REGULATION OF THE INDEPENDENT ACCREDITATION COUNCIL
FOR EDUCATION NUMBER 30 OF 2023
CONCERNING

ACCREDITATION INSTRUMENT SUPPLEMENTS FOR NON-TEACHING STUDY PROGRAM IN UNDERGRADUATE PROGRAMS IN THE SCOPE OF EDUCATION

WITH THE GRACE OF GOD ALMIGHTY
BOARD OF MANAGEMENT OF THE FOUNDATION FOR THE INDEPENDENT ACCREDITATION COUNCIL FOR EDUCATION

Considering :

a. that the Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in the Educational Scope focuses on Educational Study Programs that produce Teachers (teaching);
b. that based on the Regulation of the National Accreditation Board for Higher Education Number 19 of 2022 concerning the Scope of Study Program Accreditation at the Self-Accreditation Institution which is the scope of the Education Self-Accreditation Institution, there are several Study Programs that do not produce Teachers (Non-Teaching);
c. that in order to make the implementation of Accreditation in Non-Teaching Study Programs in Undergraduate Programs in the Education Scope better,

accountable, and in accordance with the needs, the Accreditation Instrument for Study Programs in Undergraduate Programs in the Education Scope needs to be complemented by a Supplement to the Accreditation Instrument for Non-Teaching Study Programs in Undergraduate Programs in the Education Scope;

d. that based on the considerations referred to in letters a, b, and c, it is necessary to stipulate the Regulation of the Education Self-Accreditation Institute concerning Supplements to the Accreditation Instrument for Non-Teaching Study Programs in the Education Scope Undergraduate Program.

Taking Into Consideration :

1. Law No. 12 of 2012 concerning Higher Education (Statute Book of the Republic of Indonesia No. 158 of 2012, Supplement to Statute Book of the Republic of Indonesia No. 5336);Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education (State Gazette of the Republic of Indonesia Number 47 of 2020);
2. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Universities (State Gazette of the Republic of Indonesia Number 49 of 2020);
3. Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number T/497/M/T.00/2019 concerning the Minister's Approval of the Proposal for the Establishment of an Independent Accreditation Institute for Education;
4. Decree of the Minister of Education, Culture, Research, and Technologyof the Republic of Indonesia Number:

90845/MPK. A/AG.01.00/2021 concerning Approval of the Amount of Fees for Study Program Accreditation Units;

5. Decree of the Minister of Law and Human Rights of the Republic of Indonesia Number AHU-0018765. AH.01.04. Year 2019, concerning the ratification of the establishment of the Legal Entity of the Independent Accreditation Institute for Education;
6. Regulation of the National Accreditation Board for Higher Education Number 9 of 2020 concerning the Policy on the Transfer of Accreditation of Study Programs from the National Accreditation Board for Higher Education to Independent Accreditation Institutions;
7. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Scope of Education;
8. Regulation of the National Accreditation Board for Higher Education Number 19 of 2022 concerning the Scope of Accreditation of Study Programs at Independent Accreditation Institutions;
9. Foundation of the Independent Accreditation Institute for Education in 2019;
10. Bylaws of the Independent Accreditation Institute for Education Foundation Number 1/PEMB. LAMDIK/I/2021;
11. Regulation of the Independent Accreditation Institute for Education Number 25 of 2022 concerning the Accreditation Mechanism of Study Programs in the Educational Scope of the Independent Accreditation Institution for Education.

DECIDES

To enact : REGULATION OF THE INDEPENDENT ACCREDITATION INSTITUTION FOR EDUCATION CONCERNING ACCREDITATION INSTRUMENT SUPPLEMENTS FOR NON-TEACHING STUDY PROGRAM IN UNDERGRADUATE PROGRAM IN THE SCOPE OF EDUCATION

Article 1

(1) Accreditation Instrument Supplements for Non-Teaching Study Program
(2) in Undergraduate Program in the Scope of Education, is listed in the attachment and is an integral part of this Regulation of the Independent Accreditation Institute for Education.
(3) (Accreditation Instrument Supplements for Non-Teaching Study Program in Undergraduate Program in the Scope of Education as intended in paragraph (1) is intended to complement the Instrument for Accreditation of Study Programs in the Undergraduate Program in the Scope of Education as stipulated in the Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Instruments for Accreditation of Study Programs in the Undergraduate Program in the Scope of Education, describing the adjustment of the Self-Evaluation Report (LED) and Matrix Assessment for Accreditation of Non-Teaching Study Programs.
(4) Accreditation Instrument Supplements for Non-Teaching Study Program in Undergraduate Program in the Scope of Education as intended in paragraph (1) based on the Regulation of the National Accreditation Board for Higher Education Number 19 of 2022 concerning the Scope of Accreditation of Study Programs at Independent Accreditation Institutions, applies to Accreditation in Study Programs:
    1. Guidance and Counseling (BK);
    2. Educational Technology (TP);
    3. Education Administration (AP);
    4. Out-of-School Education (PLS).

Article 2

This regulation comes into effect from the date it is established.

Enacted in Jakarta
On October 23, 2023
Chairperson,

LEMBAGA AKREDITASI MANDIRI
DEWAN PENGURUS
KEPENDIDIKAN

Muchlas Samani

Attachment to the Regulation of the Accreditation Council for Education Number 30 of 2023 concerning Accreditation Instrument Supplements for Non-Teaching Study Program in Undergraduate Programs in The Scope Of Education

ACCREDITATION OF STUDY PROGRAM

ACCREDITATION INSTRUMENT SUPPLEMENTS FOR NON-TEACHING STUDY PROGRAM IN UNDERGRADUATE PROGRAMS IN THE SCOPE OF EDUCATION

ACCREDITATION COUNCIL FOR EDUCATION
JAKARTA 2023

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PREFACE

Praise be to Allah Almighty, because by His grace and guidance, the Independent Accreditation Institute for Education (LAMDIK) was able to complete the Supplementary Book for Accreditation Instruments for Non-Teaching Study Programs in the Undergraduate Program in the Scope of Education. 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 common external quality assurance good practices. In this book, the Status and Ranking of Accreditation, Scientific Vision and Objectives of Study Programs, Graduate Learning Outcomes (CPL), Courses (MK), Learning Implementation, Assessment Implementation, and Scientific Laboratories, Scoring Values, and LED Alignment are explained. This book contains a supplement of instruments in the field of science:

1. Counseling Guidance
2. Educational Technology
3. Educational Administration
4. Out-of-School Education.

Jakarta, 23 Oktober 2023

Chairperson,

LEMBAGA AKREDITASI MANDIRI DEWAN PENGURUS KEPENDIDIKAN

Prof. Dr. Muchlas Samani

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CHAPTER 1

SUPPLEMENT TO THE ACCREDITATION INSTRUMENT OF THE GUIDANCE AND COUNSELING STUDY PROGRAM (BK)

Introduction

Praise be to God Almighty, because by His grace and guidance, the Independent Accreditation Institute for Education (LAMDIK) was able to complete the Supplement to the Accreditation Instrument for Non-Teaching Study Programs in the Undergraduate Program in the Scope of Education of the Guidance and Counseling Study Program. This instrument supplement complements the existing instruments, which have been determined by the National Accreditation Board for Higher Education Number 10 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in the Scope of Education. In this section, the supplement describes the Guidance and Counseling (BK) Study Program, which includes the S1 Study Program for Islamic Guidance and Counseling (BKI), Islamic Guidance and Counseling (BKPI), Christian Guidance and Counseling (BKK), Pastoral Counseling, and Guidance and Counseling Education (PBK) which are under the auspices of the Faculty of Education (FIP), the Faculty of Teacher Training and Education (FKIP), and the Faculty of Tarbiyah. The goal is to provide more detailed important information to explain a number of specific items that are characteristic of LAMDIK. The items in question include (1) accreditation status and ranking, (2) scientific vision, graduate profile, and study program objectives, (3) graduate learning outcomes (CPL), (4) courses, (5) learning implementation, (6) assessment implementation, (7) scientific laboratories, (8) scoring status, and (9) alignment of the Self-Evaluation Report.

1. Accreditation Status and Ranking

Each item in the Self-Evaluation Report is scored in the range of 1 to 4. Score 1 is the lowest score while score 4 is the highest score. The scoring for each item in detail (criteria, elements, indicators, weights and value of item casting) can be seen in Section 4 (Assessment Matrix). The results of PS accreditation are declared **unaccredited** (if the NA < 200) or with **accredited** status (if the accreditation value or NA is ≥ or 200). PS with accredited status is ranked **superior** (if NA ≥ 361), **very good** (if 301 ≤ NA < 361), or **good** (if 200 ≤ NA < 301.

1.1. Scientific Vision, Graduate Profile and Study Program Objectives

1.1.1. 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 the flagship and characteristic of the field of expertise of the

study program. The scientific vision responds to the development of science and technology and its application in improving the quality of life of the community, both individually and collectively. The scientific vision of the Study Program refers to the formulation of KKNI qualifications level 6 for S1, level 7 for professional education, level 8 for S2, and level 9 for S3. The vision of the Study Program must be in accordance with the vision of UPPS, namely the faculty or university or institute. For this reason, the vision of the study program must refer to the keywords of the vision of the faculty and the university. The vision of the Study Program must also be realistic according to the unique conditions and advantages of each study program, namely human resources, finance, and infrastructure facilities, however, it is still futuristic referring to an ideal condition that is aspired to. For example, the scientific vision of PS S1 Guidance and Counseling, namely "in 2045 will be superior and become a reference in **the application of** innovative educational science in the field of Guidance and Counseling based on local wisdom and information technology that has gained national recognition". The vision of S2 BK, for example, "in 2045 will be superior and become a reference in **the development of educational science** in the field of innovative guidance and counseling based on local wisdom and information technology in an inter and multidisciplinary manner that has gained national and/or international recognition". This vision is aligned with the vision of the faculty and university which uses two keywords, for example "superior and become a reference", according to the uniqueness of the study program and futuristic, namely "innovative based on local wisdom and information technology, and national/international recognition", and in accordance with the KKNI qualifications, namely S1 is to apply, and S2 is to develop science in certain fields. The year of the achievement of the vision can be written or not written.

1.1.2. Graduate Profile

A graduate profile is a concise summary of the capabilities and capacities of graduates after following a series of learning designed in a curriculum structure of a study program. Graduate profiles describe the roles and job duties that graduates can perform in a particular field of expertise or field of work after completing their studies. The profile of S1 BK graduates is for example "Bachelor of Education/Guidance and Counseling Teacher who is able to carry out innovative guidance and counseling services based on local wisdom and information technology in various types, paths and levels of education". Another version of the profile formulation of S1 BK graduates as a result of the collegiate meeting of PS BK throughout Indonesia, in Jogjakarta, on March 18, 2018 is as follows: "Bachelor of Education in the field of Guidance and Counseling with a Pancasila personality who is able to provide guidance and counseling services that are independent and have a developmental insight on all types and levels of education; and able to be entrepreneurial in a multidisciplinary manner in the field of guidance and counseling". Profile of S2 BK graduates, for example "Master of Education in Guidance and Counseling who is able to design, implement,

evaluate, and innovate innovative learning, research, and guidance and counseling services in an inter and multidisciplinary manner in various types, paths and levels of education".

The purpose of the study program contains a description of the results to be achieved after a series of tridharma activities carried out by the study program. The purpose of the education dharma describes graduates as described in the graduate profile that has been determined in the PS Curriculum. The formulation of goals must be relevant (description) from the vision and profile of graduates.

For PS S1 BK*, the objectives are formulated in more detail, for example as follows.

1. Producing Guidance and Counseling graduates (or teachers) who are able to carry out innovative guidance and counseling services based on local wisdom and information technology in all paths, levels, and types of education.
2. Producing scientific works in the field of innovative guidance and counseling that have received national and international recognition in various paths, levels, and types of education.
3. Producing innovative guidance and counseling services for the community to develop human resources in various paths, levels, and types of education.

*in PS BKI/BKPI/BKK/Pastoral Counseling/BK Education or other specificities, the formulation can be adjusted, for example "based on Islamic/Christian values etc.", and so on.

1.2. Graduate Learning Outcomes (CPL)

To realize the graduate profile, the profile needs to be described into a number of relevant competencies called graduate learning outcomes (CPL). CPL is formulated by the Study Program based on: (1) profile formulation, graduate search results, and curriculum evaluation results, (2) input from stakeholders, professional associations, experts and scientific consortiums, (3) agreements on similar study programs, and (4) paying attention to scientific and technological developments. In this era of industry 4.0, the CPL formulation should also contain capabilities about data literacy, technological literacy, and human literacy.

CPL consists of elements of attitude, knowledge, general skills, and special skills. CPL general attitudes and skills are taken and/or adapted from the Attachment to the Minister of Education and Culture Number 3 of 2020 by associations of similar study programs. Meanwhile, CPL special knowledge and skills are taken from the results of the development of associations of similar study programs adopted or adapted by PS in accordance with their respective specificities.

Below is a formulation of CPL general attitudes and skills taken from the Attachment of the Minister of Education and Culture Number 3 of 2020.

1.2.1. Attitude

a) fear God Almighty and be able to show a religious attitude;
b) upholding human values in carrying out duties based on religion, morals, and ethics;
c) contributing to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila;
d) playing the role of a proud citizen and loving the homeland, having nationalism and a sense of responsibility to the state 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 the community and the environment;
g) obey the law and discipline in the life of society and the state;
h) internalize academic values, norms, and ethics;
i) show a responsible attitude towards work in their field of expertise independently; and internalizing the spirit of independence, struggle, and entrepreneurship;

1.2.2. General Skills

a) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;;
b) Able to demonstrate independent, quality, and measurable performance;
c) Able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their expertise based on scientific rules, 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 thesis or final project reports, and upload them on the university website;
d) Able to compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the university website;
e) Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis;
f) Able to maintain and develop a network of work with supervisors, colleagues, peers both inside and outside the institution;
g) Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
h) Able to carry out the process of self-evaluation of the work groups under their responsibility, and able to manage learning independently; and
i) Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

The formulation of Graduate Learning Outcomes (CPL) on attitudes, knowledge, special skills and general skills of the S1 Guidance and Counseling Study Program as a result of the collegiate meeting of PS BK throughout Indonesia (similar study programs) on March 18, 2018, is presented as follows.

a) Attitude

The CPL formulation is the same as the Attachment to the Minister of Education and Culture Number 3 of 2020, only 1 item of self-development is added, namely: Having awareness to improve guidance and counseling skills in special fields through training and work experience.

b) Knowledge

1) Mastering theoretical concepts of guidance and counseling, education, psychology, sociology, socio-culture, and anthropology;
2) Master the characteristics of the objectives of guidance and counseling services in depth by using scientific procedures, paying attention to the code of ethics and the limits of authority of guidance and counseling services;
3) Mastering the principles, concepts, procedures and techniques of guidance in the personal, social, learning and career fields;
4) Mastering the principles, concepts, procedures and techniques of psychodynamic, humanistic, behavioristic, cognitive, postmodern and integrative counseling;
5) Mastering qualitative and quantitative research methods in the field of guidance and counseling based on scientific rules and ethics;
6) Mastering factual knowledge about problematic issues in people's lives;
7) Mastering principles, concepts, procedures, and methods in the evaluation and supervision of guidance and counseling services;
8) Mastering the principles, concepts, procedures and communication techniques including the use of ICT in the context of providing guidance and counseling services; and
9) Mastering principles, concepts, procedures and techniques in the development of professional service entrepreneurship in the field of guidance and counseling.

c) Special skills

1) Able to carry out needs analysis on various service objectives using test and non-test instruments based on the principles of human behavior and the principles of instrument preparation;
2) Able to develop a comprehensive, independent, and developmentally insightful guidance and counseling program that is preventive, developing, recovering, and maintaining the type, pathway, and level of educational units;
3) Able to carry out basic services, responsive services, individual planning, and system support using relevant approaches, *settings,* methods, techniques, and multimedia and

paying attention to the needs of service targets derived from socio-cultural diversity in the type, path and level of educational units;

4) Able to carry out individual and group counseling using psychodynamic, humanistic, behavioristic, cognitive, postmodern and integrative counseling approaches, procedures, and techniques based on the needs of service objectives;
5) Able to carry out the evaluation of programs, processes, and results of the implementation of guidance and counseling services and report the results using information and communication technology to policy makers.

d) General skills

1) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of expertise in education, guidance and counseling;
2) Able to show independent, quality, and measurable performance in guidance and counseling services;
3) Able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism in the field of guidance and counseling;
4) Able to compile scientific descriptions of the results of studies in the field of education, guidance and counseling in the form of a thesis or final project report, and upload it on the university website;
5) Able to make appropriate decisions in the context of problem solving in the field of education, guidance and counseling based on the results of information & data analysis;
6) Able to maintain and develop a network in the field of education, guidance and counseling (with supervisors, principals, coordinators, peers, and others);
7) Able to be responsible for the achievement of group performance and reflect and evaluate the completion of guidance and counseling services assigned to the group or leader;
8) Able to self-evaluate the performance of guidance and counseling services under their responsibility;
9) Able to document, store, secure, and rediscover educational, guidance and counseling data to ensure authenticity and prevent plagiarism.

1.3. Courses (MK)

The competencies of graduates formulated in the CPL are "charged" or "carried" by a number of courses (MK) in the curriculum structure. Therefore, the Guidance and Counseling Study Program has at least the following MK.

1.3.1. Constitutional Court Group General expertise for the formation of attitudes and personalities which includes concepts, principles, laws, theories in accordance with the compulsory curriculum and national electives, some of which can be in the form of Constitutional Court:

a) Religious Education
b) Pancasila Education
c) Civic Education
d) Indonesian Language
e) Basic Socio-Cultural Sciences
f) Other Foreign Languages

1.3.2. Constitutional Court Group Pedagogical expertise which includes concepts, principles, laws, theories, and practices of pedagogy as educators and researchers in the field of relevant educational sciences, especially guidance and counseling. Some of them can be in the form of the Constitutional Court on:

a) Philosophy of Education
b) Classical BK learning planning/Services
c) Learning Strategies
d) Learning Management
e) Learning Evaluation
f) Learning Media
g) Learning Simulation (*Micro-teaching*)
h) Developmental psychology of learners
i) Educational Psychology/Learning Psychology
j) Curriculum

1.3.3. MK Group Expertise in the field of study which includes concepts, principles, law, theory, and practicum according to the field of guidance and counseling. Some of them can be in the form of the Constitutional Court:

a) MK Guidance
    1) Basics of guidance and counseling
    2) Socio-Cultural Foundations of Guidance
    3) Guidance and Counselling Management
    4) Field Assessment and Counseling

5) Career Guidance

b) MK Counseling

1) Theory and Approach in Counseling (can be MK Counseling Psychoanalytic, Behavioristic, Humanistic, Cognitive, and so on that stand alone)
2) Counseling Psychology
3) Multicultural Counseling
4) Counseling based on local wisdom
5) Career Counseling

c) MK Media

1) Information Technology in Guidance and Counseling
2) Development of Guidance and Counseling Media

d) MK Research Expertise

1) Statistics
2) Research Methodology
3) Thesis/Final Project

e) MK Practice

1) Counseling Practicum (can be MK Psychoanalytic Counseling Practicum, Behavioristic Practicum, Humanistic Practicum, Cognitive Practicum, and so on stand-alone)
2) Guidance Practicum (classical and group)
3) Field Experience Study (PPL 1)
4) School Field Experience (PPL 2)

Courses in the Guidance and Counseling Study Program must also be adjusted to the Independent Learning Independent Campus (MBKM) curriculum which gives flexibility to students to determine competencies in order to support the main competencies. The implementation of the MBKM program can be in the form of teaching assistance, teaching campus programs, Humanitarian Programs, Independent Studies/Research and other activities that are recognized as having a minimum of 20 credits in the relevant curriculum.

1.4. Learning Implementation

The implementation of learning in the Study Program includes (1) face-to-face lectures offline and/or online, (2) practicum lectures, (3) independent assignments/enrichment and (4) field study practices/field experiences including MBKM in the Guidance and Counseling Study Program (BK). The implementation of learning must: (1) be in accordance with the semester learning plan (RPS) that has been made, (2) reflect learning that is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, (3) integrate the results of research/service to the community of the lecturer

concerned and other relevant lecturers/researchers in the field of guidance and counseling, and (4) in accordance with the demands of the achievement of the Key Performance Indicators (KPIs) namely at least 75% of the Constitutional Court from all Constitutional Court using *the Project Based Learning* (PJBL) and/or *Case Study method*.

PS is required to carry out micro-learning guidance (classical/group guidance) in the micro-learning laboratory room (classical/group) with very complete, very high-quality and very well-maintained equipment*. The coaching skills that are trained, at a minimum, include:

(1) Formation stage: perception, building motivation
(2) Transition/Transition Stage: Explain the Guidance Objectives and Procedures
(3) Core activity stages: (a) topic exploration, (b) sharing views and experiences, (c) applying group dynamics, (d) applying guidance techniques (discussion, exercises, sociodrama, educational cinema, etc.), and (e) using guidance media;
(4) Closing stage: (a) summarizing and reflecting, (b) evaluating the process and results, and follow-up.

PS is also required to carry out micro-counseling (individual and group counseling) in a very adequate counseling laboratory, which is very complete, very quality and very well maintained*. Counseling skills trained at least include: (1) building good relationships; (2) atending: displaying sympathetic-empathetic gestures and facial expressions; (3) observing and understanding and accepting the counsellor's point of view; (4) listening focuses on content, feelings and meaning; (5) faraprase and reflect back to the counselor about the content, feelings, and meaning; (6) defining the problematic situation faced by the counselor; (7) together with the counselor formulate the purpose of counseling; (9) training counseling with various relevant skills (*mind skills*, *communication skills*, etc.) in order to achieve counseling goals; (10) summarizing and reflecting on the counseling process; (11) evaluating processes and results; (12) follow up on counseling.

To sharpen the competence of guidance and counseling, the Study Program is required to carry out guidance on guidance and counseling field practice on campus and at partner schools which is carried out at least 3 times in one internship/field practice activity, both offline and online. Guidance must be very well documented.

1.5. Implementation of Assessment

Lecturers/Lecturer teams prepare assessment plans in the form of stages, assessed aspects, techniques, instruments, criteria, indicators, and assessment weights outlined in the RPS of the Guidance and Counseling (BK) course. The assessment stage includes (1) the preparation of the assessment grid, (2) the aspects assessed, (3) the implementation of the assessment, (4) the form of assessment, (5) the techniques, instruments and rubrics of the assessment, and (6) the provision of feedback.

1.5.1. The assessment grid is in the form of an assessment plan table that contains at least (1) the

objectives of the assessment/CPMK measured, (2) the aspects/elements assessed that reflect the charge of mastering the competencies charged to the Constitutional Court, (3) when the assessment is carried out, (5) the form of assessment, (6) the assessment techniques, instruments and rubrics.

1.5.2. The aspects that are assessed are described in the level of mastery of the indicators of Guidance and Counseling (BK) competencies formulated in the CPMK, at least including knowledge competencies, attitudes, general skills, and special skills according to their respective CPMK. Assessment refers to the mastery of competencies that must be relevant to the "21st century learning model", namely *the Project Based Learning*, *Problem Based Learning, Skills Based Learning,* and *Case Method models*. The competency in question is not only assessing the level of comprehension/memorization, but more than that, must be able to measure high-level abilities such as analysis, synthesis, creating, evaluating and *problem solving*.

1.5.3. The implementation of the assessment was carried out in the learning process of the Constitutional Court and the results. In the process, for example, with lecturers distributing the scale of student feedback then lecturers check, review, give directions and feedback to students, or lecturers with students reflect (*lesson learn*) on the learning they have done. In the assessment of results, the questions or assessment instruments refer to the benchmarks for the achievement of Learning Outcomes described in the CPMK. The CPMK measured is the internalization and accumulation of BK knowledge, which is grouped in aspects of knowledge, practical knowledge, affection/attitude, and skills in the field of BK.

1.5.4. The form of assessment is in the form of, first, formative assessment (*assessment for learning*), which is an assessment carried out during the learning process with the aim of improving the quality of learning. The activities of lecturers in formative assessment are to monitor the progress of student learning (by checking their understanding), provide appropriate *feedback*, and correct errors (if any). The second form is summative assessment (*assessment for learning*) which 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) to test the level of student competency mastery results in CPMK.

1.5.5. Assessment techniques are carried out in accordance with the principles of authentic assessment which include observation, participation, performance, written tests, oral tests, questionnaires, portfolios. Each of these techniques must be equipped with an assessment rubric that is relevant to the characteristics of the course. For example, in the Counseling Practicum MK, the assessment of students' attitudes during practice can be carried out with observation and/or scale techniques, which are accompanied by a scoring rubric on the appearance of attitudes. Meanwhile, the assessment of knowledge, general skills, and special skills is carried out by choosing one or a

combination of assessment techniques, for example using participation levels, work performances, tests (written or oral), and portfolios; Each must be accompanied by a rubric.

1.5.6. After the lecturer carries out the assessment, it is mandatory to submit the return of the assessment results to students both in general and in particular. The implementation of the feedback submission can be arranged by the lecturer himself according to the circumstances and characteristics of the Constitutional Court.

1.6. Scientific Laboratory

The guidance and counseling scientific laboratory includes very complete, very quality and very well-maintained laboratory infrastructure and facilities. Availability, quantity, quality, and relevance of laboratories to support the achievement of CPL. PT, UPPS and PS are required to provide educational facilities, *microteaching/microcounseling* laboratories, reference in an adequate, quality, and well-maintained amount. PT, UPPS and PS get a maximum score (value 4) if they provide very complete, very high-quality, and very well-maintained education/laboratory facilities. Educational facilities consist of the Laboratory Head Room, Administration Room, Assessment Practicum Room, as well as Group Guidance and Counseling, Individual Counseling Practicum Room and Biblio-Counseling Room.

Daya dukung yang harus disiapkan sebagai berikut (sesuai aturan PB ABKIN tahun 2023).

1.6.1. Adequate infrastructure (infrastructure) of the Guidance and Counseling Laboratory both in quantity and quality; Include :

a) Minimum standards of instruments that are in accordance with the demands of the curriculum **:**

1) Have a minimum set of instruments that are suitable for the aspect/type, both test and non-test.
2) Types of tests include: Intelligence, Aptitude, Interest, Creativity, and other tests used for educational purposes
3) Non-Test Types include: ITP, AUM, DCM and other necessary non-test supporting instruments

b) Guidance and Counseling Laboratory Room and Equipment Standards

1) Laboratory Headroom

The laboratory head room is equipped with minimal facilities such as desks, ATK, furniture and several other supporting facilities.

2) Administration Room

The administration room is equipped with minimal facilities such as desks, ATK, furniture, computers, printers, internet (WI-FI) and several other supporting facilities

3) Assessment Practicum Room, as well as Group Guidance and Counseling

The assessment practicum room as well as group guidance and counseling are equipped with minimal facilities such as desks, chairs, test and non-test assessment storage cabinets, audio-visual devices and several other supporting facilities.

4) Individual Counseling Practicum Room

The individual counseling practicum room is designed as a counseling and observation practice room with minimal facilities such as desks, chairs, CCTV, audio visual devices and several other supporting facilities.

5) Biblio-Counseling Room

6) The Biblio-Counseling Room is equipped with minimal facilities such as a reading reference storage cabinet, furniture, computers, audio-visual devices and several other supporting facilities.

1.6.2. The program is developed based on the results of a needs analysis, measurable, and visible. The standard service system of the Guidance and Counseling Laboratory includes a minimum of 5 standards in the form of Standard Operating Procedures (POB), namely :

1) Standard Operating Procedures for the use of laboratory space
2) Standard Operational Procedures for practicum course activities
3) Standard Operational Procedures for psychological test services
4) Standard Operational Procedures for borrowing laboratory equipment
5) Standard Operational Procedures for individual/group counseling services

1.6.3. Manpower or personnel who meet the requirements both in terms of academic qualifications and competencies;

a) Head of LaboratoryKepala Laboratorium

The qualifications of the Head of the Guidance and Counseling Laboratory are:

1) Permanent lecturer of the Guidance and Counseling study program
2) Minimum Master's Education (S2) Guidance and Counseling

b) Field Coordinator

The qualifications of the field coordinator are :

1) Permanent lecturer of the Guidance and Counseling study program
2) Minimum Master's Education (S2) Guidance and Counseling

c) Laboratory Technicians/Operators

Qualifications of Laboratory/Technician/Operator are

1) Undergraduate graduates (S1) from Guidance and Counseling
2) Skilled in operationalizing equipment and equipment in the Guidance and Counseling laboratory

3) Mastering Information and Communication Technology (ICT)

d) Guidance and Counseling Laboratory Assistant

The qualifications of a Guidance and Counseling laboratory assistant are

1) Active students of the Guidance and Counseling study program at least semester 5
2) Skilled in operating *Ms. Office software*, *video editing*, design, and social media applications.
3) Mastering Information and Communication Technology (ICT)
4) Passed the selection for laboratory assistant recruitment

e) Guidance and Counseling Laboratory Administrator

The qualifications of a Guidance and Counseling laboratory assistant are

1. Undergraduate graduates (S1) from Guidance and Counseling
2. Mastering Information and Communication Technology (ICT)

1.6.4. Planned and adequate financing

1.6.5. A democratic, accountable, and transparent management system.

Quality management of the Guidance and Counseling Laboratory covers all operational aspects including aspects of *the organizational structure*, processes and procedures, all of which must be maintained in quality.

The standards that need to be prepared include:

a) Guidance and Counseling Planning Standards
b) Quality Management System Standards and Guidance and Counseling Process
c) Guidance and Counseling Laboratory Personnel Standards
d) Guidance and Counseling Instrumentation Standards
e) Guidance and Counseling Laboratory Room and Equipment Standards
f) Guidance and Counseling Service System Standards
g) Guidance and Counselling documentation standards

1.7. The Value of Scoring

No	Indicator	Score Scoring Values			
		4	3	2	1
44	PT, UPPS and PS provide educational infrastructure (such as lecture halls, *microteaching* lab rooms, and library rooms) in very complete, very high-quality, and very well-maintained quantities.	PT, UPPS and PS providing educational infrastructure (seminar rooms, lecture rooms, exam / thesis assessment rooms, guidance and counseling lab rooms, classical and group guidance practicum rooms, group and individual counseling practicum rooms, and libraries, student activity rooms, worship facilities, sports, parking, etc.) that are very complete, very high-quality, and very well maintained.	PT, UPPS and PS provide educational infrastructure (seminar rooms, lecture rooms, exam rooms/thesis assessments, guidance lab rooms and Counseling, classical and group guidance practicum room, group and individual counseling practicum room, and libraries, student activity rooms, worship facilities, sports, parking etc.) complete, quality, and well-maintained.	PT, UPPS and PS providing educational infrastructure (seminar rooms, lecture rooms, exam / thesis assessment rooms, guidance and counseling lab rooms, classical and group guidance practicum rooms, group and individual counseling practicum rooms, and libraries, student activity rooms, worship facilities, sports, parking, etc.) that are quite complete, of sufficient quality, and adequately maintained.	PT, UPPS and PS providing educational infrastructure (seminar rooms, lecture rooms, exam / thesis assessment rooms, guidance and counseling lab rooms, classical and group guidance practicum rooms, group and individual counseling practicums, and libraries, student activity rooms , worship facilities, sports, parking, etc.) which are incomplete, unqualified, and poorly maintained.
45	PT, UPPS and PS provide educational facilities (such as LCD or TV monitors, microguidance and microcounseling laboratory equipment, references) in an adequate, quality, and well-maintained amount.	PT, UPPS and PS providing guidance and counseling service facilities (guidance practicum classes and counseling practicum rooms, LCD or TV monitors, *one way glass* or CCTV rooms for observation, audio visual devices) that are very complete, very high-quality, and very well maintained.	PT, UPPS and PS providing complete, quality, and well-maintained guidance and counseling service facilities (guidance practicum classes and*counseling practicum rooms, LCD,* one way glass or CCTV rooms for observation, audio visual devices).	PT, UPPS and PS providing facilities for guidance services and counseling services (guidance practicum classes and counseling practicum rooms, LCD, *one way glass* or CCTV room for observation, audio visual devices) that are quite complete, of sufficient quality, and sufficiently maintained.	PT, UPPS and PS providing facilities for guidance services and counseling services (guidance practicum classes and counseling practicum rooms, LCD, *one way glass* room for observation, audio visual devices) that are incomplete, unqualified, and poorly maintained.

No	Indicator	Score Scoring Values			
		4	3	2	1
53.1	a) PS carries out micro-guidance in the laboratory with very complete, very quality and very well-maintained equipment*. b) It very well displays the skills of carrying out guidance (classical and group). Mentoring skills include: 1. Formation stage: perception, building motivation 2. Transition/Transition Stage: Explain the Guidance Objectives and Procedures 3. Core activity stages: (a) topic exploration, (b) sharing views and experiences, (c) applying group dynamics, (d) applying guidance techniques (discussion, exercises, sociodrama, educational cinema, etc.), and (e) using guidance media; 4. Closing stage: (a) summarizing and reflecting, (b) evaluating the process and results, as well as follow-up.	Micro guidance is carried out in: a) Guidance and counseling laboratories that have very complete equipment, very quality and very well maintained. b) engages all the coaching skills very well.	Micro guidance is carried out in: a) Guidance and counseling laboratories that have complete, quality and well-maintained equipment. b) involve all guidance skills well.	Micro guidance is carried out in: a) Guidance and counseling laboratories that have quite complete equipment, are of sufficient quality and are well maintained. b) involves all guidance skills poorly.	Micro guidance is carried out in: a) guidance and counseling laboratories that have b) incomplete, unqualified and poorly maintained. c) engaging all guidance skills poorly; or just a few skills.

No	Indicator	Score Scoring Values			
		4	3	2	1
53.2	a) PS carries out micro-counseling in laboratories with very complete, very quality and very well-maintained equipment*. b) Minimal counseling skills include: 1) build good relationships, 2) atending: displaying *sympathetic*- empathic gestures and facial expressions, 3) observing and understanding and accepting the counsellor's point of view, 4) listening focuses on content, feelings and meaning; 5) faraprase and reflect back to the counselor about the content, feelings, meaning; 6) define problematic situations faced by counselors; 7) together with counseling to formulate counseling objectives; 8) training counseling with various relevant skills (*mind skills, communication skills*, etc.) in order to achieve counseling goals; 9) summarizing and reflecting on the counseling process; 10) evaluate processes and outcomes; 11) follow up on counseling.	Micro counseling is carried out in: a) guidance and counseling laboratories that have very complete equipment, very quality and very well maintained, b) engage all counseling skills very well.	Micro counseling is carried out in: a) guidance and counseling laboratories that have complete, quality and well-maintained equipment, b) engage all counseling skills well.	Micro counseling is carried out in: a) guidance and counseling laboratories that have quite complete equipment, are of sufficient quality and are well maintained, b) involve all counseling skills poorly.	Micro counseling is carried out in: a) guidance and counseling laboratories that have incomplete, unqualified and poorly maintained equipment, b) Involve all counseling skills poorly, or only a few skills.

No	Indicator	Score Scoring Values			
		4	3	2	1
55	PS carries out guidance on Guidance and Counseling Field Practice at partner schools which is carried out at least 3 times in one practice activity, both offline and online. Mentoring can be done on campus or at partner schools, and it is very well documented.	Supervisors guide Guidance and Counseling Field Practice: a) as many as ≥ 3 times in one internship activity, b) very well documented.	Supervisors guide Guidance and Counseling Field Practice: a) as many as 2 times in one internship activity, b) well documented .	Supervisors guide Guidance and Counseling Field Practice: Supervisors guide Guidance and Counseling Field Practice: a) as many as 1 time in one internship activity, b) well documented.	The supervisor does not provide guidance on Guidance and Counseling Field Practice, but only tests at the end of the internship period.The supervisor does not provide guidance on Guidance and Counseling Field Practice, but only tests at the end of the internship period.
77	PS graduates have a high level of first job relevance (TRPP), with the following classification: BK teachers in formal and non-formal education at various levels (kindergarten, elementary, junior high, high school, vocational, PT), and professionals in various educational institutions or other institutions that use science relevant to guidance and counseling.	TRPP ≥ 80%	60% < TRPP < 80%	40% < TRPP < 60%	TRPP < 40%

* very complete according to the laboratory standards issued by PB ABKIN (2023) as explained in this supplement rubric, in summary, are: Guidance and Counseling Laboratory infrastructure that is adequate in quantity (very complete), as well as quality (very quality and very well maintained); including: 1) lab facilities which include standards (a) minimum instruments, (b) space and (c) BK lab equipment; 2) programs developed based on the results of needs analysis, measurable and visible, including at least 5 types of standard operational procedures; 3) manpower that meets the requirements of academic qualifications and competencies; 4) planned and adequate financing, and 5) a democratic, accountable, and transparent management system.

1.8. Alignment of Self Evaluation Report (LED)

1.8.1. Sub chapter 5.2.2.1 Educational Infrastructure Data

Educational infrastructure data that can be accessed and used by study programs to carry out educational activities such as lecture rooms, microguidance/microcounseling lab rooms, library rooms, guidance rooms, exam rooms, seminar rooms, workshop rooms, and other infrastructure) (Table 5.2.2.1) in a very adequate, very high-quality, and very well-maintained amount.

Very complete according to the laboratory standards issued by PB ABKIN (2023) is as explained in this supplementary rubric, in summary: adequate Guidance and Counseling Laboratory infrastructure facilities in quantity (very complete), as well as quality (very quality and very well maintained); Includes: 1) Laboratory Facilities which include Standards

(a) minimum instruments, (b) space and (c) BK lab equipment; 2) programs developed based on the results of needs analysis, measurable and visible, including at least 5 types of standard operational procedures; 3) manpower that meets the requirements of academic qualifications and competencies; 4) planned and adequate financing, and 5) a democratic, accountable, and transparent management system.

1.8.2. Sub chapter 5.2.2.1 Data on Educational Facilities

Data on educational facilities that can be accessed and used by PS to carry out educational activities such as LCD/projector in lecture rooms, *one-way glass* rooms or cctv or tv monitors or other tools to observe the implementation of guidance and counseling service practicum in the microguidance/microcounseling labor room, and audio-visual devices (Table 5.2.2.2) in a very adequate amount, very high-quality, and very well maintained.

1.8.3. Sub chapter 6.4 Micro Learning (Policy, implementation, evaluation and follow-up)

6.4.1 PS carries out a. PS carry out micro-guidance in the laboratory with very complete, very quality and very well-maintained equipment. b. It very well displays the skills of carrying out guidance (classical and group). Mentoring skills include: (1) formation stage: perception, building motivation (2) transition/transition stage: explaining the goals and procedures of guidance (3) core activity stages: (a) topic exploration, (b) sharing views and experiences, (c) applying group dynamics, (d) applying guidance techniques (discussions, exercises, sociodrama, educational cinema, etc.), and (e) using guidance media; (4) Closing stage: (a) summarizing and reflecting, (b) evaluating the process and results, and follow-up.

6.4.2 a. PS carries out micro-counseling in the laboratory with very complete, very quality and very well-maintained equipment.

b. Counseling skills at least include: (1) building good relationships, (2) atending: displaying sympathetic-empathetic gestures and facial expressions, (3) observing and understanding and accepting the counselor's point of view, (4) listening to focus on content, feelings and meanings; (5) faraprase and reflect back to the counselor about the content, feelings, and meaning;
(6) defining the problematic situation faced by the counselor; (7) together with the counselor formulate the purpose of counseling; (9) training counseling with various relevant skills (*mind skills, communication skills*, etc.) in order to achieve counseling goals; (10) summarizing and reflecting on the counseling process; (11) evaluating processes and results; (12) follow up on counseling.

1.8.4. Sub chapter 6.5.2.3 Guidance Field Practice Guidance and Counseling

PS carries out guidance on Guidance and Counseling Field Practice at partner schools, which is carried out at least 3 times in one practice activity, both offline and online. Mentoring can be done on campus or at partner schools, and is well documented.

1.8.5. Sub-chapter 6.5.2.4 Number of guidance students Field Practice Guidance and Counseling and frequency of meetings.

The supervisor provides guidance on Field Practice Guidance and Counseling: a. as many as ≥ 3 times in one internship activity, b. very well documented.

1.8.6. Subchapter 9.1.2.5 Job relevance level

PS graduates have a high level of first job relevance (TRPP), with the following classification: BK teachers in formal and non-formal education at various levels (kindergarten, elementary, junior high, high school, vocational, PT), and professionals in various educational institutions or other institutions that use science relevant to guidance and counseling, with TRPP ≥ 80%.

CHAPTER 2
SUPPLEMENT TO THE ACCREDITATION INSTRUMENT OF THE EDUCATIONAL TECHNOLOGY STUDY PROGRAM (TP)

Introduction

We give thanks to the presence of Allah SWT, God Almighty, because by His grace and guidance, the Independent Accreditation Institute for Education (LAMDIK) was able to complete the Supplement to the Accreditation Instrument for Non-Teaching Study Programs in the Undergraduate Program in the Scope of Education for the Educational Technology Study Program which is one of the four instrument supplements that represent the field of non-teaching education. The other three instrument supplements are for the fields of Educational Management, Guidance and Counseling, and Out-of-School Education. This Accreditation Instrument Supplement complements the pre-existing instruments, which have been determined by the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in the Undergraduate Program in the Scope of Education.

The purpose of this supplement is to provide important information that is not yet present in the parent instrument, such as accreditation status and ratings. In addition, it is also intended to provide a more detailed explanation of a number of certain items that are characteristic of LAMDIK, especially for the Non-Teaching Education Study Program. The items in question include (1) scientific vision and objectives of the study program, (2) graduate learning outcomes (CPL), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratory.

This supplement to the accreditation instrument is expected to help clarify the *outcome-based education mindset*, starting from the determination of the graduate profile and the formulation of CPL relevant to the graduate profile, the selection & determination of courses described from the CPL, the implementation of learning that is expected to realize the CPL, to the learning assessment to measure the achievement of CPL.

1.1. Accreditation Status and Ranking

Each item in the Self Evaluation Report is scored with a range of 1 to 4. Score 1 is the lowest score while score 4 is the highest score. Scoring for each item in detail (criteria, elements, indicators, weights and item scoring rates) can be seen in Section 4 (Assessment Matrix). PS accreditation results are declared not accredited (if NA < 200) or with accredited status (if the accreditation value or NA ≥ or 200)). PS with accredited status is ranked excellent (if NA ≥ 361), very good (if 301 ≤ NA < 361), or good (if 200 ≤ NA < 301).

1.2. Scientific Vision and Study Program Objectives

1.2.1. Scientific Vision of Study Program

The scientific vision of the study program is the ideal of the study program in studying and developing certain knowledge that is 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 in order to improve the quality of life of the people in it, both individually and collectively. The scientific vision of the study program has the characteristics of (1) clear, (2) realistic, (3) visionary, and (4) in line with the UPPS/PT Vision.

For example, the scientific vision of the Education Technology Study Program "Organizing a superior study program with international reputation in the field of scientific development of educational technology and preparing human resources in the design, development, management and assessment of learning based on local wisdom and information and communication technology in 2045".

1.2.2. Purpose of Study Program

The objective of the PS is to produce graduates as described in the graduate profile that has been determined in the PS Curriculum. A graduate profile is a role that can be performed by graduates in a particular field of expertise or field of work after completing their studies. The purpose of the Education Technology Study Program is to produce graduates as educators, trainers, instructors, course managers, training designers, curriculum developers, learning program designers, educational technology specialists, educational analysts, learning developers, resource developers and managers, ICT-based learning media developers, educational personnel in the field of educational technology, researchers in the field of educational technology, educational consultants, educational software developers, evaluators of education and / or training, instructors in the field of educational technology, smart learning developers, e-learning and other roles that focus on technology integration in education.

1.3. Graduate Learning Outcomes (CPL)

To realize their role well, graduates must have relevant competencies, which are called graduate learning outcomes. CPL are formulated by the Study Program in the field of education based on the results of tracking graduates, stakeholder input, professional associations, scientific consortia, trends in future scientific / expertise developments, and curriculum evaluation results. The formulation of CPL should contain the ability of data literacy, technology literacy, and human literacy. CPL consist of elements of attitude, general skills, knowledge, and specific skills. Attitude CPL and general skills CPL are taken or adapted from the Appendix to Permendikbud Number 3 of 2020, while knowledge and special skills CPL are developed by the Study Program together with associations of similar study programs.

Below is the formulation of attitudinal CPL and general skills CPL, which refer to Permendikbud Number 3 of 2020, Permendikbud 53 of 2023, and the formulation of CPL from the Indonesian Educational Technology Study Program Association (APS TPI) as follows.

1.3.1. Attitude

a) Be devoted to God Almighty & demonstrate a religious attitude;
b) Upholding human values in carrying out duties based on religion, morals, & ethics;
c) Contribute to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila
d) Acting as a citizen who is proud & loves the country, has nationalism and a sense of responsibility to the state & nation;
e) Respect the diversity of cultures, views, religions, and beliefs as well as the opinions or original findings of others;
f) Cooperate & have social sensitivity and concern for society and the environment;
g) Obeying the law and discipline in social and state life;
h) Internalizing academic values, norms, & ethics;
i) Demonstrate an attitude of responsibility for work in their field of expertise independently;
j) Internalizing the spirit of innovation, independence, struggle, and entrepreneurship;
k) Internalizing an appreciative & caring attitude in preserving the environment, arts, and socio-cultural values that develop in society;

1.3.2. 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 their field of expertise;
b) Able to show independent, quality, and measurable performance;
c) Able to study the implications of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their expertise based on scientific rules, 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 project report, and upload them on the college website;
d) Able to compile a scientific description of the results of the study above in the form of a thesis or final project report, and upload it on the college website
e) Able to make decisions appropriately in the context of problem solving in their 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 be responsible for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under his/her responsibility;

h) Able to carry out a self-evaluation process of the work group 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.

Graduate Learning Outcomes (CPL) of knowledge and skills specific to the Education Field Study Program in accordance with the type of Educational Technology study program..

1.3.3. Knowledge

a) Theoretical concepts of education in general;

b) Theoretical concepts of educational technology in depth;

c) Theoretical concepts of curriculum and learning; including design, development, management, implementation, and evaluation.

d) General, theoretical and practical operational concepts of developing 21st century-based learning models and strategies.

e) General, theoretical and practical operational concepts of developing media and learning resources based on the development of science and technology and local wisdom;

f) General concepts, theoretical and practical operational development of curriculum evaluation and learning based on the field of educational technology;

g) General concepts, theoretical and practical operational development of research and development methodologies in the field of educational technology;

h) General concepts and development of digital lieration and technoetic education

i) Insights into the ethics of the education technology profession;

j) Study programs are allowed to add to the minimum standards that have been set according to their distinctions.

1.3.4. Specific Skills

a) Analyze theoretical concepts and practices of educational technology in depth;

b) Solve learning and learning problems based on the field of educational technology.

c) Apply theoretical and practical concepts of educational technology-based learning, which includes the following abilities, including the ability to:

1) Design the process and results of learning and learning resources

2) Develop the process and results of learning and learning resources

3) Utilize the process and learning resources and learning

4) Manage and implement the process and results of learning and learning resources

5) Evaluate the process and results of learning and learning resources applying innovative learning models and strategies;

d) Develop, implement and utilize digital-based learning media and resources;
e) Developing and evaluating curriculum and learning based on educational technology;
f) Designing and conducting research and development in the field of educational technology;
g) Designing and developing the application of digital lieration and technoetic education
h) Designing and implementing the ethics of the education technology profession; and
i) Each study program is allowed to add learning outcomes that exceed the minimum standards that have been set according to its distinction.

1.4. Course Content

Graduate competencies formulated in CPL are packaged in the form of courses. Therefore, the Educational Technology Study Program has the following courses:

a) Subject matter expertise that includes concepts, principles, laws, theories, and practicums according to the relevant field of education;
   1) Introduction to Educational Technology
   2) Learning System Design
   3) Message Design
   4) Learner Characteristics
   5) 3-dimensional Media Development
   6) Print Media Development (Modules, Textbooks, Graphics, Photos)
   7) Audio Media Development
   8) Video Media Development
   9) Interactive multimedia development
   10) Development of electronic-based media (e-comerst, e-office, e- etc.)
   11) Innovation Diffusion
   12) Development of digital lieration
   13) Technoetic education
   14) Learning resource management
   15) Educational Technology Trends and Issues
   16) Laboratory/workshop/studio practicum
   17) Training development
   18) Performance technology
   19) Research and development methodology
   20) Educational technology internship (in training institutions, broadcasting organizations, production houses, ministries etc.)
b) Pedagogical expertise which includes pedagogical concepts, principles, laws, theories, and practices

as educators and researchers in relevant educational technology fields. Some of the relevant MKs include:

a) Learning planning
b) Learning Models and Strategies
c) Learning Program Evaluation
d) Evaluation of learning outcomes
e) Learning media and resources
f) Learning/Training Simulation
g) Educational Psychology
h) Learning and learning theory
i) Curriculum Study and Development
j) Educational Technology Field Practice (PLTP) in the world of education, DUDI and others

1.5. Learning Implementation

The implementation of learning theory and practice courses in the educational technology study program has the following characteristics, namely (1) adjusted to the Semester Learning Plan (RPS) that has been developed, (2) interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, and (3) integrating the results of research / community service in learning.

The forms of learning used in the implementation of learning are (1) lectures, (2) receptions and tutorials, (3) seminars; (4) practicum, studio practice, field practice, work practice, research, design, or development, (5) other forms that are relevant to the characteristics of students, context, material, and learning objectives. In addition, learning can also be carried out outside the independent study program: student exchange, internships / work practices, entrepreneurial activities, teaching assistance in educational units, research / research in research institutions, independent studies / projects, building villages / thematic KKN or humanitarian projects.

The learning methods developed for each topic or learning stage of a course are adjusted to the learning outcomes of the topic (Sub-CPMK). Sub-CLOs are written in the form of final abilities that are expected to internalize in students. Thus, learning methods in a course are diverse (multi-methods) depending on the orientation of the CPMK. In SN-Dikti article 14, several learning methods are mentioned, the essence of which is student-centered, namely group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. Taking into account the Main Performance Indicators (IKU) of Higher Education, the learning methods used in more than 50% of each course are using Case Method and Project Based Learning.

The learning environment is carried out face-to-face, online, and a combination of face-to-face and online learning which is often known as blended-learning. Blended learning is a learning approach that harmoniously, structurally and systematically combines the advantages of face to face and online learning. Blended learning becomes popular along with the rapid development of ICT, where the combination of internet network and computing capability (IoT) allows learning to be more efficient and effective in developing learning outcomes in students. It has been previously mentioned that blended learning allows students to actively engage in learning, and thus student-centered learning (SCL). In the implementation of the MBKM program, blended learning is one of the effective learning strategies to facilitate students when participating in the learning process outside their study program.

In blended learning, students not only get learning experiences when accompanied by lecturers in class or outside the classroom, but also get a broader learning experience independently. When studying in class with lecturers, students get learning materials and learning experiences (orientation, exercises and feedback), good practices, examples, and direct motivation from lecturers. Whereas when learning online, students will be able to control their own learning time, can learn anywhere, anytime and are not bound by the lecturer's teaching methods. Students can learn independently or interact with both lecturers and fellow students and have access to various online learning resources that can be obtained by using devices and applications that are in their hands easily. The variety of learning objects is richer, it can be electronic books or electronic articles, simulations, animations, augmented reality (AR), virtual reality (VR), learning videos or other multimedia that can be accessed online. Study programs can apply various blended learning models, such as rotation model, flex model, self-blend model, enriched virtual model or flipped learning, which are suitable for the learning environment.

1.6. Assessment Implementation

The assessment referred to here emphasizes process assessment in formative (assessment for learning) and summative (assessment for learning), which 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 appropriate feedback, and correcting errors (if any). Observation of summative assessment (assessment for learning) is less likely as summative assessment is usually carried out in the middle of the semester (Mid-Semester Evaluation or ETS) and at the end of the semester (End of Semester Evaluation or EAS) with the aim of improving the quality of learning.

Product Development Assessment, which is an assessment carried out during the process and results of development from design, development, product testing, and use or dissemination of learning innovation products. Assessment techniques are 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 and product development innovations.

1.7. Infrastructure, Facilities, and Scientific Laboratories

Educational infrastructure that can be accessed and used by the Education technology study program to carry out educational activities includes lecture rooms, mentoring, examinations, seminars, workshops, discussion rooms, library rooms, micro-teaching studios, and others. Facilities that can be accessed and used by the Education technology study program to carry out educational activities include LCDs, international / national journals, seminar proceedings, video cameras, still cameras, microphones, CCTV, dome cameras, smart TVs, print media production facilities, facilities for the production of graphic media, facilities for the production of simple media and 3-dimensional media, audio media production / broadcasting facilities, video media production / broadcasting facilities, product facilities and the use of interactive multimedia etc.. Educational technology laboratories are a must and in accordance with the standardization of Educational Technology laboratories from the Association of Indonesian Educational Technology Study Programs (APS-TPI). The provision of the TP Laboratory is to provide the same learning experience to students in facilitating balanced, complete and developed learning through standardized laboratory use activities. Laboratories that must be owned by the Educational Technology Study Program in an effort to realize learning outcomes include print media laboratories, audio media, visual media, audio-visual media, multimedia, labs. Augmented Reality, photography studio, lab. Graphic media, lab. Simple media, graphic media lab, Learning Resources Center room.

1.8. The Value of Scoring

No	Indicator	Score Scoring Values			
		4	3	2	1
44a	PT, UPPS and PS have educational infrastructure for lecture rooms, mentoring, examinations, seminars, workshops, discussion rooms, library rooms, micro-teaching studios, etc.	PT, UPPS and PS provide 6 or more educational infrastructures that are very complete, very high quality, and very well maintained.	PT, UPPS and PS 4-5 educational infrastructures are very complete, high quality, and well-maintained.	PT, UPPS and PS provide less than 2-3 complete, quality and well-maintained educational infrastructure.	HEIs, UPPS and PS provide incomplete, unqualified and unmaintained educational infrastructure of 2.
44b	PT, UPPS and PS have educational technology scientific laboratories such as print media laboratories, audio media, visual media, audio-visual media, multimedia, lab. Augmented Reality, photography studio, lab. Graphic media, lab. Simple media, graphic media lab, Learning Resources Center room				
45	PS has Educational Facilities including LCD, international journals, national journals, seminar proceedings, video cameras, photo cameras, microphones, CCTV, dome cameras, smart TV, print media production facilities, facilities for the production of graphic media, facilities for the production of simple media and 3-dimensional media, audio media production/broadcasting facilities, video media production/broadcasting facilities, product facilities and the use of interactive multimedia etc.	PT, UPPS and PS provide 4 or more educational facilities that are very complete, very high quality, and very well maintained.	PT, UPPS and PS 3 educational facilities are very complete, high quality, and well-maintained.	PT, UPPS and PS provide less than 2 complete, quality and well-maintained educational facilities.	PT, UPPS and PS provide less than 2 educational facilities that are incomplete, of poor quality, and unmaintained.

No	Indicator	Score Scoring Values			
		4	3	2	1
53	Carry out learning practicums in print media laboratories, audio media, visual media, audio visual/video media, multimedia laboratories, computer laboratories, graphics laboratories etc.	Carry out learning practicum in 5 or more laboratories	Carry out learning practicum in 4 laboratories	Carry out learning practicum in 3 laboratories	Carry out learning practicum in less than 2 laboratories
55	PS carries out mentoring for educational technology internships / internships at training institutions, broadcasting institutions, production houses, ministries which are carried out at least 3 times in one internship activity, both offline and online. Mentoring can be done on campus or off campus, and is well documented.	Supervisor provide guidance / educational technology internship: a. as much as ≥ 3 times in one internship activity, b. very well documented.	Supervisor provide guidance / educational technology internship: a. 2 times in one internship activity, b. well documented.	Supervisor provide guidance on internship / educational technology internship a. 1 time in one internship activity, b. well documented.	The supervisor does not supervisors do not provide guidance on educational technology internships, but only test at the end of the internship period.
77	PS graduates have a relatively high level of first job relevance (TRPP), with the following classifications: educators, trainers, instructors, course managers, training designers, curriculum developers, learning program designers, educational technology specialists, educational analysts, learning technology developers, resource developers and managers, ICT-based learning media developers, educational personnel in the field of educational technology, research and development in the field of educational technology, educational consultants, educational software developers, educational evaluators, instructors in the field of educational technology, developers of smart learning, e-learning etc., and other roles that focus on technology integration in education.	TRPP ≥ 80%	60% < TRPP < 80%	40% < TRPP < 60%	TRPP < 40%

1.9. LED Alignment

1.9.1. Implementation of Sub-section 5.2.2.1 Education Infrastructure Data

Write down data on educational infrastructure that can be accessed and used by PS to carry out educational activities such as lecture rooms, mentoring, examinations, seminars, workshops, discussion rooms, library rooms, micro-teaching studios, and others by following the format of Table 5.2.2.1a

Table 5.2.2.1a Education Infrastructure Data

No.	Type of Infrastructure	Number of Units	Area (m^2)	Ownership*		Condition		Usage (Hours/week)
				SD	SW	Maintained	Unmaintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
dst.								

Place a check mark (√) in the appropriate column: SD = Owned; SW = Lease/Contract/Cooperation.

1.9.2. 5.2.1.2 Laboratory Data

Write down data on educational facilities that can be accessed and used by PS to carry out educational activities, including laboratories for the development of print media, laboratories / studios for the development of audio media / Podcast laboratories: broadcasting / broadcasting, laboratories for the development of visual media, laboratories / studios for the development of audio visual / video and television media, laboratories for the development of simple media and 3-dimensional media, multimedia-assisted Learning Space (Learning Space), Augmented Reality (AR) Laboratory, Photography studio, graphics laboratory, graphic design, Artificial Intelligence (AI) laboratory, Learning Resources Center (LRC), and others by following the format of Table 5. 2.2.1b.

Table 5.2.2.1b Educational Technology Laboratory

No.	Types of Educational Technology laboratories	Number of Units	Quality*	Condition**		Management Unit (PS, UPPS, PT)
				Maintained	Unmainted	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
dst.						

* Filled in: very good, good, less good, or not good

** Filled with a check mark (√) in the appropriate column

1.9.3. 5.2.1.2 Data Sarana Pendidikan

Tuliskan data sarana pendidikan yang dapat diakses dan dipergunakan oleh PS untuk melaksanakan kegiatan pendidikan antara lain LCD, jurnal internasional/nasional, prosiding seminar, kamera video, kamera foto, mikropon, CCTV, dome camera, *smart TV,* sarana produksi media cetak, sarana untuk produksi media grafis, sarana untuk produksi media sederhana dan media 3 dimensi, sarana produksi/penyiaran media audio, sarana produksi/penyiaran media video, sarana produk dan penggunaan multimedia interaktif dll. dengan mengikuti format Tabel 5.2.2.2.

Table 5.2.2.2 Education Facilities Data

No.	Type of Infrastructure	Number of Units	Quality*	Condition**		Management Unit (PS, UPPS, PT)
				Maintained	Unmaintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
dst.						

* Filled in: very good, good, less good, or not good
** Filled with a check mark (√) in the appropriate column

1.9.4. 6.4. Implementing Educational Technology Practicum

Carry out educational technology practicum in the Laboratory for print media development, Laboratory / studio for audio media development / Podcast / Broadcasting Laboratory, Laboratory for Visual media development, Laboratory / studio for audio visual / video / television media development, Laboratory for the development of simple media and 3-dimensional media, multimedia-assisted Learning Space (Learning Space), Augmented Reality (AR) Laboratory, Photography studio, graphic laboratory, graphic design, Artificial Intelligence (AI) laboratory, Learning Resources Center (LRC), and others.

1.9.5. 6.5.2.3 Educational Technology Internship Mentoring

PS carry out mentoring of educational technology internships/internships at training institutions, broadcasting institutions, production houses, ministries, DU / DI, corporations, and other institutions / institutions relevant to the expertise of the educational technology program which are carried out at least 3 times in one internship / mentoring of educational technology internships/internships which can be carried out on campus or off campus offline, online, or blended (blended) and well documented.

Describe the Educational Technology Internship/Internship Guidance process carried out by the supervisor for the students he/she supervises, following the format of Table 6.5.2.3.

Tabel 6.5.2.3 Technology Internship Mentoring Process

No.	Aspects of Academic Mentoring	Description
(1)	(2)	(3)
1	Topics covered in mentoring	
2	Purpose of the mentoring	
3	Implementation of mentoring (place, time, mode, method, etc.)	
4	Problems that arise in mentoring and efforts to overcome them	
5	Benefits obtained by students from mentoring	
6	Report preparation	
7	Internship Seminar	

1.9.6. 6.5.2.4 Number of Students Guided in Educational Technology Internship/Internship and Frequency Write down the name of the educational technology internship/internship supervisor, the number of students guided, and the number of mentoring meetings in one internship/internship period, following the format of Table 6.5.2.4.

Tabel 6.5.2.4 Number of Students Guided by Internship/Internship in Educational Technology

No.	Name of Lecturer Supervising Internship/Intership in Educational Technology	Number of Students Supervised Average Number of Meetings/ Student/ Internship Period*	Supervised Average Number of Meetings/ Student/ Internship Period*	Link Relevant evidence
(1)	(2)	(3)	(4)	(5)
1				
2				
dst.				
Average number of meetings per student per semester				

1.9.7. 9.1.2.5 Job Relevance Level

Write down data on the number of graduates, the number of tracked graduates, and the number of tracked graduates with the level of relevance of the field of work, namely the field of education in a broad sense: educators, trainers, instructors, course managers, training designers, curriculum developers, learning program designers, educational technology specialists, educational analysts, learning technology developers, resource developers and managers, ICT-based learning media developers, educational personnel in the field of educational technology, researchers and development in the field of educational technology, educational consultants, educational software developers, educational evaluators, instructors in the field of educational technology, developers of smart learning, e-learning, and other roles that focus on technology integration in education in Table 9 format. 1.2.5.

Table 9.1.2.5 Job Relevance Level

Year Graduated	Number of Graduates	Number of Graduates Traced	Number of Graduates Tracked with Job Relevance Level*)		
			High	Medium	Low
(1)	(2)	(3)	(4)	(5)	(6)
TS-4					
TS-3					
TS-2					

* High relevance =TRPP ≥ 80%, Medium relevance =60% ≤ TRPP < 80%, Low relevance =40% ≤ TRPP < 60%, Less relevant = TRPP < 40%.

CHAPTER 3

ACCREDITATION INSTRUMENT SUPPLEMENT

EDUCATION ADMINISTRATION/MANAGEMENT (AP/MP) STUDY PROGRAM

Introduction

Praise our gratitude to Allah SWT, the Almighty God, for His grace and guidance, the Education Self-Accreditation Institute (LAMDIK) can complete the document "Supplement to the Accreditation Instrument for Non-Teaching Study Programs in the Education Scope Undergraduate Program for the Education Administration / Management Study Program", which is one of nine instrument supplements that represent the field of science. This accreditation instrument supplement is to complement the existing instruments established by the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Educational Scope. The purpose of this supplement is to provide important information that is not yet in the parent instrument. In addition, this supplement is also intended to provide a more detailed explanation of a number of certain items that characterize LAMDIK, especially for education science. The items in question include (1) scientific vision and objectives of the study program, (2) graduate learning outcomes (CPL), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories at the Education Administration / Education Management Study Program.

This accreditation instrument supplement is expected to help clarify the flow of thought of outcome-based education, which starts from determining the profile of graduates and formulating SLOs that are relevant to the graduate profile, selecting and determining courses that are elaborated from SLOs, implementing learning that is expected to realize SLOs, to assessing learning to measure whether SLOs can be achieved.

3.1. Accreditation Status and Rating

Each item in the Self Evaluation Report is scored with a range of 1 to 4. Score 1 is the lowest score while score 4 is the highest score. Scoring for each item in detail (criteria, elements, indicators, weights and item scoring rates) can be seen in Section 4 (Assessment Matrix). PS accreditation results are declared not accredited (if NA < 200) or with accredited status (if the accreditation value or NA ≥ or 200)). PS with accredited status is ranked excellent (if NA ≥ 361), very good (if 301 ≤ NA < 361), or good (if 200 ≤ NA < 301).

3.2. Scientific Vision and Study Program Objectives

3.2.1. Scientific Vision of Study Program (PS)

The scientific vision of the study program is the aspiration of the study program in studying and developing certain knowledge that is 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 in order to improve the quality of life of the people in it, both individually and collectively.

For example, the scientific "vision" in the Undergraduate qualification of the Educational Administration / Management Study Program is "to become a superior study program and a pioneer in the application of the field of educational administration based on professional educational governance and global insight."

3.2.2. Study Program (PS) Objectives

The objective of the PS is to produce graduates as described in the graduate profile that has been determined in the PS Curriculum. The graduate profile is the role that graduates can perform in a particular field of expertise or field of work after completing their studies.

For example, the objective of the study program is to produce graduates who are able to implement governance in education units that are professional and have a global outlook.

3.3. Graduate Learning Outcomes (CPL)

To realize their role (profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (CPL). CPL are formulated by the Study Program in the field of education based on the results of tracking graduates, stakeholder input, professional associations, taking into account future scientific / expertise developments. The result of curriculum evaluation is to produce graduates who have been determined in the curriculum. The profile of graduates is as school administration personnel (1) School Administration Personnel (head of administrative personnel and executor of sub-administrative affairs: finance, correspondence, staffing / human resources, dapodik in educational institutions, and (2) Education Analysts.

(2) Education Analyst. CPL consist of elements of attitude, general skills, knowledge, and special skills. Attitude CPL and general skills CPL are taken or adapted from the Appendix to Permendikbud Number 3 of 2020, while knowledge and special skills CPL are developed by study programs together with associations of similar study programs..

Below is the formulation of attitudinal CPL according to the Appendix to Permendikbud Number 3 of 2020.

3.3.1. Attitude

a) Pious to God Almighty and able to demonstrate a religious attitude;

b) Upholding human values in carrying out duties based on religion, morals, and ethics;

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

d) Acting as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state 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 the community and the environment;

g) Obeying the law and discipline in social and state life;

h) Internalizing academic values, norms, and ethics;

i) Demonstrate an attitude of responsibility for work in their field of expertise independently; and

j) Internalizing the spirit of independence, struggle, and entrepreneurship.

3.3.2. 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 their field of expertise;

b) Able to show independent, quality, and measurable performance;

c) Able to examine the implications of the development or implementation of science and technology that pays attention to and applies 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 project report, and upload them on the college website;

d) Able to compile a scientific description of the results of the above studies in the form of a thesis or final project report, and upload it on the college website;

e) Able to make appropriate decisions in the context of problem solving in their 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 be responsible for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under his/her responsibility;

h) Able to carry out a self-evaluation process of the work group 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.

Graduate Learning Outcomes (CPL) of knowledge and skills specific to the Education Field Study Program in accordance with the type of Educational Technology study program.

3.3.3. Knowledge

Students master the theoretical concepts of knowledge and skills in the field of education administration/management in general and the theoretical concepts of specific parts in the field of knowledge and skills in depth.

Students master:

a) Philosophy of Educational Administration.

b) Education Supervision.

c) Leadership and organizational behavior.

d) Education Planning.

e) Education Policy and Decision Making.

3.3.4. Specialized Skills

Students master:

a) Carry out personnel administration.

b) Carrying out financial administration.

c) Carrying out administration of facilities and infrastructure.

d) Carrying out administration of school relations with the community.

e) Carrying out correspondence and archive administration.

f) Carrying out student administration.

g) Carrying out curriculum administration.

h) Carrying out special service administration.

i) Implementing information and communication technology (ICT).

3.4. Course (MK)

Graduate competencies formulated in ELOs are packaged in the form of courses (MK). Therefore, the AP / MP education field study program at least has MK:

a) Attitude formation
    1) Religious Education.
    2) Pancasila education.
    3) Citizenship Education.

b) Specific skill formation
    1) Office Management and Administration.
    2) Personnel/Human Resource Management.
    3) Infrastructure Management.
    4) Public Relations Management.
    5) Financial Management.
    6) Curriculum Management.
    7) Information System Management.

c) General skills training
    1) Professional Ethics.
    2) Excellent Service.
    3) Communication.
    4) English.
    5) Indonesia Languange.
    6) Pedagogy.
    7) School Field Experience Program.

d) Knowledge formation
    a) Philosophy of Education administration/Education Management..
    b) Educational supervision.
    c) Educational leadership.
    d) Education Planning.
    e) Education policy.

3.5. Learning Implementation

Learning implementation in this context is the activity of teaching theoretical and practical courses in the education science study program. 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 the results of research / community service in its learning.

The implementation of learning is described in practical and theoretical learning. The teaching observation format (in theory or practice courses) can be seen in the appendix of this Accreditation Instrument Supplement.

No	Aspects Observed	Score				Assessor Comments
		1	2	3	4	
A	**Introduction**					
1	Lecturers build an atmosphere that allows students					
2	ready to follow the lecture					
3	Lecturers put forward the lecture topic.					
4	Lecturers convey lecture objectives.					
B	**Lecturers explain the benefits of lectures.**					
1	Core Activity					
2	Lecturers deliver lecture material systematically,					
3	clear, and easy to understand.					
4	Lecturers use teaching approaches or methods					
5	that makes students actively learn.					
6	Lecturers use learning media that can					
7	clarify the delivery of lecture material.					
8	Lecturers use Indonesian, regional languages, or					
C	**Foreign languages that are good and correct**					
1	Lecturers integrate research results and/or PkM					
2	in learning.					
3	Lecturers conduct assessment for learning during					

3.6. Assessment Implementation

The assessment referred to here is emphasized on formative assessment (assessment for learning), which is an 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 students' learning progress (by checking their understanding), providing appropriate feedback, and correcting errors (if any).

Observation of summative assessment (assessment for learning) is less likely as summative assessment is usually carried out in the middle of the semester (Mid-Semester Examination or UTS) and at the end of the semester (End of Semester Examination or UAS). Assessment techniques are 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.

3.7. 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 (namely land, buildings, and laboratory rooms) and facilities (namely tools used for practicum). The focus of attention is on the availability, quantity, quality, and relevance of laboratories that support the achievement of CPL. The Education management science study program at least has an independent laboratory or resource sharing..

a) Office simulation laboratory and integrated office.
b) Equipment and supplies for integrated office facilities.

3.8. The Value of Scoring

No	Indicator	Score Scoring Values			
		4	**3**	**2**	**1**
44	PT, UPPS and PS provide educational infrastructure (such as lecture rooms, library rooms, and integrated office and office simulation laboratories in adequate quantities, quality, and maintained.	PT, UPPS and PS provide educational infrastructure that is very complete, very high quality, and very well maintained.	PT, UPPS and PS provide educational infrastructure that is very complete, high quality, and well-maintained.	PT, UPPS and PS provide complete, quality, and well-maintained educational infrastructure.	PT, UPPS and PS provide educational infrastructure that is incomplete, of poor quality, and unmaintained.
45	PT, UPPS and PS provide educational facilities: such as computers, stationery, office equipment, references adequate quantities, quality, and maintained.	PT, UPPS and PS provide educational facilities that are very complete, very high quality, and very well maintained.	PT, UPPS and PS provide educational facilities that are very complete, of good quality, and well maintained.	PT, UPPS and PS provide complete, quality, and well-maintained educational facilities.	PT, UPPS and PS provide educational facilities that are incomplete, of poor quality, and not maintained.
55	PS carries out mentoring of education administration / management internships as School Administration Workers (TAS) in partner schools, which is carried out at least 3 times in one internship activity, both offline and online. Guidance can be carried out on campus or at partner schools, and is well documented.	Supervisors provide guidance on education administration/management internships a. for ≥ 3 times in one internship activity, b. very well documented.	Supervisors provide guidance on administrative / educational management internships: as many as 2 times in one internship activity, well documented.	Supervisors provide guidance on administrative / educational management internships 1 time in one internship activity, well documented.	The supervisor does not provide guidance on administrative / educational management internships, but only tests at the end of the internship period.
77	PS graduates have a high level of relevance of the first job (TRPP), which is Administrative Personnel School/Madrasah Administrators and Education Analysts.	TRPP ≥ 80%	60% < TRPP < 80%	40% < TRPP < 60%	TRPP < 40%
78	PS graduates show good performance, which includes aspects of: (1) ethics, (2) expertise in the field of science, (3) foreign language skills, use of information technology, communication skills, (6) cooperation and (7) self-development. cooperation and (7) self-development	Score =TKi/7 The satisfaction level of the i-th aspect is calculated with the following formula: TKi = (4 x ai) + (3 x bi) + (2 x ci) + di i = 1, 2, ..., 7 ai = “very good” percentage. bi = “good” percentage. ci = “fair” percentage. di = “less” percentage.			

3.9. LED Alignment

3.9.1. 5.2.2.1 Education Infrastructure Data

LED in number 5.2. Educational infrastructure is a fixed or stable facility, such as fields, campus buildings, standardized micro-teaching rooms (required), lecture rooms, office simulation laboratories and integrated offices, and auditoriums or halls, places of worship that function to support the implementation of education and learning activities. Educational facilities are facilities that can be carried or moved from one place to another (portable), such as tables, chairs, laptops, LCDs, and references, which function to support the implementation of education and learning activities.

Table 5.2.2.1. Education Infrastructure Data

No	Type of Infrastructure	Number of Units	Area (m2)	Ownership*		Condition		Usage (Hours/ week)
				SD	SW	Maintained	Unmaintained	

3.9.2. 5.2.2.1 Education Facilities Data

Write down data on educational infrastructure that can be accessed and used by PS to carry out educational activities (lectures, mentoring, examinations, seminars, workshops, office simulation laboratories and integrated offices and others, by following the Educational Facilities Data format.

Tabel 5.2.2.2. Education Facilities Data

No	Type of Infrastructure	Number of Units	Area (m2)	Ownership*		Condition		Usage (Hours/ week)
				SD	SW	Maintained	Unmaintained	

3.9.3. 6.5.2.3 Non-teaching educational internship (PLP) guidance

Guidance for educational internships is guidance provided by lecturers to their students related to school introduction activities and practice as school administration personnel and education analysts (PAUD, kindergarten, elementary school, junior high school, high school, vocational school, and the like). Mentoring is carried out together with the Principal and local education personnel, which in practice can be done face-to-face, virtual, or blended.

The scope of internship activities includes administration: (1) staffing, (2) finance, (3) facilities and infrastructure, (4) school relations with the community, (5) correspondence and filing, (6) student

affairs, (7) curriculum, (8) special services, and (9) implementing information and communication technology (ICT).

Describe the process of mentoring educational internships carried out by internship supervisors for the students they supervise, following the format of Table 6.5.2.3.

No	Mentoring Aspects	Description
(1)	(2)	(3)

3.9.4. 9.1.2.5 Job Relevance Level

Write down data on the number of graduates, the number of tracked graduates, and the number of tracked graduates with the level of relevance of their field of work (i.e. School Administrators and Educational Analysts), following the format of Table 9.1.2.5.

Year Graduated	Number of Graduates	Number of Tracked Graduates	Number of Graduates Tracked with Job Relevance Rate		
			High	Medium	Low
(1)	(2)	(3)	(4)	(5)	(6)

3.9.5. 9.1.2.6 Graduate User Satisfaction Level

Write down data on the level of user satisfaction related to the seven types of abilities demonstrated by graduates, following the format of Table 9.1.2.6. The performance of the main competencies are implementing personnel administration, implementing administration: finance, facilities and infrastructure, school relations with the community, correspondence and archives, student affairs, curriculum, special services and applying information and communication technology (ICT).

No	Type of Ability	Level				Follow-up plan
		Excellent	Good	Fair	Deficient	
(1)	(2)	(3)	(4)	(5)	(6)	(7)

CHAPTER 4

ACCREDITATION INSTRUMENT SUPPLEMENT

STUDY PROGRAM OF OUT-OF-SCHOOL EDUCATION/NON-FORMAL EDUCATION/COMMUNITY EDUCATION (PLS/PNF/PM)

Introduction

Our gratitude goes to Allah SWT, God Almighty, because with His grace and guidance the Education Self-Accreditation Institute (LAMDIK) can complete the Supplement to the Accreditation Instrument for Non-Teaching Study Programs in the Education Scope Undergraduate Program for the PLS / PNF / Community Service Study Program. This supplement is to complement the existing instruments, which have been determined by the National Accreditation Board for Higher Education Number 10 of 2021 concerning Study Program Accreditation Instruments in Undergraduate Programs in the Education Scope.

This supplement is prepared with the aim of providing important information that is not yet in the main instrument, such as status, accreditation rating, and the characteristics needed in the PLS / PNF / Menmas Study Program. In addition, this supplement is also intended to provide a more detailed explanation of certain items that characterize LAMDIK, especially for PS. The items in question include (1) scientific vision and objectives of the study program, (2) graduate learning outcomes (ELOs), (3) courses, (4) learning implementation, (5) learning assessment, and (6) scientific laboratories. This accreditation instrument supplement is expected to help clarify the outcome-based education mindset, which starts from determining the profile of graduates and formulating SLOs that are relevant to the graduate profile, selecting and determining courses that are elaborated from SLOs, implementing learning that is expected to realize CPL, to assessing learning to measure the achievement of CPL. Finally, this accreditation instrument supplement can measure the achievement of graduate profiles through the absorption of graduates in the world of work that is relevant to the scientific field of PS.

4.1. Accreditation Status and Rating

Each item in the Self Evaluation Report is scored with a range of 1 to 4. Score 1 is the lowest score while score 4 is the highest score. Scoring for each item in detail (criteria, elements, indicators, weights and item scoring rates) can be seen in Section 4 (Assessment Matrix). PS accreditation results are declared not accredited (if NA < 200) or with accredited status (if the accreditation value or NA ≥ or 200)). PS with accredited status is ranked excellent (if NA ≥ 361), very good (if 301 ≤ NA < 361), or good (if 200 ≤ NA < 301).

4.2. Scientific Vision and Study Program Objectives

4.2.1. Scientific Vision of Study Program (PS)

The scientific vision of the study program is the ideal of the study program in studying and developing the science of PLS / PNF / Community Service which is superior and characteristic to respond to the development of science and technology and its application in the benefit of society in order to improve the quality of life of the people in it, both individually and collectively. The scientific vision of the PS is different from the institutional vision. For example, the scientific vision of the study program is “Developing superior out-of-school education / non-formal education / community education based on local wisdom and information technology.”

4.2.2. Study Program Objectives (PS)

The objective of the study program is to produce graduates as described in the graduate profile prepared by the study program together with similar study program associations and then stipulated in the study program curriculum. The graduate profile is the role that PS graduates can play after completing their studies, including becoming, community educators, community education and empowerment program developers, community education and empowerment facilitators, managers of PLS / PNF / Community Service units and programs, social workers, and social entrepreneurs.

4.3. Graduate Learning Outcomes (CPL)

To realize their role (PS profile) well, graduates must have relevant competencies, which are called graduate learning outcomes (CPL). CPL are formulated by the Study Program based on the results of the search for graduates, input from stakeholders, professional associations, scientific consortia, trends in future scientific / expertise developments, and from the results of curriculum evaluation. In this industrial era 4.0, the formulation of CPL should contain the ability of data literacy, technology literacy, and human literacy. CPL consist of elements of attitude, general skills, knowledge, and specific skills. Attitude CPL and general skills CPL are taken or adapted from the Appendix to Permendikbud Number 3 of 2020, while knowledge and special skills CPL are developed by the Study Program together with associations of similar study programs.

Below is the formulation of attitudinal SLOs and general skills SLOs, taken from the Appendix to Permendikbud Number 3 of 2020.

4.3.1. Attitude

a) Pious to God Almighty and able to demonstrate a religious attitude;
b) Upholding human values in carrying out duties based on religion, morals, and ethics;

c) Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila;
d) Acting as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state 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) Obeying the law and discipline in social and state life;
h) Internalizing academic values, norms, and ethics;
i) Demonstrate an attitude of responsibility for work in their field of expertise independently;
j) Internalizing the spirit of independence, struggle, and entrepreneurship.

4.3.2. 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 their field of expertise;
b) Able to show independent, quality, and measurable performance;
c) Able to examine the implications of the development or implementation of science and technology that pays attention to and applies 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 project report, and upload them on the college website;
d) Able to compile a scientific description of the results of the above studies in the form of a thesis or final project report, and upload it on the college website;
e) Able to make appropriate decisions in the context of problem solving in their 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 be responsible for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under his/her responsibility;
h) Able to carry out a self-evaluation process of the work group under his/her responsibility, and able to manage learning independently;
i) Able to document, store, secure, and find back data to ensure validity and prevent plagiarism.

Below are presented the Graduate Learning Outcomes (CPL) of knowledge and skills specific to the PLS/PNF/PENMAS Study Program.

4.3.3. Knowledge

Students Master:

a) Basic philosophies and theories about social science (Sociology, Communication, and Social Psychology) and education (critical pedagogy and andragogy) and social development that support the science of PLS / PNF / Community Education;
b) Strategies and methods of learning, leadership, management, and community empowerment approaches to solve educational problems in the community;
c) Information and communication technology (ICT) that is appropriate and aligned with the PLS/PNF/Penmas program activities in the community.

4.3.4. Special Skills

Students Master:

a) Apply theoretical concepts in the PLS / NF / Community Service scientific field;
b) To solve social and educational problems through qualitative and quantitative research;
c) Planning, implementing, and assessing, as well as developing educational programs that are in line with the needs of society and based on the fields of study underlying the effective and innovative science of PLS/PNF/PENmas
d) Developing ICT-based media in conducting learning and community empowerment that is relevant to community learning needs;
e) Managing education and empowerment programs professionally by utilizing information and communication technology.
f) Conduct program evaluation, development and follow-up.

4.4. Courses (MK)

Graduate competencies formulated in CPL are packaged in the form of courses (MK). These include:

a) Expertise in the field of study which includes concepts, principles, laws, theories, and practicums relevant to the field of expertise of PLS / PNF / Community Service;
b) Critical pedagogy and andragogy expertise which includes concepts, principles, laws, theories, and practices of critical pedagogy and andragogy, including:
    1) Identification and analysis of learning needs

2) Program planning
3) Strategies and methods of learning/community empowerment
4) Program management
5) Program analysis and evaluation
6) Adult learning models
7) ICT-based learning/enrichment media development
8) Learning and empowerment practices (Lab. training)
9) Internship
10) Field Experience Program / Field Work Practice.

4.5. Learning Implementation

Learning implementation in this context is the teaching of theoretical and practical courses. 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 the results of research / community service in its learning. The teaching observation format can be seen in the appendix of this Accreditation Instrument Supplement. In addition, learning also combines various approaches, such as case method, project base, or other forms of learning activities that can enrich students' learning experience.

4.6. Assessment Implementation

The assessment referred to here emphasizes formative assessment (assessment for learning), which is an 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 students' learning progress (by checking their understanding), providing appropriate feedback, and correcting errors (if any). Observations of summative assessment (assessment for learning) have little possibility because summative assessment is usually carried out in the middle of the semester (Midterm Examination (UTS) and at the end of the semester, namely the Final Semester Examination (UAS). Assessment techniques are 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.

4.7. Scientific Laboratory

The scientific laboratories referred to in this context are room laboratories (lab. room) in the campus environment and community laboratories (field) outside the campus. The room laboratory can also be called a training laboratory, program development laboratory, learning practice laboratory, learning media development laboratory (learning studio) or other names whose position is on campus. In the room laboratory at least has completeness:

a) Special lab room (observation room and practice room)
b) Tables, chairs, and white boards
c) Sound System
d) Infocus/Smart TV
e) Personal Computer/Laptop
f) Internet network
g) Laboratory structure/management
h) Laboratory assistants or officers assigned to be laboratory assistants
i) Work program
j) Schedule of practice in the laboratory

Community laboratories or commonly called field laboratories are laboratories developed in the community through cooperation with local governments, village governments, NGOs, and other institutions (PLS / PNF / Public Service units) that provide direct learning experiences for students in carrying out learning and empowerment practices, as well as supporting research and service of lecturers and students. In this field / community laboratory, at least it has completeness:

a) There is cooperation with local government, village government, NGOs and other institutions (PLS / PNF / Community Service units in the community)
b) The existence of a road map for the development of field / community laboratories for at least 4 years
c) The existence of an operational program that supports the development of learning based on the field of study that underlies the effective and innovative science of PLS / PNF / community service.
d) There is a signboard of the fostered area / field laboratory / community.
e) The existence of a laboratory structure / manager
f) There is a schedule of lecturer / student practice activities in the laboratory.

4.8. The Value of Scoring

No	Indicator	Score Scoring Values			
		4	3	2	1
44	PT, UPPS and PS provide educational infrastructure (such as lecture rooms, lab rooms consisting of observation rooms and practical rooms, field / community laboratories, and library / reading rooms) in adequate quantities, quality, and maintained	PT, UPPS and PS have lecture rooms, special laboratory rooms that are different from lecture rooms, field/community laboratories and library/reading rooms that are adequate, of good quality and well-maintained.	PT, UPPS and PS have lecture halls, specialized laboratory spaces that are different from lecture halls, field/community laboratories and libraries/reading rooms that are less adequate, of good quality and well-maintained.	PT, UPPS and PS have lecture rooms, laboratory rooms that are integrated with lecture rooms, field/community laboratories and libraries/reading rooms that are inadequate, of good quality and maintained.	PT, UPPS and PS only have adequate, high quality and well-maintained lecture halls.
45	PT, UPPS and PS provide educational facilities (lab room equipment such as: tables, chairs, white boards, sound systems, infocus/smart TVs, personal computers/laptops, internet networks; references, and equipment supporting activities in community labs) in adequate quantities, quality, and maintenance.	PT, UPPS and PS provide educational facilities that are very complete, very high quality, and very well maintained in all lecture rooms, laboratory rooms, and field laboratories / community laboratories	PT, UPPS and PS provide complete, high quality, and well-maintained educational facilities in all lecture rooms, laboratory rooms, and field/community laboratories	PT, UPPS and PS provide complete, quality, and well-maintained educational facilities in some lecture rooms, laboratory rooms, and field laboratories/community laboratories	PT, UPPS and PS provide educational facilities that are less complete, of good quality, and maintained in all spaces -lecture rooms, laboratory rooms, and field/community laboratories
53	PS carry out micro learning in a room laboratory (PLS / PNF / Community Service laboratory) with complete equipment. Skills displayed include: (1) opening and closing learning, (2) explaining, (3) asking questions, (4) group dynamics, (5) giving reinforcement, (6) managing the program, (7) active involvement in discussions, and (8) small group/individual learning using andragogy learning principles. The principles of andragogy learning include: 1. placing adults, 2. adult learning needs-based learning, 3. participatory/dialogical learning, 4. experiential learning, and 5. self-evaluation-based evaluation.	Micro learning is conducted in: a. room laboratory that has very complete and well-maintained equipment, b. involves 8 learning skills by applying the principles of andragogy learning in full	Micro learning is conducted in: a. room laboratory that has complete and well-maintained equipment, b. involves 8 learning skills by applying the principles of andragogy learning in full	Micro learning is conducted in: a. room laboratory that has complete and well-maintained equipment, b. involves 8 learning skills by applying andragogy learning principles incompletely	Micro learning is conducted in: a. room laboratory that has incomplete and poorly maintained equipment, b. involves 8 learning skills but does not apply the principles of andragogy learning

No	Indicator	Score Scoring Values			
		4	3	2	1
55	PS carries out internship mentoring at partner institutions, which is carried out at least 3 times in one internship activity, both offline and online. Mentoring can be done on campus or at partner institutions, and is well documented.	Supervisors provide guidance on educational internships: a. as many as ≥ 3 times in one internship activity, b. very well documented.	Supervisors provide guidance on educational internships: a. 2 times in one internship activity, b. very well documented	Supervisors provide guidance on educational internships: a. 2 times in one internship activity, b. very well documented	Supervisors do not provide guidance on educational internships, but only test at the end of the internship period.
58	PS invites guest lecturers, experts, and / or educational practitioners (including leaders of partner institutions / field labs / communities, NGOs, and other institutions) to PS as a means of increasing students' academic insight; carried out in a planned manner; and well documented.	a. The presence of guest lecturers, experts, and/or educational practitioners to the PS for ≥ 3 times in 1 semester, b. very well documented.	a. The presence of guest lecturers, experts, and/or educational practitioners to the PS 2 times in 1 semester, b. very well documented.	a. The presence of guest lecturers, experts, and/or educational practitioners to the PS as much as 1 time in 1 semester, b. very well documented.	PS does not invite guest lecturers, experts, and/or educational practitioners to PS within 1 semester.
77	PS graduates have a high level of first job relevance (TRPP) as community / non-formal educators with various fields of work as; pamong belajar, tutors, instructors, consultants, facilitators, education technicians, community education supervisors, PNFI managers and / or organizers, education personnel, and others.	TRPP ≥ 80%	60% TRPP 80%	40% TRPP 60%	TRPP 40%

4.9. LED Alignment

4.9.1. 5.2.2.1 Education Infrastructure Data

Data on educational infrastructure that can be accessed and used by PS to carry out educational activities (lectures, mentoring, examinations, seminars, workshops / practicums, etc.) both on campus and in the community (Table 5.2.2.1).

Table 5.2.2.1. Education Infrastructure Data

No	Type of Infrastructure	Number of Units	Area (m2)	Ownership*		Condition		Usage (Hours/ week)
				SD	SW	Maintained	Unmaintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
dst.								

* Place a check mark (√) in the appropriate column: SD = Owned; SW = Lease/Contract/Cooperation

4.9.2. 5.2.2.1 Education Facilities Data

Data on educational facilities that can be accessed and used by PS to carry out educational activities (lectures, mentoring, examinations, seminars, workshops / practicums, etc.) both on campus and in the community (Table 5.2.2.2)

Table 5.2.2.2. Education Facilities Data

No	Type of Infrastructure	Number of Units	Quality*	Condition**		Management Unit (PS, UPPS, PT)
				Maintained	Unmaintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)

* Filled in: very good, good, less good, or not good

** Filled in with a check mark (√) in the appropriate column

4.9.3. 6.2 Micro Learning

6.2.1 Policy

Written policies in the form of laws and regulations and/or regulations of university leaders that regulate micro-learning in PS.

6.2.2 Implementation

Planning, implementation, evaluation, and follow-up of micro-learning that is able to develop students' teaching skills using andragogy learning principles as a provision for practice in partner institutions.

6.2.3 Evaluation

Evaluation of the policy and implementation of micro learning in PS.

6.2.4 Follow Up

Follow-up that has been taken by UPPS in order to improve the quality of micro learning implementation in PS.

6.2.4.1 Internship / Educational Internship Mentoring

The internship/educational internship mentoring process carried out by supervisors for the students they supervise (Table 6.5.2.3).

Table 6.5.2.3 Mentoring Process for Internship/Educational Internship

No	Aspects of Academic Mentoring	Description
(1)	(2)	(3)
1	Topics covered in mentoring	
2	Purpose of the mentoring	
3	Implementation of mentoring (place, time, mode, method, etc.)	
4	Problems that arise in mentoring and efforts to overcome them	
5	Benefits obtained by students from mentoring	

6.2.4.2 Number of Internship / Educational Internship Guidance Students and Frequency of Meetings The name of the internship / educational internship supervisor, the number of students being guided, and the number of guidance meetings in one internship period (Table 6.5.2.4).

Table 6.5.2.4 Number of Internship / Educational Internship Guidance Students Meeting

No.	Name of Internship / Educational Internship Supervisor	Number of Guidance Students	Average Number of Meetings/ Student/ Internship Period*
(1)	(2)	(3)	(4)
1			
2			
Dst			
Average number of meetings per student per semester			

* Include relevant evidence

4.9.4. 9.1.1.1 Job Relevance Level

Data on the number of graduates, the number of tracked graduates, and the number of tracked graduates with the level of relevance of their field of work (i.e. the educational field in the broadest sense: pamong belajar, tutors, instructors, consultants, education/community empowerment facilitators, education technicians, community education field workers, PNFI program managers and/or organizers, education personnel, etc. (Table 9.1.2.5).

Table 9.1.2.5 Job Relevance Level

Year of Graduation	Number of Graduates	Number of Graduates Tracked	Number of Graduates Tracked with Level of Job Relevance		
			High	Medium	Low
(1)	(2)	(3)	(4)	(5)	(6)
TS-4					
TS-3					
TS-2					