Appendix 12 of the Regulation of the National Accreditation Board for Higher Education Number 2 of 2022 concerning Study Program Accreditation Instruments in the Scope of Education

ACCREDITATION OF STUDY PROGRAMS

DEGREE PROGRAM

ACCREDITATION INSTRUMENT

SUPPLEMENT

ACCREDITATION COUNCIL FOR EDUCATION

JAKARTA 2022

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FOREWORD

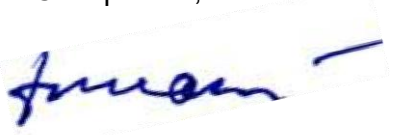
Praise and gratitude we offer to the presence of God Almighty, because of His grace and guidance the Accreditation Council for Education (ACE) was able to complete the Supplement Book of the Undergraduate Study Program Accreditation Instrument (USPAI). This book is a complement to Book 1, Book 2, and Book 3, and at the same time as an effort to make continuous improvements and adjust to the generally applicable good practices of external quality assurance.

This book explains the Accreditation Status and Ranking, Scientific Vision and Objectives of the Study Program, Graduate Learning Outcomes (GLO), Courses (MK), Learning Implementation, Assessment Implementation, and Scientific Laboratories. This USPAI Supplement Book contains supplementary instruments in the fields of science:

1. Mathematics and Science Education
2. Technical and Vocational Education
3. Arts Education
4. Physical Education
5. Educational Science
6. Social Science Education
7. Language Education
8. Economic Education
9. Religious Education

At the end of the USPAI Supplement Book, a Teaching Assessment Guide is attached which makes it easier for assessors to observe the learning process that occurs in the lecture room or laboratory.

Jakarta, January 21, 2022
Chairperson,



Prof. Dr. Muchlas Samani

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CHAPTER 1
SUPPLEMENT TO THE ACCREDITATION INSTRUMENT FOR MATHEMATICS AND SCIENCE EDUCATION

1.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Mathematics and Natural Sciences Education (MIPA)", which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Vocational, Arts, Sports, Education, Social Sciences (IPS), Economics, Language Education and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for MIPA Education. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories. It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

1.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the status accredited (if the accreditation or NA value is ≥ 200) or not accredited (if NA < 200). PS with accredited status are ranked superior (if NA ≥ 361), very well (if 301 ≤ NA < 361), or Good (if 200 ≤ NA < 301.

1.3 Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain scientific knowledge that is superior and characterizes the field of expertise of the study program in order to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively.

In the study program of the Mathematics and Natural Sciences Education group, the study program has a scientific vision to develop the science of Mathematics and Natural Sciences Education which has certain characteristics in accordance with the ideals, uniqueness of the institution, development of science and technology and its application to improve the quality of life of the community.

For example, the scientific vision of a Biology Education Study Program is: "Developing biology education and learning that is in line with the principles of *transformative learning*based on local potential and wisdom".

2. Purpose of PS

The objective of the study program is to produce graduates as described in the graduate profile that has been determined in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or work after completing their studies. For the Science and Mathematics Education Study Program, the objective of the study program is to produce prospective educators and research assistants in the field of Science and Mathematics Education who have certain characteristics that are described in detail by the study program. The graduate profile of the study program is compiled by the study program together with the association of similar study programs/professions.

1.4 Graduate Learning Outcomes (GLO)

In order to realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the PS based on the results of graduate tracking, stakeholder input, professional associations, scientific consortia, future trends in scientific/expertise development, and from the results of curriculum evaluation. In this era of Industry 4.0, the formulation of GLO should also include the ability of data literacy, technology literacy, and human literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti), while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

   a. Devoted to God Almighty and able to show a religious attitude;

   b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;

   c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

   d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

   e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

   f. Cooperate and have social sensitivity and concern for society and the environment;

   g. Obey the law and be disciplined in social and national life;

   h. Internalize academic values, norms, and ethics;

   i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

   j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;

b. Able to demonstrate independent, quality and measurable performance;

c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, and compile scientific descriptions.the results of the study in the form of a thesis or final assignment report, and uploading it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;

g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;

h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are the core GLO knowledge and specific skills for the Mathematics and Natural Sciences Education Study Program.

1. Knowledge

Students understand:

a. Theoretical concepts and applications of relevant fields of science;

b. Theoretical concepts and applications of the field of MIPA education (pedagogy, curriculum, media, evaluation, class management in the field of MIPA Education) that are relevant;

c. The basics of scientific methods and academic integrity in research and scientific work in the field of mathematics and Natural Sciences Education.

2. Special Skills

Skilled students:

a. Managing classroom learning in accordance with the characteristics of relevant MIPA Education material, student characteristics, and utilizing information and communication technology;

b. Managing learning in school laboratories in accordance with the characteristics of the relevant MIPA Education field, student characteristics, occupational safety and security principles, and utilizing information and communication technology;

c. Conducting simple research in the field of MIPA education with a quantitative approach (descriptive research, correlational research, and comparative research) and/or qualitative (narrative inquiry, case study, content analysis, and classroom research), and reporting the results in the form of theses and articles.

1.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the MIPA Education Study Program at least has MK:

1. Expertise in the field of study which includes concepts, principles, laws, theories and practical work in the relevant field of Mathematics and Natural Sciences;
2. Pedagogical expertise that includes concepts, principles, laws, theories, and pedagogical practices as educators and researchers in the relevant field of MIPA Education. Some of these can be in the form of MK on
   - Field of Study (BS) learning planning
   - BS Learning Strategy
   - BS Learning Management
   - BS Learning Evaluation
   - BS Learning Media
   - Learning Simulation (Micro teaching) BS
   - Student Psychology
   - Learning Theory
   - Curriculum
   - Observation or School Field Experience Program

1.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom. However, if the assessor is more interested in observing the implementation of practical MK learning or practical MK, this is possible. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement.

1.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. Lecturer activities in formative assessment are Monitor students' learning progress (by checking their understanding), provide feedback (*feedback*) correctly, and correct errors (if any). Observation of summative assessments (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

1.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of science, namely Science Education (Mathematics Laboratory, Physics Laboratory, Chemistry Laboratory, Biology Laboratory, or Computer Laboratory). The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO. For Science Education PS, the laboratory can also be a botanical garden, and other natural laboratories.

CHAPTER 2

SUPPLEMENT TO THE ACCREDITATION INSTRUMENT FOR TECHNICAL AND VOCATIONAL FIELDS

2.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in Education for the Fields of Engineering and Vocational Sciences", which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), language education, Arts, Sports Science, Education, Social Education (IPS), Economics, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as the requirements for accreditation and the requirements for accreditation ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for Engineering and Vocational sciences. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and
(6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

2.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. Scoring for each item is detailed items (criteria, elements, indicators, weights and item scoring grades) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the status accredited (if the accreditation or NA value is ≥ 200) or not accredited (if NA < 200). PS with accredited status are ranked superior (if NA ≥ 361), very well (if 301 ≤ NA < 361), or Good (if 200 ≤ NA < 301).

2.3 Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain sciences that are superior and characteristic of the field of expertise of the study program to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively. The scientific vision of the study program is different from the institutional vision of the UPPS. For example, the scientific vision of the study program of Engineering or Vocational Education can be as follows: "To become a center for the study and development of superior engineering education based on information technology".

2.Purpose of PS

The objective of the study program is to produce graduates as described in the graduate profile that has been set in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. For example, graduates of the Electrical Engineering Education study program can become prospective educators, research assistants, and entrepreneurs in the field of Electrical Engineering Education who have certain characteristics that are described in detail by the study program. The profile of graduates of the study program is compiled by the study program together with associations of similar study programs.

2.4 Graduate Learning Outcomes (GLO)

In order to realize their role (PS profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by PS based on the results of graduate tracking, stakeholder input, professional associations, scientific consortia, future trends in scientific/expertise development, and from the results of curriculum evaluation. In this era of industry 4.0, the formulation of GLO should include abilities in data literacy, technological literacy, and human literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti), while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

   a. Devoted to God Almighty and able to show a religious attitude;

   b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;

   c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

   d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

   e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

   f. Cooperate and have social sensitivity and concern for society and the environment;

   g. Obey the law and be disciplined in social and national life;

   h. Internalize academic values, norms, and ethics;

   i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

   j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;

b. Able to demonstrate independent, quality and measurable performance;

c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, and compile scientific descriptions.

The results of the study in the form of a thesis or final assignment report, and uploading it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;

g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;

h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are the core GLO knowledge and specific skills for the Technical and Vocational Education Study Program.

3. Knowledge Students master:

a. Theoretical concepts and applications of theory in the field of Technical and Vocational Education (e.g. Pedagogy: curriculum, learning strategies, media, evaluation, assessment, and relevant vocational

education);

b. Theoretical concepts and applications of theory in relevant fields of Engineering and Vocational Science;
c. He basics of scientific methods and academic integration in research and scientific work in the field of Technical and Vocational Education;
d. Solving problems in Technical and Vocational education through experimental research, correlational research, comparative research, descriptive research, development research and relevant research
e. Design, creation, and/or implementation of Engineering/Vocational science based on Information and Communication Technology (ICT) in Engineering and Vocational learning;
f. Entrepreneurship in the field of Technical and Vocational Education, starting from planning, development, marketing, and financing of products (both hardware and software) and services;
g. Communicate effectively, both verbally, in writing, visually and through body language in academic and non-academic contexts.

4. Special Skills

Skilled students:

a. Applying theoretical concepts in the field of Technical and Vocational Education (e.g. Pedagogy: curriculum, media, evaluation, assessment, vocational education) that are relevant;
b. Apply theoretical concepts in relevant fields of Engineering and Vocational Science;
c. Applying the basics of scientific methods and academic integration in research and scientific work in the field of Technical and Vocational Education;
d. Conducting problem solving in Technical and Vocational education through experimental research, correlational research, comparative research, descriptive research, development research and relevant research;
e. Carry out design, creation, and/or implementation of Engineering/Vocational science based on Information and Communication Technology (ICT) in Engineering and Vocational learning;
f. Conducting entrepreneurship in the field of Technical and Vocational Education, starting from planning, development, marketing, and financing of products (both hardware and software) and services;
g. Managing learning in the classroom and school laboratory in accordance

with the characteristics of relevant Technical and Vocational Education materials and the characteristics of students, as well as utilizing information and communication technology.

2.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the Study Program in Technical and Vocational Education at least has:

a. Study Program Expertise Courses (MKPS) which include

- Concepts, principles, laws, theories and practices in relevant fields of Engineering and Vocational science;
- Pedagogical expertise which includes pedagogical practice as an educator and researcher in the relevant fields of Technical and Vocational Education;

b. Study Program Development Courses (MKPPS) include Vocational Education and Entrepreneurship, others are adjusted to the needs of PS development.

2.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom that are in accordance with the fields of Engineering and Vocational. However, it is possible if the assessor is more interested in observing the implementation of practical MK learning or practical MK. The implementation of this learning is intended to find out

(1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix to this Accreditation Instrument Supplement.

2.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. The lecturer's activities in formative assessment are monitoring the progress of student learning (by checking their understanding), providing feedback (*feedback*) correctly, and correct errors (if any). Observation of summative assessments (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment

technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

2.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of Engineering and Vocational/Vocational science. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO. Engineering and Vocational/Vocational Education, has a scientific laboratory that can be in the form of a laboratory, workshop, *workshops,* studio tailored to the characteristics of the PS.

CHAPTER 3

ACCREDITATION INSTRUMENT SUPPLEMENT

FIELD OF ARTS EDUCATION

3.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Language Sciences", which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational, Language Education, Sports Science, Education Science, Social Education (IPS), Economics, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for arts education. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

3.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

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3.3 Scientific Vision and Objectives of the Study Program

1. Scientific Vision of the Study Program (PS)

   The scientific vision of a study program is the ideal of the study program in studying and developing certain scientific knowledge that is superior and characterizes the field of expertise of the study program in order to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively.

2. Purpose of PS

   The purpose of the PS is to produce graduates as described in the graduate profile that has been set in the PS Curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. Examples of graduate profiles in the field of Art Education are as prospective art educators, independent curators, museum curators, art critics, art managers, art studio managers, art consultants, art community activists, art archivists, art book writers, art journalists,*art dealer*, art entrepreneur, and gallery manager.

3.4 Graduate Learning Outcomes (GLO)

In order to realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the Study Program based on the results of graduate tracking, stakeholder input, professional associations, scientific consortia, future trends in scientific/expertise development, and from the results of curriculum evaluation. In this era of industry 4.0, the formulation of GLO should include the ability of data literacy, technology literacy, and human

literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020, while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

   a. Devoted to God Almighty and able to show a religious attitude;

   b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;

   c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

   d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

   e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

   f. Cooperate and have social sensitivity and concern for society and the environment;

   g. Obey the law and be disciplined in social and national life;

   h. Internalize academic values, norms, and ethics;

   i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

   j. Internalize the spirit of independence, struggle, and entrepreneurship.

   k. Demonstrate appreciative, productive, creative, innovative, and collaborative character in the field of art creation and art studies to develop comprehensive art education;

2. Knowledge

   a. Able to explain the concepts of arts education and arts learning to develop innovative arts learning models;

   b. Able to explain various art learning methods and their pedagogical implications;

c. Able to explain the theory of art learning assessment, which includes formative assessment (assessment for learning) and summative assessment (assessment of learning);
d. Able to explain art education research methods using quantitative approaches (descriptive research, correlational research, and comparative research) and qualitative (narrative inquiry, case study, ethnography, content analysis, and classroom research), R&D;
e. Able to explain strategies and techniques for communicating effectively, both oral, written, visual and body language communication in academic and non-academic contexts;
f. Able to explain the procedures for applying information and communication technology in arts learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;
g. Able to analyze curriculum concepts and develop arts learning curriculum, at least in the form of compiling syllabus and learning implementation plans (RPP) for Arts Education;
h. Able to develop teaching materials for Arts Education in the form of printed materials, audio materials, and audio-visual materials;
i. Able to analyze local cultural knowledge, national culture, and international culture as a basis for conducting intercultural communication through art;
j. Able to identify entrepreneurial designs in the field of Arts Education, starting from planning, development, marketing, and financing of products (both *hardware* and*software*) and services.
k. Able to integrate traditional, modern and contemporary art knowledge to develop art education that is relevant to current developments;

3. General Skills

a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;
b. Able to demonstrate independent, quality and measurable performance in the field of arts and arts education;
c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific

descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop working networks with supervisors, colleagues, peers both inside and outside the institution;

g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;

h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

i. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism;

j. Able to apply artistic research methods based on manual and/or digital skills to develop innovative art education;

k. Able to elaborate local cultural sources in the development of arts learning that has a unique and distinctive character as a characteristic of the study program

4. Special Skills

a. Able to communicate effectively, both verbally, in writing, and in visual communication in the art learning process;

b. Able to explore various media, techniques, and relevant art concepts, based on the educational function of art;

c. Able to design a syllabus and learning implementation plan (RPP) based on the syllabus;

d. Able to assess teaching materials (in the form of printed materials, audio materials, and audio-visual materials) based on their relevance to the syllabus, and adapt the materials according to learning objectives;

e. Able to apply innovative learning methods according to the context;

f. Able to conduct assessment for learning to improve the quality of learning, and assessment of learning to determine the level of achievement of learning objectives;

g. Able to conduct simple research in the field of arts education with quantitative approaches (descriptive research, correlational research, and comparative research) and qualitative (narrative inquiry, case study, ethnography, content analysis, and classroom research), R&D and report the results in the form of theses and articles;

h. Able to use information and communication technology (ICT) in arts learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;

i. Able to run a business independently in the field of arts education or arts in general, starting from planning, development, marketing and financing of products (both*hardware*and*software*) and services.

3.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). The Art Education Study Program at least has MK that is covered in the following clusters; (1) cluster of art education theory and art learning, (2) cluster of art and culture theory, (3) cluster of art research methodology and art education, (5) cluster of art knowledge, (6) cluster of basic to advanced skills regarding art creation for art education, (7) cluster of art management and publication (8) cluster of art technology.

3.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom. However, if the assessor is more interested in observing the implementation of practical MK learning or practical MK, especially in the field of sports or arts, it is possible. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement.

3.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. The lecturer's activities in formative assessment are monitoring the progress of student learning (by checking their understanding), providing feedback (*feedback*) correctly, and correct errors (if any). Observation of summative assessments (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

3.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of Art Education. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO.

The laboratory in the field of arts education/arts field has the following characteristics;

1. Ownership status, type of art lab/studio, main equipment, and supporting equipment such as a complete art lab/studio (painting studio, sculpture studio, computer graphics studio, craft studio, photography studio, basic drawing studio, exhibition room, glass room, make-up room, costume room, recording room, practice room, performance room, etc.) Which are adequate both in quantity and quality, according to the needs of the Constitutional Court;
2. Development of labs/studios that collaborate with artists' studios, art galleries, cultural parks/art centers, art studios, etc. That are relevant to the needs of the MK.

CHAPTER 4

ACCREDITATION INSTRUMENT SUPPLEMENT

FIELD OF PHYSICAL EDUCATION

4.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Physical Education" which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational Studies, Arts, Language Education, Educational Sciences, Social Sciences (IPS), Economics, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for Physical Education. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, (6) scientific laboratories, and (7) graduate absorption in the world of work and the relevance of the work to the field of education.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

4.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. Scoring for each item is Detailed items (criteria, elements, indicators, weights and item scoring grades) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the status accredited (if the accreditation or NA value is ≥ 200) or not accredited (if NA < 200). PS with accredited status are ranked superior (if NA ≥ 361),very well (if 301 ≤ NA < 361), or good (if 200 ≤ NA < 301.

4.3 Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain sciences that are superior and characteristic of the field of expertise of the study program to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively. The following is an example of the scientific vision of the Physical Education, Health and Recreation Study Program: "To become a center for superior physical education in learning*hybrid learning*.

2.Purpose of PS

The objective of the Study Program is to produce graduates as described in the graduate profile that has been set in the Study Program Curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. For example, graduates of the Physical Education Study Program can become prospective educators, research assistants, and entrepreneurs in the field of physical education and sports who have certain characteristics that are described in detail by the Study Program. The profile of graduates of the study program is compiled by the Study Program together with associations of similar study programs.

4.4 Graduate Learning Outcomes (GLO)

In order to realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the PS based

on the results of graduate tracking, stakeholder input, professional associations, scientific consortia, future trends in scientific/expertise development, and from the results of curriculum evaluation. In this era of industry 4.0, the formulation of GLO should include the ability of data literacy, technology literacy, and human literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment to Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti).

Specific knowledge and skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

   a. Devoted to God Almighty and able to show a religious attitude;

   b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;

   c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

   d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

   e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

   f. Cooperate and have social sensitivity and concern for society and the environment;

   g. Obey the law and be disciplined in social and national life;

   h. Internalize academic values, norms, and ethics;

   i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

   j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

   a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;

b. Able to demonstrate independent, quality and measurable performance;

c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;

g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;

h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are the core GLO knowledge and specific skills for the Physical Education, Health and Recreation Study Program.

3. Knowledge

Students of the Physical Education, Health and Recreation study program are able to:

a. Mastering theoretical and practical knowledge in the field of physical education through identifying physical education concepts.

b. Mastering knowledge about students, learning theories and methodologies,

Principles, procedures, and use of evaluation.

c. Mastering theoretical and practical concepts in the field of physical education, especially the development of creativity (*entrepreneur*) in the field of physical education and sports

d. Have the ability to be sensitive to problems in the field of physical education, sports and health (PJOK) at the junior high school and senior high school/vocational school levels.
e. Have the ability to communicate in a foreign language to support the professional competence of physical education teachers.
f. Formulate problems in the field of physical education, sports and health (PJOK) at the junior high school and senior high school/vocational school levels.

4. Special Skills

Students of the Physical Education, Health and Recreation study program are skilled at:

a. Utilizing various learning resources, science and technology-based learning media, and local environmental potential, according to process and quality standards, so that students have science process skills, critical thinking, and creativity in solving TPACK-based problems, by utilizing online access (google scholar, science direct, scimagojr, eric.journal, and other access).
b. Planning, implementing, and evaluating Physical Education, Sports and Health (PJOK) learning in accordance with the characteristics of students, the characteristics of sports education materials through a scientific approach based on*technological Pedagogical Content Knowledge*(TPACK)
c. Applying problem solving methods in the field of physical education through classroom action research (CAR)
d. Solving problems in physical education based on projects and guided discovery independently or in groups based on TPACK
e. Designing research independently or in groups to provide alternative solutions to problems in the field of physical education based on TPACK, by utilizing the latest technology (*Learning management system, google form*, etc.).
f. Providing guidance and development of extracurricular programs at the elementary and secondary education levels.

4.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the competency courses of the Physical Education study program are arranged based on the established profile and GLO. The curriculum structure of the Physical Education study program contains at least the following study materials: (1) Pedagogical Expertise (concepts, principles, learning theories, and learning practices), (2) Physical Education Science, (3) Sports Science, (4) Health Science, and (5) Humanities.

4.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom. However, if the assessor is more interested in observing the implementation of practical MK learning or practical MK, especially in the field of sports or arts, it is possible. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement.

4.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. The lecturer's activities in formative assessment are monitoring the progress of student learning (by checking their understanding), providing feedback (*feedback*) correctly, and correct errors (if any). Observation of summative assessments (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

4.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of Physical Education. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO. The Physical Education Study Program has a laboratory that supports the competency of the graduate profile, namely a learning laboratory in the form of a field/ track/pool, which is equipped with a special room for discussion/discussing what is being studied in the laboratory. (Example: Tennis Lab, in addition to providing a tennis court, net, racket, and ball, it still needs to be equipped with a special study room to discuss the material being taught in the tennis course).

CHAPTER 5

ACCREDITATION INSTRUMENT SUPPLEMENT

FIELD OF EDUCATIONAL SCIENCE

5.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Education Science", which is one of nine instrument supplements that represent the field of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational, Arts, Sports Science, Education Science, Social Education (IPS), Economics, Language Education, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for educational sciences. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure whether GLO can be achieved.

The Study Programs in the Field of Education include the Early Childhood Education Teacher Education Study Program (PGPAUD), Elementary School Teacher Education (PGSD), Non- Formal Education (PLS/PNF), Curriculum and Educational Technology

(KTP), Educational Administration (AP), Educational Management (MP), Special Children's Education (PLB).

5.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the statusaccredited(if the accreditation or NA value is ≥ 200) ornot accredited(if NA < 200). PS with accredited status are ranked superior(if NA ≥ 361),very well(if 301 ≤ NA < 361), orgood (if 200 ≤ NA < 301.

5.3Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain sciences that are superior and characteristic of the field of expertise of the study program to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively. For example, the scientific vision of the Study Program of Educational Sciences is "To become a center for the development of superior educational sciences based on local wisdom and information technology".

2. Objectives of the Study Program (PS)

The objective of the study program is to produce graduates as described in the graduate profile that has been set in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. For the Study Program of Educational Sciences, the objectives of the study program can be as follows: to produce prospective educators, educational analysts, educational leaders, educational supervisors, training analysts, learning developers, community empowerment facilitators, PLS unit and program managers, social workers and social entrepreneurs.

5.4 Graduate Learning Outcomes (GLO)

To realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the Study Program in the field of educational science based on the results of graduate tracking, input from stakeholders, professional associations, scientific consortia, trends in future scientific/ expertise developments, and from the results of curriculum evaluations. In this era of industry 4.0, the formulation of GLO should include abilities in data literacy, technological literacy, and human literacy

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020, while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

a. Devoted to God Almighty and able to show a religious attitude;

b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;

c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

f. Cooperate and have social sensitivity and concern for society and the environment;

g. Obey the law and be disciplined in social and national life;

h. Internalize academic values, norms, and ethics;

i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;
b. Able to demonstrate independent, quality and measurable performance;
c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it to the university website;
d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;
e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;
f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;
g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;
h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and
i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Graduate Learning Outcomes (GLO) of specific knowledge and skills for the Education Study Program according to the type of study program (PGPAUD, PGSD, PLS/PNF, KTP, AP, MP, PLB)

3. Knowledge

Students master:

a. Theoretical concepts and applications of theory in the field of Educational Sciences relevant to PS;
b. Basics of scientific methods, educational management
c. Entrepreneurship in the field of educational science

4. Special Skills

Skilled students:

a. Applying theoretical concepts in the field of Educational Sciences that are relevant to PS;
b. Conducting problem solving in Educational Science through relevant qualitative and quantitative research;
c. Carry out design, creation, and/or implementation of Information and Communication Technology (ICT) based educational science in learning relevant to PS;

Managing learning in class, outside class, and in school laboratories in accordance with the characteristics of relevant Educational Science material and the characteristics of students, as well as utilizing information and communication technology.

5.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the Study Program in the field of education (PGPAUD, PGSD, PLS/PNF, KTP, AP, MP, PLB) at least have MK:

1. Expertise in the field of study which includes concepts, principles, laws, theories and practical work in accordance with the relevant field of education;
2. Pedagogical expertise that includes concepts, principles, laws, theories, and pedagogical practices as educators and researchers in the relevant field of educational science. Some of these can be in the form of MK on:
   - Study Field Learning Planning
   - Learning strategies
   - Learning Management
   - Learning Evaluation
   - Instructional Media
   - Learning Simulation (*Micro teaching*)
   - Student Psychology
   - Learning Theory
   - Curriculum

- Observation or School Field Experience Program

5.6 Implementation of Learning

The implementation of learning in this context is the activity of teaching theoretical and practical courses in the study program in the field of educational science. Implementation of learning: (1) In accordance with the semester learning plan (RPS) that has been made, (2) Learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) Learning integrates research results/ community service in its learning. The teaching observation format can be seen in the appendix to this Accreditation Instrument Supplement.

5.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. The lecturer's activities in formative assessment are monitoring the progress of student learning (by checking their understanding), providing feedback (*feedback*) correctly, and correct errors (if any). Observation of summative assessments (*assessment of learning*) has a small possibility because summative assessments are usually carried out in the middle of the semester (Mid-Semester Exams).

Semester or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

5.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of science, namely linguistics. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of laboratories that support the achievement of GLO. The educational science study program has a laboratory in accordance with the characteristics of the GLO of each study program.

CHAPTER 6

SUPPLEMENT TO THE ACCREDITATION INSTRUMENT FOR SOCIAL SCIENCE EDUCATION

6.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Social Sciences," which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational Studies, Arts, Sports Science, Education, Economics, Language Education, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for Social Sciences. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined from GLO, implementing learning that is expected to realize GLO, to assessing learning to measure whether GLO can be achieved. Finally, with this accreditation instrument supplement, it can be seen to what extent the graduate profile can be realized, by looking at the absorption of graduates in the world of work and the relevance of the work to the field of education.

6.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the statusaccredited(if the accreditation or NA value is ≥ 200) ornot accredited(if NA < 200). PS with accredited status is given a superior rating (if NA ≥ 361),very well(if 301 ≤ NA < 361), orgood(if 200 ≤ NA < 301.

6.3Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain scientific knowledge that is superior and characterizes the field of expertise of the study program in order to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively.

2.Purpose of PS

The objective of the study program is to produce graduates as described in the graduate profile that has been determined in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. For example, graduates of the Social Sciences Education study program can become prospective educators, research assistants, and entrepreneurs in the field of Social Sciences Education who have certain characteristics that (should) have been described in detail by the study program. The profile of graduates of the Social Sciences study program is compiled by a group of similar study programs, so that an agreement is reached that can be accepted and used as a national reference.

6.4 Graduate Learning Outcomes (GLO)

In order to realize their role (PS profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the Study Program based on the results of graduate tracking, input from stakeholders, professional associations, scientific consortia, study program forums,

trends in the development of science and technology/expertise in the future, and the results of curriculum—evaluations. In this era of industry 4.0, the formulation of GLO should include abilities in data literacy, technology literacy, and human literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti), while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

   a. Devoted to God Almighty and able to show a religious attitude;

   b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;

   c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

   d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

   e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

   f. Cooperate and have social sensitivity and concern for society and the environment;

   g. Obey the law and be disciplined in social and national life;

   h. Internalize academic values, norms, and ethics;

   i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

   j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

   a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;

b. Able to demonstrate independent, quality and measurable performance;

c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, and compile scientific descriptions. The results of the study in the form of a thesis or final assignment report, and uploading it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;

g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;

h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are examples of core GLO knowledge and specific skills for the Social Sciences Education Study Program.

3. Knowledge

Students master the theories and concepts:

a. Communicative competence (*communicative competence*) needed to communicate effectively, both oral, written, visual and body language communication in academic and non-academic contexts;

b. Curriculum and development of social studies learning curriculum, at least in the form of compiling a syllabus and learning implementation plan (RPP);

c. Teaching materials and development of language teaching materials in the form of printed materials, audio materials, and audiovisual materials;

d. IPS learning methods and post-methods era and their pedagogical implications;

e. Assessment*(assessment)*IPS learning, which includes formative assessment (*assessment for learning*) and summative assessment (*assessment of learning*); educational research in the Social Sciences Group such ashistory Education, Geography Education, Sociology/ Anthropology Education, Civics Education, Social Studies Education;

f. With quantitative approaches (descriptive research, correlational research, and comparative research) and qualitative*(narrative inquiry, case study, ethnography, content analysis, and classroom research, R&D*);

g. Social Sciences and Humanities, such as History Education, Geography Education, Sociology/Anthropology Education, Civics Education, Social Studies Education;

h. As a basis and tool for developing teaching materials, teaching, assessing learning processes and outcomes, and conducting research;

i. Local culture, national culture, and international culture as a basis for intercultural communication;

j. Information and communication technology in language learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;

k. Entrepreneurship in the field of Social Science Education, starting from planning, development, marketing, and financing of products (both hardware and software) and services.

4. Special Skills:

Skilled students:

a. Communicate effectively, both verbal communication (*listening and speaking*), write (*reading and writing*), visuals and body language in academic and non-academic contexts;

b. Designing a syllabus for certain basic competencies and preparing a learning implementation plan (RPP) based on the syllabus;

c. Assessing teaching materials (in the form of printed materials, audio materials, and audiovisual materials) based on their relevance to the syllabus, and adapting the materials according to learning objectives;

d. Using scientific learning methods such as*problem Solving, Problem Based Learning, Research Based Learning, Project Based Learning, Case Method*, and others that are student-centered and appropriate to the context;

e. To do*assessment for learning*to improve the quality of learning, and assessment of learning to determine the level of achievement of learning objectives;

f. Conducting research on Social Science Group education such as History Education, Geography Education, Sociology/Anthropology Education, Civics Education, Social Studies Education, with quantitative approaches (descriptive research, correlational research, and comparative research) and qualitative (narrative inquiry, case study, ethnography, content analysis, and classroom research, R&D) and reporting the results in the form of theses and articles;

g. Using studies of Social Sciences and Humanities, such as Sociology, Anthropology, Geography, Economics, Politics, History, Law as a basis and Tools for developing teaching materials, teaching, assessing learning processes and outcomes, and conducting research;

h. Using information and communication technology (ICT) in learning Social Sciences, especially to support curriculum development, teaching materials, learning methods, and learning assessment;

i. Running a business independently starting from planning, developing, marketing, and financing products (both hardware and software) and services related to the IPS group.

6.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). The courses of the Undergraduate Program in Social Sciences Education Cluster are derived based on the established GLO. All courses in the curriculum are aimed at producing a graduate profile with a set GLO of 144 - 150 credits.

The curriculum structure at least contains the following study materials. Determination of Study Materials – Based on GLO and/or using*body of Knowledge*a Study Program, which is then used for the formation of courses and evaluation and reconstruction of old or ongoing courses. The curriculum structure, at least contains the following study materials: general education courses, general pedagogy courses, specific pedagogy courses, core courses/PS expertise, elective courses/additional expertise.

6.6 Implementation of Learning

The implementation of learning in this context is the activity of teaching theoretical MK (not practical MK or practical MK) carried out by lecturers. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student- centered, and (3) whether lecturers integrate research/community service results into their learning. The teaching observation format can be seen in the appendix to this Accreditation Instrument Supplement.

6.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. The lecturer's activities in formative assessment are monitoring the progress of student learning (by checking their understanding), providing feedback (*feedback*) correctly, and correct errors (if any).

Observations on summative assessment (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

6.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the Social Sciences field group. The laboratory can include infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for observation practice activities). Social studies laboratories can also be in the form of nature, society, cultural heritage, artifacts, museums, state/government agencies/institutions). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO.

CHAPTER 7

ACCREDITATION INSTRUMENT SUPPLEMENT

LANGUAGE EDUCATION FIELD

7.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Language Sciences", which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational Studies, Arts, Sports Science, Education, Social Sciences (IPS), Economics, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for language education. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

7.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the status accredited (if the accreditation or NA value is ≥ 200) or not accredited (if NA < 200). PS with accredited status are ranked superior (if NA ≥ 361),very well (if 301 ≤ NA < 361), or good (if 200 ≤ NA < 301).

7.3 Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain sciences that are superior and characterize the field of expertise of the study program to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively. For example, the scientific vision of the Language Education Study Program can be as follows: "To become a center for the study and development of English language education based on sociocognitive learning theory, critical language education, and second language acquisition and the theory of linguistic social semiotics, multimodal, and critical discourse".

2.Purpose of PS

The objective of the study program is to produce graduates as described in the graduate profile that has been set in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. For the Language Education Study Program, the objectives of the study program can be as follows: to produce prospective educators, research assistants, and entrepreneurs in the field of Language Education who have certain characteristics that are described in detail by the study program. The graduate profile of the study program is compiled by the study program together with associations of similar study programs.

7.4 Graduate Learning Outcomes (GLO)

To realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the Study Program based on the results of graduate tracking, input from stakeholders, professional associations, scientific consortia, trends in future scientific/expertise developments, and from the results of curriculum evaluations. In this era of Industry 4.0, the formulation of GLO should include skills in data literacy, technological literacy, and human literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020, while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude
    a. Devoted to God Almighty and able to show a religious attitude;
    b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;
    c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;
    d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;
    e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;
    f. Cooperate and have social sensitivity and concern for society and the environment;
    g. Obey the law and be disciplined in social and national life;
    h. Internalize academic values, norms, and ethics;
    i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and
    j. Internalize the spirit of independence, struggle, and entrepreneurship.
2. General Skills
    a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to

and applies humanities values in accordance with his/her field of expertise;

b. Able to demonstrate independent, quality and measurable performance;

c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;

g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;

h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are examples of core GLO knowledge and specific skills for the Language Education Study Program.

3. Knowledge

Students master the theories and concepts:

a. Communicative competence*(communicative competence*) needed to communicate effectively, both oral, written, visual and body language communication in academic and non-academic contexts;

b. Curriculum and development of language and literature learning curriculum, at least in the form of compiling a syllabus and learning implementation plan (RPP);

c. Teaching materials and development of language teaching materials in the form of printed materials, audio materials, and audiovisual materials;

d. Language and literature learning methods in the era*post-methods*and its pedagogical implications;

e. Evaluation*(assessment*) language and literature learning, which includes formative assessment*(assessment for learning*) and summative assessment*(assessment of learning);*

f. Language education research with quantitative approaches (descriptive research, correlational research, and comparative research) and qualitative*(narrative inquiry, case study, ethnography, content analysis*, And*classroom research);*

g. Applied linguistics*(applied linguistics*), such as sociolinguistics, psycholinguistics, and social functional linguistics, as a basis and tool for developing curriculum, developing teaching materials, teaching, assessing learning processes and outcomes, and conducting research in

h. Field of language education;

i. Oral and written literature such as poetry, drama, fictional prose, to develop curriculum, develop teaching materials, teach, assess learning processes and outcomes, and conduct research in the field of literary education.

j. Local culture, national culture, and international culture as a basis for intercultural communication;

k. Information and communication technology in language learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;

Entrepreneurship in the field of Language Education, starting from planning, development, marketing, and financing of products (both*hardware*and *software)* and service.

4. Special Skills

Skilled students:

a. Communicate effectively, both verbally (listening and speaking), in writing (reading and writing), visually, and in body language in academic and non-academic contexts;

b. Designing a syllabus for certain basic competencies and preparing a learning implementation plan (RPP) based on the syllabus;

c. Assessing teaching materials (in the form of printed materials, audio materials, and audiovisual materials) based on their relevance to the syllabus, and adapting the materials according to learning objectives;

d. Using learning methods (such a*scommunicative language teaching, content and Language integrated learning, task-based language learning, and text-based instruction)*according to the context;

e. To do*assessment for learning*to improve the quality of learning, and*assessment of learning*to determine the level of achievement of learning objectives;

f. Conducting simple research in the field of language education with a quantitative approach (descriptive research, correlational research, and comparative research) and qualitative*(narrative inquiry, case study, ethnography, content analysis, and classroom research),*and report the results in the form of theses and articles;

g. Using applied linguistics*(applied linguistics),*such as sociolinguistics, psycholinguistics, and social functional linguistics, as a basis and tool for developing curriculum, developing teaching materials, teaching, assessing learning processes and outcomes, and conducting research in the field of language education;

h. Using oral and written literary works such as poetry, drama, fictional prose, as a basis and tool for developing curriculum, developing teaching materials, teaching, assessing learning processes and outcomes, and conducting research in the field of literary education.

i. Using information and communication technology (ICT) in language learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;

Running a business independently in the field of language education, starting from planning, development, marketing and financing of products (both *hardware*and *software*) and services

7.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the Language Education Study Program at least has MK (1) language skills: listening, speaking, reading, and writing, (2) linguistic elements: grammar, vocabulary, pronunciation, spelling, (3) development of language and literature curriculum and learning materials, (4) language and literature learning methods, (5) assessment of language and literature learning including poetry, fictional prose, and drama, (6) applied linguistics: sociolinguistics, psycholinguistics, discourse analysis, etc., (7) Language Education research: quantitative, qualitative, mixed, and (8) entrepreneurship in the field of language and literature education.

7.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom. However, if the assessor is more interested in observing the implementation of practical MK learning or practical MK, especially in the field of sports or arts, it is possible. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement.

7.7 Implementation of Assessment

The assessment referred to here is formative assessment (*assessment for learning*) and summative assessment (*assessment of learning*). Formative assessment is an assessment carried out during the learning process with the aim of improving the quality of learning. Lecturers' activities in formative assessment are monitoring students' learning progress (by checking their understanding), providing feedback. Come back (*feedback*) correctly, and correct errors (if any). Observation of summative assessments (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

7.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of linguistics. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO. For Language Education Study Program, the laboratory can also be a language and literature studio, multimedia laboratory, and other scientific laboratories that support the achievement of GLO.

CHAPTER 8

ACCREDITATION INSTRUMENT SUPPLEMENT

FIELD OF ECONOMICS

8.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Economics", which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational Studies, Arts, Sports Science, Education, Social Education (IPS), Economics, Language Education, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for Economics Education. The points in question include (1) scientific vision and study program objectives, (2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

8.2 Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the status accredited (if the accreditation or NA value is ≥ 200) or not accredited (if NA < 200). PS with accredited status are ranked superior (if NA ≥ 361),very well (if 301 ≤ NA < 361), or good (if 200 ≤ NA < 301).

8.3Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of the study program is the ideal of the study program in studying and developing certain sciences that are superior and characteristic of the field of expertise of the study program to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively. For example, the scientific vision of the Study Program Scientific vision field a) Office Administration/Management Education: producing professional human resources, having competitive advantages, highly competitive, having global insight and mastering science and technology in the field of office administration education in building an advanced, democratic and prosperous Indonesian society based on Pancasila". B) Accounting Field: educational institutions that have pioneering values and excellence on a national scale in the development of science and technology, as well as professions in the fields of accounting and financial education, c) Economics Field: becoming a center for the development of science and technology in the field of economic education that is superior at the international level based on the noble values of national culture.

2.Purpose of PS

The objective of the study program is to produce graduates as described in the graduate profile that has been set in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or work after completing their studies. For the study program in the field of Economics, each field of Economics has the following objectives: a)

The field of Office Administration/ Management Education can become a professional educator in the field of office administration at the vocational school level and HR training institutions, producing professional secretarial personnel and*public relations*. B) Business/Commerce Field: become a Business Teacher/Educator, Business Actor/Entrepreneur, Business Trainer and Consultant, Business Researcher c) Accounting Field: Teacher, Instructor, lecturer, creative, innovative Accounting learning facilitator, Accounting education research assistant, Entrepreneur, administration and finance manager. D) Economic Field: become a prospective economic educator, Economic education research assistant,

Entrepreneurs in the field of economic education who have certain characteristics that are described in detail by the study program. The profile of graduates of the study program is compiled by the study program together with associations of similar study programs.

8.4 Learning Outcomes

In order to realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the PS based on the results of graduate tracking, stakeholder input, professional associations, scientific consortia, future trends in scientific/expertise development, and from the results of curriculum evaluation. In this era of industry 4.0, the formulation of GLO should include the ability of data literacy, technology literacy, and human literacy.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti), while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

    a. Devoted to God Almighty and able to show a religious attitude;

    b. Uphold humanitarian values in carrying out duties based on religion, morals

and ethics;

c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

f. Cooperate and have social sensitivity and concern for society and the environment;

g. Obey the law and be disciplined in social and national life;

h. Internalize academic values, norms, and ethics;

i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with his/her field of expertise;

b. Able to demonstrate independent, quality and measurable performance;

c. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it to the university website;

d. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

f. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;
g. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/ her responsibility;
h. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and
i. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are the core GLO knowledge and specific skills for the Economics Education Study Program.

3. Knowledge

Students master the theories and concepts of:

a. Office Administration Field

- Understanding pedagogical concepts from planning to evaluation of office Administration learning
- Have knowledge of information and communication technology in managing the learning process and completing other work.
- Mastering the basic concepts of administration and office management in managing and creating information that is useful for organizational progress.
- Mastering the concept of public relations in creating good will, mutual understanding, and a good image from the community.
- Mastering managerial concepts in managing offices, events and other office activities

b. Business/Commerce Sector

- Understanding the concept and framework of business education in accordance with the demands of the industrial revolution 4.0 era
- Mastering business learning materials that are in accordance with the demands of the industrial revolution 4.0 era
- Have data literacy in accordance with the demands of professional duties in the era of the industrial revolution 4.0.
- Have the ability to identify business/enterprise opportunities in

the era of the industrial revolution 4.0

c. Accounting Field

- Mastering pedagogical concepts to implement accounting and finance learning
- Mastering theoretical concepts that support accounting and finance learning
- Mastering the principles and techniques of planning, managing and evaluating accounting and financial learning.
- Mastering research methods to conduct research in the field of accounting and finance education
- Mastering the theoretical concepts of entrepreneurship
- Mastering managerial concepts and principles

d. Economic Field

- Mastering the concept of economic pedagogy to implement economic learning
- Mastering theoretical economic concepts that support economic learning
- Mastering the principles and techniques of planning, managing and evaluating economic learning.
- Mastering research methodology to conduct research in the field of economic education
- Mastering managerial concepts and principles

4. Special Skills

Students in each field of Economics have the following skills:

a. Office Administration Field

- Able to provide solutions to office administration problems so that they become more efficient and effective.
- Able to implement office management functions in managing and developing various innovative activities by utilizing digital technology.
- Able to implement basic concepts of management information systems in use in various problems and decision making.
- Have good and creative communication skills, able to bridge or communicate company programs to stakeholders by utilizing digital technology.
- Having creative and innovative ideas in designing and creating business

opportunities with the office management skills that he/she has, so that he/she can act as a creator, mediator, or facilitator of a business.

b. Business/Commerce Sector

- Skilled in planning, implementing, and evaluating business learning by applying various approaches, strategies, models, media and technologies, to develop critical, scientific and innovative thinking skills in accordance with the demands of the industrial revolution 4.0 era.
- As a creative and innovative business actor/entrepreneur based on business education values in accordance with the demands of the industrial revolution 4.0 era.
- Skilled in providing business training and consulting in accordance with the demands of the industrial revolution 4.0 era
- Skilled in conducting research in the field of business education and business science with quantitative and qualitative approaches, which are published scientifically.

c. Accounting Field

- Able to plan, manage, and evaluate accounting and financial learning innovatively based on pedagogical concepts and accounting and financial science by utilizing various learning resources and science and technology.
- Able to study and apply various methods in learning accounting and finance creatively and innovatively
- Able to design and carry out research to produce alternative solutions to problems in the field of accounting and finance education and publish the results.
- Able to apply theoretical concepts of entrepreneurship in the fields of education, accounting and finance.
- Able to apply managerial concepts and principles supported by soft competence in the fields of education, accounting and finance.

d. Economic Field

- Able to plan, implement, and evaluate economic learning innovatively by applying the concepts of economic pedagogy and economic science and utilizing various learning resources and science and

technology.

- Able to study and apply various economic learning methods innovatively
- Able to design and carry out research to produce alternative solutions to problems in the field of economic education and publish the results.
- Able to apply managerial concepts and principles supported by soft competence in the field of education

8.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the Economics Education Study Program at least has the following courses:

1. Office Administration Field

a. Professional Expertise Courses (MKKP)

- Lesson Planning
- Educational Evaluation
- Teaching and Learning Strategies
- High School/Vocational High School Curriculum Review
- Classroom Action Research
- Digital Technology Education

b. Professional Expertise Courses (MKKP)

- Digital office
- Digital Archiving
- Management Information System
- Public relations
- Public Speaking
- MICE
- Graphic Design
- Secretariat
- Database Processing Application
- Office Communication

- Digital office
- Digital Entrepreneurship
- Web Design
- Digital Marketing
- Business Ethics
- Business Field

2. Business/Commerce Field

a. Professional Expertise Courses (MKKP)

- Business Education Teaching and Learning Strategies
- Business Education Evaluation/Assessment
- Development of Digital-based Business Teaching Materials
- Development of Digital-Based Business Learning Media
- Business Learning Planning
- Basic Skills of Teaching Business Education/Teaching Learning Micro

b. Expertise Courses (MKK) in the Field of Study of Business Education/Commerce Administration

- Marketing Management
- Financial management
- Human Resource Management
- Operations Management/Services/Service Business Management/Production Management/ Operations
- Business ethics and law / Legal Aspects in Business / Business Trade Law
- Digital Business/Economy and Digital Business
- *Business Online/*Online Marketing
- Entrepreneurship
- Business Key Studies
- Business Communication
- Marketing Communications

- Consumer Behavior
- International Business
- Strategic Marketing
- Service Marketing Management/Service Business Management
- Management Information System
- Strategic Management (Strategic Management) / Business Policy and Strategy
- Business Startup/Business Startup Management
- Retail Business/Retail Business Management
- Business Practice/Simulation/Integrated Business Practice

3. Accounting Field

a. Professional Expertise Courses (MKKP)

- Accounting Learning Strategy
- Accounting ICT Learning Media and Literacy
- Accounting Curriculum Review & Learning Planning
- Accounting Learning Assessment
- Digital Economy and Business
- Sharia Economics and Business
- Learning Management Program (Micro Teaching)

b. Expertise Courses (MKK) Field of Study

- Introduction to Economics
- Mathematics and Statistics of Business and Finance
- Basic Financial Accounting
- Intermediate Financial Accounting
- Advanced Financial Accounting
- Tax Law and Taxation
- Accounting Computer

- Accounting Information System
- Cost Accounting
- Management Accounting
- Accounting Audit
- Company Budget
- Accounting Practice
- Financial management
- Public Sector and Government Accounting
- Entrepreneurship and Business Feasibility Study

4. Economic Field

a. Professional Expertise Courses (MKKP) Study Program

- Economic Learning Strategy
- Learning Media and Economic ICT
- Curriculum Review & Economics Learning Planning
- Economic Learning Assessment
- Digital Economy Learning
- Learning Management Program (Micro Teaching)

b. Expertise Courses (MKK) Field of Study

- Microeconomic Theory
- Macroeconomic Theory
- Development of Economic Theory/ History of Economic Thought
- Monetary Economics
- Public Economics
- International Economics
- Economic development
- Cooperative Economy/MSME Cooperatives
- Economics of Education

- Entrepreneurship
- Introduction to Accounting

8.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom. However, if the assessor is more interested in observing the implementation of practical MK learning or practical MK, especially in the field of sports or arts, it is possible. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement.

8.7 Implementation of Assessment

The assessment referred to here emphasizes formative assessment (*assessment for learning*), namely the assessment carried out during the learning process with the aim of improving the quality of learning. The lecturer's activities in formative assessment are monitoring the progress of student learning (by checking their understanding), providing feedback (*feedback*) correctly, and correct errors (if any).

Observations on summative assessment (*assessment of learning*) has a small possibility because summative assessment is usually carried out in the middle of the semester (Mid-Semester Exam or UTS) and at the end of the semester (Final Semester Exam or UAS). The assessment technique is carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios, which are equipped with assessment rubrics that are relevant to the characteristics of the course.

8.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of science, namely economics education. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at the availability, quantity, quality, and relevance of the laboratory to efforts to achieve GLO. For the Economics Education Study Program consisting of: a) PAP Field includes: Office Laboratory, Entrepreneurship

Laboratory, Computer Lab., b) Business/Commerce Field includes: Business Simulation Laboratory, Online Marketing Laboratory, Media Production Laboratory, Taxation Laboratory, Creative Center Laboratory/ Entrepreneurship Lab. Mini Market Laboratory, Banking/Islamic Banking Laboratory. C) Accounting Field: Mini Bank Laboratory, Accounting Practice Laboratory and Taxation Laboratory d) Economics Field: Entrepreneurship Laboratory

CHAPTER 9

ACCREDITATION INSTRUMENT SUPPLEMENT

FIELD OF RELIGIOUS SCIENCE

9.1 Introduction

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, because with His grace and guidance the Accreditation Council for Education (ACE) was able to complete the document "Supplement to the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education for the Field of Religion", which is one of nine instrument supplements that represent the fields of science. The other eight instrument supplements are for the fields of Mathematics and Natural Sciences (MIPA), Vocational, Arts, Sports Science, Education, Social Education (IPS), Economics, Language Education, and Religious Studies. This Accreditation Instrument Supplement complements the previously existing instruments, which have been stipulated by the National Accreditation Board for Higher Education Number 10 of 2021 concerning the Accreditation Instrument for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of creating this accreditation instrument supplement is to provide important information that is not yet in the parent instrument, such as accreditation status and ranking. In addition, this accreditation instrument supplement is also intended to provide a more detailed explanation of a number of specific points that are characteristic of ACE, especially for the field of Religion. The points in question include (1) scientific vision and study program objectives,
(2) graduate learning outcomes (GLO), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories.

It is hoped that this accreditation instrument supplement will help clarify the thought process. *Outcome based education*, which starts from determining the graduate profile and formulating GLO that is relevant to the graduate profile, selecting and determining the courses outlined in GLO, implementing learning that is expected to realize GLO, to assessing learning to measure the achievement of GLO.

This supplement to the accreditation instrument for the Religious Education undergraduate

program is a guideline for the Study Program in completing the LED instrument that better meets expectations in accordance with the assessment matrix. In addition, it can be used to add information for assessors in assessing specific matters that are the characteristics of the Study Program.

The Religious Education field of the Undergraduate Study Program includes, among others, (1) Islamic/ Hindu/Buddhist/Christian/Catholic Religious Education, (2) Arabic Language Education, (3) Islamic/Hindu/ Buddhist/Christian/Catholic Education, (4) Elementary Madrasah Teacher Education, (5) Raudlatul Athfal Teacher Education, and (6) BKI Education.

9.2 Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored on a scale of 1 to 4. A score of 1 is the lowest score while a score of 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and scoring values of the items) can be seen in Section 4 (Assessment Matrix).

The results of the PS accreditation are stated with the statusaccredited(if the accreditation or NA value is ≥ 200) ornot accredited(if NA < 200). PS with accredited status are ranked superior(if NA ≥ 361),very well(if 301 ≤ NA < 361), orgood (if 200 ≤ NA < 301.

9.3Scientific Vision and Objectives of the Study Program

1.Scientific Vision of the Study Program (PS)

The scientific vision of a study program is the ideal of the study program in studying and developing certain sciences that are superior and characteristic of the field of expertise of the study program to respond to the development of science and technology and its application in the benefit of society for the sake of improving the quality of life of the people in it, both individually and collectively. For example, here is the scientific vision of the study program in the field of religion: "Developing education and learning in the field of religion that is in line with the principles of religious teachings based on local potential and wisdom to produce graduates who have lifelong educational skills."

2.Purpose of PS

The objective of the study program is to produce graduates as described in the graduate profile that has been determined in the study program curriculum. The graduate profile is the role that can be carried out by graduates in a particular field of expertise or field of work after completing their studies. For the Religious Education study program, the objectives of the study program can be as follows: to produce prospective educators, research assistants, and entrepreneurs in Religious Education who have certain characteristics that are described in detail by the study program. The graduate profile of the study program is compiled by the study program together with the association of similar study programs.

9.4 Graduate Learning Outcomes (GLO)

In order to realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (GLO). GLO is formulated by the PS based on the results of graduate tracking, stakeholder input, professional associations, scientific consortia, future trends in scientific/expertise development, and from the results of curriculum evaluation. In this era of industry 4.0, the formulation of GLO should include the ability of data literacy, technological literacy, human literacy, and literacy of religious scriptures.

GLO consists of elements of attitude, general skills, knowledge, and specific skills. GLO attitude and GLO general skills are taken or adapted from the Attachment of Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti), while GLO knowledge and specific skills are developed by the Study Program together with associations of similar study programs.

Below is the formulation of GLO attitudes and GLO general skills, which are taken from the Attachment to Permendikbud Number 3 of 2020.

1. Attitude

   a. Devoted to God Almighty and able to show a religious attitude;
   b. Uphold humanitarian values in carrying out duties based on religion, morals and ethics;
   c. Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila;

d. Act as a proud citizen who loves his country, has nationalism and a sense of responsibility towards the country and nation;

e. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;

f. Cooperate and have social sensitivity and concern for society and the environment;

g. Obey the law and be disciplined in social and national life;

h. Internalize academic values, norms, and ethics;

i. Demonstrate a responsible attitude towards work in his/her field of expertise independently; and

j. Internalize the spirit of independence, struggle, and entrepreneurship.

2. General Skills

a. Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology.

b. Pay attention to and apply humanities values that are appropriate to their field of expertise;

c. Able to demonstrate independent, quality and measurable performance;

d. Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it to the university website;

e. Able to compile a scientific description of the results of the above study in the form of a thesis or final assignment report, and upload it to the university website;

f. Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;

g. Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution;

h. Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility;

i. Able to carry out self-evaluation processes on work groups under his/her responsibility, and able to manage learning independently; and

j. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

Below are the core GLO knowledge and specific skills for the Religious Education Study Program.

3. Knowledge

Students master the theories and concepts of:

a. Religious Education Competence;

b. Curriculum and development of religious learning curriculum;

c. Teaching materials and development of religious teaching materials in the form of printed materials, audio materials, and audiovisual materials;

d. Religious learning methods and the post-methods era and their pedagogical implications;

e. Assessment of religious learning, which includes formative assessment (assessment for learning) and summative assessment (assessment of learning); Daily assessment (pre test and post test)

f. Research on religious education with an approach adapted to religious education.;

g. Local culture (religion and society), national culture, and international culture as a basis for intercultural communication;

h. Information and communication technology in religious/religious learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;

i. Entrepreneurship in the field of Religious Education, starting from planning, development, marketing, and financing of products (both hardware and software) and services.

j. Learning psychology, developmental psychology, child psychology.

k. Learning media

4. Special Skills

Skilled students:

a. Teach effectively, using both electronic media and body language in academic and non-academic contexts;
b. Designing a syllabus for certain basic competencies and preparing a learning implementation plan (RPP) based on the syllabus;
c. Assessing teaching materials (in the form of printed materials, audio materials, and audiovisual materials) based on their relevance to the syllabus, and adapting the materials according to learning objectives;
d. Using learning strategies according to the context;
e. Conducting assessments for learning to improve the quality of learning, and assessments of learning to determine the level of achievement of learning objectives;
f. Conducting simple research in the field of religious education;
g. Using information and communication technology (ICT) in religious education learning, especially to support curriculum development, teaching materials, learning methods, and learning assessment;
h. Running an independent business in the field of religious education, starting from planning, development, marketing, and financing of products (both hardware and software) and services.

9.5 Courses (MK)

Graduate competencies formulated in GLO are packaged in the form of courses (MK). Therefore, the Religious Education Study Program at least has MK (1) religious teaching skills (giving examples, telling stories of the success and suffering of religious figures in teaching), (2) Basic knowledge of Religion, (3) curriculum development and mastery of religious learning materials, (4) Religious Education research, (5) Community Service in the field of Religious Education, and (6) entrepreneurship in Religious Education.

9.6 Implementation of Learning

The implementation of learning in this context is emphasized on theoretical MK teaching activities in the classroom. However, if the assessor is more interested in observing the implementation of practical MK learning or practical MK, especially in

the field of sports or arts, it is possible. The implementation of this learning is intended to find out (1) whether the implementation of learning is in accordance with the semester learning plan (RPS) that has been made, (2) whether learning is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) whether lecturers integrate research results/community service in their learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement.

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9.8 Scientific Laboratory

The scientific laboratory referred to in this context is a laboratory that is in accordance with the field of science, namely the field of religion. The laboratory includes infrastructure (i.e. Land, buildings, and laboratory rooms) and facilities (i.e. Tools used for practicums). The focus of attention is directed at availability, quantity, quality, and relevance.

Laboratory with efforts to achieve GLO. For PS Religious Education, the laboratory can also be a mosque or prayer room, temple, shrine, Chinese temple, etc.

ATTACHMENT

TEACHING ASSESSMENT GUIDELINES

Observation Implementation Instructions

During and/or after observing the lecturer's teaching activities, give a check mark (√) in the score column 1, 2, 3, 4 according to the observation results. Score 1 means less; score 2 means sufficient; score 3 means good; and score 4 means very good. Then, give comments related to the scoring in the relevant column.

No	Observed Aspects					Observer Comments
		1	2	3	4	
A. Introduction						
1	Lecturers create an atmosphere that allows students to be ready to attend lectures.					
2	The lecturer presents the lecture topic.					
3	The lecturer conveys the objectives of the lecture.					
4	The lecturer explains the benefits of lectures.					
B. Core Learning Activities						
5	The lecturer delivers lecture material systematically, clearly and easily understood.					
6	Lecturers use teaching approaches or methods that make students actively learn.					
7	Lecturers use learning media that can clarify the delivery of lecture material.					
8	Lecturers use good and correct Indonesian, regional languages, or foreign languages.					
9	Lecturers integrate research and/or PkM results into learning.					
10	The lecturer did*assessment for learning*during learning activities					
11	The lecture process carried out by lecturers is relevant to that contained in the learning plan (RPS).					

No	Observed Aspects					Observer Comments
		1	2	3	4	
12	Lecturers build humanistic communication with students					
C. Conclusion						
13	Lecturers and/or students conclude the lecture material.					
14	Lecturers and/or students reflect on the implementation of lectures.					
15	The lecturer conveys the lecture preparations for the next meeting.					
Total Score						
Average						

……..., , 202..

Assessor,

_____

Explanation:

1. Building an atmosphere means carrying out activities such as greeting, saying hello, and reviewing previous learning as a bridge to attending new lectures.
2. Presenting a topic means conveying the focus of the lecture so that students know what they will learn.
3. Delivering objectives means elaborating the lecture topic into sub-topics as the boundaries of the lecture discussion.
4. Explaining the benefits means relating the lecture topic to everyday life, especially that experienced by students.
5. Delivering material systematically means delivering lecture material by following easy-to- follow stages or procedures, in accordance with the characteristics of the course being taught.
6. Examples of teaching approaches or methods that make students actively learn are: *Problem based learning*,*project based learning*,*case study*, And (*focus*)*group discussion.*
7. Examples of learning media that can clarify the delivery of lecture material are presentation materials in the form of power point (ppt), short films, images, and real objects (realia).
8. Correct language is language that is in accordance with linguistic rules (grammar), and good language is language that is appropriate to the context of its use.
9. Integration of research/pkm results can be in the form of learning models, learning materials, learning media, and assessment models. Integration can also be in the form of using research/pkm articles as lecture references (which are listed in the RPS document).
10. *Assessment for learning*or what is often called formative assessment is an assessment carried out during the learning process, the main purpose of which is to improve the quality of learning. Form of activity*assessment for learning*is to monitor student learning progress, provide feedback, and correct student errors.
11. Learning that is in accordance with the RPS is that the implementation of learning carried out by lecturers when teaching is in accordance with what is planned in the RPS document.
12. Humanistic communication can be formed if, for example, the lecturer is friendly to students, willing to listen to students' ideas or opinions, provides motivation, and gives positive affective feedback.
13. Summarizing the lecture material can be done by the lecturer or students at the

request of the lecturer.

14. Reflection can be done by asking students several questions, such as *"How do you feel?", "What went well?", "What went wrong?",* and others.
15. Providing preparation for the next lecture can be in the form of giving homework or assignments that need to be prepared for the next lecture.