.ums.ac.id and organises job fairs, particularly involving schools within the Muhammadiyah network. Both study programmes also maintain alumni networks that actively share job opportunities. Furthermore, courses such as Introduction to Schooling Field (ISF) and Educational Student Community Service (ESCS) help students build connections with schools in the Greater Solo area, facilitating quicker access to job openings.

In addition to institutional support, graduates also seek employment opportunities independently through mass media channels.

The University continues to monitor graduate employment annually through tracer studies. These surveys also identify a variety of professions pursued by graduates, in line with their competencies.

Table 7 Professions based on Graduate Qualifications

SPILLE		SPEE	
Profession	Supporting PLOs [No.]	Profession	Supporting PLOs [No.]
Educator	[1], [2], [4], [5]	Prospective English teacher	[1], 2], [3],[4], [5]
Research Assistant	[1], [2], [4], [6], [7], [9]	Research Assistant	[1], [4], [5]
Entrepreneur	[3], [4], [8], [10]	Entrepreneur in the field of English education	[1], [3]
Broadcaster	[1], [3], [4], [7], [10]	Translator	[1], [3], [4]
Language Editor	[1], [3], [4], [5], [6], [8], [9], [10)	Journalist	[1], [2], [3], [4]
Journal	[1], [3], [4], [7], [10]	Tour Guide	[1], [2], [3]
		Hotelier	[1], [2], [3]
		Sales Marketing	[1], [2], [3]
		Entrepreneur	[1], [2], [3]
		Content Creator	[1], [2], [3], [4], [5]

<u>Within the HEI's overall strategic concept</u>
All study programmes
As the Faculty of Teacher Training and Education (FTTE) aligns with UMS's vision to become a centre for education and to develop science, knowledge, technology, and art aligned with Islamic believes to have an impact on civil society, FTTE has the vision to become an excellent educational institution that produces educators aligned with Islamic believes.

The Faculty of Teacher Training and Education (FTTE), the oldest faculty at UMS, focuses on preparing educators to meet the needs of Muhammadiyah's educational institutions nationwide. Within FTTE, **SPILLE** and **SPEE** are recognised as excellent study programmes and contribute significantly to the internationalisation of UMS with an Islamic character.

The UMS Strategic Plan 2025-2029 guides the University's efforts in advancing its national and international presence. This plan serves as a reference for all study programmes at UMS, including **SPILLE** and **SPEE**, in carrying out operational plans from 2025 to 2029. During this period, UMS has set eight key goals, supported by specific strategies and achievement indicators. Funding and facilities are provided to help the three study programmes implement development and strengthening initiatives aligned with these targets.

- Enhancing UMS's reputation nationally and internationally, including support for publications in recognised academic journals, incentives for international research contributions, and partnerships with institutions at national and international levels.
- Improving graduate employability through curriculum adaptation based on VUCA conditions, an Outcome-Based Education (OBE) approach, and the facilitation of the MBKM programme. Strategies include project-based and solution-oriented learning methods, visiting lecturers, and career and entrepreneurship coaching.

- Advancing Islamic education, focusing on strengthening AIK learning and the ESCS programme in Muhammadiyah schools and local communities.
- Enhancing human resource productivity, including support for lecturers in academic promotion, opportunities for them to act as resource persons, and participation in reviewing national and international academic publications.
- Strengthening governance through information systems, integrating UMS platforms and databases. This includes managing lectures and student academic progress via the website[8], accessible to study programmes, students, academic bureaus, and parents/guardians.
- Improving funding structures, financial transparency, and infrastructure by seeking external funding and modernising learning spaces with smart classrooms.

SPILLE promotes internationalisation through various initiatives, including BIPA (Indonesian Language for Foreign Speakers), joint research, visiting lecturers and professors, and its role as the initiator of an international Indonesian language class at Al Azhar University in Cairo. **SPILLE** has also established MoUs to enhance research and publication quality with international partner universities such as UPSI Malaysia, Lund University Sweden, Fatoni University Thailand, and UTHM Malaysia. These efforts align with UMS's broader strategy to strengthen its global reputation.

SPEE also contributes to UMS's internationalisation by collaborating with partner universities through visiting lecturer and professor programmes. These partnerships span a wide range of countries, including the United States (RELO of the American Embassy, Anaheim University), Australia (Monash University, Charles Darwin University), New Zealand (University of Otago), Singapore (Nanyang Technological University), Japan (The University of Tokyo, Notre Dame Seishin University), Taiwan (National University of Taiwan), Malaysia (National University of Malaysia), and the Philippines (Pangasinan State University). **SPEE** further enhances its international recognition through joint research with institutions in Qatar, Laos, Sri Lanka, Malaysia, and the Philippines.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. They observed the educational market and identified their competitors, while knowing how to position themselves in the educational market and showing the unique aspects of the programmes.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented for both study programmes. The future fields of employment for graduates (e.g. educators, entrepreneurs, translator, etc.) are plausibly set forth.

The study programmes are convincingly integrated into the HEI's overall strategic concept. Their qualification goals reflect the institution's mission to develop competent educators and professionals who serve both national and Muhammadiyah educational networks. Through strong alignment with the faculty's educational focus, structured graduate profiles, and active implementation of strategic initiatives – including internationalisation, alumni support, and

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[8] https://myakademik.ums.ac.id/.

tracer-based evaluation – the programmes contribute directly to the realisation of the HEI's goals.

		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

<u>Admission requirements</u>
All study programmes
Policies regarding criteria, procedures, and instruments for new student admissions and decision-making are regulated in the Quality Procedure. These describe student admissions, registration, leave, resignation, dropout, and transfer within higher education. New student admissions across the three study programmes follow UMS Chancellor Decree Number 152/R/II/2017 concerning the New Student Admission Policy of Universitas Muhammadiyah Surakarta, which can be accessed on the UMS rectorate website.

New student admissions commence every December 2 and conclude on August 25 of the following year. UMS student admission requirements align with national regulations for new student enrolment – students must have graduated from high school/equivalent. Apart from this, prospective students must also complete files in the form of Grade X to XII report cards, attach academic and non-academic championship certificates, and make payments. Especially for applicants graduating from overseas, it is mandatory to attach a certificate of equivalent from the Ministry of Education and Culture. The admission process is centralised at the university level through the One Day Service (ODS) system[9], which is coordinated by the Head of the Bureau of Academic Administration (BAA).

UMS implements student admissions via two pathways:
1. Achievement selection pathway (scholarship), which includes internal and external schemes.
2. Academic ability test selection pathway, conducted through the One Day Service admission concept.

The selection of internal scholarship achievement pathways is based on a portfolio system, taking into account class academic performance, academic and non-academic achievements, participation, knowledge of *Al Islam* and *Kemuhammadiyahan*, and national awareness. External scholarships adhere to the stipulations of the scholarship provider.

The new student admission system involves a computer-based test comprising of 50 questions, to be completed within 60 minutes. Test scores are calculated based on correct answers, with no deductions for incorrect responses. Academic tests are divided into:
- Natural Science group tests, covering Mathematics, Chemistry, Biology, Physics, Indonesian Language, English, and Al Islam and Muhammadiyah.
- Social Science group tests, including Geography, History, Economics, and *Al Islam* and *Muhammadiyah*. Non-Muslim applicants are exempt from *Al Islam* and *Muhammadiyah* test materials.

Health assessments are required for study programmes with specific health criteria, which may include tests for height, colour blindness, or other medical evaluations, depending on the relevant faculty or programme. For the study programmes assessed in this report, no health test is required.

<u>Counselling for prospective students</u>

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[9] https://pmb.ums.ac.id.

All study programmes

Prospective students who need information regarding UMS new student registration can contact UMS via email (pmb@ums.ac.id), telephone or WhatsApp. The study programmes themselves also provide services for prospective students through WhatsApp numbers or via Facebook, Instagram, and X (formerly Twitter) at "@odsumsurakarta". Prospective new students can also conduct counselling directly at the new student admission section during working hours (08:00am – 15:00pm WIB) at Siti Walidah Main Building UMS ODS section.

Complete information regarding prospective student services can be accessed through the website.[10] Services for prospective students include registration information, financing, scholarships, selection systems, and other information related to study programme needs.

Selection procedure

All study programmes

The admissions process for new students is determined based on a minimum passing score and is conducted through the website[11]. Prospective students can check their scores after completing the test. The admissions procedure is reviewed annually to enhance its effectiveness.

Ensuring foreign language proficiency

All study programmes

The UMS new student admission test includes an English test component.

Furthermore, English language learning is facilitated by the Institute of Language and General Sciences and delivered through the English for Academic Purposes course in the first semester and Standardised Test Preparation in the second semester. The curricula of the study programmes also incorporate these courses, and SPILLE students are required to achieve a minimum score of 450 and SPEE students of 470 in the Test of English Proficiency (TOEP) before graduating from UMS.

The Institute of Language and General Sciences also conducts the English Tutorial Programme, which provides English language training for new students. These tutorials are led by senior students who have strong English proficiency

Transparency and documentation of admission procedure and decision

All study programmes

The new student admission procedures at UMS are publicly accessible and documented on the website https://pmb.ums.ac.id/. Prospective students can find detailed information about the study programme they wish to apply for, as well as its requirements. On the website, prospective students can review the criteria for admission to UMS and explore various entry pathways, including the computer-based test (CBT), Report Card Achievement (e-selection), online tests, and scholarship opportunities. They can also create an account to register, access relevant information, and download the new student admission brochure.

The UMS admission process consists of two stages: administrative selection and the CBT. During the administrative selection stage, applicants will receive notifications via email

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[10] https://pmb.ums.ac.id/.
[11] https://pmb.ums.ac.id/.

regarding the completeness of their required documents. If an applicant successfully passes the administrative selection, they proceed to the CBT stage. Upon completion of the test, registrants will receive their results via email.

Prospective students can access their full admission results through the ODS account they created. Additionally, study programmes can check the list of accepted prospective students via https://eksekutif.ums.ac.id. Through the ODS account, students can view their personal data and test scores. Meanwhile, via the https://eksekutif.ums.ac.id platform, study programmes can review statistics such as the number of applicants, the number of students who passed the test, and demographic details including gender, origin, age, and other personal information.

Appraisal:

The admission requirements are defined and comprehensible. While national requirements for student admissions are duly acknowledged and considered, UMS, as a private university, applies its own admission system. This system is not prescribed by the Ministry but operates fully within the scope of regulations permitted by national education policy.

Applicants can directly turn to a student counselling service, and to the helpdesk at UMS, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail as well as WhatsApp and Social Media platforms such as Facebook, Twitter, and Instagram.

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

The admission requirements ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities). For **SPEE**, the panel **recommends** setting the English language requirements at a higher level than for SPILLE to reflect the differing academic demands. The required English proficiency level for **SPEE** should be clearly defined and communicated in the context of the computer-based admission test to ensure transparency and appropriate candidate preparation.

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

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

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

<u>Logic and conceptual coherence</u>
All study programmes
The curricula of programmes SPILLE and SPEE are designed to ensure the achievement of the respective Programme Learning Outcomes (PLOs). The course content is proportionally structured across several dimensions.

First, there is a balanced composition of theoretical and practical courses; for example, pedagogical theory is complemented by teaching practicum (Microteaching), school-based teaching practice (Internship), and Educational Student Community Service (ESCS).

Second, the curriculum supports the development of attitudes, knowledge, and skills through a structured credit distribution: religion courses (12 SKS credits), knowledge-based courses (125 SKS credits), practicum (12 SKS credits).

Third, the curriculum includes both compulsory and elective courses, designed to support the intended learning outcomes. Elective courses in both programmes are offered to provide additional competencies and enhance potential employability. For instance, to support skills in journalism, both study programmes offer elective courses in Journalism.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
The curriculum offers a maximum of 149 SKS credits[12] (139 SKS credits of compulsory courses and ten SKS credits of elective courses).

Programme Educational Objective (PEO) Number 2, which focuses on the development of practical skills, is supported by hands-on courses such as Journalism Practice, Broadcasting Practice, Editing Practice, and Library Management.

The curriculum also includes a range of courses designed to prepare students for careers in education. These include Education Management, Educational Philosophy, Educational Innovation, Learning Curriculum, Lesson Planning, Learning Strategies, Textbook Review, ICT Literacy and Learning Media, Development of Teaching Materials, Evaluation of Learning, Development of Learning Tools, and Microteaching.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE offers a maximum of 150 SKS credits[13] (138 SKS credits of compulsory courses and twelve SKS credits of elective courses).

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[12] Study time at SPILLE is eight semesters, where each semester consists of a minimum of 20 SKS credits and a maximum of 24 SKS credits depending on student abilities as measured by GPA. Students must complete 144 SKS credits to finish their studies.
[13] Study time at SPEE is eight semesters, where each semester consists of a minimum of 20 SKS credits and a maximum of 24 SKS credits depending on student abilities as measured by GPA. Students must complete 144 SKS credits to finish their studies.

Students may choose one of three elective courses: Journalism, Hotel, or Tourism. Each elective is supported by on-the-job training relevant to the chosen field. At the end of the programme, students are required to conduct research as part of the requirements for obtaining a Bachelor's degree, under the supervision of the Faculty.

Rationale for degree and programme name
All study programmes
The names of the two study programmes follow the Decree of the Director General of Learning and Student Affairs Number 232/B/HK/2019 dated 28 August 2019 concerning Names of Study Programmes in Higher Education. Based on this decree, the Bachelor's degree for graduates of the two study programmes is a Bachelor of Education (B.Ed.) / Sarjana Pendidikan (S.Pd). The names of both study programmes and degrees are supported by a curriculum that aims to produce graduates as educators.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
The SPILLE curriculum includes subjects such as Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Pragmatics, History of Literature, Literary Theory, Drama Studies, Poetry Studies, and Curriculum Studies.

Study Programme of English Education (SPEE) (B.Ed.)
The SPEE offers a curriculum that includes pedagogical courses, subject knowledge in both English literature and linguistics to support future English educators, and practicum components to develop teaching skills and pedagogical competencies.

Integration of theory and practice
Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
From 149 SKS credits, 83% (124 SKS credits) are theoretical courses, 3% (six SKS credits) are seminar-based, and 14% (12 SKS credits) are practical.

Elective courses also combine theoretical and practical elements to enhance additional competencies. For instance, journalistic theory is paired with journalistic practice, hospitality theory with a hospitality internship, and tourism theory with a tourism internship. In SPILLE, the curriculum includes theoretical courses such as Literary Theory, Morphology, Syntax, and Sociolinguistics; seminar courses such as Proposal Seminars; and practical courses including Journalism Practice, Broadcasting Practice, Editing Practice, and Library Management.

Study Programme of English Education (SPEE) (B.Ed.)
The curriculum comprises 150 SKS credits, with 86.6% (130 SKS credits) allocated to theory, 4% (six SKS credits) to seminars, and 9.3% (14 SKS credits) to practice.

The integration of theory and practice is intentionally designed to produce professional educators. In addition to theoretical courses, students participate in practical components that support their career development. For example, in SPEE, educational theory courses include Educational Philosophy, Educational Psychology, Education Management, Guidance and Counselling, Language Teaching Theory, English Language Assessment, English Curriculum Instruction, English Lesson Planning, and linguistic subjects. These are complemented by teaching practicum (Microteaching) and school internships to equip students with the necessary competencies for teaching.

Interdisciplinary thinking
All study programmes
The emergence of the Industrial Era 4.0 has given rise to the Education 4.0 era, which requires teachers to possess multidisciplinary competencies. These competencies extend beyond their subject specialisations and include essential soft skills. The advancement of Industry 4.0 has also increased expectations for graduates to be able to think critically and possess interdisciplinary knowledge.

To foster interdisciplinary thinking, the study programmes include course content beyond their core disciplines. Compulsory courses such as Al Islam Kemuhammadiyahan, Civics, and Pancasila are part of the curriculum. In addition, elective courses such as Journalism, Broadcasting, Library Management, Tourism, and Hotel Studies offer students opportunities to gain skills outside their main area of study.

Interdisciplinary activities are also embedded in courses such as *Introduction to Schooling Field (ISF)* and *Educational Student Community Service (ESCS/KKNDik)*. Additionally, both study programmes have implemented the MBKM (Emancipated Learning Experience Outside the Study Programme), research, and student service components.

Introduction to Schooling Field (ISF) activities are designed to help students identify and solve problems within the school environment. Addressing such challenges requires collaboration and communication with peers from different academic backgrounds. For example, during initial observations in ISF, students discovered that a school was struggling to provide information to its community. To address this, students created school magazines and websites: Informatics Education students designed the layout, Islamic Religious Education students contributed Islamic content.

In *Educational Student Community Service* activities, students from various disciplines work together to address educational challenges in the wider community. For instance, in Medan, where support for culinary development was needed, students provided training in food preparation. They also offered communication training to help promote culinary products. Informatics Education students taught promotional design, Accounting Education students provided financial management guidance, and Biology Education students assisted with food composition.

Ethical aspects
All study programmes
PLOs for **SPILLE**:

| PLO [6]:
Make appropriate decisions in solving problems in language, literature and learning at the national and international levels by upholding human, religious, moral and ethical values based on information and data analysis results. |
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| PLO [9]:
Document linguistic, literary and learning data to ensure validity and prevent plagiarism by internalizing academic values, norms and ethics. |
| PLO [10]:
Implement science and technology and its development based on scientific principles, procedures and ethics to produce solutions, ideas and study designs by compiling scientific descriptions in the form of final project reports as a form of contribution to society based on Pancasila. |

And for **SPEE**:

PLO [1]:
Demonstrate Islamic morals in social and professional life and have good cooperation skills.
PLO [2]:
Demonstrate communication skills in English at least equivalent to the post-intermediate level.
PLO [3]:
Exhibit entrepreneurial skills in fields related to English language skills.

This ethical dimension is integrated into the curricula through various courses addressing religious ethics (e.g. Religion, Worship and Muamalah; Islam and Science and Technology; Kemuhammadiyahan), civic responsibility (e.g. Pancasila and Citizenship), professional ethics (e.g. Philosophy of Education, Microteaching, and ISF), and academic integrity (e.g. Research Methods, Writing Skills, and Thesis).

Professional ethics are introduced early in the programme through courses such as Educational Philosophy and further reinforced in ISF, where students receive evaluations from lecturers and external stakeholders regarding their ethical behaviour. Academic ethics are addressed in the thesis course, where students must adhere to publication standards, including similarity checks via Turnitin and submission of a Statement of Originality, as outlined in the Scientific Publication Guidebook.

Beyond the curriculum, religious ethics are reinforced through institutional policies outlined in UMS Rector Decree Number 31/IV/2022. These policies cover: (i) congregational prayers for the academic community and education personnel, (ii) development of the academic community and education personnel, (iii) smoke-, drug-, and alcohol-free zones, (iv) arts and culture, (v) dress ethics, (vi) learning and teaching ethics, (vii) association ethics, (viii) eating and drinking ethics, and (ix) communication ethics. These policies are disseminated through various media, including websites, Instagram, Telegram, banners, academic manuals, and other platforms.

Methods and scientific practice
All study programmes
The study programmes include methodological skills in PLOs for **SPILLE:**

PLO [9]:
Document linguistic, literary and learning data to ensure validity and prevent plagiarism by internalizing academic values, norms and ethics.
PLO [10]:
Implement science and technology and its development based on scientific principles, procedures and ethics to produce solutions, ideas and study designs by compiling scientific descriptions in the form of final project reports as a form of contribution to society based on Pancasila.

And **SPEE:**

PLO [4]:
Analyse and solve problems related to English language learning with systematic and critical methods.

These competencies are embedded in the curriculum through courses such as Research Methods, Research Proposal, and Thesis. Additionally, students' research abilities are enhanced through regular Student Creativity Programme (PKM/SCP) training activities organised by the study programmes. These trainings support students in preparing research,

community service, entrepreneurship, creative initiatives, the application of science and technology, and constructive, future-oriented ideas. The outcomes of these trainings are submitted to national-level competitions involving students from across Indonesia.

In Research Methods and Proposal Seminar courses, students learn to identify and formulate research problems, search for and manage valid and relevant literature from reliable sources, and design appropriate methodological steps to address the research questions. These skills are further developed in the thesis course, where students are required to collect data, document and present information, analyse findings, and draw conclusions.

Scientific methodology is also reinforced through courses as Indonesian for Foreign Speakers (ISF) and Educational Student Community Service (ESCS), where students analyse real-world problems and formulate written solutions. To further support students' research capabilities, they receive training in reference management using Mendeley and are given access to the Scopus database.

Examination and final thesis
All study programmes
Examinations at UMS are held twice per semester as mid-semester and final semester examinations. The format may include written tests – such as essays, multiple-choice questions, and reviews – or performance-based assessments, including presentations and projects.

Each type of examination is adapted to the characteristics of the PLOs of the respective course. For example, courses aimed at cognitive development typically use written tests, while those targeting psychomotor skills are assessed through performance tasks. Written exams are expected to follow a university-provided template, and lecturers prepare questions with assessment rubrics to ensure students understand the evaluation criteria.

To ensure alignment with the Course Learning Outcomes (CLOs), each exam undergoes a review process involving three lecturers, selected based on their subject expertise. For instance, lecturers specialising in literature review the exams for literature courses. Most exam questions are designed to assess Higher Order Thinking Skills (HOTS) through problem-solving tasks. In the Language Error Analysis course in **SPILLE**, students are asked to examine language errors in communication media and public spaces. Similarly, in the Pragmatics course in **SPEE**, students analyse language politeness in everyday conversations.

The Mid-Semester Examination serves a formative purpose, providing feedback to help students improve their learning before the final assessment.

Students are permitted to sit for examinations if they have attended at least 75% of total lecture activities. The implementation of examinations is regulated through the Standard Operational Procedure (SOP) outlined in the Academic Guidebook. The Faculty of Teacher Training and Education (FTTE) has established an examination supervision team to ensure smooth execution, which includes monitoring attendance via lecture journals, limiting students to one exam per day, capping exam room capacity at 40 students, and requiring students to present an identity card.

The thesis course functions as a final examination to assess students' ability to conduct scientific research. The format and procedures are standardised and outlined in the *Thesis Writing Guidelines[14]*. Thesis assessment is based on three components: (1) the thesis report, (2) the thesis examination, and (3) the publication text.

No	Assessment Criteria		Description	Percentage (%)
1	**Thesis Report**			
	a.	Manuscript Originality	Students are able to write original thesis (Similarity rate below 25%)	
	b.	Structure	Students are able to compile thesis manuscripts using good and correct spelling, following the guidelines for writing the final project	
	c.	Sharpness in the formulation of problems, goals and contributions	Students are able to formulate research questions clearly	20
	d.	Theoretical basis	Students are able to write a coherent/structured and complete literature review accompanied by scientific arguments	
	e.	Research Method	Students are able to write research steps that are aligned between theoretical concepts and research methodology	
	f.	Presentation of results, findings and discussion	Students are able to write down research results in detail, accompanied by a comprehensive discussion	
2	**Thesis Examination**			
	a.	Mastery of the material	Students are able to answer questions with clear arguments	
	b.	Ability to answer questions	Students are responsive and confident in answering questions from examiners	30
	c.	Characteristics of broadcast material	Students are able to present research results effectively, using explicit broadcast material	
	d.	Appearance	Students wear neat clothes	
3	**Publication Manuscript**			
	a.	Essence	Students are able to arrange the depth of discussion per the study of the problem	
	b.	Originality	Students are able to compile publication texts using their language and have a similarity of below 25%	
	c.	The sharpness of analysis and conclusions	Students are able to compile an analysis according to the results they get and are able to conclude the results correctly	50
	d.	Reference Update	Students use references with a period of the last ten years	
	e.	The grammar and rules of scientific writing	Students are able to compile publication texts under the templates and rules of scientific writing	
Total				100

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[14] https://fkip.ums.ac.id.

Students may enrol in the thesis course from semester seven onwards. The process is divided into several stages. In the pre-thesis stage, students must have completed at least 120 SKS credits. The Head of Study Programme verifies eligibility, after which students submit a thesis title and select a supervisor via https://myskripsi.ums.ac.id. The supervisor confirms the title, and the student is officially assigned a supervisor. Mentoring is documented in a logbook via the same system and must include at least twelve meetings.

The thesis proposal examination can be held after a minimum of three mentoring sessions. The supervisor registers the student for the examination, which is then verified and scheduled by the Head of Study Programme, who also appoints the examiners.

For the final thesis examination, students must obtain approval from their supervisor, complete all requirements, upload the final thesis and publication article, and be registered by the supervisor. The Head of Study Programme verifies the registration and determines the schedule and examiners.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
SPILLE students may submit a project of creative writing (e.g. novel, poetry) as a thesis, assessed by supervisors and external examiners. While the option has been available since 2022, no creative writings have been submitted yet as thesis.

Appraisal:

The curricula adequately reflect the qualification objectives of the respective study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (electives) enable students to acquire additional competences and skills.

For **SPILLE**, the panel **recommends** strengthening the representation of the librarian graduate profile within the curriculum. This could be achieved by offering additional elective courses more closely aligned with the competencies required for professional librarianship, in order to ensure a more balanced curriculum and better alignment with the intended graduate outcomes.

The degree and programme names correspond to the contents of the respective curriculum and the respective programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. Theoretical and practical courses in the curriculum support the achievement of the Programme Learning Outcomes (PLOs). The distributions comply with the standards set by the National Accreditation Board for Higher Education.

There is evidence that the study programmes qualify for interdisciplinary thinking by integrating cross-disciplinary activities such as ISF and ESCS, offering MBKM experiences, and including both compulsory and elective courses beyond core subject areas.

Ethical implications are appropriately communicated. The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programmes' qualification objectives, embedded in the curricula and reinforced through

institutional policies. It is addressed across religious, civic, professional, and academic dimensions, with practical implementation through coursework, student activities, and university-wide regulations.

Students acquire methodological competences and are enabled to do scientific work on the required level. These competencies are supported by tools such as Mendeley and Scopus.

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

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

For **SPILLE** however, the panel strongly **recommends** including a scientific component in the creative writing thesis option, such as a scholarly analysis of the student's own creative work to ensure academic rigour and alignment with the programme's learning objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
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

Projected study time	**Four years/eight semester**
Number of credits (national credits and ECTS credits)	144 SKS credits (230.4 ECTS credits)
Workload per SKS credit	170 minutes (50 minutes class meeting, 60 minutes structured assignments, 60 minutes independent study)
Number of modules/courses	**SPILLE**: 89 **SPEE**: 79
Time required for processing the final thesis/project and awarded credits	170 minutes x 4 SKS credits x 14 meetings = 9520 minutes = 159 hours

	4 SKS credits (6.4 ECTS credits)

Modular structure of the study programme

All study programmes

The curriculum of the study programmes is designed so that students can achieve PLOs over eight semesters. In each semester, students take 19 to 24 SKS credits according to the academic achievements of the previous semester. Each course and information about the PLO load are presented in the Semester Learning Plan (RPS).

Study and exam regulations

All study programmes

The study and examination regulations of FTTE can be accessed by students via the Academic Bureau website or at https://fkip.ums.ac.id/. The FTTE academic guidelines contain regulations related to the SKS credit system, student learning periods and workload, course grouping, examination implementation, assessment system, evaluation of study results, Intermediate Semester, Remedial Examination and Competency Strengthening Programme, final study programme evaluation, academic supervisor, study dropout, leave of absence, quitting classes, field and laboratory practice programmes, thesis, and academic administration procedures. These regulations are evaluated annually to ensure its compliance with internal and national policies.

A semester is conducted for sixteen weeks, including midterm exams (eighth week) and final semester exams (sixteenth week). The implementation of exams is determined based on the University's academic calendar. The study period for students of the study programmes is four years. At the end of their studies, students receive a Bachelor's degree with documentation of the results of academic activities in the form of grade transcripts and non-academic activities outside the curriculum recognised through the Diploma Supplement.

Regarding the MBKM programme, students can participate in part of the learning process and take a maximum of three semesters outside their study programme, subject to the following provisions:

- One semester of learning is conducted outside their study programme but still within UMS.
- One semester of learning is carried out outside UMS at other universities.
- One semester of learning is carried out outside UMS at institutions or agencies other than universities.

Based on the Decree of the Dean of FTTE UMS No. 189/A.3-III/FKIP/VI/2021 concerning policies for student mobility schemes (inbound and outbound), students participating in this activity can transfer courses taken at other institutions into their study programme curriculum without extending their study period. In addition, activities carried out in the field – such as in schools and communities – can also be converted into study programme courses through ISF and ESCS.

Feasibility of study workload

All study programmes

The curriculum for the study programmes is designed with a maximum of 21 SKS credits per semester. However, students with strong academic performance (GPA > 3.20) may take up to 24 SKS credits, in accordance with statutory provisions. Practicum courses are distributed

proportionally across semesters, aiming to ensure a balanced workload for field practice in both odd and even semesters.

Regarding exams, the exam timetable is structured so that students do not have more than one exam per day.

To support students struggling with academic demands, the study programmes provide academic supervisors who monitor progress. According to UMS Quality Procedure Number 8 on academic design, advisors guide course selection to align with student abilities, semester GPA, applications, and individual needs. Advisors also offer guidance on the MBKM programme, which is later converted to SKS credits.

For non-academic concerns, UMS offers the Student Mental Health and Wellbeing Support Centre, which students can access free of charge.

<u>Equality of opportunity</u>
All study programmes
UMS is committed to gender equality and non-discrimination by students, staff, or lecturers. According to the Chancellor's Decree Number 84.1/I/2018, Chapter III, Article 3, all students are treated equally, regardless of gender, race, skin colour, nationality, ethnic origin, marital or parental status, age, disability, or socio-economic background.

UMS provides opportunities for students with disabilities, including
- time extensions for assignments and exams,
- alternative exam formats,
- modified class attendance policies,
- assistive technologies such as screen readers or hearing aids,
- accessible venues and priority seating arrangements,
- support services such as note-taking assistance, interpreting or academic mentoring or counselling.[15]

For students facing financial difficulties, UMS offers several scholarship schemes, including the Kyai Haji Ahmad Dahlan Scholarship, Tunas Muhammadiyah & Wilayah Scholarship, UMS Excellence Scholarship, UMS Achievement Scholarship, UMS International Scholarship, Hafiz Al-Qur'an Scholarship, and KIP-College Scholarship. Additionally, non-UMS scholarships available include those aimed at enhancing academic achievement, Tuition Fee Assistance from YTA Astra, Bank Jateng Syariah, and the Central Java Provincial Education Office, as well as BIDIKMISI Scholarships, Smart Light Scholarships, and Alumni Scholarships. To further assist students, UMS allows tuition fees to be paid in two instalments per semester – at the beginning and mid-semester.

International students experiencing financial difficulties related to immigration issues are eligible for loan assistance under UMS policies.

Dormitory services are also provided for international students and those facing economic hardship, with facilities including laundry subsidies, meal subsidies, and learning support.

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[15] FTTE Standard Operating Procedure Providing Academic Accommodations for Students with Disabilities and Temporary Medical Conditions, p. 3.

All UMS students receive free healthcare services at the Muhammadiyah Health Centre and Soelastri Dental and Oral Hospital. Personal accident compensation is outlined in the Rector's Decree Number 015/I/2020.

Appraisal:

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

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

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

When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programmes' success rate.

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

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

3.3   Didactical concept

<u>Logic und plausibility of the didactical concept</u>
All study programmes
The study programmes follow the Quality Standards for the UMS Learning Process (SM-UMS-03), ensuring a student-centred approach (SCL) to achieve Course Learning Outcomes. These principles are embedded in the Semester Learning Plan, which outlines various learning methods and is evaluated for alignment with CLOs. For example, collaborative skills are developed through group discussions and teamwork. The Semester Learning Plan is introduced at the start of lectures and is accessible via the Learning Management System (LMS). In line with Ministerial Regulation Number 53 of 2023, the learning process adheres to SCL.

The educational philosophy at UMS is grounded in three core principles: humanisation, liberation, and transcendence. Humanisation refers to placing individuals at the centre of development, fostering civility and cultural awareness. Liberation emphasises freeing individuals from ideological constraints, promoting independence and intellectual growth. Transcendence highlights the importance of divine guidance as a source of knowledge, ethical behaviour, and legal understanding.

Learning at UMS is designed to recognise students as unique individuals, encouraging the development of diverse potentials through differentiated learning approaches. Each course is structured to promote critical thinking, and lecturers are expected to apply varied teaching methods. Students are also guided to integrate religious understanding into their critical thinking processes.

Teaching methods are selected based on the nature of each subject and follow the guidelines set out in the Ministry of Education and Culture Regulation No. 3 of 2020. These include group discussions, simulations, case studies, collaborative and cooperative learning, project-based learning, and problem-based learning. For instance, in **SPILLE's** School Magazine Management course, students produce a school magazine as part of a project-based learning approach. The Textbook Study course incorporates inquiry-based and project-based learning, allowing students to develop their own teaching materials. In **SPEE's** Psychology of Education course, students analyse real-life cases related to educational psychology.

Both study programmes encourage active student participation: In drama courses, students form groups, assign roles, schedule rehearsals, and prepare performances. In microteaching, students practice teaching techniques and receive peer feedback. The microteaching component includes training in lesson planning, explanation, questioning, variation, reinforcement, classroom management, discussion facilitation, and individual or small group instruction.

<u>Course materials</u>
All study programmes
The study programmes provide various learning resources to support students in achieving their CLOs as outlined in the Framework of the Indonesian National Curriculum for Undergraduate Programmes. Lecture materials include broadcasts, books, modules, journals, and videos, along with activities aligned with CLOs, such as:
- Analysing data presented by lecturers.

- Solving contextual problems through research, data analysis, and conclusions.
- Completing exercises based on lecture content.
- Engaging in project-based learning activities.

Lecture materials are available on the LMS at myedu.ums.ac.id and spada.ums.ac.id, which undergo peer review to ensure alignment with the Structured Learning Plan and CLOs. Course content is periodically reviewed to ensure alignment with scientific and educational advancements. For example, in **SPILLE**, curriculum-related courses are continuously updated to reflect changes in education policy. In **SPEE**, the syllabus for the English Lesson Planning course is revised to match current school curriculum standards. Students also have access to textbooks, e-books, and journals via the UMS digital library.

Some courses are supported by structured teaching modules that include learning objectives and practice exercises, enabling students to study independently.

Guest lecturers
All study programmes
The study programmes invite guest lecturers and practitioners, both national and international, to support the achievement of PLOs and provide students with new experiences. The selection of guest lecturers and practitioners is based on core or additional qualifications relevant to the programme, as well as work experience and expertise. This activity is outlined in the Study Programme Operational Plan Document and is scheduled annually. Its implementation is integrated into students' courses and other academic activities.

To foster an international academic atmosphere, the study programmes furthermore invite guest lecturers from countries such as Japan, the Philippines, Malaysia, New Zealand, the Netherlands, Australia, and Singapore. Students are actively involved in organising these events, promoting multicultural engagement with international partners.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
Guest lecturers from international universities have contributed to various courses within **SPILLE**. These include Indonesian language development from Osaka University (Japan), focusing on Indonesian as a medium of instruction and its role as an international language; discourse analysis from Leiden University (Netherlands), with material on the Uab Meto language; morphology from Fatoni University (Thailand), comparing Indonesian and Malay morphosyntax; and poetry appreciation from Monash University (Australia), analysing poetry from multiple perspectives.
Guest lecturers from universities in Indonesia have supported courses such as Indonesian literature, language research methods, and Javanese language and literature. These contributions come from Jakarta State University, State University of Malang, and Sebelas Maret State University, covering topics such as Banyuwangi literary interpretation, literature in the digital age, and methodological approaches to language research.

Practitioners from domestic institutions in Indonesia have also contributed to the curriculum. These include professionals from Tiga Serangkai (publishing), Radio Republik Indonesia Surakarta (broadcasting), and Solopos (journalism), supporting courses in editing, broadcasting, and journalism.

Study Programme of English Education (SPEE) (B.Ed.)

Guest lecturers from international universities have contributed to various courses within **SPEE**. These include Nanyang Technological University (Singapore) for Teaching English as a Foreign Language (TEFL); National University of Malaysia (Malaysia) for Academic Writing; Notre Dame Seishin University (Japan) for Extensive Reading; University of Otago (New Zealand) for Pragmatics; University of Tokyo (Japan) for Research Methods; Pangasinan State University (Philippines) for Linguistics; and National University of Taiwan (Taiwan) for Technology in Education. Additional speakers have come from RELO of the American Embassy (USA) on English Teaching; Charles Darwin University (Australia) on Teacher Education and Academic Writing; Griffith University (UK) on English Language Teaching; Monash University (Australia) on TESOL; and Anaheim University (USA) on Material Development.

Guest lecturers from Indonesian universities have also supported the study programme. These include Semarang State University, UIN Rasuna Said Surakarta, National University of Jakarta, UIN Salatiga, Ar Raniry State Islamic University, and UNS, contributing to topics such as Material Development, English Teaching Materials, Journal Article Writing, Research Methods, and Systemic Functional Linguistics.

Practitioners from domestic institutions in Indonesia have also participated in public lectures. These include representatives from the Surakarta Tourism Office on Tourism Practice and a member of the *Dewan Perwakilan Rakyat (DPR)* – the Indonesian House of Representatives – from the *Partai Kebangkitan Bangsa (PKB)* faction, who spoke on the topic of women's rights in the workplace.

Lecturing tutors
All study programmes
Tutoring activities are implemented in **SPILLE** and **SPEE** to support students in developing additional competencies, particularly in the early semesters. Tutors assist in enhancing academic performance, foreign language proficiency, and ethical understanding. These activities are carried out through the English Tutorial Programme and Al Islam and Muhammadiyah mentoring programmes, which contribute to courses such as English for Academic Purposes, Standardised Test Preparation, Religion, Muamalah, Kemuhammadiyahan, and Islamic Science and Technology. Each study programme also develops tutoring activities tailored to students' specific needs.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
Religion courses are conducted at the Islamic Dormitory Pondok Sobron, where selected student tutors support learning. Additionally, **SPILLE** runs a study club focused on Enhanced Indonesian Spelling (EIS), linked to the Writing Skills course, in which student tutors assist participants.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE offers Saturday English Gathering (SEGA), designed to strengthen students' speaking skills, leadership, and collaboration. SEGA is integrated into the speaking course and involves weekly meetings led by senior students who act as tutors. These tutors are selected based on their previous performance and are responsible for guiding groups of 15 students. They deliver curriculum-based material, facilitate discussions, encourage participation, and provide feedback during 90-minute sessions. The tutoring experience also supports the development of skills in areas such as speaking, public speaking, and language teaching seminars.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards each programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, group discussions, simulations, case studies, collaborative and cooperative learning, project-based learning, and problem-based learning. Students are encouraged to take an active role in creating the learning process, for example in microteaching and drama courses.

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

Guest lecturers from national and international HEI as well as from professional field are invited regularly and contribute to the students' qualification process with their special experience. In **SPILLE**, guest lecturers contribute to specialised courses such as Indonesian language development, discourse analysis, morphology, and poetry appreciation. In **SPEE**, guest lecturers support courses and seminars on topics including TEFL, academic writing, linguistics, pragmatics, research methods, and English language teaching.

Lecturing tutors support the students in the learning process and help them develop competences and skills. In **SPILLE**, tutors support students in Religion courses at Pondok Sobron and in a study club focused on Enhanced Indonesian Spelling (EIS), helping to strengthen writing skills. In **SPEE**, tutors lead the Saturday English Gathering (SEGA), guiding students in speaking, public speaking, and collaborative learning through weekly sessions.

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

3.4 International outlook

International contents and intercultural aspects
All study programmes
UMS is committed to strengthening its international reputation by encouraging each study programme to develop Programme Learning Outcomes (PLOs) and curricula that incorporate international dimensions. In **SPILLE**, internationalisation is reflected in PLO [5], while in **SPEE**, it is embedded in PLOs [1] through [5]. These outcomes aim to prepare students for engagement in a global environment.

Internationalisation is implemented through student interaction with international peers via inbound and outbound mobility schemes involving the Philippines, Taiwan, and Malaysia, as well as through ESCS programmes in Malaysia and Thailand. To foster an international academic atmosphere, the programmes regularly invite guest lecturers from countries such as Japan, the Philippines, Malaysia, New Zealand, the Netherlands, Australia, and Singapore. Students are actively involved in organising these events, promoting multicultural engagement with international partners.

UMS operates an International Office that disseminates information to overseas partners via social media and coordinates international collaborations. The international academic environment is also enriched through initiatives such as the "Course Understanding" programme, which facilitates interaction between international and domestic students. Additionally, a cultural night event showcases foreign cultures presented by international students at UMS, offering local students direct exposure to global cultural diversity.

SPILLE and **SPEE** also organise workshops on academic writing and publication, involving international experts from universities such as Universiti Kebangsaan Malaysia and the University of Tokyo.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
Through content that emphasises interculturality, students are prepared to meet the demands of international work environments. Practical examples are used to guide students in navigating intercultural contexts. Core courses with international content include:
- Literacy
- Discourse Analysis
- Cross-Cultural Studies
- Comparative Literature
- Pragmatics

Students may also select elective courses such as Journalism and BIPA, which further reflect international themes. For example, in Comparative Literature, students compare legends such as Sangkuriang (Indonesia) and Oedipus (Greece), fostering cross-cultural understanding.

SPILLE implements a range of internationalisation initiatives. These include BIPA, which provides Indonesian language instruction for foreign speakers, as well as joint research projects, visiting lecturer and visiting professor programmes. **SPILLE** has also taken the lead in initiating an international class for the Indonesian Language Study Programme at Al Azhar University in Cairo.

Study Programme of English Education (SPEE) (B.Ed.)
The programme is designed to equip students to work effectively with individuals from diverse cultural backgrounds. It focuses on skills such as expressing, accepting, and rejecting opinions appropriately, speaking politely, recognising global language variations, and understanding language meaning within cultural contexts.

Table 8 PEO and PLOs Related to Internationality in SPEE

PEO [2]:
SPEE graduates are able to work professionally or work independently at national and international levels in the field of English education or similar fields by implementing educational principles.

PLO [2]:
Demonstrate communication skills in English at least equivalent to the post-intermediate level
PLO [4]:
Analyse and solve problems related to English language learning with systematic and critical methods.
PLO [5]:
Apply basic English teaching skills that integrate TPACK (Technological Pedagogical Content Knowledge).

These outcomes are addressed in courses such as Interpersonal Speaking, Public Speaking, Argumentative Speaking, Fiction, Poetry, Drama, Sociolinguistics, Pragmatics, and Discourse Analysis.

Furthermore, SPEE regularly collaborates with international universities in research and community service projects.

Internationality of the student body
All study programmes
The faculty fosters an international academic environment by facilitating the participation of international students in the Indonesian for Foreign Speakers (BIPA) programme. Several students from ASEAN countries are enrolled as regular students. During the on-site visit the panel learned that **SPEE** currently has three international full-time students and four exchange students from the Philippines and Malaysia.

To expand its international reach, the faculty utilises global networks to recruit students worldwide, offering scholarships supported by the university's Rector and the Indonesian government.

International students are supported through a buddy programme, in which local students assist them in adapting to cultural and linguistic differences until they are able to manage their academic and social activities independently.

Both study programmes implement the Virtual Inbound Student Exchange Programme (VISEP), which enables international students to study within the two departments. These initiatives contribute to a learning environment that promotes multicultural perspectives and international academic engagement.

The faculty also uses its international networks to recruit students globally by offering scholarships from the university's Rector and the Indonesian government.

Internationality of faculty
All study programmes
UMS aims to strengthen its international reputation by supporting lecturer internationalisation. This includes scholarships and training abroad, annual visiting lecturers, guest lecturers at universities overseas, international research collaborations, joint publications, and participation in global conferences.

Lecturers from both study programmes have participated in short courses abroad, including training at Harvard University (USA), the University of Warwick (UK), the Canadian College of Educators (Canada), and the University of Helsinki (Finland).

Lecturers regularly attend international conferences and workshops, and contribute to research collaborations, community service, and joint publications with institutions such as the University of Tokyo (Japan), Charles Darwin University (Australia), Curtin University (Australia), Griffith University (Australia), and Monash University (Australia).

These initiatives align with the PEOs of each study programme and are integrated into annual operational plans at the bureau, FTTE, and programme levels.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
Several lecturers have completed their doctoral degrees at Leiden University (Netherlands) and Monash University (Australia), and others have gained teaching experience abroad, including in Egypt. Lecturers have also served as visiting lecturers at Al Azhar University in Cairo.

SPILLE has established long-term partnerships with universities in Thailand, Sweden, Malaysia, Australia, the Netherlands, the Czech Republic, and Egypt. These collaborations encompass research, curriculum development, teaching staff exchange, and guest lectures.

SPILLE has contributed to the teaching of Indonesian for foreign speakers at Al Azhar University and has provided technical support for programme development.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE employs lecturers who graduated from universities in the United Kingdom, Australia, the United States, Germany, and Japan, with specialisations in English Language Education, Applied Linguistics, and English Literature. Most lecturers hold doctoral degrees and have graduated from international institutions in countries such as the USA, Australia, the UK, India, and Japan.

In terms of student mobility, SPEE collaborates with Asia University (Taiwan), Pangasinan State University (Philippines), and Universiti Sabah Malaysia. It also hosts students from Thailand on a regular basis. Academic staff supervise these activities and support students throughout their international experiences.

Foreign language contents
All study programmes
Although the primary language of instruction is Indonesian, students are required to complete English for Academic Purposes (EAP) and Standardised English Test Preparation (SETP) courses during their first year. They also begin studying Arabic in their first year. In addition, students may enhance their communication skills by enrolling in university-provided English courses, which are offered at three levels – from basic to advanced – allowing them to progress according to their proficiency.

UMS, through the Institute of Language and General Sciences (LBIPU), organises the English Tutorial Programme (ETP), which provides weekly English language training for new students. These sessions are led by senior students with strong English skills and take place for 1.5 hours each week. This initiative supports students in achieving a minimum score of 450 on the Test of English Proficiency (TOEP).

In the interview with the programme management, the panel learned that **SPILLE** students are required to achieve a minimum English proficiency score of 450, while **SPEE** students must reach a score of 470 upon graduation.

Students in both study programmes are consistently encouraged to access teaching materials within an international context. Additionally, they are regularly involved in international seminar activities, which help them to further develop their English language skills.

Study Programme of English Education (SPEE) (B.Ed.)
Courses make extensive use of English textbooks, modules, and assessments. Some foundational subjects, such as citizenship, are delivered in Indonesian language as they are common to all study programmes. The Programme Educational Objectives (PEOs) across all courses aim to develop students' ability to communicate fluently in English and to teach English effectively. **SPEE** encourages students to achieve advanced-level proficiency in all four language skills: reading, listening, speaking, and writing. This approach aligns the curriculum with both academic standards and labour market demands.

To ensure graduate quality, students are assessed in all four language skills and through internationally recognised standardised tests such as TOEFL and TOEIC. Lectures, assignments, learning materials, student presentations, and coursework are conducted in English. Efforts to improve students' English proficiency are also supported through the Saturday English Gathering (SEGA).

Students actively engage in international competitions, and the department's official website and academic journal are presented bilingually. Drama performances, a compulsory component of the curriculum, are also conducted in English.

Appraisal:

International contents are an integral part of the curriculum of **SPILLE** and **SPEE**. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body of **SPEE** corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The University's strategic goals include an international orientation, yet the current composition of the student body of **SPILLE** does not reflect this ambition. To ensure alignment with the University's strategic goals, it is advisable to develop a targeted and measurable strategy for attracting international students. Such efforts would not only enhance intercultural competencies among future educators but also strengthen the global relevance of the programmes within Indonesia's evolving educational landscape. Therefore, **for SPILLE** the expert panel **recommends** formulating a goal-oriented and quantifiable plan to attract international students.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. While it is evident that many

lecturers of both study programmes possess international experience (such as holding degrees from overseas universities) the panel **recommends** further efforts to attract international faculty members, such as advertising job openings on international platforms (e.g., LinguistList), offering attractive compensation packages, joining international education affairs, offering job positions in linked, and attractive facilities and financial compensation. In particular, **SPEE** should continue and expand the involvement of native English speakers in teaching to strengthen the international profile of the programme.

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All study programmes
UMS has a goal of increasing its global reputation. Increasing global reputation is encouraged through several aspects: communication, creativity, cooperation, public speaking skills, problem-solving, conflict handling and leadership.

The linkages between the targeted aspects, PLO and relevant courses are shown in Tables 9 and 10 below.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)

Table 9 Correlation between Targeted Aspects, PLO, and Didactic Method - SPILLE

SPILLE			
PLO	Targeted Aspects	Example Courses	Didactic Method
[4], [10]	Communication	Speaking, Listening, Indonesian Language Coaching	The courses use various didactic methods: theories, practice, and project. At the project level, the students are required to demonstrate their communication skills in the society in which they are engaged.
[2], [3], [5], [7]	Creativity	Writing, Management of School Magazine, Innovation in Education, Developing Teaching Material, Micro Teaching, Stylistic, Developing Teaching	The courses use various didactic methods: theories, practice, and product/projects. By the end of the course the students are required to use their creative skills in producing product, for example: magazine, scientific paper, teaching materials, and teaching media, Lesson plan.

		Media and Information Technology	
[5], [6], [10]	Conflict Handling and Leadership	ISF, ESCS	The courses use various didactic methods: practice, and project. The courses required the students to work in groups consisting of different Study Programmes. The students are assigned to the schools (ISF course) and in society (ESCS). During the program, the students are required to work together to create a project in solving the problems in the communities the students engaged.

Study Programme of English Education (SPEE) (B.Ed.)

Table 10 Correlation between Targeted Aspects, PLO, and Didactic Method - SPEE

SPEE			
PLO	Targeted Aspects	Example Courses	Didactic Method
[2]	Communication	Listening, Speaking, Tourism internship, Hotel internship, Journalism internship	The courses use various didactic methods: theories, practice, and project. At the project level, the students are required to demonstrate their communication skills in society in which they are engaged.
[3], [4], [5]	Creativity	Language Service Program Design, Drama, Fiction, Poetry, Micro Teaching	The courses use various didactic methods: theories, practice, and product/projects. By the end of the course the students are required to use their creative skills in producing product, for example: drama performance, English Course design, anthology poetry essay, teaching materials, and teaching media, Lesson plan.
[1], [4]	Conflict Handling and Leadership	ISF, ESCS	The courses use various didactic methods: practice, and project. The courses required the students to work in groups consisting of different Study Programmes. The students are assigned to the schools (ISF course) and in society (ESCS). During the program, the students are required to work together to create a project in solving the problems in the communities the students engaged.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as communication, creativity and leadership is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

All study programmes

Employability-related competencies, such as collaboration skills, are embedded in the Semester Lesson Plans (SLPs) through specific teaching methods and assignment structures. These skills are designed to be transferable to real-world contexts, including school and workplace environments.

The study programmes regularly evaluate job market requirements through annual tracer studies. The results are used to inform and improve programme activities and curriculum design, ensuring that future graduates are better aligned with industry expectations.

SPILLE and **SPEE** support graduate employability by integrating various dimensions of English language proficiency, equipping students with the skills and knowledge needed to enter diverse professional sectors. Core elements contributing to employability include the integration of theory and practice, the promotion of multidisciplinary competencies, intercultural content, and the development of social skills.

Students are encouraged to apply these skills in new environments to continue their professional development. This approach is aligned with the dynamic nature of the job market and is supported by practical activities. In **SPEE**, this includes internships in hospitality, journalism, and tourism. In **SPILLE**, students gain experience through internships in broadcasting, journalism, editing, library management, and Indonesian for Foreign Speakers (IFS).

Appraisal:

The promotion of employability – for instance through the integration of theory and practice, the promotion of multidisciplinary competencies, intercultural content, and the development of social skills – runs as a common thread of the respective study programme through all its courses. Students gain experience trough internships related to their respective field.

While current efforts to develop students' English proficiency are evident in the curriculum, **for SPEE** the panel **recommends** raising the language proficiency level of English competence required for graduation to at least B2, as defined by the Common European Framework of Reference for Languages (CEFR). This would ensure that graduates are better equipped to compete in the international job market and meet the language demands of diverse professional environments.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements
All study programmes
SPILLE employs 17 full-time lecturers, including seven with Master's degrees and ten with Doctorates, while **SPEE** has 28 full-time lecturers, ten of whom hold Master's degrees and 18 Doctorates.

These numbers comply with the minimum qualification requirements set out in the Law of the Republic of Indonesia No. 14 of 2005 and fulfil the staffing standards of the National Higher Education Standards No. 3 of 2020, which require at least five permanent lecturers per programme.

The lecturers cover pedagogic, language, and literature subjects, while practitioners teach non-educational electives (journalism, broadcasting, editing, librarianship, tourism, and hospitality).

Additionally, each study programme employs three part-time lecturers from international partner institutions, providing students with international exposure.

Academic qualification of faculty
All study programmes
Lecturer recruitment is conducted through a recruitment system[16] managed by the Bureau of Human Resources and Development. The general requirements for prospective lecturers are:
- A minimum of a Master's degree with a GPA of 3.5.
- An IELTS score of at least 5.5 or an equivalent qualification.
- Being physically and mentally healthy, as well as drug-free.

Furthermore, the recruitment process includes an assessment of administrative suitability, an English proficiency test, an *Al-Islam* and *Kemuhammadiyahan* test, an academic potential test, Mirco Teaching relevant to the study programme, a research proposal evaluation, and an interview. These tests are designed to ensure that lecturers are well-equipped to conduct teaching, research, and community service activities effectively, thereby supporting students in achieving PEO and PLO.

In line with Ministry of Education and Culture Regulation No. 3 of 2020, undergraduate programme lecturers must hold a Master's degree relevant to their field. The initial recruitment process includes administrative verification to ensure alignment between the lecturer's expertise and the study programme.

UMS facilitates lecturers in self-development, such as 1) international conference participation facilities; 2) assistance in preparing articles for publication in reputable journals; 3) assistance in preparing external funding proposals; and 4) facilitation of further studies. Thus, lecturers can improve their academic quality. The study programmes also encourage lecturers to obtain

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[16] https://rekrutmen.ums.ac.id/dosen.

educator certification (NEC). The educator certification assesses the professionalism of lecturers to determine the suitability of lecturers in carrying out their duties. In SPILLE, 76% of lecturers hold a National Educator Certificate (NEC), while in SPEE the figure is 77%.

Scientific publications contribute to the academic qualifications of faculty members. Each lecturer publishes work aligned with their area of expertise in reputable national and international journals.

Promotion requires achieving specific scores in teaching, research (including journal publications, international conference presentations, or research product recognition), and community service. The academic ranks of full-time UMS lecturers are structured as follows:

1. Full Professor must hold a doctorate, have at least ten years of lecturing experience, and have served as an Associate Professor for at least two years. They must attain a minimum score of 850 across teaching, research, and service and have a publication in a reputable international journal. Their work must be relevant to the study programme's scientific focus.
2. Associate Professors hold either a Master's or Doctoral degree and must achieve a minimum score of 400 across teaching, research, and service, ensuring relevance to their field. They are required to conduct research and publish their findings in reputable national or international journals.
3. Lectors hold a Master's or Doctoral degree and must score at least 300 in teaching, research, and service. Their work should align with the study programme, and they are responsible for conducting research and publishing in national or international journals.
4. Expert Assistants must achieve a minimum score of 150 across teaching, research, and service, with all activities relevant to the study programme.

Every semester, full-time lecturers must report their portfolios of their teaching, research, and service performance to UMS and the Ministry of Education and Culture through a government system (https://sister.kemdikbud.go.id/). The research field includes the publication of articles in national and international journals or proceedings, as well as writing books.

To measure the performance of faculty members, UMS monitors and evaluates each semester through the BKD (Lecturer Performance Load)/portfolio. This evaluation includes educational qualifications, research, publications, community service, and supporting activities.

Pedagogical / didactical qualification of faculty
All study programmes
During recruitment, lecturers' pedagogical and didactic qualifications are assessed through Mirco Teaching tests. They prepare lecture plans, teaching materials, and learning media, then demonstrate them with students. The lecturers' performance is evaluated by three examiners from the study programme, FTTE, and UMS.

To enhance pedagogical skills, lecturers are encouraged to participate in workshops, seminars, and training programmes, both domestically and internationally. These activities are fully supported by the HEI in collaboration with the faculty, including funding for transportation, accommodation, and registration fees. Applications are submitted and approved online by the Head of the Study Programme, the Dean, and the Vice-Rector II.

UMS also provides training to develop lecturers' teaching abilities, including:

- PEKERTI (Training to Improve Basic Instructional Technique Skills)
- Innovative Learning Training
- Online Learning Training
- Semester Lesson Plan Preparation Training
- Interactive Content Training

Lecturer performance in **SPILLE** and **SPEE** is monitored each semester through Internal Quality Audits (AMI), coordinated by the university's Quality Assurance Centre. The assessor team is certified and trained to evaluate pedagogic and didactic qualifications, ensuring familiarity with current testing and examination methods. Regular training sessions are provided to strengthen their assessment capabilities.

Lecturer performance is also monitored by students through the EDOM (Lecturer Evaluation by Students/LES) system, conducted every semester. Evaluation indicators include class organisation, learning materials and media, teaching methods, student interaction, feedback, library resources, and overall student satisfaction.

Each year, UMS rewards outstanding lecturers in various categories, such as excellence in Learning Management System content and publication achievements.

Practical business experience
All study programmes
Lecturers have field experience per their expertise, including essay writers, literary writers, educational practitioners, broadcasting practitioners, journalistic practitioners, publishing and editing practitioners, translations, practitioners of Indonesian archipelago languages, and BIPA (Indonesian Language for Foreign Speakers).

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
All lecturers have professional experience beyond teaching. Four lecturers have entrepreneurial backgrounds in publishing, journalism, and broadcasting. Additionally, all lecturers have applied their expertise in language, literature, and Indonesian language education through various community-based roles, such as supervising teaching campus programmes, training teachers, serving on expert councils, conducting regional language research, and instructing in lecturer and teacher professional development programmes. Internships and practical courses are also conducted at lecturers' business premises, and their applied work informs research and updates to teaching materials.

Study Programme of English Education (SPEE) (B.Ed.)
28 lecturers in SPEE have professional experience beyond teaching, including work as translators and authors of both fiction and non-fiction. Several lecturers also serve as editors or reviewers for nationally and internationally recognised journals. Additionally, the study programme offers three courses (Tourism, Hotel, and Journalism) that are directly linked to professional practice and are taught by practitioners such as tour guides, hotel managers, and journalists.

Internal cooperation
All study programmes

Lecturers collaborate in various activities. In research groups, they discuss research proposals, share working papers, and co-author publications. In team teaching, they prepare lesson plans, teach together and contribute to textbook writing. At the beginning and end of each semester, allied lecturers gather to review exam questions to ensure questions are in accordance with CLOs, PLOs, templates and student cognitive levels. At the start of each semester, lecturers review and update modules to align with the schedule and student needs.

Coordination meetings between the head of the study programme and lecturers take place monthly, while scientific discussions are held every three months. Regular meetings between study programme heads ensure cooperation across programmes.

<u>Student support by the faculty</u>
All study programmes
The study programmes provide academic and non-academic[17] support to students:
- Academic Advisor guidance, which is carried out routinely three times in one semester.
- An academic handbook that contains the structure of the subjects, campus facilities, the structure of campus officials, and the rights and obligations of students, as well as the flow of academic procedures.
- Facilities such as remedial or short semesters.
- Final project support.
- Subscriptions to national and international scientific journals.
- An A-accredited library.
- Standard language laboratory.
- Strong and free internet connection.
- An academic information system that students can use, such as planning, implementation and study results, MBKM (Learning Experience outside the Study Program), and thesis consultation.
- Improving the academic atmosphere in the form of public lectures, workshops, guest lectures and training.

Table 11 Academic and Non-Academic Support by Faculty

No.	Student Support Provider	Academic Support		Non-Academic Support	
		Regular-Basis	Upon Request	Regular-Basis	Upon Request
1.	**SPILLE**	Guided Scientific Discussions twice per semester by expert lecturers	Academic paper and thesis support provided by the language laboratory		Creative writing support provided by the language laboratory
			Internship-related consultation by the study programme		
2	**SPEE**	SEGA (Saturday English Gathering) once a week			
		TOEC (Test of English Competence) once per two months			

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[17] See chapter 4.2.2.

Lecturers also support students in preparing for academic and non-academic competitions, both offline and online. This includes competition planning, preparation of competition articles, review of competition products, presentation exercises, and others.

Appraisal:

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

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

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

UMS The practical business experience of the faculty corresponds to the requirement of the study programmes to integrate theory and practice.

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

Student support is an integral part of the services provided by the faculty. Academic advisors offer regular guidance and targeted support for students facing academic challenges, while final project supervision is conducted by lecturers in coordination with the study programme through face-to-face meetings, online sessions, email, and WhatsApp. 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.

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

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

<u>Programme Director</u>

All study programmes

FTTE is managed by a Dean, who is assisted by four Vice Deans (Vice Dean of Academics, Vice Dean of Human Resources and Finance, Vice Dean of Student Affairs, and Vice Dean of Cooperation), along with quality assurance groups, laboratory heads, and education staff. The Dean is responsible for coordinating academic, administrative, and other activities. FTTE also has a senate consisting of senior lecturers and study programme heads, who collaborate with the Dean in the decision-making process.

Study programmes within FTTE are managed by a Head of Study Programme. According to Dean Decree No.286/A.3-III/FKIP/IX/2021 on the Job Descriptions of Structural Staff for 2021–2025, the main responsibilities of the Head of Study Programme are to:

1. Develop the study programme curriculum according to stakeholder needs, in coordination with the Dean / Vice Dean I and other study programmes.
2. Collaborate with the Dean in designing the Study Programme Development Plan and implementing academic activities at the programme level.
3. Coordinate and monitor the implementation of academic activities across the study programme as a whole.
4. Coordinate the lecturers within the study programme.
5. Oversee academic activities such as seminars, training, and discussions within each concentration area of knowledge.
6. Prepare lecture and examination schedules in line with the established academic calendar.
7. Direct and supervise the work carried out by units under the study programme.
8. Provide necessary facilities and infrastructure (literature and equipment) to support educational staff in conducting academic activities.
9. Plan and guide lecturers within the study programme.
10. Direct, monitor, and evaluate the implementation of academic activities at the programme level comprehensively.
11. Report *Catur Dharma* activities (Teaching, Research, Community Service, and *Al-Islam dan Kemuhammadiyahan*) of the study programme to the Dean.

The Heads of the study programmes regularly coordinate with the Dean of FTTE regarding programme management. The Head of the Study Programme oversees the implementation of education, research, and community service within each programme. The operational plan for each study programme is determined at the start of the academic year, preceded by an

evaluation of the previous year's performance. This process includes activities aimed at strengthening and developing the study programme.

Regarding teaching activities, the Head of the Study Programme collaborates with the Secretary of the Study Programme to manage academic operations, including lecture schedules, final assignment supervision, and implementation of operational plans. Operational plan management is also conducted in coordination with the designated person-in-charge. Meanwhile, coordination with educational and administrative staff is handled by Vice Dean II, as these staff members assist in managing activities across all FTTE UMS study programmes.

The Dean of FTTE and the Head of the Study Programme also coordinate with various Bureaus at UMS to oversee activities, including the Academic Administration Bureau (academic coordination), University Asset Bureau (facilities and infrastructure coordination), Finance Bureau (staff and student financial coordination), Research and Innovation Institute (research coordination), and others. Coordination with these bureaus is conducted through meetings, email communication, or the respective bureau websites.

The Head of the Study Programme also engages with students through routine study programme dialogues and faculty dialogues, which enable students to provide input and suggestions to both the study programmes and FTTE.

Additionally, coordination with students is carried out through WhatsApp groups. This fosters communication between lecturers and students, allowing them to share suggestions and feedback related to student interests while promoting greater transparency.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)

Process organisation and administrative support for students and faculty
All study programmes
Lecturer and student services are delivered both in person and online. Academic and general staff handle tasks such as class attendance, printing exam papers, and managing exam files. Lecture journals and teaching-related transport are managed online by FTTE finance staff. Students process graduation documents offline at the administrative office, while academic and financial matters are addressed online via the Academic Administration and Finance Bureau websites.

UMS also offers online counselling through the *Student Mental Health and Wellbeing Support* (SMHWS) Cell phone application.

To enhance staff competencies, the study programmes and FTTE collaborate with the Human Resource Development Bureau to provide training in areas such as service excellence, ICT, English language, administration, and through initiatives like Camp Baitul Arqam.

Figure 3 FTTE Organisational Structure

ORGANIZATIONAL STRUCTURE
FACULTY OF TEACHER TRAINING AND EDUCATION
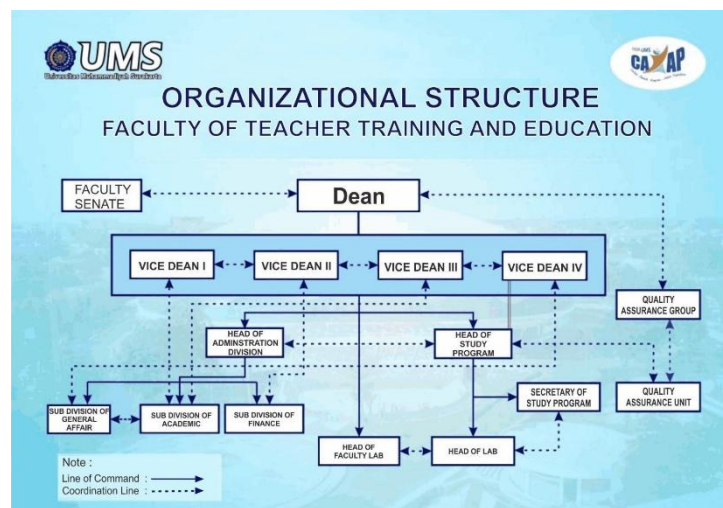
Appraisal:

The programme directors successfully take initiatives to promote the systematic development of the study programmes in a manner which includes all relevant groups

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available and acts as a service provider for students and faculty. During the review process, the panel learned that the commitment of administrative staff is highly valued by both lecturers and students, who rely on their efficiency and responsiveness in day-to-day matters. Students feel well-supported, particularly in navigating academic procedures, accessing resources, and resolving practical concerns.

Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development such as service excellence, and English language skills development.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks
All study programmes
UMS maintains active collaboration with universities and academic institutions both nationally and internationally. These partnerships cover areas such as publication in reputable journals,

development of learning media, student exchange, practical courses, and visiting scholars. All collaborations are formalised through Memoranda of Understanding (MoUs).

Examples of ongoing collaborations include the International Summit on Science, Technology, and Humanity (ISETH), joint conferences with Coventry University (UK), Universiti Teknikal Malaysia Melaka (Malaysia), IKIP Siliwangi (Indonesia), and Scientiarum Szegediensis University (Hungary); student exchange programmes with Sultan Idris Education University (Malaysia), Asia University (Taiwan), Pangasinan State University (Philippines), and Khon Kaen University (Thailand); a child-friendly project with Lund University (Sweden); and internship programmes with Universiti Malaysia Sabah (Malaysia) and schools under the Muhammadiyah organisation.

These collaborative activities contribute to the development of student qualifications and skills. In **SPILLE** and **SPEE**, examples include teaching practice at Sultan Idris Education University to support pedagogical competence, and student exchanges at Universiti Malaysia Sabah, Pangasinan State University, and Asia University to enhance understanding of Teaching English to Speakers of Other Languages (TESOL), Second Language Acquisition (SLA), Linguistics, and Literature. **SPILLE** also hosts recognition programmes with visiting scholars from Leiden University (Netherlands) and Monash University (Australia), offering courses in Literary Criticism and Critical Discourse Analysis.

UMS has regulations governing the qualifications of academic institutions eligible for collaboration. The "mypartnership" system is used to validate partner qualifications, initiate collaborations, and monitor and evaluate their implementation.

Collaboration between **SPILLE** and **SPEE** and external institutions is established. In publication and research, joint authorship of indexed articles and research outputs is evident. In teaching, collaboration includes interdisciplinary sharing, recognition, and visiting professors. In education, it is implemented through apprenticeship programmes (ISF I, ISF II, and practical courses). Student exchanges are managed through a web-based internal selection process, with each proposal reviewed for alignment with PLOs, learning processes, and activity quality.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
SPILLE has established long-term partnerships with universities in Thailand, Sweden, Malaysia, Australia, the Netherlands, the Czech Republic, and Egypt. These collaborations encompass research, curriculum development, teaching staff exchange, and guest lectures.

SPILLE has signed MoUs with several international partner universities to enhance the quality of research and academic publications. These partnerships include Universiti Pendidikan Sultan Idris (UPSI) in Malaysia, Lund University in Sweden, Fatoni University in Thailand, and Universiti Tun Hussein Onn Malaysia (UTHM).

SPILLE promotes internationalisation through various initiatives, including its role as the initiator of an international Indonesian language class at Al Azhar University in Cairo.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE collaborates with partner universities through visiting lecturer and professor programmes. These partnerships include RELO of the American Embassy (United States),

Anaheim University (United States), Monash University (Australia), Charles Darwin University (Australia), University of Otago (New Zealand), Nanyang Technological University (Singapore), The University of Tokyo (Japan), Notre Dame Seishin University (Japan), National University of Taiwan (Taiwan), National University of Malaysia (Malaysia), and Pangasinan State University (Philippines).

SPEE further enhances its international recognition through joint research with institutions in Qatar, Laos, Sri Lanka, Malaysia, and the Philippines.

Cooperation with business enterprises and other organisations
Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
SPILLE has cooperation agreements with at least nine education institutions to give the students the experience and skill development in managing the library.

SPILLE also has cooperation agreements with Radio JPI, Sultanate Institute, and Diomedia publishing company, which give the students opportunities to practice their knowledge, implement, and improve their radio broadcasting and text editing skills in natural working environments.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE cooperates with partners outside the field of teaching, among others, are the Solopos, Radar Solo, Radio Republic of Indonesia, and Hotel Lor Inn Syariah Solo. The collaboration with these partners can provide opportunities for students to relate the theories in the class with real working experience. The internship activities held in these agencies are carried out every year.

In addition, **SPEE** has also collaborated with the Mangkunegaran Palace (local royal palace) in Solo, where **SPEE** sends students to intern for two months. The internship at the palace can strengthen students' skill required in the tourism industry.

Appraisal:

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

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

The panel acknowledges that the University is already actively engaged in a broad range of international collaborations. The panel **recommends** pursuing these partnerships even more proactively to increase their overall impact. This applies in particular to activities benefiting students directly, such as exchanges, and collaborative learning opportunities.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The MoUs forming the basis of the cooperation are

documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

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

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

4.4 Facilities and equipment

<u>Quantity, quality, media and IT equipment of teaching and group rooms</u>
All study programmes
Classrooms used by the study programmes are of varying sizes and equipped with projectors and LCD screens. There are also smart classrooms that are equipped with the latest technology. Additionally, discussion rooms for students are available.

UMS provides various disability-friendly facilities such as physical accessibility ramps and special toilets for the disabled. Special support services such as a counselling centre are provided by the Student Mental Health and Wellbeing Services. The educational staff also provides students with disabilities with academic assistance. These facilities are designed with the aim to provide an inclusive and comfortable learning environment for all students with disabilities. Media and IT resources for students with special needs are available in the central library.

UMS also has an Information and Technology Bureau that manages all Information Technology and Communication access and services on campus as shown below.

Table 12 IT and learning resources

UMS Portal	All information related to its needs (learning, research and community service) can be accessed by all lecturers, employees and students.
Computer Laboratory	Computer lab with complete facilities
E-mail Access	E-mail service available to more than 20,000 users
Internet and Internet Access	UMS website can be accessed on and off campus
Regular Academic Integrated System (STAR)	STAR is available for student academic information services
Online Learning LMS	SPADA https://myspada.ums.ac.id/ and My Edu

To support the implementation of practical lectures, each study programme has its own laboratory according to its needs, with the addition of computers and or interactive communication devices for particular types of laboratories.

At the study programme level, **SPILLE** and **SPEE** are equipped with two multimedia laboratories, each containing 40 computer units. These facilities support language-related lectures and other courses requiring unrestricted internet access. A dedicated Drama Room is available for drama courses, allowing students to rehearse and perform. Additionally, the programmes have two interactive whiteboard units (Education TV) for use in lectures and online activities such as webinars, and two podcast rooms accessible to both lecturers and students for academic content, student organisation activities, and programme promotion.

Table 13 List of Facilities in SPILLE and SPEE

Facilities	SPEE Number	SPILLE Number	SPEE & SPILLE Number	Approx. size (m²)
Administrative Office			1	160
Head of the study programme's office	1	1		25
Classroom including Smart Classroom	7	6		80
Hall (Moh Djazman)			1	200
Meeting Room 1			1	80
Meeting Room 2			1	40
Multimedia Laboratory	2	1		80
Language Laboratory	2			80
Language Development Lab.		1		40
Lecturers' Office	1			80
Podcast Room (Audio Visual)	2	1		9
HMP Room	1	1		40
Micro Teaching Room			3	80
Library			1	800
Drama Room			1	160

Access to literature
All study programmes
The UMS central library has a collection of books, published articles, theses, theses, and dissertations to serve the needs of lecturers, employees, and students. Learning resources can also be accessed from anywhere through the library's website[18].

UMS Library provides free links to international journals including:
- https://www.ebsco.com/products/research-databases/e-journals-database
- https://www.gale.com/
- https://www.emerald.com/insight/
- https://onlinelibrary.wiley.com/

[18] https://www.ums.ac.id/unit-layanan-kampus/perpustakaan-dan-pusat-layanan-digital.

- https://link.springer.com/
- https://www.cambridge.org/core/
- https://www.perpusnas.go.id
- https://perpustakaan.kemdikbud.go.id
- https://www.scientificamerican.com/
- https://www.nature.com/

The library is open Monday to Friday 7am to 5:30pm and on Saturday from 8am to 4pm, with a prayer break between 12pm and 1pm on all days besides Friday, and 11:30am to 1pm on Fridays.

In the library, there are reading rooms, study rooms, as well as meeting rooms available for student use. In addition to borrowing books, students can make use of a book home delivery service to access materials from home. Furthermore, there are designated "corners" focused on specific topics, staffed by members of staff or appointed students who act as ambassadors for each corner. For example, the "SCOPUS Corner" provides support to help students access and navigate SCOPUS, as well as corners for several online resources, Muhammadiyah studies or Quran studies.

Appraisal:

The rooms are properly equipped for disabled students and give them barrier-free access, including ramps, ground-floor classrooms, and support through student volunteers when needed. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The teaching rooms and labs are equipped with state-of-the-art technology, including multimedia labs with 40 computer units each, interactive whiteboards, and podcast rooms. For special contents of the curriculum (e.g. business games, role-playing games, virtual elements), UMS possesses appropriate rooms with the specific technical components needed, such as a dedicated Drama Room and facilities for online interaction.

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 programmes is available in the library and also kept up to date. At the same time, the panel **recommends** increasing the investment in the university library, particularly in expanding the collection of hard copy books and strengthening subject-specific resources. This would further support academic depth and ensure students have access to a broader range of specialised literature.

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

4.5 Additional services

Career counselling and placement service
All study programmes
UMS has a counselling service centre for alumni that provides or prepares information and education to prospective alumni and alumni related to post-study career development through the Alumni Career and Employment Centre (ACEC). ACEC is a service centre dedicated to assisting alumni in developing careers and finding job opportunities that match their expertise. ACEC also plays a role in increasing the competence of alumni and prospective alumni who are ready to face the world of work who not only fill job vacancies but also initiate jobs.

Through career guidance, skills training, workshops, job fairs, and career exhibitions, ACEC provides support for alumni in planning and achieving their professional goals. Additionally, ACEC provides CV drafting services, interview preparation, and access to online job portals, and facilitates networking among alumni to share career information and opportunities. ACEC service information can be accessed through the website.[19]

Alumni Activities
All study programmes
UMS has a university-wide alumni network, the Alumni Association (AA) UMS as well as a faculty-wide alumni organisation and alumni organisations for the study programmes.

AA UMS organises various activities to strengthen relationships among alumni and provide benefits to the community. These activities include reunions and alumni gatherings to enhance networking, seminars and workshops for professional development, job fairs and career exhibitions that connect alumni with job opportunities, and mentorship programmes in which experienced alumni guide the next generation.

Additionally, AA UMS is involved in initiatives such as soft skills development, including public speaking classes and the Future Leaders Mentor Bootcamp. It also organises social activities, such as "*qurban*", "*umrah akbar*", as well as AA UMS scholarships and community events like the Hanebu Sauyun Deni Caknan music concert.

The alumni organisations of the study programmes conduct tracer studies and invite alumni to share career vacancy information. They also provide real-world insights into employment and entrepreneurship through seminar programmes, graduation briefings, and other academic collaborations. Talented alumni with extensive experience, specialised skills, or leadership positions are invited to serve as guest practitioners or lecturers, speak at graduation events, and contribute to curriculum development by evaluating existing programmes and assisting in the formulation of new curricula.

Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
SPILLE alumni are organised under ABASIA (Alumni Bahasa dan Sastra Indonesia), which restructures its management every five years and serves as a platform for networking and information exchange. ABASIA has organised activities such as webinars and contributes to curriculum development by providing input from alumni and stakeholders. The organisation is

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[19] https://acec.ums.ac.id/.

supported by a competent alumni committee and maintains active communication through social media and its website.

Study Programme of English Education (SPEE) (B.Ed.)
SPEE alumni are represented by AMUSED, established in 2010, with the aim of developing alumni networks and sharing job opportunities and professional development. **SPEE** also collaborates with the Student Union to invite experienced alumni to graduation events and curriculum development discussions.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability by the Alumni Career and Employment Centre. UMS provides sufficient resources. Currently, career counselling is managed under the student bureau. The panel **recommends** establishing an independent career service unit to enhance the visibility, focus, and strategic development of career-related support. A dedicated structure could allow for more targeted services and long-term planning, particularly in strengthening links with employers and improving student career outcomes.

An alumni organisation has been set up with the aim of developing an alumni network. The panel suggests that alumni could be encouraged to share more experiences with current students, including reports on their international activities, to strengthen practical insights and inspire global engagement.

		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)

All study programmes
UMS has several funding sources to ensure the sustainability of study programmes in the next five years, including tuition fees and grants from the government (Merdeka Campus Competition Program, Digital Learning Innovation), endowment funds, and the business world.

These funds are managed through the Annual Work Programme Plan which forms the basis of the budget planning process for each study programme. A cross-subsidy funding mechanism ensures, that if in the future the study programme is forced to close, students in the study programme can graduate.

Appraisal:

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

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

5.   Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes

All study programmes

At the university level, quality assurance procedures are coordinated by the Quality Assurance Centre (QAC). The implementation of quality assurance follows a staged approach, beginning at the study programme level (Quality Assurance Unit), progressing to the faculty level (Quality Assurance Group), and ultimately overseen by the university (QAC), in accordance with the Rector's Decree 158/R/IV/2021.

The function of the assurance unit at the study programme level is to ensure that the implementation of education (curriculum, learning process, and graduate competencies), research, and community service meets established standards. This is achieved through systematic, consistent, and sustainable quality assurance processes.

The organisational structure of UMS quality assurance is illustrated in the following figure.

Figure 4 Quality Assurance Organisation Structure of Universitas Muhammadiyah Surakarta
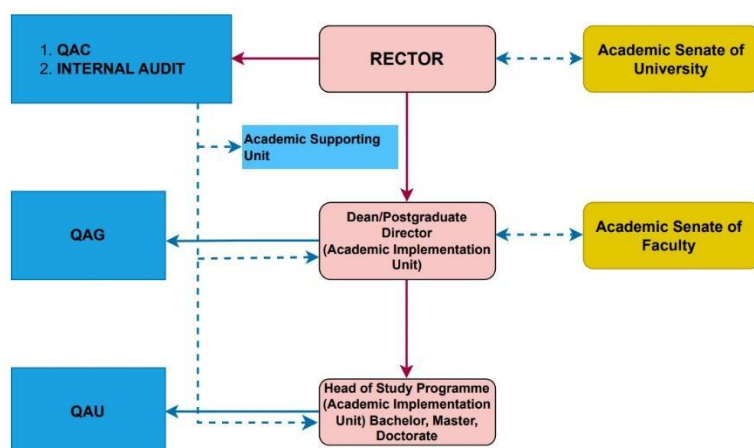
Quality assurance in the three study programmes follows the stages of planning, implementation, evaluation, control, and improvement. It aligns with UMS quality standards, with follow-up efforts ensuring continuous enhancement. A self-evaluation report is prepared annually based on performance analysis and evaluation.

Audit activities are outlined in quality documents, including policies, manuals, standards, procedures, and forms. Internal quality audits are conducted every six months, focusing on learning standards in odd semesters and Key Performance Index, and on study programme activities in even semesters. Audit results are reviewed in Management Review Meetings to plan control actions. Assessed aspects include student workload, study period accuracy, graduate employment (within six months), and student cohort data.

The study programmes conduct regular curriculum reviews annually and revitalise the curriculum every five years, involving experts, stakeholders, alumni, lecturers, students, and academic staff.

Quality assurance of the learning process includes the Lecturer Evaluation by Students (LES) each semester. The Head of the Study Programme, assisted by the Study Programme Quality Assurance Unit officer, oversees lecture delivery, including attendance, teaching methods, media use, and course content. Assessment instruments undergo peer review, ensuring alignment with CLOs, appropriate time allocation, consistent question formatting, availability of rubrics, and clarity.

Graduate competency assurance is conducted through tracer studies, assessing GPA, study duration, job relevance to programme competencies, and employment timeframe post-graduation. Alumni and graduate users provide satisfaction feedback through tracer surveys (http://tracer.ums.ac.id and http://survey.ums.ac.id), which are periodically reviewed, documented, and acted upon for continuous improvement.

5.2 Instruments of quality assurance

<u>Evaluation by students</u>
All study programmes
Student evaluations are conducted through the LES system (https://star.ums.ac.id/) every semester before the exam period. The evaluation includes seven assessment components: class organisation, lecture material, learning methods, student interaction, feedback, learning media, and references or supporting materials. These components are validated through student satisfaction levels. The results of this evaluation serve as input to facilitate the improvement of the pedagogical and didactic quality of the lecturers.

LES results are publicly accessible via the website (https://star.ums.ac.id/sia/epbm) and analysed by the Quality Assurance Unit (QAU) of each study programme. A report is then submitted to the Head of Study Programme, Quality Assurance Group (QAG), and Dean for evaluation. The results are also discussed in study programme meetings and shared with lecturers. Each study programme publishes the LES findings on its website for transparency.

Students also participate in evaluation activities through the *Study Programme Dialogue*, where they can provide direct feedback and suggestions to programme leaders and lecturers. The outcomes of these dialogues are used as part of the self-evaluation process to improve service quality, academic management, and overall programme development.

In addition, students are involved in evaluating their learning load, particularly during curriculum revitalisation activities. During these processes, students assess aspects such as study load and course content. The results of these evaluations are considered by the study programmes when revising the curriculum to ensure its relevance and appropriateness.

Based on student evaluations, **SPILLE** students provided feedback primarily related to the strategies and teaching methods used by lecturers, while **SPEE** students focused on teaching methods and expressed a desire for more interactive learning media. This feedback was taken into account by the Head of Study Programme, who responded by organising workshops and training sessions for lecturers aimed at improving teaching practices and enhancing the use of diverse learning media.

<u>Evaluation by faculty</u>
All study programmes

The evaluation by lecturers is conducted annually through the survey system provided by UMS through https://survey.ums.ac.id. The survey findings are published on the UMS website.

Lecturers from both SPILLE and SPEE are actively involved in evaluation processes concerning content, procedures, and organisational aspects. Their participation is particularly evident in curriculum revitalisation activities, where they assess the curriculum structure, course syllabi, and didactic methods. The results of these evaluations are analysed by the Quality Assurance Officer within each study programme and combined with student feedback. These combined insights serve as the foundation for curriculum development.

Following the analysis, adjustments are made to the curriculum structure, syllabi, teaching methods, and assessment practices. These changes are then reviewed by external experts to ensure quality and relevance before finalisation. The finalised curriculum is formally documented.

External evaluation by alumni, employers and third parties
All study programmes
Alumni are regularly involved in evaluation activities through the system https://tracer.ums.ac.id, with evaluations conducted annually. The instruments used are tailored to assess graduate competencies and provide input for curriculum development and the refinement of the study programme's vision. Based on alumni feedback, **SPILLE** and **SPEE** graduates were found to need improvement in IT skills, communication, and microteaching. In response, the study programmes organised IT training (including IoT), soft skills workshops, and extended the duration of Teaching Internship practice.

Graduate users also contribute to programme evaluation through satisfaction surveys via https://survey.ums.ac.id. The survey covers aspects such as ethical behaviour, core competencies, teamwork, communication, English proficiency, IT skills, and self-development. These results inform curriculum and vision development. Feedback from graduate users indicated that **SPILLE** graduates need to improve their English skills. As a follow-up, **SPILLE** introduced additional English courses through the English Tutorial Programme (ETP), along with optional modules such as TOEP, TOEFL, IELTS, and job interview preparation. For **SPEE**, the evaluation highlighted the need to strengthen IT skills and increase participation in community service. The programme responded by offering additional IT courses and involving students in lecturer-led community service initiatives.

Third-party evaluations are conducted through internship programmes, where external partners complete assessment forms on student performance. Feedback from these evaluations revealed that students' creativity and initiative require improvement. To address this, lecturers were encouraged to incorporate problem-solving and case-study methods into their teaching.

Survey results are accessible via the system and analysed by the QAU of each study programme before being reported to the FTTE and UMS management through the Management Review Meeting. These evaluation reports inform curriculum reviews and policy decisions for annual activities.

5.3 Programme documentation

Programme description

All study programmes

The content and curriculum of the study programmes are documented in both printed and digital formats, including the student guide, social media platforms, and the university website. This information is regularly updated and easily accessible to students, ensuring transparency regarding curriculum structure, course content, and examination procedures.

The learning process is supported by several integrated digital systems managed centrally by the university. The platform https://myakademik.ums.ac.id stores academic data such as lecturer profiles, student consultations, schedules, and learning activities. It allows students, lecturers, and academic staff to input and access relevant academic information. Additionally, the https://star.ums.ac.id system is used for academic advising, grade input and access, course organisation, timetable management, and internship placement. It also serves as a platform for disseminating information related to teaching and learning activities.

Information on activities during the academic year

All study programmes

UMS publishes an academic calendar every year. The academic calendar contains lecture schedules, exam implementation, university graduation, public holidays, and other academic activities. The academic calendar is used by all study programmes at UMS as a guide in implementing academic activities. The academic calendar can be accessed through the academic bureau website, faculty website, websites of the three study programmes, and study programme social media. The academic calendar in printed form is distributed to students at the beginning of the academic year. Furthermore, all activities carried out in one academic year are reported by the Rector through the UMS Rector's Annual Book (Kaleidoscope UMS) as well as the Rector's Annual Report, accessible to the public on the UMS website.[20]

Information on the implementation of academic and non-academic activities at the university level is accessible to public through the University's website, while for faculty activities it is accessible through FTTEs website. In addition to the institution's official website, the faculty also provides academic and non-academic information through social media (Instagram, Facebook, TikTok or YouTube). Similarly, the study programmes use social media.

All activities conducted throughout the year are documented and reported by the Rector in the UMS Rector's Annual Book (Caleidoscope UMS).

Appraisal:

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

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[20] https://news.ums.ac.id/id/10/2024/laporan-tahunan-rektor-ums/, accessed 08-28-2025.

The panel **recommends** establishing an evaluation team composed of faculty members, administrative staff, and students to actively involve students in the quality assurance and development processes. This inclusive approach would strengthen participatory governance and ensure that student perspectives are systematically considered in programme improvement.

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

Quality control by the faculty is carried out annually through an online evaluation and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure by alumni, graduate users and third parties; the outcomes are communicated and provide input for the quality development process.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). At the same time, the panel **recommends** publishing the admission process and admission requirements also in English language.

UMS regularly publishes current academic information through multiple channels, including its website, faculty and study programme platforms, and printed materials. The academic calendar, which guides all study programmes, is publicly accessible and updated annually. Additionally, academic and non-academic activities are documented and summarised in the Rector's Annual Book and Annual Report, ensuring transparent communication and active press and network engagement.

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

Quality profile

HEI: Universitas Muhammadiyah Surakarta

Bachelor programme:
Study Programme of Indonesian Language and Literature Education (SPILLE) (B.Ed.)
Study Programme of English Education (SPEE) (B.Ed.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

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

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

Appendix

<table>
<tr><td colspan="6" align="center">**Curriculum Overview**
SPILLE</td></tr>
</table>

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	**Module 1: GENERAL LINGUISTICS**	3								27	64			65%
M 1.1	Basic concepts in general linguistics									3	10	L	Exam Paper (120 Min)	
M 1.2	Linguistics as a science									4	10	L		
M.1.3	Objects of linguistics studies									5	10	L		
M.1.4	Basic concept, function, and benefit of language									5	10	L		
M.1.5	Studies in microlinguistics									5	10	L/P		
M.1.6	Studies in macrolinguistics									5	14	L/P		
M2	**Module 2: THE HISTORY OF INDONESIAN LITERATURE**	2								27	64			65%
M 2.1	The emergence of the Indonesian modern literature									7	14	L	Exam Paper (120 Min)	
M.2.2	The periods of the Indonesian modern literature and its characteristics									10	30	L		
M.2.3	The adjustment of the history of the Indonesian modern literature									10	20	L		
M3	**Module 3: EDUCATIONAL PHILOSOPHY**	2								27	64			65%
M 3.1	The definition of philosophy and education philosophy									4	10	L	Exam Paper (120 Min)	
M 3.2	Schools in educational philosophy									5	10	L		
M 3.3	The educational philosophy view towards human beings									6	10	L		
M 3.4	The Indonesian national education system									6	14	L		

M 3.5	The philosophical concepts of education components									6	20	L		
M4	**Module 4: READING SKILLS**	**2**								**27**	**64**			**65%**
M 4.1	Basic concepts in reading									2	4	T/P		
M 4.2	The function and purpose of reading									4	5	T/P		
M 4.3	Motivation, interest, and habits in reading									4	5	T/P		
M 4.4	Types of reading									4	10	T/P	Practice Exam (100Min)	
M 4.5	Reading tecniques									4	15	T/P		
M 4.6	Text reproducing upon reading									4	15	T/P		
M 4.7	The national literacy movement									5	10	T/P		
M5	**Module 5: LISTENING SKILLS**	**2**								**27**	**64**			**65%**
M 5.1	Basic concept, purpose, and function of listening within the context of language use									4	10	T/P		
M 5.2	The relationship between listening skills and other skills in language use									5	10	T/P		
M 5.3	The puspose, step, process, and circumstance in listening									6	10	T/P	Practice Exam (100Min)	
M 5.4	Critical listening skills on oral texts									6	14	T/P		
M 5.5	The listening lessons in schools, its technique, and the development of learning media									6	20	T/P		
M6	**Module 6: THEORY OF LITERATURE**	**2**								**27**	**64**			**65%**
M 6.1	Literature and literary science									3	5	T/P		
M 6.2	Hermeneutic approach in literary theory									2	5	T/P		
M 6.3	Structuralism approach in literary theory									2	5	T/P	Project Report	
M 6.4	Semiotic approach in literary theory									2	5	T/P		
M 6.5	The approach of sociology of literature									2	5	T/P		
M7	**Module 7: ENGLISH FOR THE ACADEMIC PUSPOSES**	**2**								**27**	**64**			**65%**
M 7.1	Short passages and their context									3	6	T/P		
M 7.2	Previewing and skimming reading techniques on formal texts									3	6	T/P		
M 7.3	Discourse markers									3	6	T/P	Practice Exam (100Min)	
M 7.4	The vocabulary and writing rules in filling out forms									2	6	T/P		
M 7.5	Scanning reading techniques									2	5	T/P		
M 7.6	Expressing agree/disagree and like/dislike									2	5	T/P		

M 7.7	The vocabulary and grammar of writing letters of permits									2	5	T/P		
M 7.8	Announcements and short messages									2	5	T/P		
M 7.9	Using salutation in texts									2	5	T/P		
M 7.10	The English discouse marker expressions									2	5	T/P		
M 7.11	The vocabulary and grammar of writing summaries									2	5	T/P		
M 7.12	The vocabulary in short radio podcasts									2	5	T/P		
M8	**Module 8: SPEAKING SKILLS**	**2**								**27**	**64**			**65%**
M 8.1	Speaking as a technique, art, and science									5	10	L		
M 8.2	Methods in speaking									4	10	L		
M 8.3	The application of speaking methods in the practice of basic speaking competency in schools									4	10	L	Exam Paper (120 Min)	
M 8.4	The concept of effective communication									4	10	L		
M 8.5	Speaking Skill Test									4	10	L		
M 8.6	The evaluation of the speaking skills exercises									6	14	L		
M9	**Module 9: RELIGION**	**2**								**27**	**64**			**65%**
M 9.1	Aqeedah (Islamic beliefs)									7	16	L		
M 9.2	Islamic monotheism									6	16	L	Exam Paper (120 Min)	
M 9.3	Pillars of faith									6	16	L		
M 9.4	Good characters									8	16	L		
M10	**Module 10: WRITING SKILLS**	**2**								**27**	**64**			**65%**
M10.1	Basic concepts of language skills									4	5	T/P		
M10.2	Basic concepts of writing skills									4	5	T/P		
M10.3	Rules in written language (spelling recognition and mastery)									4	5	T/P		
M10.4	Accuracy in the choice of words (diction) in written works									4	10	T/P		
M10.5	Paragraph and its development as the heart of writing skills									4	10	T/P	Project Report	
M10.6	Scientific writing section									5	15	T/P		
M10.7	Scientific writing techniques									5	15	T/P		
M10.8	Research proposal writing techniques									5	15	T/P		
M10.9	Techniques for writing academic article for research publication									5	16	T/P		

2nd Semester

			2							27	64			65%
M11	**Module 11: EDUCATION MANAGEMENT**		**2**							**27**	**64**			**65%**
M 11.1	Background for educational management									3	6	L		
M 11.2	Management functions									3	6	L		
M 11.3	Curriculum management									3	6	L		
M 11.4	Understanding teachers and staff									2	6	L		
M 11.5	Occasional management									2	5	L	Exam Paper (120 Min)	
M 11.6	Educational and facilities management									2	5	L		
M 11.7	School financial management									2	5	L		
M 11.8	Educational information system managmenet									2	5	L		
M 11.9	Educational leadership									2	5	L		
M 11.10	Marketing in education									2	5	L		
M 11.11	Educational supervision									2	5	L		
M 11.12	School-based management									2	5	L		
M12	**Module 12: CURRICULUM AND LEARNING**		**2**							**27**	**64**			**65%**
M 12.1	Curriculum understanding									3	6	L		
M 12.2	Understanding learning and teaching									3	6	L		
M 12.3	Learning theories, principles, meaning, and characteristics									3	6	L		
M 12.4	Explaining the essential elements of teaching									2	6	L		
M 12.5	The concept of learning and its importance									2	5	L	Exam Paper (120 Min)	
M 12.6	The concept of learning and its approaches: process, deductive/inductive, expository/heuristic, and contextual									2	5	L		
M 12.7	teaching models in learning									4	10	L		
M 12.8	The role and function of curriculum									4	10	L		
M 12.9	understanding curriculum development									4	10	L		
M13	**Module 13: LOGIC AND LANGUAGE**		**2**							**27**	**64**			**65%**
M 13.1	The history of science									1	4	L	Exam Paper (120 Min)	
M 13.2	The development of science									2	4	L		

M 13.3	The concept of science								2	4	L		
M 13.4	Types of science								2	4	L		
M 13.5	Philosophical way of thinking								2	4	L		
M 13.6	Tools for scientific thinking								2	5	L		
M 13.7	Science and philosophy								2	5	L		
M 13.8	Foundation of science								2	5	L		
M 13.9	Methods of science								2	5	L		
M 13.10	Scientific methods								2	5	L		
M 13.11	The modern pragmatism and realism								2	5	L		
M 13.12	The reality of science								2	5	L		
M 13.13	Science and culture								2	5	L		
M 13.14	Science and language								2	5	L		
M14	**Module 14: OLD LITERATURE**	**2**							**27**	**64**			**65%**
M 14.1	Oral tradition in the Indonesian literature								2	10	L		
M 14.2	Folk literature in Indonesia								3	10	L		
M 14.3	Literature during the period of Hindu-Islam in Indonesia								4	10	L		
M 14.4	The existence of the historical literature in the Indonesian contemporary literature								5	10	L	Exam Paper (120 Min)	
M 14.5	Tradition in the writing of the contemporary prose literature								5	10	L		
M 14.6	The reference books for the contemporary literature								5	7	L		
M 14.7	Tradition in the writing of poems in the Indonesian contemporary literature								5	7	L		
M15	**Module 15: MORPHOLOGY OF INDONESIAN**	**2**							**27**	**64**			**65%**
M 15.1	Introduction to morphological processess								1	4	L		
M 15.2	understanding morphemes								2	4	L		
M 15.3	understanding free morphemes								2	4	L		
M 15.4	understanding semi-free morphemes								2	4	L	Exam Paper (120 Min)	
M 15.5	understanding non-free morphemes								2	4	L		
M 15.6	understanding afixation								2	5	L		
M 15.7	understanding prefixation								2	5	L		

M 15.8	understanding infixation								2	5	L		
M 15.9	understanding sufixation								2	5	L		
M 15.10	understanding confixation								2	5	L		
M 15.11	understanding particles								2	5	L		
M 15.12	understanding clitics								2	5	L		
M 15.13	understanding proclitics								2	5	L		
M 15.14	understanding enclitics								2	5	L		
M16	**Module 16: INDONESIAN PHONOLOGY**	**2**							**27**	**64**			**65%**
M 16.1	The definitions of phonetics								3	6	L		
M 16.2	Objects in phonetics								3	6	L		
M 16.3	Sounds, language sounds, and ways in studying sounds in languages								3	6	L		
M 16.4	The benefits of studying phonetics								2	6	L	Exam Paper (120 Min)	
M 16.5	branches of phonetics								2	5	L		
M 16.6	Processes in the production of language sounds								2	5	L		
M 16.7	Human speech organs								2	5	L		
M 16.8	The function of the human speech organs								2	5	L		
M 16.9	The Indonesian segmental sounds								4	10	L		
M 16.10	The Indonesian suprasegmental sounds								4	10	L		
M17	**Module 17: THE ENGLISH STANDARDIZED TEST PREPARATION**	**2**							**27**	**64**			**65%**
M 17.1	Strategies for the TOEFL listening comprehension test part A								2	6	T/P		
M 17.2	Drawing a conclusion using question words 'who, what, and when' part A								2	6	T/P		
M 17.3	Listening comprehension with the focus on negative expressions								2	6	T/P		
M 17.4	Listening comprehension with the focus on agreement, uncertainty, and suggestions								2	6	T/P		
M 17.5	Listening comprehension with the focus on the contrary meaning (wishes and untrue condition)								2	5	T/P	Project Report	
M 17.6	Understanding idiomatic expressions								2	5	T/P		
M 17.7	Strategies for the TOEFL listening comprehension test part B								2	5	T/P		
M 17.8	Anticipating topics								2	5	T/P		
M 17.9	Anticipating questions								3	5	T/P		

M 17.10	Strategies in answering questions about order of words in sentences									4	5	T/P		
M 17.11	Drawing a conclusion using question words 'who, what, and when' part B									4	10	T/P		
M18	**Module 18: SEMANTIC OF INDONESIAN**	**2**								**27**	**64**			**65%**
M 18.1	Meanings and structural semantics									3	4	L		
M 18.2	The history of the development of semantics									2	5	L		
M 18.3	The relationship between semantics and other branches of linguistics									2	5	L		
M 18.4	Factual, social, and explicit information									2	5	L		
M 18.5	Explicit, implicit, and imaginary information									2	5	L		
M 18.6	Meanings									2	5	L		
M 18.7	Referential, ideational, and behavioral approaches and methods									2	5	L	Exam Paper (120 Min)	
M 18.8	The philosophical view on the meaning relations									2	5	L		
M 18.9	References, signs, and conceptualisation									2	5	L		
M 18.10	Association of meaning relations									2	5	L		
M 18.11	Presuposition, proposition, and forms of expression									2	5	L		
M 18.12	Theory of field of meaning: collocation, hyponymy, synonymy, antonym, polysemy, and homonymy									2	5	L		
M 18.13	Component analysis and the structuralism									2	5	L		
M19	**Module 19: SYNTAX OF INDONESIAN**	**2**								**27**	**64**			**65%**
M19.1	Distribution of discussion materials, learning strategies, class contracts, and grading system									1	4	L/P		
M19.2	Sentence analysis based on the function of its elements: definition, characteristics, form, and type of subject									2	4	L/P		
M19.3	Sentence analysis based on the function of its elements: definitions, characteristics, forms, and types of predicates									2	4	L/P		
M19.4	Sentence analysis based on the function of its elements: definition, feature, form, object, complement, and description									2	4	L/P	Project Report	
M19.5	Sentence analysis based on the category of its elements									2	4	L/P		
M19.6	Sentence analysis based on the role of its elements									2	5	L/P		
M19.7	Definition, characteristics, and paradigm of transformational grammar									2	5	L/P		
M19.8	Definition and types of basic sentence patterns									2	5	L/P		
M19.9	The meaning of singular transformation sentence and its kinds									2	5	L/P		
M19.10	The meaning of the sentence density transformation and its various									2	5	L/P		

M19.11	The meaning of the transformation sentence, the focus of the process, and its kinds								2	5	L/P		
M19.12	The meaning of the transformation sentence, the process, and its kinds								2	5	L/P		
M19.13	The meaning of the transformation sentence is embedded in the translation Text of the Quran, the process, and its kinds								2	5	L/P		
M19.14	The meaning of the transformation sentence focuses on the translation of the Quran, the process, and its various types								2	5	L/P		
M20	**Module 20: WORSHIP AND MUAMALAH**	**2**							**27**	**64**			**65%**
M20.1	Thaharoh								1	4	L/P		
M20.2	Salat, fasting, and zakat								2	4	L/P		
M20.3	Islamic financial business								2	4	L/P		
M20.4	inheritence								2	5	L/P	Project Report	
M20.5	Hajj and Umrah								2	5	L/P		
M20.6	Kurban								2	5	L/P		
M20.7	Wedding								2	5	L/P		

3rd Semester

M21	**Module 21: EDUCATONAL PSYCHOLOGY**		**2**						**27**	**64**			**65%**
M 21.1	Definition and scope of educational psychology								3	6	L		
M 21.2	Basic concepts of educational psychology								2	6	L		
M 21.3	Growth and development of students, developmental tasks, and developmental aspects								2	6	L		
M 21.4	Individual characteristics								2	6	L		
M 21.5	Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ)								2	6	L	Exam Paper (120 Min)	
M 21.6	Learning concepts and theories								4	8	L		
M 21.7	Students and their families, Students and peers								4	8	L		
M 21.8	Behavioral problems in the classroom, socially detrimental student behavior problems								4	8	L		
M 21.9	Learning approach from psychological perspective								4	10	L		
M22	**Module 22: POETRY STUDIES**		**2**						**27**	**64**			**65%**
M 22.1	Differences in appreciation and study of poetry								3	6	L		

Code	Description									CP	h	Type	Assessment	%
M 22.2	Analysis or study of old Indonesian poetry using a structural approach									3	6	L	Exam Paper (120 Min)	
M 22.3	Analysis or study of modern Indonesian poetry using a structural approach									3	6	L		
M 22.4	Analysis or study of the latest Indonesian poetry using a structural approach									2	6	L		
M 22.5	The semiotic approach and how it works in the analysis or study of poetry									2	5	L		
M 22.6	Analysis or study of old Indonesian poetry using a semiotic approach									2	5	L		
M 22.7	Analysis or study of modern Indonesian poetry using a semiotic approach									2	5	L		
M 22.8	Analysis or study of modern Indonesian poetry using a stylistic approach									2	5	L		
M 22.9	Analysis or assessment of the latest Indonesian poetry using a stylistic approach									2	5	L		
M23	**Module 23: SOCIOLINGUISTICS**		**3**							**27**	**64**			**65%**
M23.1	Basic concepts in sociolinguistics									3	7	T/P	Practice Exam (100Min)	
M23.2	History and development of sociolinguistics									3	7	T/P		
M23.3	Language variety									3	7	T/P		
M23.4	Language style									3	7	T/P		
M23.5	Integration									3	7	T/P		
M23.6	Interference									3	7	T/P		
M23.7	Politeness in language									3	7	T/P		
M23.8	Speech level									3	7	T/P		
M23.9	Register									3	8	T/P		
M24	**Module 24: INDONESIAN DRAMA STUDIES**		**2**							**27**	**64**			**65%**
M24.1	Basic concept and development of a literacy culture									1	4	T/P	Project Report	
M24.2	Basic concept and function of drama study and its field of study									2	4	T/P		
M24.3	Basic concept of drama and its characteristics									2	4	T/P		
M24.4	Structure and ideas in drama									2	4	T/P		
M24.5	Elements of drama as a performing art									2	4	T/P		
M24.6	Dramatic construction									2	5	T/P		
M24.7	Drama story construction									2	5	T/P		

M24.8	The type of drama related to the story									2	5	T/P			
M24.9	Type of drama related to production									2	5	T/P			
M24.10	Reviews of drama or theater performances									2	5	T/P			
M24.11	The practice of drama analysis with the theory of sociology of literature									2	5	T/P			
M24.12	Drama analysis practice									2	5	T/P			
M24.13	Small theatrical practice or performance									2	5	T/P			
M24.14	Drama or theater analysis paper									2	5	T/P			
M25	**Module 25: INDONESIAN LANGUAGE CURRICULUM STUDY**		**2**							**27**	**64**				**65%**
M25.1	Historical Development of Curriculum in Indonesia									1	4	T/P	Practice Exam (100Min)		
M25.2	Concepts and Nature of Current Curriculum in Indonesia									2	4	T/P			
M25.3	Curriculum Structure in Secondary Education									2	4	T/P			
M25.4	Core Competencies and Learning Outcomes in Indonesian Language									2	4	T/P			
M25.5	Text-based Learning and Elements of Indonesian Language Teaching									2	4	T/P			
M25.6	Application of Text-based Learning and Language Teaching Elements									2	5	T/P			
M25.7	Observation of Indonesian Language Teaching Practices									2	5	T/P			
M26	**Module 26: EDUCATION STATISTICS**		**2**							**27**	**64**				**65%**
M 26.1	Basic concepts in Statistics									3	5	T/P	Exam Paper (120 Min)		
M 26.2	Intro to SPSS program for windows									4	9	T/P			
M 26.3	Descriptive statistics									4	10	T/P			
M 26.4	The normal curves and standard scores									4	10	T/P			
M 26.5	Measuring relationships									4	10	T/P			
M 26.6	Inferential statistics									4	10	T/P			
M 26.7	Reliability and validity									4	10	T/P			
M27	**Module 27: INDONESIAN PROSE FICTION STUDIES**		**2**							**27**	**64**				**65%**
M27.1	Basic concepts of literacy culture, development of interest in reading and writing, entrepreneurship in the field of fiction studies									1	4	L	Project Report		
M27.2	Basic concepts of the study of fiction and its field of study									2	4	L			
M27.3	Basic concepts of fiction and its characteristics									2	4	L			

Code	Description									CP	Hours	Type	Exam	%
M27.4	The structure of fiction: theme, facts of the story, and literary device									2	4	L		
M27.5	Elements of fiction: story and discourse									2	4	L		
M27.6	Type of fiction based on structure									2	5	L		
M27.7	Types of fiction based on literary convention									2	5	L		
M27.8	Types of fiction based on literary value									2	5	L		
M27.9	Structuralism & semiotic theory in fiction study									2	5	T/P		
M27.10	Sociology of literature theory in fiction study									2	5	T/P		
M27.11	Psychology of literature theory in fiction study									2	5	T/P		
M27.12	Feminist literary criticism theory in fiction study									2	5	T/P		
M27.13	Intertextuality theory in fiction study									2	5	T/P		
M27.14	Anthropology of literature theory in fiction study									2	5	T/P		
M28	**Module 28: PRAGMATICS**		**2**							**27**	**64**			**65%**
M28.1	The history, basic concept, and scope of pragmatic study									2	6	L		
M28.2	The status and context of speech as determinants of pragmatic intention									2	6	L		
M28.3	Speech acts									2	6	L		
M28.4	Presupposes, conversational implicature, and entailment									2	6	L		
M28.5	The relationship of formal, pragmatics, and pragmatic Parameters forms as determinants of pragmatic intention									2	5	L		
M28.6	Cooperation principles (CP)									2	5	L	Exam Paper (120 Min)	
M28.7	Aphorism of cooperation principles: logic and good attitude in communicating									2	5	L		
M28.8	Politeness principles (PP)									2	5	L		
M28.9	Aphorism of politeness principles									3	5	L		
M28.10	The irony, joke, harmony, pollyanna, and conformity principles									4	5	L		
M28.11	The Simulation of communicating, both verbal and nonverbal by a concern to the rules of cooperation and politeness, irony, joke, harmony, pollyanna, and conformity Principles.									4	10	L		
M29	**Module 29: ISLAM AND SCIENCE AND TECHNOLOGY**		**2**							**27**	**64**			**65%**
M 29.1	Reason and revelation									3	5	L		
M 29.2	Science									2	5	L	Exam Paper (120 Min)	
M 29.3	Psychology in Islam									2	6	L		
M 29.4	Science and Technology in Islam									2	6	L		

Code	Module / Topic												L	Exam	%
M 29.5	Economic in Islam									2	6	L		
M 29.6	Geography in Islam									2	6	L		
M 29.7	Law in Islam									2	6	L		
M 29.8	Health in Islam									3	6	L		
M 29.9	Pharmacy and genetics in Islam									3	6	L		
M 29.10	Medical in Islam									3	6	L		
M 29.11	Gender in Islam									3	6	L		
M30	**Module 30: PSYCHOLINGUISTICS**		**2**							**27**	**64**			**65%**
M30.1	The definition of psycholinguisctics									1	4	L		
M30.2	The scope of psycholinguistic study									2	4	L		
M30.3	Speech study of speaker perspective									2	4	L		
M30.4	Speech study of audience perspective									2	4	L		
M30.5	First language acquisition									2	4	L		
M30.6	Hypotheis and theory of first language acquisition									2	5	L		
M30.7	Learning a language									2	5	L		
M30.8	Language learning theory									2	5	L	Exam Paper (120 Min)	
M30.9	Cultivation process: first language acquisition and learning a language									2	5	L		
M30.10	Psycholinguistic study practice: poetry text									2	5	L		
M30.11	Psycholinguistic study practice: short story text									2	5	L		
M30.12	Psycholinguistic study practice: novel Text									2	5	L		
M30.13	Psycholinguistic study practice: drama Text									2	5	L		
M30.14	Psycholinguistic study practice: essay text									2	5	L		

4th Semester

Code	Module / Topic												L	Exam	%
M31	**Module 31: Principle of Islamic Organisation (Kemuhammadiyahan)**			**2**						**27**	**64**				**65%**
M31.1	Reform in Islam									5	9	L		
M31.2	Background of Muhammadiyah									5	15	L	Exam Paper (120 Min)	
M31.3	Muhammadiyah: Identity, Normative, and Operational Base									7	20	L		
M31.4	Autonomous organisation in Muhammadiyah									10	20	L		
M32	**Module 32: Guidance and Counseling**			**2**						**27**	**64**				**65%**

M32.1	The definitions, differences, foundations, and principles of guidance and counseling										2	5	L		
M32.2	The background, foundation, purpose, field of work and principles of Islamic guidance and counseling										2	5	L		
M32.3	The fields, activities, stages, and supporting activities for guidance and counseling										2	5	L		
M32.4	The primary and secondary schools student problems										3	9	L	Exam Paper (120 Min)	
M32.5	The troubleshooting procedures										3	10	L		
M32.6	The identification of cases and problems, diagnosis, prognosis, therapy										5	10	L		
M32.7	The evaluation and follow-up of extra-curricular activity structure										5	10	L		
M32.8	The planning, implementation, assessment, and supervision of extra-curricular activities										5	10	L		
M33	**Module 33: Internship: Schooling Observation I**			2					27	64					30%
M33.1	School's vision and Mission										3	5	P		
M33.2	School's Culture										2	5	P		
M33.3	Management Standards										2	6	P		
M33.4	Facilities and Infrastructure Standards										2	6	P		
M33.5	Education and Educational Staff Standards										2	6	P		
M33.6	Process Standard										2	6	P	Observation Report	
M33.7	Education Financing Standards										2	6	P		
M33.8	Content Standards										3	6	P		
M33.9	Process Standard										3	6	P		
M33.10	Assessment Standards										3	6	P		
M33.11	Graduate competence standard										3	6	P		
M34	**Module 34: ICT Literacy and Indonesian Language Learning Media**			2					27	64					65%
M34.1	Basic concept, purpose, and function of learning media and information and communication technology (ICT)										1	4	L		
M34.2	Types and forms of learning media and information and communication technology (ICT)										2	4	L		
M34.3	Power point learning media										2	4	L	**Project Report**	
M34.4	Poster learning media										2	4	L		
M34.5	Learning media illustration and image design (graphs, diagrams, charts)										2	4	L		
M34.6	Learning media for illustration and design of photos and phenomena										2	5	L		

Code	Description										SWS	h	Type	Assessment	%
M34.7	Audio media connected with silent visual materials, for example sound slide programs, sound film strip programs, tape models, tape realia, and others										2	5	L		
M34.8	Television broadcast learning media, video tape recordings, and others										2	5	L		
M34.9	Documentary film learning media										2	5	L		
M34.10	Computer-based learning media, for example Computer Assisted Instruction (CAI), Computer Based Tutorial (CBT)										2	5	L		
M34.11	Web-based learning media offline										2	5	L		
M34.12	Web-based learning media online										2	5	L		
M34.13	e-learning-based learning media										2	5	L		
M35	**Module 35: Indonesian Language and Literature and Learning Innovation**			**2**							**27**	**64**			**65%**
M 35.1	Basic Concepts of education change and innovation.										2	5	L/P		
M 35.2	The characteristic and nature of education innovation										2	5	L/P		
M 35.3	The field and source of innovation elements.										2	5	L/P		
M 35.4	Types of innovation and diffusion strategy of education innovation.										2	5	L/P		
M 35.5	The various forms of innovative school.										2	5	L/P		
M 35.6	Basic concepts of innovation in system, media, and the learning process of Indonesian language and literature.										2	5	L/P		
M 35.7	Innovation in developing Indonesian language and literature curriculum.										2	5	L/P	**Project Report**	
M 35.8	Innovation in the teaching materials of Indonesian language and literature.										2	5	L/P		
M 35.9	Innovation in the learning media of Indonesian language and literature.										2	5	L/P		
M 35.10	Innovation in the learning strategy of Indonesian language and literature.										2	5	L/P		
M 35.11	Innovation in the learning evaluation of Indonesian language and literature.										6	9	L/P		
M 35.12	Innovation in the Islamic-based learning education.										7	10	L/P		
M36	**Module 36: Learning Evaluation**			**2**							**27**	**64**			**65%**
M36.1	Measurement, Assessment, Evaluation, Tests, Tests, and Exams as well as the function and purpose of evaluation										3	6	T/P		
M36.2	Definitions, advantages, objectives, benefits, functions, principles, characteristics, implications, and signs of authentic assessment										2	6	T/P	**Project Report**	
M36.3	Authentic assessment techniques (performance, written test, attitude, project, product, portfolio, peer assessment, and self-assessment)										2	6	T/P		

Code	Description			SWS					Sh	h	Type	Exam	%
M36.4	Checklists, grading scales and flexible grading								2	6	T/P		
M36.5	Grammar structure test and vocabulary test								2	6	T/P		
M36.6	Listening and reading competency test								4	8	T/P		
M36.7	Speaking and writing competency test								4	8	T/P		
M36.8	The Uji Kemahiran Berbahasa Indonesia (UKBI) / the official language proficiency test for standard Indonesian								4	8	T/P		
M36.9	Daily assessment instruments, midsemester, final exam, and national exam								4	10	T/P		
M37	**Module 37: Textbook Study**			**2**					**27**	**64**			**65%**
M37.1	Basic concepts of Indonesian Textbooks for Secondary Schools and High Schools								3	5	T/P		
M37.2	Scope, organisation, quality, limitations, and values of teaching materials Indonesian Language Textbooks for Secondary Schools and High Schools								4	9	T/P		
M37.3	Literature teaching materials in Indonesian textbooks								4	10	T/P	**Project Report**	
M37.4	Language teaching materials in Indonesian textbooks								4	10	T/P		
M37.5	Assessment of the appropriateness of content, presentation, language, and graphics of Indonesian textbooks for Secondary Schools and High Schools								4	10	T/P		
M37.6	Analysis of Indonesian textbooks with scientific approach								4	10	T/P		
M37.7	Analysis of Indonesian textbooks with text-based approach								4	10	T/P		
M38	**Module 38: Learning Strategy**			**2**					**27**	**64**			**65%**
M38.1	Understanding Cooperative Learning (CL)								4	10	T/P		
M38.2	Understanding Student Teams Achievement Division (STAD)								4	10	T/P		
M38.3	Understanding Group Investigation (GI)								4	10	T/P	**Project Report**	
M38.4	Understanding Inquiry Learning								5	10	T/P		
M38.5	Understanding Jigsaw Method								5	10	T/P		
M38.6	Understanding Classroom Discussion								5	14	T/P		
M39	**Module 39: Indonesian language error analyses**			**2**					**27**	**64**			**65%**
M39.1	The relationship of language error and contrastive analysis.								3	7	L/P		
M39.2	The definition, purpose, scope, procedure, and hypothesis underlying the analysis.								3	8	L/P		
M39.3	The differences of syntax field error and morphology.								3	7	L/P	**Project Report**	
M39.4	The characteristic of effective sentence.								3	7	L/P		
M39.5	Logical and compact sentences.								3	7	L/P		

M39.6	Logical and frugal sentences										3	7	L/P		
M39.7	Sentence variations based on the order and variations of active-passive sentence.										3	7	L/P		
M39.8	Long and short variations and type of sentence.										3	7	L/P		
M39.9	Language politeness as linguistics study in quran translation script.										3	7	L/P		
M40	**Module 40: Lesson Planning**				**2**						**27**	**64**			**65%**
M40.1	Basic concepts of Indonesian language learning planning										3	7	T/P		
M40.2	The urgency of planning Indonesian language learning										3	8	T/P		
M40.3	Various kinds of instructional tools in school										3	7	T/P		
M40.4	The characteristics of Indonesian language learning										3	7	T/P		
M40.5	Differences in instructional tools from various schools										3	7	T/P		
M40.6	Formulating indicators, materials, evaluations, time allocation, and learning resources										3	7	T/P	**Project Report**	
M40.7	Designing a coherent syllabus										3	7	T/P		
M40.8	Assessment of RPP (Rencana Pelaksanaan Pembelajaran or Lesson Plan) based on the RPP assessment instrument										3	7	T/P		
M40.9	Validation of RPP (Rencana Pelaksanaan Pembelajaran or Lesson Plan) and syllabus										3	7	T/P		
M41	**Module 41: Development of Teaching Materials**				**2**						**27**	**64**			**65%**
M41.1	The nature, purpose, and function of teaching materials										3	7	T/P		
M41.2	Types and forms of teaching materials										3	8	T/P		
M41.3	Compile and produce draft of hand out teaching materials										3	7	T/P		
M41.4	Compile and produce draft of teaching materials diktat										3	7	T/P	**Project Report**	
M41.5	Compile and produce draft of module teaching materials										3	7	T/P		
M41.6	Compile and produce draft of textbook teaching materials										3	7	T/P		
M41.7	Compile and produce teaching materials for information sheets, student worksheets, and teaching materials in display form										3	7	T/P		

5th Semester

M42	**Module 42: Comparison of Indonesian Languages**					**2**					**27**	**64**			**65%**
M42.1	the nature of comparative studies of Nusantara language										3	7	T/P	**Exam Paper (120 Min)**	
M42.2	Language classification methods										3	8	T/P		

M42.3	The position of the Malay language									3	7	T/P		
M42.4	The nature of language change									3	7	T/P		
M42.5	The cause of language change									3	7	T/P		
M43	**Module 43: Discourse Analyses**				**2**					**27**	**64**			**30%**
M43.1	Basic concept, function, and organisation of discourse									3	7	T/P		
M43.2	Discourse elements									3	8	T/P		
M43.3	Discourse pragmatism									3	7	T/P		
M43.4	Deixes and presupposition									3	7	T/P	**Project Report**	
M43.5	Conversion structure									3	7	T/P		
M43.6	Discourse context									3	7	T/P		
M43.7	Discourse structure									3	7	T/P		
M43.8	The relationship between grammatical and lexical discourse									3	7	T/P		
M43.9	Medium, approach, and form of discourse									3	7	T/P		
M44	**Module 44: Research Methods of Indonesian Literature and Its Teaching**				**2**					**27**	**64**			**65%**
M44.1	Basic concepts of literary research and its learning									3	5	T/P		
M44.2	Qualitative research									2	5	T/P		
M44.3	Literary research design									2	5	T/P		
M44.4	Steps to conduct literary research									2	5	T/P		
M44.5	Literary research proposal									2	5	T/P		
M44.6	Sampling technique									2	5	T/P		
M44.7	Objects and subjects of literary research									2	5	T/P	**Project Report**	
M44.8	Data and data sources									2	5	T/P		
M44.9	Data collection technique									2	5	T/P		
M44.10	Data validation technique									2	5	T/P		
M44.11	Literary data analysis techniques									2	5	T/P		
M44.12	Literary research approaches and strategies									2	5	T/P		
M44.13	Literary research and literary learning practices									2	4	T/P		
M45	**Module 45: Research Method of Indonesian Language and Its Teaching**				**2**					**27**	**64**			**65%**
M45.1	Basic concepts of discussion research and teaching									4	10	T/P		

M45.2	Techniques for determining problems and sources of problems in language research and teaching												5	10	T/P			
M45.3	The position of theory in language research and its teaching												6	10	T/P	**Project Report**	
M45.4	Data, data sources, and objects of language research and teaching (CAR or Classroom Action Research)												6	14	T/P		
M45.5	Object of language teaching research (CAR or Classroom Action Research)												6	20	T/P		
M46	**Module 46: Stylistics**					**2**							**27**	**64**			**65%**
M46.1	Basic concepts of stylistics and 'language style'												1	4	T/P		
M46.2	The Status, purpose, and stylistics function.												2	4	T/P		
M46.3	Stylistics, retorica, aesthetics, and ideology in literary work												2	4	T/P		
M46.4	The fields of stylistic study: sound, diction, sentence, and discourse styles												2	4	T/P		
M46.5	The fields of stylistic study: figurative and imaginative languages (continuity)												2	4	T/P		
M46.6	Style, author's expression, and argument in literary work												2	5	T/P		
M46.7	Stylistics in literary work: foregrounding, defamiliarization, and deautomation												2	5	T/P	**Exam Paper (120 Min)**	
M46.8	Style as expression variation, language manipulation, empowerment of language potential												2	5	T/P		
M46.9	The type of stylistics in literary work: genetic and descriptive stylistics.												2	5	T/P		
M46.10	Poetry stylistics study												2	5	T/P		
M46.11	Fiction stylistics study												2	5	T/P		
M46.12	Drama stylistics study												2	5	T/P		
M46.13	Other discourse of stylistic study. (essay, scientific article, speech text)												2	5	T/P		
M46.14	Advertisement, news, and campaign media texts of stylistics study (continuity)												2	5	T/P		
M47	**Module 47: Creative Writing**					**2**							**27**	**64**			**65%**
M47.1	The nature of creative writing												4	10	L/P		
M47.2	Benefits of creative writing												5	10	L/P		
M47.3	Stages of the creative writing process												5	10	L/P		
M47.4	Expressing ideas or self-creativity												5	10	L/P	**Project Report**	
M47.5	Steps to writing poetry												5	10	L/P		
M47.6	Writing poetry												5	10	L/P		
M47.7	Steps to writing a short story, novella, or novel												5	10	L/P		

M47.8	Writing a short story, novella, or novel										5	10	L/P			
M47.9	Steps to writing a short play										5	10	L/P			
M47.10	Writing short plays										5	10	L/P			
M48	**Module 48: Indonesian Language and Literature Development**					**2**					**27**	**64**				**65%**
M48.1	The definition, background, and purpose of Indonesian language Guidance and Development										4	10	T/P	Project Report		
M48.2	The status and function of Indonesian language										5	10	T/P			
M48.3	The Indonesian language guidance and development policy activity										6	10	T/P			
M48.4	Proper and good Indonesian language										6	14	T/P			
M48.5	Good guide to follow in speaking Indonesian language properly										6	20	T/P			
M49	**Module 49: School Magazine Development**					**2**					**27**	**64**				**65%**
M49.1	School magazine characteristics										2	4	T/P	Project Report		
M49.2	School magazine rubrics										4	5	T/P			
M49.3	School magazine types										4	5	T/P			
M49.4	Interview										4	10	T/P			
M49.5	Journalism										4	15	T/P			
M49.6	Managing text and printing										4	15	T/P			
M49.7	Organizing and managing magazine										5	10	T/P			
M50	**Module 50: Comparative Literature Studies**					**2**					**27**	**64**				**65%**
M50.1	The basic concept of comparative literature										2	5	L/P	Project Report		
M50.2	The chronicle of comparative literature										2	6	L/P			
M50.3	The interelation of national, local, and comparative literature.										2	5	L/P			
M50.4	The involvement of text and context in comparative literature										2	5	L/P			
M50.5	The concept of affinity and influence in comparative literature research.										2	5	L/P			
M50.6	Epigon, plagiarism, and literary translation										2	5	L/P			
M50.7	Comparative literature method study.										2	5	L/P			
M50.8	Literature, religion, culture, and other fields.										2	5	L/P			
M50.9	American moslem literature: comparative literary perspective										2	5	L/P			
M50.10	Malay literature: comparative literary perspective										2	5	L/P			

M50.11	Javanese literature: comparative literary perspective								3	6	L/P		
M50.12	Applying comparative literary study								3	7	L/P		
M51	**Module 51: Development of Learning Materials**					**2**			**27**	**64**			**65%**
M51.1	Types and forms of instructional materials								2	5	L/P		
M51.2	Compiling and producing draft teaching materials handouts								2	6	L/P		
M51.3	Compiling and producing print and duplicate teaching materials, such as student worksheets, self-learning materials, materials for group learning								2	5	L/P	**Project Report**	
M51.4	Compiling and producing non-projected display teaching materials, such as flip charts, posters, models, photos, and so on Compiling and producing projected display teaching materials, such as slides, filmstrips, and others								2	5	L/P		

6th Semester

Correction:

6th Semester

M52	**Module 52: Microteaching**						**2**		**27**	**64**			**30%**
M52.1	Stimulus variation								1	4	P		
M52.2	Set induction (techniques to start learning);								2	4	P		
M52.3	Closure (techniques to end learning);								2	4	P		
M52.4	Silence and non verbal cues								2	4	P		
M52.5	Reinforcement of student participation								2	4	P		
M52.6	Fluency in asking question								2	5	P		
M52.7	Probing question								2	5	P	Project Report	
M52.8	Higher order question								2	5	P		
M52.9	Divergent question								2	5	P		
M52.10	Recognizing attending behavior								2	5	P		
M52.11	Ilustrating and use of example								2	5	P		
M52.12	Lecturing								2	5	P		
M52.13	Planned repetition								2	5	P		
M52.14	Completeness of comunication								2	5	P		
M53	**Module 53: Arabic Language**						**2**		**27**	**64**			**65%**

M53.1	Procedure for writing the Arabic alphabet separately										2	6	L			
M53.2	Procedure for writing the Arabic alphabet in sequence										2	6	L			
M53.3	Get to know the various ways of pronouncing Arabic words										2	6	L			
M53.4	Noun meaning										3	6	L	Exam Paper (120 Min)		
M53.5	Verb meaning										3	10	L			
M53.6	Arranging the sentence in Arabic grammar										5	10	L			
M53.7	Reading steps of arabic texts										5	10	L			
M53.8	Arabic word absorption into Indonesian										5	10	L			
M54	**Module 54: Research Proposal Seminar**							2		27	64					65%
M54.1	Research proposal concept										3	7	T/P			
M54.2	Techniques for conducting research background										3	8	T/P			
M54.3	Techniques for formulating a problem										3	7	T/P			
M54.4	Techniques for formulating research purpose and benefits										3	7	T/P			
M54.5	Techniques of composing a literature review										3	7	T/P	Project Report		
M54.6	Research methods and contents										3	7	T/P			
M54.7	Standardized bibliography writing										3	7	T/P			
M54.8	Techniques for conveying ideas and thoughts orally through paper presentations										3	7	T/P			
M54.9	Techniques for maintaining different idea from others										3	7	T/P			
M55	**Module 55: Pancasila**							2		27	64					65%
M55.1	Pancasila in the study of Indonesian history										3	7	T/P			
M55.2	Pancasila as the foundation of the state										3	8	T/P			
M55.3	Pancasila as state ideology										3	7	T/P	Project Report		
M55.4	Pancasila as System of Philosophy										3	7	T/P			
M55.5	Pancasila as a System of Ethics										3	7	T/P			
M55.6	Pancasila as the Value Basis for Science Development										3	7	T/P			
M61	**Module 61: Javanese Language**							2		27	64					65%
M61.1	position of the Javanese language										3	7	T/P			

Code	Name									Cr	h1	h2	T/P	Exam	%
M61.2	Upper javanese										3	8	T/P	Project Report	
M61.3	Lower Javanese										3	7	T/P		
M61.4	Cases of Javanese Asastran										3	7	T/P		
M61.5	Paramastra (Javanese grammar)										3	7	T/P		
M62	**Module 62: Indonesian Academic Writing (Indonesian Language)**							2			27	64			65%
M62.1	The function of Indonesian as the national language										3	7	T/P	Project Report	
M62.2	Styles of Indonesian writing										3	8	T/P		
M62.3	Indonesian academic writing										3	7	T/P		
M62.4	research report guidelines										3	7	T/P		
M62.5	Writing research proposal and reports										3	7	T/P		
M63	**Module 63: Multiliteration**							2			27	64			65%
M63.1	Understanding multiliteracy										3	7	T/P	Project Report	
M63.2	Dimensions of multiliteracy										3	8	T/P		
M63.3	Component pedagogy of Multiliteracy										3	7	T/P		
M63.4	Concept and principles of digital literacy, numeracy literacy, as well information literacy										3	7	T/P		
M63.5	Framework technology for handling the literacy problems										3	7	T/P		
M64	**Module 64: Transmediality**							2			27	64			65%
M64.1	Understanding multiliteracy										3	7	T/P	Project Report	
M64.2	Dimensions of multiliteracy										3	8	T/P		
M64.3	Component pedagogy of Multiliteracy										3	7	T/P		
M64.4	Concept and principles of digital literacy, numeracy literacy, as well information literacy										3	7	T/P		
M64.5	Framework technology for handling the literacy problems										3	7	T/P		
	7th Semester														
M65	**Module 65: Like Skill: Community Development Internship of Education**							4			53	128			30%
M65.1	Background of the need for counseling services in schools										5	10	P		

M65.2	FKIP's vision, mission and purpose and CAKAP philosophy, and the meaning of pedagogical field work										5	10	P	Project Report	
M65.3	Guidance, visit, and assessment manual										5	10	P		
M65.4	Data collection and data analysis techniques										5	10	P		
M65.5	Communication , interview, survey, and report techniques										5	15	P		
M65.6	Techniques for activity program composing And reporting										5	15	P		
M65.7	Survey and practice of preparing pedagogical field work										5	18	P		
M65.8	Implementation of pedagogical field work program										8	20	P		
M65.9	Reporting field work activities										10	20	P		
M66	**Module 66: Oratoria**									**4**	**53**	**128**			**30%**
M66.1	Supporting aspects of speech										5	10	P	Project Report	
M66.2	Practicing public speaking										5	10	P		
M67	**Module 67: Civics**									**4**	**53**	**128**			**30%**
M67.1	Pancasila in the study of the history of the Indonesian nation										5	10	P	Project Report	
M67.2	Pancasila as the basis of the state										5	10	P		
M67.3	Pancasila as State ideology										5	10	P		
M67.4	Pancasila as a Philosophical System										5	10	P		
M68	**Module 68: Internship II**									**3**	**40**	**96**			**65%**
M68.1	Indicators formulation										1	4	T/P	**Project Report**	
M68.2	Choosing teaching media										1	4	T/P		
M68.3	Learning material development										1	4	T/P		
M68.4	Learning process										1	4	T/P		
M68.5	Assessment tools										1	4	T/P		
M68.6	Compile all components of the learning tools										1	4	T/P		
M68.7	Set induction										1	4	T/P		
M68.8	Stimulus variation										1	4	T/P		
M68.9	Silence and non verbal cues										1	4	T/P		
M68.10	Lecturing										2	4	T/P		
M68.11	Reinforcement of student participation										2	4	T/P		
M68.12	Fluency in asking question										2	4	T/P		
M68.13	Probing question										2	4	T/P		

M68.14	Higher order question								3	4	T/P		
M68.15	Divergent question								3	5	T/P		
M68.16	Recognizing attending behavior								3	5	T/P		
M68.17	Ilustrating and use of example								3	5	T/P		
M68.18	Planned repetition								3	5	T/P		
M68.19	Completeness of comunication								4	10	T/P		
M68.20	Closure								4	10	T/P		
	8th Semester												
M68	**Module 68: Research Paper**							**4**	**53**	**128**			**30%**
M68.1	Research proposal concept								3	5	P		
M68.2	Research background								3	5	P		
M68.3	Research question								3	5	P		
M68.4	Research purpose and benefit								4	5	P		
M68.5	Literature review								4	5	P		
M68.6	Research methodology								4	5	P	Research Report	
M68.7	Data collection								4	10	P		
M68.8	Data process								4	10	P		
M68.9	Data analysis								4	13	P		
M68.10	Result and discussion								5	15	P		
M68.11	Conclusion								5	15	P		
M68.12	Scientific article writing								5	15	P		
M68.13	Report presentation								5	20	P		

Elective Courses

6th Semester

M69 a	Module 69 b: Introduction to Journalism*						3			40	96			10 / 210
M69a.1	Press freedoom principle in world and Indonesia									10	16	L/P	**Project Report**	
M69a.2	Feature writing technique									10	20	L/P		
M69a.3	Deep writing									10	30	L/P		
M69a.4	An idea/opinion through an opinion and article writing									10	30	L/P		
M70 b	**Module 70 b: Introduction to Broadcasting***									40	96			10 / 210
M70b.1	The definition of radio broadcasting									1	5	L/P	**Project Report**	
M70b.2	The types of radio broadcasting									1	5	L/P		
M70b.3	Broadcasting plans									2	5	L/P		
M70b.4	Programming Events.									2	7	L/P		
M70b.5	Programming profession.									3	8	L/P		
M70b.6	The ethics, function, and status of radio broadcasting									3	8	L/P		
M70b.7	The ethics of radio broadcasting									3	8	L/P		
M70b.8	The status and role of broadcasting									5	10	L/P		
M70b.9	Broadcaster's requirement.									5	10	L/P		
M70b.10	Ethics of broadcasting									5	10	L/P		
M70b.11	Radio news									5	10	L/P		
M70b.12	Reporter of radio broadcasting									5	10	L/P		
M71 c	**Module 71 c : Introduction to Publishing***									40	96			10 / 210
M71c.1	Mastering philosophy, vision, and mission of editing.									3	6	L/P	**Project Report**	
M71c.2	Mastering the process of editorial, script input, input method, editing activity, editorial planning, editor hierarchy, and code of ethics of editor.									3	10	L/P		
M71c.3	Understanding the activity of book publishing production and the way of producing book.									3	10	L/P		
M71c.4	Understanding the phenomenon of publishing book, classic and modern publishing book, and new era of publishing book in Indonesia.									3	10	L/P		

3	10	L/P												
M71c.6	Understanding the condition of good book and integrated publishing.									5	10	L/P		
M71c.7	Mastering the types of reader and modification on the pattern of the presentation.									5	10	L/P		
M71c.8	Understanding the pattern of book design, outside anatomy, and the outer part of book anatomy.									5	10	L/P		
M71c.9	Mastering basic management of book publishing.									5	10	L/P		
M71c.10	Understanding basic strategy in book marketing									5	10	L/P		
M72 d	**Module 72 d: Introduction to Library Management***									**40**	**96**			**10 / 210**
M72d.1	Basic concepts and development of literary culture, development of reading and writing interest, The commercialisation of the library lending field									4	16	L/P	**Project Report**	
M72d.2	General intro of library									4	16	L/P		
M72d.3	The history and development of library									4	16	L/P		
M72d.4	Basic concepts of school library, legal basis, purpose, benefit, form of organisation, and Task of school library.									9	16	L/P		
M72d.5	Basic concepts and management of library administration and structure and management of library organisation.									9	16	L/P		
M72d.6	Basic concepts and various types of collection and book substance, online digital collection, development, supply management, maintenance book collection and substance.									10	16	L/P		
M73 a	**Module 73 a: The Language of Journalism***								4	**53**	**128**			**30%**
M73a.1	Print media management and print media projects									10	30	P	Practice and Project Report	
M73a.2	Theory and aspects in journalistic									10	30	P		
M73a.3	Writing and editing news									15	33	P		
M73a.4	Production of Magazines and Blogs									18	35	P		
M74 b	**Module 74 b: Broadcasting Management***									**53**	**128**			**30%**
M74b.1	The core duty and the function of broadcaster.									10	30	P	Practice and Project Report	
M74b.2	Broadcast programme planning.									10	30	P		
M74b.3	Manual practice									15	33	P		
M74b.4	Broadcast program evaluation									18	35	P		
M75 c	**Module 75 c: Script Management***									**53**	**128**			**30%**
M75c.1	Spelling editing practice on a text in a publishing company.									10	18	P	Practice and Project Report	
M75c.2	Diction editing practice and manuscript forming in a publishing company.									10	20	P		

M75c.3	Sentence editing practice on a script in a publishing company.									10	25	P			
M75c.4	Paragraph editing practice on a script in a publishing company.									10	30	P			
M75c.5	Discourse editing practice on a script in a publishing company.									13	35	P			
M76 d	**Module 76 d: Library Management***									**53**	**128**				**30%**
M76d.1	Library observations									15	40	P	Practice and Project Report		
M76d.2	Library development and promotion									15	43	P			
M76d.3	Arrangement of school library development plan									23	45	P			

7th Semester

M77 a	**Module 77 a: Journalism Article Writing***								3	**40**	**96**				**30%**
M78a.1	Writing editing appropriately									5	10	T/P	Practice and Project Report		
M78a.2	Development of media technology									5	10	T/P			
M78a.3	Planning and management of mass media									10	20	T/P			
M78a.4	Rubrics in mass media									10	26	T/P			
M78a.5	Production media process									10	30	T/P			
M79 b	**Module 79 b: Radio Broadcasting***									**40**	**96**				**30%**
M79b.1	Announcing skill									5	10	T/P	Practice and Project Report		
M79b.2	Radio language									5	10	T/P			
M79b.3	Reading the broadcast script									5	10	T/P			
M79b.4	Writing the radio broadcast script									5	10	T/P			
M79b.5	Radio interview									5	10	T/P			
M79b.6	Event arrangement									5	15	T/P			
M79b.7	Event production									5	15	T/P			
M79b.8	Management and production design of radio broadcast									6	16	T/P			
M80 c	**Module 80 c: Script Layouting***									**40**	**96**				**30%**
M80c.1	editing of all aspects of spelling									4	10	T/P	Practice and Project Report		
M80c.2	diction and word formation in a tect									4	10	T/P			
M80c.3	editing sentences									4	10	T/P			
M80c.4	editing paragrapgh									4	10	T/P			
M81 d	**Module 81 d: Digital Library***									**40**	**96**				**30%**

M81d.1	Library classification									10	10	T/P	Practice and Project Report	
M81d.2	Cataloguing and catalog cards									10	22	T/P		
M81d.3	Library management service									10	30	T/P		
M81d.4	Library resources									10	34	T/P		

total								21	20	21	22	20	5	20	20	3066	5664

L: *Lecture*

S: *Seminar*

T: *Tutorial*

P: *Practice*

Curriculum Overview
SPEE

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	Module 1: INTENSIVE LISTENING	2								27	64			60%
M 1.1	Greeting									3	4	T/P	Exam Paper (120 Min)	
M 1.2	Introduction									3	4	T/P		
M 1.3	Daily activities									3	5	T/P		
M 1.4	Personal details (address, phone number, etc.)									3	10	T/P		
M 1.5	Describing people									3	10	T/P		
M 1.6	Daily gambits (apology, gratitude, compliment, wishes, request, etc.)									4	10	T/P		
M 1.7	Q&A about common problems/conflicts (complaint, warning, etc.)									4	10	T/P		
M 1.8	Emotional feelings (anger, sympathy, condolence, happiness, disappointment, etc)									4	11	T/P		
M2	Module 2: INTENSIVE READING	2								27	64			60%
M 2.1	Short Simple Functional text (announcement, advertisement, memo)									1	5	L/P		
M 2.2	Short Simple Functional text (short message, a menu from a restaurant)									1	5	L/P		
M 2.3	Short Simple Functional text (personal letter, label, pamphlet, store closing)									1	4	L/P		
M 2.4	Interpersonal speeches (introducing, apologizing, greeting)									1	4	L/P		
M 2.5	Interpersonal speeches (thanking, expressing happiness)									1	4	L/P		

M 2.6	Interpersonal speeches (showing symphaty and emphaty)										2	4	L/P			
M 2.7	Transactional speech (ordering or commanding, requesting)										2	4	L/P	Exam Paper (120 Min)		
M 2.8	Transactional speech (promising, threatening, warning)										2	4	L/P			
M 2.9	Transactional speech (complaining, blamingand accusing)										2	5	L/P			
M 2.10	Genre text (Narrative, Recount, Descriptive)										2	5	L/P			
M 2.11	Genre text (Procedure, Report, Anecdote)										2	5	L/P			
M 2.12	Genre text (Hortatory, Spoof, Explanation)										3	5	L/P			
M 2.13	Genre text (Discussion, News Item text)										3	5	L/P			
M 2.14	Genre text (Review, and Analytical Exposition text).										4	5	L/P			
M3	Module 3: INTERPERSONAL SPEAKING	2									27	64			60%	
M 3.1	Greetings, Introduction, and sharing personal information										1	5	T/P			
M 3.2	Starting, maintaining, and ending a conversation										1	5	T/P			
M 3.3	Giving a description of hobbies, interests, and preferences										1	4	T/P			
M 3.4	Giving a description of unforgettable experience, daily routine, and future plan										1	4	T/P			
M 3.5	Asking and giving direction										1	4	T/P			
M 3.6	At the airport, restaurant, bank, market, doctor, and library										2	4	T/P			
M 3.7	At the job interview										3	4	T/P	Practice Exam (100Min)		
M 3.8	Expressing feelings and opinion; sharing, agreeing and disagreeing										3	4	T/P			
M 3.9	Asking and offering help										3	5	T/P			
M 3.10	Giving and responding to sympathy, condolence, compliment, and congratulation										3	5	T/P			
M 3.11	Expressing annoyance, boredom, disappointment, anger, complaint										2	5	T/P			
M 3.12	Apologizing and asking for clarification										2	5	T/P			
M 3.13	Asking and giving suggestions and advice										2	5	T/P			
M 3.14	Expressing and responding to regrets										2	5	T/P			
M4	Module 4: LEXICON	2									27	64			60%	
M 4.1	Learning word										3	4	L			
M 4.2	Word Parts (Root, Base and Stem, Affix (Suffix and Prefix), Affix (Introduction to Derivational and Inflectional))										6	16	L	Exam Paper (120 Min)		
M 4.3	Word Class Categories (Content Words, Function Words)										9	20	L			

M 4.4	Word Formation (Inflectional, Derivational, Compound Words, Clipping, Blending, and Coining, Collocation)										9	24	L		
M5	Module 5: PRONUNCIATION AND PHONETICS	2									27	64			60%
M 5.1	Communication in Islamic perspective										3	5	T/P		
M 5.2	Speech organs;										3	5	T/P	Practice Test (100Min)	
M 5.3	Variety of segmental sounds (phonemes: consonants, vowels, and diphthongs) and their IPA symbols;										5	14	T/P		
M 5.4	Suprasegmental variety (intonation, word stress, sentence stress, etc.);										5	14	T/P		
M 5.5	Variety of English accents among various countries;										5	10	T/P		
M 5.6	Certain sound patterns (minimum pairs and endings -s and -ed, twisted tongues).										6	16	T/P		
M6	Module 6: SENTENCE BUILDING	2									27	64			60%
M 6.1	Noun.										2	4	L/P		
M 6.2	Article.										2	4	L/P		
M 6.3	Adjective.										2	4	L/P		
M 6.4	Pronoun.										2	6	L/P		
M 6.5	Verb.										3	10	L/P	Exam Paper (120 Min)	
M 6.6	Adverb.										4	6	L/P		
M 6.7	Preposition.										4	10	L/P		
M 6.8	Basic Sentence Patterns (BSP)										4	10	L/P		
M 6.9	Kinds of Sentence										4	10	L/P		
M7	Module 7: SHORT FUNCTIONAL TEXT WRITING	2									27	64			60%
M 7.1	Communication in Islamic perspective										2	4	L/P		
M 7.2	Component in simple functional text										2	8	L/P		
M 7.3	Invitation										2	4	L/P		
M 7.4	Announcement										3	6	L/P	Exam Paper (120 Min)	
M 7.5	advertisement										3	8	L/P		
M 7.6	Memo										3	4	L/P		
M 7.7	personal letter										3	6	L/P		

M 7.8	table									3	6	L/P		
M 7.9	greeting card									2	6	L/P		
M 7.10	post card									2	6	L/P		
M 7.11	notice									2	6	L/P		
M8	Module 8: PANCASILA	2								27	64			60%
M 8.1	Pancasila within the study of the Indonesian nation history.									4	10	L		
M 8.2	Pancasila as the state foundation									4	10	L	Exam Paper (120 Min)	
M 8.3	Pancasila as the state ideology									4	10	L		
M 8.4	Pancasila as the philosophical system									4	10	L		
M 8.5	Pancasila as the ethic system									5	10	L		
M 8.6	Pancasila sebagai as fundamental value of science advancement									6	14	L		
M9	Module 9: CIVICS	2								27	64			60%
M 9.1	National Integration in Bhineka Tunggal Ika Framework									9	21	L		
M 9.2	threat against the nation in Bhineka Tunggal Ika Framework									9	21	L	Exam Paper (120 Min)	
M 9.3	Archipelago insight in Indonesia Context									9	22	L		
M10	Module 10: ISLAMIC STUDIES: TAWHID	2								27	64			60%
M 10.1	Aqidah									8	16	L		
M 10.2	Tawhid									6	16	L	Exam Paper (120 Min)	
M 10.3	Pillars of faith									6	16	L		
M 10.4	Akhlak									7	16	L		

2nd Semester

M11	Module 11: EDUCATION MANAGEMENT		2							27	64			60%
M 11.1	The Backgroud of educational management									2	6	L		
M 11.2	Management functions									2	4	L	Exam Paper (120 Min)	
M 11.3	Curriculum management;									2	4	L		

M 11.4	Understanding teachers and staffs;											2	4	L		
M 11.5	Occasional management											2	4	L		
M 11.6	Educational and facilities management;											3	4	L		
M 11.7	School Financial Management;											2	4	L		
M 11.8	Educational Information System Management;											2	6	L		
M 11.9	Educational leadership;											2	6	L		
M 11.10	Marketing in education.											2	6	L		
M 11.11	Educational supervision;											2	6	L		
M 11.12	School Based Management											4	10	L		
M12	Module 12: ENGLISH CURRICULUM INSTRUCTION	2										27	64			60%
M 12.1	Introduction and Orientation											2	6	L		
M 12.2	English Curriculum											2	4	L		
M 12.3	Components of English Curriculum											2	4	L		
M 12.4	English Curriculum and Syllabus											2	4	L		
M 12.5	Syllabus Design: Points of Departure											2	4	L		
M 12.6	Types of English Syllabus											3	4	L	Exam Paper (120 Min)	
M 12.7	English Curriculum Development: Principles and Processes											2	4	L		
M 12.8	Models of English Curriculum Development											2	6	L		
M 12.9	English Learning Objective											2	6	L		
M 12.10	Designing English Lesson Plan											2	6	L		
M 12.11	The Current Curriciculum Implemented in Indonesia											2	6	L		
M 12.13	English Curriculum Evaluation											4	10	L		
M13	Modul 13 : ENGLISH CURRICULUM INSTRUCTION	2										27	64			60%
M 13.1	Introduction and Orientation											2	6	L	Exam Paper (120 Min)	
M 13.2	English Curriculum											2	4	L		

Code	Topic												Col A	Col B	Type	Exam	%
M 13.3	Components of English Curriculum												2	4	L		
M 13.4	English Curriculum and Syllabus												2	4	L		
M 13.5	Syllabus Design: Points of Departure												2	4	L		
M 13.6	Types of English Syllabus												3	4	L		
M 13.7	English Curriculum Development: Principles and Processes												2	4	L		
M 13.8	Models of English Curriculum Development												2	6	L		
M 13.9	English Learning Objective												2	6	L		
M 13.10	Designing English Lesson Plan												2	6	L		
M 13.11	The Current Curriciculum Implemented in Indonesia												2	6	L		
M 13.12	English Curriculum Evaluation												4	10	L		
M14	Modul 14 : EXTENSIVE LISTENING	2											27	64			60%
M 14.1	Telephone conversation												4	10	T/P	Exam Paper (120 Min)	
M 14.2	Interview (jobs, news, etc.)												7	16	T/P		
M 14.3	Talk show												8	18	T/P		
M 14.4	Discussion												8	20	T/P		
M15	Module 15 : EXTENSIVE READING	2											27	64			60%
M 15.1	Review of Intensive Reading Skills												3	6	L/P		
M 15.2	Introduction to Extensive Reading												3	10	L/P		
M 15.3	Previewing												5	10	L/P	Exam Paper (120 Min)	
M 15.4	Predicting												5	10	L/P		
M 15.5	Summarizing												5	14	L/P		
M 15.6	Skimming and Scanning												6	14	L/P		
M16	Module 16 : PARAGRAPH DEVELOPMENT WRITING	2											27	64			60%
M 16.1	Principles of paragraph development												3	6	T/P	Exam Paper (120 Min)	
M 16.2	*Constructing topic sentences and supporting sentences*												4	14	T/P		

Code	Description																Exam Paper	
M 16.3	Some elements in composting sentences											6	14	T/P				
M 16.4	The techniques of text development											7	14	T/P				
M 16.5	Language features, generic grammars, and social functions within text											7	16	T/P				
M17	Module 17 : PHRASE CONSTRUCTING	2										27	64					60%
M 17.1	Noun phrase											2	4	T/P				
M 17.2	Adjective phrase											2	4	T/P				
M 17.3	Verb phrase											2	4	T/P				
M 17.4	Adverbial phrase											2	4	T/P				
M 17.5	Prepositional phrase											2	4	T/P				
M 17.6	Gerund phrase											3	6	T/P				
M 17.7	Infinitive phrase											2	4	T/P	Exam Paper (120 Min)	
M 17.8	Participial phrase											2	4	T/P				
M 17.9	Modality											2	6	T/P				
M 17.10	English tenses: present											2	6	T/P				
M 17.11	English tenses: past											2	6	T/P				
M 17.12	English tenses future											2	6	T/P				
M 17.13	Types of sentence											2	6	T/P				
M18	Module 18 : PSYCHOLOGY OF EDUCATION	2										27	64					60%
M 18.1	Definition and scope of educational psychology;											3	6	L				
M 18.2	The basic concepts of educational psychology;											2	6	L				
M 18.3	Growth and development of students, developmental tasks, developmental aspects;											2	6	L				
M 18.4	Individual characteristics;											2	6	L	Exam Paper (120 Min)	
M 18.5	Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ);											2	6	L				
M 18.6	Learning concepts and theories;											4	8	L				
M 18.7	Students and their families, Students and peers;											4	8	L				

M 18.8	Behavioral problems in the classroom, socially detrimental student behavior problems;									4	8	L	
M 18.9	learning approach from psychological perspective;									4	10	L	
M19	Module 19 : PUBLIC SPEAKING	2								27	64		60%
M 19.1	Elements of Public Speaking									2	4	T/P	
M 19.2	Speech									2	10	T/P	
M 19.3	Master of Ceremony									3	10	T/P	
M 19.4	Presentation									3	10	T/P	
M 19.5	Moderator									3	4	T/P	Practice Exam (100 Min)
M 19.6	Demonstration									3	4	T/P	
M 19.7	Lecturing									3	6	T/P	
M 19.8	Broadcasting									3	6	T/P	
M 19.9	News Anchor									3	6	T/P	
M 19.10	Promoting Product									2	4	T/P	
M20	Module 20: ISLAMIC RELIGIOUS AND SOCIAL PRACTICES	2								27	64		60%
M 20.1	Thaharah									3	7	L	
M 20.2	Sholat									3	8	L	
M 20.3	Shoum									3	7	L	
M 20.4	Zakat									3	7	L	
M 20.5	Hajj, Umrah, Qurban									3	7	L	Exam Paper (120 Min)
M 20.6	Marriage in Islam									3	7	L	
M 20.7	Inheritance share									3	7	L	
M 20.8	Business in Islam									3	7	L	
M 20.9	Financial institution in Islam									3	7	L	

3rd Semester

M21	Module 21 : ACADEMIC LISTENING		2							27	64		60%

Code	Description														T/P	Exam	%
M 21.1	Lectures										2	4	T/P			
M 21.2	Speeches										2	6	T/P			
M 21.3	Longer monologue										2	4	T/P			
M 21.4	Long speech										3	8	T/P			
M 21.5	News item										3	8	T/P	Exam Paper (120 Min)	
M 21.6	Weather forecast										3	6	T/P			
M 21.7	Tour guide										3	6	T/P			
M 21.8	Radio program										3	6	T/P			
M 21.9	Religion Teaching										2	6	T/P			
M 21.10	Longer Instruction										4	10	T/P			
M22	Module 22 : ARGUMENTATIVE SPEAKING	2								27	64				60%
M 22.1	The importance of critical thinking in Islam										3	6	T/P			
M 22.2	The value of critical thinking										3	8	T/P			
M 22.3	Ethics in argumentative speaking										3	8	T/P			
M 22.4	Making claims and plagiarism										3	8	T/P	Exam Practice (120 Min)	
M 22.5	Techniques for generating ideas (analogy, syllogism)										3	8	T/P			
M 22.6	Techniques for delivering ideas (proposing, responding, interrupting, suggesting)										4	10	T/P			
M 22.7	Asian Parliamentary Debating System										4	8	T/P			
M 22.8	British Parliamentary Debating System										4	8	T/P			
M23	Module 23: CLAUSE DEVELOPING	2								27	64				60%
M 23.1	Clauses: Noun clause, adjective clause, adverbial clause.										3	10	T/P			
M 23.2	Conditional sentences.										4	10	T/P			
M 23.3	Comparison.										4	8	T/P	Exam Paper (120 Min)	
M 23.4	Reported speech.										4	10	T/P			
M 23.5	Tenses: perfect tense.										4	10	T/P			
M 23.6	Passive										4	6	T/P			

M 23.7	Inversion										4	10	T/P		
M24	**Module 24: CRITICAL READING**			2							27	64			**60%**
M 24.1	The importance of reading in Islam										3	8	L/P		
M 24.2	Characteristics of essay;										2	6	L/P		
M 24.3	Structures of essay (thesis statement, topic sentence, main idea, concluding sentence);										2	6	L/P		
M 24.4	Types of essay;										2	6	L/P		
M 24.5	Strategies (of making summary, paraphrase, note taking, outlines);										3	8	L/P	Exam Paper (120 Min)	
M 24.6	Meaning and goals of critical reading;										3	8	L/P		
M 24.7	Tools of critical reading;										4	6	L/P		
M 24.8	Strategies of critical reading;										4	8	L/P		
M 24.9	Strategies of reading between and beyond the lines.										4	8	L/P		
M25	**Module 25: ENGLISH MATERIALS DEVELOPMENT**			2							27	64			**60%**
M 25.1	Education in Islamic perspective										3	8	L/P		
M 25.2	English Instructional Materials										2	6	L/P		
M 25.3	Kinds of English Instructional Materials										2	6	L/P		
M 25.4	Good English Instructional Materials										3	6	L/P		
M 25.5	English Instructional Materials Evaluation										3	8	L/P	Exam Paper (120 Min)	
M 25.6	English Instructional Materials Development										4	8	L/P		
M 25.7	Selection of Course Content										3	6	L/P		
M 25.8	Gradation of Course Content										3	8	L/P		
M 25.9	English Instructional Materials Adaptation										4	8	L/P		
M26	**Module 26: ESSAY WRITING**			2							27	64			**60%**
M 26.1	Introduction to the Essay										2	4	T/P		
M 26.2	The Thesis Statement										3	8	T/P	Exam Paper (120 Min)	
M 26.3	The Introduction										3	8	T/P		
M 26.4	The Developmental Paragraphs										2	6	T/P		

M 26.5	The Conclusion										2	4	T/P		
M 26.6	The Example Essay										3	4	T/P		
M 26.7	The Comparison and Contrast Essay:										3	6	T/P		
M 26.8	The Classification Essay										3	6	T/P		
M 26.9	The Process Analysis Essay										2	6	T/P		
M 26.10	The The Cause and Effect Analysis Essay										2	6	T/P		
M 26.11	The Argumentative Essay										2	6	T/P		
M27	Module 27: GUIDANCE AND COUNSELIN		2						27	64					60%
M 27.1	The nature, differences, foundations,and principles of guidance and counseling.										3	8	L		
M 27.2	The Background, foundation, purpose, field of work and principles of Islamic guidance and counseling.										3	8	L		
M 27.3	The Fields, activities, stages, and supporting activities for guidance and counseling.										3	8	L		
M 27.4	The Primary school student problems.										3	8	L	Exam Paper (120 Min)	
M 27.5	The Troubleshooting procedures.										3	8	L		
M 27.6	The Identification of cases and problems, diagnosis, prognosis, therapy.										4	8	L		
M 27.7	The Evaluation and follow-up of extra-curricular activity structure.										4	8	L		
M 27.8	The Planning, implementation, assessment and supervision of extra-curricular activities.										4	8	L		
M28	Module 28: PHYLOSOPHY OF EDUCATION		2						27	64					60%
M 28.1	The definition of philosophy and education philosophy;										5	12	L		
M 28.2	Schools in educational philosophy;										5	12	L		
M 28.3	The educational philosophy view towards human beings;										6	14	L	Exam Paper (120 Min)	
M 28.4	The National education system;										6	14	L		
M 28.5	The philosophical concepts of education components.										5	12	L		
M29	Module 29: TEFL I (METHODS OF ELT)		2						27	64					60%
M 29.1	An Overview Of Foreign Language Teaching Methodology										5	8	L	Exam Paper (120 Min)	
M 29.2	Traditional Method										5	14	L		

M 29.3	Designer Method											6	14	L		
M 29.4	Communicative Approach											6	14	L		
M 29.5	Scientific Approach											5	14	L		
M30	Module 30: KEMUHAMMADIYAHAN			2								27	64			60%
M 30.1	Reform in Islam											6	16	L		
M 30.2	Background of Muhammadiyah											7	16	L	Exam Paper (120 Min)	
M 30.3	Muhammadiyah: Identity, Normative, and Operational Base											7	16	L		
M 30.4	Autonomous organisation in Muhammadiyah											7	16	L		

4th Semester

M31	Module 31 : ACADEMIC WRITING			2								27	64			60%
M 31.1	Outline of research proposal and journal article											2	4	T/P		
M 31.2	Writing background of study and writing research position											2	6	T/P		
M 31.3	Qoutation Techniques: doing direct and indirect qoutation											2	4	T/P		
M 31.4	Qoutation Techniques: doing secondary qoutation											2	4	T/P		
M 31.5	Writing literature Review based on jurnal articles											2	6	T/P		
M 31.6	Writing underlying theory											3	6	T/P		
M 31.7	Writing research methods											2	6	T/P	Exam Paper (120 Min)	
M 31.8	Writing research findings											2	6	T/P		
M 31.9	Describing charts and diagrams for research findings											2	4	T/P		
M 31.10	Writing research discussion											2	6	T/P		
M 31.11	Writing conclusion and recommendation											2	4	T/P		
M 31.12	Writing bibliography based on APA or Harvard style											2	4	T/P		
M 31.13	Writing Abstract and keywords											2	4	T/P		
M32	Module 32 : INTERNSHIP I (SCHOOL OBSERVATION)			1								4	44			30%

M 32.1	School's vision and Mission									4	2	P		
M 32.2	School's Culture.										2	P		
M 32.3	Management Standards.										4	P		
M 32.4	Facilities and Infrastructure Standards.										4	P		
M 32.5	Education and Educational Staff Standards.										4	P		
M 32.6	Process Standard.										4	P	Paper Report	
M 32.7	Education Financing Standards.										4	P		
M 32.8	Content Standards.										5	P		
M 32.9	Process Standard.										5	P		
M 32.10	Assessment Standards.										5	P		
M 32.11	Graduate competence standard.										5	P		
M33	Modul 33 : INTRODUCTION TO LINGUISTICS			2						27	64			60%
M 33.1	Introduction and Orientation									2	4	L		
M 33.2	Human Language									2	6	L		
M 33.3	Language Feature									2	6	L		
M 33.4	Language Function									2	6	L		
M 33.5	Language Notion									2	6	L		
M 33.6	Language in Communication (verbal and non-verbal communication)									4	8	L		
M 33.7	The Origin of Language									3	6	L		
M 33.8	The Scientific Study of Language									4	8	L		
M 33.9	Branches of Linguistics									2	6	L		
M 33.10	Levels of Linguistic Analysis									4	8	L	Exam Paper (120 Min)	
M34	Module 34 : INTRODUCTION TO LITERATURE			2						27	64			60%
M 34.1	Literary Genres									2	4	L		
M 34.2	Reflective Poetry									2	4	L	Exam Paper (120 Min)	
M 34.3	Narrative Poetry									2	4	L		

M 34.4	Metrical Scansion										2	6	L		
M 34.5	Imagery and Symbols										2	6	L		
M 34.6	Subject matter and Theme										3	6	L		
M 34.7	Structural Elements of Fiction										2	6	L		
M 34.8	Short story (Mr. Know-All by William Somerset Maugham)										2	6	L		
M 34.9	Short story (The Horse Dealer's Daughter by D. H. Lawrence)										2	4	L		
M 34.10	Short story (The Lagoon by Joseph Conrad)										2	4	L		
M 34.11	Drama (Antigone by Sophocles)										2	6	L		
M 34.12	Drama (Antigone by Sophocles)										2	4	L		
M 34.13	Film (Life Is Beautiful by Roberto Benigni)										2	4	L		
M35	Module 35 : STANDARDIZED TESTS OF LISTENING			2							27	64			60%
M 35.1	Strategies for doing listening TOEFL part A										3	4	T/P		
M 35.2	Draw conclusion about who, what and when.										2	6	T/P		
M 35.3	Listen for negative expression										2	6	T/P		
M 35.4	Listen for expression of agreement, uncertainty, and suggestion.										2	6	T/P		
M 35.5	Listen for contrary meaning (wishes and untrue condition)										2	6	T/P		
M 35.6	Idiomatic expression										3	6	T/P	Exam Paper (120 Min)	
M 35.7	Stratgies for doing Listening TOEFL part B										4	6	T/P		
M 35.8	Anticipating the topics										3	6	T/P		
M 35.9	Anticipating the questions										2	6	T/P		
M 35.10	Listen for answers in order										2	6	T/P		
M 35.11	Drawing conclussion about who, what and where										2	6	T/P		
M36	Module 36: STANDARDIZED TESTS OF READING			2							27	64			60%
M 36.1	Introduction to Reading-Standardized Tests										2	4	T/P	Exam Paper (120 Min)	
M 36.2	Understand Vocabulary from Context										2	4	T/P		

Code	Description									Hrs1	Hrs2	Type	Exam	%
M 36.3	Recognize referents									2	4	T/P		
M 36.4	Simplify meanings of Sentences									2	4	T/P		
M 36.5	Find Factual information									2	4	T/P		
M 36.6	Make inferences from stated facts									2	6	T/P		
M 36.7	TOEFL Practice									2	6	T/P		
M 36.8	Skimming and Scanning									2	6	T/P		
M 36.9	Reading for specific details									2	4	T/P		
M 36.10	Select summary information									2	4	T/P		
M 36.11	Complete Schematic Tables									2	6	T/P		
M 36.12	Understanding opinion									2	6	T/P		
M 36.13	IELTS Practice									3	6	T/P		
M 37	Module 37: STANDARDIZED TESTS OF SPEAKING			2						27	64			60%
M 37.1	Overview of IELTS Speaking test									3	9	T/P		
M 37.2	Strategies for IELTS Speaking test									5	12	T/P		
M 37.3	Overview of TOEFL Speaking test									3	9	T/P	Exam Practice (120 Min)	
M 37.4	Strategies for TOEFL Speaking test									5	12	T/P		
M 37.5	Overview of TOEIC Speaking test									5	8	T/P		
M 37.6	Strategies for TOEIC Speaking test									6	14	T/P		
M 38	Module 38: STANDARDIZED TESTS OF STRUCTURE			2						27	64			60%
M 38.1	Introduction to English standardized tests									1	5	L/P		
M 38.2	Review on clauses and basic sentence structure									2	5	L/P		
M 38.3	Review on verbs and subject-predicate agreement									2	5	L/P	Exam Paper (120 Min)	
M 38.4	Review on nouns and pronouns									2	5	L/P		
M 38.5	Review on conjunctions									2	5	L/P		
M 38.6	Review on adverbs, adjectives and related structures									2	5	L/P		

Code	Title											
M 38.7	Review on comparison								2	5	L/P	
M 38.8	Review on parallel structure								2	5	L/P	
M 38.9	Review on word forms and word order								2	4	L/P	
M 38.10	Review on conditional sentences								2	4	L/P	
M 38.11	Advanced sentence patterns : causative sentences								2	4	L/P	
M 38.12	Advanced sentence pattern: Inverted sentences								2	4	L/P	
M 38.13	Advanced sentence patterns : subjunctive								2	4	L/P	
M 38.14	Review on word choice, idiomatic expression and redundancy								2	4	L/P	
M39	Module 39: TEFL II (TECHNIQUES OF ELT)			2					27	64		60%
M 39.1	Basic Psychological Needs,								3	4	L	
M 39.2	Learning Styles								3	4	L	
M 39.3	Learning Strategies								3	8	L	
M 39.4	Communication Strategies								3	8	L	
M 39.5	Multiple Intelligences								3	8	L	Exam Paper (120 Min)
M 39.6	Language Teachers' Beliefs								3	8	L	
M 39.7	Good Language Teachers and Learners								3	8	L	
M 39.8	Lesson Planning								3	8	L	
M 39.9	Classroom Management								3	8	L	
M40	Module 40: ISLAM AND SCIENCE AND TECHNOLOGY			2					27	64		60%
M 40.1	Reason and revelation								2	5	L	
M 40.2	Science								2	5	L	
M 40.3	Psychology in Islam								2	6	L	Exam Paper (120 Min)
M 40.4	Science and Technology in Islam								2	6	L	
M 40.5	Economic in Islam								2	6	L	
M 40.6	Geography in Islam								3	6	L	

M 40.7	Law in Islam									2	6	L		
M 40.8	Health in Islam									3	6	L		
M 40.9	Pharmacy and genetics in Islam									3	6	L		
M 40.10	Medical in Islam									3	6	L		
M 40.11	Gender in Islam									3	6	L		

5th Semester

M41	Module 41: INTRODUCTION TO HOTEL (Elective)				2			27	64			60%
M 41.1	Hotel Definition							1	4	L		
M 41.2	Hotel Classification							1	4	L		
M 41.3	The Organisation chart of a Hotel							1	4	L		
M 41.4	Front Office Department							1	4	L		
M 41.5	The Organisation Chart of Front Office Department							1	4	L		
M 41.6	The Job description of Front Office Department							2	4	L		
M 41.7	House Keeping Department							2	4	L		
M 41.8	The Organisation Chart of House Keeping Department							2	4	L		
M 41.9	The Job Description of House Keeping Department							2	4	L	Exam Paper (120 Min)	
M 41.10	Food and Beverage Department							2	4	L		
M 41.11	The Organisation Chart of Food and Beverage Department							2	4	L		
M 41.12	The Job Description of Food and Beverage Department							2	4	L		
M 41.13	Laundry Department							2	4	L		
M 41.14	The Organisation Chart of Laundry Department							2	4	L		
M 41.15	The Job Description of Laundry Department							2	4	L		
M 41.16	Aktivitas industry perhotelan							2	4	L		

M42	Module 42: INTRODUCTION TO JOURNALISM (Elective)					2			27	64				60%
M 42.1	Konsep dan lingkup jurnalistik								3	7	L			
M 42.2	Bahasa Jurnalistik								3	8	L			
M 42.3	Langkah-langkah perencanaan penyusunan berita untuk media cetak (News Planning)								3	7	L			
M 42.4	Penguasaan teknik reportase dan wawancara untuk pengumpulan bahan berita (News Hunting)								3	7	L			
M 42.5	Pembuatan tajuk rencana/editorial dan penulisan naskah berita (News Writing)								3	7	L	Exam Paper (120 Min)		
M 42.6	*Penyuntingan naskah(News Editing)*								3	7	L			
M 42.7	Pengenalan dasar-dasar photography								3	7	L			
M 42.8	Pengenalan dasar-dasar pengelolaan media massa cetak								3	7	L			
M 42.9	Pengenalan kode etik jurnalistik								3	7	L			
M43	Module 43: INTRODUCTION TO TOURISM (Elective)					2			27	64				60%
M 43.1	Tourism industry								1	2	L			
M 43.2	The Functions and Roles of Tourism Industry Components								2	4	L			
M 43.3	Tourism Sector State Revenue								2	4	L			
M 43.4	Local, regional, national and international tourist attractions Travel Business Network								2	4	L			
M 43.5	Tourist attractions and tourism potential								2	5	L			
M 43.6	Natural and cultural objects								2	5	L			
M 43.7	The values of Indonesia's artistic, social and cultural diversity								2	5	L	Exam Paper (120 Min)		
M 43.8	Tourism object development								2	5	L			
M 43.9	tour packages (local, national, international)								2	5	L			
M 43.10	Tourist attraction analysis								2	5	L			
M 43.11	Types of tour packages								2	5	L			
M 43.12	Tour packages and promotional media								2	5	L			
M 43.13	Estimated price of tour packages								2	5	L			
M 43.14	Tourist attraction management								2	5	L			

M44	Module 44: APPLIED LINGUISTICS					2			27	64			60%
M 44.1	Applied Linguistics: State of the Art								2	4	L		
M 44.2	Behaviorism and Foreign Language Learning								2	4	L		
M 44.3	Cognitivism and Foreign Language Learning								2	4	L		
M 44.4	Humanism and Foreign Language Learning								2	4	L		
M 44.5	Constructivism and Foreign Language Learning								2	4	L		
M 44.6	Second Language Acquisition Theory and Foreign Language Learning								3	6	L		
M 44.7	Affective Domain and Foreign Language Learning .								2	6	L	Exam Paper (120 Min)	
M 44.8	Multiple Intelligences and Foreign Language Learning .								2	6	L		
M 44.9	Transfer Analysis								2	6	L		
M 44.10	Error Analysis								2	6	L		
M 44.11	Interlanguage								2	6	L		
M 44.12	Discourse Analysis								2	4	L		
M 44.13	Politeness Theory								2	4	L		
M45	Module 45: ENGLISH LANGUAGE ASSESSMENT					2			27	64			60%
M 45.1	The concept of test, assessment, and evaluation								2	4	L		
M 45.2	Role, and principles of test achievement								2	4	L		
M 45.3	The concept of criterion and Norm reference test								2	4	L		
M 45.4	Domain in Learning Taxonomy within assessment								2	4	L		
M 45.5	Objective and essa tets								2	4	L		
M 45.6	Kualitas test: Validity, reliability, dan practicality (Honesty, Balance, Organisation)								3	4	L	Exam Paper (120 Min)	
M 45.7	Standardized concept and teacher-made test								2	4	L		
M 45.8	Non test Assesmnets (presentation, participation, paper, proposal, performance, etc.)								2	6	L		
M 45.9	Designing Tests with Table of Specification								2	6	L		
M 45.10	Oral test in English learning								2	6	L		

M 45.11	Written test in English Learning								2	6	L		
M 45.12	Designing an Assessment of Language Learning								2	6	L		
M 45.13	Analyzing the results of learning evaluation, Remedial Teaching, and enrichment programs.								2	6	L		
M46	Module 46: ENGLISH LESSON PLANNING				2				27	64			60%
M 46.1	Learning in Islamic Perspective								2	4	L		
M 46.2	Regulations related to educational standards								2	4	L		
M 46.3	KI dan KD/SK dan KD								2	4	L		
M 46.4	Formulating Indicators								2	4	L		
M 46.5	Learning Material Development								2	4	L		
M 46.6	School culture, character building, and the role of teachers as agents of change								3	4	L	Exam Paper (120 Min)	
M 46.7	Media and Learning Resources								2	8	L		
M 46.8	English Learning Model								2	8	L		
M 46.9	Steps of Learning English in Genre Approach, Scientific Approach, and CLIL Approach								4	8	L		
M 46.10	Evaluation and Assessment of English Learning								4	8	L		
M 46.11	Remidial Teaching								2	8	L		
M47	Module 47: LEXICO-GRAMMAR				2				27	64			60%
M 47.1	Introduction to lexico-grammar and contract of learning								1	4	L		
M 47.2	A brief view on Systemic Functional Linguistics								2	4	L		
M 47.3	Formal and functional Grammar								2	4	L		
M 47.4	Notion and terms, such as: syntax, lexico grammar, genres, text, context, categori, clause, rank, group, grammatical functions, etc.)								2	6	L		
M 47.5	The relation of text and context								2	6	L	Exam Paper (120 Min)	
M 47.6	Nominal Groups								2	4	L		
M 47.7	Meaning in Grammar (ideational, interpersonal, and textual)								2	6	L		
M 47.8	Mood structure								2	4	L		
M 47.9	Types of Mood								2	4	L		

M 47.10	Transitivity (circumstances, processes, and participants)									2	6	L	
M 47.11	Clauses and Clause Complexes									2	4	L	
M 47.12	Recocnizing clause boundaries									2	4	L	
M 47.13	Theme and Rheme									2	4	L	
M 47.14	Review on the whole materials and exercises.									2	4	L	
M48	Module 48: LINGUISTICS THEORIES				2			27	64			60%
M 48.1	Linguistics as a scientific study of language									3	10	L	
M 48.2	The nineteenth century									3	10	L	
M 48.3	European Structural Linguistics									4	10	L	Exam Paper (120 Min)
M 48.4	American Structural Linguistics									5	10	L	
M 48.5	Transformational Linguistics									6	12	L	
M 48.6	Functional Linguistics.									6	12	L	
M49	Module 49: LITERARY THEORIES				2			27	64			60%
M 49.1	Arts in Islamic perspective									2	6	L	
M 49.2	The nature and function of literature									2	6	L	
M 49.3	Stylistics									2	5	L	
M 49.4	Russian Formalism & American New Criticism,									2	5	L	
M 49.5	Structuralism & Semiotics									2	5	L	
M 49.6	Phenomenology									3	5	L	
M 49.7	Psychoanalytic criticism,									2	5	L	Exam Paper (120 Min)
M 49.8	Reception theory,									2	5	L	
M 49.9	Historicism (sociology of literature),									2	5	L	
M 49.10	Marxist literary theory,									2	5	L	
M 49.11	Feminist literary theory									2	4	L	
M 49.12	Post-structuralist theories									2	4	L	

Code	Name											Col1	Col2	Type	Exam	%
M 49.13	Postcolonial theories.											2	4	L		
M50	Module 50: RESEARCH METHODS ON LANGUAGE TEACHING					2				27	64					60%
M 50.1	Research Paradigms: Qualitative, Quantitative and Mixed Research (Action Research)											2	6	L		
M 50.2	The Types of Quantitative Research											2	6	L		
M 50.3	Formulating Research Questions											2	5	L		
M 50.4	Hypothesis											2	5	L		
M 50.5	Research Design											2	5	L		
M 50.6	Collecting Data: Sampling and Instrument											3	5	L		
M 50.7	Validity of Data											2	5	L	Exam Paper (120 Min)	
M 50.8	The Nature of qualitative Research											2	5	L		
M 50.9	Collecting qualitative Data											2	5	L		
M 50.10	Analyzing qualitative Data											2	5	L		
M 50.11	Credibility of Data											2	4	L		
M 50.12	Proposal writing											2	4	L		
M 50.13	Classroom Action Research											2	4	L		
M51	Module 51: STANDARDIZED TESTS OF WRITING					2				27	64					60%
M 51.1	Introduction to standardized English writing tests.											2	4	T/P		
M 51.2	Diagrams, images, and or tables based writing (IELTS)											2	8	T/P		
M 51.3	Agree/disagree type of questions (IELTS)											3	8	T/P		
M 51.4	Integrated Writing: writing test based on reading and listening (TOEFL)											4	8	T/P	Exam Paper (120 Min)	
M 51.5	Independent Writing: Writing an opinian (TOEFL)											4	9	T/P		
M 51.6	Writing sentences based on pictures (TOEIC)											4	9	T/P		
M 51.7	Responding to a written text, e.g. replying an email (TOEIC)											4	9	T/P		
M 51.8	Writing an opinion essay (TOEIC)											4	9	T/P		
M52	Module 52: WRITTEN TRANSLATION					2				27	64					60%

M 52.1	Text types n their characteristics									2	4	T/P		
M 52.2	Concept of Translation and Practice									2	4	T/P		
M 52.3	Translation Process and Practice									2	4	T/P		
M 52.4	Principles of Translation									2	4	T/P		
M 52.5	Translation Practice									2	4	T/P		
M 52.6	Equivalence in Translation									3	4	T/P		
M 52.7	Equivalent Strategies									2	4	T/P	Exam Paper (120 Min)	
M 52.8	Translation Practice									2	4	T/P		
M 52.9	Translation Practice									2	4	T/P		
M 52.10	Translation Practice									2	4	T/P		
M 52.11	Translation Practice									2	6	T/P		
M 52.12	Translation Quality									2	6	T/P		
M 52.13	Translation Practice									1	6	T/P		
M 52.14	Translation Practice									1	6	T/P		

6th Semester

M53	Module 53: HOSPITALITY MANAGEMENT (Elective)					2		27	64			60%
M 53.1	Hospitality industry							3	8	L		
M 53.2	Hotel business							3	8	L		
M 53.3	Room Division Operations							3	9	L		
M 53.4	Food and beverage operations							3	9	L	Exam Paper (120 Min)	
M 53.5	Restaurant business							3	9	L		
M 53.6	Restaurant operations							4	9	L		
M 53.7	Managed system in hotel							4	8	L		
M 53.8	Introduction to Tourism							4	4	L		

Code	Module / Submodule										Type	Assessment	%
M54	Module 54: HOSPITALITY MARKETING (Elective)						2		27	64			60%
M 54.1	hospitality marketing,								6	16	L		
M 54.2	hotel marketing strategies,								7	16	L	Exam Paper (120 Min)	
M 54.3	human resources and								7	16	L		
M 54.4	leadership management								7	16	L		
M55	Module 55: RADIO JOURNALISM (Elective)						2		27	64			60%
M 55.1	Basic Concepts of Radio Broadcasting Journalism								2	6	L		
M 55.2	Reportage and interview techniques for radio broadcasting								2	7	L		
M 55.3	Direct broadcasting techniques								2	7	L		
M 55.4	Radio news script writing								3	7	L		
M 55.5	Radio broadcast news leads								3	7	L		
M 55.6	Organizing the news source								3	6	L	Journalism Report	
M 55.7	The importance of audio and audio use in radio news								3	6	L		
M 55.8	Introduction to Code of Journalism Radio Broadcasting News								3	6	L		
M 55.9	Introduction to the Basics of Radio Management								3	6	L		
M 55.10	Career prospects of Radio Broadcasting								3	6	L		
M56	Module 56: TELEVISION JOURNALISM (Elective)						2		27	64			60%
M 56.1	Introduction to the TV journalism								2	4	L		
M 56.2	The characteristics of news TV broadcasting								2	5	L/ P		
M 56.3	The Techniques of writing news TV broadcasting								2	5	L/ P		
M 56.4	Interview techniques in searching for the information								2	5	L/ P		
M 56.5	Roles of audiovisual in news broadcasting								2	5	L/ P	Journalism Report	
M 56.6	The techniques in writing TV scripts								3	5	L/ P		
M 56.7	Direct reports and the formats of news TV broadcasting								2	5	L/ P		
M 56.8	The roles and the expertise of reporters								2	5	L/ P		
M 56.9	The Ethics in news TV broadcasting								2	5	L/ P		

M 56.10	News production									2	5	L/ P	
M 56.11	Challenges in the career of broadcasting journalism									2	5	L/ P	
M 56.12	Proposal writing for TV broadcasting									2	5	L/ P	
M 56.13	Composing scripts for TV broadcasting									2	5	L/ P	
M57	Module 57: TOURISM HOSPITALITY (Elective)									27	64		60%
M 57.1	Hospitality history									1	2	L	
M 57.2	Hotel types									1	3	L	
M 57.3	Hotel and Tourism Development									2	4	L	
M 57.4	Hotel Management and Division									2	5	L	
M 57.5	Hotel Comfortability									2	5	L	
M 57.6	Front Office Roles									3	5	L	
M 57.7	Food and Baverage Roles									2	5	L	
M 57.8	House Keeping Roles									2	5	L	Exam Paper (120 Min)
M 57.9	Bar tender, Café, Pub, Massage and Sport Center									2	5	L	
M 57.10	Indonesian Hotels and Restaurants Association									2	5	L	
M 57.11	Bedding & Rooms									2	5	L	
M 57.12	Hotel Marketing & Promotion									2	5	L	
M 57.13	on line Business for Hotel									2	5	L	
M 57.14	Table Manner									2	5	P	
M58	Module 58: TOURISM BUSINESS: TOUR AND TRAVEL MANAGEMENT (Elective)									27	64		60%
M 58.1	History of World Tour and Travel									1	4	L	
M 58.2	Tour and Travel Business Establishment Procedure									1	4	L	Exam Paper (120 Min)
M 58.3	Terms of establishment of a Tour and Travel company									2	4	L	
M 58.4	Notary Deed, SIUP, HO, TDP, and NPWP in the field of Tourism									2	4	L	
M 58.5	Tour and Travel activity network									2	4	L	

M 58.6	Land, Air and Sea Tourism Transport									3	4	L		
M 58.7	Travel documents: Passport & Visa									2	5	L		
M 58.8	national and international tourism business partnership									2	5	L		
M 58.9	Tour and Travel package promotion									2	5	L		
M 58.10	Tour and Travel package marketing									2	5	L		
M 58.11	National & International Tourism Organisations & Networks									2	5	L		
M 58.12	Tourism information system									2	5	L		
M 58.13	Tour and Travel Company Strategic Partnership									2	5	L		
M 58.14	Tours & Travel field observations									2	5	P		
M59	**Module 59: SEMANTICS AND PRAGMATICS**					2				27	64			60%
M 59.1	Meaning postulate, sense, and sense based sentences									2	4	L		
M 59.2	Extention and intention									2	5	L		
M 59.3	Relation of meaning among words									2	5	L		
M 59.4	Relation of meaning of sentences									2	5	L		
M 59.5	Thematic or Semantic Roles									2	5	L		
M 59.6	Predicate property									3	5	L		
M 59.7	Phrase and sentence ambiguity									2	5	L	Exam Paper (120 Min)	
M 59.8	Diexis									2	5	L		
M 59.9	Presupposition									2	5	L		
M 59.10	Speech act and Face Threatening acts									2	5	L		
M 59.11	Implicature and maxim									2	5	L		
M 59.12	Semantics and Pragmatics in English Language Teaching									4	10	L		
M60	**Module 60: DISCOURSE ANALYSIS**					2				27	64			60%
M 60.1	Introduction: concept of interdisciplinary subjects revisited.									2	4	L	Exam Paper (120 Min)	
M 60.2	Understanding Communication: verbal dan non verbal									2	5	L		

Code	Topic										Hours	CP	Type	Assessment	%
M 60.3	Form and Function of Language										2	5	L		
M 60.4	Contexts for language Use: situational, background knowledge, and co-textual context; or verbal contexts (cohesion) and non-verbal contexts (such as the types of communicative event, the topic, the purpose, the setting, the participants and their relationship, and the background knowledge and the assumption underlying the communicative event).										2	5	L		
M 60.5	Criteria of Textuality										2	5	L		
M 60.6	Types of Deixis										3	5	L		
M 60.7	Discourse Analysis Processes: top down, bottom-up, and interactive processes										2	5	L		
M 60.8	CDA: expository texts on domains, such as politics, economy, humaniora, and education.										2	5	L		
M 60.9	Conversation Analysis: Aspects of conversation										2	5	L		
M 60.10	Conversation Analysis: the Study of Turn taking										2	5	L		
M 60.11	Literary Discourse Analysis										2	5	L		
M 60.12	Analysis of several texts.										4	10	L		
M61	Module 61: DRAMA					2			10	81					30%
M 61.1	Theory of Drama										2	4	L		
M 61.2	The History of Drama										2	4	L		
M 61.3	The Theory of Drama Analysis										2	6	L	Drama Performance	
M 61.4	Drama Analysis										4	10	L		
M 61.5	Drama Performance											57	T/P		
M62	Module 62: LANGUAGE SERVICE PROGRAM DESIGN (LSPD)					2			16	75					30%
M 62.1	Business Theory										2	4	L		
M 62.2	Communication Theory										2	4	L		
M 62.3	Management Theory										2	4	L	Report Project	
M 62.4	SWOT Analysis										4	8	L		
M 62.5	Life Skills										6	55	P		
M63	Module 63: LEGAL DOCUMENT TRANSLATION (TRANSLATION II)					2			27	64					30%
M 63.1	Translation Strategy										1	4	L		

Code	Description													C1	C2	C3	Assessment	%
M 63.2	Translation Technique													1	4	L	Exam Paper (120 Min)	
M 63.3	Translation Method													1	4	L		
M 63.4	Translation Ideology													1	4	L		
M 63.5	Accuracy, Readibility and Aceptability													1	4	L		
M 63.6	Translator as Profession													2	4	L		
M 63.7	Translation on Linguistics													2	4	L		
M 63.8	Translation on Newspaper													2	4	L		
M 63.9	Translation on Magazine													2	4	L		
M 63.10	Translation on Short Stories													2	4	L		
M 63.11	Translation on Abstract													2	4	L		
M 63.12	Translation on Birth Certificate													2	4	L		
M 63.13	Translation on Diplomas and certified Certificate													2	4	L		
M 63.14	Translation on Contract and MoU													2	4	L		
M 63.15	Research Method on Translation													2	4	L		
M 63.16	Analysis on Translation Quality													2	4	L		
M64	Module 64: MICRO TEACHING					2				4	87							30%
M 64.1	Stimulus Variation													4	2	T/P	Project Report	
M 64.2	Set Induction (techniques to start learning);														5	P		
M 64.3	Closure (techniques to end learning);														6	P		
M 64.4	Silence and Non Verbal Cues														6	P		
M 64.5	Reinforcement of Student Participation														6	P		
M 64.6	Fluency in Asking Question														6	P		
M 64.7	Probing Question														7	P		
M 64.8	Higher Order Question														7	P		
M 64.9	Divergent Question														7	P		

M 64.10	Recognizing Attending Behavior										7	P		
M 64.11	Ilustrating and Use of Example										7	P		
M 64.12	Lecturing										7	P		
M 64.13	Planned Repetition										7	P		
M 64.14	Completeness of Comunication										7	P		
M65	Module 65: PSYCHOLINGUISTICS					2		27	64					60%
	THE PSYCHOLOGY OF LANGUAGE													
M 65.1	A. An overview of Psycholinguistics ; B. The Study of Language							2	8	L				
M 65.2	C. What is Language? ; D. Animal Communication and Language Experiments with Animals							2	8	L				
	SPEECH COMPREHENSION													
M 65.3	A. The Process of Speech Comprehension; B. Memory and Comprehension; C. Ambiguity and Comprehension;							3	8	L				
	SPEECH PRODUCTION									L				
M 65.4	A. The Process of Speech Production ; B. Speech Production and Speech Errors; C. Slip of Tongue							4	8	L		Exam Paper (120 Min)		
	FIRST AND SECOND LANGUAGE ACQUISITION													
M 65.5	A. Language Development in Children; B. Caretaker Speech;							4	8	L				
M 65.6	C. Theory of first Language Acquisition; D. Theories of Second Language Acquisition							4	8	L				
	BIOLOGICAL ASPECT OF LANGUAGE									L				
M 65.7	A. Language and Brain; B. Brain Lateralization and Critical Period Hypothesis							4	8	L				
M 65.8	C. Critical Period in First Language Acquisition ; d. Critical Period in Second Language Acquisition							4	8	L				
M66	Module 66: RESEARCH METHODS ON LINGUISTICS (Elective)					2		27	64					30%
M 66.1	Research Paradigms (1)							1	4	L				
M 66.2	Research on Linguistics (2)							1	4	L		Exam Paper (120 Min)		
M 66.3	Backgroud of the study (3)							1	4	L				
M 66.4	Problem statement (4)							1	4	L				

M 66.5	Objective of the study (4)									1	4	L	
M 66.6	Benefit of the sudy (4)									2	4	L	
M 66.7	Previous Study (5 dan 6)									3	6	L	
M 66.8	Underlying theory (7, 8, and 9)									3	6	L	
	Reseach Method												
M 66.9	Research Type (10)									2	3	L	
M 66.10	Research Object (10)									2	3	L	
M 66.11	Data and data source (11)									1	2	L	
M 66.12	Technique of collecting data (12)									2	3	L	
M 66.13	Data Validity (13)									2	4	L	
M 66.14	Technique of analyzing data (14)									2	4	L	
M 66.15	Researh Paper Organisation (15)									1	3	L	
M 66.16	Bibliography and Appendix (15)									1	3	L	
M 66.17	Research Report Outline (15)									1	3	L	
M67	Module 67: RESEARCH METHODS ON LITERATURE (Elective)									27	64			30%
M 67.1	Literary Theory									6	14	L	
M 67.2	Literary Analysis Theory									7	16	L	Research Proposal
M 67.3	World Contemporary Literature and Novels									7	16	L	
M 67.4	Qualitative Research in Literature Teaching									7	18	L	
	7th Semester												
M69	Module 68: TEACHING ENGLISH TO YOUNG LEARNERS							2		27	64			60%
M 69.1	Child Development Theory									2	5	L	
M 69.2	Children Characteristics									3	9	L	Exam Paper (120 Min)
M 69.3	Principles of learning English for children									4	10	L	

M 69.4	English learning methods for children											5	10	L		
M 69.5	Development of English materials for children											5	10	L		
M 69.6	English Media for children											4	10	L		
M 69.7	Evaluation of English learning for children											4	10	L		
M70	Module 69: STATISTICS								2		27	64				60%
M 70.1	Basic concepts in Statistics											2	5	L		
M 70.2	Intro to SPSS program for windows											3	9	L		
M 70.3	Descriptive statistics											4	10	L	Exam Paper (120 Min)	
M 70.4	The normal curves and standard scores											5	10	L		
M 70.5	Measuring relationships											5	10	L		
M 70.6	Inferential statistics											4	10	L		
M 70.7	Reliability and validity											4	10	L		
M71	Module 70: SOCIOLINGUISTICS								2		27	64				60%
M 71.1	Concept of Sociolinguistics and the position in Linguistics											1	5	L		
M 71.2	Language and society											1	4	L		
M 71.3	language and social class											1	4	L		
M 71.4	language and gender											1	4	L		
M 71.5	Regional and social dialect											1	4	L		
M 71.6	Multilingual speech communities											2	4	L		
M 71.7	Words and culture											3	4	L	Exam Paper (120 Min)	
M 71.8	Linguistic varieties and multilingual nations											3	4	L		
M 71.9	Style, context and register											2	4	L		
M 71.10	Speech functions, politeness & cross-cultural communication											2	5	L		
M 71.11	Language, cognition and cultureEthnographies											2	5	L		
M 71.12	Language change											2	5	L		

Code	Name																		Exam	
M 71.13	National languages and language planning									2	4	L		
M 71.14	Sex, politeness and stereo types									2	4	L		
M 71.15	Attitude and application									2	4	L		
M72	**Module 71: POETRY**							**2**		**27**	**64**			**60%**
M 72.1	The Nature of Poetry									2	6	L		
M 72.2	The Language of Poetry: Diction, Imagery, Figurative Language, Rhetorical Devices									3	8	L		
M 72.3	The Form of Poetry: Sound Values, Versification, Form and Meaning									4	8	L		
M 72.4	The Content of Poetry: Narrative, Emotion, Ideas									5	9	L	Exam Paper (120 Min)	
M 72.5	Types of Poetry: narrative, epic, ode									5	11	L		
M 72.6	Types of Poetry: lyric, sonnet,									4	11	L		
M 72.7	Types of Poetry: elegy, free verse, Haiku									4	11	L		
M73	**Module 72: LITERARY APPRECIATION**							**2**		**27**	**64**			**60%**
M 73.1	The notion of literature and text									1	4	L		
M 73.2	Major genres in textual studies									2	4	L		
M 73.3	Writing a personal narrative									2	5	L		
M 73.4	Writing Poetry									2	5	L		
M 73.5	Writing Fiction									2	5	L		
M 73.6	Writing Children's Fiction									2	5	L		
M 73.7	Theoretical approaches to literature									2	4	L	Exam Paper (120 Min)	
M 73.8	Primary and secondary sources									2	4	L		
M 73.9	Structure of scholarly paper									2	5	L		
M 73.10	Introductory paragraph and thesis statement									2	5	L		
M 73.11	Discussion (body paragraphs)									2	5	L		
M 73.12	Concluding paragraph									2	4	L		

Code	Title										A	B	C	Type	Assessment	%
M 73.13	Writing an Abstract												2	5	L		
M 73.14	Creating a Title												2	4	L		
M74	**Module 73: INTERNSHIP II (Internship on Teaching Practice)**											3	6	130			**20%**
M 74.1	Set Induction												6	4	T/P		
M 74.2	Stimulus Variation													8	P		
M 74.3	Silence and Non Verbal Cues													8	P		
M 74.4	Lecturing													10	P		
M 74.5	Reinforcement of Student Participation													10	P		
M 74.6	Fluency in Asking Question													10	P		
M 74.7	Probing Question													10	P		
M 74.8	Higher Order Question													10	P	Practice and Project Report	
M 74.9	Divergent Question													10	P		
M 74.10	Recognizing Attending Behavior													10	P		
M 74.11	Ilustrating and Use of Example													10	P		
M 74.12	Planned Repetition													10	P		
M 74.13	Completeness of Comunication													10	P		
M 74.14	Closure													10	P		
M75	**Module 74: ICT AND MULTIMEDIA FOR ELT**											2	27	64			**60%**
M 75.1	Theory of Language Teaching as the Basic of Multimedia Utilization.												2	4	L		
M 75.2	The content of Multimedia.												3	8	L		
M 75.3	Multimedia by Design and by Utilization												3	8	L/P		
M 75.4	Using ICT for scoring and analysis												3	8	L/P	Project report	
M 75.5	Searching Strategy												3	8	L/P		
M 75.6	Multimedia Evaluation												4	8	L/P		
M 75.7	Using E-Class Application												4	10	L/P		

M 75.8	Designing Multimedia using ADDIE (Analysis, Design, Develop, Implement, Evaluate)								5	10	L/P		
M76	**Module 75: FICTION**						**2**		**27**	**64**			**60%**
M 76.1	Notion and function of fiction								3	6	L		
M 76.2	Differences between fiction, non-fiction and other kinds of literary work								4	10	L		
M 76.3	Types of ficiton: short story, novella, and novel								4	10	L	Exam Paper (120 Min)	
M 76.4	Stories and meanings								4	10	L		
M 76.5	Structural elements of fiction: plot, setting, point of view, style and tone, theme, allegory and symbolism								6	14	L		
M 76.6	Literary work appreciation and or analysis of literary work of some fictions								6	14	L		
M77	**Module 76: ESP INSTRUCTIONAL DESIGN**						**2**		**27**	**64**			**60%**
M 77.1	Introduction to the course : Whats is ESP								2	5	L		
M 77.2	The origin; The Development of ESP								2	5	L		
M 77.3	Approaches to ESP								2	6	L		
M 77.4	Theories of Learning								2	6	L		
M 77.5	Approaches to course design								3	7	L	Exam Paper (120 Min)	
M 77.6	Needs analysis								4	8	L		
M 77.7	The Syllabus								4	9	L		
M 77.8	Materials Evaluation								4	9	L		
M 77.9	Materials Design								4	9	L		
M78	**Module 77: TOURISM INTERNSHIP: GUIDING TECHNIQUES AND PRACTICES (Elective)**						**2**		**3**	**88**			**30%**
M 78.1	Guide as a Profession								3	1	L		
M 78.2	Peranan Guide dalam Industri Pariwisata									2	T/P		
M 78.3	Guide: Frontline of the Tourism industry									3	T/P		
M 78.4	Guide & Development of the Domestic Tourism Industry									3	T/P	Project Report	
M 78.5	Tour Leader, Tour Operator and Guide									3	T/P		
M 78.6	Indonesian Guides Association (HPI)									3	T/P		
M 78.7	Guide Ethics and Its Code of Conduct									3	T/P		

ID	Module/Topic											Hours	T/P	Assessment	%
M 78.8	Guide and Tourist Network											3	T/P		
M 78.9	Tourism Satisfaction in Guide Services											3	T/P		
M 78.10	Guiding Technique											3	T/P		
M 78.11	Use of Language in Guiding											3	T/P		
M 78.12	Guides and social media											3	T/P		
M 78.13	Location and information in guiding.											3	T/P		
M 78.14	Praktek Guiding											52	P		
M79	**Module 78: JOURNALISM INTERNSHIP***									3	84				30%
M 79.1	Orientation to Journalism Internship									3	3	T/P			
	Site Observation to the selected station:										6	P			
M 79.2	- Radio station										13	P			
M 79.3	- Television station										12	P			
M 79.4	- Press Production										13	P		Project Report	
M 79.5	Institutional organisation of Mass media										13	P			
M 79.6	Practices on the journalistic production at the selected station (according to students' interest):										12	P			
M 79.7	Internship Report										12	P			
M80	**Module 79: HOTEL INTERNSHIP: HOTEL SERVICE PRACTICES (Elective)**									3	84				30%
M 80.1	Front Office Department									3	4	P			
M 80.2	House Keeping Department										16	P			
M 80.3	Food and Beverage Department										16	P			
M 80.4	Laundry Department										16	P		Project Report	
M 80.5	Meetings, Incentives, Conferences, and Events (MICE)										16	P			
M 80.6	Sanitation, hygiene, and safety										16	P			

8th Semester

M81	**Module 80: SEMINAR ON LITERATURE (Elective)**								2	6	84				30%

M 81.1	The Nature and Function of Literature									2	2	S		
M 81.2	Characteristics of the Study of Literature: the chosen issue of your research related to the chosen work of literature.									2	2	S		
M 81.3	Background, Problem Statement, Literature Review, Data Collecting Technique, Note Taking, and Data-Analyzing Technique.									2	2	S		
M 81.4	Structuralism and Structural Analysis;										6	S		
M 81.5	Heuristic and Hermeneutic Interpretations;										6	S		
M 81.6	Sociological Approach;										6	S		
M 81.7	Genetic Structuralism Analysis;										6	S		
M 81.8	Marxist Analysis;										6	S		
M 81.9	Feminist Analysis;										6	S	Seminar Paper	
M 81.10	Existentialist Analysis;										6	S		
M 81.11	Semiotic Analysis;										6	S		
M 81.12	Psychoanalytic Analyis;										5	S		
M 81.13	Humanistic Approach;										5	S		
M 81.14	Individual Psychological Approach;										5	S		
M 81.15	Presentasi Ecofeminism approach;										5	S		
M 81.16	Phenomenological approach;										5	S		
M 81.17	Postcolonial approach.										5	S		
M82	Module 81: SEMINAR ON LINGUSITICS (Elective)								2	6	84			30%
M 82.1	Research proposal concept									2	6	S		
M 82.2	Techniques for making research background									2	9	S		
M 82.3	Techniques for formulating a problem									2	9	S		
M 82.4	Techniques for formulating research objectives and benefits										10	S	Seminar Paper	
M 82.5	Techniques of composing a literature review										10	S		
M 82.6	Research methods and contents										10	S		
M 82.7	Standardized bibliography writing										10	S		

M 82.8	Techniques for conveying ideas and ideas orally through paper presentations									10	S		
M 82.9	Techniques for maintaining idea that are different from others'									10	S		
M83	Module 82: SEMINAR ON LANGUAGE TEACHING (Elective)								2	6	84			30%
M 83.1	Research proposal format review									2	10	S		
M 83.2	Research problem formulation									2	10	S		
M 83.3	Writing background problems									2	10	S		
M 83.4	Research Problem and Methodology Linearity									10	S	Seminar Paper	
M 83.5	Research Methodology									10	S		
M 83.6	Writing citations and bibliography									10	S		
M 83.7	Paper writing technique									12	S		
M 83.8	Proposal presentation									12	S		
M84	Module 83: LIFE SKILL: PEDAGOGICAL FIELD WORK								4	8	174			30%
M 84.1	Background of the need for counseling services in schools									4	10	P		
M 84.2	FKIP's vision, mission and objectives and CAKAP philosophy, and The meaning of Pedagogical Field Work									4	10	P		
M 84.3	Guidance, Visit, and Assessment Manual									22	P		
M 84.4	Data collection and data analysis techniques									22	P		
M 84.5	Communication , interview, survey, and report techniques									22	P	Project Report	
M 84.6	Techniques for activity program composing and reporting									22	P		
M 84.7	Survey and practice of preparing pedagogical field work									22	P		
M 84.8	Implementation of pedagogical field work program									22	P		
M 84.9	Reporting field work acitivities									22			
M85	Module 84: RESEARCH PAPER								4	4	178			30%
M 85.1	Research proposal concept									4	8	P		
M 85.2	Research background writing									12	P		
M 85.3	Problem formulation									12	P	Research Report	
M 85.4	Research objectives and benefits									12	P		
M 85.5	Literature review									12	P		

M 85.6	Research Methodology									14	P	
M 85.7	Data collection									14	P	
M 85.8	Data processing									14	P	
M 85.9	Data analysis									16	P	
M 85.10	Discussion of research findings									16	P	
M 85.11	Conclusion									16	P	
M 85.12	Scientific article writing									16	P	
M 85.13	Report Presentation									16	P	

total		200	200	200	199	200	200	211	100	1789	5037

L: *Lecture*

S: *Seminar*

T: *Tutorial*

P: *Practice*