

# Decision of the FIBAA Accreditation and Certification Committee



**21<sup>st</sup> Meeting on March 27, 2026**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	22/155 Cluster 3
<b>Higher Education Institution:</b>	Indonesian Institute of the Arts of Yogyakarta, Indonesia
<b>Location:</b>	Yogyakarta, Indonesia
<b>Study programme:</b>	1 Bachelor of Photography 2 Bachelor of Film and Television
<b>Type of accreditation:</b>	initial accreditation

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

### *Accreditation*

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

### Condition

Condition 1: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

► Proof of meeting this condition is requested until December 26, 2026.

Period of Accreditation: March 27, 2026 - March 26, 2031

The FIBAA Quality Seal is awarded.



## Assessment Report

---

---

**Higher Education Institution:**

Indonesian Institute of the Arts of Yogyakarta,  
Indonesia

---

**Bachelor programmes:**

1. Bachelor of Photography
2. Bachelor of Film and Television

---

**Qualification awarded on completion:**

1. Bachelor of Arts
2. Bachelor of Arts

# General information on the study programme

---

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

### **Bachelor of Photography (BPHot)**

The Bachelor of Photography programme integrates artistic creativity with advanced technological expertise. The curriculum is built on a synergy of theoretical research and hands-on practice, producing graduates who are not only professional photographers but also critical curators, editors, and photojournalists. With a strong emphasis on national values and professional certification, students are prepared to navigate both the contemporary art world and the commercial market. The programme maintains a vast professional network, ensuring its alumni are well-positioned for roles in education, media, and creative entrepreneurship.

### **Bachelor of Film and Television (BFTv)**

The Bachelor of Film and Television programme distinguishes itself through a scientific vision that balances aesthetic research with high-end creative production. Operating under an Outcome-Based Education model, students master every facet of the audiovisual industry, including screenwriting, cinematography, directing, and sound design. Graduates emerge as versatile professionals capable of working as insightful film reviewers, ethical creators, or innovative entrepreneurs within the global media landscape. Extensive on-campus facilities, such as news studios and colour-grading suites, provide a professional-grade environment that mirrors current industry standards.

---

## **Type of study programme:**

Both programmes: Bachelor programme

---

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

Both programmes: 14 semesters/ 7 years, 144-150 ECTS credits

---

## **Mode of study:**

Both programmes: full-time

---

## **Didactic approach:**

Both programmes: study programme with obligatory class attendance

---

## **Double/Joint Degree programme:**

Both programmes: no

---

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

Both programmes: Two parallel classes, with an enrolment capacity of 90 students

---

## **Programme cycle starts in:**

Both programmes: Odd semester: August to December; Even semester: January to May

---

## **Initial start of the programme:**

Both programmes: 1994

---

**Type of accreditation:**

Both programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Photography and Bachelor of Film and Television was made between FIBAA and Indonesian Institute of the Arts of Yogyakarta, Indonesia, on October 23, 2023. On August 12, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

**Prof. David Balfour**

University of Melbourne

Head of Film and Television, Victorian College of the Arts, Senior Lecturer (Film and Television, Production)

**Rita Dörner**

Media University Stuttgart

Audiovisual Media (B.En.)

**Prof. Matthias Leupold**

University of Europe for Applied Sciences

Professor of Photography

(Photography, New Media, Film Production)

**Dr. S. Rouli Manalu**

University Diponegoro, Tembalang, Indonesia

Assistant Professor in the field of Communication Science, Head of Undergraduate Programme in Communication Science (Communication Science/Communication and Media Studies)

**Prof. Eckhard Rocholl**

Rocholl Conceptual Design

Managing Director

(Digital Film Design, Graphic Design, Communication Design, Media Didactics, Media Theory, Conceptual Design, Interactive Media)

FIBAA project manager:

Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 18, 2025 to August 20, 2025 via the video conferencing tool *MS-TEAMS*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

---

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

The assessment report based on this was delivered to the HEI for comment on March 3, 2026. The statement on the report was given up on March 13, 2026. It has been taken into account in the report at hand.

# Summary

The Bachelor of Photography and Bachelor of Film and Television offered by Indonesian Institute of the Arts of Yogyakarta, Indonesia fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031, under condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1** (see chapter 5.1): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

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

- The HEI ensures a logical connection between individual learning outcomes and the overarching programme goals. (see chapter 3.1.1)
- The HEI shifts towards more project-oriented and practical-based learning, reducing theoretical explanation in favour of active student engagement. (see chapter 3.3.1)
- The HEI enhances its course offerings and instructional materials in English to better align with international academic standards and student needs. (see chapter 3.3.4)
- The HEI expands its evaluation instruments to systematically include employers and other third-party stakeholders (see chapter 5.2.3)

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

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

## **Tables**

Table 1 - Statistical Data: Bachelor of Photography programme.....	10
Table 2 - Statistical Data: Bachelor of Film and Television .....	11
Table 3 - Curriculum Overview: Bachelor of Photography programme .....	29
Table 4 - Curriculum Overview: Bachelor of Film and Television programme .....	34
Table 5 - Rating system of the Bachelor programmes .....	43
Table 6 - Assessment weight.....	43
Table 7 - Statistics on the lecturers.....	54

# Information

## Information on the Institution

The Indonesian Institute of the Arts Yogyakarta (ISI Yogyakarta) is the first and foremost state art university in Indonesia, established under Presidential Decree No. 39/1984 and officially inaugurated on July 23, 1984, by the Minister of Education and Culture, Prof. Dr. Nugroho Notosusanto. Operating under the Ministry of Education, Culture, Research, and Technology, ISI Yogyakarta is the oldest, largest, and most comprehensive art university in the country.

It emerged from the merger of three institutions: Sekolah Tinggi Seni Rupa Indonesia (STSRI “ASRI”, 1950), Akademi Seni Tari Indonesia (ASTI, 1963), and Akademi Musik Indonesia (AMI, 1961). The university comprises three faculties—Visual Arts (FSR), Performing Arts (FSP), and Recorded Media Arts (FSMR)—offering 23 study programmes in total. ISI Yogyakarta is committed to producing graduates who are pioneering, innovative, and grounded in Pancasila values, contributing to the global development of the arts.

The University upholds the Three Pillars of Higher Education—education, research, and community service—while fostering international collaborations. Its mission focuses on delivering excellent, creative, and innovative art education, research, and community service; strengthening strategic partnerships; and ensuring good governance through efficient and transparent management. To enhance academic quality and global engagement, ISI Yogyakarta collaborates with various international institutions and industries (see self-evaluation report, p. 8). Notable examples include joint seminars with the University of Art Tirgu Mures in Romania, masterclasses with international practitioners supported by the Australian Embassy, recognition of its gallery by the Fédération Internationale de l’Art Photographique (FIAP), and student exchange programmes with Esterhazy Caroline University in Hungary and the University of Arizona through the Indonesian International Student Mobility Award (IISMA).

All study programmes at ISI Yogyakarta are nationally accredited, maintaining “Superior” or “Excellent” ratings through regular internal audits conducted by the Internal Quality Assurance Unit (SPMI) (see self-evaluation report, p. 9). Among its programs, the Photography (BPHot) and Film and Television (BFTv) departments—both established in 1993 under FSMR—have achieved Excellent accreditation. BPHot prepares students for careers in journalistic, commercial, and art photography. At the same time, BFTv focuses on film and television production, equipping graduates to become professionals such as producers, directors, cinematographers, editors, and art directors.

Many ISI Yogyakarta alumni hold prominent positions in the creative industry, education, and government institutions, both nationally and internationally. Their eminent presence reflects the University’s success in nurturing talent for the multimedia and art sectors.

In 2017, ISI Yogyakarta received an “A” accreditation from the National Accreditation Board for Higher Education (BAN-PT), with recommendations to increase the number of programmes achieving the same rating, promote international research publications, and strengthen human resources by raising the number of doctoral-level, associate professor, and professor faculty members (see self-evaluation report, p. 9). Both BPHot and BFTv currently hold “Excellent” accreditation status. They are encouraged to further enhance their quality by increasing the number of lecturers with doctoral degrees, proactively pursuing superior accreditation,

expanding institutional collaborations, improving tracer study accountability, and meeting the key performance indicators set by the Ministry of Education, Culture, Research, and Technology.

ISI Yogyakarta also regularly organises national and international academic seminars, such as Iconarties, ICAPAS, and Arcadesa, which have collectively produced numerous scholarly works, including around 25 published proceedings and at least eight articles in nationally accredited journals. The university actively promotes artistic exposure through international-scale performances and exhibitions, including Jalan Menuju Media Kreatif (JMMK), an event featuring participants from institutions such as the University of Melbourne, Esterhazy Caroline University in Hungary, and the School of Visual Arts in the United States.

JMMK showcases photographic, film, and animation works by students, lecturers, and international participants, exhibited both offline and online at Galeri Pandeng, which is an internationally recognised FIAP Exhibition Centre, and on the digital platform Rangkai.id, ensuring global accessibility. Additionally, BPHot and BFTv support the Merdeka Belajar Kampus Merdeka (MBKM) programme, which provides students with opportunities to engage directly with the professional world through internships, collaborative projects, and independent learning experiences at both institutional and national levels.

This initiative allows students to build valuable networks and gain practical work experience before graduation, reinforcing ISI Yogyakarta's mission to develop creative, innovative, and globally competitive graduates.

## **Statistical data**

### **Bachelor of Photography programme**

**Table 1 - Statistical Data: Bachelor of Photography programme**

	1. Cohort 2018	2. Cohort 2019	3. Cohort 2020	4. Cohort 2021	5. Cohort 2022	6. Cohort 2023
# Study Places offered by HEI/	85	85	85	90	90	120
# Applicants/	706	376	655	788	742	495
Application rate/	830.59%	442.35%	770.59%	875.56%	824.44%	412.50%
# First-Year Students (accepted)	83	80	82	90	87	114
Rate of female students/	0.30	0.24	0.22	0.27	0.24	0.19
# Foreign Students/	0	0	0	0		
Rate of foreign students/	0	0	0	0		
Percentage of occupied study places/	97.65%	94.12%	96.47%	100.00%	96.67%	95.00%
# Graduates/	51	46	45	50	67	56
Success rate (students who finished their studies)/	61.45%	57.50%	54.88%	55.56%	77.01%	49.12%
Dropout rate (students who dropped their studies)/	38.55%	42.50%	45.12%	44.44%	22.99%	50.88%
Average duration of study/	5.1	4.89	5.49	5.34	5.27	5.78
Average grade of final degree/	3.29	3.33	3.38	3.35	3.4	3.36

## Bachelor of Film and Television

Table 2 - Statistical Data: Bachelor of Film and Television

	1. Cohort 2018	2. Cohort 2019	3. Cohort 2020	4. Cohort 2021	5. Cohort 2022	6. Cohort 2023
# Study Places offered by HEI/	88	90	90	95	80	120
# Applicants/	1810	1085	1610	1821	1659	1223
Application rate/	2056.82%	1205.56%	1788.89%	1916.34%	2073.75%	1019.17%
# First-Year Students (accepted)	87	87	92	95	81	116
Rate of female students/	0.25	0.25	0.29	0.27	0.30	0.36
# Foreign Students/	0	0	1	0		
Rate of foreign students/	0	0	0.010869565	0		
Percentage of occupied study places/	98.86%	96.67%	102.22%	100.00%	101.25%	96.67%
# Graduates/	83	53	66	58	66	73
Success rate (students who finished their studies)/	95.40%	60.92%	71.74%	61.05%	108.17%	62.93%
Dropout rate (students who dropped their studies)/	4.60%	39.08%	28.26%	38.95%	-6.17%	37.07%
Average duration of study/	5.47	5.17	6.36	5.46	5.67	5.6
Average grade of final degree/	3.37	3.39	3.25	3.35	3.37	3.33

## Appraisal

The panel members are overall satisfied with the statistical data. Even though the dropout rate for both programmes remains consistently high, the large number of applications indicates considerable interest among potential students. The gender distribution is consistent, although the proportion of female students has been lower across all years.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### **Bachelor of Photography programme**

The Photography Study programme (BPHot) at ISI Yogyakarta aligns its development objectives with the vision and mission outlined in the FSMR Senate Decree, aiming to produce graduates who embody creativity, innovation, and excellence in line with Pancasila values. Its vision is to become an outstanding study programme that integrates art and photography technology by 2024, preparing graduates capable of responding to contemporary challenges through the synergy of artistic and technological expertise.

In accordance with the Indonesian National Work Qualifications (KKNI) at level 6, BPHot's students complete at least 144 credits and obtain professional certification, as required by national higher education standards (SN-PT). The programme's objectives are formulated through curriculum development that takes into account the needs of both internal stakeholders—students, lecturers, and educational staff—and external stakeholders, including alumni, industry users, and professional associations such as SOFIA, IPPA, APFI, MFI, and YFI.

This collaborative approach ensures that the learning outcomes are relevant to professional fields and societal contexts within the disciplines of art and photography. The graduate profiles of BPHot reflect this comprehensive foundation. Alumni are expected to become professional photographers with strong theoretical, practical, and communication skills; critical and analytical art curators; photography editors and supervisors with a keen eye for quality; competent photojournalists producing factual and impactful images; photography educators capable of teaching effectively; entrepreneurs with innovative and market-oriented mindsets; and photography artists exploring the medium creatively.

BPHot continuously monitors labour market needs and stakeholder expectations through surveys, alumni engagement, counselling sessions, workshops, seminars, and other academic activities. This ongoing evaluation ensures that graduates are well-prepared to enter the professional world. The programme emphasises not only artistic and technical mastery but also personal development, instilling Pancasila values, integrity, motivation, open-mindedness, creativity, and a strong work ethic.

Graduates are encouraged to apply their knowledge to community service and nation-building by advancing photography that empowers society and reflects Indonesia's cultural identity. As the first photography bachelor's programme in Indonesia, BPHot has established a benchmark for photographic education nationwide. Its comprehensive and dynamic curriculum has produced graduates who now teach in art institutions across the country and maintain strong professional networks that support future alumni in finding employment.

The programme's learning outcomes (CP), structured in accordance with national regulations (Permendiknas No. 44/2015, No. 50/2018, and No. 3/2020), encompass three key aspects—

attitude, knowledge, and skills—ensuring that BPHot graduates possess the complete academic and professional competencies required to thrive in the evolving world of photography and visual arts.

### **Bachelor of Film and Television**

The Film and Television Study programme (BFTv) at ISI Yogyakarta upholds a unique scientific vision rooted in aesthetics and in the development of competencies in both research and creative production, which is considered an approach that distinguishes it from similar programmes in Indonesia. Its curriculum follows the Outcome-Based Education (OBE) model and aligns with Level 6 of the Indonesian Qualifications Framework (IQF). This system emphasises learning outcomes and project-based learning, fostering excellence across three key areas: attitude, knowledge, and general and specific skills.

To earn a Bachelor of Arts degree in film and television, students must complete a minimum of 144 credits, as mandated by national higher education standards (SN Dikti). BFTv graduates are equipped with a diverse set of competencies. They are trained to become film and television reviewers capable of analysing works through theoretical and aesthetic research methods; creators who can produce conceptual, ethical, and technically proficient film and television works. It covers areas such as screenwriting, cinematography, directing, sound, art direction, and editing; and creative entrepreneurs who can build and manage businesses in the audiovisual industry, establish client relationships, and generate employment opportunities.

To remain responsive to the evolving needs of the film and television industry, BFTv continuously monitors professional demands and alumni outcomes through tracer studies and stakeholder surveys. The insights gathered are used to refine the program's vision, mission, and objectives, ensuring relevance to current market conditions. Curriculum updates are made regularly based on these findings, aligning academic content with industry expectations.

BFTv also provides comprehensive facilities that support both theoretical learning and hands-on experience, including indoor and outdoor production studios, film editing and sound recording studios, news and colour grading studios, and audio-visual rooms. Curriculum development involves collaboration among the academic community, industry partners, lecturers, students, and alumni to maintain alignment with professional standards. As an active member of the Film and Television Study Programme Association (PROSFISI), BFTv contributes annually to the formulation of Graduate Learning Outcomes (CPL) and participates in curriculum discussions and partnership initiatives among member institutions.

Through this integrated approach which combines research, creativity, and industry engagement, BFTv prepares graduates who are not only academically competent but also innovative professionals ready to thrive in the dynamic fields of film and television.

### **Appraisal:**

The programme's qualification objectives are explained and convincingly presented in relation to the target group, the targeted professional field, and the discipline's societal context. They

embrace academic proficiency, comprehensive employability, and the development of each student's personality.

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

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

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

### **Bachelor of Photography programme:**

The Photography (BPHot) and Film and Television (BFTv) study programmes at ISI Yogyakarta continue to develop through collaborations in research, education, and community service with both national and international institutions. Internally, they focus on improving programme management, enhancing lecturer and student achievements, updating and implementing curricula, and providing infrastructure that meets international standards.

The Photography Study programme (BPHot) at ISI Yogyakarta adopts an international orientation that is rooted in the University's vision and mission to foster strategic, synergistic, and sustainable cooperation at national, regional, and global levels to advance academic research. BPHot continuously evaluates and adapts global perspectives within its curriculum, learning systems, and partnerships, ensuring that international collaboration enriches both teaching and research.

This international engagement allows BPHot to align its academic activities, such as curriculum development, course content updates, and collaborative programmes, with global standards, thereby strengthening its internal capacity and international relevance. BPHot's international orientation focuses on enhancing the quality of education and learning through activities such as curriculum benchmarking, inviting guest lecturers from abroad, organising international exhibitions and conferences, and involving faculty members as editorial board members or article reviewers for international journals.

These initiatives broaden the global outlook of both lecturers and students, equipping graduates to perform competently in an international context. Open and efficient global communication channels have enabled BPHot to actively engage with universities overseas, exchanging information and designing collaborative programmes that meet international standards. This has resulted in a range of structured international activities, including:

- Visiting Professor Programmes – Held every semester, this initiative invites international lecturers to teach and share their expertise, expanding the academic and professional networks of students and faculty.

- International Photography Exhibitions – Conducted each semester, these exhibitions foster global artistic exchange by featuring works from local and international artists, educators, and practitioners.
- BPHot has collaborated with several international institutions, including the Canberra Institute of Technology (Australia), Universiti Teknologi MARA (Malaysia), Victorian College of the Arts (Melbourne), the Photographic Society of America (PSA), and the Fédération Internationale de l'Art Photographique (FIAP). Notable exhibitions include Jalan Menuju Media Kreatif, Bara-API at Museum H. Widayat (Indonesia), and Silkroad Photography Exhibition in Beijing, China.
- International Conferences and Seminars – Events such as FASA 2020, ICAPAS, and URP bring together keynote speakers and participants from various international universities, offering a platform for cross-cultural exchange of artistic and academic ideas.
- International Academic Engagement – Several BPHot lecturers are active members and judges in global photography organisations.
- International Gallery – BPHot is home to Galeri Pandeng, officially recognised by FIAP as an international exhibition centre—the only one in Indonesia and the fourth in Southeast Asia—which highlights its global standing in photography.
- International Photography Competitions – BPHot's students and lecturers have achieved recognition in numerous global events, including the FIAP Exhibition Centres Photography Contest (2022), the 9th Jinan International Photography Biennale (2022), and the Silk Road National Youth International Photography Competitions (2021–2022).

Through these extensive international collaborations and achievements, BPHot successfully integrates global standards into its educational and creative practices, preparing its graduates to excel in the international arena of photography and visual arts.

### **Bachelor of Film and Television Programme:**

The Film and Television Study programme (BFTv) at ISI Yogyakarta evaluates and integrates global scientific and creative developments into its curriculum, learning systems, teaching methods, and international partnerships. By collaborating with institutions within and outside ISI Yogyakarta, BFTv ensures that its students and faculty gain valuable international exposure and insights. These efforts include hosting international film screenings, conducting joint research, organising masterclasses, and holding seminars featuring speakers from Indonesia and abroad.

To strengthen its international orientation, BFTv implements a range of activities designed to enhance curriculum relevance, improve graduate competencies, and develop professional skills that meet global standards in the film and television industry. Notable initiatives include a masterclass on film production in collaboration with the Australia Film Festival, which deepened participants' understanding of creative concepts and film distribution; a joint student film production project with Beijing Normal University that provided cross-cultural academic experience; and international teaching exchanges, such as sending lecturers to conduct workshops at Esterhazy Karoly College.

Additionally, BFTv supports students participating in international study programs, including a one-year exchange at the University of Arizona through the Indonesian International Student Mobility Award (IISMA). BFTv's student body represents diverse regions and educational

backgrounds from across Indonesia, with one international student from Malaysia enrolled in 2020 among its 474 students.

The programme’s commitment to excellence is reflected in numerous student achievements having 37 recorded in total. These include, for instance, international recognition for the film Human vs Elephant, which won the GAIA Award for Best Film at the Bozcaada International Festival of Ecological Documentary 2021 in Turkey. Through these initiatives, BFTV continues to cultivate globally competitive graduates and strengthen its reputation as a leading centre for film and television education in Indonesia.

**Appraisal:**

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability. The panel members noticed that while some lecturers deliver content in English, overall language proficiency remains insufficient to support a global perspective fully and therefore suggest that the HEI enhance English-language delivery and active dialogue to strengthen international orientation.

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

**1.3 Positioning of the study programme**

**Positioning of the study programme in the educational market**

**Bachelor of Photography programme:**

As the pioneer of art education in Indonesia, ISI Yogyakarta plays a significant role in shaping the nation’s creative academic landscape, with the Photography Study programme (BPHot) recognised as the first and leading photography programme in the country. BPHot has become a forerunner not only in photography education but also in the broader field of media arts. The demand for photography education in Indonesia continues to grow, reflecting the industry’s importance within the national creative economy.

Photography has been designated by the Ministry of Tourism and Creative Economy as one of the key sub-sectors of the creative economy, highlighting its integral role in Indonesia’s creative ecosystem and the strong market demand for skilled photographers. BPHot maintains a strong competitive edge among similar programmes nationwide. It is the oldest and most reputable photography programme in Indonesia, with a distinguished faculty consisting largely of senior academics consisting of lecturers, associate professors, and professors that all bring extensive partnerships at both national and international levels.

Many BPHot alumni now serve as lecturers in photography departments across Indonesian universities. The program's leadership is also reflected in its institutional role, as the Head of BPHot serves as the ex officio Chair of the Association of Indonesian Photography Study Programmes (SOFIA), which brings together seven universities offering photography programmes. BPHot's excellence is further validated by its "Excellent" accreditation from the National Accreditation Board for Higher Education (BAN-PT), attesting to its high academic standards and quality assurance.

In line with its growing reputation and increasing student interest, BPHot continues to strengthen the quality of its human resources. All lecturers are required to hold at least a master's degree and are encouraged to pursue further studies, both domestically and abroad. They are also expected to hold professional association memberships and competency certificates issued by the National Professional Certification Agency (BNSP). ISI Yogyakarta's Professional Certification Institute (LSP ISI Yogyakarta), licensed by BNSP, offers a recognised photographer competency scheme, enabling BPHot students to graduate not only with a degree and transcript but also with a nationally and internationally recognised Professional Photographer Competency Certificate, enhancing their employability and credibility in the creative industry.

To ensure ongoing relevance and alignment with market needs, ISI Yogyakarta conducts annual tracer studies whose results are used for curriculum development and shall shape each programme's unique profile. BPHot regularly reviews and updates its curriculum based on input from stakeholders, industry professionals, and alumni. Every three years, the programme organises workshops to refine the curriculum, inviting feedback from graduates, employers, and market users. This continuous process ensures that BPHot remains dynamic, relevant, and responsive to industry developments—producing graduates who are not only artistically competent but also highly competitive in the professional photography world.

### **Bachelor of Film and Television programme**

Graduates of the Film and Television Study programme (BFTv) at ISI Yogyakarta have demonstrated strong professional competence, gaining recognition and employment in various sectors of the film and television industry. To ensure continued relevance, BFTv conducts annual evaluations of its curriculum through Focus Group Discussions (FGDs) involving alumni, stakeholders, partners, and members of the study programme association.

These sessions provide valuable feedback on industry developments and help refine the curriculum to meet evolving professional demands. Alumni and industry partners are also regularly invited to deliver workshops, enhancing students' practical skills and creative competencies. The BFTv curriculum is continually updated to align with the needs of both national and international film and television markets while maintaining compliance with the Indonesian National Work Qualifications (KKNI).

To further strengthen student competencies, BFTv actively engages in the government's Merdeka Belajar Kampus Merdeka (MBKM) programmes, which include internships, independent projects, and student exchanges. These initiatives enable students to interact directly with industry professionals, broaden their academic perspectives, and gain real-world experience before graduation. What distinguishes BFTv from similar programmes in Indonesia is its strong aesthetic foundation, deeply influenced by the rich artistic and cultural environment

of ISI Yogyakarta and the creative atmosphere of Yogyakarta, a region renowned for its cultural heritage.

This artistic grounding is reflected in every academic output and creative project produced by BFTv students and faculty. BFTv graduates have achieved significant recognition in the film and television industries, winning prestigious awards such as Best Director at national and international film festivals, including the Festival Film Indonesia (FFI), the Singapore Film Festival, and the Bogotá Film Festival. Many alumni now hold strategic positions as producers, directors, cinematographers, editors, art directors, and creative entrepreneurs, reinforcing BFTv's reputation as a top-tier institution for film and television education.

The growing success and visibility of its graduates have contributed to the programme's increasing popularity. In 2021 alone, BFTv received around 1,300 applicants through national and independent admission pathways (SNMPTN, SBMPTN, and Independent Examinations) for just 90 available seats, which is a competitive ratio of approximately 1:14. This illustrates its strong appeal and standing among prospective students across Indonesia.

## **Positioning of the study programme on the job market for graduates („Employability“)**

### **Bachelor of Photography programme**

The Photography Study programme (BPhot) at ISI Yogyakarta equips its graduates with competencies closely aligned with labour market needs through a structured, regularly updated curriculum. This curriculum is designed with continuous input from industry professionals, practitioners, alumni, associations, and other stakeholders, ensuring the programme remains responsive to current trends and demands in the photography and creative sectors. Strong communication networks with alumni and industry partners further facilitate access to job opportunities, helping graduates transition smoothly into professional roles.

To prepare students for the workforce, ISI Yogyakarta also organises debriefing sessions and soft skills training to help graduates identify and secure jobs that match their interests and qualifications, while maintaining relationships with various companies and institutions. BPhot graduates pursue diverse career paths, such as professional photographers, artists, civil servants, private sector employees, entrepreneurs, or postgraduate students. Their competencies in commercial, journalistic, and fine art photography make them highly employable in creative industries such as photography, film, and multimedia. Many graduates also find positions in print and online media as journalists, reporters, or editors, while others establish themselves as fine art photographers.

In support of the Merdeka Belajar Kampus Merdeka (MBKM) initiative launched by the Ministry of Education, Culture, Research, and Technology, BPhot encourages students to gain direct professional experience through internships and real-world projects, strengthening the connection between academic learning and industry practice.

Collaboration with alumni, practitioners, educators, and professional organisations has further enhanced graduate employability, significantly reducing the pre-employment waiting period. Regular tracer studies conducted by the university and faculty show that most BPhot graduates secure employment within 0–6 months after graduation (see self-evaluation report, p. 20). In

addition, graduate user satisfaction surveys are used to assess and refine the curriculum and teaching methods, ensuring that BPhot continues to produce graduates who meet industry expectations and are ready to contribute meaningfully to the creative economy.

### **Bachelor of Film and Television programme**

BFTv progressively puts effort into following the trend; one of those is updating the vision, mission, objectives, and strategy by improving Human Resources capacity, curriculum quality, and education services, increasing interest, and enhancing the role in society. Generally, the disruption era in the 4.0 industry revolution becomes the orientation and essential concern. Along with that, BFTv's scientific vision has also been updated to be a study programme that is superior in creating and studying the fields of film and television based on aesthetics, art, and culture.

To be able to compete in the working world, every BFTv graduate obtains a competency certificate through LSP P1 ISI Yogyakarta, so that graduate learning outcomes can be measured against competence and KKNi. According to the tracer study data for 2021, 80% of alumni get a job within 6 months (see self-evaluation report, p. 21). This proves that BFTv graduates are competitive in the working world. To increase the graduate's capacity, BFTv under FMSR regularly holds a workshop to improve the soft skills and career coaching for the alumni.

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

#### **Bachelor of Photography programme**

The establishment of FSMR and BPHot is a response to the Indonesian photography market. BPHot, as part of the creative media industry, is one of the superior study programmes at ISI Yogyakarta, playing an essential role in building international networks and cooperation. BPHot is one of the study programmes at ISI Yogyakarta with a high number of enthusiasts. Therefore, this is a great opportunity for BPhot to conduct student selection to attract prospective students with the best potential.

With good input from potential students, the opportunity to produce the best graduates, as per the CP drafted and stipulated, will be easy to absorb by the market or by entrepreneurs. Currently, the total number of students at BPHot is 400. Every year, BPHot admits 90 students (out of 200-300 registrants), who are then divided into two classes. With a large number of students, BPHot continually updates its curriculum and subject content to ensure it aligns with market needs.

Nowadays, the government's support through the Ministry of Education, Culture, Research and Technology is abundant, with several programmes launched. One of them is the MBKM programme, which provides students with the opportunity to engage in an activity outside the campus for two semesters with a partner. Such activity will be converted into 20 SKS into several subjects. Therefore, this activity allows students to gain knowledge of the working world directly.

### **Bachelor of Film and Television programme**

The Film and Television Study programme (BFTv) at ISI Yogyakarta has established extensive educational, research, and community service collaborations with around 80 institutions, both domestic and international. These partnerships strengthen the implementation of Tridarma Perguruan Tinggi—education, research, and community service—while enhancing the quality and relevance of the program. Notably, BFTv’s collaboration with the Provincial Archaeological Centre of Yogyakarta Special Region (DIY) has produced various community service projects, joint research initiatives, and certified professional programmes.

Cooperation with the Indonesian Film Reviewers Association (KAFEIN) has led to the development of a film curriculum that incorporates a gender-inclusive perspective, demonstrating BFTv’s commitment to progressive and socially responsive education. Internationally, BFTv collaborates with prominent institutions such as the Australian Government’s Department of Foreign Affairs and Trade (through the Festival Sinema Australia Indonesia), Deakin University, the Victorian College of the Arts at the University of Melbourne, Eszterházy Károly University in Hungary, King Mongkut's Institute of Technology, Ladkrabang (KMITL) in Thailand, Beijing Normal University, and the Russian State University of Cinematography (VGIK).

These partnerships have resulted in various academic activities, including guest lectures, student and lecturer exchanges, comparative studies, and joint exhibitions. To strengthen the link between academia and industry, BFTv also works closely with professional partners in the Dunia Usaha dan Dunia Industri (DUDI) network. This collaboration supports students in undertaking Kerja Profesi (professional work practice) courses, allowing them to apply classroom knowledge in real professional settings.

Under the coordination of the Faculty of Recorded Media Arts (FSMR) at ISI Yogyakarta, BFTv continues to expand its collaborations with government and non-government institutions, including production houses and the Directorate of Film, Music, and New Media at the Ministry of Education and Culture. Through partnerships with international universities and organisations, such as MARA University of Technology (Malaysia), KMITL (Thailand), and UNESCO-supported programmes, BFTv actively builds global networks for academic cooperation, art research, exhibitions, and knowledge exchange, reinforcing its position as a leading film and television education center in Indonesia and beyond.

## Appraisal:

The reasons given for this study programme's positioning in the educational market are plausible.

The arguments in support of graduate employability, based on the stated qualification objectives, are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the ISI Yogyakarta’s overall strategic concept. The study programme’s qualification goals align with the University’s mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

### Admission requirements (Asterisk Criterion)

#### For both programmes

Admission to the undergraduate programmes at the Faculty of Recorded Media Arts (FSMR), ISI Yogyakarta, is conducted through three pathways: SNMPTN, SBMPTN, and Seleksi Mandiri (SM), all of which follow the general requirements.

- **SNMPTN (Seleksi Nasional Masuk Perguruan Tinggi Negeri)**  
This pathway is based on academic performance in senior high school. The applicants' schools conduct preliminary selection through report cards and ranking. Applicants must be in the final grade (class XII), have a National Student Identification Number (NISN), and be registered in the national student database (PDSS). Admission to FSMR through SNMPTN requires a portfolio in addition to the report cards. More information is available at SNMPTN FSMR
- **SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri)**  
LTMPPT administers this pathway and considers the results of the Computer-Based Writing Exam (UTBK) and a portfolio. It is open to SMA/SMK/equivalent graduates within three years of registration or Package C students up to 25 years old, who were not selected through SNMPTN. Applicants must have a permanent LTMPPT account, a National Identification Number (NIK), and meet health requirements. UTBK includes the Scholastic Potential Test, English Ability Test, and Academic Ability Test (including Higher-Order Thinking Skills).
- **Seleksi Mandiri (SM)**  
This internal selection is conducted by FSMR and its study programs, including BPHot and BFTv. Applicants must be SMA/SMK/MA/Package C graduates of any major, with valid diplomas or equivalent certificates, and for new graduates, school exam results or Class XII report cards. Those previously registered at ISI Yogyakarta must submit a written report to the committee. UTBK certificates are also required. Health requirements ensure that students can participate fully in learning activities.
- **Admission for Foreign Students**  
International applicants must meet academic requirements, be accepted by the host institution, have financial sponsorship, maintain good health, and comply with local and institutional regulations. Bachelor programme applicants must have studied at ISI Yogyakarta for at least one year as a non-degree student, demonstrate high achievement, complete the application form, and have satisfactory proficiency in the Indonesian language.

#### Bachelor of Photography programme

The Graduate Profile Achievement (Capaian Profil Lulusan – CPL) of the Photography Study programme (BPHot) encompasses four key aspects: attitude, general skills, specific skills, and knowledge. These competencies are developed through a carefully structured curriculum in which all students participate, incorporating the local characteristics and artistic values of ISI Yogyakarta. The CPL serves as a guiding framework for student learning and assessment and is also used in the selection of new students.

Prospective students are required to submit a portfolio in the form of a PowerPoint presentation that includes: a single-colour photographic work with a free theme; a series of three colour photographs thematically connected to tell a story; and a self-description outlining their motivation and interest in photography. The self-description also details the applicant's experience in photography, the arts, or organisational activities; soft skills; achievements in photography over the past three years; and aspirations after graduation. These portfolio requirements serve as a benchmark to evaluate applicants' qualifications and potential, ensuring alignment with the CPL objectives and the program's academic standards.

### **Bachelor of Film and Television programme**

In its admissions process, the Film and Television Study programme (BFTv) incorporates applicants' prior experiences and award certificates as part of their portfolio assessment, which must be documented in the self-description section. The admission requirements are aligned with the program's strategic objectives, particularly the Graduate Learning Achievement (CPL), which encompasses attitude, general skills, knowledge, local identifiers of ISI Yogyakarta, as well as BFTv-specific knowledge and skills.

The CPL serves as a framework for the portfolio, guiding the questions and work instructions that applicants must complete. Key portfolio components include a logline and synopsis that reflect BFTv's unique expertise in film and television, and a self-presentation video that highlights the applicant's attitude and communication skills. Additional elements, such as a curriculum vitae and documented achievements, further demonstrate general knowledge and skills.

Collectively, these portfolio requirements function as the primary criteria for assessing applicants' qualifications, ensuring that incoming students possess the competencies and potential to thrive in BFTv's distinctive academic environment.

### **Counselling for prospective students**

Currently, ISI Yogyakarta no longer offers a dedicated admission path specifically for outstanding students. Instead, exceptional students are identified and supported through the government's Kartu Indonesia Pintar (KIP) Programme, which provides scholarships covering tuition fees upon admission. These students follow the same admission procedures and requirements as other applicants via SNMPTN, SBMPTN, or Seleksi Mandiri.

Counselling and guidance for prospective students, including those with achievements, are provided through ISI Yogyakarta's integrated service centre, PANDU (<https://pandu.isi.ac.id/>), which offers support via phone or email. PANDU coordinates with faculties, including the Faculty of Recorded Media Arts (FSMR), to ensure questions regarding study programmes, learning processes, and graduate outcomes are addressed promptly. For international applicants, consultations are available through the Unit of International Affairs (<https://uia.isi.ac.id/>).

Pre-registration counselling for BPhot and BFTv is also facilitated through direct access to the study programmes via the FSMR Academic and Student Affairs Hotline, starting with contact through PANDU, ensuring prospective students receive timely and detailed guidance.

## **Selection procedure**

### **For both programmes**

Student admission to ISI Yogyakarta's undergraduate programmes follows three main pathways: SNMPTN, SBMPTN, and Seleksi Mandiri (SM). SNMPTN and SBMPTN are managed by the Higher Education Admission Test Institute (LTMPT) and share similar procedures. For SNMPTN, students create an LTMPT account, are determined eligible by their school, complete the PDSS, register, and await selection results. SBMPTN applicants also create an LTMPT account, register for UTBK and SBMPTN, take UTBK Phase I and II exams, and receive the results via the same portal.

The Jalur Mandiri (independent selection) is conducted internally by ISI Yogyakarta and differs from the national pathways. Applicants register, upload academic documents and secondary school diplomas, submit their portfolio, and wait for the announcement of selection results. For BPhot and BFTv, the Mandiri selection is evaluated by examiners from each study program, using a score accumulation system based on tested material, including general knowledge, scholastic and cognitive competence, and interviews—though interviews may be omitted in the online system.

The results are objectively ranked, with a passing grade threshold for each study program. In all pathways, the evaluation integrates scores from portfolios, student reports, and computer-based exams (UTBK) where applicable. The system is reviewed and updated annually to ensure fairness and alignment with each programme's characteristics.

The procedure for admitting foreign students to ISI Yogyakarta begins with submitting an application letter to the Rector, accompanied by relevant documentation of the applicant's status. Once the Rector's acceptance letter is received, the student applies for a Socio-Cultural Visit visa at the Indonesian Embassy in their home country, which allows them to begin studies at ISI Yogyakarta as a non-degree student. During their study, the student submits all necessary recommendations to the Directorate General of Higher Education in Jakarta, with approval from the Planning and International Cooperation Bureau of the Ministry of National Education.

After four months in Indonesia, the student may apply to convert the visa into a Temporary Stay Permit Card (KITAS). KITAS applications or extensions can then be submitted directly to the local Immigration Office in Yogyakarta, without requiring further approval from the provincial or central immigration authorities.

### **Bachelor of Photography programme**

For arts programmes at ISI Yogyakarta, including BPHot, submitting a portfolio is mandatory. The photography portfolio is a systematically arranged compilation of the applicant's work, consisting of two types of photos: single photos and story photos.

Single Photo Portfolio includes general photography categories such as human activity/interest, scenery/landscape, model/fashion, news/journalistic, food, automotive, and macro photography. The assessment focuses on composition and lighting, creativity and

conformity with the annual theme. The Story Portfolio is a series of photos that visually convey a narrative, including documentary, travel, human activity/interest, editorial, and news/journalistic photography. Assessment criteria include the ability to develop a story visually and to arrange photos to create a coherent narrative, following the EDFAT elements such as entire, detail, framing, angle and timing.

### **Bachelor of Film and Television programme**

For applicants to arts programmes at ISI Yogyakarta, including BFTv under the Faculty of Recorded Media Arts, submitting a portfolio is mandatory. The portfolio is a systematically arranged compilation of work submitted as a PowerPoint file and includes several key components: the participant's identity, a single colour photographic work (Single Photo), a series of three related colour photographs forming a story (Story Photo), a self-description slide, a slide detailing photography experience over the last three years, scans of achievements in photography or related fields, and a statement of authenticity for all works submitted.

Additionally, applicants must create a logline and short film synopsis, provide a Curriculum Vitae, and upload a self-presentation video via YouTube. Each of these elements carries weight in the assessment process. Portfolio evaluation is conducted using a transparent assessment rubric. For SNMPTN and SBMPTN, the evaluation is conducted by teams appointed by LTMP, with each portfolio independently assessed by two evaluators from universities with Film and Television programmes.

For the Seleksi Mandiri (SM) pathway, the assessment is carried out by an internal evaluation team. This process ensures fair and consistent scoring across all applicants.

### **Ensuring foreign language proficiency (Asterisk Criterion)**

#### **For both programmes**

Proficiency in a foreign language is not a specific requirement for admission to the Faculty of Recorded Media Arts (FSMR) at ISI Yogyakarta. For domestic students, English is included in the UTBK written exam and assessed in the Independent selection, but it is not mandatory beyond meeting the minimum score threshold. For international students, mastery of English is not required; instead, they must demonstrate ability in Bahasa Indonesia by participating in the Bahasa Indonesia for Foreign Speakers (BIPA) programme at the start of their studies.

This programme ensures that foreign students acquire sufficient proficiency in Bahasa Indonesia to follow lectures effectively, and their understanding is evaluated through a final examination covering proficiency level and test results.

### **Transparency and documentation of admission procedure and decision (Asterisk Criterion)**

#### **For both programmes**

The student admission process at ISI Yogyakarta is conducted with full transparency and standardised procedures regulated by the state. For SNMPTN and SBMPTN, an assessment

team composed of university representatives evaluates applicants according to criteria set by the Ministry of Education and Culture, including portfolios, academic work, and other assessments. Admission results are announced through the national student admissions website (SNPMB Official Website).

For independent (Mandiri) admissions, the Rector issues a decree to validate selection results, which are then announced on the PMB committee's webpage, accessible only to participants. Transparency is maintained through publicly available information on admission procedures and results on the ISI website and the LTMPT portal, with registrant data and selection outcomes archived for public access.

Selection decisions are based on predefined assessment criteria, including academic reports, portfolios, UTBK scores, certificates, and interviews. ISI Yogyakarta follows a Rector-approved PMB guideline or SOP that governs the formation and operation of PMB committees at the institute, faculty, and study programme levels. Within FSMR, the admission process includes study program-specific tests for BPhot and BFTv, ensuring that selected students align with the intended graduate profiles.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service or to any other helpdesk at the university for clarification of specific questions, personal aptitude, career perspectives, etc. Personal dialogue between applicants and ISI Yogyakarta is provided by defined office hours, by telephone and via e-mail. However, the panel members noticed a lack of transparency regarding the total financial commitment required from students and therefore suggest that the University should provide a clearer overview of all associated costs to ensure students are fully aware of the financial implications, thereby offering better protection and reducing potential drop-out rates.

The selection procedure is transparent and ensures that qualified students are admitted. The panel members emphasise that, in the course of admissions and selection, ISI Yogyakarta should reflect on its staff-to-student ratios to ensure it can adequately support the number of students admitted while providing sufficient individual mentoring.

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

The admission requirements or preparatory language courses ensure that students are able to successfully complete the study programme.

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

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

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

#### **3.1 Contents**

##### **Logic and conceptual coherence (Asterisk Criterion)**

###### **For both programmes**

Both study programmes are offered at the S-1 level, with a standard study period of four years (eight semesters), structured in progressive stages from basic to advanced learning. The curriculum is designed using an Outcome-Based Education (OBE) approach that emphasises achieving learning outcomes through interactive, innovative teaching and learning processes. Learning outcomes are aligned across all courses in both programmes, including practical courses that apply Student-Centered Learning (SCL) through project-based learning (PBL).

In addition, both programmes implement the Merdeka Belajar–Kampus Merdeka (MBKM) curriculum in accordance with Rector Regulation No. 9 of 2020, which amends Rector Regulation No. 7 of 2020, and in accordance with applicable ministerial regulations. Curriculum mapping has been conducted to identify national compulsory courses, ISI Yogyakarta compulsory courses, and FSMR mandatory courses. National compulsory courses focus on developing attitudes and foundational knowledge, while advanced courses are designed to strengthen students' skills and competencies in their specific fields of study.

###### **Bachelor of Photography programme**

The programme's curriculum is composed of mandatory courses from the ministry (8 SKS), four university compulsory courses (10 SKS), 26 core courses (88 SKS), and 12 elective courses (34 SKS). Advanced courses are introduced from the second semester, with their proportion increasing in the sixth and seventh semesters as basic courses are reduced. The curriculum is structured to prepare graduates for the professional and industrial environments through a clear course distribution, an integrated education system, and defined learning outcomes.

It also incorporates the MBKM programme, which enables students to participate in student exchanges, internships, and independent projects aligned with the curriculum. Designed in a tiered structure, the curriculum progresses from basic and advanced courses to a final assignment, while also accommodating three areas of concentration, namely expression photography, commercial photography, and journalistic photography. During the first four semesters, students undertake foundational courses that support all three concentrations; after that, starting in the fifth semester, they choose courses tailored to their selected specialisation.

##### **Table 3 - Curriculum Overview: Bachelor of Photography programme**

Curriculum Overview														
Photography Study Programme, 8 Semesters														
Subject Code	Subject Title and Type (Compulsory/C or Elective/E)	Credit Points per Semester								Workload		Method of Teaching  i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>Semester 1</b>														
ISI010	Religion (C)	2								27	32	L/T/S	Exam Paper (120 Min)	30/100
ISI020	Pancasila/ Indonesia's Five Principles (C)	2								27	32	L/T/S	Exam Paper (120 Min)	30/100
ISI040	Indonesian Language (C)	2								27	32	L/T/S	Exam Paper (120 Min)	30/100
ISI080	History of Art (C)	2								27	32	L/T/S	Exam Paper (120 Min)	30/100
FTA010	Visual Elements Composition (Nirmana) (C)	3								88	48	L/T/S	Art Project and Exhibition (1500 Min)	30/100
FTA020	Basic Computer Science (C)	3								88	48	L/T/S	Exam Paper (120 Min)	30/100
FTA030	History of Photography (C)	3								40	48	L/T/S	Exam Paper (120 Min)	30/100
FTA040	Photography Knowledge (C)	4								117	64	L/T/S	Exam Paper (120 Min)	30/100
<b>Semester 2</b>														
FTA050	Academic Writing Technique (C)		2							27	32	L/T	Exam Paper (120 Min)	30/100
ISI050	English (C)		3							40	48	L/T	Exam Paper (120 Min)	30/100
FTA060	Outdoor Science of Lighting (C)		3							88	48	L/T	Art Project and Exhibition (1500 Min)	30/100

FTA070	Indoor Lighting Knowledge (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA080	Composition of Photography (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA090	Black and White Photography(C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA430	Presentation Program		3								L/T		
<b>Semester 3</b>													
ISI070	Philosophy of Art (C)		2						27	32	L/T	Exam Paper (120 Min)	<b>30/100</b>
ISI030	Citizenship (C)		2						27	32	L/T	Exam Paper (120 Min)	<b>30/100</b>
FTA100	Visual Communication Knowledge (C)		3						40	48	L/T	Exam Paper (120 Min)	<b>30/100</b>
FTA110	Basic Photography (C)		4						117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA120	Photography Lighting (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA130	Old PrintcPhotography (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA330	Photo Curation		3										
<b>Semester 4</b>													
FTA140	Research Methodology (C)		2						27	32	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
FTA150	Documentary Photography (C)		4						117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
FTA160	Product Photography (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>

FTA170	Digital Image Processing (C)				3				88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
FTA360	Communication Studies				3									
FT6260	Art Management				3									
FT620	Aesthetic				2									
<b>Semester 5</b>														
FTA180	Art Creation Methodology				2				27	32	L/T/S	<b>Exam Paper (120 Min)</b>	<b>30/100</b>	
FTA190	Fashion Photography (C)				4				117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
FTA200	Expression Photography (C)				4				117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
FTA210	Journalism Photography (C)				4				117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
ISI060	Entrepreneurship & Intellectual Property Right (C)				3				40	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>	
FTA6280	Photography Ethno				3									
<b>Semester 6</b>														
FTA220	Experimental Photography (C)				4				117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
FTA230	Story Photography (C)				4				117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
FTA240	Commercial Photography (C)				4				117	64	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>	
FTA380	Computer Applications				3									
FT6630	Seminar				3									
<b>Semester 7</b>														

FTA250	Conceptual Photography (C)								4	117	48	L/T	Art Project and Exhibition (1500 Min) Report and Presentation (120 Min)	<b>30/100</b>
FTB010	Internship (C)								4	181	48	T/S		
FTA300	Cinematography								3					
FTA340	Digital Content Digital								3					
FTA310	Digital Marketing								3					
FT6340	Capita Selecta								2					
<b>Semester 8</b>														
FTA990	Bachelor Final Project/Thesis								6	272		S	Report and Presentation (120 Min)	100/100
										<b>1</b>				<b>1 / 210</b>
										<b>11</b>				<b>11 / 210</b>
<b>total</b>		<b>21</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>18</b>	<b>19</b>	<b>6</b>	<b>2907</b>	<b>1632</b>			

**L: Lecture**  
**S: Seminar**  
**T: Tutorial**

### **Bachelor of Film and Television programme**

This curriculum allocates 18 SKS for courses in this category, with 86 SKS designated as mandatory courses and 47 SKS for advanced courses in the BFTv program. In addition, the MBKM programme provides flexible learning opportunities through course conversions of 30 SKS for student exchange programs, 20 SKS for internships, and 20 SKS for independent study programs.

The implementation of Outcome-Based Education (OBE) is reflected in the clear distribution of programme learning outcomes (CPL) within the updated curriculum, ensuring that each course contributes to three core learning achievement elements: attitudes and general skills, institutional or university values, and specific knowledge and skills. This approach is illustrated in the BPHot program, where students begin in the first semester

by learning the theoretical and practical fundamentals of analogue and digital cameras, followed in the second semester by developing photographic composition skills based on nirmana principles such as shape, line, and colour.

As their competencies grow, students specialise in photography applications, like photojournalism, product photography, and art photography, studying each area through multiple levels that combine historical understanding, conceptual knowledge, current developments, and practical production, ultimately enabling them to work independently on professional assignments and creative projects.

**Table 4 - Curriculum Overview: Bachelor of Film and Television programme**

Curriculum Overview Film and Television Study Programme, 8 Semesters														
Subject Code	Subject Title and Type (Compulsory/C or Elective/E)	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>Semester 1</b>														
ISI010	Religion (C)	2								27	48	L/T	Exam Paper (120 Min)	30/100
TVA010	Basics of Storytelling (C)	3								40	32	L/T	Exam Paper (120 Min)	30/100
IS040	Indonesian (C)	2								27	32	L/T	Exam Paper (120 Min)	30/100
IS080	History of Art (C)	2								27	32	L/T	Exam Paper (120 Min)	30/100
ISI070	Philosophy of Art (C)	2								27	32	L/T	Exam Paper (120 Min)	30/100
TVA020	Mass Communication (C)	2								27	32	L/T	Exam Paper (120 Min)	30/100
TVA030	Introduction to Film and Television (C)	2								27	32	L/T	Exam Paper (120 Min)	30/100
TVA040	Basic Design (C)	3								88	48	L/T	Art Project and Exhibition (1500 Min)	30/100

TVA050	Photography (C)	3							88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/101</b>
<b>Semester 2</b>													
TVA060	Ethics of Film and Television (C)		2						27	32	L/T	Exam Paper (120 Min)	<b>30/100</b>
TVA070	Fictional Script (C)		3						40	48	L/T	Exam Paper (120 Min)	<b>30/100</b>
TVA080	Camera Arrangement (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA090	Theory of Film and Television (C)		2						27	32	L/T	Exam Paper (120 Min)	<b>30/100</b>
TVA100	Basics of Directing (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA110	History of Film and Television (C)		2						27	32	L/T	Exam Paper (120 Min)	<b>30/100</b>
TVA120	Basics of Editing (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA130	Television Journalism (C)		3						88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
<b>Semester 3</b>													
TVA140	Cinematography (C)			3					40	48	L/T	Exam Paper (120 Min)	<b>30/100</b>
TVA150	Non-Fictional Script (C)			3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA160	Film dan Televisi Direction (C)			3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA170	Production Design (C)			3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA180	Research Methodology (C)			3					40	48	L/T	Exam Paper (120 Min)	<b>30/100</b>

TVA190	Film Editing				3					88	48	L/T	Art Project and Exhibition (1500 Min)	30/100
TVA200	Film and Television Sound Engineering				3					88		L/T	Art Project and Exhibition (1500 Min)	
<b>Semester 4</b>														
TVA210	Documentary (C)				3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA220	<b>Film Acting</b>				3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA230	Artistic Direction (C)				3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA240	Make Up and Costume Design (C)				3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA250	Art Creation and Art Research Methodology				3					40	48	L/T	Exam Paper (120 Min)	<b>30/100</b>
TVA260	Music Illustration and Scoring (C)				3					88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA270	Management of Film and Television Production				3					40	48	L/T	Exam Paper (120 Min)	<b>30/100</b>
<b>Semester 5</b>														
TVA280	Integrated Production (Documentary, Fiction, Television Programs, Study of Film and Television (C)									88	48	L/T/S	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA290	<b>Efek Visual Effects</b>									88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA300	<b>Trans-platform Media</b>									40	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>

TVA310	<b>Art Video</b>					3			88	48	L/T	Art Project and Exhibition (1500 Min)	30/100
TVA320	<b>Screening and Distribution Management</b>					2			40	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA330	<b>Film and Television Criticism</b>					2			27	32	L/T		<b>30/100</b>
<b>Semester 6</b>													
	Internship (C)					4			117	64		<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA340	Film and Society (C)					2			27	32	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA350	<b>Experimental Film</b>					3			88	48	L/T	Art Project and Exhibition (1500 Min)	<b>30/100</b>
TVA360	<b>Audience Studies</b>					3			40	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA370	Culture of Nusantara (C)					2			27	32	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA380	<b>Semiotics</b>					2			27	32	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA390	<b>Film Festival and Curatorials</b>					2			27	32	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
<b>Semester 7</b>													
TVA400	Seminar (C)						2		27	48	S	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
ISI030	Civics (C)						2		27	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
ISI020	Pancasila/Indonesia's Five Principles (C)						2		27	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
ISI050	English (C)						3		40	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
ISI060	Entrepreneurship and Intellectual Property (C)						3		40	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
TVA410	Film Aesthetics						2		27	48	L/T	<b>Exam Paper (120 Min)</b>	<b>30/100</b>
<b>Semester 8</b>													
TVA990	Bachelor Final Project/Thesis							6	272		S	...	
							<b>1</b>					<b>1 / 210</b>	



## **Rationale for degree and programme name (Asterisk Criterion)**

### **Bachelor of Photography programme**

The Bachelor of Photography is the first study programme in Indonesia dedicated specifically to the discipline of photography. The programme's name was intentionally chosen to reflect the broad range of competencies it develops, including technical skills, critical thinking, and curatorial abilities, while still clearly referring to key fields such as journalistic, commercial, and fine art photography. Internationally, the term is widely recognised in both professional and academic contexts, as evidenced by the naming of similar programmes worldwide, which has contributed to its acceptance among prospective students, employers, and the general public.

The name also complies with the official nomenclature regulations issued by the Ministry of Education and Culture, ensuring consistency in graduate titles and degree designation. Graduates are awarded the Bachelor of Arts degree with a specialisation in photography, a level that aligns with the academic rigour and learning outcomes expected of BPHot undergraduate students.

### **Bachelor of Film and Television programme**

The naming of BFTv refers to various considerations: film and television are the two most prevalent audio-visual media in the creative industry, both nationally and internationally. This naming also aligns with BFTv, which is also developing in film and television education internationally. The bachelor's title of BFTv is Bachelor of Arts with a specialisation in film and television captioning.

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

### **For both programmes**

Both study programmes refer to the latest curriculum from the education ministry, which uses Outcome-Based Education (OBE). In this approach, each course must have a practical component of at least 51%. In addition, students can practise off-campus through internships or independent projects, and their achievements can be converted into 40 credits in the curriculum.

### **Bachelor of Photography programme**

In BPHot, the relationship between theory and practice is embedded across all courses. Even theoretically oriented subjects, such as Research Method and Visual Communication Science, include practical components carried out individually or in groups, ensuring that conceptual understanding is reinforced through application. The integration of theory and practice takes several forms. First, concepts are introduced and immediately applied, as seen when students learn the exposure triangle and then implement it through outdoor photoshoots using natural sunlight.

Second, learning is reinforced through project-based work that follows an action–reflection model. For example, in the Visual Communication Science course, students design and execute a communication campaign in the form of a meme distributed across various

channels, followed by a reflective report analysing the entire process from creation and distribution to the campaign's outcomes. Third, theory and practice converge in final assignments, where students synthesise theoretical knowledge and technical skills by either producing creative works grounded in theory or conducting theoretical studies that analyse selected case studies.

This integration is further strengthened by lecturers whose academic backgrounds and professional experiences align closely with the subjects they teach. For instance, Photo Curation is taught by an experienced photo exhibition curator. At the same time, courses such as Black and White Photography and Old Print Photography are led by experts in analogue photography and applied research on historical printing techniques, including cyanotype, van dyke brown print, gum bichromate, salt print, and others.

### **Bachelor of Film and Television programme**

In BFTv, the integration of theory and practice is structured through case-study and project-based learning methods. Case studies are used in theory-oriented subjects to help students grasp theoretical concepts by examining real examples, such as in the Introduction to Film and Television course, where films or television programmes are analysed to understand underlying theories. Project-based learning further strengthens this integration by allowing students to comprehend theory through hands-on practice embedded in planned projects.

For instance, in the Fiction Film Production course, students are required to produce a film, enabling theoretical knowledge to be directly applied in practice. At the curriculum level, this integration of theory and practice is reinforced through the MBKM program, which facilitates student participation in internships, independent projects, and independent studies.

### **Interdisciplinary thinking**

#### **Bachelor of Photography programme**

Applied arts such as Photography are inherently interdisciplinary, positioned at the intersection of technological mastery, optical physics, culture, and entrepreneurship. Accordingly, concepts from various disciplines are integrated into the learning process. For instance, in the Art Anthropology course, students learn that photographic aesthetics are shaped by cultural processes rather than being absolute, and they apply this understanding through assignments involving simple ethnographic studies of professional photography studios run by alumni.

Students also have the flexibility to take courses across different majors at ISI Yogyakarta, as well as subjects outside their main field, including Music or Puppetry. This interdisciplinary approach is further supported by general courses such as History of Art, Philosophy of Art, Entrepreneurship and Intellectual Property Rights, English, Religion, Pancasila, and Bahasa Indonesia.

### **Bachelor of Film and Television programme**

Film and television studies encompass multiple artistic disciplines, including theatre, literature, and dance, and extend beyond the arts into the social sciences and broader humanities. As part of the humanities, film and television education draws on fields such as visual

communication science, sociology, anthropology, and semiotics, which are offered as mandatory or elective courses. BFTv also introduces new subjects, such as Cross Platform Media, to address the development of non-conventional media and contemporary communication discourse.

Courses such as Film and Society, Mass Communication, and Audience Studies examine media discourse through social, cultural, and humanities-based perspectives. In contrast, the Ethnography Documentary course applies anthropological ethnographic methods to documentary filmmaking. This multidisciplinary approach culminates in students' theses, which consistently integrate analyses from multiple disciplines to strengthen both creative works and academic studies.

## **Ethical aspects**

### **For both programmes**

The implementation of codes of ethics at this institution is guided by official institutional regulations that must be understood and upheld by the entire academic community. These ethical guidelines are systematically implemented and socialised across both academic and non-academic activities, and are publicly accessible on the ISI Yogyakarta Legal Documentation website and on the official institute or faculty websites. Within the BPHot and BFTv environments, several key codes of ethics apply.

These include the Staff Code of Ethics, which governs the professional conduct of lecturers and educational staff in relation to themselves, colleagues, organisations, and society, as stipulated in ISI Yogyakarta Regulation No. 225/KEP/2013. The Student Code of Ethics establishes standards of behaviour in academic and social contexts, including classroom conduct, research and assessment activities, relationships within the academic community, artistic creation, organisational involvement, and public expression, as outlined in Rector Regulation No. 2 of 2019.

In addition, student achievements are supported through the Recognition and Appreciation of Work and Achievements programme (PKPM), regulated by Rector Regulation No. 1 of 2021, which allows learning achievements to be formally recognised and converted into academic credits in support of the Merdeka Learning Merdeka Campus programme. Finally, students' rights and obligations, including applicable restrictions and sanctions, are regulated through Student Affairs to ensure a balanced and accountable educational environment.

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

### **Bachelor of Photography programme**

Photography students develop strong academic competencies through a structured curriculum that trains them in research and analytical skills. These include data collection and analysis in the Research Method course, ethnographic methods in Art Anthropology, formal analysis of art objects in Photography and Aesthetic Overview, and academic writing skills in Scientific Writing Techniques and Seminars. Students are also trained to search for, read, and properly cite scientific literature from major humanities and social science databases such as JSTOR, EBSCO, and ProQuest.

These competencies are reinforced through core courses such as Research Method, Creation Method, Scientific Writing Technique, Seminar, Bahasa Indonesia, and the Final Assignment, where students learn to think systematically, write logically, and construct coherent arguments. Alongside academic preparation, students build practical studio and shooting skills through compulsory and advanced elective courses. This combined preparation equips them to complete their thesis, whose academic quality is assessed in two stages: an initial feasibility evaluation by supervisors and the department, followed by a formal thesis defence conducted by examiners.

### **Bachelor of Film and Television programme**

The curriculum includes a structured sequence of courses designed to ensure students are fully prepared to conduct research for their final projects and theses. Research skills are introduced early and progressively developed, beginning with the Research Methodology course in the third semester, which provides foundational research tools, and continuing in the Methodology of Creation and Assessment course in the fourth semester. These competencies are then applied in practice-based courses, such as Non-Fiction Script, where research and documentary scriptwriting skills are developed and later expanded into full documentary productions, including through the Ethnography Documentary course, which applies ethnographic methods in creative work.

By the fifth semester, students use this accumulated knowledge to design integrated productions and conduct film and television studies, while advanced elective courses in the sixth semester, such as Film and Society, Experimental Film, Audience Studies, Archipelago Culture, and Semiotics, broaden their analytical and creative perspectives. In the seventh semester, the Seminar course functions as a mentoring and presentation forum for final project proposals, which are then realised in the Final Assignment course in the eighth semester. Through this staged design, students acquire solid research methodology skills before engaging in creative production or critical review, reflecting a curriculum grounded in research-led practice and practice-as-research approaches.

### **Examination and final thesis (Asterisk Criterion)**

#### **For both programmes**

Student assessment is conducted through three main forms of examination: written essay exams, multiple-choice exams, and reports, each selected by lecturers according to the competencies being evaluated. Essay exams assess comprehensive understanding of specific concepts, multiple-choice exams measure partial knowledge, and reports are used to evaluate integrated mastery of theory and practice. In general, course assessment consists of weekly assignments, midterm exams, and final exams, with a weighting of 30% for weekly assignments, 20% for midterms, 40% for final exams, and 10% for attendance.

This structure is designed to encourage continuous engagement in the learning process and follows ISI Yogyakarta academic regulations and national higher education standards. Assessment uses a relative grading system with clear criteria outlined in each course's semester learning plan (RPS), and results are accessible through the academic information system or online learning platforms. The thesis serves as the primary indicator of whether

students have achieved the learning outcomes of the study program, particularly the ability to apply scientific, technological, and artistic knowledge in a logical, critical, and innovative manner, as mandated by national education standards.

As a six-credit final assignment, the thesis requires sustained academic effort over one semester and is assessed through a formal defence. Evaluation criteria differ according to thesis type: art creation theses are assessed based on the exhibited or screened work, scientific accountability, and verbal presentation, while art study theses are evaluated on research content, methodology, presentation, and verbal ability. Overall, student competence is measured through a combination of participation, project work, presentations, and theoretical examinations to ensure a balanced assessment of knowledge, skills, and application.

**Table 5 - Rating system of the Bachelor programmes**

SCORE IN ALPHABET	SCORE IN NUMBER	EXPLANATION
A	91 - 100	Excellent
B	75 - 90	Good
C	60 - 74	Sufficient
D	45 - 59	Insufficient

**Table 6 - Assessment weight**

Score	Conversion
3,50 – 4,00	A
2,50 – 3,49	B
2,00 – 2,49	C
1,50 – 1,99	D

## Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. Specialisation areas or optional electives enable students to acquire additional competences and skills. However, the panel members criticised an imbalance in learning outcomes across the courses and therefore **recommend** that the HEI ensures a logical connection between

individual learning outcomes and the overarching programme goals to guarantee that all courses equally and balance support the intended learning outcomes.

The degree and programme name correspond to the curriculum and programme objectives. Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are able to conduct scientific work at the required level.

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

The final theses are evaluated against previously published, coherently applied criteria, rules, and procedures.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

### Modular structure of the study programme (Asterisk Criterion)

#### For both programmes

Projected study time	4 years
Number of Credit Points (CP)	151
Workload per CP	50 minutes theory 170 minutes practice
Number of courses	57
Time required for processing the final thesis and awarded CP	1 year

Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	50 minutes per credit
--	-----------------------

Based on the Decree of the Rector of ISI Yogyakarta No. 250/KEP/2014, the undergraduate (S1) study period is set at a minimum of four and a maximum of seven years. Students may take leave or be inactive under certain conditions, provided this does not exceed the maximum allowed study period. To graduate, S1 students must complete at least 144 credits. The study load is calculated using the Semester Credit Unit (SKS) system, which reflects student, lecturer, and learning activity workloads, as well as programme implementation.

One SKS corresponds to 170 minutes of academic activity per week, per semester, comprising face-to-face lectures, structured assignments, and independent study. Compared with the European Credit Transfer and Accumulation System (ECTS), 1 SKS is approximately equivalent to 1.44 ECTS credits.

### **Bachelor of Film and Television programme**

The BFTv curriculum is structured in stages according to students' learning load and competency development. General and fundamental institute courses are taken from the first to the third semester, followed by a concentration on core competency courses between the third and sixth semesters that form the programme's graduate learning outcomes, along with specialised, tiered courses and preparation for choosing a thesis track in either art creation or art study.

The seventh semester focuses on supporting competencies and thesis preparation, while thesis writing is carried out in the eighth semester, allowing students to progressively concentrate on their chosen field of study. Overall, the programme offers 56 courses, consisting of 47 compulsory and 9 elective courses. Compulsory courses account for 136 credits, while elective courses provide additional credit options. Students are required to complete a minimum of 144 credits, comprising compulsory courses, compulsory electives, and free electives. The undergraduate programme is designed to be completed in eight semesters (four years), with a maximum allowable study period of fourteen semesters (seven years).

### **Study and exam regulations (Asterisk Criterion)**

#### **For both programmes**

The Decree of the Rector of ISI Yogyakarta No. 250/KEP/2014 sets the framework for the bachelor's degree programme, establishing a standard study period of four to five years for students starting from the 2014 cohort. Under certain circumstances, students may take leave or be non-active, provided it does not exceed the maximum allowed study period. Graduates must complete a minimum of 144 credits. Detailed information on curriculum structure, exam

procedures, assessments, and graduation requirements is provided in the latest Final Thesis Guidebook published in 2022.

Students are allowed to take a two-semester leave, consecutively or separately, without disrupting their learning since courses are non-sequential and have no prerequisites, allowing flexibility in course selection. Upon completion of their studies, students receive a transcript, a diploma, and a diploma supplement. Transcript scores are absolute, graded on a scale from 0 to 100, and are not relative to the performance of other students.

## **Feasibility of study workload (Asterisk Criterion)**

### **For both programmes**

The standard credit load per semester is 20 credits, with a maximum of 24, corresponding to approximately 17 contact hours per week, or about three face-to-face hours per day across five weekdays. This is supplemented by independent assignments and self-study. If students fully engage with their courses, completing both in-person and independent work, it typically takes seven to eight hours per day to fulfil credit requirements and graduate within the standard eight semesters.

While lectures are conducted on campus in a structured format, self-study and individual or group assignments can be completed flexibly, at any location or time chosen by the students. Academic guidance is provided through guardian lecturers, who offer counselling and support throughout the learning process. Students most commonly consult their advisors when selecting courses or preparing their thesis, with appointments available on weekdays as needed.

To monitor and enhance the learning experience, the study programme conducts annual student satisfaction surveys, using the results to refine the curriculum and overall educational process.

## **Equality of opportunity**

### **Bachelor of Photography programme**

BPhot fosters an inclusive academic environment that accommodates students with diverse needs, including three hard-of-hearing students. These students are supported through shadow helpers and additional assistance from lecturers, such as emphasising lip movements to aid understanding. Collaboration between male and female students is fully encouraged, with no gender-based restrictions on group assignments, technical tasks, administrative tasks, or exhibition opportunities. Students with disabilities have equal access to facilities and services.

Enrolment data over recent years show that male students have comprised the majority, though female representation remains significant: in 2019, 76% male and 24% female; 2020, 78% male and 22% female; in 2021, 73% male and 27% female. Across the institution, gender equality is balanced: in BFTv, female students represent 43% and male students 57%, with scholarships accessible to 59% of female students and 41% of male students. Graduation rates are similarly balanced, with 48% of female and 52% of male students completing their

programs. Gender equality is also reflected among faculty, with 42% female and 58% male lecturers.

### **Bachelor of Film and Television programme**

The BFTV programme ensures equal educational opportunities for both domestic and international students. Since 2021, the programme has included a Malaysian student, and in the past it has welcomed students from various countries, including those from conflict zones such as Iran, through the Indonesian Government's Cultural Exchange Scholarship. Students from low socio-economic backgrounds can apply for the Bidikmisi Scholarship, which covers full tuition and living expenses for four years.

All students, regardless of gender, background, or skill level, have equal access to facilities, infrastructure, collaborative projects, and organisational activities. Leadership roles, such as the head of the Student Association of the Television Department (HMJ), have been held by women, reflecting non-discriminatory practices. The college also supports democratic processes, granting all students voting rights in student body and organisational elections, while lecturers participate in democratic selection of departmental leaders.

### **Appraisal:**

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit Points (CP) per course based on the required student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations that contain all necessary rules and procedures and, where applicable, take into account national requirements. The study programme is designed so that students can study for a set period at other HEIs or undertake internships without extending their overall study time. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. ISI Yogyakarta also takes into account evaluation findings, including student feedback and the programme's success rate.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*			X		
3.2.2*			X		
3.2.3*			X		
3.2.4			X		

### 3.3 Didactical concept

#### Logic und plausibility of the didactical concept (Asterisk Criterion)

##### Bachelor of Photography programme

The didactic approach in the Photography programme is based on outcome-based education, in which learning methods are chosen to achieve specific learning outcomes. Theoretical understanding is developed through lectures and experimental methods, for instance, students learn about light intensity, angle, and shadow by photographing a human model in the studio. Photography skills are cultivated through individual assignments, which progress from beginner to advanced levels across skill-based courses.

Professional values and collaborative attitudes are taught through group projects and internships, such as organising a six-member photo exhibition that involves planning, production, curation, venue setup, and execution. Project-Based Learning (PBL) is central to courses like Old Print Photography and Black and White Photography, encouraging students to practice independently and present exhibitions that showcase their mastery of techniques and knowledge.

These exhibitions are sometimes featured in mass media, including detik.com, republika.co.id, krjogja.com, and antarafoto.com. Through these hands-on projects, students confront authentic technical and artistic challenges, develop teamwork and management skills, and refine their ability to plan, execute, and evaluate projects.

##### Bachelor of Film and Television programme

The curriculum used in BFTV is outcome-based learning and applies a learning-centered approach based on a relationship between lecturers and students. Some of the learning methods used are case studies and project-based learning. Learning methods include interactive lectures, discussions, case studies, observations, and Q&A. Lecturers and students learn collaboratively, creating a comfortable academic atmosphere.

#### Course materials (Asterisk Criterion)

##### For both programmes

Lecturers prepare a detailed Semester Learning Plan (RPS) for each course, outlining learning outcomes, objectives, references, material descriptions, teaching strategies, assignment instructions, and measurable assessment rubrics. Teaching materials, including textbooks, recommended readings, project examples, printing materials, and case studies, are provided in class and stored digitally in learning management systems (LMSs) such as elearning.isi.ac.id and Google Classroom. Materials are updated annually to reflect academic developments, such as journals and conferences, and professional insights from alumni and industry partners, often incorporated as case studies, visual examples, or new skills.

During the pandemic, learning shifted to a blended format with virtual lectures via Zoom and Jitsi, supplemented by asynchronous materials on the LMS. Practicum courses included online consultations, and students actively completed individual assignments through Project-Based Learning, thereby achieving learning outcomes in attitudes, general skills, and specialised knowledge. Since implementing the Independent Learning–Independent Campus (MBKM) curriculum, both study programmes have applied outcome-based education (OBE), aligned with the growth of the creative economy, which offers students and graduates opportunities to develop creative, innovative, and globally competitive skills. Across programs, cinematic and narrative elements underpin most Film and Television courses, while aesthetic principles are emphasised in Photography courses.

## **Guest lecturers**

### **For both programmes**

Guest Lecturers provide specific in-depth materials based on particular knowledge or an area of expertise. They are practitioners with specific expertise. Therefore, the study programmes present local and international guest lecturers.

## **Appraisal:**

The didactic concept of the study programme is described, plausible, and aligned with the programme objectives. It allows the application of different teaching and learning methods, such as case studies or practical projects. Students are encouraged to take an active role in creating the learning process. However, the panel members criticise a predominance of passive instructional methods and, therefore, **recommend** that the HEI shifts towards more project-oriented and practical-based learning, reducing theoretical explanation in favour of active student engagement and structured discussions to enhance critical understanding.

The accompanying course materials are aligned with the intended learning outcomes and meet the required qualification level. They are accessible online for students, user-friendly, and encourage students to engage in further independent study. The panel members note that the HEI should regularly update the course materials.

Guest lecturers are invited to contribute to the students' qualification process with their specialised experience, whether from professional practice or scientific work, or, for example, from culture and politics.

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

## 3.4 Internationality

### International contents and intercultural aspects (Asterisk Criterion)

#### For both programmes

International perspectives are integrated into both students' academic and non-academic experiences. Academically, BPhot offers courses such as History of Western Photography, which explore Western photographic traditions, while BFTv courses, such as History of Film and Television and Film Aesthetic, cover cinematic traditions from Hollywood, Europe, and Asia. Film Festival and Curatorial courses include case studies from global festivals, and many textbooks and references are sourced from international materials, including examples like World Press Photo in Journalistic Photography. Local cultural contexts are also emphasised through courses such as Art Anthropology at BPHot and Ethnographic Documentary and Archipelago Culture at BFTv, encouraging students to engage interculturally with Indonesia's cultural wealth.

Beyond the classroom, students gain international experience through competitions, exchanges, and internships. For example, BFTv students have participated in exchanges at Beijing Normal University and VGIK in Russia, as well as internships at global media institutions such as Al Jazeera and Channel NewsAsia. Student works have received international recognition through awards in Hong Kong, Doha, and Italy. Collaborative projects in the Indonesian Arts Festival further allow students and lecturers from diverse cultural backgrounds to create multicultural works, fostering both global awareness and local engagement.

#### Internationality of the student body

#### For both programmes

There are two foreign students from Malaysia and Germany. Previously, BPHot received Darmasiswa Art & Culture Exchange students from Romania, Iran, the United States, and several other countries. Most of the students also do not come from Yogyakarta (the college's location), but they come from various ethnic and cultural backgrounds throughout Indonesia,

from Aceh to Papua. The presence of foreign students and students from multicultural backgrounds in the class has led to more diverse dialogues.

## Internationality of faculty

### For both programmes

FSMR, ISI Yogyakarta, has a policy of prioritising postgraduate education for lecturers abroad by consistently granting study permission. As a result, two lecturers have graduated from master's and doctoral programmes abroad. In addition, lecturers participate in international scientific associations such as the Asia-Pacific Artistic Research Network and the International Environmental Communication Association. Through these networks, lecturers deliver lectures and seminars in several study programmes in countries such as Australia, Hungary, and Thailand.

## Foreign language contents

### For both programmes

English literature-related book references are used by BPhot & BFTv. Learning materials and work references are unlimited, including both national and international content. English competency lectures are conducted at the beginning of the semester to ensure that students achieve a minimum standard of English proficiency that is essential to the learning process. Students are also expected to include English subtitles in their theses, using fictional films, documentaries, and television programs.

## Appraisal:

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

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

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

The panel members noted limited availability of English-language resources and, therefore, **recommend** that the HEI enhances its course offerings and instructional materials in English to better align with international academic standards and student needs.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents				X	

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

BPhot and BFTv students develop soft skills such as communication, public speaking, collaboration, problem-solving, and conflict management through a combination of courses and practical experiences. Communication and presentation skills are taught in Indonesian and English language courses, seminars, and national-level competitions, where students are required to present their work. Collaboration and problem-solving are developed in practical courses such as Fiction Film Production, Documentary Production, Television Programme Production, Presentation Program, and Photo Curation, where students work in teams to create projects, exhibitions, or films and to solve authentic challenges in the creative process.

Collaboration and conflict management are further strengthened during a three-month professional work (KP) placement, providing students with hands-on experience in organisational settings under supervisor evaluation.

#### Appraisal:

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

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

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

In the competency courses at FSMR, ISI Yogyakarta, students acquire not only academic knowledge, but also practical technical skills aligned with their graduate profile. For instance, in the Cinematography course, students study the theory of moving-image language alongside a hands-on practicum, applying techniques in accordance with the Indonesian National Work Competency Standards (SKKNI). To support this, FSMR allocates a budget each semester for

competency certification for BPhot and BFTv students, ensuring they meet minimum qualifications for their respective professional fields.

Certification is conducted through the Professional Certification Institute (LSP) of ISI Yogyakarta. Professional certificates aligned with national standards (BNSP) validate students' skills for careers in the photography, entertainment, press, and publishing industries, enhancing their competitiveness locally and globally. Certification is available at both Junior and Senior Photography levels, each requiring successful completion of 18 competency units and qualifying students for positions in professional photography and related industries.

### Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and the development of multidisciplinary competencies and skills – runs as a common thread throughout the study programme across all its courses. Nevertheless, the panel members noticed that while the HEI's engagement with companies and future employers is a positive strength, it does not sufficiently demonstrate these activities. Therefore, the panel suggest that the HEI provides more explicit documentation and evidence of these collaborations to ensure the impact of industry involvement is fully transparent.

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

##### Bachelor of Photography programme

BPhot has 19 permanent lecturers with doctoral and master qualification. BPhot has three areas of specialisation, namely commercial, journalism, and expression or art. The lecturers' expertise aligns with those three specialisations. The lecturers' areas of expertise include lighting, composition, lighting, commercial photography, ethnophotography, journalistic photography, documentary photography, experimental photography, and expression photography.

##### Bachelor of Film and Television programme

BFTv has 20 permanent lecturers, including one with a doctoral degree and 19 with master's degrees, with three currently pursuing postgraduate studies. Their expertise aligns with the graduate learning outcomes (CPL) and covers three main fields—TV Program, Fiction, and Documentary—with specialisations in directing, cinematography, editing, sound, artistry, and scripting. Lecturer qualifications are based on both academic credentials and competency certifications. To enhance performance and service, the institution provides awards for teaching overload in accordance with ISI Yogyakarta regulations.

The lecturer-to-student ratios in BPhot (1:22.26) and BFTv (1:23.65) meet or exceed national standards, ensuring quality teaching and effective learning outcomes.

**Table 7 - Statistics on the lecturers**

	BPhot	BFTv
Fulltime Lecture	19	20
Prof	1	
Dr	3	1
Master	16	19

#### Academic qualification of faculty (Asterisk Criterion)

##### For both programmes

At ISI Yogyakarta, permanent lecturers are required to hold a master's degree, while non-permanent lecturers are appointed based on their expertise and professionalism, in accordance with national higher education standards. Lecturer recruitment follows a structured

process that includes planning qualifications, competencies, and health requirements, guided by national laws and government regulations on civil service and educational personnel. As all permanent lecturers are civil servants, their recruitment, placement, development, retention, and discharge adhere to government standards, ensuring the quality of academic programme delivery. The institution supports lecturer career advancement through further education, training, participation in scientific and professional activities, internships, and collaborative research opportunities. Appointment to professorship follows national regulations, requiring a doctoral degree, a minimum of three years post-doctoral experience, publication in reputable journals, and at least ten years of teaching experience, ensuring both academic and professional excellence.

### **Bachelor of Photography programme**

There are 16 BPhot lecturers with at least a master's degree (79%) and three lecturers with a doctoral degree (21%). In addition, there are 25 competency certificates from 19 lecturers at BPhot, including the Competency Certificate of Competency Assessors, the Competency Certificate of Junior Photographer, the Competency Certificate of Senior Photographer, and the Journalism Photography certificate. Each lecturer has more than one Competency Certificate.

### **Bachelor of Film and Television programme**

BFTv has 20 lecturers with at least a master's degree (95%) and 1 lecturer with a doctoral degree (5%), of whom 14 already have a BNSP competency certificate, either as a professional or an assessor (56%). In addition, there are 17 lecturers with a Master of Arts in film and television, and a lecturer with a doctoral degree in arts. Therefore, the data presented is in line with the study programmes in arts.

## **Pedagogical / didactical qualification of faculty (Asterisk Criterion)**

### **For both programmes**

Lecturers at FSMR, ISI Yogyakarta, enhance their professional and pedagogical competence through programmes such as PEKERTI for junior lecturers and Applied Approach (AA) for senior lecturers. PEKERTI focuses on mastering basic teaching concepts and skills, while AA builds on this foundation to improve the quality of learning processes and student outcomes. Lecturers also receive training in e-learning, blended learning, and socio-cultural teaching approaches.

The Tri Dharma Perguruan Tinggi guides their performance—teaching, research, and community service—which influences their academic rank progression. BPhot lecturers engage in activities aligned with their photography expertise, such as training, curating, professional associations, and journal reviewing. In contrast, BFTv lecturers strengthen their skills through roles as international film festival curators, professional editors, and association memberships, all aimed at enhancing their pedagogical quality and professional development.

## **Practical business experience of faculty**

### **For both programmes**

Permanent lecturers of BPhot and BFTv also work as professionals and entrepreneurs in their respective fields, while non-permanent lecturers in photography are active practitioners and owners of commercial studios, such as CPC Yogyakarta. Both programmes collaborate with various agencies and industries for research, community service, and internships, allowing lecturers and students to apply theory to practice and contribute to the development of education and creative industries.

Many alumni have successfully established creative enterprises, such as Yogyakarta Archaeological Centre, Elora Production House, Fixinema, and Vicamrent for BFTv graduates, and Colourise, Uwise Picture Solution, Sokong Publish, and Ruang MES56 for BPhot graduates. Recently, the Ministry of Education has encouraged stronger industry-university networks, enabling students to participate in collaborative projects like film productions with Balar and the Borobudur Authority, instructional videos for File Academy, and films and TV programmes screened on Rangkai's paid digital platform, highlighting the integration of scientific competencies with real-world industry applications.

### **Internal cooperation (Asterisk Criterion)**

#### **For both programmes**

Lecturers in BPhot and BFTv engage in both internal and inter-institutional cooperation to support research, academic development, and quality assurance. Internally, lecturers collaborate in small and large groups through meetings, discussions, committees, and provide feedback, producing outcomes such as accredited national journals and intellectual property rights (HKI). BPhot lecturers, for example, hold biweekly study programme meetings to discuss academic policies and programme developments.

Routine and ad hoc meetings are held at the study programme and faculty levels for curriculum planning, coordination, and quick decision-making, including semesterly lecturer meetings to assign teaching responsibilities and internal quality audits to monitor learning outcomes. Externally, the programmes collaborate with institutions and organisations for seminars, research, and exhibitions, such as JAFF for film seminars, Caffein for film research, and international-level JMMK seminars and exhibitions, fostering scientific synergy and strengthening art education networks.

### **Student support by the faculty (Asterisk Criterion)**

#### **For both programmes**

The institution provides various student service facilities to support successful learning. Each student is assigned a guardian lecturer to guide them through their academic journey and provide timely solutions to problems, even though semester planning is conducted online. Students can access services through online platforms such as Semar Student, the website, SIAK, and academic hotlines, as well as through interactive channels such as Instagram and Telegram. Student activities, including PKM, UKM, student organisations, HMJ, and BEM, are managed and supervised by the student affairs division (Department 3).

Learning facilities, including laboratories and practicum studios, are overseen by lecturers appointed by the Head of the Study Programme to ensure proper guidance. For thesis

supervision, lecturers maintain WhatsApp groups for information sharing and provide consultations both onsite and online, even outside regular working hours, ensuring continuous academic support.

## Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, comprising full-time and part-time (visiting) lecturers, ensures that both academic standards and professional practice requirements are fully met.

The faculty's academic qualifications meet the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures to further qualify faculty members are in place.

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

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

Faculty members collaborate to align courses with the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion)					X

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
for blended-learning/distance learning programmes)					

## 4.2 Programme management

### **Programme Director (Asterisk Criterion)**

The organisational structure of FSMR is based on the Minister of Education and Culture Decree No. 0173/0/1995 and further specified in the ISI Yogyakarta statute, ratified by Ministerial Decree No. 015/O/2003. The structure is adapted to meet the institution's needs while complying with national regulations on management organisation. At the study programme level, the Head of the Study Program, in coordination with the Head of the Department, oversees all academic activities, including course management, lecture schedules, and examinations.

They also coordinate with lecturers, implement the Tri Dharma Perguruan Tinggi missions, supervise and evaluate student activities, and monitor teaching and learning processes in line with the curriculum. The study programme is supported administratively by a secretary, managing academic, financial, and human resource activities to ensure smooth programme operation.

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

Lecturers implement academic guidance activities at the beginning of each semester in the Study Plan Card (KRS) completion session. Although KRS is completed online, ISI Yogyakarta provides a forum for students to meet their guardian lecturers and consult their lecture plans, internship plans, and final project plans. In addition, students can evaluate the implementation and outcomes of previous semesters' lectures and find solutions to any academic or personal problems.

Academic guidance is conducted onsite through an in-person meeting or online through a video conference or an instant messaging application. Each study programme has a hotline number that can be contacted during working hours. Educational staff are obliged to prepare daily technical requirements such as lecture preparations and student's administrative documents. They also manage hotlines related to student academic services via WhatsApp. In this case, they coordinate with the head of the study program, who serves as the decision-maker at the study programme level.

### **Appraisal:**

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

Electronic service support is used and supplements personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

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

### 4.3 Cooperation and partnerships

#### **Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)**

##### **Bachelor of Photography programme**

BPhot's international cooperation in education with American Institute for Indonesian Studies (AIFIS), Drexel University, Philadelphia, US; King Mongkut's Institute of Technology Ladkrabang (KMITL), Victoria College of the Arts - University of Melbourne, Australia; Royal Melbourne Institute of Technology (RMIT) Australia, University of Arts Targu Mures, Romania; University of Sunderland, UK; Canberra Institute of Technology (CIT), Australia; Chiang Mai University, Thailand, Fakulti Seni Halus & Seni Reka, Kampus Puncak Alam, Universiti Teknologi Mara, Malaysia in culture and arts. Research cooperation in culture and with the Foundation of Umar Kayam and Tumbuh Sinema Rakyat.

##### **Bachelor of Film and Television programme**

The Film and Television Study Programme actively collaborates with several national and international institutions to enhance the quality of student education. Domestically, it works with the Yogyakarta Archaeological Centre on research projects, Jogja Netpac International Film Festival (JAFF) to develop skills in film management, production, and distribution, and the Indonesian Film Censorship Institute to deepen students' understanding of film regulations in Indonesia. Internationally, the programme engages with the Australian Government's Department of Foreign Affairs and Trade, while RANGKAI, a digital streaming platform, provides students with practical exposure to the distribution and exhibition of films and television programs.

#### **Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)**

BPhot and BFTv actively engage in industrial and professional business collaborations to strengthen the implementation of the threefold missions of higher education (Tri Dharma Perguruan Tinggi). These partnerships provide students with opportunities to enhance their academic skills while building professional networks in the industry. BPhot collaborates with a wide range of organisations and institutions, including Masyarakat Fotografi Indonesia (MFI), Lembaga Tes Masuk Perguruan Tinggi (LTMP), Mahacaraka – The Art of Travel.

Rumah Dokumenter, CV Sephastika Production, and PT Screenplay Bumilangit Produksi will provide students with practical experience and professional exposure in film and television production. These collaborations help students apply their learning in real-world contexts and prepare them for careers in the creative industries.

**Appraisal:**

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

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

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.

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

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

**4.4 Facilities and equipment**

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

### **For both programmes**

BPhot and BFTv have facilities and infrastructure that meet learning standards, supporting education, research, and community service (PKM). These include accessible classrooms, studios, galleries, and online systems, with first-floor access for students with disabilities and free internet for students. Classrooms are well-equipped for in-person and blended learning with projectors, computers, audio systems, and internet access. Each programme has specialised practicum studios tailored to its needs.

BPhot provides multiple photography studios, while BFTv offers film, television, green screen, and virtual production studios. The institution also has an internationally recognised exhibition gallery (FIAP). Online learning and academic management are supported through institutional websites, academic portals, lecturer information systems, and e-learning platforms using Zoom, Google Meet, or Jitsi Meet.

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

#### **For both programmes**

The ISI Yogyakarta Library, centrally managed at the institute level, is an “A”-accredited state university library offering comprehensive services, including circulation, reference, final project support, periodicals, information retrieval, and online journals. It provides free Wi-Fi and access to extensive electronic resources, including ProQuest, EBSCO, CENGAGE, MIT Press, SAGE, and national e-resources.

As of December 31, 2020, the library (opening hours: Monday – Friday: 08.00 am - 04.00 pm) holds a large collection primarily focused on arts and culture, including books, periodicals, final projects, and non-book materials. The library operates on weekdays during office hours. In addition, the BFTv study programme provides dedicated reading and audiovisual rooms to support literature and media-based learning.

### **Appraisal:**

Since the online conference was held, the panel was unable to visit the University in person. Therefore, the panel was provided with descriptions of the University's premises and facilities and based their assessment on this evidence. Based on that information, the provided teaching rooms and learning facilities equipment appear to be aligned with the needs of the study programmes.

The quantity, quality, media, and IT facilities of the teaching rooms meet the programme's standards, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The library's opening hours take students' needs sufficiently into account. Access to the literature and journals, as well as to digital media (e.g., electronic media, databases), is

ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

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

## 4.4 Additional services

### Career counselling and placement service

#### For both programmes

ISI Yogyakarta's Student Affairs unit operates the Career Development and Entrepreneurship Centre (PPKK), which provides career information, counselling, and support to students and alumni. Services include on-site and online career counselling, career-interest assessments via the CareerCentos application, and access through the institutional career portal.

PPKK also offers entrepreneurship and soft-skills workshops, achievement mentoring, competition support, and incentives. Students' professional skills are further developed through organisational activities that foster leadership, teamwork, and problem-solving. Additionally, FSMR supports student career readiness through competency certification programmes in collaboration with LSP ISI Yogyakarta.

### Alumni Activities

#### For both programmes

FSMR alumni of ISI Yogyakarta are organised under the Alumni Association of the Faculty of Recording Media Arts (IKAFSMR), established in 2018. Alumni work across national and international photography, film, and television industries and are actively involved in faculty development, academic activities, and student programs.

Alumni contribute to curriculum development through FGDs, learning evaluations, and feedback on professional relevance, and some serve as practitioner lecturers or industry partners in MBKM programs. They also support student development by acting as speakers, mentors, and workshop facilitators, sharing professional experience and achievements. Alumni engagement extends to student orientation programs, internal alumni discussions, webinars, and ongoing documentation through the IKAFSMR website.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. ISI Yogyakarta provides sufficient resources.

An alumni organisation has been established to build an alumni network. The panel members positively highlighted that students get job opportunities through alumni.

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

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

### For both programmes

ISI Yogyakarta operates as a government work unit (Satker) funded by the State Budget (APBN) and Non-Tax State Revenue (PNBP), primarily from educational fees. Financial management follows national regulations, with BPhot and BFTv programmes implementing activities through the institute's Budget Implementation List (DIPA).

Financial management at UPPS follows four stages: planning based on institutional strategic and budget documents; allocation through rector and dean regulations aligned with faculty priorities; realisation in accordance with approved RKA K/L activity plans under strict supervision; and accountability through standardised reporting, monitoring, and evaluation at the faculty and institute levels.

Scholarship funding is sourced from the government, NGOs, foundations, and domestic companies. Scholarship processes follow a structured schedule and clear requirements, with evaluations conducted after award acceptance and provisions for improvement or termination if targets are not met.

## Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

## 5. Quality assurance and documentation

### 5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

#### **For both programmes**

BPhot and BFTv implement quality assurance through the Internal Quality Assurance System (SPMI) of ISI Yogyakarta, managed by the Quality Assurance UPT in accordance with national regulations. Quality assurance follows a continuous improvement cycle (PPEPP) involving standard setting, implementation, evaluation, control, and improvement, supported by annual Internal Quality Audits (AMI) and semester-based monitoring of learning and lecturer performance.

Quality assurance is structured at the institute, faculty, and study programme levels, involving the UPT, the Faculty Quality Control Group (GKM), and the Study Programme Quality Assurance Teams. Audits result in corrective action requests that guide improvements in standards, guidelines, and implementation.

Curriculum evaluation is conducted every four years through FGDs involving alumni and industry partners. Both programmes apply Outcome-Based Education (OBE), integrated with the MBKM policy and aligned with national higher education standards and professional associations. Learning is student-centred, outcome-oriented, and assessed against graduate learning outcomes (CPL).

Evaluation results indicate effective learning outcomes, reflected in strong student achievement and graduate employability. Most graduates secure relevant employment within six months, with many obtaining jobs before graduation, demonstrating high-quality learning and strong graduate performance.

### 5.2 Instruments of quality assurance

#### **Evaluation by students**

#### **For both programmes**

At the end of each semester, students evaluate lecturers' performance through questionnaires, with the results used to provide feedback to improve teaching and learning. Student evaluations of learning processes, facilities, and infrastructure are also publicly accessible on the FSMR website.

UPPS measures student service satisfaction each semester using the Servqual Scale, which assesses five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. The survey, conducted online, indicates that student services generally meet user expectations. To further enhance services, FSMR has introduced additional physical and virtual service spaces,

such as a PKM clinic and student affairs social media platforms, to improve access to information about opportunities, including competitions and scholarships.

## **Evaluation by faculty**

### **For both programmes**

Learning evaluation is conducted through midterm and final semester assessments, lecture reports, and student satisfaction surveys, which study programme managers and lecturers use to improve teaching. Course plans (RPS) are regularly updated based on monitoring results and field developments.

At the end of each semester, students complete lecture evaluation questionnaires. Academic results are recorded and delivered through the academic system, and students with a GPA below 2.00 receive special academic guidance from their academic advisors under the supervision of the study programme leadership. All control and evaluation procedures follow institutional SOPs.

Lecturer monitoring and evaluation comply with national higher education regulations and institutional policies, using instruments such as attendance records, RPS, teaching progress reports, workload reports, and performance assessments. Educational staff performance is regularly monitored through attendance systems and evaluated against performance targets, job analysis, integrity measures, and SOP compliance to ensure discipline and quality performance.

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

### **For both programmes**

ISI Yogyakarta revises its vision, mission, goals, and objectives through a structured process involving a task force comprising students, alumni, lecturers, and professional organisations, as mandated by the Rector's Decree. External evaluation of FSMR's learning quality and services is conducted through alumni, graduate users, and the public.

Alumni evaluation is conducted annually through tracer studies, managed centrally by ISI Yogyakarta and implemented by PPKK in collaboration with the faculties and study programmes. These studies collect data on graduate employment status, waiting periods for work, income levels, and the relevance of jobs to educational backgrounds, and are conducted online within 6 months of graduation. Tracer study results serve as feedback for curriculum improvement, quality assurance, and fulfilment of national higher education performance indicators.

Graduate and public satisfaction are also measured through regular online surveys, FGDs with industry partners, and user satisfaction questionnaires. The results of tracer studies and satisfaction surveys are published on institutional and faculty websites and are used to evaluate and improve educational quality, align graduate competencies with labour market needs, and support graduates' transition into professional life.

## 5.3 Programme documentation

### **Programme description (Asterisk Criterion)**

#### **For both programmes**

Prospective BPhot and BFTv students can access comprehensive programme information, including profiles, faculty, curriculum, facilities, courses, and learning support, via the respective programme webpages. Education documentation is managed through the integrated SIAK Academic Information System, allowing administrators, lecturers, and students to manage academic records, input and view grades, approve and submit study plans, and access transcripts.

Student services are enhanced through the FSMR e-office system, which provides features such as electronic academic services, virtual rooms, announcements, and access to schedules via the academic calendar. The academic environment supports interactive learning and discussions through e-learning, where students can access course plans, materials, and assignments.

#### **Information on activities during the academic year**

#### **For both programmes**

All information or news on activities related to the faculty is disseminated via the website and social media within the scope of study programs, departments, and faculties, as well as publications in various mass media. In addition, information on academic activities, such as final assignment seminars, photo exhibitions, and film screenings, can be accessed on that page. The page also reports activities conducted by students, such as Sewon Photography Week (BPhot) and Sewon Screening (BFTv).

#### **Bachelor of Photography programme**

Information about various BPhot student activities can be accessed on the official FSMR website and on social media platforms such as Instagram, Telegram, and Facebook. BPhot informs various exhibition activities, work discussions, and photography competitions such as on the webpage PEKAN FOTOGRAFI SEWON 10 "RESTART". Student Final Assignments and various BPhot students' projects can be accessed online so that students can easily find references for their Final Assignments and work.

#### **Bachelor of Film and Television programme**

Information about BFTv student activities can be accessed online, Instagram, and Facebook. The activities include film screenings, discussions, and festivals. One of the examples of an activity informed via the web can be accessed online. Student Final Assignments are in the form of fiction films, documentaries, television programs, scenarios, and film/tv studies that can be accessed online so that students can easily find references to their Final Assignments

## Appraisal:

A quality assurance and development procedure has been established to systematically and continuously monitor and improve the programme's quality with respect to its contents, processes, and outcomes. Responsibilities are clearly defined. The panel members note that the process of course development and its description should be documented. Furthermore, the panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course.

The panel issues the following **condition**:

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

Student evaluations are conducted regularly and in accordance with a prescribed procedure; the outcomes are communicated to students and inform the quality development process. The panel members noticed that the current evaluation instruments are somewhat restrictive and, therefore, suggest that the HEI integrates an "Other comments" field with open-ended questions into its surveys to capture broader qualitative feedback and ensure more comprehensive documentation of the student and staff experience.

Quality control by the faculty is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated and provide input to the quality development process. The panel members noticed that the current evaluation instruments are somewhat restrictive and, therefore, suggest that the HEI integrates an "Other comments" field with open-ended questions into its surveys to capture broader qualitative feedback and ensure more comprehensive documentation of the student and staff experience.

The panel members noted that the quality assurance cycle relies primarily on internal feedback and therefore **recommend** that the HEI expand its evaluation instruments to systematically include employers and other third-party stakeholders to ensure the programmes remain aligned with external labour market requirements and evolving creative practice.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*				X	
5.2	Instruments of quality assurance				
5.2.1			X		
5.2.2			X		
5.2.3				X	
5.3	Programme documentation				
5.3.1*			X		
5.3.2			X		

# Quality profile

HEI: Indonesian Institute of the Arts of Yogyakarta, Indonesia

## Bachelor / Master programme:

1. Bachelor of Photography
2. Bachelor of Film and Television

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

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

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