Accreditation Report

Program Accreditation of
Universitas Pendidikan Indonesia – The Education University

Islamic Religious Education (Bachelor/Master)
General and Character Education (Master/Doctoral)
Pancasila and Civic Education (Bachelor)
Civic Education (Master/Doctoral)
Communication Studies (Bachelor)

I   Procedure

Date of contract: 02 October 2024

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

Date of site visit: 30 June – 01 July 2025

Attendance by ACQUIN office: Dr. Michael Mayer

Accreditation decision: 25 September 2025

Peer review experts:

- **Professor Dr. Fritz Schulze,** Islam in Southeast Asia, especially Indonesia; Georg-August-University Göttingen, Germany

- **Professor Dr. Tilman Grammes,** Didactics of Sciences, University of Hamburg, Germany

- **Prof. Dr. Sulistyarini, M.Si.,** Faculty of Teacher Training and Education, Universitas Tanjung Pura, Indonesia

- **Wibowo Heru Prasetiyo, PhD.** Civic Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia

- **Prof. Dr. Hanan Badr,** Public Spheres and Inequality Research, Communication Studies, Paris Lodron Universität Salzburg, Austria

- **Martin Borg,** Position: CEO EduAlliance – Quality Enhancement in Education and Training, Malta

- **Christopher Bohlens,** Student in LL.B, Leuphana University Lüneburg, Germany

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.

Table of Contents

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 several 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 Habuf. 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 Ting), 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 Social Sciences

The Faculty of Social Sciences **(**FPIPS)is a faculty dedicated to advancing social sciences and humanities. Established in 1966 as the Faculty of Teacher Training in Social Sciences (FKIS), it was later renamed the Faculty of Social Studies Education (FPIPS) under Government Regulations No. 5 of 1980 and No. 30 of 1990, a designation it retains to this day. As part of Universitas Pendidikan Indonesia (UPI), FPIPS implements the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education)—education, research, and community service—in the fields of social science education, social sciences, religious education, and tourism studies. These activities are proportionally structured to strengthen social science education and social science disciplines, grounded in values of faith and piety to God Almighty, ultimate truth, scientific rigor, educational integrity, religious ethics, human rights, and democracy.

School of Postgraduate Studies (SPS)

The School of Postgraduate Studies, henceforth SPS, is an education provider for master and doctoral degrees. It was first established in 1968. School of Postgraduate Studies UPI is an academic unit that functions to provide and/or coordinate master programs (pure and applied), doctoral programs (pure and applied), and other programs in their capacity. The number of study programs managed by SPS until 2020 is 31 master programs and 21 doctoral programs. The Master program of Linguistics (MPL), Doctor program of Linguistics (DPL) and Master program of Indonesian as a Foreign Language Education (MPIFLE) are included in the management section of the school.

SPS has an extensive experience and reputation in providing postgraduate education in the field of education and disciplined education. In the last five years, SPS has focused its program and activities on efforts to gain international recognition. Performance achievements during that period have brought SPS to an important stage in entering the world-class university community. The indicators for international recognition are shown by the presence of international students in 10 study programs: visiting professors from partner universities abroad including: Japan, Australia, Germany, Egypt, Singapore, France and the USA.

3 General information on the study programs

3.1 Bachelor Program "Islamic Education"

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Islamic Education
Degree	Bachelor of Education
Date or planned date of introduction	August 23 2006
Regular study duration	4 years
Number of ECTS credits	223,5 ECTS (149 SKS)
Frequency of the offered program	Annually
Capacity per year	120
Number of students currently enrolled	400
The average number of graduates per year	100
Tuition fees	500.000 to 6.170.000 IDR (EUR ~ 26,33 to 324,89)
Type of studies	Full-time

3.1 Master Program "Islamic Education"

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Islamic Education
Degree	Master of Education
Date or planned date of introduction	May 24 2012
Regular study duration	2 years
Number of ECTS credits	54 EC TS (36 Credits)
Matriculation period	September (Odd Semester)
Frequency of the offered program	Annually
Capacity per year	20
Number of students currently enrolled	61
The average number of graduates per year	19
Tuition fees	8.552.000IDR (EUR ~ 450)
Type of studies	Full-time

3.2 Master Program in General and Character Education

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Islamic Education
Degree	Master of Education
Date or planned date of introduction	21 October 1993
Regular study duration	2 years
Number of ECTS credits	36-38 credits for student related disciplines 48-50 credits for students from unrelated disciplines
Matriculation Period	September and January (odd and even semester)
Frequency of the offered program	Each semester
Capacity per year	10
Number of students currently enrolled	17
The average number of graduates per year	4
Tuition fees	8.522,000 IDR (EUR ~ 450)
Type of studies	Full-time

3.1 Doctoral Program in General and Character Education

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	General and Character Education
Degree	Doctor of Education
Date or planned date of introduction	21 October 1993
Regular study duration	6 semester/ 3 years
Number of ECTS credits	42-44 credits for students from related disciplines 54-56 credits for students from unrelated disciplines
Frequency of the offered program	September and January
Capacity per year	15
Number of students currently enrolled	79
The average number of graduates per year	17
Tuition fees	Master's degree graduates from various disciplines; domestic and international
Type of studies	Full time

3.2 Bachelor of "Pancasila and Civic Education"

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Pancasila and Civic Education
Degree	Bachelor of Education
Date or planned date of introduction	November 10 1954
Regular study duration	4 years
Number of ECTS credits	231 ECTS
Matriculation Period	September
Frequency of the offered program	Annually
Capacity per year	100
Number of students currently enrolled	360
The average number of graduates per year	87
Tuition fees	500.000 to 6.170.000 IDR (EUR ~ 26,33 to 324,89)
Type of studies	Full-time

3.3 Master study program "Civic Education"

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Civic Education
Degree	Master of Education
Date or planned date of introduction	June 8 2005
Regular study duration	2 years
Number of ECTS credits	75 ECTS for student related discipline 93 for students from unrelated disciplines
Frequency of the offered program	Every Semester
Capacity per year	50
Number of students currently enrolled	99
The average number of graduates per year	22
Tuition fees	10.100.000 IDR (EUR ~ 531, 83)
Type of studies	Full-time

3.1 Doctoral study Program "Civic Education"

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Civic Education
Degree	Doctor of Education
Date or planned date of introduction	August 23 2006
Regular study duration	3years
Number of ECTS credits	75 ECTS (50 SKS)
Frequency of the offered program	Every Semester
Capacity per year	25
Number of students currently enrolled	73
The average number of graduates per year	7
Tuition fees	15:000.000IDR (EUR ~ 875,56)
Type of studies	Full-time

3.3 Bachelor study program "Communication Studies"

Provider of the study program	Faculty of Social Studies Education, UPI
Title of the study program	Communication Studies"
Degree	Bachelor of Education
Date or planned date of introduction	September 12 2012
Regular study duration	4 years
Number of ECTS credits	220,5 ECTS (149 SKS)
Frequency of the offered program	Annually
Capacity per year	100
Number of students currently enrolled	418
The average number of graduates per year	73
Tuition fees	500.000 to 6.170.000 IDR (EUR ~ 26,33 to 324,89)
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 information

The study program curriculum at UPI is designed in accordance with KKNI, also referred to as Indonesian Qualification Framework (IQF). Each study program curriculum at UPI is compiled using government curriculum calculation standards, as stated in the Regulation of the Minister of Education and Culture No. 3/2020. UPI uses 1 SKS = 1.5 credit for the ECTS (European Credit Transfer and Accumulation System) standard. UPI conducts curriculum evaluations and improvements every five years; the last was carried out in 2023. This evaluation involves various parties, including students, alumni, lecturers, graduate users, and fellow organizers of similar study programs. Based on the evaluation results, several things were found that needed attention, such as the study program's vision and mission, which were still too general, and the need for additional material on leadership and communication. Additionally, mastery of technology and practice and increasing students' self-confidence and entrepreneurship are necessary.

The process of establishing a study program at the faculty level follows a structured sequence of design, approval, implementation, and evaluation. At UPI, particularly within FMIPA, this process begins with input from various stakeholders, including the Ministry of Education, professional associations, industry representatives, and school curriculum developers. These inputs ensure the proposed program aligns with educational standards and market demands. The initiation team, consisting of experts and academic staff, formulates the program structure by considering national regulations and international benchmarks to maintain relevance and sustainability.

Once the design is completed, the program undergoes an approval process involving faculty discussions, university-level reviews, and validation by accreditation bodies. After approval, learning outcomes and graduate qualifications are defined to ensure students acquire the necessary competencies for academic, professional, and research careers. Implementation involves curriculum delivery by lecturers, supervision by advisors, and student participation in research, community service, and interdisciplinary activities. To ensure continuous improvement, evaluations are conducted through student surveys, alumni tracking, employer feedback, and stakeholder consultations.

The Semester Credit System (SKS) is structured so that 1 SKS equals 170 minutes (50 minutes for lectures, 60 minutes for structured assignments, and 60 minutes for independent study) per semester over 16 sessions. When converted to the European Credit Transfer and Accumulation System (ECTS), 1 SKS is calculated as follows: 1 SKS = 2.83 hours; 1 semester (16 sessions) = 45.28 hours/semester = 1 SKS = 45.28 ÷ 30 = 1.50 ECTS

2.1.1 "Islamic Education", Bachelor

The Islamic Education Science (IPAI) Study Program was established as part of UPI's efforts to address the growing need for professional Islamic religious educators in Indonesia. Founded in 2006 through the initiative of lecturers teaching General Islamic Education courses, the program began accepting students in 2007, reinforcing UPI's identity as a religious campus while responding to national demands for religious education in an increasingly complex educational landscape. The establishment of this study program directly addresses evolving societal and institutional needs. In today's globalized era, there exists an urgent demand for Islamic Education that extends beyond spiritual and theological aspects to encompass social, cultural, and technological challenges. This necessitates well-structured educational programs that equip Islamic educators with comprehensive competencies to nurture generations possessing strong religious understanding, pedagogical skills, and adaptability to contemporary changes.

The Islamic Education has the aims to educate graduates of the IPAI study program who are capable of educating the younger generation with Islamic moral and ethical values, given the increasing social challenges such as moral decadence and radicalism. Islamic Education becomes an important pillar in shaping individuals who possess noble character, tolerance, and contribute positively to society.

In this digital era, society needs educators who are able to utilize technology in conveying the teachings of Islam effectively. IPAI graduates are expected to have the ability to use various digital platforms to disseminate religious messages in a manner that is more accessible and comprehensible to the younger generation. In an increasingly diverse and pluralistic environment, society requires educators who have an inclusive perspective on the role of religion in a multicultural social context. Graduates of the IPAI study program are expected to serve as agents of peace and interfaith as well as intercultural dialogue.

As part of the program's requirements, students preparing for their thesis defence in IPAI must have memorized at least four juz or segments of the Al-Qur'an. This requirement reflects the program's commitment to producing educators who are not only well-versed in both the theoretical and practical aspects of Islamic education but also possess a deep understanding and spiritual connection with the Al-Qur'an. Memorizing the Al-Qur'an is viewed as a

foundational element of Islamic education, ensuring that educators can effectively instil it´s values throughout all aspects of learning while serving as role models for their students. The synergy between strong pedagogical skills, proficiency in digital technology, and a profound grasp of the Al-Qur'an makes the IPAI study program a comprehensive response to the modern and sustainable needs of Islamic Education. Drawing on analyses of the needs of both society and educational institutions, establishing the Islamic Education Study Program (IPAI) is both urgent and highly relevant to Indonesia's current social, cultural, and educational landscape. This program not only addresses the demand for capable educators in the field of Islamic studies but also prepares graduates to navigate the challenges of global change with a robust religious perspective. The IPAI is designed to meet several critical challenges, including Moral decline in society, which calls for an education system that can shape the character and ethics of the younger generation. Rapid technological advancements that require educators to effectively integrate digital tools into the teaching of Islam. Increasing societal diversity, which demands an inclusive approach to religious education and the ability to foster dialogue within a multicultural context. Furthermore, educational institutions need educators who possess high levels of both theological and pedagogical expertise to develop curricula that align with national and international standards. Consequently, the establishment of the IPAI study program is vital for producing graduates who can meet these expectations.

2.1.2 "Islamic Religious Education", Master

In response to global challenges and the evolving local needs, the Master's Program in Islamic Studies has clearly established its academic vision, which is realistic, aligned with the vision of the faculty and university, and reflects the distinctiveness of the program. The vision of the Master's Program in Islamic

Studies is: "To become a centre of excellence and a pioneer in the development of Islamic Education Science, based on the integration of Qur'anic values, innovative research, interdisciplinary and multidisciplinary approaches, and modern digital technology, producing graduates who are competent, regionally competitive in Southeast Asia, and contribute to the development of a just,

peaceful, and harmonious global society." Additionally, this vision is in harmony with UPI's vision of being "Leading and Outstanding" and its motto of scientific, educational, and religious excellence.

Moreover, this vision highlights the uniqueness of the Master's Program in in Islamic Studies, which is based on the integration of Qur'anic values, innovative research, interdisciplinary and multidisciplinary

approaches, and modern digital technology. Referring to this vision, the Master's Program in Islamic Studies has the mission to provide education, research, and community service in the field of Islamic Studies, to pioneer innovative and tested works in Islamic Education, particularly innovations in the methodology of teaching Islamic Studies, to solve problems in Islamic Studies through interdisciplinary and/or multidisciplinary approaches, to manage and develop constructive research in Islamic Studies that contributes to society and the field of Islamic Studies scholarship and to establish collaborations for the development of Islamic Studies with various parties, both governmental and private institutions, both domestically and internationally. The objectives of the program include a professional and competitive educators/lecturers/teachers in Islamic Studies, grounded in faith and piety. It also includes to make researchers capable of producing new ideas and thoughts in the field of

Islamic Studies, like also to gives the framework for innovative and constructive research and development in Islamic Education that benefits society and the academic world of Islamic Studies and conceptual ideas and thoughts on Islamic Education that align with the needs of modern Indonesian society and the development of global culture. Partnerships with institutions/universities, both domestic and international, should be established.

2.1.3 "General and Character Education", Master

The Master of General and Character Education Program is designed to produce lecturers for mandatory curriculum courses, educators with competency to integrate values/character education and philosophy into their courses, character education teachers, journalists, NGO members, community organization, politicians, bureaucrats, and experts in values and character education, all with a Master of Education (M.Pd.) degree. One of the professional associations that accommodates alumni of the General and Character Education Study Program is the Association of Character Education Lecturers and Educators of Indonesia (ADDIKSI). This decision is officially enacted under the Decree of the Minister of Law and Human Rights of the Republic of Indonesia. The Study Program embodies Pancasila core values and to achieve national and international recognition by 2025.

The Mission of General and Character Education are organizing the General and Character Master's Program Education, which focus on mastery of concepts, theories, and practices of value and character education (moral character and performance character) in alignment with societal and scientific

advancements at the national, regional, and global levels. Another aim is conducting research in the field of general and character education with a focus on the study of value and character education issues using interdisciplinary, multidisciplinary, and transdisciplinary approaches to

discover and develop theories and models of general and character education for schools, higher education

institutions, organizations, and communities. The program carries out community service activities to apply research findings in general and character education to address social challenges using value and character education approaches. Also establishing networks and collaborations with domestic and international institutions to enhance the quality of the Master's Program in General and Character Education and to produce professional and outstanding graduates is a mission point. The Program is established to produce lecturers for mandatory general courses, lecturers with competencies in integrating value and character education into their courses, character education teachers, journalists, NGOs, community organizations, politicians, bureaucrats, and Experts in Value and Character Education with a master's qualification (M.Pd.).

2.1.4   "General and Character Education", Doctoral

The structure of the Doctoral Programme consists in each semester of 16 sessions, which include 12–14 lecture meetings and 1–2 examination sessions. For doctoral students, the workload in the first year is 15–21 SKS (22.5– 31.5 ECTS) per semester and 15 SKS (22.5 ECTS) per semester in the second year, with the highest semester workload reaching 31.5 ECTS, 1 SKS equals 170 minutes per week over 16 weeks, totalling 2,720 minutes or 45.3 hours per semester. When converted to ECTS standards, this equals approximately 1.5 ECTS (45.3 hours ÷ 30 hours). The curriculum matrix illustrates the distribution of courses across semesters and the categorization of courses into General Courses (MKU), Core Educational Courses (MKDK), Faculty Core Competency Courses (MKKF), and Core Competency Courses of the Study Program (MKKPS). The preparation of the Semester Learning Plan (RPS) is an essential curriculum component that must be developed by each lecturer. The RPS includes a learning activity table, which consists of blended learning processes, the option of a case method approach, and team-based projects. Additionally, the RPS must be supplemented with assessment rubrics, portfolios, teaching materials, and other necessary components. To prevent academic misconduct and violations of ethical standards in scientific writing, UPI provides Turnitin accounts for lecturers.

The objectives are that students should demonstrate religious attitudes and uphold human values in carrying out duties based on religion, morals, and ethics. Students should contribute to improving the quality of life in society, the nation, and the state, as well as the advancement of civilization based on Pancasila. Students take responsibility for the state and nation. Respect cultural, ideological, religious, and belief diversity, as well as the opinions or original findings of others are core values which should be learned. Students earn the ability to behave and act

scientifically, educationally, and religiously with care, empathy, cooperation, and togetherness in work and social life. They should become able to adapt to dynamic changes over time and have competencies to integrate learning and innovation skills, information, media, and technology skills, and life and career skills. Students develop knowledge, technology, and/or arts in the fields of general education, values, morals, and character through research, producing creative, original, and tested works. Identify problems that arise in general education, values, morals, and character, and formulate solutions through inter-, multi-, and transdisciplinary approaches. They get knowledge, technology, and/or arts in the fields of general education, values, morals, and character through research, producing innovative and tested works. Conduct in-depth studies and expansion of scientific knowledge in general/values and character education by producing accurate, tested, innovative scientific models, methods, and theories, and can be published in nationally accredited or international scientific journals. Students can manage research, analyse, and sensitize issues in general/values and character education to improve the quality of learning processes and outcomes of students is another learning outcome, also to apply knowledge, skills, and expertise through learning models in general/values and character education in educational praxis.

The general skills Students should develop are the ability to develop logical, critical, systematic, and creative thinking in the application of technology that pays attention to and applies humanities values according to their field of expertise in order to produce prototypes, design works, art products, or value-added technological innovations, compile scientific conceptions or works based on scientific rules, procedures, and ethics in the form of a thesis or other equivalent forms, and uploaded on the

college website, as well as works that are presented or exhibited. Students get the ability to develop and/or teach as well as develop the mandatory general courses, carry out the role of moral and character educator, act as a policy researcher and analyst in values, morals, and character education, in addition to serving as a consultant and trainer in character education. The Alumni are qualified to act as a lecturer for mandatory general courses at higher education institutions.

2.1.5   "Pancasila and Civic Education", Bachelor

The Undergraduate Study Program of *Pancasila* and Citizenship Education (PPKn) was founded on November 11 1955 and is the oldest study program at the Indonesian University of Education. The establishment of the PPKn Study Program was based on the Decree of the Minister of Teaching and Culture of the Republic of Indonesia Number 35742 dated September 1 1954 with the name State Legal Economics Department. Along with the progress and

development of Science and Technology as well as various government policies, especially those relating to state ideology, the name of the Civics-Law Department changed from period to period, namely in 1955 it changed to "Department of Legal Sciences", then in 1964 it changed again to "Department of Civics-Law", in 1970 it changed again to "Department of Civics-Law" and in 1982 the name became "Department of Civics-Law" until 2006. In accordance with the Decree of the UPI Academic Senate, the PMPKn Department changed to the Department of Civic Education or abbreviated as PKn since the beginning of July 2007. One of the reasons behind the change in the nomenclature of the Civics Department is global considerations, where in various countries the nomenclature is commonly used as Civic Education as a systemic vehicle for forming good citizens. The Civic Education Study Program is an educational discipline with a multidisciplinary approach with political science, law and education as the main study substance and Pancasila as the content And core values as well as the fundamental principles of the nation which are organized and transacted through a scientific, pedagogical and psychological educational process for the purpose of national education, namely citizens who are faithful, have noble character, are intelligent, skilled, creative, independent, democratic, responsible, and have a sense of nationality, patriotism and Pancasilaist. PPKn is a synthetic discipline or Integrated Knowledge System as part of interdisciplinary and multidisciplinary and even transdisciplinary studies of social sciences and humanities as well as religious and national values. To develop PPKn as a scientific discipline, PPKn studies are supported by philosophy knowledge as power dan education as power for educational purposes. The term used abroad, especially in Europe (Continental Europe) and America, even Asia Pacific is Civic Education and Citizenship Education. The basic ideas of PPKn discipline education are prepared with the formulation of various generalizations which are tested for the level of truth and the high level of nationalism in national and state life and the dynamics of globalization. In this way, Civics discipline education will be academically accountable in its development. Judging from the level of education, the Undergraduate PPKn Study Program has lecturers who are competent and experts in their respective fields such as citizenship, education, teaching, law, politics, human rights, morals and values, sociology, economics and other social sciences. Since 2020, the development of the *Pancasila* and Civic education (PPKn) curriculum has been directed at supporting the industrial era 4.0 through the Independent Learning-Free Campus (MBKM) initiative launched by the government. Considering hat this policy is still classified as new, its application in various study programs is still varied. Broadly speaking, the curriculum components of the study program include graduate profiles, Graduate Learning Access (CPL), list of subjects and their teaching materials, mapping of the structure and distribution of subjects, as well as the Semester Learning Plan (RPS). In order to keep up with the development of the industrial world and the advancement of science, curriculum renewal is carried out routinely every five years.

2.1.5 "Civic Education", Doctoral

This study program aims to produce Civic Education experts who are able to educate the younger generation to be able to play an active role in society and be able to solve problems that occur around them. Civic Education that offers problem solving using cross-disciplinary methods will certainly be able to provide solutions in solving problems not only about humans but also the surrounding environment.

The learning outcomes are describe as Mastering the theory and theory of field application of certain knowledge; philosophy, theory, and methodology civic education that becomes the content of the curriculum and the learning process and/or acculturation as a specialization or professional performance field in the context of primary, secondaryand higher education and/or society through an inter-, multi- or transdisciplinary approach; master the theories, structures, and methods of civic education in depth, especially the scientific spirit of citizenship, law, state politics, history of the nation's struggle, and other disciplines that are relevant and coherent with the needs of developing competence as a researcher and civic educator; issues and/or developments in the latest civic education covering the fields of ideology, politics, law, economy, social, culture, defence, security and religion, in local, national, regional and global contexts; concepts, principles, and applications of psychology, pedagogy, and communication for formal education or community empowerment which includes learner development, learning and learning theories, learning outcomes assessment, learning technology of Pancasila and Citizenship Education at school or in the community; concepts and research paradigms for the development of Pancasila and citizenship education through inter-, multi- and transdisciplinary approaches at the primary, secondary, and tertiary education levels or in society; and using scientific theories, principles, procedures, and methods as well as values, norms, and morals that become the content of the curriculum and the learning and/or acculturation process in the context of Pancasila and civic education at the primary, secondary, and tertiary education levels and/or the community; utilize the theoretical concepts, structures, methods, and spirit of civic science, law, state politics, history of the nation's struggle, and other relevant and coherent disciplines in developing competencies as a professional civic educator in higher education; utilizing the latest issues and/or developments in Pancasila and civic education covering the fields of ideology, politics, law, economy, social, culture, security defence and religion, in local, national, regional and global contexts to contextualize Civic Education; apply concepts, principles, and applications of psychology, pedagogy, and communication for formal education or community empowerment which include learner development, learning and learning theories, learning outcomes assessment, learning technology in the context of Pancasila and Citizenship Education at school or in the community;

use research concepts an paradigms to plan a research roadmap in the field of Pancasila and civic education and/or research and development through an inter- or multidisciplinary approach at the primary, secondary, and tertiary education levels or in the community; and create a model of integration of techno-pedagogy and content in education (techno-pedagogical content knowledge-(TPAC), especially in Pancasila and Citizenship Education to produce scientific work that can be published nationally and internationally. contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; play a role as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation.; respect the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others work together and have social sensitivity and concern for society and the environment; law-abiding and disciplined in social and state life; internalize academic values, norms and ethics; demonstrate an attitude of responsibility for work in their field of expertise independently; and internalize the spirit of independence, struggle, and entrepreneurship.

2.1.6 "Communication Studies" (Bachelor)

The Communication Studies Program at UPI, was designed to address contemporary communication challenges and meet professional demands in public relations, journalism, and broadcasting. The program admitted its first students in the 2012-2013 academic year, aiming to produce graduates with both academic and practical communication competencies. The program's design explicitly aligns with national (KKNI) and international (EQF, ECTS) frameworks to ensure global competitiveness.

The curriculum was developed through extensive consultations involving lecturers, industry practitioners, alumni, and professional associations, utilizing FGDs to ensure relevance to both academic standards and industry needs. Furthermore, the program aims to integrate more own international research into the curriculum of all bachelor programs to ensure the involvement of the individual fields of research into the individual modules. This stakeholder input directly informed the

development of Graduate Learning Outcomes (LOs), focusing on competencies like journalistic content creation, PR management, digital communication, and media literacy. for detailed LO mapping). The program structure provides flexibility, allowing students to choose elective courses matching their career interests. The undergraduate program comprises 147 SKS (equivalent to 220.5 ECTS) distributed over 8 semesters (4 years). This includes General Courses (MKU), University Specific Courses (MKKU), Faculty Expertise Courses (MKKF), Study Program Core Expertise Courses (MKKIPS), and Study Program Elective Expertise Courses (MKKPPS), offering a blend of compulsory and elective modules. This credit structure

complies with international standards. The curriculum enables student progression through its structured distribution of courses across semesters. It integrates the Merdeka Belajar-Kampus Merdeka (MBKM) policy, offering students opportunities for off-campus learning experiences such as industry internships, student exchanges, independent projects, research, and community service. Well-structured placement opportunities are integral, notably through internships lasting 4-6 months at partner institutions, providing real-world experience. Regulations concerning internships and the Diploma Supplement provide further details for students. The expected student workload adheres to UPI's SKS/ECTS framework, averaging around 20-22 SKS (approx. 30 ECTS) per semester for the first seven semesters, followed by 10 SKS in the final semester. While specific technical requirements aren't exhaustively listed in the provided text, the establishment process mandates adequate learning infrastructure, and the curriculum implies the need for resources supporting media production, potentially including labs, studios, and IT infrastructure relevant to journalism, broadcasting, and digital communication. Access to library resources is fundamental. The curriculum at Communication Studies undergoes continuous evaluation and development. This involves the formal institutional approval process described earlier and ongoing quality assurance mechanisms. Regular tracer studies and satisfaction surveys among students and alumni provide crucial feedback for improvement. Input from external stakeholders (industry, professional associations) is actively sought during initial design and subsequent reviews through FGDs and consultations. This ensures the program remains relevant to industry demands and evolving communication trends. The program aims to prepare graduates for careers in journalism (print, electronic, digital), public relations (manager, consultant, media relations), broadcasting (producer, director), media research, social communication, and potentially roles in NGOs or government. The Learning Outcomes are designed to equip graduates with the necessary specialized skills (e.g., news writing, content creation, PR strategy, media analysis) and general skills (critical thinking, communication, teamwork, digital literacy) for these fields. By aligning with KKNI and EQF/ECTS standards and incorporating stakeholder input, the program strives to produce graduates with strong academic foundations, practical skills, and a global perspective relevant to the modern communication industry and reflecting the broader purposes of higher education, including preparation for sustainable employment and active citizenship.

Assessment

2.1.6 "Islamic Religious Education", Bachelor

Vision and mission of the faculty as well of the individual study programs are sound and in line with the overall program objectives and the university development strategy.

The program are structured in a way that enable them to achieve the goals which ae formulated in the respective program handbooks. The standard period of study in all Bachelor programs is 8 terms in 4 years. The workload is distributed in a reasonable manner. The students finish their respective study program with a final thesis or a project.

In general, in the description of the program designs the qualifications resulting from the programs are specified and communicated and refer to the correct level of the national qualifications framework for higher education. The outline of the programs is clearly based on the societal needs. These needs are consists of community needs and institutional needs. Concerning community needs there are three aspects: namely a. upholding moral and ethical values in society, b. contemporary modes of religious education, and c. developing new perspectives in a developing divers and pluralistic environment with educators who are able to navigate in a multicultural social context. On the level of institutional needs the study program highlights the necessity for educators who are able „to develop an Islamic Education curriculum that is relevant to modern challenges and meets both national and international standards". This aim comprises „educators with strong pedagogical competencies ", a „technology-based curriculum development " and an „alignment with national and international policies".

Concerning the contents of the study programs there is a suggestion to more integrate modern approaches to Educational Science as well as contemporary Islamic discourse into the syllabus of the study programs. This also entails and requires taking into account state of the art scientific results and contemporary scientific publications as reference and source material within the context of the courses. Especially the utilisation of international scholarly publications needs to be augmented.

The workload of students is clearly defined and transparently documented with the help of the module descriptions. The module descriptions contain information on attendance times and the amount of self-study required including the available credits. Regarding the Bachelor Courses there is usually a written thesis at the end of the program with an amount of 9 ECTS. Curriculum development involves several stakeholders from inside and outside the university, including the levels of the study program, of the faculty (dean) and the university level (rector) in coordination with regular evaluations and discussions with faculty members and students. Another important source of external input are employers (i.e. schools) which give a direct feedback concerning the qualification of the graduates from UPI they employed. Very important further external stakeholders are the alumni which are regularly involved in exchange concerning the curriculum.

The curriculum development process consists of three stages: design, approval, and review. In the design stage, the curriculum is crafted based on academic and professional needs. The approval stage involves a review by various academic and administrative bodies to ensure that the curriculum meets quality standards and regulatory requirements. Finally, the review stage

involves continuous assessment and refinement of the curriculum to ensure its relevance and effectiveness in achieving educational objectives.

The curriculum is clearly focused on the placement opportunities of the later graduates. This is not difficult because most of the graduates become teachers at national schools or at other educational institutions. This is, mutatis mutandis, also true for the master program although here we find the additional perspective of becoming a lecturer or to work at state educational institutions.

2.1.7 "Islamic Religious Education", Master

Vision and mission of the faculty as well of the individual study program are sound and in line with the overall program objectives and the university development strategy.

The program is structured in a way that enable them to achieve the goals which ae formulated in the respective program handbooks. The standard period of study is in the Master program 4 terms in 2 years. The workload is distributed in a reasonable manner. The students finish their respective study program with a final thesis or a project.

In general, in the description of the program designs the qualifications resulting from the programs are specified and communicated and refer to the correct level of the national qualifications framework for higher education. The outline of the programs are clearly based on the societal needs. These needs are consists of community needs and institutional needs. Concerning community needs there are three aspects: namely a. upholding moral and ethical values in society, b. contemporary modes of religious education, and c. developing new perspectives in a developing divers and pluralistic environment with educators who are able to navigate in a multicultural social context. On the level of institutional needs the study program highlights the necessity for educators who are able „to develop an Islamic Education curriculum that is relevant to modern challenges and meets both national and international standards". This aim comprises „educators with strong pedagogical competencies ", a „technology-based curriculum development" and an „alignment with national and international policies".

Concerning the contents of the study programs there is a suggestion to more integrate modern approaches to Educational Science as well as contemporary Islamic discourse into the syllabus of the study programs. This also entails and requires taking into account state of the art scientific results and contemporary scientific publications as reference and source material within the context of the courses. Especially the utilisation of international scholarly publications needs to be augmented.

The workload of students is clearly defined and transparently documented with the help of the module descriptions. The module descriptions contain information on attendance times and

the amount of self-study required including the available credits. Regarding the Bachelor Courses there is usually a written thesis at the end of the program with an amount of 9 ECTS. Curriculum development involves several stakeholders from inside and outside the university, including the levels of the study program, of the faculty (dean) and the university level (rector) in coordination with regular evaluations and discussions with faculty members and students. Another important source of external input are employers (i.e. schools) which give direct feedback concerning the qualification of the graduates from UPI they employed. Very important further external stakeholders are the alumni which are regularly involved in exchange concerning the curriculum.

The curriculum development process consists of three stages: design, approval, and review. In the design stage, the curriculum is crafted based on academic and professional needs. The approval stage involves a review by various academic and administrative bodies to ensure that the curriculum meets quality standards and regulatory requirements. Finally, the review stage involves continuous assessment and refinement of the curriculum to ensure its relevance and effectiveness in achieving educational objectives.

The curriculum is clearly focused on the placement opportunities of the later graduates. This is not difficult because most of the graduates' become teachers at national schools or at other educational institutions. This is, mutatis mutandis, also true for the master program although here we find the additional perspective of becoming a lecturer or to work at state educational institutions.

Recommendations:

Recommendation (for Bachelor and Master): Gender Equality and Opportunity should be addressed.

2.1.8 "General and Character Education", Master

The General and Character Education Study program (Master program) was established in 1993 and began to accept students in autumn 1993. The program is part of the School of Postgraduate Studies. It has a practical basic with years of experience, which is very important for the curriculum development. At the moment, 17 students (MP) and 33 students (DP) are enrolled. In total, 29 () students applicated, 10 of them were enrolled (academic year 2023-24), this results in a reasonable acceptation rate of around one third. The graduation rate of students is reported to be relatively high at over 90%.

Both study program consists of mandatory courses and elective courses. The workload and credit points are understandable and well-founded. The composition of the curriculum tries to show a graduation, this could be made even more clear. The study program fits the mission

statement of the UPI, with one exception (see below "nationalism"). The General and Character Education Study Program at UPI was established to educate and qualify lecturers for mandatory general courses in higher education, including a broad field of subjects such as religious studies, Pancasila, citizenship, Indonesian language, or philosophy and moral education. The students should be qualified to become lecturers which have competencies to integrate value and character education into their courses. Over and beyond, the program qualifies journalists, workers within various NGOs, community organizations, politicians and state officers. Information about the needs of these different interest groups is continuously collected and implemented in the curriculum. Interdisciplinarity is a consistent requirement of the multidisciplinary study program and not easy to implement. Overall, the curriculum shows a well-balanced structure of basic knowledge and overview, case study and practical exercise. The aims of the program afford an integrate and transdisciplinary approach. To what extent this allows, that students develop a comprehensive understanding and the ability to create holistic and sustainable solutions in addressing existing challenges and opportunities within the field could be further evaluated and documented in scientific publications.

The career opportunities are clearly defined and adequate. The goal is to qualify lecturers for mandatory general courses in higher education, including a broad field of subjects such as religious studies, Pancasila, citizenship, Indonesian language, or philosophy and moral education. Over and beyond, the program qualifies journalists, workers within various NGOs, community organizations, politicians and state officers.

Overall, the study programs appear to be well designed and coherent. It succeeds, according to the core vision statement, to achieve a) Pancasila core values and b) to achieve national and international recognition. The expected student workload is transparent and reasonable.

The study program refers to the 21st-century skills: creativity, critical thinking, communication, and collaboration are given as core competencies. These learning skills include the use of online learning platforms. The four purposes of higher education of the Council of Europe are referred to implicitly:

- Sustainable development is mentioned among the criteria of reflection;

- the projects offer various opportunities for personal development and character education;

- the service learning projects provide opportunities for experience with active citizenship and character education;

- as a proposal, the SDGs could even be used as a core structure of the general education curriculum, creating a broad advanced knowledge base in the fields of applied ethics and societal key problems. This could further stimulate research and innovation in character education.

According to global higher education standards, especially critical thinking competencies could be given more prominence in the curriculum. As the cognitive approach to moral education is

mentioned (e.g. Lawrence Kohlberg, Thomas Lickona), the dilemma case study method and controversial issues could become a core element of the curriculum, in accordance with local traditions of educational wisdom.

General education is a demanding field of expertise, as it requires meta-knowledge as well as specific knowledge in different domains. Gaining a broad advanced knowledge base is a challenge of every/any general education program (e.g. the liberal arts study programs), especially in the diverse domains of applied ethics, which range cover subject matter in practical fields as well as scientific domains like health, social welfare, urban development or public transportation and so on ("world knowledge"). To be able to cope flexible with these challenges, the program gives opportunity for individual learning pathways and personal development.

UPI has established a complex quality assurance system, as generally designed for all programs and which is described in the general part of the report. Regarding Quality Assurance, the MP in General and Character Education already received 'Excellent' accreditation from a national accreditation board, the BAN-PT (National Accreditation Board for Higher Education), in 2023 and valid until 2028. The policy for Quality Assurance is based on a clearly defined quality assurance cycle. A crucial point might be to evaluate specific course content and singular modules.

Positive is the uniqueness of the study program - and the well-balanced structure between local knowledge and global affordances. The balance between universal values and the rootedness in local wisdom and cultures of knowledge seems to be considered carefully and at all levels, regional, national, and global. Optimization can be seen to even further sharpen this balance by methods to encourage explicit meta-reflection and critical thinking skills.

The module handbooks should be revised further to ensure that the learning outcomes and objectives are defined even more clearly and show clearer a graduation/progression in the program. Especially the literature mentioned in the course descriptions is not up to date in all cases. Among references female authors could be represented more. In the module handbooks the balance between universal values and the rootedness in local wisdom and cultures of knowledge seems to be carefully reflected as on national, regional, and global levels. Among attitudes, it is suggested that to reflect the attitude "posses nationalism"; there is a tension regarding the attitude "possess competitive and comparative global excellence". The tension might be a misunderstanding in translation. It is suggested that to replace "nationalism" by an attitude like "love for the welfare of the state and the social communities" and to distinguish between the concepts of nationalism, patriotism (love for the country) and patriotism towards the constitution (Pancasilea). (proposal)

The use of digital media to enable distant learning seems to be very good. It helps to establish networks and collaborations with domestic and international institutions and is among the core mission. The goal of increasing the number of international students (inbound and outbound) is well on the agenda. It might be inspiring to involve even more international experts and expertise, including Northern America (e.g. EdEthics Harvard online course) or in European context (e.g. the online courses of the "Jubilee center" at Birmingham university) and with the uprising global south.

Approaches to increase student mobility are visible and should be courageously pursued. To attract incoming students to the program, a summer school or a similar format could be a further step. Regarding inbound students, the attractiveness of the location could be further enhanced. This could help to engage even more guest lecturers from international moral education communities.

In sum, the general and character education program seems to develop in good fashion and to reach their goals.

2.4.3 "General and Character Education", Doctoral

The General and Character Education Doctoral Study Program at UPI was established to produce lecturers for mandatory general courses in higher education, including a broad field of subjects like/such as religious studies, Pancasila, citizenship, Indonesian language, or philosophy and moral education. At the moment, 33 students (DP) are enrolled. In total, 75 students applicated, 33 (28 registered DP) of them were enrolled (academic year 2023-24), this results in a reasonable acceptation rate of around one third. The graduation rate of students is reported to be relatively high at over 90%.

The students should be qualified to become lecturers which have competencies to integrate value and character education into their courses. Over and beyond, the program qualifies journalists, workers within various NGOs, community organizations, politicians and state officers.

Information about the needs of these different interest groups is continuously collected and implemented in the curriculum. The overview of courses for this programme looks promising and it suitable to cover the expected basic knowledge. The students are sufficiently qualified to pursue a qualified occupation. The workload in the current curriculum is well defined and meaningfully distributed over the different semesters.

The main objectives and learning outcomes are defined as Student-Centred Learning approach. The methods of higher education should support interactive, holistic, and contextual learning. Among primary methods used is the case study method. Students are encouraged to work in teams on projects. Research based learning adds reflection to the mandatory

community service activities which are characteristic for the program. The module descriptions balance action and reflection in the curriculum to enable students to deepen their understanding of related subject matter.

Interdisciplinarity is a consistent requirement of the multidisciplinary study program and not easy to implement. Overall, the curriculum shows a well-balanced structure of basic knowledge and overview, case study and practical exercise. The aims of the program afford an integrate and transdisciplinary approach. To what extent this allows, that students develop a comprehensive understanding and the ability to create holistic and sustainable solutions in addressing existing challenges and opportunities within the field could be further evaluated and documented in scientific publications.

In terms of Alumni networks the Master of General and Character Education Program is designed to produce lecturers for mandatory curriculum courses, educators with competency to integrate values/character education and philosophy into their courses, character education teachers, journalists, NGO members, community organization, politicians, bureaucrats, and experts in values and character education - UPI has conducted a tracer study with a total of 8 alumni participating in the survey: following distribution: 3 alumni are employed at private schools, 2 at public universities, 2 at private universities, and 1 at a government institution. Additionally, 2 alumni are entrepreneurs, with 1 working as a staff member and the other as a freelancer. In sum, most lecturers work in higher secondary or higher education. Based on the tracer study survey involving 24 alumni respondents, alumni are employed across various sectors comprising government institutions, schools, and dominantly in public and private higher education institutions. There are also alumni who are self-employed and have started their own businesses.

One of the professional associations that accommodates alumni of the General and Character Education Study Program is the Association of Character Education Lecturers and Educators of Indonesia (ADDIKSI).

As a global benchmarking and recommendation, and in addition to the well-established contacts to Asian study programs there should be mentioned two universities as a place for international cooperation:

- the Harvard Educational Ethics project (EdEthics) and the case studies of the Justice in school platform (https://www.justiceinschools.org/)
- the online character education course provided by "Jubilee center" at Birmingham university/UK (https://www.birmingham.ac.uk/study/postgraduate/subjects/teacher-education-courses/character-education-ma)

General education is a demanding field of expertise, as it requires meta-knowledge as well as specific knowledge in different domains. Gaining a broad advanced knowledge base is a challenge of every/any general education program (e.g. the liberal arts study programs),

especially in the diverse domains of applied ethics, which range cover subject matter in practical fields as well as scientific domains like health, social welfare, urban development or public transportation and so on ("world knowledge"). To be able to cope flexible with these challenges, the program gives opportunity for individual learning pathways and personal development.

Positive is the uniqueness of the study program - and the well-balanced structure between local knowledge and global affordances. The balance between universal values and the rootedness in local wisdom and cultures of knowledge seems to be considered carefully and at all levels, regional, national, and global. Optimization can be seen to even further sharpen this balance by methods to encourage explicit meta-reflection and critical thinking skills.

The module handbooks should be revised further to ensure that the learning outcomes and objectives are defined even more clearly and show clearer a graduation/progression in the program. Especially the literature mentioned in the course descriptions is not up to date in all cases. Among references female authors could be represented more.

In the module handbooks the balance between universal values and the rootedness in local wisdom and cultures of knowledge seems to be carefully reflected as on national, regional, and global levels. Among attitudes, it is suggested that to reflect the attitude "posses nationalism"; there is a tension regarding the attitude "possess competitive and comparative global excellence". The tension might be a misunderstanding in translation. I would like to propose to replace "nationalism" by an attitude like "love for the welfare of the state and the social communities" and to distinguish between the concepts of nationalism, patriotism (love for the country) and patriotism towards the constitution (Pancasilea).

The use of digital media to enable distant learning seems to be very good. It helps to establish networks and collaborations with domestic and international institutions and is among the core mission. The goal of increasing the number of international students (inbound and outbound) is well on the agenda. It might be inspiring to involve even more international experts and expertise, including Northern America (e.g. EdEthics Harvard online course) or in European context (e.g. the online courses of the "Jubilee center" at Birmingham university) and with the uprising global south.

Approaches to increase student mobility are visible and should be courageously pursued. To attract incoming students to the program, a summer school or a similar format could be a further step. Regarding inbound students, the attractiveness of the location could be further enhanced. This could help to engage even more guest lecturers from international moral education communities. In sum, the general and character education program seems to develop in good fashion and to reach their goals.

2.1.9 "Pancasila and Civic Education", Bachelor

The Pancasila and Civic Education (PPKn) programs at UPI exhibit a structured and tiered approach to curriculum design and quality assurance. At the undergraduate level, the university employs a three-tiered internal QA system (SPM, SKM, and GKM) and utilizes the PPEPP cycle (Penetapan, Pelaksanaan, Evaluasi, Pengendalian, Peningkatan) to ensure continuous quality improvement. Curriculum development is informed by feedback from external stakeholders, including alumni and employers, and the programme maintains engagement with both national and international accreditation bodies (BAN-PT, AQAS, AUN-QA, ACQUIN). The Program (Bachelor's) is in sync with the university's vision and mission as well as the university's strategic plan and contributes to the achievement of long-term goals because it structurally meets the standards.

Stakeholders and students are involved in the curriculum development of the study program; they are invited to workshops and given the opportunity to provide input, especially regarding current market needs.

The curriculum of the study program has a clear structure; each component forms a system that is logically interconnected and collectively enables the achievement of the set goals and learning outcomes of the study program. This study program ensures that its graduates possess good knowledge and attitudes as well as good communication skills. This is reinforced by the internship programs participated in by the students.

The study program as a whole has reflected the four goals of higher education set by the European Council ("preparation for sustainable employment, personal development, preparing students to become active citizens, and creating a broad advanced knowledge base while stimulating research and innovation"). To make the Pancasila and civic education study program (Bachelor's degree) more prominent. Therefore, efforts are needed to refresh its curriculum to make it more adaptive and more global.

Recommendations:

Recommendation: It is recommended to develop new courses like information´s technology in civic life.

2.1.10 "Civic Education", Master

The master's program in Civic Education is overall in sync with the university's vision and mission. The Master's Program in Civic Education at the Faculty of Social Education Sciences, UPI, occupies a strategic position as an integrated study program with the undergraduate and doctoral programs in Civic Education, serving as a bridge between education studies, social-humanities sciences, law, and political philosophy. Its vision is very clear, which is to shape

educators and scholars with a national perspective. The goal is also clear, which is to develop knowledge based on three main pillars, namely Civic Education, substantive sciences (politics, law, sociology), and the framework of Pancasila and democracy norms. The curriculum structure contributes to achieving the specified goals (its innovative curriculum, which integrates the fields of education, law, politics, and philosophy, with a research and project-based learning approach). the curriculum complies with national regulations (Permendikbud No. 3/2020) and is aligned with KKNI Level 8. It incorporates outcome-based education through CPL and CPMK, with flexibility via electives and interdisciplinary seminars. The program supports the Merdeka Belajar–Kampus Merdeka (MBKM) initiative and documents stakeholder input through FGDs and surveys.

Students are routinely involved in attempts to improve both academic and non-academic services, curriculum development, learning, academic administration, and other activities that support the completion of their studies. For alumni and employers of graduates, program leaders conduct regular dialogues (at least once a year), both in person and online, to discuss curriculum improvements; however, there is still room for improvement in expanding pedagogical and didactic approaches.

Career opportunities for graduates of this study program include educators, researchers, and practitioners of civic education who possess intellectual capacity, commitment to nationalism, and global insight.

This study program appears to have implemented the four higher education goals outlined by the European Council, including: preparation for sustainable employment, personal development, active citizenship, and the development of an advanced knowledge base. However, there is still room for improvement in expanding pedagogical and didactic approaches.

2.1.11 "Civic Education", Doctoral

This study program is aligned with the university's vision and mission. The curriculum is developed in accordance with the goal of producing experts in civics education who are capable of educating the younger generation to actively participate in society and solve various problems occurring in their surroundings.

The curriculum development process has involved various elements (students, stakeholders, experts, and also alumni, as well as other partners), conducted periodically.

This doctoral program in civic education has essentially implemented an OBE curriculum, ensuring that all learning and research processes are focused on achieving the highest competencies, such as the ability to develop new theories, produce original research, and contribute to solving complex problems in an interdisciplinary manner. ensuring that doctoral

graduates not only master scientific depth but also have a real impact on the development of science, policy, or industry.

The study program has implemented a study load similar to the Non-Linear Study Path with the Master's/Master's Applied Program, which is between 88 - 95 credits or equivalent to (58.96-63.65 credits). Doctoral students who possess adequate knowledge and competence can directly engage in research known as Doctor by Research.

Overall, this study program has demonstrated strengths in line with the four higher education goals outlined by the European Council, including: preparation for sustainable employment, personal development, civic engagement, and the development of an advanced knowledge base. However, there are several areas that need more attention to be further improved, particularly in relation to scientific activities, as well as expanding international cooperation networks and enhancing digital skills.

The doctoral curriculum emphasizes independent scholarship, original contributions to the field, and structured progression through seminars, dissertation stages, and publications. Internal and external stakeholders are engaged in curriculum review and validation. However, benchmarking against international doctoral frameworks (e.g., Salzburg Principles or EQF Level 8) remains limited, as does evidence of student participation in curriculum design across all three levels.

Recommendations for Master and Doctoral Program:

Recommendation: As global network of the study programs should be expanded.

Recommendation: Master and doctoral schemes should be proposed by research

2.2.7 "Communication Studies", Bachelor

The program has aimed to produce graduates equipped with both academic and practical communication skills. The program design explicitly aligns with national (KKNI) and international (EQF, ECTS) standards to ensure global competitiveness.

The curriculum was developed through close collaboration with lecturers, industry professionals, alumni, and professional associations, utilizing workshops to ensure relevance to academic standards and industry needs. Furthermore, the program seeks to integrate more international research into all bachelor programs to involve individual research fields in the respective modules. Stakeholder feedback directly informed the development of the Graduate Learning Outcomes (LOs), which focus on competencies such as journalistic content creation, PR management, digital communication, and media literacy.

The program structure offers flexibility, allowing students to choose elective courses that align with their career interests. The undergraduate program consists of 147 SKS (equivalent to 220.5 ECTS) spread over 8 semesters (4 years). This includes general courses, university-

specific courses, faculty expertise courses, core expertise courses of the study program, and elective courses within the study program, offering a mix of compulsory and optional modules. This credit structure adheres to international standards and enables student progression through the structured distribution of courses across semesters. Additionally, it integrates the Merdeka Belajar-Kampus Merdeka (MBKM) policy, providing students with opportunities for off-campus learning experiences such as internships, student exchanges, independent projects, research, and community service.

Well-structured internship opportunities are a key component, particularly through internships lasting 4 to 6 months at partner institutions, which provide real-world experience. Regulations concerning internships and the Diploma Supplement offer additional details for students. The expected student workload aligns with UPI's SKS/ECTS framework, averaging about 20-22 SKS (approximately 30 ECTS) per semester for the first seven semesters, followed by 10 SKS in the final semester. While the specific technical requirements are not thoroughly detailed in the provided text, the establishment process mandates adequate learning infrastructure, and the curriculum implies the necessity for resources to support media production, potentially including labs, studios, and IT infrastructure relevant to journalism, broadcasting, and digital communication.

The curriculum in Communication Studies undergoes continuous evaluation and development. This involves the formal institutional approval process previously described and ongoing quality assurance mechanisms. Regular tracer studies and satisfaction surveys among students and alumni provide crucial feedback for improvement. Input from external stakeholders (industry, professional associations) is actively sought during the initial design phase and subsequent reviews through workshops and consultations. This ensures the program remains relevant to industry demands and evolving communication trends. Related to this it would be recommended to wide out the offers for interactive learning parts.

The program aims to prepare graduates for careers in journalism (print, electronic, digital), public relations (manager, consultant, media relations), broadcasting (producer, director), media research, social communication, and potentially roles in NGOs or government. The Learning Outcomes are designed to equip graduates with the necessary specialized skills (e.g., news writing, content creation, PR strategy, media analysis) and general skills (critical thinking, communication, teamwork, digital literacy) for these fields. By aligning with KKNI and EQF/ECTS standards and incorporating stakeholder input, the program strives to produce graduates with strong academic foundations, practical skills, and a global perspective relevant to the modern communication industry, while also reflecting broader educational objectives, including the preparation for sustainable employment and active citizenship.

Recommendation:

Recommendation: More courses with interactive parts should be featured.

Assessment of the PhD programs and the Salzburg Recommendations:

According to the insights from the site visit, PhD students are sufficiently involved in research activities, which are a core part of their educational experience. The programs provide sufficient research opportunities that not only enhance the students' learning but also contribute to the overall quality of the academic program. According to recent surveys, students express high levels of satisfaction with the university's offerings, particularly appreciating their direct involvement in the faculty's research projects. This hands-on experience allows students to apply theoretical knowledge in practical settings, aiming a deeper understanding of their field of study. Furthermore, the university is well-equipped with research resources that enable students and faculty to conduct studies and projects at an international standard. This access to state-of-the-art facilities and resources ensures that the research conducted is innovative and globally competitive, preparing students to excel in their future careers.

2.2   Conclusion

The criterion is **fulfilled**.

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.

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

The evaluated study programs at Universitas Pendidikan Indonesia (UPI) demonstrate a systematic commitment to student-centred learning (SCL) through institutionalized frameworks and diverse pedagogical approaches. The implementation is formally regulated through UPI Rector's Regulation Number 40 of 2024, which mandates minimum thresholds for participatory activities (25%) and project-based learning (25%) across all programs. This regulatory foundation ensures consistency while allowing programs flexibility in adapting methods to their disciplinary contexts.

The programs employ a comprehensive range of teaching methodologies that effectively balance traditional and innovative approaches. Analysis of the submitted documentation reveals that SCL methods constitute between 43% and 60.3% of total teaching activities across programs, with variations reflecting disciplinary requirements. The Bachelor's programs in Pancasila and Civic Education (PPKn) and Islamic Education (IPAI) demonstrate particularly strong implementation, with 60.3% of activities utilizing SCL approaches including case studies (9-10%), collaborative learning (6-17%), and project-based learning (8-24%).

Graduate programs show sophisticated adaptation of SCL principles to advanced academic levels. The Doctoral programs emphasize independent research design and student-led seminars, while Master's programs integrate community-based projects and field studies. The Communication Studies program notably incorporates industry-relevant practical components such as photography exhibitions, film production, and broadcast simulations, directly linking theoretical knowledge to professional competencies.

Assessment procedures are clearly documented and follow standardized frameworks across all programs. The evaluation system incorporates multiple components: participatory activities, projects, assignments, quizzes, mid-term examinations (UTS), and final examinations (UAS), with predetermined weightings ensuring transparency. The grading system utilizes a comprehensive scale (A to E) with clearly defined numerical ranges and competency levels appropriate to each academic level.

The assessment alignment with learning outcomes appears robust, particularly in programs utilizing authentic assessment methods such as portfolios, peer assessments, and practical demonstrations. The integration of formative and summative assessments supports continuous learning improvement. Digital platforms (SIAK, SPOT, SINNDO) facilitate transparent grade reporting and require students to complete teaching evaluation questionnaires before accessing grades, creating a feedback loop for quality improvement. The programs demonstrate systematic approaches to evaluating and improving teaching methods through multiple mechanisms. End-of-semester satisfaction surveys, teaching evaluation questionnaires, and regular semester evaluation meetings involving faculty provide structured opportunities for reflection and enhancement. The Internal Quality Audit (AMI) conducts periodic reviews of SCL implementation through RPS evaluation and student interviews.

Despite strong foundational elements, several areas require attention: Complaint Management System: While multiple complaint channels exist (face-to-face consultations, suggestion boxes, online portals), student awareness and utilization appear limited. The fragmentation across different platforms (faculty websites, SPOT, physical boxes) may create confusion. Recommendation: Establish a unified, clearly communicated complaint management system with standardized procedures and response timelines across all programs.

Workload Assessment: Current evaluation instruments focus primarily on teaching quality and satisfaction but lack systematic measurement of student workload relative to credit allocations. Recommendation: Develop and implement a transparent grade appeal process with defined stages, independent review panels, and documented outcomes to ensure procedural fairness.

The programs demonstrate several commendable features: strong regulatory framework ensuring minimum SCL implementation; diverse pedagogical approaches adapted to disciplinary contexts; integration of technology platforms supporting transparent assessment; systematic quality assurance mechanisms; and effective integration of practical, industry-relevant components, particularly in professional programs.

The evaluated programs show substantial alignment with ESG Standard 1.3, with robust implementation of student-centred learning principles and transparent assessment practices. The identified areas for improvement—complaint management, workload assessment, and grade appeals—represent opportunities to enhance an already strong foundation. Addressing these recommendations will strengthen student agency and ensure the programs fully realize their commitment to placing students at the centre of the learning process.

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: The university should implement a grade appealing process.

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

The university has clear procedures concerning the application and the selection of students. These procedures follow national guidelines for national universities. Most students are selected by a national application process and a smaller part by an university level entrance test. Transparency is guaranteed.

The outline of the syllabus of the study programs is well thought out and guarantees the steady and smooth progress of the students throughout their academic life until their final exams.

Applicants, under graduate and postgraduate students are given support across various areas. It offers guidance and counselling to students through personalized one-on-one meetings and correspondence through official communication channels. It´s range lasts from gathering recent information and guiding requests over challenges in the academic performance of the students and dealing with disabilities, financial issues (including scholarship programs and tuition fee reductions for students from less well off families) and the regulations of policies and procedures.

At the end of their studies students who have passed their thesis defence receive a graduation certificate and diploma. The diploma is accompanied by a statement of the competencies achieved in their field of study, which assists industries in understanding the graduate's expertise. The diplomas are prepared in two languages: English and Indonesian which facilitates mobility.

Students have the freedom to enrol in courses at other campuses through credit transfer or student mobility programs. UPI provides guidelines for the implementation of the student

mobility program, which is overseen by the Directorate of International Affairs (DIA). If a student participates in an outbound semester exchange, the academic credits earned can be transferred into UPI's grading system.

There are extracurricular activities and sports programs.

There is the Career Guidance and Counselling Unit (BKPK) of UPI provides counselling services, which are based on a comprehensive guidance and counselling model. This entity is also a part of the UPI career centre, which has an institutional page that can be accessed online. This unit's goal is to support students in the development of their academic, social-personal, and career development. At the faculty level, career counselling and workshops for potential graduates are conducted on a regular basis (three times per year). The workshops are organized by inviting practitioners and professionals to provide career development guidance while also building networks in relevant fields of work.

4.3   Conclusion

The criterion is **fulfilled.**

Recommendation:
Recommendation: The inclusion and involvement of alumni should be enhanced.

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

5.2.3 "Islamic Religious Education", Bachelor/Master

There is sufficient qualified academic as well as administrative staff for the implementation of the two study programs. The faculty of the bachelor program consists of 24 lecturers currently teaching 338 students. Six of them are professors. This is a very high proportion. The faculty of the master program consists of 12 lecturers currently teaching 72 students. As seen from

the CVs all lecturers are well qualified in their respective expertise and specialization and have sufficient teaching experience.

The university has clear and transparent recruitment procedures. These procedures follow guidelines and standards which are fixed by national law and the university. Selection involves five stages beginning with the identification of the need for lecturers (both in number and academic qualifications) until the approval of the proposed applicants by the Rector.

Concerning gender equality and equality of opportunity there seems to be a remarkable imbalance. Out of 24 lecturers of the Bachelor program there are just two female (or less than 10 %). All of the Master program lecturers are male.

Recommendations:

Recommendation: The two study programs should development a strategy how to improve the gender ratio within the teaching staff in the medium-term.

5.2.4 "General and Character Education", Master/Doctoral

The teaching staff is well-qualified for the field of study, with many lecturers holding a PhD. There are 14 permanent lecturers responsible to offer courses. The faculty profile includes 9 professors, 3 associate professors, 1 assistant professor, and 1 expert assistant.

In the MP, most lecturers hold educator certifications and possess diverse areas of specialization, including general/values and character education, national character education, religious character education, Pancasila character education, civic education, citizenship sociology, value/moral and character learning, and public policy studies. In the DP all lecturers hold a PhD, many form well known universities

Among qualification offer for lecturers a competency improvement program is implemented by the faculty and study Program:

- initiatives to write textbooks, lecture practicum activities, and research

- motivates lecturers to actively participate in scientific forums, both as speakers and participants (is it documented?)

- assigns junior lecturers to collaborate on several courses with more senior lecturers to learn from each other's experiences, add insight and guidance

Lecturer performance evaluation is conducted each semester by the institution.

5.2.6 "Pancasila and Civic Education", Bachelor

The recruitment of teaching staff for the Pancasila and Civics Studies program (Bachelor's degree) is conducted transparently. The employment status of lecturers in the PPKn study

program is divided into two categories: lecturers who are civil servants (PNS) and permanent university lecturers (PT) with a minimum educational qualification of a Master's degree and a maximum of a Doctorate. Overall, there are 32 teaching staff. In addition, promotions are handled in accordance with Indonesian regulations.

Instructors of the PPKn Study Program who possess strong academic qualifications, sufficient work experience, and are active in research and community service.

Lecturers are given opportunities and chances to develop themselves, provided with funding for research activities. It is necessary to reconsider expanding the collaboration network in the field of research. Increasing opportunities for international conferences.

5.2.7 "Civic Education", Master/Doctoral

The recruitment process for teaching staff (lecturers) in this study program is managed in a coordinated manner between the Vice Rector for Finance, Facilities and Infrastructure, and Human Resources, along with the Directorate and Bureau of Human Resources. each lecturer must meet the appropriate academic qualifications and possess educator competencies according to the specified standards. The process is carried out fairly and transparently, supported by SISDM UPI. The teaching staff is divided into two main categories: permanent lecturers, which consist of core and extraordinary lecturers, and non-permanent lecturers.

Lecturers are given the opportunity to develop themselves by pursuing further studies or participating in various training programs, such as foreign language proficiency enhancement training conducted by the Language Institute at the university. The lecturer career development system is based on a comprehensive national regulatory framework.

In the field of research, various internal grant schemes are also provided. However, from the documents and discussions, the information on its development is not yet detailed.

Technology integration has been implemented in various aspects of learning. Each lecturer has a research focus that supports their expertise and knowledge. However, it still needs to be further improved.

Based on the information presented in the document and discussions, only a few percent of the majority of the teaching load is conducted through external lectures.

5.2.9 "Communication Studies", Bachelor

The Communication Studies Program boasts a highly qualified team of lecturers who excel in both academic and professional communication fields. These professionals are carefully selected and hold at least master's degrees, with many having attained doctoral degrees. The faculty comprises individuals with strong academic backgrounds as well as extensive professional experience in journalism, broadcasting, public relations, digital communication,

media research, and communication policy. This impressive combination ensures that students benefit from theoretical knowledge that is seamlessly integrated with practical industry application.

The lecturers in the Communication Studies Program employ innovative, technology-driven teaching methods that foster interactive learning. Utilizing approaches such as blended learning, the SPOT platform, Case-Based Learning (CBL), and Project-Based Learning (PBL), they significantly enhance students' analytical, creative, and strategic skills. Additionally, some faculty members develop digital learning modules that provide flexibility in education.

The exceptional quality of the teaching staff is evident in their academic and research contributions, which further advance the field of Communication Studies through publications in prestigious journals, textbooks, and scholarly works. Many faculty members engage in collaborative research with international partners and participate in conferences and academic exchanges, enriching the educational experience for students. Their active involvement in community service, including strategic communication programs, media literacy training, and consultations, underscores their commitment to making a meaningful impact beyond the classroom. This engagement allows students to deepen their understanding of how to apply communication theory in real-world contexts.

The Communication Studies Program is supported by a dedicated team whose qualifications, experience, and activities lay the groundwork for producing competitive graduates. The program continually strives to enhance educational quality through research-based teaching, innovative methodologies, and strong connections with the industry. Detailed information about the teaching staff, including their roles, qualifications, and research interests, is readily available, showcasing the program's commitment to excellence in education.

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

The evaluated study programs at Universitas Pendidikan Indonesia demonstrate comprehensive infrastructure provision across all academic levels. The physical infrastructure includes well-equipped classrooms with projectors, air conditioning, and flexible furniture arrangements supporting varied pedagogical approaches. Specialized facilities are particularly noteworthy: the Communication Studies program maintains professional-grade multimedia laboratories with video production suites and broadcasting equipment; the Islamic Education programs feature dedicated religious laboratories with podcast rooms and prayer facilities; and the Civic Education programs utilize smart classrooms with recording capabilities and smartboards.

The library infrastructure appears robust with 69,802 books (approximately 143,836 copies) in the central collection, supplemented by extensive digital resources including access to international databases (Scopus, Web of Science, Emerald, Science Direct). The IT infrastructure supports modern learning with campus-wide Wi-Fi, multiple online learning platforms (SPOT, SPADA), and comprehensive information systems covering academic administration, grade management, and student services.

However, critical concerns emerge regarding system integration. The proliferation of separate platforms—SPOT for learning management, SIAK for academic information, SINNDO for grade input, plus multiple specialized systems—creates potential confusion and inefficiency. The fragmentation of IT systems directly impacts the recommendation for streamlined linking of different platforms, as students and faculty must navigate multiple interfaces for routine academic tasks.

The administrative staffing appears adequate in quantity. Student support services demonstrate both strengths and significant gaps. Positive elements include the Counseling and Career Development Unit (BKPK), health services through UPT Primary Health Clinic, and various scholarship programs. The disability support infrastructure with ramps, elevators, Braille signage, and tactile indicators represents commendable inclusivity efforts.

Data Management and Monitoring: The most significant weakness concerns the absence of systematic, proactive student monitoring systems. While satisfaction surveys exist, they appear reactive rather than predictive. There is no evidence of integrated data analytics tracking student progress, identifying at-risk students, or personalizing support interventions. This deficiency spans all levels—student self-monitoring tools, instructor dashboards, and management analytics are notably absent.

Language Accessibility: The exclusive use of Indonesian language in critical systems presents a barrier for international students. Course management systems, evaluation platforms, and administrative interfaces lack English language options, potentially excluding international participants from full engagement with institutional resources.

Communication of Support Services: Despite multiple complaint channels (physical suggestion boxes, online portals, face-to-face consultations), the fragmentation and poor communication of these mechanisms undermines their effectiveness. Students may be unaware of available channels or confused about appropriate pathways for different concerns.

The documentation reveals uniform approaches across Bachelor's, Master's, and Doctoral programs, failing to acknowledge their distinct requirements. Doctoral students requiring research infrastructure and publication support face different challenges than Bachelor's students needing foundational academic skills development. Master's programs, particularly those with professional orientations, require industry connections and practical training facilities that differ from purely academic programs.

While Internal Quality Audits (AMI) exist, their focus appears limited to compliance rather than continuous improvement of resource provision. The assessment of resource adequacy relies heavily on end-of-semester satisfaction surveys, lacking real-time feedback mechanisms or predictive analytics to anticipate emerging needs.

Notable strengths include: comprehensive physical infrastructure with modern teaching facilities; extensive digital library resources with international database access; strong disability accessibility features; diverse scholarship opportunities; and specialized facilities aligned with program requirements (broadcasting studios, religious laboratories).

Recommendations for Optimization

Implement Integrated Data Management System: Develop a unified analytics platform providing real-time monitoring of student progress, resource utilization, and support service effectiveness across all stakeholder levels.

Streamline IT Systems: Consolidate multiple platforms into an integrated portal with single sign-on functionality, reducing navigation complexity and improving user experience.

Develop Multilingual Interfaces: Provide English language options for all critical systems, particularly course management and evaluation platforms, to support internationalization goals.

Establish Clear Communication Framework: Create a centralized, well-publicized support services directory with clear pathways for different types of student concerns and complaints.

Differentiate Program-Level Support: Design tailored monitoring and support systems acknowledging the unique needs of Bachelor's, Master's, and Doctoral students, with appropriate metrics and interventions for each level.

The programs demonstrate solid foundational resources but could have significant improvements in system integration, proactive monitoring, and differentiated support to fully meet ESG Standard 1.6 requirements.

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.

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

Recommendation: Doctoral, Master and Bachelor have different rules on programme level and should have their own monitoring adopted to the special needs)

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 (SIAK) 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.**

Recommendations:

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: Proactive monitoring of student progression and dropout risks should be developed to enable early intervention and more effective student support.

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

The evaluated study programs at Universitas Pendidikan Indonesia demonstrate a comprehensive multi-channel approach to public information dissemination. The institution maintains a central website (www.upi.edu) complemented by faculty-specific sites (fpips.upi.edu, sps.upi.edu) and individual program websites. This hierarchical structure provides appropriate information layering from institutional to program-specific details.

The information architecture covers essential elements required by ESG Standard 1.8. Prospective students can access admission criteria through dedicated portals (pmb.upi.edu), while current students utilize multiple academic information systems (SIAK, SPOT, SINO). Learning outcomes, qualification frameworks, and assessment procedures are documented across program websites. Research activities, library resources, and scholarship opportunities are centrally accessible. The inclusion of specialized portals for international students (dia.upi.edu/international-students/) demonstrates awareness of diverse stakeholder needs.

Despite comprehensive coverage, significant deficiencies undermine effectiveness. Language barriers persist - most systems operate exclusively in Indonesian, limiting accessibility for international stakeholders despite having dedicated international student portals.

System fragmentation creates navigation challenges with students requiring multiple logins across SIAK, SPOT, SINO, SIAS, and other platforms to access complete academic information. Inconsistent updating is evident across program websites, with some showing

regular activity while others appear static. The Islamic Education program notably provides more detailed website information than others, suggesting uneven implementation standards. Pass rates and graduate employment data are notably absent from public platforms, representing a critical transparency gap. While programs mention alumni testimonials, systematic outcome data remains unavailable. The complaint and consultation services (ult.upi.edu) exist but lack prominent positioning within the information architecture.

The information provided demonstrates partial transparency. Academic procedures, curriculum details, and service availability are generally well-documented. However, performance metrics, quality assurance results, and comparative program data remain opaque. The Internal Quality Audit reports are referenced but not easily accessible to external stakeholders. Social media integration (Instagram, Facebook) enhances reach but creates additional fragmentation rather than consolidated communication.

Noteworthy strengths include comprehensive academic service documentation with clear URL structures; integration of modern communication channels including social media; specialized information systems for different stakeholder groups (students, faculty, public); robust library and research portals with extensive database access; and program-specific websites allowing tailored communication.

The institution demonstrates commitment to public information provision.

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: 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.**

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

Recommendation 5: A grade appealing process should be implemented.

Recommendation 6: The inclusion and involvement of alumni should be enhanced.

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: Doctoral, Master and Bachelor have different rules on programme level and should have their own monitoring adopted to the special needs)

Recommendation 11: The university should improve the integration of its academic, financial, and human resource information systems to ensure seamless data flow and reduce duplication.

Recommendation 12: Proactive monitoring of student progression and dropout risks should be developed to enable early intervention and more effective student support.

Recommendation 13: 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 14: The university should strengthen communication of review results and planned actions to students and staff, ensuring a transparent feedback loop.

Recommendation 15: 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 16: 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

Islamic Religious Education", Bachelor
Islamic Religious Education", Master
Recommendation 17: Gender Equality and Opportunity should be addressed.
Recommendation 18: The two study programs should development a strategy how to improve the gender ratio within the teaching staff in the medium-term.

"General and Character Education", Master

"General and Character Education", Doctor

- No

"Pancasila and Civic Education", Bachelor

Recommendation 19: It is recommended to develop new courses like information´s technology in civic life.

"Civic Education", Master

"Civic Education", Doctoral

Recommendation 20: Global network of the study programs should be expand.

Recommendation 21: Master and doctoral schemes should be proposed by research.

"Communication Studies", Bachelor

Recommendation 22: More courses with interactive parts should be featured.

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.

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

- A grade appealing process should be implemented.

- The inclusion and involvement of alumni should be enhanced.

- 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

- Doctoral, Master and Bachelor have different rules on programme level and should have their own monitoring adopted to the special needs)

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

- Proactive monitoring of student progression and dropout risks should be developed to enable early intervention and more effective student support.

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

- 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.

Islamic Religious Education (Bachelor/Master)

The study programmes "Islamic Religious Education" (Bachelor/Master) are 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:
- Gender Equality and Opportunity should be addressed.
- The two study programs should development a strategy how to improve the gender ratio within the teaching staff in the medium-term.

General and Character Education (Master/Doctoral)

The study programmes "General and Character Education" (Master/Doctoral) are accredited without any conditions.

The accreditation is valid until 30 September 2031.

Pancasila and Civic Education (Bachelor)

The study programme "Pancasila and Civic Education" (Bachelor) 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:
- It is recommended to develop new courses like information´s technology in civic life.

Civic Education (Master/Doctoral)

The study programmes "Civic Education" (Master/Doctoral) are 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:
- Global network of the study programs should be expand.
- Master and doctoral schemes should be proposed by research.

Communication Studies (Bachelor)

The study programme "Communication Studies" (Bachelor) 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:
- More courses with interactive parts should be featured.