

# Decision of the FIBAA Accreditation and Certification Committee



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

## PROGRAMME ACCREDITATION

|                                      |   |
|--------------------------------------|---|
| <b>Project Number:</b>               | 23/104 Cluster 1  |
| <b>Higher Education Institution:</b> | Universitas Sebelas Maret   |
| <b>Location:</b>                     | Surakarta, Indonesien   |
| <b>Study programme:</b>              | 1) Bachelor in English Language and Literature (ELL)<br>2) Bachelor in Indonesian Language and Literature (ILL)<br>3) Bachelor in History (BDH)<br>4) Bachelor in English Language Education (BELE) |
| <b>Type of accreditation:</b>        | initial accreditation   |

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

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

### For all programmes

- **Condition 1** (see chapter 3.2.2):  
The University needs to ensure that all students receive a Diploma Supplement including an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, and transcript upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2** (see chapter 3.3.2):  
The University needs to ensure to use up-to-date literature in all courses and updates the literature in the course descriptions.

Proof of meeting these conditions is to be supplied by December 26, 2026.

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

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Sebelas Maret

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**Bachelor/Master programme:**

- 1) Bachelor in English Language and Literature (ELL)
- 2) Bachelor in Indonesian Language and Literature (ILL)
- 3) Bachelor in History (BDH)
- 4) Bachelor in English Language Education (BELE)

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**Qualification awarded on completion:**

All programmes: Bachelor of Arts

# General information on the study programme

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

- 1) Bachelor in English Language and Literature (ELL)
  - 2) Bachelor in Indonesian Language and Literature (ILL)
  - 3) Bachelor in History (BDH)
  - 4) Bachelor in English Language Education (BELE)
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## **Type of study programme:**

All programmes: Bachelor programmes

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

- 1) Bachelor in English Language and Literature (ELL): 4 years / 144 SKS (233.28 ECTS)
  - 2) Bachelor in Indonesian Language and Literature (ILL): 4 years / 144 SKS (233.28 ECTS)
  - 3) Bachelor in History (BDH): 4 years / 144 SKS (233.28 ECTS)
  - 4) Bachelor in English Language Education (BELE): 4 years / 144 SKS (233.28 ECTS)
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## **Mode of study:**

All programmes: full-time

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## **Didactic approach:**

All programmes: study programme with obligatory class attendance

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

All programmes: no

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

- 1) Bachelor in English Language and Literature (ELL): 2-3 classes with 8 students per intake
  - 2) Bachelor in Indonesian Language and Literature (ILL): 2-3 classes with 8 students per intake
  - 3) Bachelor in History (BDH): 2-3 classes with 8 students per intake
  - 4) Bachelor in English Language Education (BELE): 2-3 classes with 8 students per intake
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## **Programme cycle starts in:**

winter semester / summer semester / both winter and summer semester / other start date: ...

- 1) Bachelor in English Language and Literature (ELL): February and August each year
- 2) Bachelor in Indonesian Language and Literature (ILL): February and August each year
- 3) Bachelor in History (BDH): February and August each year

- 4) Bachelor in English Language Education (BELE): February and August each year

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**Initial start of the programme:**

- 1) Bachelor in English Language and Literature (ELL): 1976
- 2) Bachelor in Indonesian Language and Literature (ILL): 1976
- 3) Bachelor in History (BDH): 1976
- 4) Bachelor in English Language Education (BELE); 2015

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**Type of accreditation:**

All programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor in English Language and Literature (ELL), Bachelor in Indonesian Language and Literature (ILL), Bachelor in History (BDH), Bachelor in English Language Education (BELE), all awarding the degree of Bachelor of Arts, was made between FIBAA and Universitas Sebelas Maret on November 21, 2023. On June 4, 2025, 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. Dr. Eva Wilden**

University of Duisburg-Essen

Professor of English as a Foreign Language Education

English Language Teaching, Foreign Language Teaching, English as a Foreign Language, Foreign Language Education, TESOL, TEFL

**Prof. Dr. Edwin Wieringa**

University of Cologne

Indonesian Language and Literature, Southeast Asian Studies, Islamic Studies

**PD Dr. Kirsten Bönker**

Northeast Institute at the University of Hamburg

Institute Director

History in General, Eastern European History, Global History, Modern History, Blended Learning

**Susanne Hoffmann**

Acting Head of Department for English, Head of Social

Kooperativen Gesamtschule Alexander v. Humboldt

English Lessons, Didactics / Methodology, Internal Differentiation; Language Acquisition, Literature Lessons

**Dr. I Gusti Ayu Agung Triadnyani**

Udayana University

Coordinator of Indonesian Literature Study Programme

Indonesian Literature, Blended Learning

**Simon Beckmann**

University of Münster

Dual-Subject Bachelor Degree in History,

Latin Philology and Greek Philology

FIBAA project manager:

**Maya Köhler**

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

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 4-6, 2025 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on March 13, 2026. The statement on the report was given up on March 17, 2026. It has been taken into account in the report at hand.

# Summary

The Bachelor in English Language and Literature (ELL), Bachelor in Indonesian Language and Literature (ILL), Bachelor in History (BDH), and Bachelor in English Language Education (BELE), offered by Universitas Sebelas Maret fulfil with two exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: the missing official Diploma Supplement and outdated literature. They recommend the accreditation on condition of meeting the following requirements:

## For all programmes

- **Condition 1** (see chapter 3.2.2):  
The University needs to ensure that all students receive a Diploma Supplement including an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, and transcript upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2** (see chapter 3.3.2):  
The University needs to ensure to use up-to-date literature in all courses and updates the literature in the course descriptions.

Proof of meeting these conditions is to be submitted by December 26, 2026.

Furthermore, the quality requirement that has not been fulfilled – Internationality of faculty (see chapter 3.4) for **ELL**, **BELE** and **BDH** – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

For **ELL**, **BELE** and **BDH** the international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) does not meet the expectations of the panel. The panel **recommends** enhancing the number of the faculty with international experiences.

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

For **BELE**, the panel **recommends** increasing the specificity of future fields of employment, for example by distinguishing between state and private schools as well as other areas within the education sector.

For **ELL** and **BELE**, the panel **recommends** that language proficiency should be tested in advance and a minimum level established for entry.

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

For **BELE**, the panel **recommends** integrating more teacher training, ensuring internships are better embedded within the curriculum, and adopting a more systematic approach overall.

For **BELE** and **ELL**, the panel **recommends** offering more courses that integrate different English language skills and applying Communicative Language Teaching principles. Increase modules on English teaching methodology and reduce or integrate linguistic content with TEFL methodology. Expand multicultural education by addressing it in more than one module.

For **BDH**, the panel **recommends** providing more precise course structures and clarifying the type of seminar (lecture or seminar). Courses should work more extensively with primary sources and focus on specific historical topics and should introduce primary sources earlier in the curriculum. For example, in Indonesian History, the expectation would be coverage of a defined area rather than a broad overview.

For **ELL** and **BELE**, the panel **recommends** offering more international exchange opportunities for students.

The panel **recommends all four study programmes** enhancing the efforts to attract more international students.

For **ELL** and **BELE**, the panel **recommends** that all members of the faculty should have international experiences.

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

There is one criterion that exceeds the standards: Ethical aspects (see chapter 3.1)

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

# Information

## Information on the Institution

According to the Presidential Decree No. 10 of 1976 on the Establishment of Universitas Negeri Surakarta Sebelas Maret (UNS) was established on March 11th, 1976. The vision of UNS is “to become a centre for the development of science, technology, and art that excels at the international level based on the esteemed values of national culture”.

Its missions, which reflect *tridharma perguruan tinggi* or the three pillars of higher education, include (1) organising education and teaching that demand lecturers' self-development and encourage students' independence in acquiring knowledge, skills, and attitudes.

UNS has 14 faculties, one vocational school, and one graduate school consisting of 20 Doctorate Degree Programmes, 46 Master degree programmes, 14 medical specialist education programmes, four professional programmes, 66 Bachelor's degree programmes, and 26 vocational school programmes. Based on the registration and statistics referring to data documentation as of 26 October 2020, UNS has 43,439 active students at various levels of education.

## Further development of the programmes

| Study Programmes: English Language and Literature  |           |             |           |             |             |             |
|--|-----------|-------------|-----------|-------------|-------------|-------------|
|  | 1. Cohort | 2. Cohort   | 3. Cohort | 4. Cohort   | 5. Cohort   | 6. Cohort   |
| # Study Places offered by HEI                      | 50        | 65          | 65        | 80          | 80          | 80          |
| # Applicants                                       | Σ         | 3134        | 1427      | 2604        | 2729        | 1956        |
|  | f         | 2203        | 919       | 1787        | 1876        | 1565        |
|  | m         | 931         | 508       | 817         | 853         | 391         |
| Application rate                                   | 6268,00%  | 2195,38%    | 4006,15%  | 3411,25%    | 2723,75%    | 2445,00%    |
| # First-Year Students (accepted applicants)        | Σ         | 50          | 65        | 64          | 83          | 82          |
|  | f         | 33          | 42        | 47          | 58          | 64          |
|  | m         | 17          | 23        | 17          | 25          | 18          |
| Rate of female students                            | 0,66      | 0,646153846 | 0,734375  | 0,698795181 | 0,698795181 | 0,780487805 |
| # Foreign Students                                 | Σ         | 2           | 0         | 3           | 1           | 0           |
|  | f         | 2           |           | 3           |             |             |
|  | m         |             |           |             | 1           | 1           |
| Rate of foreign students                           | 0,04      | 0           | 0,046875  | 0,012048193 | 0,012048193 | 0           |
| Percentage of occupied study places                | 100,00%   | 100,00%     | 98,46%    | 103,75%     | 103,75%     | 102,50%     |
| # Graduates  | Σ         | 38          | 45        | 50          | 60          | 62          |
|  | f         | 27          | 33        | 39          | 43          | 46          |
|  | m         | 11          | 12        | 11          | 17          | 16          |
| Success rate (students who finished their studies) |           |             |           |             |             |             |
| Dropout rate (students who dropped their studies)  |           |             |           |             |             |             |
| Average duration of study                          | 4,8       | 4,9         | 5,1       | 4,8         | 4,3         | 4,4         |
| Average grade of final degree                      | 3,41      | 3,47        | 3,45      | 3,57        | 3,63        | 3,66        |

Since the academic year 2021-2022, the ELL has been offering 80 study places facing more than 1,400 applications every year. In the last three academic years, more students were

allowed to start studying at the ELL. In the academic year 2022-2023, there was one international student. Students need more than four years up to five years until graduation.

Based on the number of registrants and the intake number, ELL competitiveness ratios for the last six years were: 1:65 in 2018, 1:22 in 2019, 1:33 in 2020, 1:27 in 2021, 1:21 in 2022, and 1:19 in 2023. The decreased number of registrants in ELL might be caused by the University policy to reduce the proportion of Bachelor's degree programme students, limiting the number of classes to 80-100 students.

| Study Programmes: Bachelor of Indonesian Language Literature |   |                  |                  |                  |                  |
|--|---|------------------|------------------|------------------|------------------|
|  |   | 2019/2020        | 2020/2021        | 2021/2022        | 2022/2023        |
| # Study  |   | 70               | 70               | 80               | 80               |
| # Applicants   | ∑ | 992              | 1643             | 1382             | 1082             |
|  | f |                  |                  |                  |                  |
|  | m |                  |                  |                  |                  |
| Application  |   | 1417,14%         | 2347,14%         | 1727,50%         | 1352,50%         |
| # First-Year Students (accepted applicants)                  | ∑ | 72               | 74               | 83               | 86               |
|  | f | 61               | 30               | 41               | 75               |
|  | m | 11               | 29               | 35               | 11               |
| Rate of female   |   | 84,72%           | 40,54%           | 49,40%           | 87,21%           |
| # Foreign Students   | ∑ | 0                | 0                | 0                | 0                |
|  | f | 0                | 0                | 0                | 0                |
|  | m | 0                | 0                | 0                | 0                |
| Rate of foreign students                                     |   | 0,00%            | 0                | 0                | 0                |
| Percentage of occupied study places                          |   | 102,86%          | 105,71%          | 103,75%          | 107,50%          |
| # Graduates  | ∑ | 58               | 58               | 74               | 63               |
|  | f | 45               | 42               | 55               | 54               |
|  | m | 13               | 16               | 19               | 9                |
| Success rate   |   |                  |                  | N/A              | N/A              |
| Dropout rate   |   | N/A              | N/A              | N/A              | N/A              |
| Average  |   | 4 years 7 months | 5 years 1 months | 4 years 4 months | 4 years 5 months |
| Average  |   | 3,00             | 3,33             | 3,51             | 3,52             |

Since the academic year 2021-2022, the ILL has been offering 80 study places facing more than 900 applications. In the last two academic years, more students were allowed to start studying at the ILL. However, so far there are no international students. Students need a bit more than four years until graduation.

| Study Programmes: Bachelor of English Education    |             |           |             |           |             |           |
|--|-------------|-----------|-------------|-----------|-------------|-----------|
|  | 2018/2019   | 2019/2020 | 2020/2021   | 2021/2022 | 2022/2023   | 2023/2024 |
| # Study Places offered by HEI                      | 80          | 80        | 80          | 80        | 80          | 80        |
| # Applicants                                       | Σ           | 2853      | 1281        | 1667      | 1447        | 1310      |
|  | f           | 2501      | 854         | 1111      | 1100        | 874       |
|  | m           | 352       | 427         | 556       | 347         | 436       |
| Application rate                                   | 3566,25%    | 1601,25%  | 2083,75%    | 1808,75%  | 1686,25%    | 1637,50%  |
| # First-Year Students (accepted applicants)        | Σ           | 79        | 87          | 83        | 83          | 97        |
|  | f           | 56        | 69          | 66        | 65          | 76        |
|  | m           | 23        | 18          | 17        | 18          | 21        |
| Rate of female students                            | 70,89%      | 79,31%    | 79,52%      | 78,31%    | 78,35%      | 80,23%    |
| # Foreign Students                                 | Σ           | 1         | 0           | 1         | 0           | 3         |
|  | f           | 0         | 0           | 0         | 0           | 3         |
|  | m           | 1         | 0           | 1         | 0           | 0         |
| Rate of foreign students                           | 0,012658228 | 0         | 0,012048193 | 0         | 0,030927835 | 0         |
| Percentage of occupied study places                | 98,75%      | 108,75%   | 103,75%     | 103,75%   | 121,25%     | 107,50%   |
| # Graduates  | Σ           | 56        | 39          | 44        | 69          | 85        |
|  | f           | 42        | 31          | 30        | 52          | 64        |
|  | m           | 14        | 8           | 14        | 17          | 21        |
| Success rate (students who finished their studies) | 1,96%       | 44,83%    | N/A         | N/A       | N/A         | N/A       |
| Dropout rate (students who dropped their studies)  | N/A         | N/A       | N/A         | N/A       | N/A         | N/A       |
| Average duration of                                | 5,42        | 4,6       | 5,6         | 5,5       | 5,2         | 4,9       |
| Average grade of final degree                      | 3,42        | 3,48      | 3,52        | 3,5       | 3,49        | 3,53      |

Since the academic year 2018-2019, the BELE has been offering 80 study places facing more than 1,300 applications every year. In the last three academic years, more students were allowed to start studying at the BELE. However, so far there are no international students. Students need more than four years up to five years until graduation.

| Study Programmes: Bachelor of Historical Science |  |                  |                  |                  |                  |     |
|--|--|------------------|------------------|------------------|------------------|-----|
|  |  | 2019/2020        | 2020/2021        | 2021/2022        | 2022/2023        | ... |
| # Study  |  | 60               | 70               | 80               | 85               |     |
| # Applicants                                     | ∑  | 1045             | 1273             | 1019             | 779              |     |
|  | f  |                  |                  |                  |                  |     |
|  | m  |                  |                  |                  |                  |     |
| Application                                      |  | 1741,67%         | 1818,57%         | 1273,75%         | 916,47%          |     |
| # First-Year                                     | ∑  | 62               | 59               | 76               | 86               |     |
|  | f  | 36               | 30               | 41               | 34               |     |
|  | m  | 26               | 29               | 35               | 52               |     |
| Rate of  |  | 58,06%           | 50,85%           | 53,95%           | 39,53%           |     |
| # Foreign  | ∑  | 1                | 0                | 0                | 0                |     |
|  | f  | 0                | 0                | 0                | 0                |     |
|  | m  | 1                | 0                | 0                | 0                |     |
| Rate of  |  | 1,61%            | 0                | 0                | 0                |     |
| Percentage of                                    |  | 103,33%          | 84,29%           | 95,00%           | 101,18%          |     |
| # Graduates                                      | ∑  | 8                | 28               | 40               | 64               |     |
|  | f  | 5                | 18               | 21               | 31               |     |
|  | m  | 3                | 10               | 19               | 33               |     |
| Success rate                                     |  |                  |                  | N/A              | N/A              |     |
| Dropout rate                                     |  | N/A              | N/A              | N/A              | N/A              |     |
| Average  |  | 4 years 8 months | 4 years 8 months | 4 years 6 months | 4 years 6 months |     |
| Average  |  | 3,58             | 3,55             | 3,52             | 3,61             |     |
| N/A  | : have not graduated yet, therefore the rate cannot be calculated yet.                             |                  |                  |                  |                  |     |
|  | * Maximum duration for students to finish their study is 7 years (14 semesters).                   |                  |                  |                  |                  |     |
|  | * N/A means the number of student who are dropout from the study program cannot be calculated yet. |                  |                  |                  |                  |     |

Since the academic year 2021-2022, the BDH has been offering 80 study places facing more than 700 applications every year. In the last three academic years, all study places were occupied. However, so far there are no international students. Students need more than four years until graduation.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### **Bachelor of English Language and Literature (ELL)**

Bachelor's in English Language and Literature's goals are aligned with the Vision and Missions of the Faculty of Cultural Sciences, signed by the Dean of Faculty of Cultural Sciences' (FCS) Decision No. 3846/UN27.01/TU2014.

Based on the Faculty's vision and missions, ELL's objectives are set to reflect the implementation of *Tridharma Perguruan Tinggi* or the three pillars of Higher Education comprising Education and Training, Research, and Community Service are incorporated into the study programme's curriculum.

The objectives are: To produce graduates with noble characters mastering skills and knowledge in the fields of English Language and Literature, Translation from English to Indonesian and vice versa, as well as Cultural Studies and Media.

The community members enthusiastically support ELL 's varied activities aimed at achieving its vision, missions, and objectives.

Based on the profiles above, the Programme Learning Outcomes (PLOs) are formulated to include (1) attitudes, (2) knowledge, (3) general skills, and (4) specific skills which are then used as the basis to develop the study programme curriculum.

| Graduate Profile | Description of Graduate Profile  |
|------------------|--|
| 1. Professionals | <ol style="list-style-type: none"> <li>1. Working independently using the skills of conveying information verbally to the public in English in academic, creative, business, journalism, tourism and public relations contexts by showing a high work ethic and a communicative, adaptable, and creative attitude; or</li> <li>2. Working independently by using research skills, producing translations, and offering solutions to problems of translating written, spoken and audio-visual texts from English to Indonesian or vice versa by showing a high work ethic and a communicative, adaptable, and creative attitude; or</li> <li>3. Working independently using writing skills in various media in academic, creative, business, journalism, tourism and public relations contexts by demonstrating a high work ethic and a communicative, adaptable, and creative attitude; or</li> <li>4. Working independently using research skills to solve Linguistics, Translation, Literary studies, and/or Cultural Studies and Media problems and making research reports in the form of scientific articles by showing a high work ethic and a communicative, adaptable, and creative attitude.</li> </ol> |

|                           |  |
|---------------------------|--|
| 2. Employees              | Working in government institutions or private companies using communication skills in English, especially in the academic, creative, business, journalism, tourism, or public relations fields and/or using knowledge of theoretical concepts and principles of Linguistics, Translation Studies, Literary Studies, and/or Cultural Studies and Media by demonstrating a high work ethic and a communicative, adaptable and creative attitude. |
| 3. Entrepreneurs          | Designing, managing, and developing a business supported by English language skills by demonstrating a high work ethic and a communicative, adaptable and creative attitude.   |
| 4. Post-graduate Students | Mastering the theoretical concepts and principles of Linguistics, Translation Studies, Literary Studies, and/or Cultural Studies and Media that support further education to Master's level by demonstrating a high work ethic and a communicative, adaptable, and creative attitude.  |

### **Bachelor of Indonesian Language and Literature (ILL)**

The Bachelor in Indonesian Language and Literature (ILL) has Visions, Missions, and Objectives that reflect those of Faculty of Cultural Sciences (FCS) in UNS.

The study programme's objectives are based on its visions and missions as follows: to produce graduates who demonstrate piety, possess strong moral character, and exhibit independence and professionalism within the disciplines of Indonesian linguistics, Indonesian literature, and Malay philology.

These involve training delivered by industry and business practitioners, career workshops, training for the creative linguistic industries, national and international seminars, expert lectures, student seminars, seminars and collaborations between ILL and partners (including those from the business community, Diponegoro University, and Academy of Malay Studies at University of Malaya), alumni meetings, graduate tracking, and feedback from graduate employers.

The PLOs encompass the following four domains: (1) knowledge, (2) attitudes, (3) general skills, and (4) specific skills. sharing

| Graduate Profile                                    | Description of Graduate Profile  |
|---|--|
| Literature specialists, linguists, and philologists | <ol style="list-style-type: none"> <li>1. Literature specialists, linguists, and philologists who possess a comprehensive understanding of various theories within these disciplines.</li> <li>2. Literature specialists, linguists, and philologists who have expertise in explaining the phenomena and challenges within these fields in Indonesian context, and who are capable of reviewing, appreciating, and interpreting relevant works.</li> </ol> |

|   |   |
|---|---|
| creative writers and industry practitioners | <ol style="list-style-type: none"> <li>1. Creative writers who are proficient in accurate and fascinating Indonesian-language texts across various genres, including literary works, institutional profiles, website and digital media content, video scripts, biographies, marketing materials (merchandise), short film and documentary scripts, and reviews.</li> <li>2. Creative industry practitioners who are capable of problem-solving and delivering innovation to publishing industries, digital magazines, and digital websites, particularly concerning the accurate application of the Indonesian language.</li> </ol> |
| journalists                                 | Journalists with a thorough understanding of journalistic sources, and this enables them to demonstrate proficiency in writing and editing news that adheres to the Indonesian language rules.  |
| Indonesian language editors or supervisors  | Indonesian language editors possessing comprehensive expertise in language editing across electronic, print, and digital media.   |
| Indonesian language and literature tutors   | Tutors with expertise in Indonesian language and literature, suitable for instruction in learning institutions and adapted for international learners.  |
| public rhetoric experts/practitioners       | Practitioners of presenters, news readers, broadcasters (for radio, television, and digital media), moderators, motivators, trainers/coaches who demonstrate expertise in public rhetoric.  |
| Indonesian language experts                 | Language experts and consultants with a command of Indonesian, enabling them to address language-related challenges across various institutions; translators proficient in converting foreign language documents into Indonesian; and expert linguistic witnesses capable of resolving language-related issues in legal context.  |
| lecturers or academics                      | Lecturers or academics specialising in Indonesian language and literature.  |
| researchers                                 | Researchers capable of formulating, analysing, and studying literary, linguistic, and philological problems within governmental and private research institutions.  |
| entrepreneurs                               | Entrepreneurs who demonstrate responsibility in managing a business unit.   |

### **Bachelor of History (BDH)**

Bachelor's Degree Programme in History (BDH) of FCS at UNS was inaugurated on 11 March 1976. One of the main objectives of BDH establishment is to advance humanities education on the basis that history is important within the curriculum to learn.

The educational process is structured based on professional principles, thus aiming to produce graduates who are competent and professional historians.

This aligns with the stated objectives, comprising: To produce graduates proficient and competent in the application of historical knowledge at national and international levels based on the esteemed values of national culture.

### **Bachelor of English Language Education (BELE)**

The Bachelor in English Language Education (BELE) at the Teacher Training and Education Faculty of Sebelas Maret University is designed to nurture not only skilled prospective English teachers and English instructors but also innovative entrepreneurs within the field of English education. By providing students with a well-rounded education that encompasses subject-specific knowledge, pedagogical skills, and broader skills such as technology integration, cultural competence, research, and entrepreneurship, our study programme ensures that

graduates not only meet but exceed the requirements of the national qualification framework, thus contributing positively to the educational and professional development of our students and the nation as a whole.

The qualification objectives and intended learning outcomes of the study programme undergo a continuous evaluation process to ensure they remain adequate and current with the evolving academic and industry standards. This review mechanism involves assessing the relevance of the study programme's goals and the effectiveness of its learning outcomes in equipping students with the necessary skills and knowledge.

Based on these assessments, the study programme's objectives and outcomes are regularly updated and adapted to meet the changing demands of the professional world, ensuring that graduates are well-prepared for their future careers.

### Appraisal:

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

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

|      |  | 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 English Language and Literature

The international orientation of the ELL is designed to align with the vision and mission of Universitas Sebelas Maret (UNS) as a centre of excellence in knowledge, technology, and arts at the international level, rooted in noble national cultural values. As the programme aims to produce graduates who can communicate well in English, ELL's curriculum is designed to provide students with enough exposure to English by focusing on improving their English skills in the first three semesters.

Almost all the lecturers, who are graduates of quality overseas universities in America, UK and other European countries, and Asia or ever got opportunities to join training programmes overseas, build a habit of making students familiar with international study and work ethics. Since the first batch of Indonesian International Student Mobility Award (IISMA) provided by the Ministry of Education, Culture, Research, and Technology in 2021, ELL's students have tried to get this highly competitive award.

Therefore, through its comprehensive curriculum, diverse academic and cultural activities, and strong emphasis on international exposure, the ELL programme equips graduates with the ability to work within international standards and global frameworks.

### **Bachelor of Indonesian Language and Literature**

The ILL has aligned its international orientation with university and faculty strategic plans. The internationalisation is pursued through ongoing curriculum improvements, learning models, collaborative partnership, international activities held by study programme and faculty, student exchange programmes, and international student recruitment.

ILL's internationalisation strategies prioritise learning and education, scientific research and publication, services to community, students and alumni, network and cooperation. It has also welcomed international students from the International Relations programme at Daito Bunka University, Tokyo, Japan, and conducts joint academic activities with the Faculty of Literature and Journalism at Xihua University, Chengdu Sichuan, China.

In addition, several other activities have been developed in support of internationalisation. Student exchange programmes and collaboration with the University of Malaya and Daito Bunka University. Internationalisation is further fostered through the Philology Research Group (PRG) offering international seminars with researchers from the University of Malaya. The curriculum also includes English language training, preparing graduates to work in global and regional environments, keeping pace with the latest information, and adapting to the challenges of the 4.0 era.

### **Bachelor of History**

With the vision of UNS "to become a centre for the development of science, technology, and art that excels at the international level based on the esteemed values of national culture," and the vision of FCS, that is "to become an advanced, superior, and trusted faculty at the international level based on the esteemed values of Javanese culture," BDH has an international orientation in accordance with one of its goals, particularly to produce graduates who are competent in applying historical knowledge at the national and international levels.

The curriculum is being adjusted to the development of industry 4.0 and the demands of job market, one of which is the inclusion of foreign language courses, particularly English and Dutch.

Its teaching staff possesses international research experience, having conducted archival searches and research in various libraries and national archives in Netherlands. Furthermore, some BDH lecturers have collaborated on research projects with an international researcher. This experience provides valuable knowledge into archival research methodologies, which is subsequently disseminated to the students through relevant course offerings, comprising Historical Methods, Methodology, Archival Studies, and Research Practice in Written Historical Sources.

### **Bachelor of English Language Education**

The study programme is focused on being globally connected, which is shown through several academic activities that promote international perspectives and cooperation. These include student exchange programmes that let students experience new cultures and learning environments, which enhances their education.

The study programme's international focus aligns with the goals of both the faculty and the university. By blending traditional values with innovative research, the programme intends to support the Faculty and University achieve their goal of gaining international recognition while staying grounded in their cultural roots.

## Appraisal:

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

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

## 1.3 Positioning of the study programme

### **Positioning on the educational market**

#### **Bachelor of English Language and Literature**

ELL competes at regional, national, and international levels in an increasingly competitive educational market. Its graduates shall be prepared for diverse roles beyond common professions using English. Established in 1976, the programme has nearly half a century of experience in providing high-quality education in the humanities. Its curriculum, recently redesigned under the Merdeka Belajar–Kampus Merdeka (MBKM) framework, offers students practical learning opportunities through internships, community service, and partnerships with external organisations.

Moreover, the programme's focus on global engagement, supported by prestigious initiatives like the Indonesian International Student Mobility Awards (IISMA), the Global Undergraduate Exchange Program (UGRAD), and the Global Challenge Fund, enhances students' international competencies and career readiness.

#### **Bachelor of Indonesian Language and Literature**

ILL recognises the increasing competitiveness of the educational and the job market at regional, national, and international levels. Therefore, it is undertaking a curriculum evaluation with partners, users, alumni, students, and actors in the language industry to ensure alignment with the demands of revolution of industry 4.0 and society 5.0.

Additionally, this programme supports the Ministry's indicators for the programme's design (see Chapter 1.1) and intends to advance students' careers in both academic and non-academic fields, such as (1) literary experts; (2) linguists; (3) philologists; (4) creative writers; (5) creative industry players; (6) language editors/supervisors; (7) Indonesian language tutors; (8) public rhetoric experts/practitioners; (9) language experts; (10) lecturers/academics; (11) researchers; (12) entrepreneurs, etc.

#### **Bachelor of History**

Aligning with Universitas Sebelas Maret's vision, the Bachelor in History (BDH) has established itself to enter the education market on an international scale. Besides affordable tuition costs, BDH for enthusiasts appreciate the programme for its accreditation that has achieved the

national “A” predicate, its lecture facilities and infrastructure, the proportion of lecturers with doctoral degrees and the potential of alumni as a network.

### **Bachelor of English Language Education**

The study programme is well-known in the national education market and connected to the goals of both the University and the Faculty. The programme aims to address the changing needs of the educational field, making it a top choice for students looking for a well-rounded and inclusive academic experience.

#### **Positioning on the job market**

##### **Bachelor of English Language and Literature**

ELL was established to meet the increasing demand for English proficiency and expertise, driven by both student aspirations and employer needs. It is designed to prepare graduates for a wide range of career opportunities in both local and global job markets. These initiatives shall help students acquire 21st-century skills such as perseverance, innovation, technology literacy, global awareness, and social responsibility, making them well-rounded candidates in the job market.

To ensure that graduates find adequate employment, ELL regularly conducts tracer studies to track alumni career paths and gather feedback on their preparedness for professional roles.

For instance, feedback from human resource experts, such as an ELL alumnus with over 15 years of experience as Managing Director of Periscope Indonesia, has been instrumental in shaping the program’s curriculum to better meet industry needs.

##### **Bachelor of Indonesian Language and Literature**

ILL reviews and develops the applicability of graduate profiles to the job market in the business and industrial sector (Dunia Usaha dan Dunia Industri, DUDI). Various additional activities carried out by ILL are chosen to support graduate profiles such as skills training, student careers, alumni teaching, financial literacy training, digital literacy training, speech skills training, creative writing training, journalism training, creative industry world training. Several students and graduates have been successful in building entrepreneurial skills by using advances in information technology and the digital world.

##### **Bachelor of History**

The goal of BDH is to produce reliable and professional historians. As a practical example, students help communities affected by the Covid-19 pandemic by providing socialisation about product digitalisation and marketing strategies for local community businesses. In addition, the student internship course (Kuliah Magang Mahasiswa, KMM), is useful for students in archives search to aid thesis preparation and to prepare them for the workplace according to the field of history that they are experienced in.

BDH also organises programmes that enhance students' international experiences in the hopes of increasing graduation quality. Student exchange programme at BDH have started since 2018, namely by sending two BDH students from September 25-October 16, 2018 to the University of Malaya Malaysia.

##### **Bachelor of English Language Education**

The study programme considers itself to be well-positioned in the job market because of its high rate of graduates finding jobs, mainly in education. The programme focuses on giving

students practical, useful skills, making them not only employable but also ready to succeed and bring new ideas to their careers, especially in education.

### **Positioning of the Study Programme within the HEI's overall strategic concept**

#### **Bachelor of English Language and Literature**

The programme's objectives reflect the implementation of *Tridharma Perguruan Tinggi*, which includes the three core pillars of Higher Education: Education, Research, and Community Service. The University facilitates curriculum development and enhancement by providing access to funding for initiatives like the Merdeka Belajar–Kampus Merdeka (MBKM) framework, which allows students to engage in internships, community service, and industry partnerships. ELL offers an outcome-based curriculum to keep up with the high demand of Industry 4.0 as well as to support the Ministry of Research, Technology, and Higher Education's MBKM programme.

#### **Bachelor of Indonesian Language and Literature**

Since its establishment in 1976, ILL has continuously enhanced both the quality of education and graduate competencies. This is achieved through outreach programmes at various embassies across ASEAN, facilitating student exchanges, and hosting international students for credit-earning mobility programmes and the Indonesian for Foreign Learners (IFL) programme at the Faculty of Cultural Sciences. Through continuous accreditation and rigorous quality assurance measures, ILL consistently enhances its academic standards and expands its collaborative network, thereby realising UNS's vision and mission through the excellence of its graduates.

#### **Bachelor of History**

BDH consistently ensures that the study programme curriculum remains relevant to industry expectations, with a focus on fostering students' critical thinking abilities and practical skills both within and beyond the classroom. BDH undertakes numerous Community Service (P2M) initiatives through two Research Groups (RGs): the Social History Research Group and the Cultural History Research Group. BDH has also collaborated with the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education, alongside 35 universities across Indonesia. These initiatives aim at realising UNS's vision and mission.

#### **Bachelor of English Language Education**

The study programme aligns with UNS's goal to become a global leader in science, technology, and the arts while staying connected to the nation's cultural values. The current outcome-based curriculum is redesigned to meet the high demands of Industry 4.0 and to support the Ministry of Research, Technology, and Higher Education's MBKM programme. Through this initiative, the study programme contributes to the University's first and second key performance indicators (KPI), which focus on graduates' employability and students' experiences outside the campus.

Lecturers are organised into three research groups namely English Language Studies, Teaching Methods, and Assessment; English Teacher Professional Development; English Language Teaching Curriculum and Materials Development. In addition, through partnerships, the programme seeks to improve the quality of education, drive research innovation, strengthen community engagement, and support both academic and student development.

## Appraisal:

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

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. For **BELE**, the panel **recommends** increasing the specificity of future fields of employment, for example by distinguishing between state and private schools as well as other areas within the education sector.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI'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

### All study programmes

The quality of the study programmes' student intake is maintained through a selection system carried out by UNS that is considered to be in a credible, fair, transparent, flexible, efficient, accountable, and non-discriminatory manner by taking into account the potential of prospective students.

The selection system is divided into pathways:

- (1) the National Selection System which consists of National Entrance Test for State Universities (SNMPTN),
- (2) Joint Entrance Test for State Universities (SBMPTN), and UNS Campus Admission Selection (SM) and (2) International Selection System. The follow-up to the operation of the polices is the student admission process based on Rector's Regulation No. 18/H27/PP/2011, dated on January 10th, 2011, on the Entry Path and Capacity for New UNS Students. The test material in the selection system, both TPS and TKA, is able to provide an initial assessment of the ability of prospective students to undergo higher education process in general, and especially in the field of language and literature globally in the study programmes.
- (3) A selection system coordinated directly by each university outside the selection system coordinated by the Government, called SM UNS, is divided into five categories, including UNS Campus Admission Selection by Achievement (SMJP), UNS Campus Admission Selection by Testing (SMJU), UNS Campus Admission Selection by Partnership (SMJK), UNS Campus Admission Selection for Students with Disability (SMJD), and UNS Campus Admission Selection by UTBK (SM-UTBK).
- (4) UNS Campus Admission Selection system by talent scouting with the aim of recruiting prospective participants who have both academic and non-academic achievements (in the cognitive, interest/talent, religious, and other fields).

The International Selection System is intended for prospective foreign students. The prerequisites of the International Selection System Admission include the following: prospective participants are foreign citizens; prospective participants have a strong interest in seeking a full-time degree at UNS; prospective participants are willing to conduct interviews via video calls; and prospective participants' maximum age is 22.

### Counselling for prospective students

The University provides several service channels to prospective students by responding quickly to incoming questions. This is done through various service media, including direct calls, social media channels and fax. A helpdesk is available on campus for students to come by and ask their questions.

### Selection procedure

UNS admission procedure intends to ensure that students who meet the requirements are accepted. It is categorized into (1) National Selection System: SNMPTN, SBMPTN, and SM; and (2) International Selection System.

The admission procedures for National and International Selection Systems are presented as follows:

- (1) The SNMPTN admission procedure includes: Online registration LTMPT account registration Decision of eligible students by school Data input at the School and Student

Database (PDSS) page SNMPTN enrollment; Registration of Hafidzul Quran by uploading the Hafidzul Quran Certificate if available; and Results Announcement SNMPTN procedure is accessible on the official website.

- (2) The SBMPTN procedure includes an online registration setting up a LTMP account via the official webpage.
- (3) The international admission selection procedure includes the preparation of the required documents; online form completion online submission of the documents; issuance of registration card administrative selection; interview test for those who pass the administrative selection; selection results announcement via email, along with the LoA; submission of Confirmation of studying at UNS completion of online registration at UNS academic website; and attendance on site upon notice from UNS International Office.

### **Ensuring foreign language proficiency**

Mastery of foreign language is not a mandatory requirement in the national selection system (SNMPTN, SBMPTN, and SM). Similarly, in the international admission selection system, mastery of a foreign language, especially English, is not mandatory, as stated in Rector's Decision No. 499/UN27/PP/2011 on the Obligation of Passing the EAP course for Students of Bachelor's Degree, Master's Degree, and Doctorate's Degree Programmes.

To ensure the international students' mastery of Indonesian language, these students are required to take BIPA courses until they are declared graduated as proven by the Indonesian Language Proficiency Test (UKBI) certificate with a minimum score of 482.

### **Transparency and documentation of admission procedure and decision**

Referring to Rector's Regulation No. 579/UN27/HK/2011 dated on December 30, 2011 on the Principal Policies of Management and Administration of Higher Education at UNS, transparency in student admissions is a must. The promotion of student admissions on various media, including brochures, leaflets, promotional videos, web contents, social media contents (Facebook: spmb.uns and Instagram: spmbuns) for digital publication.

### **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 whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

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

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

For **ELL** and **BELE**, the panel **recommends** that language proficiency should be tested in advance and a minimum level established for entry.

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

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

##### **All study programmes**

The regulations relevant to the evaluation and redesign of the curricula included Presidential Regulation No. 8 of 2012 on the Indonesian Qualifications Framework (IQF), the Minister of Education and Culture's Regulation No. 3 of 2020 on the National Standards for Higher Education (SN Dikti), the Rector's Regulation No. 31 of 2020 on the Administration and Management of Bachelor's Degree Programmes, and the Guidelines for the Preparation of Higher Education Curriculum in the Industrial Era 4.0 to support the MBKM Programme, issued by the Directorate General of Higher Education of the Ministry of Education and Culture in 2020.

Outcome-based learning (OBL) was introduced during the redesign of the curricula of all four programmes in order to achieve the goals outlined in Chapter 1.1. The most recent evaluation and redesign of the curricula were carried out between late 2019 and 2020.

##### **Bachelor of English Language and Literature**

The achievement of the study programme's objectives, mission and vision is supported through the redesign of the ELL curriculum, which incorporates graduate competency requirements structured into core, supporting and additional competencies.

A combination of compulsory and optional elective courses is offered to enable students to develop further competencies and skills.

##### **Bachelor of Indonesian Language and Literature**

The Bachelor of Indonesian Language and Literature curriculum was developed by (1) analysing study tracking and needs analysis for each graduate profile that has been identified, (2) aligning the needs of graduate users with those of business and industry, (3) developing a curriculum based on graduate profiles to achieve learning outcomes, (4) breaking down the body of knowledge into Learning Outcomes, (5) determining study materials, (6) transforming the body of knowledge and scientific study materials into the PLO to determine courses and credit allocations, (7) converting the body of knowledge, study materials, and credits into SLP, and (8) developing teaching and learning evaluation methods.

It involves the business and industrial worlds, including (1) journalists, (2) researchers, (3) creative language industry professionals, language supervisors, (5) experts in language, literature, and philology, (6) lecturers and teachers of Indonesian language and literature, and (7) entrepreneurs who utilise language and literature.

##### **Bachelor of History**

The BDH curriculum development mechanism follows these steps: (1) conducting tracer studies and user needs analyses (involving stakeholders such as national archives heads, museum directors, middle/high school principals, industry representatives, book publishers, and history communities) to measure the curriculum's relevance that has been implemented and design a new curriculum that prepares graduates for employment.

From the tracer study, data were obtained on graduate qualifications as desired by stakeholders so that BDH output benchmarks could be identified.

The curriculum content features courses that encourage the achievement of graduate competencies while providing students with broad opportunities to improve their knowledge and refine their skills based on their talents and interests.

### **Bachelor of English Language Education**

The programme curriculum includes graduate competency standards structured into core, supporting and additional competencies, all of which contribute to the achievement of the study programme's academic objectives and vision. It comprises courses that support the attainment of these graduate competencies while also providing students with the flexibility to broaden their horizons and deepen their expertise in line with their individual interests.

To equip students with the skills required to become competent teachers of English, the curriculum is designed to provide them with both subject-specific knowledge of the English language and pedagogical knowledge in the field of English language education.

Accordingly, English is introduced from early childhood education onwards as a means of familiarising learners with this global language.

**Curriculum Overview**  
**Here: ELL Programme, 7 Semesters**

| 1 <sup>st</sup> Semester |   |                            |    |    |    |    |    |    |                |                  |
|--------------------------|---|----------------------------|----|----|----|----|----|----|----------------|------------------|
| Modul No.                | Title of Module / Course Unit                               | Credit Points per Semester |    |    |    |    |    |    | Workload       |                  |
|                          |   | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |
| M1                       | Islamic Religion Education                                  | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M2                       | Catholic Religion Education                                 | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M3                       | Christian Religion Education                                | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M4                       | Indonesian Language   | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M5                       | Indonesian Culture  | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M6                       | Intermediate Structure                                      | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M7                       | Intermediate Pronunciation                                  | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M8                       | Introduction to General Linguistics                         | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M9                       | Introduction to Literary Studies                            | 3,24                       |    |    |    |    |    |    | 58,6           | 32               |
| M10                      | Intermediate Integrated English<br>(Speaking and Listening) | 6,48                       |    |    |    |    |    |    | 117,2          | 64               |
| M11                      | Intermediate Integrated English<br>(Reading and Writing)    | 6,48                       |    |    |    |    |    |    | 117,2          | 64               |

| <b>2<sup>nd</sup> Semester</b> |  |  |      |  |  |  |  |  |       |    |
|--------------------------------|--|--|------|--|--|--|--|--|-------|----|
| M12                            | Pancasila  |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M13                            | Introduction to Cultural Sciences                            |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M14                            | Upper-Intermediate Structure                                 |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M15                            | Upper-Intermediate Pronunciation                             |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M16                            | Morpho-phonology   |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M17                            | History of English Literature                                |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M18                            | Basic Translation Theory                                     |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M19                            | Upper-Intermediate Integrated English (Speaking & Listening) |  | 6,48 |  |  |  |  |  | 117,2 | 64 |
| M20                            | Upper-Intermediate Integrated English (Reading & Writing)    |  | 6,48 |  |  |  |  |  | 117,2 | 64 |
| <b>3<sup>rd</sup> Semester</b> |  |  |      |  |  |  |  |  |       |    |
| M21                            | Pancasila  |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M22                            | Entrepreneurship   |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M23                            | Research Methods   |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M24                            | English Syntax   |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M25                            | Introduction to English Prose                                |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M26                            | Basic English – Indonesian Translation                       |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M27                            | Introduction to Media Studies                                |  | 3,24 |  |  |  |  |  | 58,6  | 32 |
| M28                            | Advanced Integrated English (Speaking and Listening)         |  | 6,48 |  |  |  |  |  | 117,2 | 64 |
| M29                            | Advanced Integrated English (Reading and Writing)            |  | 6,48 |  |  |  |  |  | 117,2 | 64 |

| <b>4<sup>th</sup> Semester</b> |   |  |  |  |      |  |  |  |       |    |
|--------------------------------|---|--|--|--|------|--|--|--|-------|----|
| M30                            | Javanese Culture                        |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M31                            | Digital English                         |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M32                            | English for Academic Publication        |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M33                            | Book Report                             |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M34                            | Cross-Cultural Understanding            |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M35                            | Sociolinguistics                        |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M36                            | Semantics                               |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M37                            | Systemic Functional Grammar             |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M38                            | Introduction to English Drama           |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M39                            | Basic Indonesian – English Translation  |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M40                            | Introduction to Cultural Studies        |  |  |  | 3,24 |  |  |  | 51,4  | 28 |
| M41                            | Content Writing                         |  |  |  | 3,24 |  |  |  | 51,4  | 28 |
| <b>5<sup>th</sup> Semester</b> |   |  |  |  |      |  |  |  |       |    |
| M42                            | English & Digital Literacy              |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M43                            | Pragmatics                              |  |  |  | 6,48 |  |  |  | 117,2 | 64 |
| M44                            | Critical Discourse Analysis             |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M45                            | Introduction to English Poetry          |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M46                            | Editing for Translation                 |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M47                            | Gender and Culture                      |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M48                            | British and American Identities         |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M49                            | Introduction to American History        |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M50                            | Systemic Functional Grammar & Discourse |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M51                            | English for Tourism                     |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M52                            | English for Business                    |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M53                            | English for Public Relations            |  |  |  | 3,24 |  |  |  | 58,6  | 32 |
| M54                            | English for Journalism                  |  |  |  | 3,24 |  |  |  | 58,6  | 32 |

| <b>6<sup>th</sup> Semester</b> |                                       |  |  |  |  |  |      |      |       |    |
|--------------------------------|---------------------------------------|--|--|--|--|--|------|------|-------|----|
| M55                            | Film and Literature                   |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M56                            | Creative Writing                      |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M57                            | Literary Theories                     |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M58                            | Cultural Theories                     |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M59                            | English Prose                         |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M60                            | Digital Fiction                       |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M61                            | English Drama                         |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M62                            | Visual Culture Studies                |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M63                            | English Poetry                        |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M64                            | Social Media Studies                  |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M65                            | Literary Studies Research Method      |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M66                            | Cultural Studies Research Method      |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M67                            | Seminar on Literary Studies           |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M68                            | Seminar on Cultural Studies           |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M69                            | Verbal and Visual Branding            |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M70                            | Linguistic Approaches for Translation |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M71                            | Storynomics                           |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M72                            | Audio Visual Translation              |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M73                            | Seminar on Linguistics                |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M74                            | Seminar on Translation                |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M75                            | Appraisal for Linguistics             |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M76                            | Fiction and Non-Fiction Translation   |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M77                            | Second Language Acquisition           |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M78                            | Advanced Translation Theory           |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M79                            | Linguistics Research Methods          |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M80                            | Translation Studies Research Methods  |  |  |  |  |  | 6,48 |      | 117,2 | 64 |
| M81                            | Job Preparation                       |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M82                            | Media and Cultural Identities         |  |  |  |  |  | 3,24 |      | 58,6  | 32 |
| M83                            | Internship Program                    |  |  |  |  |  |      | 3,24 | 58,6  | 32 |

|              |                   |              |              |              |              |              |               |              |               |             |    |  |
|--------------|-------------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|---------------|-------------|----|--|
| M84          | Bachelor's Thesis |              |              |              |              |              |               |              | 9,72          | 175,8       | 96 |  |
| <b>total</b> |                   | <b>42,12</b> | <b>35,64</b> | <b>35,64</b> | <b>38,88</b> | <b>45,36</b> | <b>116,64</b> | <b>12,96</b> | <b>5904,2</b> | <b>3224</b> |    |  |
| L:           | Lecture           |              |              |              |              |              |               |              |               |             |    |  |
| S:           | Seminar           |              |              |              |              |              |               |              |               |             |    |  |
| T:           | Tutorial          |              |              |              |              |              |               |              |               |             |    |  |

### Curriculum Overview Bachelor's Program Indonesian Language and Literature, 8 Semesters

| 1 <sup>st</sup> Semester |  |                            |    |    |    |    |    |    |                |                  |  |                                   |                                       |
|--------------------------|--|----------------------------|----|----|----|----|----|----|----------------|------------------|--|-----------------------------------|---------------------------------------|
| Module No.               | Title of Module / Course Unit                            | Credit Points per Semester |    |    |    |    |    |    | Workload       |                  | Method of Teaching<br>i.e. lecture<br>course,<br>seminar | Form and Duration of Examinations | weight of exam related to final grade |
|                          |  | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |  |                                   |                                       |
| <b>M1</b>                | <b>Pancasila</b>   | <b>3,24</b>                |    |    |    |    |    |    | <b>58,6</b>    | <b>32</b>        |  |                                   |                                       |
| M 1.1                    | History of Pancasila                                     |                            |    |    |    |    |    |    |                |                  | L  | Mid-term exam (100 min)           |                                       |
| M 1.2                    | Pancasila as national identity                           |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |
| M 1.3                    | Pancasila and the legal system                           |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |
| M 1.4                    | Pancasila and the constitutional system                  |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |
| M 1.5                    | Pancasila as the foundation of the state                 |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |
| M 1.6                    | The dynamics of Pancasila in political life in Indonesia |                            |    |    |    |    |    |    |                |                  | L  | Final exam (100 min)              |                                       |
| M 1.7                    | Pancasila ideology                                       |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |
| M 1.8                    | Pancasila constitution                                   |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |
| M 1.9                    | Digital Bureaucracy                                      |                            |    |    |    |    |    |    |                |                  | L  |                                   |                                       |

| <b>M2</b> |  | <b>English</b>                           | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                      |
|-----------|--|--|-------------|--|--|--|--|--|-------------|-----------|---|----------------------|
| M 2.1     | Speaking: Interview  |  |             |  |  |  |  |  |             |           | L | Project              |
| M 2.2     | Speaking and Writing - Self Profile                                  |  |             |  |  |  |  |  |             |           | L |                      |
| M 2.3     | Making a Biosketch   |  |             |  |  |  |  |  |             |           | L |                      |
| M 2.4     | Presenting the biosketch   |  |             |  |  |  |  |  |             |           | L |                      |
| M 2.5     | Describing places (A tourist interest)                               |  |             |  |  |  |  |  |             |           | L | Paper                |
| M 2.6     | Describing a place - Speaking  |  |             |  |  |  |  |  |             |           | L |                      |
| M 2.7     | Describing a place - Practices                                       |  |             |  |  |  |  |  |             |           | L |                      |
| M 2.8     | Procedure, how to do   |  |             |  |  |  |  |  |             |           | L |                      |
| M 2.9     | Procedure, how to make   |  |             |  |  |  |  |  |             |           | L | Paper                |
| M 2.10    | Telephoning  |  |             |  |  |  |  |  |             |           | L |                      |
| <b>M3</b> |  | <b>Introduction to Cultural Sciences</b> | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                      |
| M 3.1     | Definition and elements of culture                                   |  |             |  |  |  |  |  |             |           | L | Project              |
| M 3.2     | Forms of culture   |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.3     | Cultural forms: types, language and religion                         |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.4     | Indonesia's cultural system, race and ethnicity                      |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.5     | Cultural integration   |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.6     | Cultural socialization and enculturation                             |  |             |  |  |  |  |  |             |           | L | Final exam (100 min) |
| M 3.7     | Cultural evolution, cultural acculturation and cultural assimilation |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.8     | Cultural innovation  |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.9     | Cultural renewal   |  |             |  |  |  |  |  |             |           | L |                      |
| M 3.10    | Cultural tradition and cultural infusion                             |  |             |  |  |  |  |  |             |           | L |                      |

| <b>M4</b> | <b>Indonesian Language</b>   | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
|-----------|--|-------------|--|--|--|--|--|-------------|-----------|-----|-------------------------|
| M 4.1     | History of development<br>BI and language varieties  |             |  |  |  |  |  |             |           | L   | Mid-term exam (100 min) |
| M 4.2     | Continuation of language varieties (standard,<br>non-standard, social, functional, journalistic,<br>etc.), scientific varieties, standard word<br>practice |             |  |  |  |  |  |             |           | L   |                         |
| M 4.3     | Diction (word choice). Definition, accuracy of<br>word selection, synonyms, homophones,<br>homographs, abstract, concrete, general,<br>special words, etc. |             |  |  |  |  |  |             |           | L   |                         |
| M 4.4     | Plagiarism definition, effective steps for<br>paraphrasing effective steps for<br>paraphrasing   |             |  |  |  |  |  |             |           | L   | Final exam (100 min)    |
| M 4.5     | PUEBI (EYD). Definition, effective steps for<br>paraphrasing   |             |  |  |  |  |  |             |           | L   |                         |
| M 4.6     | Effective Sentence definition, sentence<br>structure, sentence pattern,  |             |  |  |  |  |  |             |           | L   |                         |
| <b>M5</b> | <b>Library Science</b>   | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 5.1     | Definition of library  |             |  |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 5.2     | Types and functions of libraries   |             |  |  |  |  |  |             |           | L/T |                         |
| M 5.3     | Processing of library materials  |             |  |  |  |  |  |             |           | L/T |                         |
| M 5.4     | Collection development   |             |  |  |  |  |  |             |           | L/T | Final exam (100 min)    |
| M 5.5     | Preservation of library collections  |             |  |  |  |  |  |             |           | L/T |                         |

|           |   |             |  |  |  |  |  |  |             |           |     |                         |
|-----------|---|-------------|--|--|--|--|--|--|-------------|-----------|-----|-------------------------|
| <b>M6</b> | <b>Introduction to General Linguistics</b>  | <b>3,24</b> |  |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 6.1     | Definition of linguistics: the nature of language   |             |  |  |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 6.2     | Linguistic disciplines: Microling and macroling, theoretical, applied etc.)   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 6.3     | Phonology (definition, phonetics, phonemics, speech organs, classification of sounds, vowels, consonants, articulation process) |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 6.4     | Semantics, Definition, lexical meaning and referential relationships, relationships between meanings, etc., component analysis  |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 6.5     | Sociolinguistics, definition, characters, social status, situational factors  |             |  |  |  |  |  |  |             |           | L/T | Final exam (100 min)    |
| M 6.6     | Pragmatics, definition, speech act, implicature   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 6.7     | Ethnolinguistics, Definition, links with other sciences, ethnolinguistic research   |             |  |  |  |  |  |  |             |           | L/T |                         |
| <b>M7</b> | <b>Introduction to Philology</b>  | <b>3,24</b> |  |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 7.1     | Definition of term language philology   |             |  |  |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 7.2     | History of philology development, object of philology   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 7.3     | The usefulness of philology for other sciences  |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 7.4     | Catalog of Malay manuscripts and texts  |             |  |  |  |  |  |  |             |           | L/T | Final exam (100 min)    |
| M 7.5     | Influence of foreign literary and cultural languages  |             |  |  |  |  |  |  |             |           | L/T |                         |

|            |   |             |  |  |  |  |  |  |             |           |     |                         |
|------------|---|-------------|--|--|--|--|--|--|-------------|-----------|-----|-------------------------|
| <b>M8</b>  | <b>Indonesian Phonology</b>   | <b>3,24</b> |  |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 8.1      | Object of phonetic study  |             |  |  |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 8.2      | Sounds and speech   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 8.3      | Classification of language sounds   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 8.4      | Monophthongs and diphthongs   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 8.5      | Segmental and suprasegmental sounds   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 8.6      | Phoneme determination procedure   |             |  |  |  |  |  |  |             |           | L/T | Final exam (100 min)    |
| M 8.7      | Distribution and realization of phonemes in Indonesian  |             |  |  |  |  |  |  |             |           | L/T |                         |
| <b>M9</b>  | <b>History of Indonesian Literature</b>   | <b>3,24</b> |  |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 9.1      | The early growth of Indonesian literature   |             |  |  |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 9.2      | Background to the birth of Indonesian literature  |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 9.3      | Low Malay and Peranakan Chinese literature  |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 9.4      | World translated literature   |             |  |  |  |  |  |  |             |           |     | Final exam (100 min)    |
| M 9.5      | Peranakan Chinese literature and Balai Pustaka  |             |  |  |  |  |  |  |             |           |     |                         |
| M 9.6      | Balai Pustaka Romance and Penghidupan Magazine  |             |  |  |  |  |  |  |             |           |     |                         |
| <b>M10</b> | <b>Introduction to Literature</b>   | <b>3,24</b> |  |  |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 10.1     | Literature in terms of humanism   |             |  |  |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 10.2     | Literature and the structuralist side   |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 10.3     | Literature in terms of society  |             |  |  |  |  |  |  |             |           | L/T |                         |
| M 10.4     | Explain and apply the basic concepts of the area of literary studies according to a sociological view or paradigm or the relationship between literature and society. |             |  |  |  |  |  |  |             |           | L/T |                         |

| 2nd Semester |   |  |             |  |  |  |  |  |             |           |   |
|--------------|---|--|-------------|--|--|--|--|--|-------------|-----------|---|
| <b>M11</b>   | <b>Civic Education</b>  |  | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |
| M 11.1       | Indonesian Nationalism  |  |             |  |  |  |  |  |             |           | L |
| M 11.2       | Elements of Indonesian nationalism  |  |             |  |  |  |  |  |             |           | L |
| M 11.3       | Nationalism (patriotism)  |  |             |  |  |  |  |  |             |           | L |
| M 11.4       | Discussion and Q&A on nationalism   |  |             |  |  |  |  |  |             |           | L |
| M 11.5       | Indonesian Revolution   |  |             |  |  |  |  |  |             |           | L |
| M 11.6       | Democracy and elections   |  |             |  |  |  |  |  |             |           | L |
| M 11.7       | Explanation of Indonesian democracy   |  |             |  |  |  |  |  |             |           | L |
| M 11.8       | Discussion of student thinking  |  |             |  |  |  |  |  |             |           | L |
| M 11.9       | Assignment about democracy in Indonesia   |  |             |  |  |  |  |  |             |           | L |
| <b>M12.1</b> | <b>Islamic Religious Education</b>  |  | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |
| M 12.1.1     | How humans are godlike  |  |             |  |  |  |  |  |             |           | L |
| M 12.1.2     | Religion guarantees happiness   |  |             |  |  |  |  |  |             |           | L |
| M 12.1.3     | Grounding Islam   |  |             |  |  |  |  |  |             |           | L |
| M 12.1.4     | The concept of spirituality as the foundation of the concept of divinity                          |  |             |  |  |  |  |  |             |           | L |
| M 12.1.5     | Psychological, sociological, philosophical, and theological sources on the concept of divinity    |  |             |  |  |  |  |  |             |           | L |
| M 12.1.6     | Theological, historical, philosophical sources of faith, Islam, and ihsan in shaping insan kamil. |  |             |  |  |  |  |  |             |           | L |

Mid-term exam (100 min)

Presentation and Final exam (100 min)

Mid-term exam (100 min)

|              |   |  |             |  |  |  |  |             |           |   |                         |
|--------------|---|--|-------------|--|--|--|--|-------------|-----------|---|-------------------------|
| M 12.1.7     | Characteristics of a perfect person   |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 12.1.8     | Concepts and characteristics of quranic paradigm to face modern life                              |  |             |  |  |  |  |             |           | L |                         |
| M 12.1.9     | Argumentation about the quranic paradigm to face modern life                                      |  |             |  |  |  |  |             |           | L |                         |
| M 12.1.10    | The transformation of revelation and its implications for differences in religious practice       |  |             |  |  |  |  |             |           | L |                         |
| M 12.1.11    | Islamic diversity in building community unity: historical, sociological, and theological sources. |  |             |  |  |  |  |             |           | L |                         |
| <b>M12.2</b> | <b>Catholic Religious Education</b>   |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 12.2.1     | Humans and Their Origins  |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 12.2.2     | Embodiment of the Voice of the Heart  |  |             |  |  |  |  |             |           | L |                         |
| M 12.2.3     | Human Life Calling  |  |             |  |  |  |  |             |           | L |                         |
| M 12.2.4     | Religion and Dialogue   |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 12.2.5     | Forms of Dialogue in Building Religious Harmony   |  |             |  |  |  |  |             |           | L |                         |
| <b>M12.3</b> | <b>Christian Religious Education</b>  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 12.3.1     | Position and Significance of Christian Religious Education  |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 12.3.2     | God: Creator, Sustainer, Savior and Reformer of His Creation                                      |  |             |  |  |  |  |             |           | L |                         |
| M 12.3.3     | Humans are multidimensional beings  |  |             |  |  |  |  |             |           | L |                         |
| M 12.3.4     | Christian Community and Character   |  |             |  |  |  |  |             |           | L |                         |
| M 12.3.5     | Ethics, Morality and Christian Socialization  |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 12.3.6     | Faith, Science and Technology   |  |             |  |  |  |  |             |           | L |                         |
| M 12.3.7     | Religious Moderation from a Christian Perspective   |  |             |  |  |  |  |             |           | L |                         |

|              |  |  |             |  |  |  |  |             |           |     |                         |
|--------------|--|--|-------------|--|--|--|--|-------------|-----------|-----|-------------------------|
| <b>M12.4</b> | <b>Hindu Religious Education</b>   |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 12.4.1     | Tattwa   |  |             |  |  |  |  |             |           | L   | Mid-term exam (100 min) |
| M 12.4.2     | Susila   |  |             |  |  |  |  |             |           | L   |                         |
| M 12.4.3     | Upakara  |  |             |  |  |  |  |             |           | L   |                         |
| M 12.4.4     | Concept of difinity  |  |             |  |  |  |  |             |           | L   |                         |
| M 12.4.5     | Cosmology  |  |             |  |  |  |  |             |           | L   | Final exam (100 min)    |
| M 12.4.6     | Philosophy of humanism   |  |             |  |  |  |  |             |           | L   |                         |
| M 12.4.7     | Karma and reincarnation  |  |             |  |  |  |  |             |           | L   |                         |
| M 12.4.8     | Ethics   |  |             |  |  |  |  |             |           | L   |                         |
| <b>M12.5</b> | <b>Buddhist Religious Education</b>                                      |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 12.5.1     | History of Bodisatva   |  |             |  |  |  |  |             |           | L   | Mid-term exam (100 min) |
| M 12.5.2     | Dharma   |  |             |  |  |  |  |             |           | L   |                         |
| M 12.5.3     | Reading Veda   |  |             |  |  |  |  |             |           | L   |                         |
| M 12.5.4     | Reading Tripitaka  |  |             |  |  |  |  |             |           | L   | Final exam (100 min)    |
| <b>M13</b>   | <b>Digital Literacy</b>  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 13.1       | Personal data protection/protection, online security, individual privacy |  |             |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 13.2       | Digital rights, social activism, information ethics                      |  |             |  |  |  |  |             |           | L/T |                         |
| M 13.3       | Reviewing the digital landscape, devices and social media                |  |             |  |  |  |  |             |           | L/T |                         |
| M 13.4       | Get to know lokapasar, digital wallets and digital transactions          |  |             |  |  |  |  |             |           | L/T |                         |
| M 13.5       | Internalization of Pancasila values in digital space                     |  |             |  |  |  |  |             |           | L/T |                         |

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|------------|--|--|-------------|--|--|--|--|-------------|-----------|---|-------------------------|
| <b>M14</b> | <b>Indonesian Culture</b>  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 14.1     | Javanese culture   |  |             |  |  |  |  |             |           | L | mid-term exam (100 min) |
| M 14.2     | Shadow puppets   |  |             |  |  |  |  |             |           | L |                         |
| M 14.3     | Traditional dance  |  |             |  |  |  |  |             |           | L |                         |
| M 14.4     | Indonesian Folktales   |  |             |  |  |  |  |             |           | L |                         |
| M 14.5     | Traditional foods  |  |             |  |  |  |  |             |           | L |                         |
| M 14.6     | Traditional heritage   |  |             |  |  |  |  |             |           | L |                         |
| M 14.7     | Indonesian demography  |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 14.8     | Indonesia social structure   |  |             |  |  |  |  |             |           | L |                         |
| M 14.9     | Indonesia social movement  |  |             |  |  |  |  |             |           | L |                         |
| <b>M15</b> | <b>Indonesian Morphology</b>   |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 15.1     | Conceptualization of morphs, allomorphs, words. Types of morphemes (segmental, suprasegmental, etc.) |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 15.2     | Morpheme type (free, bound, lexical, grammatical, whole divided diathesis mode, etc.)                |  |             |  |  |  |  |             |           | L |                         |
| M 15.3     | Acronymization (definition, rules for forming acronyms) task   |  |             |  |  |  |  |             |           | L |                         |
| M 15.4     | Nominal Derivation (ke-an, pe(N)-, role)   |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 15.5     | Inflectional morphology (task to find inflectional data)   |  |             |  |  |  |  |             |           | L |                         |
| M 15.6     | Derivational morphology (task to find derivation data)   |  |             |  |  |  |  |             |           | L |                         |
| <b>M16</b> | <b>Literary Theory</b>   |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 16.1     | Russian Formalism  |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 16.2     | Naratology   |  |             |  |  |  |  |             |           | L |                         |
| M 16.3     | Theory of literary structuralism   |  |             |  |  |  |  |             |           | L |                         |

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| <b>M17</b> | <b>Classical Malay</b>                                    |  | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 17.1     | Introduction to Classical Malay                           |  |             |  |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 17.2     | Practice reading Malay Arabic text                        |  |             |  |  |  |  |  |             |           | L |                         |
| M 17.3     | Read the text of the saga of the Poor                     |  |             |  |  |  |  |  |             |           | L |                         |
| M 17.4     | Transliterating the hikayat of Putri Salamah              |  |             |  |  |  |  |  |             |           | L |                         |
| M 17.5     | Malay Language of Hang Tuah                               |  |             |  |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 17.6     | Linguistic analysis of Hang Tuah                          |  |             |  |  |  |  |  |             |           | L |                         |
| M 17.7     | Discussion of Old, classical and primeval Malay languages |  |             |  |  |  |  |  |             |           | L |                         |
| <b>M18</b> | <b>Malay Culture</b>                                      |  | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 18.1     | Origin of the Malay people                                |  |             |  |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 18.2     | Malay as a world language                                 |  |             |  |  |  |  |  |             |           | L |                         |
| M 18.3     | Ancient Malay   |  |             |  |  |  |  |  |             |           | L |                         |
| M 18.4     | Traces of ancient Malay                                   |  |             |  |  |  |  |  |             |           | L |                         |
| M 18.5     | Malay Kingdom until the time of Adityawarman              |  |             |  |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 18.6     | The Entry of Islam in Malay                               |  |             |  |  |  |  |  |             |           | L |                         |
| M 18.7     | Malay Islamic Culture                                     |  |             |  |  |  |  |  |             |           | L |                         |
| <b>M19</b> | <b>Literary Appreciation</b>                              |  | <b>3,24</b> |  |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 19.1     | Basic definition of literature appreciation               |  |             |  |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 19.2     | Art aesthetics: enjoyment and understanding               |  |             |  |  |  |  |  |             |           | L |                         |
| M 19.3     | Aesthetics and Poetry Appreciation                        |  |             |  |  |  |  |  |             |           | L |                         |
| M 19.4     | Appreciation and aesthetics of poetry                     |  |             |  |  |  |  |  |             |           | L |                         |
| M 19.5     | Aesthetics and prose appreciation                         |  |             |  |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 19.6     | Drama appreciation and aesthetics                         |  |             |  |  |  |  |  |             |           | L |                         |

| <b>M20</b> | <b>Journalism</b>                                   |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
|------------|---|--|-------------|--|--|--|--|-------------|-----------|-----|-------------------------|
| M 20.1     | Introduction to Journalism                          |  |             |  |  |  |  |             |           | L/T | Mid-term exam (100 min) |
| M 20.2     | Dissecting the newspaper                            |  |             |  |  |  |  |             |           | L/T |                         |
| M 20.3     | Basic journalism                                    |  |             |  |  |  |  |             |           | L/T |                         |
| M 20.4     | Elements of news                                    |  |             |  |  |  |  |             |           | L/T |                         |
| M 20.5     | Journalistic writing style                          |  |             |  |  |  |  |             |           | L/T | Project                 |
| M 20.6     | Feature News  |  |             |  |  |  |  |             |           | L/T |                         |
| M 20.7     | Journalistic code of ethics                         |  |             |  |  |  |  |             |           | L/T |                         |
|            | <b>3rd Semester</b>                                 |  |             |  |  |  |  |             |           |     |                         |
| <b>M21</b> | <b>Entrepreneurship</b>                             |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 21.1     | Introduction to Entrepreneurship Courses            |  |             |  |  |  |  |             |           | L/T | Project                 |
| M 21.2     | Environmental changes: Opportunities and challenges |  |             |  |  |  |  |             |           | L/T |                         |
| M 21.3     | Business Motivation                                 |  |             |  |  |  |  |             |           | L/T |                         |
| M 21.4     | Entrepreneurial Skill                               |  |             |  |  |  |  |             |           | L/T |                         |
| M 21.5     | Creativity, innovation & Opportunity                |  |             |  |  |  |  |             |           | L/T |                         |
| M 21.6     | Business Model Canvas                               |  |             |  |  |  |  |             |           | L/T |                         |
| M 21.7     | Aspects of Business Plan                            |  |             |  |  |  |  |             |           | L/T |                         |
| M 21.8     | Financial Management                                |  |             |  |  |  |  |             |           | L/T | Final exam (100 min)    |
| M 21.9     | Product Development                                 |  |             |  |  |  |  |             |           | L/T |                         |

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| <b>M22</b> | <b>Javanese Culture</b>                                       |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 22.1     | Definition of Java  |  |  |             |  |  |  |  |             |           | L   | Mid-term exam (100 min) |
| M 22.2     | Javanese character  |  |  |             |  |  |  |  |             |           | L   |                         |
| M 22.3     | Pre-historic Java   |  |  |             |  |  |  |  |             |           | L   |                         |
| M 22.4     | Early kingdoms on the island of Java                          |  |  |             |  |  |  |  |             |           | L   |                         |
| M 22.5     | Buddhism and Javanese Culture                                 |  |  |             |  |  |  |  |             |           | L   |                         |
| M 22.6     | The move of the kingdom to East Java                          |  |  |             |  |  |  |  |             |           | L   |                         |
| M 22.7     | Displacement and development of people's culture              |  |  |             |  |  |  |  |             |           | L   | Project                 |
| M 22.8     | Darmawangsa and Airlangga Kingdoms                            |  |  |             |  |  |  |  |             |           | L   |                         |
| M 22.9     | Overview of Javanese literature                               |  |  |             |  |  |  |  |             |           | L   |                         |
| <b>M23</b> | <b>Language Editing</b>                                       |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 23.1     | Code of Conduct for copy editors                              |  |  |             |  |  |  |  |             |           | L   | Mid-term exam (100 min) |
| M 23.2     | Pre-editing the manuscript                                    |  |  |             |  |  |  |  |             |           | L   |                         |
| M 23.3     | Manuscript editing process                                    |  |  |             |  |  |  |  |             |           | L   |                         |
| M 23.4     | Readability of edits  |  |  |             |  |  |  |  |             |           | L   |                         |
| M 23.5     | Spelling and Grammar for Editing                              |  |  |             |  |  |  |  |             |           | L   | Final exam (100 min)    |
| M 23.6     | Manuscript editing practice                                   |  |  |             |  |  |  |  |             |           | L   |                         |
| <b>M24</b> | <b>Research Methodology</b>                                   |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 24.1     | Definition and scope of research methods                      |  |  |             |  |  |  |  |             |           | L/T | Project                 |
| M 24.2     | Understanding the Researcher Function in Qualitative Research |  |  |             |  |  |  |  |             |           | L/T |                         |
| M 24.3     | Ethics in Qualitative Research                                |  |  |             |  |  |  |  |             |           | L/T |                         |
| M 24.4     | Research Stages and Format                                    |  |  |             |  |  |  |  |             |           | L/T |                         |
| M 24.5     | Understanding Key Parts of Qualitative                        |  |  |             |  |  |  |  |             |           | L/T |                         |

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| <b>M25</b> | <b>Graphic Design</b>  |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 25.1     | Create basic geometric shapes and shaping with graphic design software |  |  |             |  |  |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 25.2     | Create geometric planes and shaping with Adobe Illustrator             |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 25.3     | Get to know Adobe Illustrator  |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 25.4     | Get to know Adobe Photoshop  |  |  |             |  |  |  |  |             |           | L/T | Project and Final exam (100 min) |
| M 25.5     | Applying Graphic Design Mockups  |  |  |             |  |  |  |  |             |           | L/T |                                  |
| M 25.6     | Making Book Cover Design   |  |  |             |  |  |  |  |             |           | L/T |                                  |
| <b>M26</b> | <b>Syntax</b>  |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 26.1     | Basic concepts of syntax   |  |  |             |  |  |  |  |             |           | L   | mid-term exam (100 min)          |
| M 26.2     | Core and noncore sentences   |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 26.3     | News, question and complete sentences                                  |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 26.4     | Clause: Function Category Role   |  |  |             |  |  |  |  |             |           | L   | Project and final exam (100 min) |
| M 26.5     | Clause, function, cohesion, role                                       |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 26.6     | Predicate and argument clauses   |  |  |             |  |  |  |  |             |           | L   |                                  |
| <b>M27</b> | <b>Semantics</b>   |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 27.1     | The object of semantic study and the concept of meaning                |  |  |             |  |  |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 27.2     | Meaning of language units  |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 27.3     | Meaning relation   |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 27.4     | Change of meaning  |  |  |             |  |  |  |  |             |           | L   | Project and Final exam (100 min) |
| M 27.5     | Euphemisms and dysphemisms   |  |  |             |  |  |  |  |             |           | L   |                                  |
| M 27.6     | Semantic phenomena in Indonesian language use                          |  |  |             |  |  |  |  |             |           | L   |                                  |

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| <b>M28</b> | <b>History of Philological Studies</b>  |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 28.1     | Malay manuscript research   |  |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 28.2     | Evangelist and scholar of Malay manuscripts                                   |  |  |             |  |  |  |  |             |           | L |                         |
| M 28.3     | History of Philological Studies in the Archipelago                            |  |  |             |  |  |  |  |             |           | L |                         |
| M 28.4     | Academic review of Malay manuscripts  |  |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 28.5     | Manuscript research in Indonesia  |  |  |             |  |  |  |  |             |           | L |                         |
| <b>M29</b> | <b>Mystical Literature</b>  |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 29.1     | Religious literature and religiosity  |  |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 29.2     | The meaning of Sufi, Sufistic, Prophetic and Mystical literature              |  |  |             |  |  |  |  |             |           | L |                         |
| M 29.3     | Affirmation of the differences in the meaning of sufi, sufistic and prophetic |  |  |             |  |  |  |  |             |           | L |                         |
| M 29.4     | Rabiah Al Adawiyah's love poem  |  |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 29.5     | The origin of Hirid Hidayat Djati   |  |  |             |  |  |  |  |             |           | L |                         |
| M 29.6     | The figure of Gatutkaca is a real man and a woman                             |  |  |             |  |  |  |  |             |           | L |                         |
| <b>M30</b> | <b>Arabic Language</b>  |  |  | <b>3,24</b> |  |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 30.1     | Dhamir munfasil   |  |  |             |  |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 30.2     | Alif lam qomariyah, alif lam shamsiyah  |  |  |             |  |  |  |  |             |           | L |                         |
| M 30.3     | Ismul isyarah   |  |  |             |  |  |  |  |             |           | L |                         |
| M 30.4     | Muzzakar and Muanants   |  |  |             |  |  |  |  |             |           | L | Final exam (100 min)    |
| M 30.5     | Mufrad, mutsana, plural and vocabulary recognition                            |  |  |             |  |  |  |  |             |           | L |                         |
| M 30.6     | Arabic vocabulary   |  |  |             |  |  |  |  |             |           | L |                         |

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| <b>M31</b> | <b>Folklore</b>  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                                       |
| M 31.1     | Orality and literacy   |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min)               |
| M 31.2     | Transmission of the text   |  |  |             |  |  |  |             |           | L |                                       |
| M 31.3     | Nusantara Folktale   |  |  |             |  |  |  |             |           | L |                                       |
| M 31.4     | Folklore Theory  |  |  |             |  |  |  |             |           | L | Final exam (100 min)                  |
| M 31.5     | Clock story  |  |  |             |  |  |  |             |           | L |                                       |
|            | <b>4<sup>th</sup> Semester</b>   |  |  |             |  |  |  |             |           |   |                                       |
| <b>M32</b> | <b>Legal Language</b>  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                                       |
| M 32.1     | Scope of study of Legal Language   |  |  |             |  |  |  |             |           | L | mid-term exam (100 min)               |
| M 32.2     | Structure and function of religious indictment text  |  |  |             |  |  |  |             |           | L |                                       |
| M 32.3     | Structure and function of criminal indictment text   |  |  |             |  |  |  |             |           | L |                                       |
| M 32.4     | Structure and function of criminal judgment text   |  |  |             |  |  |  |             |           | L | Presentation and final exam (100 min) |
| M 32.5     | Sentence structure in criminal text  |  |  |             |  |  |  |             |           | L |                                       |
| M 32.6     | Interpretation of criminal law texts   |  |  |             |  |  |  |             |           | L |                                       |
| <b>M33</b> | <b>History of Language Studies</b>   |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                                       |
| M 33.1     | Language planning, definition of characters etc.   |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min)               |
| M 33.2     | Language planning in some countries (India, America, Malaysia, etc)...from Malay to BI               |  |  |             |  |  |  |             |           | L |                                       |
| M 33.3     | From B Malay to BI: Changes that occurred (absorption of words, terms, growth of language self-help) |  |  |             |  |  |  |             |           | L |                                       |
| M 33.4     | Language standardization, language field   |  |  |             |  |  |  |             |           | L |                                       |

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| <b>M34</b> | <b>Indonesian for Foreign Speakers (BIPA)</b>     |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                                       |
| M 34.1     | Development of BIPA                               |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min)               |
| M 34.2     | BIPA as second (foreign) language learning        |  |  |  |             |  |  |  |             |           | L |                                       |
| M 34.3     | Materials in BIPA learning                        |  |  |  |             |  |  |  |             |           | L |                                       |
| M 34.4     | Cultural issues in BIPA learning                  |  |  |  |             |  |  |  |             |           | L | Presentation and final exam (100 min) |
| M 34.5     | Learning strategies in the field of grammar       |  |  |  |             |  |  |  |             |           | L |                                       |
| M 34.6     | Excursion as a learning strategy                  |  |  |  |             |  |  |  |             |           | L |                                       |
| <b>M35</b> | <b>English Practice</b>                           |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                                       |
| M 35.1     | Expressing problems and complaints                |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min)               |
| M 35.2     | Practicing Expressions problems and complaints    |  |  |  |             |  |  |  |             |           | L |                                       |
| M 35.3     | Persuading, Negotiating, Convincing               |  |  |  |             |  |  |  |             |           | L |                                       |
| M 35.4     | Reading social media influencers                  |  |  |  |             |  |  |  |             |           | L | Presentation and final exam (100 min) |
| M 35.5     | Discussion-thrifting                              |  |  |  |             |  |  |  |             |           | L |                                       |
| M 35.6     | Telling experiences                               |  |  |  |             |  |  |  |             |           | L |                                       |
| <b>M36</b> | <b>Introduction to Discourse</b>                  |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                                       |
| M 36.1     | Context of speaking discourse                     |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min)               |
| M 36.2     | Oral and written discourse                        |  |  |  |             |  |  |  |             |           | L |                                       |
| M 36.3     | Situational context                               |  |  |  |             |  |  |  |             |           | L |                                       |
| M 36.4     | Principles of local interpretation and analogy    |  |  |  |             |  |  |  |             |           | L |                                       |
| M 36.5     | Implicature and presumption in discourse analysis |  |  |  |             |  |  |  |             |           | L | Final exam (100 min)                  |
| M 36.6     | Reference and inference in discourse              |  |  |  |             |  |  |  |             |           | L |                                       |
| M 36.7     | Text analysis: Paku Buwono X                      |  |  |  |             |  |  |  |             |           | L |                                       |

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| <b>M37</b> | <b>Introduction to Pragmatics</b>                 |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 37.1     | Scope of pragmatics study                         |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 37.2     | Deixis, reference and inference                   |  |  |  |             |  |  |  |             |           | L |                         |
| M 37.3     | Presumption and entailment                        |  |  |  |             |  |  |  |             |           | L |                         |
| M 37.4     | Cooperation principle and implicature             |  |  |  |             |  |  |  |             |           | L |                         |
| M 37.5     | Speech act  |  |  |  |             |  |  |  |             |           | L |                         |
| M 37.6     | Language politeness                               |  |  |  |             |  |  |  |             |           | L | Project                 |
| M 37.7     | Conversation analysis                             |  |  |  |             |  |  |  |             |           | L |                         |
| <b>M38</b> | <b>Classical Malay Literature</b>                 |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 38.1     | Mastery of Mahabarata and Ramayana                |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 38.2     | Transitional literature                           |  |  |  |             |  |  |  |             |           | L |                         |
| M 38.3     | Framed literature                                 |  |  |  |             |  |  |  |             |           | L |                         |
| M 38.4     | Acehnese literature                               |  |  |  |             |  |  |  |             |           | L | Final exam (100 min)    |
| M 38.5     | Pantun and poem                                   |  |  |  |             |  |  |  |             |           | L |                         |
| <b>M39</b> | <b>Sociology of Literature</b>                    |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 39.1     | Early development of sociology                    |  |  |  |             |  |  |  |             |           | L | mid-term exam (100 min) |
| M 39.2     | Paradigms in social science                       |  |  |  |             |  |  |  |             |           | L |                         |
| M 39.3     | Early Marxism                                     |  |  |  |             |  |  |  |             |           | L |                         |
| M 39.4     | Marxism and the development of literary sociology |  |  |  |             |  |  |  |             |           | L |                         |
| M 39.5     | Early literary sociology: Madame de Stael         |  |  |  |             |  |  |  |             |           | L |                         |
| M 39.6     | Literary sociology, Raine and Marxism             |  |  |  |             |  |  |  |             |           | L | Final exam (100 min)    |
| M 39.7     | Ian Watt's Sociology of Literature                |  |  |  |             |  |  |  |             |           | L |                         |
| M 39.8     | Advanced Marxist literary sociology               |  |  |  |             |  |  |  |             |           | L |                         |
| M 39.9     | Draft a problem or scientific article             |  |  |  |             |  |  |  |             |           | L |                         |

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| <b>M40</b> | <b>Literary Criticism</b>   |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 40.1     | Interpreting Texts; A Critical Introduction to the Theory and Practice of Literary Interpretation |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 40.2     | Introduction to the Sociology of Literature; from Genetic Structuralism to Post Modernism         |  |  |  |             |  |  |  |             |           | L |                         |
| M 40.3     | Principles of Literary Criticism  |  |  |  |             |  |  |  |             |           | L | Final exam (100 min)    |
| M 40.4     | Feminist Literary Criticism: Theory and Application in Indonesian Literature                      |  |  |  |             |  |  |  |             |           | L |                         |
| M 40.5     | Final Exam  |  |  |  |             |  |  |  |             |           | L |                         |
| <b>M41</b> | <b>Tourism</b>  |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 41.1     | Basic tourism concept   |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 41.2     | Destination Reputation  |  |  |  |             |  |  |  |             |           | L |                         |
| M 41.3     | Cultural Heritage Tourism   |  |  |  |             |  |  |  |             |           | L | Final exam (100 min)    |
| M 41.4     | Tourism Potential Analysis  |  |  |  |             |  |  |  |             |           | L |                         |
| M 41.5     | Nature based tourism destination analysis   |  |  |  |             |  |  |  |             |           | L |                         |
| M 41.6     | Understanding artificial tourism attraction   |  |  |  |             |  |  |  |             |           | L |                         |
| <b>M42</b> | <b>Advertising</b>  |  |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 42.1     | Integrated Marketing Communication  |  |  |  |             |  |  |  |             |           | L | Mid-term exam (100 min) |
| M 42.2     | Communication model, advertising impact   |  |  |  |             |  |  |  |             |           | L |                         |
| M 42.3     | Categories of advertising messages  |  |  |  |             |  |  |  |             |           | L | Final exam (100 min)    |
| M 42.4     | Ad critique analysis  |  |  |  |             |  |  |  |             |           | L |                         |
| M 42.5     | Understand ad production  |  |  |  |             |  |  |  |             |           | L |                         |
| M 42.6     | Brainstorming, ad creative planning   |  |  |  |             |  |  |  |             |           | L |                         |

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| <b>M43</b> | <b>Codicology</b>   |  |  |  | <b>3,24</b> |             |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 43.1     | Introduction to the codicology theory   |  |  |  |             |             |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 43.2     | Manuscript materials  |  |  |  |             |             |  |  |             |           | L   |                                  |
| M 43.3     | Author & Co-author  |  |  |  |             |             |  |  |             |           | L   |                                  |
| M 43.4     | Malay scriptorium   |  |  |  |             |             |  |  |             |           | L   | Final exam (100 min)             |
| M 43.5     | Illumination  |  |  |  |             |             |  |  |             |           | L   |                                  |
| M 43.6     | Illustration  |  |  |  |             |             |  |  |             |           | L   |                                  |
|            | <b>5<sup>th</sup> Semester</b>  |  |  |  |             |             |  |  |             |           |     |                                  |
| <b>M44</b> | <b>Lexicography</b>   |  |  |  |             | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 44.1     | Definition of lexicography and lexicology   |  |  |  |             |             |  |  |             |           | L   | mid-term exam (100 min)          |
| M 44.2     | Lexicology, definitions and concepts of dictionaries, encyclopedias and thesauruses |  |  |  |             |             |  |  |             |           | L   |                                  |
| M 44.3     | Compiling a lexicon   |  |  |  |             |             |  |  |             |           | L/T | Project and final exam (100 min) |
| M 44.4     | How to define the meaning of lemmas and sublemmas                                   |  |  |  |             |             |  |  |             |           | L/T |                                  |
| M 44.5     | Compilation of lexemes and sublemmas in a small dictionary                          |  |  |  |             |             |  |  |             |           | L/T |                                  |
| M 44.6     | Purpose and requirements of dictionary  |  |  |  |             |             |  |  |             |           | L/T |                                  |
| <b>M45</b> | <b>Comparative Historical Linguistics</b>   |  |  |  |             | <b>3,24</b> |  |  | <b>58,6</b> | <b>56</b> |     |                                  |
| M 45.1     | History of language emergence   |  |  |  |             |             |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 45.2     | Hocket-Ascher Theory, History of Comparative Linguistics Periods I-IV               |  |  |  |             |             |  |  |             |           | L   |                                  |
| M 45.3     | Universality of language, comparative method  |  |  |  |             |             |  |  |             |           | L   |                                  |
| M 45.4     | Basis of language comparison, influence of borrowing                                |  |  |  |             |             |  |  |             |           | L   |                                  |

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| <b>M46</b> | <b>Linguistic Research Methods</b>   |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 46.1     | Research methods and types   |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 46.2     | Concept of research methods, types of research and their characteristics                                     |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 46.3     | Data objects and data sources  |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 46.4     | Data provision method  |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 46.5     | Language analysis methods and techniques   |  |  |  |  |             |  |  |             |           | L/T | Project and final exam (100 min) |
| M 46.6     | Qualitative research methods   |  |  |  |  |             |  |  |             |           | L/T |                                  |
| M 46.7     | Methods and techniques of language analysis  |  |  |  |  |             |  |  |             |           | L/T |                                  |
| M 46.8     | Data Analysis Method   |  |  |  |  |             |  |  |             |           | L/T |                                  |
| <b>M47</b> | <b>Morphological Theory</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 47.1     | Theories and Approaches in the Study of Inflectional and Derivational Morphology                             |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 47.2     | Affixation in Inflectional and Derivational Morphology   |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 47.3     | Reduplication in inflection and derivation morphology  |  |  |  |  |             |  |  |             |           | L   | Project                          |
| M 47.4     | Composition in inflectional and derivational morphology  |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 47.5     | Analysis of Indonesian affixation, reduplication and composition in inflectional and derivational morphology |  |  |  |  |             |  |  |             |           | L   |                                  |
| <b>M48</b> | <b>Syntactic Theory</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                  |
| M 48.1     | Syntactic Object   |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min)          |
| M 48.2     | Theory X Bar   |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 48.3     | Hopper Thompson Transitivity   |  |  |  |  |             |  |  |             |           | L   |                                  |
| M 48.4     | Transitivity   |  |  |  |  |             |  |  |             |           | L   |                                  |

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| <b>M49</b> | <b>Semantic Theory</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 49.1     | Introduction to Semantic Theory   |  |  |  |  |             |  |  |             |           | L   | mid-term exam (100 min) |
| M 49.2     | Componential analysis   |  |  |  |  |             |  |  |             |           | L   |                         |
| M 49.3     | The concept of meaning relation and its usage phenomenon in Indonesian language   |  |  |  |  |             |  |  |             |           | L   |                         |
| M 49.4     | Structural and cognitive metaphors  |  |  |  |  |             |  |  |             |           | L   |                         |
| M 49.5     | Euphemisms and dysphemisms and their development in semantic studies              |  |  |  |  |             |  |  |             |           | L   | Project                 |
| M 49.6     | The theory of meaning change and its development in semantic studies              |  |  |  |  |             |  |  |             |           | L   |                         |
| M 49.7     | Analysis of lexical field, relation, meaning, metaphor, euphemism, dysphemism and |  |  |  |  |             |  |  |             |           | L   |                         |
| <b>M50</b> | <b>History of Linguistic Schools</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 50.1     | The Universality of Language  |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min) |
| M 50.2     | Empirical Cycles in Linguistics   |  |  |  |  |             |  |  |             |           | L   |                         |
| M 50.3     | Traditional Greek linguistics   |  |  |  |  |             |  |  |             |           | L   |                         |
| M 50.4     | Roman and Renaissance Linguistics   |  |  |  |  |             |  |  |             |           | L   | Final exam (100 min)    |
| M 50.5     | multidisciplinary linguistics (Sociolinguistics)                                  |  |  |  |  |             |  |  |             |           | L   |                         |
| <b>M51</b> | <b>Acoustic Phonetics</b>   |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 51.1     | Introduction to Acoustic Phonetics  |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min) |
| M 51.2     | Distinguishing features   |  |  |  |  |             |  |  |             |           | L   |                         |
| M 51.3     | Impressionist and Experimental Phonetics  |  |  |  |  |             |  |  |             |           | L   |                         |
| M 51.4     | Data segmentation   |  |  |  |  |             |  |  |             |           | L/T | Final exam (100 min)    |
| M 51.5     | Macro program introduction  |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 51.6     | Data analysis using SPSS  |  |  |  |  |             |  |  |             |           | L/T |                         |

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| <b>M52</b> | <b>Critical Discourse Analysis</b>                               |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 52.1     | Definition of Critical Discourse Analysis                        |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 52.2     | Fairclough's Critical Discourse Analysis                         |  |  |  |  |             |  |  |             |           | L |                         |
| M 52.3     | Application of Fairclough's critical discourse analysis model    |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 52.4     | Critical Discourse Analysis Teun Van Dijk model                  |  |  |  |  |             |  |  |             |           | L |                         |
| M 52.5     | Application of Teun van Dijk's critical discourse analysis model |  |  |  |  |             |  |  |             |           | L |                         |
| M 52.6     | Sara Mills model analysis  |  |  |  |  |             |  |  |             |           | L |                         |
| <b>M53</b> | <b>Textology</b>   |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 53.1     | Definition of textology  |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 53.2     | Textological Symptoms  |  |  |  |  |             |  |  |             |           | L |                         |
| M 53.3     | Formation of text in manuscripts                                 |  |  |  |  |             |  |  |             |           | L |                         |
| M 53.4     | Text and ideology  |  |  |  |  |             |  |  |             |           | L | final exam (100 min)    |
| M 53.5     | Text changes   |  |  |  |  |             |  |  |             |           | L |                         |
| M 53.6     | The phenomenon of textology                                      |  |  |  |  |             |  |  |             |           | L |                         |
| <b>M54</b> | <b>Malay Historiography</b>                                      |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 54.1     | Definition of history, characteristics, and definitions          |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 54.2     | Historical methodology   |  |  |  |  |             |  |  |             |           | L |                         |
| M 54.3     | The concept of traditional historiography                        |  |  |  |  |             |  |  |             |           | L |                         |
| M 54.4     | Examples of traditional Malay historiography                     |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 54.5     | Problems of Malay historiography                                 |  |  |  |  |             |  |  |             |           | L |                         |
| M 54.6     | Anachronisms in Malay historiography                             |  |  |  |  |             |  |  |             |           | L |                         |

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| <b>M55</b> | <b>Philological Research Methods</b>               |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                     |
| M 55.1     | Definition of Research                             |  |  |  |  |             |  |  |             |           | L   | mid-term exam (100 min)             |
| M 55.2     | Manuscript as philological object                  |  |  |  |  |             |  |  |             |           | L   |                                     |
| M 55.3     | Text and its characteristics                       |  |  |  |  |             |  |  |             |           | L   |                                     |
| M 55.4     | Codicology   |  |  |  |  |             |  |  |             |           | L   |                                     |
| M 55.5     | Philological method                                |  |  |  |  |             |  |  |             |           | L/T | Project and final exam (100 min)    |
| M 55.6     | Arabic Malay letters                               |  |  |  |  |             |  |  |             |           | L/T |                                     |
| M 55.7     | Manuscript inventory                               |  |  |  |  |             |  |  |             |           | L/T |                                     |
| M 55.8     | Manuscript description                             |  |  |  |  |             |  |  |             |           | L/T |                                     |
| M 55.9     | Manuscript comparison                              |  |  |  |  |             |  |  |             |           | L/T |                                     |
| <b>M56</b> | <b>Philology Practicum</b>                         |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                     |
| M 56.1     | Scope of Practicum                                 |  |  |  |  |             |  |  |             |           | L/T | Project and mid-term exam (100 min) |
| M 56.2     | The World of Malay Manuscripts                     |  |  |  |  |             |  |  |             |           | L/T |                                     |
| M 56.3     | Distribution of Malay Manuscripts                  |  |  |  |  |             |  |  |             |           | L/T |                                     |
| M 56.4     | Malay Manuscript Collections Abroad                |  |  |  |  |             |  |  |             |           | L/T | Project and final exam (100 min)    |
| M 56.5     | British Library manuscript collection              |  |  |  |  |             |  |  |             |           | L/T |                                     |
| M 56.6     | Leiden University manuscript collection            |  |  |  |  |             |  |  |             |           | L/T |                                     |
| <b>M57</b> | <b>Script Language</b>                             |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                                     |
| M 57.1     | Distribution of Malay Manuscripts                  |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min)             |
| M 57.2     | Hikayat Hayatul Hayawan                            |  |  |  |  |             |  |  |             |           | L   |                                     |
| M 57.3     | Discussion of the Qamaruzzaman saga                |  |  |  |  |             |  |  |             |           | L   |                                     |
| M 57.4     | Search for linguistics in the saga of Qamaruzzaman |  |  |  |  |             |  |  |             |           | L   |                                     |

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| <b>M58</b> | <b>Classical Malay Aesthetics</b>                         |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 58.1     | Concept of Malayness                                      |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 58.2     | Islamic Influence in Malay Aesthetics                     |  |  |  |  |             |  |  |             |           | L |                         |
| M 58.3     | Script production aesthetics                              |  |  |  |  |             |  |  |             |           | L |                         |
| M 58.4     | The concept of beauty in classical Malay literature       |  |  |  |  |             |  |  |             |           | L |                         |
| M 58.5     | Malay Aesthetics and Islamic Influence                    |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 58.6     | Color concept in manuscript illumination                  |  |  |  |  |             |  |  |             |           | L |                         |
| M 58.7     | inner beauty and external beauty in the poem Ikan Terubuk |  |  |  |  |             |  |  |             |           | L |                         |
| <b>M59</b> | <b>Hermeneutics</b>                                       |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 59.1     | Hermeneutic work pattern                                  |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 59.2     | Schleiermacher's Hermeneutics                             |  |  |  |  |             |  |  |             |           | L |                         |
| M 59.3     | Dhitley's Hermeneutics                                    |  |  |  |  |             |  |  |             |           | L |                         |
| M 59.4     | Gadamer's Hermeneutics                                    |  |  |  |  |             |  |  |             |           | L |                         |
| M 59.5     | Habermas' Hermeneutics                                    |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 59.6     | Example of Habermas' hermeneutic analysis                 |  |  |  |  |             |  |  |             |           | L |                         |
| M 59.7     | Habermas and the Frankfurt school                         |  |  |  |  |             |  |  |             |           | L |                         |

| <b>M60</b> | <b>Manuscript Digitization</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
|------------|---|--|--|--|--|-------------|--|--|-------------|-----------|-----|-------------------------|
| M 60.1     | Scope of Digitization   |  |  |  |  |             |  |  |             |           | L/T | Project                 |
| M 60.2     | Development of Manuscript Digitization                                      |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 60.3     | Manuscript digitization media   |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 60.4     | Digitization techniques   |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 60.5     | Manuscript Reproduction   |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 60.6     | Manuscript Digitization Practice  |  |  |  |  |             |  |  |             |           | L/T |                         |
| <b>M61</b> | <b>Transliteration of Malay Manuscripts</b>                                 |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 61.1     | Definition of Malay Arabic transliteration and aspects of transliteration   |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min) |
| M 61.2     | History of transliteration in Indonesia and transliteration models          |  |  |  |  |             |  |  |             |           | L   |                         |
| M 61.3     | Spelling in transliteration and guidelines for its use                      |  |  |  |  |             |  |  |             |           | L   |                         |
| M 61.4     | Prose transliteration   |  |  |  |  |             |  |  |             |           | L   | Final exam (100 min)    |
| M 61.5     | Transliteration of religious texts  |  |  |  |  |             |  |  |             |           | L   |                         |
| M 61.6     | Students are able to explain and implement transliteration of poetry texts. |  |  |  |  |             |  |  |             |           | L   |                         |

|            |  |  |  |  |  |             |  |  |             |           |   |                         |
|------------|--|--|--|--|--|-------------|--|--|-------------|-----------|---|-------------------------|
| <b>M62</b> | <b>Stylistics</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 62.1     | Stylistic Theories   |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 62.2     | Language style as an author's personal and collective characteristic |  |  |  |  |             |  |  |             |           | L |                         |
| M 62.3     | Language style as a sign   |  |  |  |  |             |  |  |             |           | L |                         |
| M 62.4     | Language style as a means of imagery                                 |  |  |  |  |             |  |  |             |           | L |                         |
| M 62.5     | Language Style as discourse  |  |  |  |  |             |  |  |             |           | L |                         |
| M 62.6     | Relationship of stylistics to rhetoric, logic, and discourse         |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| <b>M63</b> | <b>Comparative Literature</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 63.1     | Scope and definition of Comparative Literature                       |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 63.2     | German Mazab   |  |  |  |  |             |  |  |             |           | L |                         |
| M 63.3     | American school and French school                                    |  |  |  |  |             |  |  |             |           | L |                         |
| M 63.4     | Comparative study, similarities, differences                         |  |  |  |  |             |  |  |             |           | L |                         |
| M 63.5     | Translation studies in comparative literature                        |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 63.6     | Adaptation and transcultural studies                                 |  |  |  |  |             |  |  |             |           | L |                         |
| <b>M64</b> | <b>Semiotics</b>   |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 64.1     | Introduction to Semiotics  |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 64.2     | Ferdinand De Saussure's Semiotics                                    |  |  |  |  |             |  |  |             |           | L |                         |
| M 64.3     | Semiotics of Communication   |  |  |  |  |             |  |  |             |           | L |                         |

|            |  |  |  |  |  |             |  |  |             |           |     |                         |
|------------|--|--|--|--|--|-------------|--|--|-------------|-----------|-----|-------------------------|
| <b>M65</b> | <b>Literary Research Methods</b>   |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 65.1     | Type of research, data and data sources  |  |  |  |  |             |  |  |             |           | L/T | Project                 |
| M 65.2     | Data and data collection techniques  |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 65.3     | Selection of previous studies based on research topics   |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 65.4     | Interpretation and evaluation of the research review   |  |  |  |  |             |  |  |             |           | L/T |                         |
| M 65.5     | Interpretation techniques of sub-language data and the relationship of interpretation techniques with data and conceptual theories |  |  |  |  |             |  |  |             |           | L/T |                         |
| <b>M66</b> | <b>Aesthetics</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 66.1     | History and Development of Aesthetics  |  |  |  |  |             |  |  |             |           | L   | mid-term exam (100 min) |
| M 66.2     | Aesthetic periodization  |  |  |  |  |             |  |  |             |           | L   |                         |
| M 66.3     | Aesthetics links to philosophy, art, and values  |  |  |  |  |             |  |  |             |           | L   |                         |
| M 66.4     | Postmodern Aesthetics  |  |  |  |  |             |  |  |             |           | L   | Final exam (100 min)    |
| M 66.5     | Reception aesthetics   |  |  |  |  |             |  |  |             |           | L   |                         |
| <b>M67</b> | <b>Dramaturgy</b>  |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |     |                         |
| M 67.1     | Basic definition of dramaturgy   |  |  |  |  |             |  |  |             |           | L   | Mid-term exam (100 min) |
| M 67.2     | Drama as performance text  |  |  |  |  |             |  |  |             |           | L   |                         |
| M 67.3     | Play script: its position and function in theatrical events  |  |  |  |  |             |  |  |             |           | L   |                         |

|            |   |  |  |  |  |             |  |  |             |           |   |                         |
|------------|---|--|--|--|--|-------------|--|--|-------------|-----------|---|-------------------------|
| <b>M68</b> | <b>Literature and Oral Tradition</b>                              |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 68.1     | Definition of Literature and Oral Tradition                       |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 68.2     | Background on the importance of literature and oral tradition     |  |  |  |  |             |  |  |             |           | L |                         |
| M 68.3     | Concept of literature and oral tradition                          |  |  |  |  |             |  |  |             |           | L |                         |
| M 68.4     | History of literature and oral traditions oral tradition          |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 68.5     | Research on literature and oral tradition                         |  |  |  |  |             |  |  |             |           | L |                         |
| <b>M69</b> | <b>Cyber Literature</b>   |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 69.1     | Pros and cons of literary cyber                                   |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 69.2     | The position of cybersastra in the realm of Indonesian literature |  |  |  |  |             |  |  |             |           | L |                         |
| M 69.3     | Literary Cyber as a Field of Literary Research                    |  |  |  |  |             |  |  |             |           | L |                         |
| M 69.4     | Community literature in cyber literature                          |  |  |  |  |             |  |  |             |           | L | Final exam (100 min)    |
| M 69.5     | Canon literature in the cyber realm                               |  |  |  |  |             |  |  |             |           | L |                         |
| <b>M70</b> | <b>Literary of Literary Science</b>                               |  |  |  |  | <b>3,24</b> |  |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 70.1     | Clasical Naratology   |  |  |  |  |             |  |  |             |           | L | Mid-term exam (100 min) |
| M 70.2     | Structuralism   |  |  |  |  |             |  |  |             |           | L |                         |
| M 70.3     | Post-structuralism  |  |  |  |  |             |  |  |             |           | L |                         |
| M 70.4     | Post-medernism  |  |  |  |  |             |  |  |             |           | L |                         |

6th Semester

|            |  |  |  |  |  |  |  |             |  |             |           |     |                                     |
|------------|--|--|--|--|--|--|--|-------------|--|-------------|-----------|-----|-------------------------------------|
| <b>M71</b> | <b>Dialectology</b>  |  |  |  |  |  |  | <b>4,86</b> |  | <b>87,9</b> | <b>48</b> |     |                                     |
| M 71.1     | Dialectology (definition, figures, field of work, research procedures)                                   |  |  |  |  |  |  |             |  |             |           | L   | Project and Mid-term exam (100 min) |
| M 71.2     | Field research, indigenous and foreign researchers (advantages and disadvantages), requirements          |  |  |  |  |  |  |             |  |             |           | L   |                                     |
| M 71.3     | Types of dialects, distinguishing and defining features of dialects. Canonical reacquisition of phonemes |  |  |  |  |  |  |             |  |             |           | L/T | Project and final exam (100 min)    |
| M 71.4     | Language map, dialect research steps (instrument preparation, location determination, data collection)   |  |  |  |  |  |  |             |  |             |           |     |                                     |
| M 71.5     | Types of dialect, continued research steps (data processing, research report preparation)                |  |  |  |  |  |  |             |  |             |           | L/T |                                     |
| <b>M72</b> | <b>Ethnolinguistics</b>  |  |  |  |  |  |  | <b>4,86</b> |  | <b>87,9</b> | <b>48</b> |     |                                     |
| M 72.1     | Definition of ethnolinguistics field of study  |  |  |  |  |  |  |             |  |             |           | L   | Mid-term exam (100 min)             |
| M 72.2     | Culture theory   |  |  |  |  |  |  |             |  |             |           | L   |                                     |
| M 72.3     | Linguistic diversity   |  |  |  |  |  |  |             |  |             |           | L/T | Project and final exam (100 min)    |
| M 72.4     | Explaining linguistic diversity  |  |  |  |  |  |  |             |  |             |           | L/T |                                     |
| M 72.5     | Apply ethnolinguistic research methods   |  |  |  |  |  |  |             |  |             |           | L/T |                                     |

|            |   |  |  |  |  |  |             |  |             |           |   |                         |
|------------|---|--|--|--|--|--|-------------|--|-------------|-----------|---|-------------------------|
| <b>M73</b> | <b>Translation Theory</b>   |  |  |  |  |  | <b>3,24</b> |  | <b>58,6</b> | <b>32</b> |   |                         |
| M 73.1     | What is translation, types of translation                         |  |  |  |  |  |             |  |             |           | L | Mid-term exam (100 min) |
| M 73.2     | History of Translation and Trend of Translation Research          |  |  |  |  |  |             |  |             |           | L |                         |
| M 73.3     | Translation strategy and procedures                               |  |  |  |  |  |             |  |             |           | L |                         |
| M 73.4     | Functional Theory of Translation                                  |  |  |  |  |  |             |  |             |           | L |                         |
| M 73.5     | Discourse and Register Analysis                                   |  |  |  |  |  |             |  |             |           | L | Final exam (100 min)    |
| M 73.6     | System Theories   |  |  |  |  |  |             |  |             |           | L |                         |
| M 73.7     | Cultural Turn, Ideological Turn, Gender, Postcolonial Translation |  |  |  |  |  |             |  |             |           | L |                         |
| <b>M74</b> | <b>Pragmatics Theory</b>  |  |  |  |  |  | <b>4,86</b> |  | <b>87,9</b> | <b>48</b> |   |                         |
| M 74.1     | Definition of Pragmatics  |  |  |  |  |  |             |  |             |           | L | Mid-term exam (100 min) |
| M 74.2     | Speech act theory   |  |  |  |  |  |             |  |             |           | L |                         |
| M 74.3     | Cooperation principle   |  |  |  |  |  |             |  |             |           | L |                         |
| M 74.4     | Conversational Implied  |  |  |  |  |  |             |  |             |           | L | Project                 |
| M 74.5     | Language politeness   |  |  |  |  |  |             |  |             |           | L |                         |
| M 74.6     | Language impoliteness   |  |  |  |  |  |             |  |             |           | L |                         |
| <b>M75</b> | <b>Sociolinguistic Theory</b>                                     |  |  |  |  |  | <b>4,86</b> |  | <b>87,9</b> | <b>48</b> |   |                         |
| M 75.1     | Language and communication  |  |  |  |  |  |             |  |             |           | L | Mid-term exam (100 min) |
| M 75.2     | Language and society  |  |  |  |  |  |             |  |             |           | L |                         |
| M 75.3     | Events and speech acts  |  |  |  |  |  |             |  |             |           | L | Final exam (100 min)    |
| M 75.4     | Language varieties and types                                      |  |  |  |  |  |             |  |             |           | L |                         |
| M 75.5     | Bilingualism and diglossia  |  |  |  |  |  |             |  |             |           | L |                         |
| M 75.6     | Code switching and code mixing                                    |  |  |  |  |  |             |  |             |           | L |                         |

|      |  |  |  |  |  |      |  |       |    |
|------|--|--|--|--|--|------|--|-------|----|
| M77  | Psycholinguistics                      |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M78  | The Development of Literary Theory     |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M79  | Development of Sociology of Literature |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M80  | Feminist Literary Criticism            |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M81  | Postcolonial Literature                |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M82  | Children's Literature                  |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M83  | Pop Literature                         |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M84  | Puppet Literature                      |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M85  | Mass Culture Studies                   |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M86  | Book Literature                        |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M87  | Text Criticism                         |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M88  | Malay Oral Literature                  |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M89  | Manuscript Conservation                |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M90  | Manuscript Preservation                |  |  |  |  | 3,24 |  | 58,6  | 32 |
|      | <b>7<sup>th</sup> Semester</b>         |  |  |  |  |      |  |       |    |
| M91  | Comprehensive Linguistics              |  |  |  |  | 6,48 |  | 117,2 | 64 |
| M92  | Literature Comprehensive               |  |  |  |  | 6,48 |  | 117,2 | 64 |
| M93  | Comprehensive Philology                |  |  |  |  | 6,48 |  | 117,2 | 64 |
| M94  | Scientific Writing                     |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M95  | Public rhetoric                        |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M 96 | Creative Writing Industry              |  |  |  |  | 3,24 |  | 58,6  | 32 |
| M 97 | Student Internship Lecture             |  |  |  |  | 6,48 |  | 117,2 | 64 |

|                                |                            |              |              |              |              |              |               |             |               |             |  |
|--------------------------------|----------------------------|--------------|--------------|--------------|--------------|--------------|---------------|-------------|---------------|-------------|--|
| M 97                           | Student Internship Lecture |              |              |              |              |              | 6,48          |             | 117,2         | 64          |  |
| M 98                           | KKN                        |              |              |              |              |              | 3,24          |             | 58,6          | 32          |  |
| <b>8<sup>th</sup> Semester</b> |                            |              |              |              |              |              |               |             |               |             |  |
| M 99                           | Scientific Publication     |              |              |              |              |              | 3,24          |             | 58,6          | 32          |  |
| M100                           | Bachelor's Thesis          |              |              |              |              |              |               | 9,72        | 175,8         | 96          |  |
| <b>total</b>                   |                            | <b>38,88</b> | <b>45,36</b> | <b>35,64</b> | <b>38,88</b> | <b>84,24</b> | <b>110,16</b> | <b>16,2</b> | <b>6680,4</b> | <b>3672</b> |  |
| L:                             | Lecture                    |              |              |              |              |              |               |             |               |             |  |
| S:                             | Seminar                    |              |              |              |              |              |               |             |               |             |  |
| T:                             | Tutorial                   |              |              |              |              |              |               |             |               |             |  |

## Curriculum Overview

### Here: History Programme, 7 Semesters

| 1 <sup>st</sup> Semester |  |                            |      |    |    |    |    |    |                |                  |
|--------------------------|--|----------------------------|------|----|----|----|----|----|----------------|------------------|
| Module No.               | Title of Module / Course Unit          | Credit Points per Semester |      |    |    |    |    |    | Workload       |                  |
|                          |  | 1.                         | 2.   | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |
| M1                       | Islamic Religion Education             | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M2                       | Catholic Religion Education            | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M3                       | Christian Religion Education           | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M4                       | Indonesian Language                    | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M5                       | Indonesian Culture                     | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M6                       | Introduction to the Science of History | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M7                       | History of East Asia                   | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M8                       | History of Classical Europe            | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| M9                       | Old Indonesian History                 | 4,83                       |      |    |    |    |    |    | 87,9           | 48               |
| M10                      | History of New Indonesia               | 3,24                       |      |    |    |    |    |    | 58,6           | 32               |
| 2 <sup>nd</sup> Semester |  |                            |      |    |    |    |    |    |                |                  |
| M11                      | Pancasila                              |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M12                      | Introduction to Indonesian History     |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M13                      | History of South Asia                  |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M14                      | Historical Methods                     |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M15                      | History of Medieval Europe             |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M16                      | English                                |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M17                      | Javanese Culture                       |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |
| M18                      | Indonesian Culture                     |                            | 3,24 |    |    |    |    |    | 58,6           | 32               |

|     |   |  |  |             |  |  |  |             |           |  |
|-----|---|--|--|-------------|--|--|--|-------------|-----------|--|
|     | <b>3rd Semester</b>                       |  |  |             |  |  |  |             |           |  |
| M19 | <b>Pancasila</b>                          |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M20 | <b>Entrepreneurship</b>                   |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M21 | <b>History of the National Movement</b>   |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M22 | <b>History of West Asia</b>               |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M23 | <b>Socioeconomic History</b>              |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M24 | <b>General Historiography</b>             |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M25 | <b>Agrarian History I</b>                 |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M26 | <b>Urban History 1</b>                    |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M27 | <b>History of Modern Europe</b>           |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M28 | <b>Dutch Language Source 1</b>            |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M29 | <b>Anthropology</b>                       |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M30 | <b>Sociology</b>                          |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
|     | <b>4th Semester</b>                       |  |  |             |  |  |  |             |           |  |
| M31 | <b>Dutch Language Source 2</b>            |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M32 | <b>Indonesian Historiography</b>          |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M33 | <b>History of the National Movement 2</b> |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M34 | <b>Agrarian History 2</b>                 |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M35 | <b>Urban History 2</b>                    |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |
| M36 | <b>Military History</b>                   |  |  | <b>3,24</b> |  |  |  | <b>58,6</b> | <b>32</b> |  |

| <b>5th Semester</b> |                                      |  |  |  |  |  |  |  |      |      |       |    |
|---------------------|--------------------------------------|--|--|--|--|--|--|--|------|------|-------|----|
| M37                 | Javanese Language Source 1           |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M38                 | History Theory                       |  |  |  |  |  |  |  | 4,83 | 87,9 | 48    |    |
| M39                 | History of Javanese Thought          |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M40                 | Contemporary History                 |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M41                 | History of Southeast Asia            |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M42                 | Philosophy of History                |  |  |  |  |  |  |  | 4,83 | 87,9 | 48    |    |
| M43                 | Javanese Cultural Ecology            |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M44                 | Dutch Language Source 3              |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M45                 | History Seminar                      |  |  |  |  |  |  |  | 48,3 | 87,9 | 48    |    |
| M46                 | Oral History                         |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| <b>6th Semester</b> |                                      |  |  |  |  |  |  |  |      |      |       |    |
| M47                 | Oral History Source Practicum        |  |  |  |  |  |  |  | 4,83 | 87,9 | 48    |    |
| M48                 | Practicum on Written History Sources |  |  |  |  |  |  |  | 4,83 | 87,9 | 48    |    |
| M49                 | Dutch Language Source 4              |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M50                 | Local History                        |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M51                 | Archival Studies                     |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M52                 | Library Science                      |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M53                 | Museology                            |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M54                 | Folklore                             |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M55                 | History of Australia                 |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M56                 | American History                     |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M57                 | Journalism Basics                    |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| M58                 | The Dynamics of Indonesian Islam     |  |  |  |  |  |  |  | 3,24 | 58,6 | 32    |    |
| <b>7th Semester</b> |                                      |  |  |  |  |  |  |  |      |      |       |    |
| M83                 | Internship Program                   |  |  |  |  |  |  |  |      | 3,24 | 58,6  | 32 |
| M84                 | Bachelor's Thesis                    |  |  |  |  |  |  |  |      | 9,72 | 175,8 | 96 |

|              |                 |              |              |              |              |             |              |              |             |             |
|--------------|-----------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|-------------|-------------|
| <b>total</b> |                 | <b>33,99</b> | <b>25,92</b> | <b>38,88</b> | <b>19,44</b> | <b>90,3</b> | <b>42,06</b> | <b>12,96</b> | <b>3809</b> | <b>2080</b> |
| :            | <i>Lecture</i>  |              |              |              |              |             |              |              |             |             |
| :            | <i>Seminar</i>  |              |              |              |              |             |              |              |             |             |
| :            | <i>Tutorial</i> |              |              |              |              |             |              |              |             |             |

### BELE Curriculum Overview Bachelor's Programme, 8 Semesters

| Modul No. | Title of Module / Course Unit                                  | Credit Points per Semester |    |    |    |    |    |    |    | Workload       |                  | Method of Teaching<br><small>i.e. lecture course, seminar</small> | 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 |   |   |                                       |
| M1        | Religion Education:<br>Islamic/Catholic/Christian/Hindu/Buddha | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min)                 | 50%                                   |
| M2        | Indonesian Language  | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min)                 | 50%                                   |
| M3        | Educational Sciences   | 4,86                       |    |    |    |    |    |    |    | 77,1           | 42               | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min)                 | 50%                                   |
| M4        | Student Development  | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min)                 | 50%                                   |
| M5        | Basic Reading Skills and Strategies                            | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L   | Final: Wrten (100 min)  | 50%                                   |
| M6        | Basic Sentence Pattern   | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min)                 | 80%                                   |
| M7        | Dictation  | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L/T   | Mid-term: Written (100 min)<br>Final: Wrten (100 min)                 | 80%                                   |
| M8        | English Phonology  | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L   | Mid-term: Spoken, Written (100 min)                                   | 80%                                   |
| M9        | Introduction to English Pronunciation                          | 3,24                       |    |    |    |    |    |    |    | 51,4           | 28               | L/T   | Mid-term: Spoken, Written (100 min)<br>Final: Spoken, Wrten (100 min) | 80%                                   |

|     |   |      |      |      |  |  |  |  |      |    |     |   |     |   |
|-----|---|------|------|------|--|--|--|--|------|----|-----|---|-----|---|
| M10 | Speaking in Daily Communication         | 3,24 |      |      |  |  |  |  | 51,4 | 28 | L/T | Mid-term: Spoken (100 min)<br>Final: Spoken (100 min) | 50% | T |
| M11 | Civic Education                         |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 75% | E |
| M12 | Guidance and Counseling                 |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 50% | A |
| M13 | Pancasila                               |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 80% | F |
| M14 | Advanced English Pronunciation Practice |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L/T | Mid-term: Spoken (100 min)<br>Final: Spoken (100 min) | 80% | E |
| M15 | Basic Listening Skills                  |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L/T | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 80% | F |
| M16 | Paragraph Writing                       |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Final: Wrten (100 min)                                | 50% | E |
| M17 | Reading across Genres                   |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 70% | E |
| M18 | Speaking for General Communication      |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L/T | Mid-term: Spoken (100 min)<br>Final: Spoken (100 min) | 80% | E |
| M19 | Technology in ELT                       |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Project   |     | E |
| M20 | Tenses, Aspects and Modality            |      | 3,24 |      |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 80% | E |
| M21 | Academic Reading                        |      |      | 3,24 |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 65% | S |
| M22 | Complex Sentences                       |      |      | 3,24 |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 80% | E |
| M23 | ELT Management                          |      |      | 3,24 |  |  |  |  | 51,4 | 28 | L   | Project   |     | E |
| M24 | ELT Materials Evaluation                |      |      | 3,24 |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 80% | E |
| M25 | English Morphology                      |      |      | 3,24 |  |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 50% | F |

|     |  |  |  |      |      |  |  |  |      |    |     |   |     |
|-----|--|--|--|------|------|--|--|--|------|----|-----|---|-----|
| M26 | Essay Writing                            |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Final: Written (100 min)                                | 50% |
| M27 | Inclusive Education                      |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 50% |
| M28 | Listening in Professional Context        |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L/T | Mid-term: Written (100 min)<br>Final: Written (100 min) | 70% |
| M38 | National Curriculum Studies              |  |  | 3,24 |      |  |  |  | 51,4 | 28 | S   | Project   |     |
| M29 | Public Speaking                          |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L/T | Mid-term: Spoken (100 min)<br>Final: Spoken (100 min)   | 50% |
| M30 | Semantics                                |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 50% |
| M31 | Sociolinguistics                         |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 70% |
| M32 | Academic Listening                       |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L/T | Mid-term: Written (100 min)<br>Final: Written (100 min) | 70% |
| M33 | Academic Speaking                        |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L/T | Mid-term: Spoken (100 min)<br>Final: Spoken (100 min)   | 80% |
| M34 | Critical Reading                         |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L   | Project   |     |
| M35 | ELT Materials Development                |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 50% |
| M36 | English Syntax                           |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 80% |
| M37 | General Methods of TEFL                  |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 50% |
| M39 | Quantitative Research Methodology in ELT |  |  |      | 4,86 |  |  |  | 77,1 | 42 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 50% |
| M40 | Reduced Clauses                          |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min) | 80% |
| M41 | Syllabus Design and Lesson Planning      |  |  |      | 3,24 |  |  |  |      |    | S   | Project   |     |

|     |   |  |  |  |      |      |  |  |  |      |    |     |   |     |
|-----|---|--|--|--|------|------|--|--|--|------|----|-----|---|-----|
| M42 | Translation Theories                    |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 80% |
| M43 | Writing in Professional Context         |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Project   |     |
| M44 | Academic Writing                        |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Project   |     |
| M45 | Advanced Grammar                        |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 80% |
| M46 | Current Methods of ELT                  |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 50% |
| M47 | Digital Class Management                |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 70% |
| M48 | English for Instruction                 |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L/T | Mid-term: Spoken, Written (100 min)<br>Final: Spoken, Written (100 min) | 80% |
| M49 | Intercultural Communication             |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Project   |     |
| M50 | Introduction to ELT Assessment          |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 50% |
| M51 | Linguistics in ELT                      |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 80% |
| M52 | Pragmatics                              |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 80% |
| M53 | Qualitative Research Methodology in ELT |  |  |  | 4,86 |      |  |  |  | 77,1 | 42 | L   | Mid-term: Written (100 min)<br>Final: Written (100 min)                 | 50% |
| M54 | Translation Projects                    |  |  |  | 3,24 |      |  |  |  | 51,4 | 28 | L   | Project   |     |
| M55 | English for Business                    |  |  |  |      | 3,24 |  |  |  |      |    | L/T | Mid-term: Spoken, Written (100 min)<br>Final: Spoken, Written (100 min) | 50% |
| M56 | Entrepreneurship                        |  |  |  |      | 3,24 |  |  |  | 51,4 | 28 | L   | Project   |     |

|              |                                 |           |           |             |           |             |             |            |            |             |             |     |   |      |
|--------------|---------------------------------|-----------|-----------|-------------|-----------|-------------|-------------|------------|------------|-------------|-------------|-----|---|------|
| M57          | EYL Teaching Techniques         |           |           |             |           |             | 4,86        |            |            | 77,1        | 42          | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 60%  |
| M58          | Internship Program              |           |           |             |           |             | 4,86        |            |            | 77,1        | 42          | T   | Project   |      |
| M59          | Language Skills Assessment      |           |           |             |           |             | 3,24        |            |            | 51,4        | 28          | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 60%  |
| M60          | Literature in ELT               |           |           |             |           |             | 3,24        |            |            | 51,4        | 28          | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 60%  |
| M61          | Microteaching                   |           |           |             |           |             | 6,48        |            |            | 102,8       | 56          | L/T | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 50%  |
| M62          | Systemic Functional Linguistics |           |           |             |           |             | 3,24        |            |            | 51,4        | 28          | L   | Mid-term: Written (100 min)<br>Final: Wrten (100 min) | 80%  |
| M63          | Research Project                |           |           |             |           |             | 3,24        |            |            | 51,4        | 28          | S   | Project   |      |
| M64          | Writing for Publication         |           |           |             |           |             | 3,24        |            |            | 51,4        | 28          | L   | Project   |      |
| M65          | Teaching Practicum              |           |           |             |           |             |             | 6,48       |            | 102,8       | 56          | T   | Teaching Demonstration (100 min)                      | 50%  |
| M66          | Bachelor's Thesis               |           |           |             |           |             |             |            | 9,72       | 154,1       | 84          | T/S | Thesis Exam (100 min)                                 | 100% |
| <b>Total</b> |                                 | <b>34</b> | <b>32</b> | <b>38,9</b> | <b>37</b> | <b>37,3</b> | <b>38,9</b> | <b>6,5</b> | <b>9,7</b> | <b>3624</b> | <b>1974</b> |     |   |      |
| L:           | Lecture                         |           |           |             |           |             |             |            |            |             |             |     |   |      |
| S:           | Seminar                         |           |           |             |           |             |             |            |            |             |             |     |   |      |
| T:           | Tutorial                        |           |           |             |           |             |             |            |            |             |             |     |   |      |

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

Guiding regulation for the degrees is the Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Education Standards of the Republic of Indonesia and Rector's Regulation of Universitas Sebelas Maret Number 31 of 2020 concerning the Implementation and Management of Undergraduate Programmes.

### **Bachelor of English Language and Literature**

The name "English Language and Literature – Sastra Inggris" and the awarded degree Sarjana Sastra (S.S) are considered adequate to reflect the programme's interdisciplinary focus, and alignment with Universitas Sebelas Maret's strategic objectives.

### **Bachelor of Indonesian Language and Literature**

The official name of ILL is *Program Studi Sastra Indonesia*/the Bachelor's Degree Programme in Indonesian Language and Literature awarding a Bachelor of Arts. The ILL curriculum is developed by aligning the Programme Learning Outcomes (PLO) regulated under IQF (Indonesian Qualification Framework)/SN DIKTI (National Higher Education Standards) with the PLO from ILL.

### **Bachelor of History**

Initially known as the History Department of the Faculty of Letters, Universitas Sebelas Maret renamed the faculty to Faculty of Cultural Sciences in 2015.

Following Ministerial Decree No. 54 of 2019 regarding the name of the study programme names in Higher Education, it officially became known as the History Study Programme.

This title reflects the graduates' comprehensive understanding of human life and serves as a branding initiative that has been in effect since the 2017 graduating class.

### **Bachelor of English Language Education**

The name Bachelor of English Language Education is stated in the Decree of Director-General of Higher Education No 140/DIKTI/Kep/2007 and stated in the National Accreditation Bureau for Higher Education (BAN-PT) Accreditation Certificate No. 5233/SK/BAN-PT/Akred/S/IX/2020, dated on September 9th, 2020. It awards a Bachelor of Arts.

### **Integration of theory and practice**

#### **Bachelor of English Language and Literature**

ELL integrates theoretical knowledge and practical application across its curriculum, ensuring that students gain both conceptual understanding and hands-on experience in the fields of English language skills, Linguistics, Literary Studies, Translation Studies, and Cultural Studies and Media. This alignment shall support the defined Programme Learning Outcomes (PLOs) and shall equip students with competencies required for academic and professional success.

Stakeholders such as alumni, employers, and industry experts are engaged through tracer studies, curriculum evaluations, and workshops. These processes allow stakeholders to provide feedback on the preparedness of graduates, ensuring that the curriculum remains relevant to labour market demands.

#### **Bachelor of Indonesian Language and Literature**

Students practise the basic concepts of literature or aesthetics with the meaning of language or words in one graphic design. For instance, the course English Practice offers practice

English language skills, including speaking, reading, and text translation. The course Web Design practices design technology skills with language skills, sociological and cultural concepts to produce a web-based product. The course Screenwriting integrates literary theory and language skills to compose a story for films and other idea.

### **Bachelor of History**

The teaching of theory and practice in BDH is conducted with a ratio of 60:40. BDH intends equipping students not only with theoretical courses but also with practical lectures to help them master both the concepts and applications of History. In addition, BDH lecturers have research and community service experience, which can be incorporated into teaching materials for students. BHD also involves relevant stakeholders in the preparation of the learning curriculum, using a curriculum workshop mechanism held every four years or as required in urgent situations.

### **Bachelor of English Language Education**

The organisation of courses in the BELE curriculum is designed to equip graduates with hard skills and soft skills that support graduates' competencies. Courses shall support students' understanding of theories in Lesson Planning, Learning Methods, Learning Media, and Learning Evaluation courses that will help students in preparing lesson plans to be used at schools during their teaching practicum.

### **Interdisciplinary thinking**

#### **Bachelor of English Language and Literature**

Courses like Cultural Studies and Media Mainstream in the semester 6 shall reflect interdisciplinarity because the concept of culture around which Cultural Studies revolves cuts across and includes the content of all the other disciplines. The courses are also developed to connect students with other (societal) partners in researching a complex question.

Elective English for Specific Purposes courses, such as English for Business, English for Public Relations, English for Journalism, and English for Tourism become the foundational courses for the success of the students' activities outside the study programme through the Internship course, the Community Service course, and other MBKM activities which provide the opportunity to co-create between students and municipalities, companies, or other societal organisations.

#### **Bachelor of Indonesian Language and Literature**

At ILL, interdisciplinarity refers to the relation between language and literature and social context, digital technology, culture, market economy and consumer tastes. It is reflected on the study of language and language usage in various aspects such as social context or community (socio-linguistics), the psychology of language users (psycholinguistics), regulations or laws (legal language), ideological, social and cultural contexts (critical discourse analysis), and culture of a society (ethnolinguistics).

The literary studies is integrated with the sociological context of a society (sociology of literature, development of sociology of literature), history and ideology of capitalism (postcolonial literature, popular literature), women's movement or gender (feminist literary criticism), language in digital media (digital literacy, cyber literature), business or economics of performing arts (performing arts management), child psychology or development (children's literature), ideology, socio-cultural world (development of literary theory), Javanese literature and culture (wayang literature), cultural studies, language of the market or market economy

and cultural or social contexts (photography and graphic design, creative writing industry, journalism).

The core courses and concentration courses include oral literature or tradition in the society (folklore), cultural and sociological aspects of Malay society (Malay culture, classical Malay literature, Malay aesthetic), religion (mystical literature), and Malay history (Malay historiography).

### **Bachelor of History**

History is a science that requires many auxiliary sciences in its development, for example social science. Therefore, BDH designed a curriculum that offers courses related to social science fields such as sociology, anthropology, law, and political science. Furthermore, through political science and economic approach studied in the Contemporary History course, students are encouraged to have multiple perspectives on actual historical problems.

### **Bachelor of English Language Education**

The BELE curriculum has courses like Inclusive Education, Entrepreneurship, Digital Classroom Management, Student Development, Counselling, Education Science, Citizenship and Pancasila, and Indonesian Language to link language as a medium of communication with various fields of non-language science as the content of the communication. To be skillful in English, students study not only about English grammars but also material from other fields of science such as biology, sociology, environment and politics.

### **Ethical aspect**

#### **All study programmes**

The implementation of ethical aspects at all study programmes refers to the Rector's Regulation No: 828/H27/Km/2007 on the Code of Conduct for Students regarding rights, obligations, and prohibitions, namely: Students are required to (a) be disciplined, be honest, and avoid disgraceful acts.

Besides these obligations, students are prohibited from (a) violating academic ethics such as plagiarism, cheating, and falsification of grades, signatures, stamps, and diplomas, and/or other actions that violate the provisions of the prevailing laws and regulations.

Rector's Regulation No: 182/UN27/PP/2014 on Research and Community Service Ethics, which regulates the following: Lecturers and students are required to (a) maintain honesty in every step of research.

The Academic Senate's Regulation of Universitas Sebelas Maret Number 17 of 2021 concerning the Student Code of Ethics also stipulates that every student has the right to (a) exercise academic freedom responsibly to study science, technology, and art in accordance with the norms and morals prevailing in the community. In writing scientific paper, students are obliged to (a) conduct research in accordance with research principles; (b) be honest and comply with scientific principles in writing final report/thesis/dissertation; (c) not commit plagiarism, (d) write the final report/thesis/dissertation themselves; and (e) not provide gratification to lecturers or education staff in any form.

### **Methods and scientific practice**

#### **Bachelor of English Language and Literature**

Students in ELL acquire methodological competencies and are enabled to engage in scientific work at the required Bachelor's level through a carefully structured curriculum. These competencies are developed and assessed progressively across various courses, such as Upper-Intermediate and Advanced Integrated English (Reading and Writing) Courses (Semester 3 and 4): These genre-based courses introduce students to academic texts as part of the non-factual genre. Moreover, the Research Methods (Semester 3) course provides students with theoretical knowledge and practical training in academic research and writing. Mainstream and Seminar Courses (Semester 6) offer different mainstreams, like Linguistics, Literary Studies, Translation Studies, or Cultural Studies and Media. Students take specialised Research Methods and Seminar courses, as well. The Research Methods course guides students in developing research proposals, including chapters 1–3 of their thesis.

### **Bachelor of Indonesian Language and Literature**

ILL has developed scientific methods and practices for students through several stages as described in the curriculum: The basics of science and scientific writing skills are taught in semester 1 and semester 2. In addition, a thesis proposal must be presented in a proposal seminar attended by the supervisor, at least two lecturers in the field of expertise and a number of students. The assessed aspects in the thesis consist of research methods, scientific novelty or innovation, substance or discussion of the topic, and scientific writing or language.

In order to support the success of scientific work with all its scientific activities and methods, ILL conducts the following activities: involving students to conduct research with lecturers on continued research topics, conducting academic seminars, scientific general lectures, workshops, academic or scientific competitions, student seminars and student publication, collaborative seminars with a Malaysian University and other academic partners, summarising or reviewing books and articles, searching for literature or information digitally, conducting tutorial on writing bibliography using Mendeley or Zotero system.

### **Bachelor of History**

Courses that are oriented to provide students with research skills and professional skills are Historical Methodology, Theory and Methodology, Oral History, Journalism, Museology, Dutch, English, and Source Language. In addition, in an effort to provide students with the opportunity to practise the knowledge they have learned, BDH students are involved as members in various lecturers' research and community service that are members of two Research Groups (RG), namely RG Culture and RG Social.

Students also gain organisational competencies through Student Activity Units (UKM) at the study programme level (History Student Forum), at faculty level (LPM Kalpadruma, Teater Tesa), and university level (LPM Kentingan).

### **Bachelor of English Language Education**

BELE students are involved as members in lecturers' Research & Community Service programmes. In addition to lecture activities, the scientific work competencies of BELE students are also developed through various activities held by BELE Student Associations (ESA) in the form of seminars, workshops, public lectures, scientific work competitions, and essay competitions.

## **Examination and final thesis**

### **All study programmes**

The programmes employ diverse examination types tailored to course objectives, including written tests (paper and pencil), oral tests (interviews), assignments, portfolios, performance-based assessments, and project-based evaluations. Exams are conducted twice a semester, namely the midterm exam and final examination. Under the direction of the head of the study programme, who supplies exam information, exam rooms, and protocols for administering tests or exams in compliance with exam regulations, midterm and final exams are conducted in line with the university's lecture schedule or academic calendar.

For the final thesis, students are assigned supervisors under the approval of Head of the study programme. Supervisors provide personalised guidance through one-on-one consultations, while the programme also offers research workshops and academic writing courses to support thesis development. Students are encouraged to publish their findings in national or international journals, with support for submission processes.

### **Appraisal:**

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

For **BELE**, the panel **recommends** integrating more teacher training, ensuring internships are better embedded within the curriculum, and adopting a more systematic approach overall.

For **ELL** and **BELE**, the panel **recommends** offering more courses that integrate different English language skills and applying Communicative Language Teaching principles. Increase modules on English teaching methodology and reduce or integrate linguistic content with TEFL methodology. Expand multicultural education by addressing it in more than one module.

For **BDH**, the panel **recommends** providing more precise course structures and clarifying the type of seminar (lecture or seminar). Courses should work more extensively with primary sources and focus on specific historical topics and should introduce primary sources earlier in the curriculum. For example, in Indonesian History, the expectation would be coverage of a defined area rather than a broad overview.

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

Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programmes' qualification objectives. This includes objectives related to values, such as those

expressed in Pancasila, and is reflected in internship reports that address value-based considerations.

Students acquire methodological competences and are enabled to do scientific work on the required level. As mentioned above, **BDH** should introduce working with primary sources at an earlier state. ELL and BELE thoroughly build up methods and scientific practice giving students opportunities to practise.

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

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

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

|        |  | 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

### All study programmes

In the Indonesian Higher Education System, one credit point (CP) corresponds to approximately 45.3 hours of student workload, which includes both contact hours and independent study. This is roughly equivalent to 1.62 European Credit Transfer and Accumulation System (ECTS) credits. Therefore, a full academic year typically comprises 40 to 48 CP, aligning with the standard 60 ECTS credits per year in European institutions. UNS acknowledges the importance of international academic mobility and has policies in place to facilitate the transfer of national credits to the ECTS framework. The conversion is based on the established equivalence, where 1 CP equals approximately 1.62 ECTS credits. This policy ensures that students participating in international exchanges or pursuing further studies abroad can have their credits recognised appropriately.

### Bachelor of English Language and Literature

*Table 3.1 Modular Structure of ELL*

|  |                       |
|--|-----------------------|
| Projected study time   | 4 years (8 semesters) |
| Number of Credit Points (CP)                                 | 144 – 156 Credits     |
| Workload per CP  | 50 minutes            |
| Number of modules  | 81 courses            |
| Time required for processing the final thesis and awarded CP | 2 semesters           |
| Number of contact hours                                      | 1,920 hours           |

### **Bachelor of Indonesian Language and Literature**

|   |   |
|---|---|
| Projected study time  | 4 years (8 semesters)   |
| Number of credits (national credits and ECTS credits)                     | 144 Credits   |
| Workload per credit   | 50 minutes  |
| Number of courses   | 99 courses (including final thesis, compulsory and all elective/mainstream courses) |
| Time required for processing the final thesis/project and awarded credits | 2 semesters   |
| Number of contact hours   | 1,900 – 2,300 hours   |

### **Bachelor of History**

*Table 3.2 Modular Structure of BDH*

|                              |                       |
|------------------------------|-----------------------|
| Projected study time         | 4 years (8 semesters) |
| Number of Credit Points (CP) | 144 – 160 Credits     |
| Workload per CP              | 50 minutes            |
| Number of modules            | 68 Courses            |

|  |             |
|--|-------------|
| Time required for processing the final thesis and awarded CP | semesters   |
| Number of contact hours                                      | 2,304 hours |

### **Bachelor of English Language Education**

|   |                       |
|---|-----------------------|
| Projected study time  | 4 years (8 semesters) |
| Number of credits (national credits and ECTS credits)                     | 144 Credits           |
| Workload per credit   | 50 minutes            |
| Number of courses   | 66 courses            |
| Time required for processing the final thesis/project and awarded credits | 2 semesters           |
| Number of contact hours   | 1,900-2,300 hours     |

## **Study and exam regulations**

### **All study programmes**

UNS's Rector's Regulation No. 31 of 2020 on the Administration and Management of Bachelor's Degree Programmes and the 2023-2024 FIB Academic Handbook refers to the administration of learning and examinations.

Students can access comprehensive details about the programme's structure, requirements, and examination regulations through the UNS Academic Guidelines, the 2023-2024 FIB Academic Handbook, and the university's Academic Information System (SIKAD).

The grade range is as follows::

| No. | Grade range<br>(Scale 100) | Value Range |       |
|-----|----------------------------|-------------|-------|
|     |                            | Number      | Grade |
| 1   | $S \geq 85$                | 4.00        | A     |
| 2   | $80 \leq S < 85$           | 3.70        | A -   |
| 3   | $75 \leq S < 80$           | 3.30        | B+    |
| 4   | $70 \leq S < 75$           | 3.00        | B     |
| 5   | $65 \leq S < 70$           | 2.70        | C+    |
| 6   | $60 \leq S < 65$           | 2.00        | C     |
| 7   | $55 \leq S < 60$           | 1.00        | D     |
| 8   | $< 55$                     | 0.00        | E     |

The learning process in one semester for each course is 16 meetings, which include midterm and final examinations. The programmes facilitate students who want to carry out the learning process outside of higher education through Merdeka Belajar-Kampus Merdeka (MBKM) activities starting from semester 5. They also provide several courses of 20 credits to take by students outside the study programmes and the university through the MBKM Student Exchange Programme.

## **Feasibility of the study workload**

### **All study programmes**

For the programmes, the credit allocation of lecture-based courses is calculated as follows: 1 credit includes: 50 minutes of face-to-face learning per week per semester 60 minutes of structured assignments per week per semester 60 minutes of independent study per week per semester Seminars and Similar Activities: 1 credit includes: 100 minutes of face-to-face activities per week per semester 70 minutes of independent study per week per semester Research, Community Service, or Equivalent Activities: 1 credit includes 170 minutes per week per semester.

After the first year, the number of credits students can take is determined by their Semester GPA (IPS) as follows:

- GPA  $< 1.50$ : Maximum 12 credits
- GPA 1.50 – 1.99: Maximum 16 credits
- GPA 2.00 – 2.49: Maximum 18 credits
- GPA 2.50 – 2.75: Maximum 20 credits
- GPA 2.76 – 3.00: Maximum 22 credits

- GPA > 3.00: Maximum 24 credits

Academic activities are monitored through the Study Plan Card (Kartu Rencana Studi or KRS), which is held by each student. The KRS serves as a manual tool to track students' academic activities. All programmes also support students with counselling sessions conducted by Academic Advisors.

### **Equality of opportunity**

#### **All study programmes**

As part of UNS's mission to be an inclusive campus, the four study programmes accept prospective students with disabilities, adhering to university admission regulations. The Disability Study Centre at UNS advocates for students, faculty, and staff with disabilities, ensuring they have the necessary support and accessibility to thrive in their academic and professional endeavours. This centre also conducts research and influences university policies to guarantee equal access for individuals with disabilities.

Scholarships based on academic achievements, such as Academic Achievement Improvement (PPA), Smart Indonesia Programme (PIP), Smart Indonesia Card (KIP), Beasiswa Bank Indonesia, Djarum Beasiswa Plus, Beasiswa Unggulan, and Beasiswa BSI Berprestasi, are available to all students with a focus on merit, ensuring equal opportunities for academic and financial support. To grant fairness and to ensure educational rights, tuition fee waivers (UKT), tuition fee reductions, and tuition fee payment deferrals are possible as well. Students facing issues can consult with counsellors at the study programmes' counselling unit or the university-level counselling and guidance unit.

### **Appraisal:**

The programme structures support the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits 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 which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time through the MBKM programme.

However, the panel could not find an ECTS grading table in the Diploma Supplement. In addition to the national/institutional grading scale with its explanation (Grading Table), the HEI should provide a Grade Distribution Table showing the statistical distribution of passing grades in the respective programme or field of study. This table must reflect how the grading scale is actually applied in that programme.

Therefore, they recommend the following **condition**:

The University needs to ensure that all students receive a Diploma Supplement including an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, and transcript upon graduation. This requirement must be stipulated in a binding document.

In recently submitted documents, UNS shared Grade Distribution Tables for all four study programmes based on final graduation grades over the past two years. Although so far, the table is not integrated in a Diploma Supplement, UNS reported that this was under evaluation for future implementation at the university level. UNS intends to establish a binding institutional regulation that ensures all graduates receive a complete set of documents, including an ECTS Grading Table, Grade Distribution Table, degree certificate, transcript, and Diploma Supplement upon graduation. The panel appreciates that UNS has escalated the ECTS system integration to university-level discussions, with a clear institutional goal of ensuring all graduates receive a complete documentation package upon graduation. UNS indicates both immediate action and a long-term structural commitment.

In addition, the panel also recognised that for the **ELL** programme, the name stated in the SER (“English Language and Literature”) does not match the name indicated in the Diploma Supplement (“English Literature”), also for the **ILL**, the name stated in the SER (“Indonesian Language and Literature”) does not match the name indicated in the Diploma Supplement (“Indonesian Literature”). Lastly, for the **BHD**, the name stated in the SER (“History”) does not match the name indicated in the Diploma Supplement (“Historical Sciences”). The panel asks UNS to ensure that consistent programme names are used in all official documents and adjust the programme name in the Diploma Supplement accordingly.

However, UNS clarifies that the **ELL** programme is officially registered under the national nomenclature as “Sastra Inggris” (English Literature), in compliance with the Decree of the Director General of Higher Education, Research, and Technology No. 163/E/KPT/2022. The name “English Language and Literature” is used descriptively in the self-evaluation report to accurately reflect the curriculum’s scope, which includes both language and literary studies. The official academic transcript details all courses, ensuring transparency regarding the competencies acquired.

Similarly, the **ILL** programme is nationally registered as “Sastra Indonesia” (Indonesian Literature). The SER uses “Indonesian Language and Literature” as a descriptive title, while the transcript provides full visibility into the curriculum’s balanced focus on language and literature.

For **BHD**, UNS indicates that the correct name should be “Historical Science” to align with the Diploma Supplement and ensure consistency across all official documents.

The feasibility of the study programmes’ 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.

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* Modular structure of the study programme (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.2.2* Study and exam regulations (Asterisk Criterion)               |             |                              |                            | <b>Condition</b>                   |      |
| 3.2.3* Feasibility of study workload (Asterisk Criterion)            |             |                              | X                          |                                    |      |
| 3.2.4 Equality of opportunity  |             |                              | X                          |                                    |      |

### 3.3 Didactical concept

#### **All study programmes**

All study programmes apply the student-centered learning approach. This approach integrates various teaching methods such as team-project-based learning, group discussions, simulations, case studies, collaborative learning, cooperative learning, and problem-based learning. Additionally, advanced learning models, including research projects, seminars, and professional work practices, are utilised to engage students actively and holistically in the learning process. Hence, when lecturers are teaching, they engage in a dialogue and communicate with students. During the course process to activate students, lecturers request them to fulfill group assignments through presentation, write papers, or make vlogs.

UNS also organises blended-learning regulated in the UNS Rector Regulation Number 1 of year 2020 about Online Learning System.

#### **Course materials**

##### **All study programmes**

Course materials are drawn from various sources, including printed and electronic materials such as textbooks, national and international journals published within the last ten years, as well as research and community service outputs conducted by ELL lecturers. This process considers the evolving demands of the industry, advancements in academic research, and feedback from graduate users. The responsibility for updating course materials lies with the lecturers, who ensure that their materials reflect current research, trends, and educational best practices. The course materials are digitally accessible for students through the Learning Management System (LMS).

#### **Guest lecturers**

##### **Bachelor of English Language and Literature**

The study programme maintains partnerships with prominent organisations such as the American Indonesian Exchange Foundation (AMINEF) and the Regional English Language Office (RELO). These collaborations have facilitated opportunities for inviting international guest lecturers to share their expertise with students. For instance, in 2022, Carla Power, an author from the USA, was invited as a guest lecturer for the programme's Studium Generale through a collaboration with the Ubud Writers and Readers Festival committee.

ELL organises workshops, seminars, and conferences that invite both local and international experts. Students are encouraged to participate in these events, gaining the opportunity to

learn directly from keynote speakers and guest lecturers. Another notable event is the International Conference on Language, Literature, and Cultural Studies (ICCOLLIC), held biannually by the ELL. This conference invites leading experts from Indonesia and abroad, offering students valuable insights into contemporary academic and industry issues

### **Bachelor of Indonesian Language and Literature**

The study programmes has invited experts and practitioners from the fields of philology, literature, and linguistics. The experts contribute to national and international seminars, public lectures held at the beginning of each odd semester, expert sessions, training and alumni teaching programmes. The experts and practitioners who were invited by ILLP include among others a scriptwriter, a journalist and an editor in chief, an online writer, a novelist, a broadcaster and alumni.

### **Bachelor of History**

Guest lecturers have contributed to the teaching process at the BHD. They included professionals and academics, international independent researchers, national archivists, international lecturers, for instance from the University of Science Malaysia, the Koninklijk Instituut voor Taal, Land, en Volkenkunde Leiden, Gadjah Madah University and Udayana University.

### **Bachelor of English Language Education**

Guest lecturers also serve as a learning enrichment at the BELE. They came from other higher education institutions in Hong Kong, Japan and the United States, and delivered lectures on themes like language education and literacies, multimodal literacies, and digital media and AI in global English education.

### **Lecturing tutors**

#### **All programmes**

The ELL, ILL and BHD incorporate the assistance of student tutors in several courses to enrich the learning process and support their peers. Lecturers usually identify and recommend students with relevant expertise or experience to take on these roles. This peer-to-peer approach is supposed to help lower-semester students understand and apply essential skills for effective presentations. For instance, in the Critical Discourse Analysis course at the ELL, a student assistant supports their peers by sharing strategies for navigating academic research tools and accompanies them through the process of completing their articles. At the BELE, there are currently no lecturing tutors.

### **Appraisal:**

The didactical concept of the study programmes is the student-centred approach. It is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. At the beginning, in most curriculum overviews the type of course is defined as “lecture”. This was not always in accordance what the panel learned in the interviews during the online assessment. Meanwhile, updated curriculum overviews distinguish course types (e.g., lecture, seminar, tutorial) and include definitions for each type.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. The panel noticed that they are not up-to-date.

In their view, outdated literature should be replaced with current sources. In addition, the course descriptions need an update accordingly as well. Therefore, they issue the following **condition**:

The University needs to ensure to use up-to-date literature in all courses and updates the literature in the course descriptions.

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

Lecturing tutors support the students in the learning process and help them develop competences and skills. For ELL, student assistants are available in some courses, and for ILL tutorials are conducted by academic advisors. Additionally, an academic assistance programme offers peer-to-peer learning for students facing difficulties in ILL. In BDH and BELE, there are no lecturing tutors; however, the panel considers this acceptable, as sufficient support is provided by lecturers and other measures. Overall, the existing structures ensure that students receive adequate guidance and opportunities to develop competences.

|  | 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)                                 |             |                              |                            | <b>Condition</b>                   |      |
| 3.3.3 Guest lecturers  |             |                              | X                          |                                    |      |
| 3.3.4 Lecturing tutors   |             |                              | X                          |                                    |      |

### 3.4 International outlook

#### International contents and intercultural aspects

##### **Bachelor of English Language and Literature**

The ELL intends to prepare students to prepare students for a globalised world. The curriculum covers English language proficiency, Linguistics, Literary Studies, Translation Studies, Cultural Studies and Media, entrepreneurship, and ethics, all taught within the context of English language. Courses such as Cross-Cultural Understanding shall provide students with the knowledge and skills to respect and value diverse cultural perspectives, fostering adaptability in international contexts.

Participation in global programmes, such as the Global Undergraduate Exchange Programme (UGRAD) by AMINEF, allows students to experience studying abroad and develop intercultural competencies.

Moreover, the biannual International Conference on Language, Literature, and Cultural Studies (ICCOLLIC), hosted by the programme, invites experts from Indonesia and abroad, providing students with exposure to cutting-edge research and intercultural dialogue.

### **Bachelor of Indonesian Language and Literature**

At the ILL, global cultural understanding or intercultural studies is provided in courses such as comparative literature, hermeneutics, feminist literary criticism, postcolonial studies, cultural studies, literary theory development, literary theory, translation, history of linguistic thoughts, English course, Arabic course, and Dutch course.

For example, the Comparative Literature course fosters cross-cultural understanding and international perspective by examining cultural characteristics through the literary works of various nations including those from Europe, Asia, Russia, United States of America, Latin America, Australia, and Africa in relation to Indonesian Literature.

### **Bachelor of History**

BDH students study not only Indonesian history and culture but also the histories and cultures of worldwide nations. This is reflected in several courses: Asian History, Europe History, and United States of America History. All of these are aimed to broaden students' perspectives in global histories and cultures.

### **Bachelor of English Language Education**

The study programme emphasises intercultural competencies and skills, considering them as the core of the Programme Learning Outcomes (PLO). Courses, such as Intercultural Communication in ELT, Cross-Cultural Understanding, and Current Trends in ELT expose students to international contents and intercultural aspects.

### **Internationality of the student body**

#### **All study programmes**

UNS International Office manages admissions for international students and provides continuous support to ensure their academic and socio-cultural adaptation to Indonesia. As a support service for international students, UNS offers the BIPA (Bahasa Indonesia bagi Penutur Asing) programme to help international students develop their Indonesian language skills and adapt to the academic and socio-cultural environment.

### **Bachelor of English Language and Literature**

The programme currently has a modest number of international students (one student from Turkmenistan in 2025) because challenges such as language barriers and the lack of widespread promotion may impact enrolment.

### **Bachelor of Indonesian Language and Literature**

The internationalisation activities for the students undertaken by the study programme include the following enrolments and short-term inbound and outgoing visits: In 2018, ILL received a visit from 40 students from Fattoni University, Thailand. Several ILL students have volunteered in various international events such as G-20 Summit, ILL students organised a faculty programme at Indonesian embassy schools in Bangkok, Thailand. In 2024, ILL received 29 inbound students from the Academy of Malay Studies, University of Malaya.

### **Bachelor of History**

Unfortunately, due to the COVID-19 pandemic, two international students enrolled at the BHD had to finish their studies at BDH earlier than planned.

### **Bachelor of English Language Education**

BELE has welcomed students from Malaysia, Timor Leste, Turkey, Turkmenistan, and more. They contribute to the variety of language areas and cultural backgrounds within the department.

### **Internationality of faculty**

#### **Bachelor of English Language and Literature**

The ELL integrates international lecturers and experts to enhance students' global exposure and English proficiency. Examples include the Studium Generale with Carla Power (American author) in 2022 and international keynote speakers at events such as International Conference on Language, Literature, and Cultural Studies. Faculty members are alumni of renowned universities in English-speaking countries (e.g., the US, UK, Australia) and have participated in programmes such as the Fulbright FLTA at Columbia University or pursued postgraduate degrees abroad.

#### **Bachelor of Indonesian Language and Literature**

The ILL offers opportunities for lecturer exchanges, student exchanges, inbound-outbound programmes, joint publications, collaborative seminars, and the establishment of joint study centres. Collaboration has been fostered with international institutions such as Wako University, Warsaw University, University of Malaya, Daito Bunka University, University of Science Malaysia, National Cheng Kung University, Xihua University. Such partnerships have not only created academic networks but have also enhanced the contributions of ILL lecturers and students within the global academic community.

#### **Bachelor of History**

Internationalisation in BDH is demonstrated by a series of international research activities undertaken by BDH lecturers, including the following: In 2023, two lectures conducted research in the Netherlands at the Nationaal Archief of Nederland (NAN), the Koninklijke Bibliotheek in The Hague, the Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV) in Leiden, and the Nederlands Instituut voor Oorlogsdocumentatie (NIOD) in Amsterdam. In addition, starting from 2023, one of BDH lecturers has engaged in a three-years visit aimed at establishing cooperation with Xihua University, China.

#### **Bachelor of English Language Education**

The department's faculty is characterised by coming from different nationalities, such as USA and with teacher hailing from other countries, creating a vibrant and inclusive academic environment.

### **Foreign language contents**

#### **Bachelor of English Language and Literature**

For ELL, English language proficiency as a core competency for graduates to meet the demands of professional, academic, and entrepreneurial roles in Linguistics, Translation Studies, Literary Studies, or Cultural Studies and Media. English is the primary language of instruction across all courses in the programme, ensuring that graduates achieve at least B2-level proficiency on the Common European Framework of Reference for Languages (CEFR). Course materials include English textbooks, international journals (published within the last 10 years), and research outputs by faculty members. Students' English proficiency is assessed

before admission using standardized tests such as TOEFL, IELTS, or equivalent, to ensure that incoming students have sufficient language skills to engage with the programme.

### **Bachelor of Indonesian Language and Literature**

ILL students must complete EAP (English for Academic Purposes) with a minimum score of 60. Project-based learning produces scientific articles published in accredited national journals, which require writing abstracts in English and even entire articles in English, as well as some references in English. In addition, the elective course Arabic Language Practice is provided for students who have advanced competence in Arabic and is facilitated to enhance their skills.

### **Bachelor of History**

BHD teaches four languages, namely Indonesian, English, Dutch, and Javanese. Especially Dutch language courses are offered over 3 semesters. Moreover, students who are about to take their thesis exam must also present an English proficiency certificate, namely EAP (English for Academic Purpose).

### **Bachelor of English Language Education**

Upon graduation, students must complete EAP (English for Academic Purposes) with a minimum score of 60. Furthermore, mandating that the thesis be written in English not only aligns with global academic standards but also prepares students for effective communication and contribution to the international academic community.

### **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.

For **ELL** and **BELE**, the panel **recommends** offering more international exchange opportunities for students.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. At the same time, the panel **recommends** enhancing the efforts to attract more international students.

For **ILL**, 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 as this programme is very focused on the national education and job market in Indonesia.

For **ELL**, **BELE** and **BDH** the international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) does not meet the expectations of the panel. The panel **recommends** enhancing the number of the faculty with international experiences.

Additionally, for **ELL** and **BELE**, the panel **recommends** that all members of the faculty should have international experiences.

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

|  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 Internationality   |             |                              |                            |                                    |      |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.4.2 Internationality of the student body                                   |             |                              | X                          |                                    |      |
| 3.4.3 Internationality of faculty  |             |                              | ILL                        | ELL,<br>BELE,<br>BDH               |      |
| 3.4.4 Foreign language contents  |             |                              | X                          |                                    |      |

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

#### All study programmes

Students in all four study programmes acquire skills in developing cooperation, communication, conflict resolution, organisation during the Student Internship Course and the Community Service Programme.

#### Bachelor of English Language and Literature

The study programme's profiles are professionals, employees, entrepreneurs or post-graduate students who have a high work ethic and is communicative, adaptable, and creative in fields related to English language skills as well as Linguistics, Translation Studies, Literary Studies, or Cultural Studies and Media. The team-based project method is a suitable method to enhance students' communication and cooperation skills as well as conflict handling and leadership skills. Case study method is suitable to enhance critical thinking, creativity, and conflict handling skills.

Beyond ELL, students have access to extracurricular opportunities at the Faculty of Cultural Sciences and at the University level. The events allow them to participate, contribute, and enhance their skills further. Students are also encouraged to join ELL's active student organisations in student government, cultural and art organisations, debate societies, and other interest-based groups to build communication, public speaking, collaboration, and leadership skills.

#### Bachelor of Indonesian Language and Literature

Courses that teach diverse skills include Scientific Publication, Philology Practicum, Legal Language, Journalism, Cinematography, Screenwriting, Web Design, Performing Arts Management, Manuscript Digitisation, Directing, and Public Rhetoric. They shall train the ability to capture and synthesise information before presenting it in a creative product.

#### Bachelor of History

BHD students are equipped with communication skills in English, Javanese, Indonesian, and Dutch.

#### Bachelor of English Language Education

Proficient English communication skills are one of the main objectives of the BELE. Hence, course modules encompassing reading, writing, listening, and speaking skills are designed to hone students' language proficiency. Moreover, the programme instils entrepreneurship acumen, fosters an understanding of student development in the context of English learning, and imparts insights into addressing the needs of students with special requirements in English language learning.

### Appraisal:

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

The acquisition of further multidisciplinary competences, such as 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)

### All study programmes

The mandatory internship and community service courses offer hands-on experience, allowing students to address real-world challenges and develop problem-solving skills in professional settings.

### Bachelor of English Language and Literature

The ELL intends to equip its graduates with advanced English language proficiency and specialised knowledge in one of its four mainstreams, namely Linguistics, Literary Studies, Translation Studies, or Cultural Studies and Media. The ELL workshops and training sessions led by industry practitioners are meant to broaden students' perspectives and enhance their readiness for the workplace.

### Bachelor of Indonesian Language and Literature

The mandatory courses include Public Rhetoric, Digital Literacy, Creative Writing, Language Editing, Scientific Writing, Graphic Design, English Practice, and Journalism, which are all characterised by practical orientation. With the diversity of choices and the skill sets required by the industrial world or job market, and supporting academic innovation, ILL students shall be able to compete in the diverse job market of the linguistic industry.

### Bachelor of History and Bachelor of English Language Education

Through the integration of theory and practice, BDH and BELE graduates are deemed qualified to work professionally in the workforce. The curriculum includes Pancasila Education, Religious Education, Citizenship Education, and Javanese Culture to realise the programmes PLOs.

### Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its modules/courses.

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### **Bachelor of English Language and Literature**

ELL is supported by a team of 20 permanent civil service lecturers, 2 permanent non-civil service lecturers, and one native speaker lecturer hired by Universitas Sebelas Maret (UNS). These faculty members ensure the effective delivery of the curriculum, which encompasses four study concentrations: Linguistics, Literary Studies, Translation Studies, and Cultural Studies and Media.

ELL has six professors specialising in different mainstreams. There are three professors for Linguistics and Translation, one professor for English for Specific Purposes (ESP), and one professor for Literature and Cultural Studies.

#### **Bachelor of Indonesian Language and Literature**

ILL employs 12 permanent ASN lecturers, one permanent non-ASN lecturer, and two special teachers from industry practitioners. Part-time lecturers who are not permanent faculty members come from both within and outside of the study programme.

#### **Bachelor of History**

BDH employs 13 permanent lecturers as Civil Servants (PNS), one non-PNS lecturer, and eight non-permanent lecturers. Part-time lecturers are hired from outside the department within the faculty, as well as outside the department from outside the faculty.

*Table 4.3 Structure and Quantity of Faculty Members in BDH  
Based on Functional Positions*

| Functional Position | 2020 | 2021 | 2022 | 2023 |
|---------------------|------|------|------|------|
| Professor           | 1    | 1    | 1    | 1    |
| Associate Professor | 6    | 6    | 6    | 4    |
| Lecturer            | 6    | 6    | 6    | 6    |
| Assistant Lecturer  | 2    | 1    | 1    | 1    |
| Total               | 15   | 14   | 14   | 12   |

#### **Bachelor of English Language Education**

Out of the 17 teaching staff at BELE, the number of permanent lecturers is 16 lecturers (one Professor, seven Doctorate and nine Masters – seven of whom are still pursuing Doctorate degree), and the non-permanent lecturer is one.

*Table 4.4 Qualifications for functional rank of BELE lecturers*

| No.   | Academic Ranks       | Number of Lecturers | Percentage |
|-------|----------------------|---------------------|------------|
| 1     | Senior Lecturers     | 4                   | 23.53      |
| 2     | Assistant Professors | 9                   | 59.94      |
| 3     | Associate Professors | 3                   | 17.65      |
| 4     | Professors           | 1                   | 5.88       |
| TOTAL |                      | 17                  | 100        |

## **Academic qualification of faculty**

### **All study programmes**

In accordance with University regulations, lecturers in Bachelor's degree programmes are required to hold at least a relevant Master's or Applied Master's degree, while many academic staff members also possess doctoral qualifications or professorial status.

The University promotes the ongoing development of academic quality through a structured regulatory framework, including provisions on the administration and management of Bachelor's degree programmes and on the achievement and monitoring of intended learning outcomes. Lecturer performance and motivation are further strengthened through institutional measures such as professional development activities, collaboration, scientific visits, seminars, workshops, research projects and publication opportunities.

Across the programmes, research and community service activities are closely integrated into academic life and contribute to the enhancement of educational quality. The outcomes of these activities are disseminated through national and international journals, books, intellectual property, seminars and other scholarly forums. Students also benefit from access to a broad range of learning resources, including library collections, digital materials and institutional online systems, as well as from opportunities to engage with external practitioners and experts.

## **Pedagogical/didactical qualification**

### **All study programmes**

The programmes are supported by lecturers who possess the pedagogical and didactic qualifications required for teaching in higher education and who continuously enhance their competencies through structured professional development. A central component of this development is participation in formal instructional training programmes such as *Pekerti* and the Applied Approach (AA), which are designed to strengthen lecturers' knowledge and skills in curriculum development, teaching methods, lesson planning, assessment of learning outcomes, syllabus design, the preparation of teaching materials, and the use of media and technology in teaching and learning.

These training measures ensure that lecturers are able to align their teaching with curricular requirements and intended learning outcomes, while also responding effectively to students' academic needs. In addition, lecturers are expected to teach in accordance with their respective areas of expertise and to support their courses with appropriate teaching and learning materials, such as semester lesson plans, syllabi, modules and digital resources.

The University also promotes the continuous professional development of its academic staff through participation in conferences, workshops, research activities, community service, academic collaborations and scholarly publications. These activities contribute to the ongoing enhancement of lecturers' subject-specific, pedagogical and practical competencies and support the delivery of high-quality, research-informed and forward-looking education across all programmes.

## **Practical business experience of faculty**

### **All study programmes**

The majority of lecturers' business engagements are closely tied to the Tri Dharma of Higher Education, encompassing education, research, and community service. By collaborating with other academic institutions and the private sector as well as by drawing on industry

connections help to ensure practical competences of teaching staff. For instance, lecturers provide translation services for Dutch archives, Malay, Old Javanese, English, Mandarin, and Arabic.

### **Internal cooperation**

#### **All study programmes**

Cooperation among lecturers takes place through a range of formal and informal structures, including regular meetings on academic and administrative matters, curriculum and course cluster discussions, monitoring and evaluation processes, and research group activities.

Research groups play a role in fostering collaboration, as they provide a framework for joint research and community service projects based on disciplinary fields and programme priorities. These structures also support the involvement of students in academic and practice-oriented activities. In addition, through collaboration, lecturers engage in curriculum development to avoid overlaps in course content and align their teaching with the respective objectives of the study programmes.

Furthermore, the programmes also benefit from broader academic exchange and institutional cooperation. Lecturers participate in conferences, workshops, training activities and collaborative projects with external partners and professional associations, while some programmes also maintain links with schools, cultural institutions, community organisations and other stakeholders.

### **Student support by the faculty**

#### **All programmes**

All programmes provide structured support for students in both academic and non-academic matters throughout the course of their studies. This support includes academic advising, mentoring and counselling, with lecturers and academic advisors assisting students in study planning, course selection, academic progress monitoring, thesis preparation and the resolution of individual academic or personal challenges. Open communication between staff and students is encouraged in order to ensure that students receive timely and appropriate guidance.

In addition to academic support, the programmes promote the development of students' interests, talents and transferable skills through a wide range of co-curricular and extracurricular activities. Students are encouraged and supported to participate in competitions, seminars, workshops, student exchange opportunities, internships and other programmes within the framework of national initiatives such as MBKM. Student organisations and programme-related activities also provide further opportunities for personal development, leadership and engagement in the academic community.

The programmes further strengthen student learning by involving students in research and community service activities and by providing guidance on research projects, thesis work and, where applicable, publication opportunities. Access to specialised academic structures, practical learning environments and targeted support measures contributes to the development of both subject-specific and broader professional competences. Overall, the support systems in place are designed to help students achieve their academic goals while also fostering their personal and professional development.

## Appraisal:

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

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. 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 programmes to integrate theory and practice.

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

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

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

### **Programme director**

#### **All study programmes**

The governance of the study programmes is regulated by the relevant national and university legislation and is embedded within the organisational structure of Universitas Sebelas Maret. At programme level, responsibility lies with the respective Head of Study Programme, who oversees the academic and organisational management of the programme in accordance with the applicable regulations.

The Head of Study Programme is responsible for supervising the implementation of the university's Tri Dharma, namely teaching, research and community service, at programme level. This includes the coordination and monitoring of teaching and learning activities, the organisation of academic timetables, the evaluation of student achievement, and the documentation and review of programme-related activities. In fulfilling these responsibilities, the Head of Study Programme cooperates with lecturers, students, administrative staff, quality assurance bodies and relevant university units.

The management of the programmes also includes the coordination of curriculum review and development processes with the involvement of internal and external stakeholders, such as students, alumni, employers, practitioners and professional associations. In addition, programme leadership supports the implementation of strategic measures related to student admission, student engagement, internships, community service, scholarship support and the achievement of programme learning outcomes. In some programmes, the responsibilities of the Head of Study Programme also extend to the monitoring and evaluation of academic staff performance as part of broader human resource management.

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

#### **All study programmes**

The responsibilities of the administrative staff include supporting academic administration, such as study plan management, class scheduling, attendance records, examination procedures, correspondence, the provision of academic manuals and thesis guidelines, and the handling of student documents and related services. In addition, administrative staff cooperate with the relevant faculty units to ensure the smooth coordination of programme activities and the efficient delivery of administrative processes.

The University also seeks to strengthen the qualifications and competences of administrative staff through targeted professional development measures, including training, further study opportunities, scholarships and structured career development. These measures are supported by the relevant university regulations and are intended to enhance the quality and effectiveness of administrative services.

Furthermore, many administrative processes are supported by integrated information technology systems, which facilitate communication, documentation and service provision for students, lecturers and programme management.

### **Appraisal:**

The programme director coordinates the activities of everyone involved in the programmes 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 the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The 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**

##### **Bachelor of English Language and Literature**

The ELL fosters collaboration with academic institutions through its membership in the English Studies Association in Indonesia (ESAI). ESAI is a nationwide consortium that connects English Studies programmes across Indonesia, creating a platform for academic exchange, innovation, and collaboration. Through ESAI, ELL participates in regular events to share best practices, discuss trends, and address challenges in English Studies. ESAI provides a platform for collaborative research initiatives, allowing ELL to engage with counterparts in innovative academic projects. ELL has agreements with institutions such as UIN Raden Mas Said and Universitas Dian Nuswantara. These agreements allow students to enroll in courses offered by partner institutions, promoting cross-institutional learning and broader academic exposure.

##### **Bachelor of Indonesian Language and Literature**

The implementation of ILL's collaboration with academic partner institutions includes the following Xihua University which is facilitated by Confucius Institute (CI) and UNS Faculty of Cultural Science as demonstrated through of joint seminars between lecturers from the Indonesian Literature programme and Xihua University, the Academy of Malay Studies, University of Malaya, Kuala Lumpur, Malaysia, through student exchanges, joint seminars, publications, and faculty exchange for teaching the Indonesian Literature Programme, Faculty of Cultural Sciences, Universitas Diponegoro.

##### **Bachelor of History**

BHD lecturers take part in the events of the Association of Humanities Deans (ADHI) and the Indonesian History Programme Association (PPSI), with students actively participating in these activities. Indonesian academic partners include the history programme at the Faculty of

Cultural Sciences, Universitas Sumatera Utara (FIB USU), the history programme at Universitas Negeri Malang (UM), and the history programme at Universitas Airlangga (UNAIR).

### **Bachelor of English Language Education**

The Teacher Training and Education Faculty (FKIP) and Universitas Sebelas Maret (UNS), have built cooperations with different academic institutions, among others:

a. With foreign institutions (among others)

| <b>No</b> | <b>Year(s)</b>    | <b>Institution</b>                             | <b>Subject</b>   | <b>Contribution</b>   |
|-----------|-------------------|--|--|---|
| 1         | 2023<br>–<br>2026 | Western Sydney University, Australia           | Collaborative research and scholarly publication, joint academic programs and curricula, student and staff mobility program and other activities | Improvement of lecturers' research capacity                               |
| 2         | 2020<br>-<br>date | Ewha Womans University, South Korea            | Joint research and scholarly publication   | Improvement of lecturers' research capacity and international publication |
| 3         | 2018<br>–<br>2023 | Stefan Cel Mare University Of Suceava, Romania | Review on thesis, dissertation and scholarly publication   | Improvement of competence in scholarly publication                        |
| 4         | 2018<br>–<br>2023 | Union Institute of Language, Australia         | Scholarly and cultural projects and activities   | Improvement of lecturers' academic capacity                               |

b. With Indonesian institutions (among others)

| <b>No.</b> | <b>Year(s)</b>    | <b>Institution</b>                                  | <b>Subject</b>  | <b>Contribution</b>  |
|------------|-------------------|---|---|--|
| 1          | 2022<br>-<br>2027 | Universitas Pendidikan Indonesia Kampus Tasikmalaya | Research and publication collaboration, journal reviewer exchange, publication exchange | Improvement of Lecturer and students' competence on research and publication |
| 2          | 2021<br>-<br>2026 | Universitas Negeri Medan                            | Joint research and publication  | Improvement of lecturers' research and publication                           |
| 3          | 2021<br>-<br>2026 | Universitas Negeri Jakarta                          | Joint research  | Improving research Capacity and cooperation                                  |
| 4          | 2021<br>–<br>2026 | Yogyakarta State University                         | Research collaboration  | Improvement of lecturers' research capacity                                  |

## **Cooperation with business enterprises and other organisations**

### **Bachelor of English Language and Literature**

LL has partnered with PT KAI, Tiga Serangkai, Intan Pariwara, UMKM Kulit Magetan, and UMKM Kain Lukis Nasrafa, providing students with internships, project-based learning opportunities, and exposure to real-world applications. These collaborations allow students to directly apply their academic knowledge to industry settings, improving their employability and understanding of professional environments. ELL also collaborates with governmental and non-governmental organizations, including the Cabinet Secretariat, Balai Bahasa, Museum Radya Pustaka, Surakarta City Hall, Ganesha Library, SIPA, and Grobogan Regency, among others. These partnerships facilitate joint projects, community service activities, and research opportunities. For instance, students and lecturers participate in translation projects, cultural events, and academic consultations that align with ELL's academic pillars.

### **Bachelor of Indonesian Language and Literature**

The implementation of ILL's collaboration with business partner organisations includes the following: Regional Police of Karanganyar and Central Java Regional Police (Polda Jawa Tengah), implemented through the deployment of language experts as sanction witnesses in court cases The publishing industry (PT Tiga Serangkai Surakarta, Mojok Group, Media Pressindo, Penerbit Lakeisha, Penerbit OASE, Penerbit Underline, Jejak Publisher, Indiva Media Kreasi, Penerbit Margin Kiri, and others) through Student Academic Activities (KMM) The broadcasting industry (TVRI Jawa Tengah, TVRI Jakarta, TVRI Yogyakarta, Metro TV, MTA TV, TATV Surakarta, Solo Radio, Meta FM, Ria FM, RRI Surakarta) through Student Academic Activities (KMM) The mass media and journalism industry (Tribun News, SoloPos, nongkrong.co, tirta.id, mojok.co, prabangkara.news, and metropol.news) through Student Academic Activities (KMM) The language-related creative industry (Dapur Film, E-motion Entertainment, CFK Entertainment, Layar Production, MNC Pictures, and Multivision Plus) through student academic activities (KMM)

### **Bachelor of History**

BDH has initiated project-based collaborations with various institutions, including PT Kereta Api Indonesia (KAI), the National Library of the Republic of Indonesia, the National Archives of the Republic of Indonesia (ANRI), Bank Indonesia (BI) Museum, the Land and Spatial Planning Office of the Special Region of Yogyakarta (DPTR DIY), the Regional Library and Archives Office of the Special Region of Yogyakarta (DPAD DIY), the Regional Library and Archives Office of Central Java (DPAD Jateng), the TNI Historical Center (Pusjarah TNI), Pura Mangkunegaran, the Regional Archives and Library Office (Arpusda) of Boyolali Regency, Balai Kirti Museum, Radya Pustaka Museum, and Keris Nusantara Museum. The BHD further collaborates with broadcasting media, including TVRI Jawa Tengah, Trans7, and Solopos. The partnership with TVRI Jawa Tengah includes the production of the Kyai Mojo and Moksa docudramas in 2023.

### **Bachelor of English Language Education**

To connect between the theoretical and practical aspects of English language education for professional and academic support to the faculty members, BELE has also developed cooperation with multiple business enterprises:

| No | Year(s)     | Institution                     | Subject  | Contribution   |
|----|-------------|---------------------------------|--|--|
| 1  | 2020 - 2023 | PT. Tiga Serangkai Inti Corpora | Collaboration on education, research and community services  | Development of academic and professional capacity for students     |
| 2  | 2022 - 2025 | PT Kita Serba Digital           | The use of SekolahPro Digital Platform for teaching, research, community service and teaching learning innovation  | Development of professional capacity for lecturers and students    |
| 3  | 2021 – 2026 | Marshall Cavendish Education    | Co-publication of textbooks for Indonesian K-12 grade<br>Collaboration on professional development programs for educators in Indonesia<br>Joint workshops for educators in Indonesia<br>Joint research on education in Indonesia | Development of lecturers' academic and professional competence     |
| 4  | 2022        | PT Otentik Kreatif Ekakarsa     | Production of educational content videos   | Development of quality learning, especially for vocational schools |

### Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for 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 academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

For **ELL** and **BELE**, the panel **recommends** engaging in more cooperations with HEI from English speaking countries.

For **BDH**, the panel **recommends** seeking more cooperations with HEI in general.

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**

#### **All study programmes**

UNS provides classrooms, specialised laboratories, library and reading facilities, discussion spaces and staff offices, all of which contribute to a supportive learning environment for students and lecturers. In addition to general teaching rooms, the programmes benefit from access to specialised facilities such as language, multimedia, computer and micro-teaching laboratories, as well as dedicated rooms for examinations, discussions and other academic activities. These resources support the practical application of theoretical knowledge and enhance students' academic and professional preparation.

The University and Faculties also provide digital infrastructure to support the organisation and delivery of teaching and learning. This includes online systems for class scheduling, lesson plans, teaching materials, lecture reports and attendance records, as well as internet access, LAN connectivity and access to relevant university websites and online information sources. These systems also support blended and distance-learning formats where applicable.

### **Access to literature**

#### **All study programmes**

The central university library and related specialised facilities offer students and academic staff access to a broad range of print and digital materials relevant to their respective fields of study. The library is open from 07:30 AM to 09:00 PM.

The available collections include textbooks, scholarly publications, reference works and other academic materials, as well as electronic resources such as e-books, e-journals and digital library services. In addition, users have access to online catalogues and other electronic systems that facilitate efficient information retrieval and support independent study and research activities.

Other services provided include e-library/UNS-LA service, a digital library, online catalogues, and inter-library services. The library is easily accessible to UNS students and lecturers. UNS-LA ([www.perpustakaan.uns.ac.id/unsla](http://www.perpustakaan.uns.ac.id/unsla) or [unsla.uns.ac.id](http://unsla.uns.ac.id)) is integrated with various libraries within UNS, including the Central Library, Graduate Library, LPPM Library, and IRIS1103. The Library Information System (UNS-LA) and digital library enable the academic community to easily access information on scientific works, e-books, e-journals, and other e-learning formats.

Some programmes also make use of specialised academic resources, such as laboratories with dedicated library holdings, digital archives and discipline-specific collections, which further enhance the learning environment and support students in completing research projects and final theses. Library services are complemented by additional support measures, such as training in information retrieval and access to tools for academic writing and article verification.

## Appraisal:

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library 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                          |                                    |      |

## 4.5 Additional services

### **Career counselling and placement service**

#### **All study programmes**

All programmes provide structured support for student welfare, personal development and career preparation in accordance with university regulations. Academic advisors play an important role in supporting students throughout their studies by providing advice on academic matters and helping them to address individual difficulties. In addition, students have access to counselling services offered at university level, which may be provided in individual or group formats and through both face-to-face and online channels.

The programmes also promote students' personal and professional development through a range of complementary activities. These include training on employability and career preparation, initiatives aimed at strengthening resilience and personal growth, and activities that support social responsibility and community engagement. Career development is further supported through cooperation with the university's Career Development Centre, which offers guidance on entering the labour market and provides access to relevant training and employment-related activities.

In addition, students are encouraged to participate in extracurricular programmes, competitions and student initiatives that help them develop practical competences and prepare for future employment. Links with alumni and other support structures also contribute to helping graduates identify suitable career paths and make a successful transition into professional life.

### **Alumni Activities**

#### **Bachelor of English Language and Literature**

Alumni activities are coordinated through the university-managed Alumni Family Association (IKA UNS) and two additional alumni organisations: OASIS (Organisasi Alumni Sastra Inggris) and KAFIB (Keluarga Alumni Fakultas Ilmu Budaya). These organisations maintain alumni connections and support current students. IKA UNS regularly conducts an online meeting series called *Wedangan IKA UNS*, which serves as a platform for alumni networking and collaboration. These sessions not only facilitate alumni reunions but also create opportunities for sharing professional experiences, academic collaborations, and discussing career prospects. Through IKA UNS, alumni provide scholarships for UNS students and contribute to various academic and extracurricular initiatives. OASIS, established in 2020, focuses on fostering connections and building networks among ELL alumni. It coordinates activities across different graduation cohorts, including reunions and events. OASIS members frequently participate in the study programme's academic activities, such as serving as presenters or keynote speakers at seminars, conferences, and workshops, where they share insights and experiences from their professional fields. Alumni also support the reconstruction and reorientation of the ELL curriculum, ensuring its alignment with industry needs. They further facilitate internships and job placements for current students by leveraging their professional networks.

#### **Bachelor of Indonesian Language and Literature**

The ILL has the Indonesian Literature Alumni Association (IKASINDO), which is currently led by an alumnus from the class of 1987. Alumni teaching programme in which alumni share their experiences and knowledge about the professional world and language learning to help others succeed in their careers. Training conducted by alumni for students to equip them with skills and motivation to successfully face the professional world.

#### **Bachelor of History**

The BHD has alumni organisations aiming at developing alumni, namely KAFIB (Keluarga Alumni Fakultas Ilmu Budaya), a faculty-level alumni organisation, and IKA (Ikatan Alumni) UNS, the university-level alumni association. In addition, the study programme also invites alumni for the development of the study programme, such as developing curriculum, adding new courses, and enhancing student activities.

Alumni participation in supporting the academic development of BDH includes the support for collaborative activities such as Sanskrit studies, PORANTI, and Teater Djong (History Study Programme Theater Club), (2) support for Student Discussion Forums (Sarasehan Mahasiswa), (3) support as speakers in JASMERAH events, (4) support in motivating new students during the inaugural lecture event, and (5) support in accepting students for internships at related institutions.

#### **Bachelor of English Language Education**

The Alumni Association of English Education was founded in 2001. Alumni contribute assistance in the form of facilities to support the study programme, including learning materials

(reference books) re, active speakers for lectures, Grammarly licenses, LCD Projectors and air conditioners. Alumni are dedicated to providing financial assistance to support a range of scientific activities organized by students or the study programme, with the aim of enhancing and expanding students' scientific knowledge and understanding.

Moreover, various facilities are provided by alumni for academic activities, including the provision of internship and research venues for BELE students when they undergo internship 3 (teaching practice) and data collection in partner schools.

## Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

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

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

### All study programmes

The study programmes are financed through a structured budget planning and allocation process that is aligned with the university's financial management regulations and annual work plans. At programme level, budget proposals are prepared on the basis of planned activities and institutional priorities and are submitted through the university's designated planning and financial systems.

Funding is provided primarily through university and faculty allocations, including Non-Tax State Revenue derived from student tuition fees and other institutional income sources. These funds are used to support the implementation of teaching, research and community service, as well as the provision of infrastructure and other resources necessary for the effective operation of the programmes.

The allocation and use of funds follow the principles of the Tri Dharma of higher education and are guided by the relevant university regulations on financial standards and expenditure limits. In addition to routine operational funding, financial support may also be provided for specific activities such as research projects, community service, student publications, scholarships and participation in academic competitions or other student development activities.

Financial management is supported by established monitoring and reporting procedures. Programme leadership and relevant administrative structures regularly document, review and report on the use of funds, thereby ensuring transparency, accountability and alignment

between financial planning and programme development objectives. Overall, the available funding mechanisms provide an adequate basis for the sustainable operation and continuous development of the study programmes.

**Appraisal:**

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

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

## 5. Quality assurance and documentation

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

#### **All study programmes**

All programmes are integrated into the University's Internal Quality Assurance System (SPMI), which is implemented on the basis of institution-wide regulations and procedures. Quality assurance is designed as a continuous and systematic process covering the quality of content, teaching and learning processes, learning outcomes, staff performance, administration and student-related services.

The quality assurance framework includes regular monitoring, evaluation and review at both programme and faculty level. These processes assess whether the programmes are being implemented in line with the intended learning outcomes and applicable academic standards. They also support the identification of strengths, areas for improvement and developmental priorities in relation to teaching, research, community service and overall programme management.

The results of quality assurance processes are documented, reported and used as a basis for further development. UNS provided student satisfaction and student workload reports during the interviews. The reports include internal quality audits, institutional reporting systems and formal review meetings at programme or faculty level. These reports are generated and hosted through the university's SIAKAD academic information system.

#### **Instruments of quality assurance**

A common feature across the programmes is the involvement of different stakeholder groups in quality assurance activities. Students, graduates, external partners and users contribute, for example, through evaluations of the learning process, curriculum review and feedback mechanisms. In this way, quality assurance is not limited to internal administrative procedures but also incorporates perspectives from those directly affected by programme delivery and outcomes.

#### **Evaluation by students**

At programme level, students are regularly involved in evaluating the quality of the teaching and learning process, the appropriateness of workload, the availability of facilities and the quality of academic and administrative services. Feedback is gathered through questionnaires, surveys, meetings and structured dialogue formats involving students, lecturers and programme management. The results are used to identify areas for improvement and to implement follow-up measures, for example in relation to course design, workload distribution, student support and programme services.

#### **Evaluation by faculty**

Lecturers and faculty bodies also play an important role in monitoring and evaluation. This includes the review of teaching performance, the implementation of research and community service, and the fulfilment of responsibilities under the Tri Dharma of higher education. Evaluation takes place through regular meetings, internal quality audits, faculty quality assurance structures and institutional review mechanisms. These procedures assess

programme performance across a broad range of areas, including governance, students, human resources, finance, facilities, education, research and community service, and provide a basis for quality development at both programme and faculty level.

### **External evaluation**

External evaluation is likewise an important component of the quality enhancement system. Feedback from alumni, employers and other external parties is gathered through tracer studies, surveys and stakeholder consultations in order to assess graduate competences, employability and the relevance of the curriculum to professional practice. In addition, the programmes are subject to national accreditation procedures, which provide an external review of their compliance with established academic and quality standards.

Tracer study reports are published and made accessible to graduates. These are available on the Career Development Center (CDC) website of Universitas Sebelas Maret under the “Graduate Surveys” section, and are also linked from each study programme’s website under the “Surveys” menu.

### **Programme Documentation**

#### **Programme description**

The main online platforms include the SIAKAD system and SPADA UNS, an application on lecturer activities. SIAKAD also serves as a tool for monitoring learning processes and ensuring that academic regulations and curriculum updates are reflected accurately and promptly.

Moreover, faculty and university websites serve as repositories for information on the curriculum, syllabus, course plans, and guidelines for internships, lecture activities, and thesis writing.

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

Information about activities conducted throughout the academic year at UNS is disseminated through various online platforms. These include the University’s website ( and official social media accounts such as Instagram (@uns.official), Twitter (@11MaretUniv), Facebook (UNSOOfficial), LinkedIn (Universitas Sebelas Maret), TikTok (@11MaretUniv), and YouTube. The LKPS provides a detailed overview of the study programme’s performance across nine areas: Vision, Mission, Objectives, and Strategy; Governance System and Cooperation; Students; Human Resources; Finance, Facilities, and Infrastructure; Education; Research; Community Service; and Outcomes and Achievements of the Tri Dharma.

#### **Appraisal:**

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

The panel **recommends** analysing the success rate and study times to enhance success rate and reduce study times when it is on average more than the projected study time. To find reasons why it is low or higher.

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

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

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

For **ILL**, **BDH** and **BELE**, the panel **recommends** including a user evaluation, as the HEI already does for ELL.

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*   | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |                              | ?                          |                                    |      |
| 5.2    | Instruments of quality assurance  |             |                              |                            |                                    |      |
| 5.2.1  | Evaluation by students  |             |                              | X                          |                                    |      |
| 5.2.2  | Evaluation by faculty   |             |                              | X                          |                                    |      |
| 5.2.3  | External evaluation by alumni, employers and third parties  |             |                              | X                          |                                    |      |
| 5.3    | Programme documentation   |             |                              |                            |                                    |      |
| 5.3.1* | Programme description (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 5.3.2  | Information on activities during the academic year  |             |                              | X                          |                                    |      |

# Quality profile

HEI: Universitas Sebelas Maret

## Bachelor / Master programme:

- 1) Bachelor in English Language and Literature (ELL)
- 2) Bachelor in Indonesian Language and Literature (ILL)
- 3) Bachelor in History (BDH)
- 4) Bachelor in English Language Education (BELE)

|          |  | 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)  |             |                              |                            | Condition                          |      |
| 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)  |             |                              |                            | Condition                          |      |
| 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  |             |                              | ILL                        | ELL, BELE, BDH                     |      |
| 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                          |                                    |      |

|          |  | 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   |             |                              |                            |                                    |      |
| 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                          |                                    |      |