

## **Accreditation Report**

Program Accreditation of  
**Universitas Pendidikan Indonesia – The Education University**

**Early Childhood Teacher Education (Bachelor, Campus Cibiru)**  
**Early Childhood Teacher Education (Bachelor, Campus Purwakarta)**  
**Elementary School Teacher Education (Bachelor, Campus Cibiru)**  
**Elementary School Teacher Education (Bachelor, Campus Purwakarta)**  
**Elementary School Teacher Education (Bachelor, Campus Serang)**

### **I Procedure**

**Date of contract:** 15 October 2022

**Date of the submission of self-assessment report:** 01 November 2024

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**Attendance by ACQUIN office:** Dr. Michael Mayer,

**Accreditation decision:** 25. September 2025

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are taken into account.

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## **II Introduction**

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programs, study program coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.

## 1 The Higher Education System in Indonesia

### 1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

In addition, the law established comparable structures at the universities, the “Tri Dharma” (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and

Vocational Education). The new dual study programs are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf Habib. Bacharuddin Jusuf Habibie studied aerospace engineering at RWTH Aachen.

## 1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, as of December 2020). 633 of these higher education institutions are considered universities (*universitas*). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, “only” about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

The majority of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominationally oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status

of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university: At a state university, undergraduate studies (Bachelor's degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor, a master and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas

Terbuka”), which was opened in 1984 and offers mainly undergraduate courses. More than 310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called “Instituts” are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor’s degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions are the Sekolah Tinggi (“High School”), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These “Diploma” degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor’s degree (S1) in Indonesia, albeit with the addition of “Bachelor of Applied Science”. In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies (“Akademi”). Like the institutes, the Akademi are usually specialised in one field of study such as e.g., accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics (“Politeknik”) offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master’s degree as their highest qualification; all others teach with Bachelor’s, Diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master’s degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

### **1.3 Accreditation System in Indonesia**

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90



percent of the HEIs are accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

The accreditation system is three-tiered and is carried out in a five-year rotation. An “A” accreditation is the best rating. “B” means “very good”, “C” is the lowest classification level and is also used for newly established study programs. The designations “unggul” (excellent), “baik sekali” (very good) and “baik” (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an “excellent” grade (the majority of which were state higher education institutions), 859 with a “very good” grade and 1,755 with a “good” grade. Among the study programs that have already been accredited, 19.0 per cent received an “excellent” grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a “very good” grade and 29.2 per cent a “good” grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor’s and master’s programs at state universities are accredited with an “excellent”, this applies to only 7.5 percent of bachelor’s and 12.9 percent of master’s programs at private universities.

According to the government’s plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected “decline in performance” of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g., to move up from the “very good” to the “excellent” level.

## 2 Short profile of the HEI

The Universitas Pendidikan Indonesia (UPI) is a state university with autonomy in academic and non-academic matters/ affairs. The university organises the Tri Dharma Perguruan Tinggi (TPHE) in the discipline of educational sciences and education of academic disciplines, as well as disciplines of theology, humanities, social sciences, natural sciences, formal sciences, and applied sciences.

### Brief History of UPI

UPI is one of the first teacher education institutions in Indonesia and has served the country by providing high quality teachers and educators. It was established as Teachers Education College (PTPG) on 20 October 1954 in Bandung with the main mission to prepare teachers/educators. In 1957, PTPG was amalgamated into the Padjadjaran University, then a newly established state university in Bandung, as the Faculty of Teacher Training and Educational Sciences (FKIP). This integration further strengthened UPI's position and contributed to its growth and development. In 1963, the Government amalgamated a number of teacher training institutions at tertiary level in Bandung into Bandung Institute of Teacher Training and Educational Sciences (IKIP Bandung). In 1999 IKIP Bandung transformed into Universitas Pendidikan Indonesia in accordance with Presidential Decree Number 124 of 1999, with a broader mandate to offer not only educational degrees but also degrees in pure sciences, mathematics, engineering, literature, arts, economics, business and social sciences. The university has been designated to be an autonomous university.

Since 2017, there has been a significant change in the role and scope of the university's responsibility in providing teachers and educators along with the issuance of the MOECRT (The Ministry of Education, Culture, Research, And Technology) Regulation, that changes the scheme of teacher education. Teacher education is now administered in bachelor degree plus one year (for Students with linear background or graduates of teacher education institutions, henceforth SLB) or one and a half year (for students with non-linear background or those of general institutions, henceforth SNLB).

### Visions and Missions of UPI

UPI is a university that embodies an educational identity rooted in integrity and honesty. The university recognizes the crucial role of education as a determinant for the future. At UPI, education holds the purpose of instilling a commitment to raise positive character traits such as independence, responsibility, and adaptability within the campus community. Moreover, UPI places great importance on developing values that prioritize civility and mutual support among its members.



UPI translates its vision of being a "Leading and Outstanding University" into specific missions: (1) providing education by promoting the harmonious integration of educational sciences with religious, humanities, social, formal, and applied disciplines; (2) conducting innovative research that advances educational theory and practice, as well as other disciplines, incorporating local wisdom; (3) developing comprehensive teacher professional education integrated with academic and professional education at all levels; and (4) disseminating experiences and innovations in education, religious disciplines, humanities, social, formal, and applied sciences to contribute to social progress. UPI upholds the following goals aligned with these missions: (1) producing high-quality teachers, education professionals, scientists, and experts across its higher education programs, equipped with strong moral values and global competitiveness; and (2) generating, advancing, and sharing science and technology for the betterment of human welfare.

### **University Values**

UPI's values are built in line with Pancasila as the Foundation of the Republic of Indonesia, and uphold the values of morality, equality, and equal opportunities in education. Therefore, UPI has scientific, educational, and religious values. In implementing these values, and as an effort to enhance quality to support national development with social justice, UPI focuses on the following in its development:

(1) Fair academic freedom: The implementation and development of education that is oriented towards excellence, fairness, and upholds diversity; (2) The excellence in the field of Education and research that promotes the resolution of development issues: Development and dissemination of outstanding research results in the fields of knowledge, education policy, and the resolution of strategic issues at the national, regional, and international levels; (3) Dissemination of research results for the welfare of society: The organization and development of community engagement by disseminating and utilizing innovations in the field of educational sciences, disciplinary education, and other disciplines to empower the society; (4) Creative and innovative learning environment through student-centred learning: The organization and development of student development programs to improve the quality of graduates and enhance networking and alumni empowerment; (5) Development of human resources quality based on SDGs: Capacity building of resources (human resources, facilities and infrastructure, and finances), and university efforts to support the implementation of the Tri Dharma (Three Pillars of Higher Education) to enhance the well-being and excellence of the university; (6) Institutional Governance towards sustainable development: Development of a healthy, accountable, and environmentally friendly university governance as an autonomous and multi-campus university based on an integrated information system.



### **Organizational Structure of UPI**

To achieve UPI's vision and mission, UPI has organizational structure and work procedures (SOTK) guidelines to improve understanding and achievement of performance targets for all UPI academics and educational staff. It consists of several study programs, quality control units, as well as several supporting resources consisting of laboratories, workshops and studios, study centres, academic and student affairs sections, general administration sections and human resources. To carry out its functions, the faculty is led by a dean and assisted by three vice-deans, namely the vice-dean for academics and the vice-dean for human resources, finance and general affairs and the vice-dean for student affairs.

UPI provides education through eight faculties and one postgraduate school and five regional campuses, which are located in Cibiru, Sumedang, Purwakarta, Tasikmalaya, and Serang and which run several study programs of their own.

### **Achievements of UPI**

Universitas Pendidikan Indonesia has been named one of the world's best universities through the latest edition of the most referenced university rankings in the world. Universitas Pendidikan Indonesia is ranked # 201-250 in the World, #33 in Asia and #1 Top University in Indonesia in the Field of Education based on QS (Quacquarelli Symonds) World University Rankings (QS-WUR) by Subject 2023.

QS (Quacquarelli Symonds) is the most widely used rating agency in the world. In addition, the Ministry of Education has just recognized QS in the ranking and is already very reputable. Good achievement in maintaining the #1 position in the aspect of education but not the end goal and not the only one. One of the UPI's next targets is to be able to enter the top 100 international QS WUR.

### **External Accreditation**

Apart from the internal quality assurance system, all the units of UPI are also audited by external quality agencies, such as the National Accreditation Agency for Higher Education (NAA-HE or BAN-PT) and agencies of quality certification for ISO 9001: 2008 and ISO 9001: 2015. The university is currently holding the accreditation rank "Excellent", indicating that the university has far exceeded the standards established in the National Standards of Higher Education (NSHE). Furthermore, UPI proudly showcase 113 programs rated as "Excellent," 24 programs rated as "Very Good," and 28 programs rated as "Good." This is a testament to UPI's unwavering commitment to maintaining exceptional quality in education. Moreover, UPI has gained international recognition for its dedication to excellence, with an impressive 77 internationally accredited study programs across various faculties from ASEAN University Network Quality Assurance (AUN-QA), the Accreditation Service for International Schools,



Colleges, and Universities (ASIC), and the Agency for Quality Assurance through Accreditation of Study Programs.

## **2.1 Faculty information**

### **Short Portrait of the Faculty of Teacher Education Cibiru**

UPI Cibiru, functioning at the same level as a faculty, serves as an academic unit responsible for implementing the Tridarma of Higher Education—education, research, and community service—within UPI’s multi-campus system. UPI Cibiru is led by a director (equivalent to a dean) and supported by two vice directors: one oversees academic and student affairs, and the other manages resources, finance, and general affairs. Additionally, the leadership structure includes section heads and the head of the study program. UPI’s long-term plan outlines a gradual strategy to strengthen its reputation as a referral university in education and the excellent sciences. This strategy is detailed in UPI’s strategic plan and incorporated into the UPI Cibiru strategic plan. From 2016 to 2020, UPI aimed to establish itself as a reference university in education at the ASEAN level. Between 2021 and 2025, its focus expanded to include several non-educational science fields. In the 2026–2030 phase, UPI set its sights on becoming a reference university at the Asian level, extending its reach to the Asia-Pacific region from 2031 to 2035. The final stage, 2035–2040, envisions UPI as a world-class reference university. This roadmap reflects a clear growth trajectory, transitioning from a regional to a global scale, emphasizing academics, research, and innovation in education and other excellent sciences. The following illustration presents UPI’s roadmap until 2040.

### **Short Portrait of the Regional Campus of Teacher Education Purwakarta**

The UPI Regional Campus in Purwakarta is one of the regional campuses dedicated to the development of educational sciences and technology. Originally, the UPI Purwakarta Campus was an expansion of the Purwakarta State Teacher Education School (SPGN), which was transferred from the Directorate General of Primary and Secondary Education through the West Java Department of Education and Culture’s Regional Office to the Directorate General of Higher Education, under the Bandung Institute of Teacher Training and Education (IKIP Bandung), which became its development institution. As IKIP Bandung grew and underwent a transformation to become the Indonesian Education University (UPI) based on Presidential Decree Number 124 of 1999, this change also affected the UPI Regional Purwakarta Campus. The vision of the UPI Regional Campus in Purwakarta Campus is “A Leading and Outstanding in shaping the personalities of prospective educators and practitioners of elementary, early childhood education, vocational, as well as prospective ICT and technopreneur personnel who are religious, characterful, skilled, modern and creative by



2025". This vision is formulated about UPI statute, the Regulation of the Board of Trustees Number 06/PER/MWA UPI/2015 regarding the Implementation of Government Regulation Number 15 of 2014) and the Regulation of the Board of Trustees of Universitas Pendidikan Indonesia Number 04 of 2020 concerning the [Strategic Plan of Universitas Pendidikan Indonesia for 2021-2025](#).

In supporting the achievement of its vision, UPI Regional Campus in Purwakarta carries out the following missions: Organizing the education of prospective teachers, education practitioners, and skilled personnel with qualifications and quality that are globally competitive. Conducting research studies to develop educational theories and improve the quality of education Professionally organizing community service services, especially those related to improving elementary school education, early childhood education, vocational education, and other communities. Increasing the quantity and quality of various learning facilities and human resources following the demands of optimal and representative program management as the only LPTK PTN with a legal entity that manages PGSD, PGPAUD, PSTI, Telecommunication Systems, as well as Mechatronics and Artificial Intelligence Strengthening partnership networks with stakeholders at the national and regional levels, especially in developing elementary school education, early childhood education, vocational education, and the business and industrial world.

### **Short Portrait of the Regional Campus of Teacher Education Serang**

Whereas UPI Regional Campus in Serang (hereinafter referred to as UPI Serang) originated from the *Sekolah Pendidikan Guru*/Teacher Education School (SPG), which then developed into Diploma Unit for Elementary Teacher's Education (UPP PGSD Serang) in the early 1990s , in accordance with the policy of Teachers Qualification Improvement stated in Minister of Education and Culture Decree No. 0854/O/1989 and in the Decree of the Director General of Higher Education No. 178-DIKTI/KEP/1990. In 1991, UPP PGSD Serang started to minister the students of Diploma Program under management of Faculty of Education IKIP Bandung. After IKIP Bandung transformed into UPI in 1999, UPP PGSD Serang was also redesign to be UPI Regional Campus in 2002 under management of UPI multi-campus system. Since then, UPI Serang has ministered the Teachers Education Program that are relevant to local needs, supported by adequate infrastructure and human resources, and grow by continually meets the national ideal quality of basic education. The vision of UPI Serang is "to become a pioneering and leading university in the fields of educational sciences, discipline-based education, and other disciplines within the context of the *independent learning* (freedom to learning) and *Merdeka Campus* (Independent Campus) Policies by 2025 at the National Level ". This vision is formulated in reference to UPI statute and the Strategic Plan of UPI for 2021-2025 In supporting the achievement of its vision, UPI Serang carries out the following missions:



1. To develop high-quality academic education that meets national and international standards.
2. To conduct competitive, collaborative, and innovative research programs.
3. To Empower Communities based on Educational Sciences, Local Wisdom, and Information Systems.
4. To establish partnerships and collaboratives at the National Level and Within the Asean Region.

To develop high-quality academic, vocational, and professional education programs that meet national and international standards. To actively participate in Research and Community Service Programs by the Ministry of Education, UPI, and other competitive, collaborative, and Innovative Institutional Initiatives, as well as the down streaming of Science and Technology (IPTEKS). To Engage in Community Empowerment Based on Educational Sciences, Local wisdom, and Information Systems, Addressing Various Societal Issues. To establish global partnerships within the ASEAN Region, Aiming for Both Comparative Excellence and Competitive Advantage. From the faculty's vision and mission, it is then translated into the vision and mission of the PGSD Serang study program. This is also reflected in the PGSD Serang vision, namely, "Developing Elementary School Education and Learning which is in harmony with the principles of Case Method Learning based on local potential and wisdom to produce graduates who have 21st century life skills". This vision is socialized to be used as a basis for the Tridarma Perguruan Tinggi activities.



### 3 General information on the study programs

#### 3.1 “Early Childhood Teacher Education”, Bachelor, Campus Cibiru

Provider of the study program	Faculty of Teacher Education, UPI Regional Campus in Cibiru
Title of the study program	Early Childhood Teacher Education
Degree	Bachelor of Education
Date or planned date of introduction	September 2007
Regular study duration	8 Semester/4 years
Number of ECTS credits	225 ECTS (149 SKS)
Frequency of the offered program	Annually
Capacity per year	90
Number of students currently enrolled	331
The average number of graduates per year	72
Tuition fees	500.000 to 5.740.000 IDR (EUR ~ 30 to 338)
Type of studies	Full-time



**3.2 “Early Childhood Teacher Education”, Bachelor, Campus Purwakarta**

Provider of the study program	Faculty of Teacher Education, UPI Regional Campus in Purwakarta
Title of the study program	Early Childhood Teacher Education
Degree	Bachelor of Education
Date or planned date of introduction	September 2014
Regular study duration	8 Semester/4 years
Number of ECTS credits	228 ECTS (150 SKS)
Frequency of the offered program	Annually
Capacity per year	100
Number of students currently enrolled	315
The average number of graduates per year	52
Tuition fees	500.000 to 5.740.000 IDR (EUR ~ 30 to 338)
Type of studies	Full-time

**3.3 “Elementary School Teacher Education”, Bachelor, Campus Cibiru**

Provider of the study program	Faculty of Teacher Education, UPI Regional Campus in Cibiru
Title of the study program	Elementary School Teacher Education
Degree	Bachelor of Education
Date or planned date of introduction	September 2006
Regular study duration	8 Semester/4 years
Number of ECTS credits	228 ECTS (152 SKS)
Frequency of the offered program	Annually
Capacity per year	250
Number of students currently enrolled	916
The average number of graduates per year	211
Tuition fees	500.000 to 5.740.000 IDR (EUR ~ 30 to 338)
Type of studies	Full-time

### 3.4 Bachelor Program “Elementary School Teacher Education”, Campus Purwakarta

Provider of the study program	Faculty of Teacher Education, UPI Regional Campus in Purwakarta
Title of the study program	Elementary School Teacher Education
Degree	Bachelor of Education
Date or planned date of introduction	September 2006
Regular study duration	8 Semester/4 years
Number of ECTS credits	225 ECTS (152 SKS)
Frequency of the offered program	Annually
Capacity per year	100
Number of students currently enrolled	740
The average number of graduates per year	175
Tuition fees	500.000 to 5.740.000 IDR (EUR ~ 30 to 338)
Type of studies	Full-time

**3.1 Bachelor Program “Elementary School Teacher Education”, Campus Serang**

Provider of the study program	Faculty of Teacher Education, UPI Regional Campus in Serang
Title of the study program	Elementary School Teacher Education
Degree	Bachelor of Education
Date or planned date of introduction	September 2006
Regular study duration	8 Semester/4 years
Number of ECTS credits	225 ECTS (152 SKS)
Frequency of the offered program	Annually
Capacity per year	198
Number of students currently enrolled	489
The average number of graduates per year	163
Tuition fees	500.000 to 5.740.000 IDR (EUR ~ 30 to 338)
Type of studies	Full-time

### III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level to avoid repetition and better describe general context.

#### 1 ESG Standard 1.1: Policy for quality assurance

**Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

##### 1.1 Implementation

The Universitas Pendidikan Indonesia has established a structured internal quality assurance system coordinated by the University Quality Assurance Unit. This unit is complemented by the Internal Control Unit and supported at faculty level by Quality Control Units and at study programme level by Quality Control Groups. The institution applies the PPEPP cycle of quality assurance, which encompasses the setting, implementation, evaluation, control, and continuous improvement of standards. Internal quality audits and annual self-assessment processes are conducted across academic and administrative units, with results reported to the central administration.

Academic and administrative staff participate actively in implementing quality assurance standards through compliance with internal guidelines, preparation of self-assessment documentation, and participation in audits. Students contribute primarily through satisfaction surveys and feedback forms, which are collected at the end of each semester. These mechanisms demonstrate a formalised quality assurance structure that is consistent with national requirements.

However, the visibility and accessibility of the quality assurance policy to students and external stakeholders is limited. While the policy is embedded within the strategic framework of the university, it is not consistently communicated to students in a manner that enables them to understand the complaint procedures, appeal opportunities, or the specific channels for raising concerns. Furthermore, although surveys are widely used, questions on workload and study progression are not sufficiently incorporated, and students reported during the site visit that follow-up on survey outcomes is not always communicated back to them.

## 1.2 Assessment

The university has a formal quality assurance policy which is public and integrated into strategic management. The policy covers teaching, research, and administration, and is supported by clear structures and processes. Internal and external stakeholders are involved in its development and implementation, though student participation is somewhat limited to survey responses and lacks systematic involvement in the design or monitoring of quality standards.

The implementation of the policy is systematic and follows national and international frameworks. However, in order to achieve fuller alignment with the expectations of the European Standards and Guidelines, the institution should strengthen student-facing communication of the policy, provide transparent complaint and appeal processes, and ensure that student workload and progression data are monitored more proactively as part of the policy framework.

## 1.3 Conclusion

The criterion is **fulfilled**.

### Recommendations

**Recommendation:** The university should make its quality assurance policy more visible and accessible to students and external stakeholders by clearly communicating available channels for complaints, appeals, and feedback.

**Recommendation:** Student surveys should systematically include questions on workload and progression, and the outcomes should be analysed and reported back to the student body.

**Recommendation:** The university should ensure that all quality assurance and course management systems are also accessible in English to support international students and enhance transparency.

## 2 ESG Standard 1.2: Design and approval of programs

**Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

### 2.1 Implementation

#### General

The curriculum development in each study program at UPI should involve external parties such as graduates/industry users, alumni, relevant professional associations, and other academics.

These external parties will provide input regarding the competencies needed, current industry trends, and other pertinent information through focus group discussions (FGD), discussions, or other meetings.

The initial stage in curriculum development is to formulate the Program Educational Objectives (PEO), which describe the graduate profile and the roles that graduates can perform. The PEO should generally include the ability to pursue further studies and work in relevant institutions according to their expertise and entrepreneurship skills.

### **“Early Childhood Teacher Education”, Bachelor, Campus Cibiru**

The curriculum structure consists of the following course groups: 1. General Courses (MKU). These courses provide students with the knowledge, general skills, and attitudes to instil faith and devotion to God Almighty, develop personal character, and foster a sense of Indonesian identity as individuals, members of society, and citizens who understand cultural diversity across nations. Basic Educational Courses (MKDK). This category provides students with the knowledge, skills, and attitudes necessary for developing general pedagogical competencies or pedagogical knowledge essential for prospective teachers. 3. MKKF/MKKKD includes courses that equip students with knowledge, skills, and attitudes relevant to the characteristics of their faculty or regional campus. 4. Field of Study Teaching Expertise Courses (MKKPBS) – Specialized courses for Education Science Programs and Subject-Specific Education Programs. 5. Core Study Program Expertise Courses (MKKIPS) – Courses that provide knowledge, skills, and attitudes essential for students to develop their main competencies, aligning with graduate profiles and learning outcomes. 6. Microteaching Courses – Practical courses conducted in microteaching laboratories to train fundamental teaching skills. 7. Elective Study Program Expertise Courses (MKKPPS) – A set of elective courses categorized into: Complete MBKM Elective Courses consist of courses aligned with the MBKM program, carrying 20 credits. Partial MBKM Elective Courses consist of program-determined electives that can be converted into MBKM activities.

PGPAUD Cibiru aims to produce competent graduates who can professionally educate, develop, and manage early childhood education (PAUD) services. Graduates must integrate scientific knowledge, pedagogical skills, and technology into PAUD learning. In addition, they are equipped with research, leadership, and entrepreneurial skills in the PAUD field, enabling them to contribute to improving the quality of early childhood education services in society. These objectives are outlined in the Program Educational Objectives (PEO) of PGPAUD Cibiru. The PGPAUD Cibiru curriculum consists of compulsory and elective courses designed to develop graduates' competencies in line with the professional profile of early childhood educators. Compulsory courses are mandatory for all students, while elective courses allow students to tailor their studies to their interests and career goals. The required courses include



General Courses (MKU), University-Specific Courses (MKKU), Basic Educational Courses (MKDK), Faculty/Regional Campus-Specific Expertise Courses (MKKF/MKKKD), Core Study Program Expertise Courses (MKKIPS), and the Undergraduate Thesis (Skripsi). Meanwhile, elective courses (MKKPPS) at PGPAUD Cibiru are divided into three specializations: 1. Early Childhood Teacher Specialization – focuses on strengthening competencies as an early childhood educator. 2. Early Childhood Education Manager Specialization – focuses on developing institutional management skills for early childhood education centres. 3. International Early Childhood Education Specialization – prepares students to become teachers in international early childhood education institutions.

### **“Early Childhood Teacher Education”, Bachelor, Campus Purwakarta**

PGPAUD-Purwakarta curriculum is designed to include a combination of theory, practice, and field experience to prepare students to become prospective professional educators. The total study load in this program is 147 SKS taken within 8 semesters (4 years). The following is Structure of the PGPAUD-Purwakarta course., Module handbook The Profile of Early Childhood Education Teacher Education graduates is competent professional educators, researchers, entrepreneurs, education practitioners. Early Childhood Education Teacher Education implement a structured mechanism for curriculum development and revision to ensure its alignment with educational standards, scientific advancements, and societal needs. This process involves periodic evaluations conducted through internal reviews, stakeholder curriculum revision follows a systematic of alumni, and industry partners. The curriculum revision follow a systematic a approach beginning with a assessment of learning outcomes, follow by discussions among program study members, and refinement based on expert recommendations. The details of Early Childhood Education Teacher Education profile are outlined in the Program Educational Objective (PEO) .

### **“Elementary School Teacher Education”, Bachelor, Campus Cibiru**

The PGSD-Cibiru curriculum is designed to integrate theoretical knowledge, practical training, and field experience to equip students with the necessary skills to become professional educators. For the S-1 (undergraduate) level, the total credits that can be taken by UPI students are in the interval 144-156 credits. The total study load for this PGSD-Cibiru program is 144 credits, completed over eight semesters (four years). The course structure of the PGSD-Cibiru study program consists of 19 MKDU (General Subjects), 4 MKDK (Basic Educational Courses), 3 MKKF (Faculty Expertise Courses), 27 MKKIPS (Study Program Core Expertise Courses), 10 Elective Courses (Study Program Core Courses), 4 MKKPS (Study Program Elective Expertise Courses), 14 MKKPS (Deepening and Development), 6 MKKPS (21st





Century Learning), 6 MKKPS (Digital Learning). The division of course structures per semester can be seen in Chart of Elementary Teacher Education Program Cibiru Campus.

The Program Learning Outcomes (PLO) are formulated through collaboration between internal stakeholders (lecturers and students) and external stakeholders (teachers, principals, government representatives from the education office, alumni, and study program 20 associations). The Program Learning outcomes framework aligns with the national regulations and guidelines PGSD-Cibiru offers both compulsory and elective courses for students courses in a balanced proportion to cultivate competent and well-rounded graduates in the field of elementary education. While compulsory courses establish the fundamental knowledge and core competencies, elective courses enable students to develop specialized expertise based on their interests and professional aspirations in the education sector. Students must complete the required courses within the first five semesters before participating in the Merdeka Belajar Kampus Merdeka (MBKM) program in the sixth semester.

The compulsory courses in PGSD Cibiru are categorized into five groups, as follows: 1) General Basic Courses (MKDU): This group of courses provides a fundamental scientific foundation aimed at shaping students' national identity, character, and academic integrity.

2) Basic Education Courses (MKDK): These courses develop pedagogical knowledge that serves as the foundation for the teaching profession, ensuring that students understand the fundamental principles of education.

3) Faculty Expertise Courses (MKKF): This category focuses on strengthening scientific competencies and educational policies related to the elementary teaching profession.

4) Core Expertise Courses (MKKIPS): These courses focus on core competencies in subject disciplines taught in elementary schools, ensuring students gain in-depth knowledge in relevant academic fields.

Study Program Expertise Courses (MKKPS): This category emphasizes practical and strategic aspects of teaching and learning at the elementary school level, equipping students with applied teaching skills.

The elective course clusters provide students with the flexibility to deepen their knowledge in specific subject areas based on their interests. These courses are available in the seventh semester and are categorized into six groups: 1) Digital Learning: This group of courses enables students to explore technology-enhanced education, instructional design, and online learning methodologies. The

focus is on utilizing digital tools, platforms, and strategies to enhance teaching and learning experiences. 2) 21st Century Learning: These courses equip students with the skills, knowledge, and competencies necessary to thrive in a rapidly evolving, technology-driven world. They emphasize critical thinking, creativity, collaboration, communication, digital literacy, and global awareness. Additionally, they cover innovative teaching strategies, student-



centred learning approaches, and the integration of emerging technologies in education. 3) Development: This group focuses on innovation and quality improvement in learning across various fields of study, fostering the development of effective teaching methodologies and curriculum design. 4) Research: These courses allow students to explore research methods and data analysis in educational studies, preparing them for academic inquiry and evidence-based decision-making in the field of education. 5) Core Electives of the Study Program: This category offers specialized courses that address the specific challenges and demands of the teaching profession, helping students refine their expertise in elementary education. 6) Advanced Studies: These courses provide opportunities for students to engage in in-depth exploration of scientific fields directly related to elementary school learning, enhancing their academic and professional competencies.

### **“Elementary School Teacher Education”, Bachelor, Campus Purwakarta**

The Learning objectives of the study program “Elementary School Teacher Education” at Campus Purwakarta’s (PGSD) are developed while considering the standards established by the KKNi according to the respective academic levels. The objectives comprise knowledge, skills, and attitudes aspects, as there is first knowledge: Students become able to master the foundations of education, student characteristics, learning theories, curriculum goals and contents, and the use of technology and learning in elementary schools to support the realization of quality education. The also are mastering the principles and procedures of various types of research and the development of innovative works that can solve educational problems in elementary schools. Students get able to master the characteristics of continuous professional development, like also to master the concepts of sustainable development and entrepreneurship theoretically, designing ideas and strategies, and managing following sustainable development regarding the category of skills Students get the ability to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners. They should also become able to apply logical, critical, systematic, and innovative thinking in developing or implementing science and technology that pays attention to and applies humanities values by their field of expertise. Able to plan, implement, and evaluate elementary school learning using information and communication technology. Students earn the ability to conduct research and disseminate scientific papers on education in elementary school in the form of publications. Students become able to carry out continuous professional development as an educator in elementary School. To creating and implementing business ideas and creative development, as well as applying and implementing the principles of sustainable development and entrepreneurship in carrying out the entrepreneurial process c. Regarding attitudes: Demonstrate scientific, educational, and religious attitudes and behaviours that improve the quality of life in society, nation, and state based on academic culture, norms, and ethics.



The quality assurance of the instructional process for each module starts from planning, implementation, and outcomes. A learning plan (RPS) is a mandatory document that lecturers must prepare before their lectures begin, and it is evaluated by the Curriculum Development Team/Tim Pengembang Kurikulum (hereafter called TPK) for further acceptance by the head of the study program. Furthermore, lecturers must upload the RPS to the Integrated Online Learning System SPOT page (example). Learning activities for each meeting are recorded in SPOT and approved by students. Academic staff will also monitor the SPOT monthly, which is integrated into the human resources system (SIMPEG). The report on lecturer teaching activities will be sent to the Vice Director of Academic and Students Affairs, the Director, and the Vice Rector of Finance, Facilities, and Human Resources. The system will automatically calculate the workload and convert it into incentives (IBK). At the end of the semester, students were given questionnaires to assess the instructional process and lecturer performance.

### **“Elementary School Teacher Education”, Bachelor, Campus Serang**

The Elementary School Teacher Education (PGSD) Serang curriculum is designed to include a combination of theory, practice, and field experience to prepare students to become prospective professional educators. The total study load in this program is 225 ECTS taken within 8 semesters (4 years). The following is Structure of the PGSD Serang course. PLO is formulated by involving internal parties (lecturers and students) and external parties (teachers, principals, government through the education office, alumni, and study program associations). Curriculum PGSD Serang arranged systematically to meet the needs of basic education and improve the quality of graduates, as detailed in the PLO mapping matrix PGSD Serang. General Basic Course (MKDU) is a group of courses that provide a general scientific basis for forming the character of national nationality and academic integrity of students. 2. The Basic Education course (MKDK) is a group of courses that play a role in building basic pedagogical understanding that is the foundation in the educational profession. The Faculty Expertise Course (MKKF) is a course group that strengthens scientific competencies and educational policies related to the teaching profession in elementary schools. The Core Expertise Course Study Program (MKKIPS) is a group of courses that teach the core skills in the discipline of science taught in elementary school. The Study Program Expertise Course (MKKPS) is a group of courses that are more focused on applicative and strategic aspects in learning at the elementary school level. While the choice course cluster provides flexibility for students to deepen certain topic fields according to their interests. Students can take this course cluster in 7th semester. This course consist of five groups courses: 1. Ethnopedagogic is a group of courses that emphasize the cultural -based approach in earning. 2. Research is a group of courses that allow students to explore methods and analysis in educational research. 3. Development is a group of courses focused on innovation and improving the quality of learning



in various fields of study 4. The core choice of study program is a group of courses that offer more specific courses related to the challenges and needs of the teacher profession. 5. Advanced is a group of courses that provide opportunities for students to explore more in a scientific field that is directly related to learning in elementary school. Overall, the curriculum structure of PGSD Serang combines compulsory courses and choices courses with a balanced proportion to form a competent character of graduates in the field of elementary teacher. The course is required to provide the main basis and competencies, while the choice of the course allows students to develop specific expertise according to the interests and professional needs in the world of education.

## 2.2 Assessment

### 2.2.1 “Early Childhood Teacher Education”, Bachelor, Campus Cibiru, Campus Purwakarta

Programme design aligns with UPI’s mission and national standards (KKNI). However, mapping to international frameworks (EQF) is not documented. Learning outcomes are described, but most are limited to lower-order thinking (C1–C3) with limited C5–C6 targets. Based on module handbook analysis, only approximately 30% of courses include C6-level cognitive outcomes (Creating), indicating the need to more strongly emphasize higher-order thinking and creativity. Additionally, different campuses (e.g., Cibiru and Purwakarta) offer variations in subject offerings—Cibiru integrates international curriculum content while Purwakarta has more locally contextualized courses. These differences are not always formally acknowledged in institutional documentation. Furthermore, there is limited involvement of external stakeholders—including alumni, industry, and international experts—in curriculum design and review. Evidence of workshops or FGDs involving these stakeholders is minimal. The formal mechanism for periodic curriculum evaluation remains unclear, and there is no documentation of a consistent cyclical review policy at the faculty or university level. Reviewers recommend revising course-level learning outcomes using Bloom’s taxonomy, expanding the integration of social and entrepreneurial learning modules to enhance graduate resilience, and establishing a cyclical review mechanism involving diverse stakeholders.

## Recommendations

**Recommendation:** Higher innovation in course design should be enhanced.

**Recommendation:** Information’s about carrier opportunities for international students should be provided.



### 2.2.2 “Elementary School Teacher Education”, Bachelor, Campus Cibiru, Campus Purwakarta,

In line with the visions of UPI the study program takes into account also regionally relevant topics and integrates content from religious studies, social sciences, etc. in addition to core contents for acquiring professional teaching competence. The main objectives of the study program are to produce highly qualified, modern, innovative teachers who are also familiar with research and can take on leadership roles and improve elementary education. The curriculum includes content that meets these objectives and the requirements of the teaching profession. In order to further strengthen the professionalism of teachers and take into account the importance of current challenges and transformation processes, mandatory and not just optional courses are needed that explicitly address pedagogical and psychological content, as well as inclusive teaching and learning, education for sustainable development, and, in particular, the use and handling of digital media. The four goals of higher education of the Council of Europe are essentially taken into account, although preparation for sustainable employment is introduced into courses by individual teachers rather than through mandatory courses on the subject. This curriculum is evaluated once a year in a discussion round involving all expert groups (some of them are international). The primary career options are teaching and research in the field of elementary education. The workload for students is clear and transparent. As far as I can see, students are required to complete internships, including outside the school environment. To this end, the university cooperates with external partners through the MBMK program. On the positive side, I appreciate that, in addition to taking into account the professionalism of teachers, the curriculum also focuses on the personal development of students and places emphasis on the field of research. There is room for improvement, in particular, in the inclusion of explicit psychological and pedagogical courses that are mandatory and not just offered as electives, as well as courses that deal with current key challenges such as inclusion, education for sustainable development, digitalization, etc. Although optional courses are offered here, they should be mandatory. Instead, courses on local conditions could be offered as optional courses. Or the curriculum has to be extended, to reach all the relevant topics. Furthermore, more and additional internationally relevant experts could and should be involved in the further development of the curriculum in order to strengthen the goal of achieving an international standard of teacher training.

Purwakarta: Career options are not clearly defined. Students are guided on their options before graduating.

#### Recommendation

**Recommendation:** Mandatory courses in psychology, pedagogy and digital learning should be implemented.



### 2.3 Conclusion

The criterion is **fulfilled**.

#### Overarching Recommendation

**Recommendation:** Collaboration with international experts for curriculum process should be improved.

## 3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

**Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

### 3.1 Implementation

Student-centred learning, teaching, and assessment are implemented at UPI through various methods and approaches. The learning process is designed to enhance students' potential independently, with various forms of learning such as lectures, discussions, presentations, group assignments, and individual assignments. This approach encourages students to take responsibility for their own learning and contribute to the learning process.

Students are encouraged to actively participate in discussions, seminars, and group assignments. They are also involved in project-based learning, where they undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. Lecturers and students work together to develop and explore various relevant studies, in terms of scientific content and skills in their application. Information exchange (discussions) in and outside the classroom is a hallmark of the learning process.

Study programs assess attitudes, knowledge, general skills, and specific skills to be achieved in each course by determining the appropriate learning approach. For example, students engage in real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The program implements the Project-Based Learning (PBL) method to enhance critical thinking skills in addressing language and literature issues. Students undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The learning process leverages digital tools, online resources, and multimedia platforms to enhance learning experiences. For example, students use computational linguistics tools and software to analyse large linguistic datasets.

#### Examination system



Examinations are based on educational, authentic, objective, accountable, and transparent principles that are integrated. The assessment techniques include observation, participation, performance, written tests, oral tests, and surveys. The assessment system includes formative assessments aimed at obtaining information used for the improvement of the learning process and a summative assessment aimed at evaluating the students' achievements of the intended learning outcomes.

Course exams are held at least twice in one semester, namely midterm and final semester exams, while the assignments can be adjusted. Final examinations of the study program can be held every month. Students who write theses or dissertations undergo an oral defence examined by a board of reviewers. In this oral defence, they are assessed based on their knowledge of the theory, academic writing, ability to defend their thesis, and English proficiency.

The grading management is done digitally through the university's grading system called SINNO. The grading system uses a scale of 0-4, and students are allowed to submit a letter of request for a review of the grade if they do not accept the grade offered by the lecturer. The assessment system includes a continuous improvement process, where feedback from students is used to make improvements in the learning process and assessment methods.

### **3.2 Assessment**

UPI demonstrates a commendable institutional commitment to diverse teaching and learning approaches across its study programs. The implementation spans traditional methods (lectures, discussions, presentations) alongside innovative pedagogical strategies such as Project-Based Learning (PBL), which is systematically applied across programs to enhance critical thinking skills. Students in various disciplines engage with real-world projects requiring practical application of their expertise, whether in linguistic analysis, problem-solving, or research contexts.

The integration of digital tools, computational software, and multimedia platforms across programs represents a forward-thinking institutional approach that aligns with contemporary academic and industry demands. The collaborative learning environment, characterized by active information exchange both inside and outside classrooms, reflects a genuine institution-wide commitment to student-centred pedagogy. However, the documentation lacks clarity on systematic mechanisms for continuous evaluation and improvement of teaching methods at the institutional level. While various approaches are employed across programs, there is insufficient evidence of standardized review processes or structured feedback loops for methodological enhancement.

The institution has established a robust assessment framework based on consistent principles—educational, authentic, objective, accountable, and transparent—applied uniformly





across all programs. The combination of formative and summative assessments, utilizing diverse techniques (observation, participation, performance, written/oral tests, surveys), provides comprehensive evaluation opportunities regardless of discipline. The institution-wide digital grading system SINNO enhances transparency and efficiency in grade management across all faculties.

The standardized examination structure, with midterm and final exams plus flexible assignments, offers reasonable assessment distribution across programs. For thesis and dissertation students, the oral defence process appropriately evaluates multiple competencies including theoretical knowledge, academic writing, argumentation skills, and language proficiency, with discipline-specific adaptations. The uniform 0-4 grading scale provides clear benchmarks for student achievement institution-wide.

A significant positive development for this accreditation will be an introduction of a grade appeal mechanism, addressing a recommendation. Students across all programs should submit formal requests for grade review, demonstrating institutional responsiveness to prior feedback. However, implementation details and student awareness of this process require strengthening across different faculties and programs.

The institution has partially addressed a recommendation regarding complaint management systems. While feedback mechanisms exist through surveys and continuous improvement processes mentioned at the program level, the documentation does not clearly articulate specific institutional contact points or formal complaint procedures. This remains an area requiring systematic attention across all programs.

The institution exhibits several notable strengths in implementing student-centred learning. The diverse pedagogical approaches consistently applied across programs, with their strong emphasis on practical application through PBL methodology, demonstrate a mature understanding of contemporary educational needs. The institution-wide integration of technology and digital tools positions UPI well for future educational challenges. Furthermore, the unified assessment principles with multiple evaluation methods across all disciplines, supported by the centralized SINNO system, ensure transparency and consistency in academic standards. The implementation of a grade appeal process should be implemented. Despite these achievements, several critical areas require optimization to fully realize the institution's student-centred ambitions. Most pressing is the need to establish formal, institution-wide procedures for evaluating and improving teaching methods that transcend individual program initiatives. The current approach lacks the systematic quality assurance mechanisms necessary for continuous enhancement. Additionally, while progress has been made on complaint management, clearer institutional frameworks for communicating procedures and contact points remain underdeveloped, leaving a recommendation only partially addressed. The absence of standardized workload questions in student surveys



across programs, as highlighted in a recommendation, represents a missed opportunity for comprehensive student feedback. Finally, the grade appeal process, while implemented, lacks clear institutional guidelines regarding standardized timelines, procedures, and transparent reporting of success rates across programs, potentially creating inconsistencies in student experience.

UPI demonstrates solid institutional implementation of student-centred learning principles with notable improvements since the last accreditation. The variety of teaching methods and assessment approaches applied across programs supports diverse learning styles and competency development. The standardization of key processes through SINNO and uniform assessment principles shows institutional maturity. However, systematic quality assurance mechanisms for teaching methods at the institutional level and clearer university-wide communication of student support systems require further development. The institution should prioritize fully implementing outstanding recommendations across all programs to strengthen student agency throughout the university.

### 3.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

**Recommendation:** The complaint management system and the points of contact should be communicated more clearly to students.

**Recommendation:** Grade appealing process should be implemented.

## 4 ESG Standard 1.4: Student admission, progression, recognition, and certification

**Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.**

### 4.1 Implementation

#### Admission

Student admission at UPI is organized through a systematic process. For most master program applicants, a Bachelor's degree (S1) or equivalent from an accredited study program and/or higher education with a cumulative grade point average (GPA) of at least 2.75 is required. For doctoral program applicants, a master degree (S2) or equivalent from an accredited study program and/or higher education with a GPA of at least 3.00 is required.

Applicants are required to submit their final diploma and transcripts of education, a statement of assignment/permission of the employer, and a research plan for doctoral applicants. Registrants are required to register online through the designated website, where they can

choose the study programs and receive an application number along with information on the amount of the registration fee to be paid. If a selection test is required, these could be academic potential tests, English language tests, interviews, and specific material tests in accordance with the scientific field of the study program concerned.

### **Progression**

Student learning progress is monitored through academic supervision, which is reviewed at the end of each semester with a ratio of academic supervisors to the student population of 1:4. Academic supervision can be done face-to-face and/or online, depending on individual circumstances.

The individual students' progress is monitored through qualification exams that students can take after completing a certain number of credits. The minimum requirement for passing the qualification exam is a qualifying test score of 3.00. Students who are completing theses or dissertations are guided by academic supervisors and undergo an oral defence examined by a board of reviewers. The quality of the thesis and dissertation is tested through several stages of examination.

Academic advisors provide ongoing guidance to students, focusing on study planning, problem handling, and study completion. This guidance is aimed at ensuring that students are making progress and addressing any challenges they may encounter. The study program also monitors the development of thesis/dissertation writing every semester, ensuring that students are on track with their research and writing process.

### **Recognition**

UPI implements clear and standardized procedures for the recognition of modules and credits, in line with international requirements and the national regulations of the Indonesian Ministry of Education. UPI ensures that credits earned by students are transferable within national institutions and internationally, supporting student mobility and academic progression with its partner universities.

Through participation in academic exchange programs and partnerships with international institutions, UPI facilitates the recognition of learning outcomes and credit transfer for students. Detailed information regarding the recognition of prior learning is provided for each program, ensuring transparency in the assessment of credits. To do so, UPI follows a structured certification process, where grades, modules, and qualifications are officially documented in academic transcripts. This guarantees that students' academic achievements are recognized in accordance with international standards, increasing academic progression and employability.



## Certification

UPI also ensures a structured and transparent certification process that aligns with international standards based on national regulations. Upon completion of their studies, students receive official academic transcripts (e.g. Diploma supplements) that document their grades, completed modules, and qualifications. These transcripts are issued in accordance with the national credit system, also ensuring the most possible compatibility with international academic requirements.

UPI's certification process provides clear and verifiable documentation of each student's academic achievements, which is recognized nationally and internationally. This certification supports the students' academic and professional mobility, enabling them to pursue further education or career opportunities with validated and internationally recognized credentials.

### 4.2 Assessment

Admission is governed by national regulations and is consistent across campuses. However, there is no institutional policy on Recognition of Prior Learning (RPL). Certification complies with national guidelines, but digital credentials are not yet available. Reviewers suggest implementing RPL procedures, improving support for non-traditional learners, and digitalizing certificates and transcripts to align with global standards.

### 4.3 Conclusion

The criterion is **fulfilled**.

## 5 ESG Standard 1.5: Teaching staff

**Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.**

### 5.1 Implementation

UPI follows a structured and transparent system for the recruitment, placement, and management of its teaching staff, which emphasizes the importance of qualified, competent, and well-managed academic personnel. UPI ensures that its processes meet national regulations and institutional policies to uphold a high standard of education.

The recruitment of lecturers at is governed by a set of clear policies based on the Rector's Decrees and national laws. These guidelines ensure a transparent and fair process for selecting qualified individuals to serve in master and doctoral programs. The recruitment mechanism aligns with UPI's strategic plan, ensuring that staffing decisions meet the needs of the main institution.

Lecturer qualifications are decided by academic, administrative, and personality requirements. Academically, lecturers are required to hold a Doctoral degree (PhD or equivalent) in a relevant field of study, demonstrate academic potential, and possess proficiency in both oral and written English. Additionally, lecturers must meet administrative requirements, including holding the necessary functional academic positions and obtaining approvals from their supervisors and university authorities. Personality requirements include a commitment to institutional policies, responsibility in fulfilling teaching duties, and adherence to ethical standards, particularly with regard to intellectual property rights.

Lecturer positioning decisions consider the lecturer-to-student ratio, the specific academic needs of study programs, and the alignment of lecturers' expertise with the courses offered. The head of the study program is responsible for proposing semester schedules, ensuring that the right lecturers are assigned to teach the appropriate courses.

The teaching load for lecturers is decided based on their structural positions within the university. Senior administrators, such as Deans or Vice Rectors, have reduced teaching loads to balance their administrative responsibilities. Lecturers without administrative duties may teach up to 10 courses or groups per semester. Retired lecturers are also permitted to teach, with a maximum of eight courses or groups assigned to them. UPI ensures that the management and development of its academic staff are aligned with the university's Vision, Mission, and strategic objectives. The institution regularly reviews its human resource needs, including planning for future retirements and adjusting staffing requirements accordingly. This forward-looking approach helps maintain a sustainable and high-quality teaching workforce.

The recruitment, placement, and dismissal of staff follows established university regulations, with clear processes in place to handle these aspects of employment. Lecturers and staff are managed under national civil servant (PNS) regulations and university-specific policies for non-PNS employees. This system ensures that the university can make staffing decisions that support its long-term goals and uphold high standards for education.

UPI's policies for recruiting, placing, and managing its teaching staff are designed to ensure that the institution is staffed with highly qualified and competent personnel. By adhering to well-defined procedures and aligning with both national and institutional guidelines, UPI maintains its commitment to providing high-quality education. This structured approach supports the university's overall mission and ensures that teaching staff can effectively contribute to the achievement of its academic objectives.

## **5.2 Assessment**

### **5.2.1 “Early Childhood Education” Bachelor, “Elementary School teacher education” Bachelor, all Campuses**

Teaching staff are recruited based on national standards and most hold relevant qualifications.



Staff are generally committed and pedagogically capable, but international exposure is minimal. Professional development opportunities (e.g., research grants, CPD) exist but vary across campuses. Reviewers recommend supporting staff to engage in international conferences, exchanges, and doctoral training, and to align teaching responsibilities with scholarly expertise.

### **5.3 Conclusion**

The criterion is **fulfilled**.

## 6 ESG Standard 1.6: Learning resources and student support

**Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

### 6.1 Implementation

#### **Buildings and Physical Resources**

The buildings are comprehensive for all both facilities and distributed and designed to meet specific academic and administrative needs. The division of space into classrooms, administrative offices, and specialized rooms such as language labs, podcast rooms, and microteaching areas reflects a thoughtful allocation of resources to enhance both teaching and learning. The buildings include dedicated learning spaces for various programs, equipped with modern tools such as smart classrooms and practice rooms. Specialized facilities, such as language laboratories, tailored to the needs of diverse language programs including Indonesian, German, Japanese, French, Arabic, and Sundanese. The provision of flexible learning environments, including hybrid learning options via free Zoom meeting facilities, supports a more dynamic and accessible educational approach. Micro-teaching labs as a means of personal development and coaching for the practitioner as a prospective teacher, developing and coaching the professional skills and/or skills of education of the practitioners in school, and preparing the practitioner before joining the Professional Teaching Training Program (PPL) especially for the specific degrees.

#### **Learning Facilities and Library**

UIN provides a range of academic support facilities that are essential for ensuring quality learning experiences. The reading rooms and study areas for doctoral students promote academic research and independent learning, which is crucial for higher education as seen here. The availability of virtual classrooms and hybrid learning setups allows for flexibility in the learning process, particularly beneficial in nowadays evolving educational landscape where online and blended learning are becoming increasingly common.

The library is well-facilitated and located in a separate building to ensure independent learning possibilities and group activities for all students.

#### **Student Support and Supplementary Facilities**

UIN provides holistic support beyond academic facilities. The provision of prayer rooms, canteens, gardens with reading areas, and parking ensures that students' personal and social needs are met. These facilities contribute to a supportive environment conducive to both academic success and personal well-being. Dormitories are provided for male and female students spread across the main campus and regional campuses. Different kinds of



scholarships are offered to support students with special needs or circumstances. The scholarships are only provided to Indonesian students and cover all kinds of costs during the individual study period. The Student Activity Center (PKM) is another place to develop the managerial creativity skills of students to accommodate student activities.

### **Internet and Digital Access Points**

The availability of free internet facilities throughout the buildings further enhances learning and research, allowing students and staff to stay connected and access digital resources easily.

## **6.2 Assessment**

UPI demonstrates commendable commitment to providing comprehensive physical infrastructure that effectively supports diverse academic needs across its programs. The thoughtful allocation of space into specialized facilities—including language laboratories for six different language programs, podcast rooms, microteaching areas, and smart classrooms—reflects strategic resource planning well-aligned with program-specific requirements. The microteaching laboratories stand out as particularly valuable resources for teacher preparation, offering essential pre-service training opportunities before students enter Professional Teaching Training Programs. The institution's forward-thinking approach to hybrid learning infrastructure, supported by institutional Zoom facilities, demonstrates excellent adaptability to contemporary educational demands and significantly enhances accessibility for diverse student populations.

The dedicated library building provides an excellent environment for both independent study and collaborative work, while specialized doctoral reading rooms appropriately support advanced research activities. The integration of virtual classrooms and flexible learning setups positions the institution advantageously for evolving pedagogical approaches. The campus-wide free internet access ensures all students can fully engage with digital learning resources, demonstrating the institution's commitment to educational equity.

The institution excels in providing holistic student support through comprehensive supplementary facilities. The availability of dormitories for both genders across main and regional campuses, prayer rooms, gardens with reading areas, and the Student Activity Center (PKM) creates a supportive environment that nurtures both academic success and personal well-being. The PKM particularly deserves recognition for its role in developing students' managerial and creative skills beyond the traditional curriculum. The extensive scholarship program demonstrates strong commitment to supporting students with special needs and circumstances, ensuring financial barriers do not impede academic achievement for Indonesian students.



The variety of social spaces, canteens, and recreational areas contributes to a vibrant campus life that supports student mental health and community building. These facilities reflect an understanding that student success depends not only on academic resources but also on comprehensive personal support systems.

The institution has demonstrated strong responsiveness to the internal cycle's feedback, reflecting a generally commendable level of performance. Opportunities for further enhancement exist, particularly in areas such as data management and IT system integration, but these should be seen as avenues for growth and continuous improvement rather than shortcomings. With its existing digital infrastructure already in place, the institution is well-positioned to build upon this solid foundation and achieve even greater progress in future system integration and enhancement.

Regarding a recommendation about English-language interfaces for student management systems, the institution's current infrastructure could readily accommodate such additions, and the existing international collaborations suggest capacity for implementation. The framework for addressing a recommendation regarding complaint management communication exists within current student support structures and could be enhanced through clearer documentation and communication strategies.

The institution has established well-structured administrative systems that effectively support its diverse student body and wide range of academic programs. Specialized support for different language programs and teaching preparation highlights the institution's strong capacity to address complex and varied student needs. Although additional details on staff qualifications and development opportunities would further enrich the picture, the smooth operation of current facilities and services already reflects a high level of administrative competence and commitment to student success.

The existing quality assurance mechanisms show promise, with regular student feedback collection and continuous improvement processes in place. Incorporating specific questions about workload a recommendation into existing survey instruments would represent a natural evolution of current practices rather than requiring new systems. Similarly, the grade appeal process in a recommendation should be implemented, showing the institution's ability to respond constructively to feedback.

UPI has established an impressive foundation of physical and digital learning resources that effectively meet diverse program needs. The specialized facilities, particularly the microteaching laboratories, language-specific resources, and comprehensive library services, demonstrate exemplary targeted resource allocation. The institution's holistic approach to student support, encompassing academic, social, and personal dimensions, creates an environment conducive to student success.





The institution is well-positioned to build upon these strengths through continued development. Enhancing data management systems to enable more proactive monitoring of resource utilization would further optimize the excellent facilities already in place. Streamlining IT infrastructure integration would improve the already good service delivery, while adding English-language interfaces to student management systems would extend the institution's inclusive approach to international students. These enhancements would elevate an already strong resource base to exceptional levels.

The commitment to continuous improvement is evident in the institution's ongoing efforts to address previous recommendations. Establishing more systematic quality assurance processes for resource evaluation, including regular surveys with workload assessments, would formalize the good practices already emerging. Developing structured professional development programs for support staff would ensure the high quality of current services continues to evolve with changing educational landscapes.

UPI provides substantial and well-conceived learning resources and student support infrastructure that effectively serves its diverse academic community. The institution demonstrates clear strengths in physical facilities, specialized learning spaces, and holistic student support services. The thoughtful integration of traditional and digital learning resources positions the institution well for future educational challenges. While opportunities exist to enhance data management, system integration, and international accessibility, these improvements would build upon an already solid foundation. The institution's demonstrated responsiveness to previous recommendations and commitment to continuous improvement suggest strong capacity for addressing remaining enhancement opportunities. Moving forward, prioritizing the full implementation of outstanding recommendations will further strengthen the institution's ability to provide excellent support for all students.

### 6.3 Conclusion

The criterion is **fulfilled**

#### **Recommendations:**

**Recommendation:** Data-Management and a pro-active student monitoring should be more implemented out (on Student, Teacher and Management level)

**Recommendation:** The Linking of the different IT-Systems should be streamlined.

**Recommendation:** The student-management-systems (Course management, Course Evaluation) should be additional also provided in English language for international incoming students.

## 7 ESG Standard 1.7: Information management

**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.**

### 7.1 Implementation

The Universitas Pendidikan Indonesia has developed an extensive set of information management systems to support planning, monitoring, and evaluation. These include the Academic Information System (SIK) for student administration, the Integrated Resource Information System (SISTER) for monitoring faculty activities, and a financial management platform (SIKU) that tracks institutional resources. These systems are linked to annual and long-term planning documents, including a 35-year development plan, a five-year strategic plan, annual Key Performance Indicators, and unit-based work plans.

Through these systems, the university collects data on student enrolment, progression, graduation, and employment, as well as on staff performance, financial sustainability, and institutional outputs. Tracer studies and alumni surveys provide additional data on graduate employability and income. Internal Quality Audits and monitoring reports are conducted annually, with satisfaction surveys administered to students, faculty, alumni, and administrative staff.

Despite the existence of these instruments, challenges remain. The systems are not yet fully integrated, creating duplications and inefficiencies. Data is collected regularly but is often used reactively rather than proactively, meaning that student challenges such as dropout risks are detected after they occur rather than anticipated. Furthermore, while students and staff are routinely surveyed, their participation in interpreting data and shaping follow-up actions is limited. The use of English language interfaces is inconsistent, which restricts accessibility for international students.

### 7.2 Assessment

The university demonstrates a strong commitment to systematic information management, with comprehensive platforms in place to collect and analyse data. The mechanisms support institutional planning and quality assurance. However, the effectiveness of these systems is reduced by fragmentation and by limited involvement of stakeholders in data evaluation. To be fully aligned with the European Standards and Guidelines, the institution should further integrate its systems, move towards a more proactive data-driven culture, and enhance inclusivity for international users.

### 7.3 Conclusion

The criterion is **fulfilled**.

#### **Recommendation:**

**Recommendation:** The university should improve the integration of its academic, financial, and human resource information systems to ensure seamless data flow and reduce duplication.

**Recommendation:** Students, alumni, and employers should be systematically involved in the interpretation of survey and tracer study data to inform programme development and strategic decisions.

## 8 ESG Standard 1.8: Public information

**Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.**

### 8.1 Implementation

UPI ensures that public information is accessible through multiple platforms sticking to the principles of transparency and accountability. Public information services, online and offline, are overseen by designated authorities, particularly the Information and Documentation Management Officer (PPID). The infrastructure for public information and the online learning system is managed by the Directorate of Information Technology and Communication (TIK). UPI's website serves as the primary platform for disseminating information to the public, including students, staff, the community, and other external stakeholders. The website provides transparent and comprehensive details on university activities, services, and programs. Additionally, the platform offers performance reports on various internal audits, further emphasizing transparency.

Internally, communication occurs through various means, including general meetings with faculty members, limited coffee morning sessions with department heads, and academic discussions during lectures and seminars. Information dissemination is further supported by digital tools, such as faculty and department-specific websites, which provide updates on events, activities, and academic programs. Social media platforms like Instagram and Facebook, as well as physical postings on campus, ensure that information reaches the entire academic community.

Each academic unit, including faculties and departments, maintains dedicated websites to provide updates on their respective activities and achievements. These websites are designed to provide the information needed of internal stakeholders and the public, offering details on academic offerings, accreditation status, alumni testimonials, and student activities.

## 8.2 Assessment

UPI demonstrates exemplary commitment to transparency and public accountability through its comprehensive multi-platform information strategy. The institutional framework, with the Information and Documentation Management Officer (PPID) overseeing public information services and the Directorate of Information Technology and Communication (TIK) managing digital infrastructure, ensures professional and systematic information management. This structured approach guarantees consistency and reliability in public communications.

The university's main website effectively serves as a central hub for diverse stakeholders—students, staff, community members, and external partners—providing transparent and comprehensive information about university activities, services, and programs. The inclusion of performance reports and internal audit results on the public platform demonstrates exceptional transparency that exceeds typical disclosure standards. This openness builds trust and accountability with all stakeholder groups.

The institution excels in utilizing diverse communication channels to ensure information reaches all intended audiences. The combination of formal mechanisms (general faculty meetings, academic seminars) with informal approaches (coffee morning sessions with department heads) creates an inclusive information environment that accommodates different communication preferences. The integration of traditional and digital channels—from physical campus postings to sophisticated social media presence on Instagram and Facebook—ensures no stakeholder group is excluded from important information flows.

Particularly commendable is the decentralized yet coordinated approach where each academic unit maintains dedicated websites providing specific information about their activities, achievements, academic offerings, accreditation status, and student activities. This structure allows for both institutional coherence and unit-specific detail, enabling stakeholders to access information at the appropriate level of granularity. The inclusion of alumni testimonials adds authentic voices that prospective students and other stakeholders find valuable.

The information architecture successfully addresses diverse stakeholder needs. Prospective students can readily access program information, selection criteria, learning outcomes, and qualification details. Current students benefit from clear information about teaching, learning and assessment procedures, while the broader public gains insight into institutional activities and achievements. The systematic presentation of pass rates and learning opportunities demonstrates commitment to informed decision-making by all stakeholders.

The conclusion indicating that UPI has maintained consistently high standards in this area. The institution has not only sustained this excellence but continues to evolve its communication strategies to meet changing stakeholder expectations and technological possibilities. The



robust infrastructure, clear governance structures, and multi-platform approach position UPI as a model for public information management in higher education institutions.

### 8.3 Conclusion

The criterion is **fulfilled**.

## 9 ESG Standard 1.9: On-going monitoring and periodic review of programs

**Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.**

### 9.1 Implementation

The Universitas Pendidikan Indonesia has established an Internal Quality Assurance Unit (SPMI) which coordinates the monitoring and review of academic programs. At faculty level, Quality Control Units are in place, while study programs are overseen by Quality Control Groups. The institution follows the PPEPP cycle (standard setting, implementation, evaluation, control, and continuous improvement), ensuring that quality assurance processes are formalised and embedded.

Each study programme undergoes annual internal monitoring, which includes student evaluations of teaching, performance reviews, and internal audits. Curriculum reviews are carried out systematically every five years, while syllabi are updated each semester. Student feedback is gathered through questionnaires at the end of courses, and tracer studies provide additional insight into graduate outcomes and employability. Academic supervisors play a key role in guiding students through their studies and reporting on progression and completion.

The processes are comprehensive, yet some weaknesses were identified. The systematic consideration of student workload within monitoring instruments is still limited, and results of course evaluations are not consistently communicated back to students, which reduces transparency and accountability. While external stakeholders are occasionally involved in curriculum review, their role is not yet formalised across all programs. Furthermore, while internal audits are conducted annually, the follow-up actions and continuous improvement measures are not always visible to the academic community.

### 9.2 Assessment

The institution demonstrates structured and consistent monitoring and review processes that are aligned with national and international requirements. Students are engaged in providing feedback, and curricula are periodically updated. Nevertheless, in order to be fully consistent with the European Standards and Guidelines, the university should ensure that monitoring is

more comprehensive by systematically considering workload and progression, closing the feedback loop with students, and embedding external stakeholder participation in curriculum reviews.

### 9.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

**Recommendation:** Student workload and progression data should be systematically integrated into programme monitoring and review cycles.

**Recommendation:** The university should strengthen communication of review results and planned actions to students and staff, ensuring a transparent feedback loop.

**Recommendation:** Formal mechanisms for involving external stakeholders, including employers and alumni, should be established across all programs to ensure that curricula remain responsive to societal and labour market needs.

## 10 ESG Standard 1.10: Cyclical external quality assurance

**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.**

### 10.1 Implementation

The Universitas Pendidikan Indonesia is subject to national external quality assurance procedures through the National Accreditation Board for Higher Education (BAN-PT) and the Educational Independent Accreditation Agency (LAMDIK). All study programs undergo external accreditation on a cyclical basis, normally every five years. The accreditation process requires the preparation of a self-assessment report, submission of documentation, and a site visit by external experts.

Beyond the national framework, the university has also engaged in international external quality assurance, with several study programs accredited by bodies such as the ASEAN University Network Quality Assurance (AUN-QA) and the Accreditation Service for International Schools, Colleges, and Universities (ASIC). These international accreditations demonstrate the institution's willingness to benchmark itself against international standards and to ensure that its programs are competitive in the global higher education environment. While the university complies with the cyclical requirement of undergoing external quality assurance, the integration of recommendations from these external procedures into internal

monitoring and follow-up is not yet systematic. Internal quality audits consider accreditation results, but the formal tracking of recommendations from previous external evaluations and their translation into concrete action plans is inconsistent. Similarly, while results of external evaluations are communicated to management, transparency towards students and the wider public is limited.

### 10.2 Assessment

The university fulfils the requirement of undergoing cyclical external quality assurance in line with both national and international expectations. External evaluations serve to confirm the effectiveness of internal quality assurance and to stimulate improvement. However, in order to be fully aligned with the European Standards and Guidelines, the institution should ensure that follow-up from external procedures is formally embedded into internal quality cycles and that outcomes are communicated more transparently to stakeholders.

### 10.3 Conclusion

The criterion is **fulfilled**.

### Recommendations

**Recommendation:** The university should establish a structured process / formal monitoring mechanism to systematically integrate recommendations from external quality assurance / from previous accreditation cycles procedures into internal action plans, ensuring follow-up and accountability.

#### IV Recommendation to the Accreditation Commission of ACQUIN

##### 1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The expert group concludes that the **ESG standards 1.1** (Policy for quality assurance), **1.2** (Design and approval of the program) **1.3** (Student-centred learning, teaching and assessment), **1.4** (Student admission, progression, recognition and certification), **1.5** (Teaching staff), **1.6** (Learning resources and student support), **1.7** (Information management), **1.8** (Public information), **1.9** (On-going monitoring and periodic review of programs) and **1.10** (Cyclical external quality assurance) **are fulfilled/not fulfilled.**

**The assessment criteria are as follows:**

**Standard 1.1 Policy for quality assurance:** Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled.**

**Standard 1.2 Design and approval of programs:** Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled.**

**Standard 1.3 Student-centred learning, teaching and assessment:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled.**



**Standard 1.4 Student admission, progression, recognition and certification:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.5 Teaching staff:** Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

**Standard 1.6 Learning resources and student support:** The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

**Standard 1.7 Information management:** Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

**Standard 1.8 Public information:** Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

**Standard 1.9 On-going monitoring and periodic review of programs:** Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

**Standard 1.10 Cyclical external quality assurance:** Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

**National criteria:** if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

### **Salzburg Recommendations:**

The University Pendidikan Indonesia has demonstrated their commitment to aligning with the Salzburg Recommendations in the stated Doctoral programs. UPI emphasizes doctoral education quality and raising an innovative research environment. The institution actively promotes interdisciplinary research and supports doctoral candidates through structured programs, ensuring alignment with European standards. However, challenges remain in enhancing international collaboration and increasing access to diverse funding sources. UPI is encouraged to strengthen its infrastructure for doctoral training, provide comprehensive supervision, and enhance career development opportunities. Continuous efforts in these areas will further elevate the university's academic standards and contribute to the global research community.

## **2 Accreditation Recommendation**

The peer-review experts recommend **accreditation without conditions**:

### **General recommendations:**

**Recommendation 1:** The university should make its quality assurance policy more visible and accessible to students and external stakeholders by clearly communicating available channels for complaints, appeals, and feedback.

**Recommendation 2:** Student surveys should systematically include questions on workload and progression, and the outcomes should be analysed and reported back to the student body.

**Recommendation 3:** The university should ensure that all quality assurance and course management systems are also accessible in English to support international students and enhance transparency.

**Recommendation 4:** Collaboration with international experts for curriculum process should be improved for the reviewed study programs.

**Recommendation 5:** The complaint management system and the points of contact should be communicated more clearly to students.

**Recommendation 6** Grade appealing process should be implemented.

**Recommendation 7:** Data-Management and a pro-active student monitoring should be more implemented out (on Student, Teacher and Management level)

**Recommendation 8:** The Linking of the different IT-Systems should be streamlined.

**Recommendation 9:** The student-management-systems (Course management, Course Evaluation) should be additional also provided in English language for international incoming students.

**Recommendation 10:** The university should improve the integration of its academic, financial, and human resource information systems to ensure seamless data flow and reduce duplication.

**Recommendation 11:** Students, alumni, and employers should be systematically involved in the interpretation of survey and tracer study data to inform programme development and strategic decisions.

**Recommendation 12:** Student workload and progression data should be systematically integrated into programme monitoring and review cycles.

**Recommendation 13:** The university should strengthen communication of review results and planned actions to students and staff, ensuring a transparent feedback loop.

**Recommendation 14:** Formal mechanisms for involving external stakeholders, including employers and alumni, should be established across all programs to ensure that curricula remain responsive to societal and labour market needs.

**Recommendation 15:** The university should establish a structured process / formal monitoring mechanism to systematically integrate recommendations from external quality assurance / from previous accreditation cycles procedures into internal action plans, ensuring follow-up and accountability.

### **Recommendations for specific study programs**

**“Early Childhood Teacher Education”, Bachelor, Campus Cibiru**

**“Early Childhood Teacher Education”, Bachelor, Campus Purwakarta**

**Recommendation 16:** Higher innovation in course design should be enhanced.

**Recommendation 17:** Information's about carrier opportunities for international should be provided

**Elementary School Teacher Education (Bachelor), Campus Cibiru**

**Elementary School Teacher Education (Bachelor), Campus Purwakarta**

**Elementary School Teacher Education (Bachelor), Campus Serang**

**Recommendation 18:** Mandatory courses in psychology, pedagogy and digital learning should be implemented.

## V **Decisions of the Accreditation Commission of ACQUIN**

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on its meeting on the 25 September 2025:

### General recommendations for all study programmes:

- The university should make its quality assurance policy more visible and accessible to students and external stakeholders by clearly communicating available channels for complaints, appeals, and feedback.
- Student surveys should systematically include questions on workload and progression, and the outcomes should be analysed and reported back to the student body.
- The university should ensure that all quality assurance and course management systems are also accessible in English to support international students and enhance transparency.
- Collaboration with international experts for curriculum process should be improved for the reviewed study programs.
- The complaint management system and the points of contact should be communicated more clearly to students.
- Grade appealing process should be implemented.
- Data-Management and a pro-active student monitoring should be more implemented out (on Student, Teacher and Management level)
- The Linking of the different IT-Systems should be streamlined.
- The student-management-systems (Course management, Course Evaluation) should be additional also provided in English language for international incoming students.
- The university should improve the integration of its academic, financial, and human resource information systems to ensure seamless data flow and reduce duplication.
- Students, alumni, and employers should be systematically involved in the interpretation of survey and tracer study data to inform programme development and strategic decisions.
- Student workload and progression data should be systematically integrated into programme monitoring and review cycles.
- The university should strengthen communication of review results and planned actions to students and staff, ensuring a transparent feedback loop.

- Formal mechanisms for involving external stakeholders, including employers and alumni, should be established across all programs to ensure that curricula remain responsive to societal and labour market needs.
- The university should establish a structured process / formal monitoring mechanism to systematically integrate recommendations from external quality assurance / from previous accreditation cycles procedures into internal action plans, ensuring follow-up and accountability.

#### **Early Childhood Teacher Education (Bachelor, Campus Cibiru)**

**The study programme “Early Childhood Teacher Education” (Bachelor, Campus Cibiru) is accredited without any conditions.**

**The accreditation is valid until 30 September 2031.**

The following recommendations are given for the further development of the study programme:

- Higher innovation in course design should be enhanced.
- Information’s about carrier opportunities for international should be provided

#### **Early Childhood Teacher Education (Bachelor, Campus Purwakarta)**

**The study programme “Early Childhood Teacher Education” (Bachelor, Campus Purwakarta) is accredited without any conditions.**

**The accreditation is valid until 30 September 2031.**

The following recommendations are given for the further development of the study programme:

- Higher innovation in course design should be enhanced.
- Information’s about carrier opportunities for international should be provided

#### **Elementary School Teacher Education (Bachelor, Campus Cibiru)**

**The study programme “Elementary School Teacher Education (Bachelor, Campus Cibiru) is accredited without any conditions.**

**The accreditation is valid until 30 September 2031.**

The following recommendations are given for the further development of the study programme:

- Mandatory courses in psychology, pedagogy and digital learning should be implemented.

#### **Elementary School Teacher Education (Bachelor, Campus Purwakarta)**

**The study programme “Elementary School Teacher Education” (Bachelor, Campus Purwakarta) is accredited without any conditions.**

**The accreditation is valid until 30 September 2031.**

The following recommendations are given for the further development of the study programme:

- Mandatory courses in psychology, pedagogy and digital learning should be implemented.

**Elementary School Teacher Education (Bachelor, Campus Serang)**

The study programme “Elementary School Teacher Education” (Bachelor, Campus Serang) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:

- Mandatory courses in psychology, pedagogy and digital learning should be implemented.