



# **ACCREDITATION OF STUDY PROGRAM MASTER PROGRAM**

## **BOOK 2**

## **SELF EVALUATION REPORT**

## **ACCREDITATION COUNCIL FOR EDUCATION JAKARTA 2022**

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## PREFACE

Praise and gratitude we offer to the presence of Allah SWT, the Almighty God, for His grace and supervision so the Accreditation Council for Education (LAMDIK) was able to complete Book 2 of the Self-Evaluation Report (*LED*) for the Masters Program, which is part of the Study Program Accreditation Instrument (IAPS). IAPS was prepared to respond to the Regulation of the National Accreditation Agency of Higher Education (*BAN-PT*) Number 9 of 2020, dated October 22, 2020, concerning the Policy for the Transfer of Study Program Accreditation from *BAN-PT* to *LAM*.

*LED* consists of three parts, namely the Faculty, Criteria, the Analysis of Problems, and the Study Program Development. The Faculty profile contains seven aspects, namely (1) identity; (2) vision, mission, goals, and achievement strategies; (3) lecturers; (4) students; (5) finance; (6) Internal Quality Assurance System (IQA System); and (7) Faculty competitiveness level. Criteria consist of nine aspects, that is (1) vision, mission, objective, and strategy; (2) governance, management, and partnership; (3) students; (4) human resources; (5) finance, facilities, and infrastructure; (6) education; (7) research; (8) outreach; and (9) Teaching-Research-Outreach output and achievements. Analysis of Study Program Problems and Development is divided into two groups, namely (1) evaluation of Study Program performance achievements and (2) Study Program development programs.

Each Criterion (Section B) is elaborated into four aspects, namely (1) policy, (2) policy implementation, (3) evaluation, and (4) follow-up action. The policy aspect is a standard set by the Government through SN-Dikti and the university. The implementation aspect describes the implementation process for each criterion carried out by the Study Program and the Faculty. The Evaluation aspect answers questions, such as "Have Faculty and Study Program been able to achieve the standards set?". "If so, how well or how high do Faculty and Study Program achieve these standards?" "If not, what factors cause Faculty and Study Program not to be able to reach these standards?" The Follow-up Aspect outlines the steps taken by the Faculty to ensure that the Faculty is able to achieve or exceed the established standards. Thus, efforts to continuously improve quality in order to build a quality culture can be realized. In preparing *LED*, the Faculty and the Study Program need to read Book 3, namely the Guidelines for Preparing Self-Evaluation Report.

Jakarta, 09 February 2022  
Ketua Umum,



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Prof. Dr. Muchlas Samani

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## SECTION A

### THE FACULTY PROFILE

The Faculty Profile contains a brief description of the existence, advantages, and strategic position of the Faculty within and outside the university. The profile includes seven aspects, namely (1) identity: name; year of establishment; Decree (*SK*) number; number of Study Programs for undergraduate programs, master's programs, and doctoral programs; office address; telephone number; email address; and website; (2) vision, mission, goals, and strategies for achieving the vision, mission, and goals (*VMTS*); (3) lecturers: ratio of tenured lecturers to students, for undergraduate programs, master's programs, and doctoral programs; (4) students: average Cumulative Grade Point Average (CGPA) of graduates, for undergraduate programs, master programs, and doctoral programs; (5) finance: amount of operational funds for education, research funds, outreach funds, publication funds, and investment funds; (6) Internal Quality Assurance System (IQA System): IQA System documents (policy documents, manual documents, standard documents, and formular documents), implementation with the Stipulation–Implementation–Evaluation–Control–Improvement (*PPEPP*) cycle, and implementation of external benchmarking for quality assurance; and (7) the Faculty competitiveness level in the Teacher Training Institution (*LPTK*) environment, which is reflected in the accreditation status (from *BAN-PT*) of the Higher Education Institution institution where the Faculty is located: Excellent, Very Good, or Good. Describe the Faculty profile, which includes the seven aspects: (1) a narrative essay and (2) simple tables in a maximum of 5,000 words or 10 pages!

## **SECTION B**

### **CRITERIA**

This section containing nine criteria which covering (1) Vision, Mission, Objective, And Strategy; (2) Governance, Management, Partnership, and Quality Assurance; (3) students; (4) human resources; (5) finance, facilities and infrastructure; (6) education; (7) research; (8) outreach; and (9) Teaching-Research-Outreach output and achievements of Higher Education Institution.

#### **CRITERIA 1. VISION, MISSION, OBJECTIVE, AND STRATEGY (VMTS)**

##### **1.1 Policy**

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate the preparation and determination of the Higher Education Institution/Faculty VMTS and the scientific vision of the Study Program, (b) socialization, and (c) implementation of the policy!

##### **1.2 Implementation**

###### **1.2.1 Mechanism for Developing Study Program Scientific Vision and Objectives**

Describe clearly the mechanism for compiling the Study Program scientific vision and objectives, which involve various parties, both internal and external, to the Study Program and Faculty!

###### **1.2.2 Formulation of Scientific Vision**

Write the formulation of (1) the scientific vision of the Study Program, (2) the objectives of the Study Program, and (3) the strategy for achieving the Study Program objectives (in the form of the Program Learning Outcomes or PLO formulation), and (4) the alignment of the Study Program scientific vision formulation with the Faculty and Higher Education Institution institutional vision!

##### **1.3 Evaluation**

Write down the evaluation results of (1) policies, (2) formulations, and (3) level of understanding of the Study Program scientific vision, objectives, and strategies for achieving the Study Program objectives! Formulation evaluations are focused on: (1) clarity and realisticness of the Study Program scientific vision, objectives, and strategies for achieving the Study Program objectives, and (2) alignment of the the Study Program scientific vision, objectives, and strategies for achieving the Study Program objectives with Faculty and Higher Education Institution VMTS.

##### **1.4 Follow-Up Action**

Based on the evaluation results as stated in point 1.3, explain the follow-up actions that have been

taken by Faculty in order to improve: (1) clarity and realisticness of the Study Program scientific vision, objectives, and strategies for achieving the Study Program objectives, and (2) alignment of the the Study Program scientific vision, objectives, and strategies for achieving the Study Program objectives with Faculty and Higher Education Institution *VMTS*!

## **CRITERIA 2. GOVERNANCE, MANAGEMENT, PARTNERSHIP, AND QUALITY ASSURANCE**

### **2.1 Policy**

State (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) that regulate governance, management, partnership, and quality assurance; (b) socialization; and (c) implementation of the policy!

### **2.2 Implementation**

#### **2.2.1 Governance**

Describe the system and manifestation of good governance in Faculty with a complete, functional organizational structure and governance, accompanied by clear duties and functions for each, and fulfilling the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair!

#### **2.2.2 Management**

Describe the management system and implementation in Faculty which describes the existence of: (1) planning, (2) organizing, (3) personnel selection and placement, (4) implementation, (5) monitoring and supervision, (6) control, (7) assessment, (8) reporting, and (9) development as a form of follow-up action to periodic management evaluation.

#### **2.2.3 Leadership**

Explain the operationalization and implementation of leadership in Faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership, at the local, national, and international levels, especially in the education scope!

#### **2.2.4 Partnership**

Write down data on partnership in Higher Education Institution Teaching-Research-Outreach scope in the Faculty, including the name of the partner institution, level, title, and scope, benefits/output, duration, and time in the last three years, following the format in **Table 2.2.4!**

#### **2.2.5 Quality Assurance**

Describe the implementation of quality assurance in the Study Program that reflects the manifestation of the quality assurance policy that has been set by the Higher Education Institution, which shows the existence of: a. legal documents for the formation of quality assurance implementing elements; b. quality documents: IQA System policy, IQA System manual, IQA System standards, and IQA System forms; c. implementation of the quality assurance cycle (PPEPP cycle); d. valid evidence of the effectiveness of quality assurance implementation (*AMI*), and e. having external benchmarking to improve quality!

### **2.3 Evaluation**

Write the results of the evaluation of the policy and manifestation of governance, leadership, and governance in the Faculty! The implementation of governance is reflected in the following aspects: (1) the existence and completeness of the organizational structure, (2) clear job descriptions, and (3) fulfillment of the principles of credibility, transparency, accountability, responsibility, and fairness. The implementation of governance is reflected in the existence of (1) planning, (2) organizing, (3) selection and placement of personnel, (4) implementation, (5) monitoring and supervision, (6) control, (7) assessment, (8) reporting, and (9) development as a form of follow-up. The operationalization and implementation of leadership in the Faculty includes (1) operational leadership, (2) organizational leadership, and (3) public leadership, at the local, national, and international levels, especially in the scope of education.

### **2.4 Follow-up Action**

Based on the evaluation results as stated in point 2.3, explain the follow-up action that has been taken to improve the quality of governance, management, and leadership in the Faculty.



**Table 2.2.4 Partnership Data**

No.	Partner Institution Name	Level			Title and Scope of Partnership	Benefits/Output	Duration And Time	Evidence/Link*
		International	National	Local				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>Education Sector</b>								
1								
2								
etc.								
<b>Number</b>								
<b>Research Sector</b>								
1								
2								
etc.								
<b>Number</b>								
<b>Outreach Sector</b>								
1								
2								
etc.								
<b>Number</b>								
<b>Institutional Development Sector: Human Resources, Facilities/Infrastructure, Publication, Intellectual Property Rights, Patents, Learning Technology, etc.</b>								
1								
2								
etc.								
<b>Number</b>								

\* Example: Report on the partnership's implementation, provide other supporting evidence for the partnership's implementation (not just the MoU), and provide official page links/URLs.

### CRITERIA 3. STUDENT

#### 3.1 New Student Admission Policy

State the written policy in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the head of the university (Rector or Chairperson) that regulate the admission and selection tests for new students!

#### 3.2 Implementation

##### 3.2.1 New Student Admission and Selection Test

Describe the implementation of new student admission and selection tests!

##### 3.2.2 New Student Admission Criteria

Explain the student admission criteria related to (a) CGPA when prospective students graduate from undergraduate study, (b) academic potential test (TPA) scores, (c) English scores, (d) scientific field test scores, and (e) research & publication experience in the education scope.

##### 3.2.3 Input Quality for Prospective New Student

Write down data of the Study Program students in the last three years by following the format in **Table 3.2.3**!

**Table 3.2.3 Student**

Year Academic	Capacity	Number of Prospective Students		Number of New Students	Total Number of Students
		Participate in the Selection	Pass the Selection		
(1)	(2)	(3)	(4)	(5)	(6)
TS- 2					
TS- 1					
TS*					
Number					

\* TS: Last full academic year at the time of instrument completion

### 3.2.4 Program Service And Coaching Student

Write down the availability, implementation, and ease of access to student service and coaching programs in the fields of supervision and counseling, scholarships, and health in the last three years in **Table 3.2.4!**

**Table 3.2.4 Student Services Program**

Academic Year	Types of Supervision and Counseling Service Programs	Types of Scholarship Service Programs	Types of Health Service Programs
(1)	(2)	(3)	(4)
TS- 2			
TS- 1			
TS			
Number			

### 3.3 Evaluation

Write the results of the evaluation of the policy and implementation of new student admissions and selection tests, the quality of input from prospective new students, and ease of access to student service and development programs including supervision and counseling, scholarships, and health!

### 3.4 Follow-up Action

Based on the evaluation results as stated in point 3.3, explain the follow-up actions that have been taken in order to increase the number and quality of prospective new students, as well as the number and quality of supervision and counseling, scholarship, and health service programs!

## **CRITERIA 4. HUMAN RESOURCE**

### **4.1 Policy**

State (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the head of the university (Rector or Chairperson) that regulate the recruitment of lecturers and academic staff (*tendik*), (b) socialization, and (c) implementation of the policy!

### **4.2 Implementation**

#### **4.2.1 Recruitment of Lecturers and Education Academic staff**

Describe the implementation of recruitment of lecturers and academic staff at a Higher Education Institution and Faculty, which includes several aspects, such as place, time, method, and recruitment procedures, as well as the parties involved in the recruitment!

#### **4.2.2 Tenured Lecturers Profile**

Write the Tenured Lecturers profile which includes: (1) full name, (2) National Lecturer Registration Number (*NIDN*) or Special Lecturer Registration Number (*NIDK*), (3) date of birth, (4) teacher certificate, (5) functional position, (6) academic title, (7) academic qualifications including undergraduate, master, and doctoral study and university of origin, and (8) field of expertise for each level of education in the format of **Table 4.2.2!**

**Table 4.2.2 Tenured Lecturers Whose Expertise Aligns With The Field of The Study Program**

No.	Full Name of Tenured Lecturer*	NIDN/NIDK	Date of Birth	Certificate Educator Number	Functional Position	Academic Degree	Degree S1, S2, S3 and Origin of HEI	Field of Expertise at Each Level of Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc.								

\* Include PDDIKTI link or official page

#### 4.2.3 Ratio of Tenured Lecturers to the Student

Write the ratio of the number of tenured lecturers whose expertise aligns with the field of the Study Program to the number of students by following the format of Table 4.2.3!

**Table 4.2.3 Ratio of Tenured Lecturers to The Students**

Academic Year	Number of Tenured Lecturers (Table 4.2.2)	Number of Students (Table 3.2.3)	Lecturer:Student Ratio
(1)	(2)	(3)	(4)
TS-2			
TS-1			
TS*			
Number			

#### 4.2.4 Workload of Tenured Lecturer

The workload includes Teaching-Research-Outreach activities (Teaching, Research, Outreach and other supporting activities) and management activities for those who hold certain positions (Rector, Vice Rector, Chair, Dean, Vice Dean, Director, Head of Institution, Secretary of Institution, Head/Head of Study Program, Secretary of Study Program, Head of Technical Unit, Head of Laboratory, etc.). The workload is stated in the form of Semester Credit Units (SKS).

Write down the Higher Education Institution Teaching-Research-Outreach activities and Tenured Lecturers management whose areas of expertise are in accordance with the Study Program in the last academic year (TS), by following the format in **Table 4.2.4!**

**Table 4.2.4 Tenured Lecturers Workload**

No.	Full Name of Tenured Lecturer	Teaching SKS* on			Research SKS*	Outreach SKS*	Management SKS*		Supporting Activities	Number of SKS* Workload
		Own SP (S-1, S-2, and S-3)	Other SP in Own HEI	Other HEI			Own SP	Other HEI		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1										
2										
3										
etc.										
<b>Number</b>										
<b>Average</b>										

\*Average SKS in odd and even semesters

#### 4.2.5 Tenured Lecturers Teaching Activities

Write down the **Tenured Lecturers Teaching Activities** whose expertise aligns with the field of the Study Program in the last academic year (TS), by following the format in **Table 4.2.5!**

**Table 4.2.5 Tenured Lecturers Teaching Activities**

No.	Full Name of Tenured Lecturer	Number of Classes	Number of Credits	Course Code	Course Name	Number of Planned Meetings	Number of Meetings Held
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<b>Odd Semester</b>							
1							
2							
3							
etc.							
<b>Number</b>							
<b>Average</b>							
<b>Even Semester</b>							
1							
2							
3							
etc.							
<b>Number</b>							
<b>Average</b>							

#### **4.2.6 Number of Final Project or Undergraduate's Thesis, Master's Thesis, and Dissertation Supervision**

Write the Tenured Lecturers as the main supervisor and the number of students in the study program itself and other study programs whose final projects (thesis/dissertation) are supervised by the Tenured Lecturers, by following the format in **Table 4.2.6!**

**Table 4.2.6 Number of Final Project or Undergrade's Thesis, Master's Thesis, and Dissertation Supervision**

No.	Name of Main Supervisor	Level	Number of Supervised Students								Average/Year	Average Number of Meetings*
			In Own Study Program				In Other Study Program					
			TS-2	TS-1	TS	Average	TS-2	TS-1	TS	Average		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
1		S-1										
		S-2										
		S-3										
etc.												

\* Include relevant evidence

#### **4.2.7 Achievements, Scientific Works, and Citations of Tenured Lecturers Scientific Works Recognition of Tenured Lecturers Achievements**

Tenured Lecturers achievements can be in the form of achievements as: (1) keynote speaker or plenary speaker or invited speaker in conferences or seminars; (2) visiting professor/lecturer on a national or international scale; (3) resource person in workshops outside the study program in universities, outside universities, or credible institutions; (4) consultant or expert in institutions or industries; (5) editor or peer reviewer in accredited national journals or reputable international journals.

Tenured Lecturers' scientific works relevant to the study program field include: (1) journal articles and/or proceedings; (2) books/book chapters; (3) intellectual property (IP); and (4) patents. Write down the achievements, scientific works, and citations of Tenured Lecturers' scientific works in the last three years by following the format in **Table 4.2.7.1** and **Table 4.2.7.2**!

**Table 4.2.7.1 Tenured Lecturers Achievements**

No.	Full Name of Tenured Lecturer	Achievements Achieved	Year of Achievement	Level*			Evidence of Achievement**
				International	National	Local	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
etc.							
Number							



\* Check (√) the appropriate column

\*\* Example: Relevant certificate or valid evidence

**Table 4.2.7.2 Tenured Lecturers Scientific Works**

No.	Full Name of Tenured Lecturer	Types of Scientific Works				Scientific Work Registration Number	
		Article*		Book/ <i>Book Chapter</i>		IP	Patent
		International	National	International	National		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
Number							

\* Write reputation for international journals and accreditation for national journals

#### 4.2.8 Academic Staff (*Tendik*)

Write the profile of the academic staff who directly support the implementation of the Higher Education Teaching-Research-Outreach activities at the Faculty, in the format of **Table 4.2.8!**

**Table 4.2.8. Academic Staff Profile**

No.	Full Name of Academic Staff	Employee Status (Civil Servant, Tenured but Non-Civil Servant, Contract, etc.)	Field of Expertise* (administrator, librarian, laboratory assistant, etc.)	Education** (High School, Diploma, S1, S2, S3)	Work Unit (Study Program, Faculty, University)
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
etc					

\*Include the URL link of the certificate of competence/expertise

\*\*Include the URL link of the photocopy of the diploma

#### **4.3 Evaluation**

Write the results of the evaluation of the Tenured Lecturers ratio to students, workload, teaching activities, supervision, achievements, scientific works, and citations of Tenured Lecturers scientific works, as well as recruitment, number and quality of education staff at the Faculty.

#### **4.4 Follow-up Action**

Based on the evaluation results as stated in point 4.3, explain the follow-up actions that has been taken by Faculty in order to improve the quality of policy implementation, implementation of the Tenured Lecturers ratio to students, workload, teaching activities, supervision, achievements, scientific works, and citations of Tenured Lecturers scientific works, as well as recruitment, number and quality of education staff at Faculty!

## CRITERIA 5. FINANCE, FACILITIES AND INFRASTRUCTURE

### 5.1 Policy

State written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the university leadership (Rector or Chairperson) that regulate the acquisition, management, and use of funds for Teaching, Research, Outreach activities at Faculty, as well as the management and utilization of educational infrastructure and facilities!

### 5.2 Implementation

#### 5.2.1 Financial Acquisition

Write down the amount of funds obtained by the Faculty in the last three years, following the format of **Table 5.2.1**!

**Table 5.2.1 Financial Acquisition**

Source of Funds	Type of Funds	Faculty				Study Program			
		Amount of Funds (in millions)				Amount of Funds (in millions)			
		TS-2	TS-1	TS	Average	TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
University									
Foundation									
Ministry									
Certain domestic/foreign institutions									
Other sources									
<b>Total</b>									

### 5.2.2 Use of Funds

Write the amount of Study Program funds used for Teaching-Research-Outreach activities in the last three years, following the format in **Table 5.2.2!**

**Table 5.2.2 Use of Funds**

No.	Type of Use	Faculty (Rupiah)				Study Program (Rupiah)			
		TS-2	TS-1	TS	Average	TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(3)	(4)	(5)	(6)
<b>1</b>	<b>Education Operational Costs</b>								
a	Lecturer Costs (Salary, Honorarium)								
b	Academic Staff Costs (Salary, Honorarium)								
c	Learning Operational Costs (Consumable Materials and Equipment)								
d	Indirect Operational Costs (Electricity, Gas, Water, Building Maintenance, Facilities Maintenance, Overtime Pay, Telecommunication, Consumption, Local Transportation, Taxes, Insurance, etc.)								
<b>2</b>	<b>Student operational costs (supervision and counseling, scholarships, and health)</b>								
	Number								
<b>3</b>	<b>Research Operational Costs</b>								
<b>4</b>	<b>Outreach Operational Costs</b>								
	Number								
<b>5</b>	<b>Human Resources Investment Costs</b>								
<b>6</b>	<b>Facilities Investment Costs</b>								
<b>7</b>	<b>Infrastructure Investment Costs</b>								
	Number								

### 5.2.3 Research Fund

Write down the funds for research activities in the last three years carried out by Tenured Lecturers whose field of expertise is in accordance with the Study Program field, by following the format in **Table 5.2.3!**

**Table 5.2.3 Research Fund**

Year	Research Title	Team Leader	Source and Type of Funds	Amount of Funds (in millions)			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
etc							
Total							
Average							

### 5.2.4 Outreach Fund

Write down the funds for Outreach activities in the last three years carried out by Tenured Lecturers whose expertise aligns with the field of the Study Program, by following the format in **Table 5.2.4!**

**Table 5.2.4 Outreach Fund**

Year	Outreach Title	Team Leader	Source and Type of Funds	Amount of Funds			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
etc							
Total							
Average							

### 5.2.5 Educational Infrastructure Data

Write down the educational infrastructure data that can be accessed and used by the Study Program to carry out educational activities (lectures, supervision, exams, seminars, workshops, etc.), by following the format in **Table 5.2.5!**

**Table 5.2.5 Educational Infrastructure Data**

No.	Infrastructure Type	Number of Units	Area (m <sup>2</sup> )	Ownership*		Condition**		Usage (Hours/week)
				OP	Rental	Maintained	Not Maintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

\* Put a check mark (✓) in the appropriate column: OP = Own Property; Rental = Rent/Contract/Partnership

\*\* Put a check mark (✓) in the column that corresponds to the current conditions

### 5.2.5 Educational Facilities Data

Write down the educational facilities data that can be accessed and used by the Study Program to carry out educational activities (lectures, supervision, exams, seminars, workshops, etc.), by following the format in **Table 5.2.6!**

**Table 5.2.6 Educational Facilities Data**

No.	Facilities Type	Number of Units	Quality*	Ownership*		Condition**		Usage (Hours/week)
				OP	Rental	Maintained	Not Maintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

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

\*\*Put a check mark (✓) in the appropriate column: OP = Own Property; Rental = Rent/Contract/Partnership

\*\*\*Put a check mark (✓) in the column that corresponds to the current conditions

### **5.3 Evaluation**

Write the results of the evaluation of: (1) policies, (2) acquisition, (3) management, and (4) use of funds for educational activities, student affairs, research, outreach, and investment in Study Program and Faculty, including the procurement and utilization of educational infrastructure and facilities to carry out teaching, student affairs, research, and outreach activities!

### **5.4 Follow-up Action**

Based on the evaluation results as stated in point 5.3, explain the follow-up that has been taken by the Study Program and the Faculty in order to improve: (1) the amount of funds obtained, (2) the quality of fund management, and (3) the effectiveness of the use of funds for educational activities, student affairs, research, outreach, and investment in the Study Program and the Faculty, including efforts to increase the number, type, quality, and utilization of infrastructure and facilities in teaching, student affairs, research, and outreach activities!

## **CRITERIA 6. EDUCATION**

### **6.1 Policy**

State (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the head of the university (Rector or Chairperson) that regulate the management and implementation of education, (b) socialization, and (c) implementation of the policy!

### **6.2 Implementation**

#### **6.2.1 Study Program Curriculum**

Show the study program curriculum document that contains the following aspects: (1) study program identity; (2) curriculum evaluation and tracer study; (3) basis for curriculum design and development; (4) formulation of vision, mission, objectives, strategies, and university values; (5) graduate profile and formulation of Graduate Competency Standards (*SKL*) stated in Program Learning Outcomes (*PLO*); (6) determination of study materials; (7) formation of Courses (*MK*) and determination of credit weights; (8) curriculum matrix and map; (9) Syllabus (*RPS*); and (10) management and implementation mechanisms of the curriculum!

#### **6.2.2 Courses, *PLO*, and *Syllabus***

Write down the courses and their characteristics, including course code, type of course, course weight, organizing unit, suitability to *PLO*, and availability of Syllabus, following the format in **Table 6.2.2!**



**Table 6.2.2 Courses, PLO, and Syllabus**

No.	Semester	Course Code	Course Name	Credit Weight			Learning Achievements*				Syllabus Document**	Organizing Unit
				Lecture/Response/Tutorial	Seminar	Practicum/Practice/Field Practice	Attitude	Knowledge	General Skills	Specific Skills		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(10)	(11)	(12)	(13)	(14)
1												
2												
3												
4												
etc												

\*Put a check mark (√) in the appropriate column

\*\*Filled with the url link

### 6.1.1 The Faculty Support for Study Program Curriculum Development

Explain the Faculty support for the development (planning, preparation, implementation, monitoring, and assessment) of the Study Program curriculum, accompanied by relevant documents, such as strategic plans and operational plans. The Faculty support for Study Program curriculum development can be in the form of: (1) providing funds; (2) providing relevant experts (such as inviting experts from outside the Higher Education Institution or coordinating with related institutions or units within the Higher Education Institution); and/or (3) assisting (such as organizing workshops to align perceptions)!

### 6.1.2 Fulfillment of Learning Characteristics

Explain how the Study Program and the Faculty ensure that learning carried out by Tenured Tecturers is in accordance with the *syllabus* that has been prepared, and has an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered nature, as mandated in *SN-Dikti*!

### 6.1.3 Integration of Research and Outreach Results in the Learning Process

Write the title of the research or outreach, name of the lecturer, name of the course, and the form of integration of research results and/or Outreach in learning, by following the format in Table 6.2.5!

**Table 6.2.5 Integration of Research and Outreach Results in the Learning Process**

No	Research and Outreach Title	Lecturer Name	Course Name	Integration Form*
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
etc				

\*Example: as a reference or learning material

### 6.1.1 Learning Activity Monitoring System and Implementation

Explain how the Faculty and/or Higher Education Institution build a reliable and tested system to monitor the implementation of learning (carried out by lecturers) periodically and consistently. Include relevant evidence!

### 6.1.2 Learning Assessment

Explain how the assessment of the learning process and outcomes is planned, implemented, and evaluated as a basis for improving the quality of learning in order to realize the *PLO* that has been set in the curriculum!

### 6.1.3 Academic Supervision

Explain the academic supervision process carried out by the Head of Study Program/academic supervisor (*DPA*) for the students they supervise, by following the format in **Table 6.2.8!**

**Table 6.2.8 Academic Supervision Process**

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

**6.1.1 Number of Supervision Students and Meeting Frequency**

Write the name of the Head of Study Program/Academic Supervisor (*DPA*), the number of students being supervised, and the number of supervision meetings in one semester, following the format in Table 6.2.9!

**Table 6.2.9 Number of Supervision Students and Meeting Frequency**

No.	Head of Study Program/Academic Supervisor	Number of Supervision Students	Average Number of Meetings/Student/Semester*
(1)	(2)	(3)	(4)
1			
2			
3			
etc			
Average number of meetings per student per semester			

\*Include relevant evidence

**6.1.2 Master's Thesis Supervision**

Write the name of the master's thesis supervisor, the number of students supervised, and the number of supervision meetings, following the format in **Table 6.2.10!**

**Table 6.2.10 Number of Master's Thesis Supervision Students and Frequency of Meetings**

No.	Name of Master's Thesis Supervisor	Number of Supervised Students in Study Program				Average Number of Meetings per Semester*
		TS-2	TS-1	TS	Average	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
etc						

\*\*Include relevant evidence

### 6.1.3 Academic Activities Outside of Lecture

Write down academic activities outside of lectures, such as conferences, seminars, workshops, training, book reviews, and student exchanges, by following the format in **Table 6.2.11!**

**Table 6.2.11 Academic Activities Outside of Lectures**

No.	Name of Activity	Name of Supervisor (Head of Study Program/DPA/Lecturer)	Frequency of Activity*	Activity Results	Evidence of Activity**
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
etc					

\*Example: Once a semester

\*\*Example: Activity implementation report

### 6.1.4 Guest Lecturers and Experts

Write down the name of the guest lecturer or expert, name of institution, expertise/field of expertise, course, time of activity, and evidence of activities by following the format in **Table 6.2.12!**

**Table 6.2.12 Guest Lecturers and Experts**

No.	Full Name of Guest Lecturer or Expert	Name of Institution of Origin	Expertise	Course	Activity Time	Evidence of Activities*
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
etc						

\*Example: Activity implementation report

### 6.1.5 Student Satisfaction

Put a check mark (✓) in the column of **Table 6.2.13** that corresponds to reality!

**Table 6.2.13 Student Satisfaction**

No.	Satisfaction Measurement Aspects	Student Satisfaction Objects			Follow-up Action
		Teaching Performance of Tenured Lecturers	Academic Administration Services by Study Program	Learning Infrastructure and Facilities at the Study Program	
(1)	(2)	(3)	(4)	(5)	(6)
1	Using valid and easy-to-use satisfaction instruments.				
2	Implemented at the end of each semester, and the data is recorded completely.				
3	The results are analyzed using appropriate methods and are useful for decision making.				
4	A review of the results of the implementation of satisfaction measurements is carried out.				
5	Followed up for improvement and enhancement of teaching quality.				
6	The results are published and easily accessible to interested parties.				

## **6.2 Evaluation**

Write the results of the evaluation of (a) the existence and completeness of policies on the management and implementation of education, (b) socialization, and (c) implementation of the policy!

## **6.3 Follow-up Action**

Based on the evaluation results as stated in point 6.3, explain the follow-up that has been taken by the Faculty in order to improve the quality of (a) the existence and completeness of policies on the management and implementation of education, (b) socialization, and (c) implementation of the policy!

## **CRITERIA 7. RESEARCH**

### **7.1 Policy**

State written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or university leadership regulations (Rector or Chairperson) that regulate research in the Study Program and the Faculty!

### **7.2 Implementation**

#### **7.2.1 Roadmap and Research Group**

Describe the implementation of Tenured Lecturers research carried out based on the roadmap and research group!

#### **7.2.2 Student Activities, Relevance, and Involvement in Research**

Research activities refer to the number of research activities carried out by Tenured Lecturers in one year. Research relevance refers to the relevance of lecturers' and students' research topics with the expertise or expertise of researchers (Tenured Lecturers) and/or research groups that refer to the study program research roadmap derived from *VMTS*. Student involvement in research refers to student participation in research activities conducted by Tenured Lecturers, starting from proposal preparation, relevant theory review, instrument development, data collection, data analysis, research report preparation, to writing research articles for publication.

Write down relevant research activities involving students conducted by Tenured Lecturers in the last three years, following the format in **Table 7.2.2!**

**Table 7.2.2 Student Activity, Relevance, and Involvement in Research**

No.	Research Title	Funding Source**			Team Leader's Name	Team Leader's Expertise*	Referred to as Student's Thesis Theme**	Name and Identity of Research Member Lecturer	Name and Identity of Students Involved
		DL	LN	HEI/MD					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
TS (20 ...)									
1									
2									
3									
etc									
Number of research titles in TS: ...									
TS-1 (20 ...)									
1									
2									
3									
etc									
Number of research titles in TS-1: ...									
TS-2 (20 ...)									
1									
2									
3									
etc									
Number of research titles in TS-2: ...									
Total number of researches in Study Program in the last three years: ...									
Average number of research titles per year/lecturer: ...									
Number of Tenured Lecturer researches used as a reference for the thesis: ...									

\*Filled with expertise or research interest of the research team leader.

\*\*Filled with a check mark (✓): *DN*: Domestic, *LN*: Abroad, *HEI/MD*: Higher Education Institution/Personal



### 7.1.1 Publication of Tenured Lecturers Research Results

Write the number of publications of Tenured Lecturers research results in the last three years, following the format in **Table 7.2.3**.

**Table 7.2.3 Number of Tenured Lecturers Research Result Publications**

No.	Publication Type	Number of Titles			Total
		TS-2	TS-1	TS	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Articles in national journals with ISSN				N-A1 =
2.	Articles in national journals accredited by <i>Kemdikbud/Ristek-BRIN</i>				N-A2 =
3.	Articles in international journals				N-A3 =
4.	Articles in reputable international journals				N-A4 =
5.	Articles in local/university seminar proceedings				N-B1 =
6.	Articles in national seminar proceedings				N-B2 =
7.	Articles in international seminar proceedings				N-B3 =
8.	Writings in local or regional mass media				N-C1 =
9.	Writings in national mass media				N-C2 =
10.	Writings in international mass media				N-C3 =
11.	Local/regional/university exhibitions/performances				N-D1 =
12.	National exhibitions/performances				N-D2 =
13.	National exhibitions/performances				N-D3 =
14.	Books/Book Chapters				N-E1 =
15.	Patents				N-E2 =

### 7.2 Evaluation

Write the results of the evaluation of the research policies and implementation conducted by Tenured Lecturers based on the research roadmap that has been created: productivity, relevance, and student involvement in lecturer research!

### 7.3 Follow-up Action

Based on the evaluation results as stated in point 7.3, explain the follow-up that has been taken by the Faculty in order to increase productivity, improve relevance, and student involvement in research and scientific development of the Study Program!

## CRITERIA 8. OUTREACH

### 8.1 Policy

State written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or university leadership regulations (Rector or Chairperson) that regulate Outreach in the Study Program and the Faculty!

### 8.2 Implementation

#### 8.2.1 Outreach Roadmap and Group

Describe the implementation of Tenured Lecturers outreach activities carried out based on the outreach roadmap!

#### 8.2.2 Activities, Relevance, and Student Involvement in Outreach

Outreach activities refer to the number of Outreach activities carried out by Tenured Lecturers in the last three years. Outreach relevance refers to the relevance of Outreach topics to expertise (Tenured Lecturers) and the Study Program Outreach roadmap derived from *VMTS*. Student involvement in Outreach refers to student participation in Outreach activities carried out by Tenured Lecturers, starting from the preparation of proposals, review of relevant theories, implementation and analysis of implementation results, preparation of Outreach reports, to writing articles on Outreach results for publication.

Write down relevant Outreach activities that involve students carried out by Tenured Lecturers in the last three years, by following the format in **Table 8.2.2!**

**Table 8.2.2 Activities, Relevance, and Student Involvement in Outreach**

No.	Outreach Title	Funding Source**			Team Leader's Name	Team Leader's Expertise*	Name and Identity of Research Member Lecturer	Name and Identity of Students Involved
		DL	LN	HEI/MD				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
TS (20 ...)								
1								
2								
3								
etc								
Number of Outreach titles in TS: ...								
TS-1 (20 ...)								
1								
2								
3								
etc								
Number of Outreach titles in TS-1: ...								
TS-2 (20 ...)								

No.	Outreach Title	Funding Source**			Team Leader's Name	Team Leader's Expertise*	Name and Identity of Research Member Lecturer	Name and Identity of Students Involved
		DN	LN	HEI/MD				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								
Number of Outreach titles in TS-2: ...								
Total number of Outreaches in the Study Program in the last three years: ...								
Average number of Outreach titles per year/lecturer: ...								

DN: Domestic, LN: Abroad, HEI/MD: Higher Education Institution/Personal

### 8.1.1 Publication of Outreach Results

Write the number of publications resulting from Outreach by Tenured Lecturers in the last three years, following the format in **Table 8.2.3**.

**Table 8.2.3 Number of Tenured Lecturer Outreach Results Publications**

No.	Publication Type	Number of Titles			Total
		TS-2	TS-1	TS	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Articles in national journals with ISSN				N-A1 =
2.	Articles in national journals accredited by <i>Kemdikbud/Ristek-BRIN</i>				N-A2 =
3.	Articles in international journals				N-A3 =
4.	Articles in reputable international journals				N-A4 =
5.	Articles in local/university seminar proceedings				N-B1 =
6.	Articles in national seminar proceedings				N-B2 =
7.	Articles in international seminar proceedings				N-B3 =
8.	Writings in local or regional mass media				N-C1 =
9.	Writings in national mass media				N-C2 =
10.	Writings in international mass media				N-C3 =
11.	Local/regional/university exhibitions/performances				N-D1 =
12.	National exhibitions/performances				N-D2 =
13.	National exhibitions/performances				N-D3 =

### 8.2 Evaluation

Write the results of the evaluation of the Outreach policy and implementation carried out by Tenured Lecturers based on the research roadmap that has been made: productivity, relevance, and student involvement in lecturer Outreach activities!

### 8.3 Follow-up

Based on the evaluation results as stated in point 8.3, explain the follow-up that has been taken by the Faculty in order to increase productivity, relevance, and student involvement in lecturer Outreach activities!

## CRITERIA 9. TEACHING-RESEARCH-OUTREACH OUTPUT AND ACHIEVEMENT

### 9.1 Policy

State written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the head of the university (Rector or Chairperson) that regulate the output and achievements of the dharma pendidikan, which include graduate CGPA, average study period, tracer study, publication of student scientific works, student products or services that have IPR or patents.

### 9.2 Implementation

#### 9.2.1 Graduate CGPA

Write down data on the number of graduates and their Cumulative Grade Point Average (CGPA) in the last three years, following the format in **Table 9.2.1!**

**Table 9.2.1 Graduate CGPA**

Graduation Year	Number of Graduates	Cumulative Grade Point Average (CGPA)		
		Minimum	Average	Maximum
(1)	(2)	(3)	(4)	(5)
TS-2				
TS-1				
TS				

#### 9.2.2 Study Period and Study Success

Write down the data on the number of students, study period, and student study success, by following the format in **Table 9.2.2!**

**Table 9.2.2 Study Period and Study Success**

Entry Year	Number of Students Accepted	Number of Students Graduated in ....				Number of Graduates until End of TS	Average Study Period	Number of Students Dropped Out
		End of TS-3	End of TS-2	End of TS-1	End of TS			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
TS-3								
TS-2								
TS-1								

### 9.2.3 Implementation of Tracer Study

Write down the data from the graduate tracer study, the number of graduates and the number of traced graduates with the level of relevance of their field of work (i.e. the field of education in the broad sense: teachers/lecturers, instructors, trainers, extension workers, course managers, training designers, curriculum developers, learning program designers, etc.), by following the format in **Table 9.2.3!**

**Table 9.2.3 Implementation of Tracer Study**

Number	Number of Graduates	Number of Tracked Graduates	Coordinated at the Faculty	Conducted Regularly	Fill in the Questionnaire in accordance with <i>Dikti</i>	For Curriculum Improvement	For Institutional/Study Program Development
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
TS-3							
TS-2							
TS-1							

### 9.2.4 Level of Graduate User Satisfaction

Write down data on user satisfaction related to the seven types of abilities demonstrated by graduates, following the format in **Table 9.2.4!**

**Table 9.2.4 Level of Graduate User Satisfaction**

No.	Type of Capability	User Satisfaction Level (%)				Follow-up Plan by the Study Program and/or the Faculty
		Very Good	Good	Fair	Poor	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Ethics of behavior					
2	Performance related to core competencies					
3	Ability to work in a team					
4	Communication skills					
5	English language skills					
6	Ability to use information technology					
7	Self-development efforts					

### 9.2.5 Publication of Student Scientific Works

Write down the data on student scientific work publications in the last three years by following the format in **Table 9.2.5!**

**Table 9.2.5 Publication of Student Scientific Works**

No.	Publication Type	Number of Titles			Total
		TS-2	TS-1	TS	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Articles in national journals with ISSN				N-A1 =
2.	Articles in national journals accredited by <i>Kemdikbud/Ristek-BRIN</i>				N-A2 =
3.	Articles in international journals				N-A3 =
4.	Articles in reputable international journals				N-A4 =
5.	Articles in local/university seminar proceedings				N-B1 =
6.	Articles in national seminar proceedings				N-B2 =
7.	Articles in international seminar proceedings				N-B3 =
8.	Writings in local or regional mass media				N-C1 =
9.	Writings in national mass media				N-C2 =
10.	Writings in international mass media				N-C3 =
11.	Local/regional/university exhibitions/performances				N-D1 =
12.	National exhibitions/performances				N-D2 =
13.	National exhibitions/performances				N-D3 =

### 9.2.6 Cited Student Scientific Works

Write down the data on the number of citations of scientific works resulting from student research, either independently or with Tenured Lecturers, in the last three years, following the format in **Table 9.2.6**.

**Table 9.2.6 Cited Student Scientific Works**

No.	Students' Name (and Tenured Lecturers)	Title of Scientific Work, Year, Name of Journal/Proceedings/Book, Page Number	Number of Citations
(1)	(2)	(3)	(4)
1.			
2.			
3.			
etc			
Total			
Average			

### 9.2.7 Student Products or Services Adopted by the Community

Write down the product or service data resulting from student research, either independently or together with Tenured Lecturers, in the last 3 years that have been adopted by the community, following the format in **Table 9.2.7**.

**Table 9.2.7 Products or Services of Tenured Lecturers and Students Adopted by Society**

No.	Students' Name (and Tenured Lecturers)	Product/Service Name	Product/Service Description	Evidence*
(1)	(2)	(3)	(4)	(5)
1.				
2.				
3.				
etc				
Total				
Average				

\*Example: Letter of reference from the user



### 9.2.8 Output and Achievements of Student Scientific Works with IPR or Patents

Write down the product or service data resulting from research, outreach, and/or student scientific works in the last three years that already have IPR or patents, by following the format in **Table 9.2.8**!

**Table 9.2.8 Student Products or Services with IPR or Patents**

No.	Students' Name	Product/Service Identity	Year	Certificate Number
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
etc				
Total				
Average				

### **9.3 Evaluation**

Write the results of the evaluation of (a) the existence and completeness of policies on the outputs and achievements of the Teaching-Research-Outreach of Higher Education Institution, (b) socialization, and (c) implementation of the policy!

### **9.4 Follow-up Action**

Based on the evaluation results as stated in point 9.3, explain the follow-up actions that have been taken by the Faculty in order to improve the quality of (a) the existence and completeness of policies on the outputs and achievements of the Teaching-Research-Outreach of Higher Education Institution, (b) socialization, and (c) implementation of the policy!

## **SECTION C**

### **PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT**

Starting from the results of the description of qualitative data & quantitative data, analysis & evaluation, and follow-up presented in section B (Criteria), the Faculty conducts a comprehensive evaluation of performance achievements to determine whether all work programs that have been planned and outlined in the strategic plan and annual plan have been achieved. In addition, more specifically, the Faculty conducts a critical analysis of the existence of the Study Program by identifying its strengths and weaknesses based on certain parameters (such as *SN-Dikti*, relevant regulations, or other standards that exceed *SN-Dikti*) or based on its position among similar PSs outside of universities. With this critical analysis, it is hoped that the Study Program can identify the problems and challenges faced by the Study Program and at the same time solve them. Furthermore, the Faculty is expected to be able to determine the right Study Program development targets and strategies according to its capacity, the Study Program needs, and the latest developments in science and technology.

#### **C.1 The Study Program Performance Achievement Evaluation**

Describe (1) the implementation of the Study Program performance achievement evaluation: implementation time, mechanism, and parties involved; (2) results of performance achievement evaluation: success and failure; and (3) follow-up action!

#### **C.2 Development Program**

Describe the Study Program development program, which includes: (1) governance, management, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) community service; and (8) Teaching-Research-Outreach output and achievements!