



STUDY PROGRAM ACCREDITATION PROFESSIONAL TEACHER EDUCATION

BOOK 2 SELF-EVALUATION REPORT

ACCREDITATION COUNCIL FOR EDUCATION 2022

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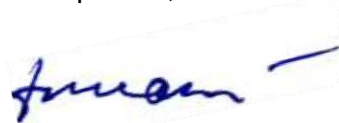
PREFACE

Praise Allah SWT, the Almighty God, because with His grace and guidance, the Accreditation Council for Education (ACE) has completed Book 2 Self-Evaluation Report (SER) for the Professional Teacher Education (PTE), which is part of the Study Program Accreditation Instrument (SPAI). SPAI was prepared to respond to the Regulation of the National Accreditation Agency for Higher Education No. 9 of 2020, dated October 22, 2020, concerning the Policy for Transferring Study Program Accreditation from the National Accreditation Agency for Higher Education to Accreditation Agencies.

This SER consists of three sections, namely Faculty Profile, Criteria, and Problem Analysis and Study Program (SP) Development. The Faculty Profile contains six aspects, namely (1) identity; (2) vision, mission, goals, and strategies for achieving them; (3) lecturers; (4) students; (5) finance; and (6) Internal Quality Assurance System. The Criteria consist of nine aspects, namely (1) vision, mission, goals, and strategies; (2) governance, management, and partnership; (3) students; (4) human resources; (5) finance, facilities, and infrastructure; (6) education; (7) research; (8) community service; and (9) teaching-research-outreach outputs and achievements. Problem Analysis and SP Development are divided into two groups, namely (1) evaluation of SP performance achievements and (2) SP development programs.

Each Criterion (Part B) is elaborated into four aspects, namely (1) policy, which is the standard set by the Government and Higher Education, (2) implementation, (3) evaluation, and (4) follow-up. The evaluation aspect answers questions such as “Have the Faculty and SP been able to achieve the set standards?”. “If so, how well or how high have the Faculty and SP achieved these standards?”. “If not, what factors have caused the Faculty and SP not to be able to achieve these standards?”. The follow-up aspect suggests steps taken so that the Faculty and SP can achieve or exceed the set standards. Thus, continuous quality improvement efforts can be realized in order to build a culture of quality. To develop an SER, the Faculty and SP should refer to Book 3: Guidelines for Developing LED.

Jakarta, 09 February 2022
Chairperson,



Prof. Dr. Muchlas Samani

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PREPARATION OF SELF-EVALUATION REPORT

Complete the following in the identity section: the name of the Professional Teacher Education (PTE) Study Program (SP), the Faculty of PTE, and the higher education institution (HEI) concerned. The date of establishment of the SP is filled in with the date stated in the Decree on the establishment of the PTE SP signed by the relevant ministry officials. Next, write down the month and year of the first PTE SP implementation, the reference number of the PTE SP implementation permit, and the date of the permit.

Fill in the data of tenured lecturers of the institution who are registered as tenured lecturers of PTE SP based on Government Regulation No. 37 of 2007 concerning Lecturers, Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, Regulation of the Ministry of Research, Technology, and Higher Education No. 62 of 2016 concerning Higher Education Quality Assurance System, Regulation of the Ministry of Education and Culture No. 3 of 2020 concerning National Higher Education Standards and Regulation of the Ministry of Education and Culture No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education, and Supplementary Regulations to the decision of the Director General of Higher Education No. 08/DIKTI/Kep/2002 on Technical Guidelines for the Decree of the Minister of National Education, No. 184/U/2001 on Guidelines for Supervision-Control and Development of Diploma, Undergraduate, and Postgraduate Programs in Higher Education, Regulation of the Ministry of Research, Technology, and Higher Education No. 55/2017 on Teacher Education Standards in the table provided.

No.	Name of Lecturer	National Lecturer Registration Number/ Special Lecturer Registration Number	Date of Birth	Academic Position	Academic Title	Education	Field of Expertise

The identity of the instrument provider is filled in with the name, National Lecturer Registration Number/ Special Lecturer Registration Number, academic position of the instrument provider, and the date of completing the instrument. The PTE SP accreditation documents consist of:

1. Self-Evaluation Report (SER) prepared by the Faculty together with the PTE SP
2. SER Appendix, which is a separate book

The documents above are uploaded to SIMLAMDIK, which is an online management information system of the ACE, with a maximum of 200 pages, A4 paper size with a 4 cm left margin, 4 cm top border, 3 cm right margin and 3 cm bottom border, single-spaced, and using Arial 11 font type and size.

SECTION A

FACULTY PROFILE

The Faculty Profile contains a brief description of the existence, advantages, disadvantages, strategic position, and development strategy of the Faculty within and outside the university. The profile includes 6 (six) aspects, namely: (1) identity: name, year of establishment, decree number, number of Professional Teacher Education (PTE) Study Program (SP), address, telephone number, email address and official website of the institution; (2) vision, mission, goals, and strategies to achieve them; (3) lecturers: number of tenured lecturers; academic qualifications, functional positions, and teaching certificates of tenured lecturers; and the ratio of tenured lecturers to regular students; (4) students and graduates: number of regular students, average Grade Point Average (GPA) of graduates, average study period, monitoring and coaching of graduates; (5) finance: the amount of funds obtained and managed, education operational funds, research funds, community service funds, publication operational funds, and investment funds managed or allocated by the Faculty; (6) Internal Quality Assurance System: policies, documents, consistency of implementation, and Internal Quality Assurance System reports according to the PPEPP cycle including quality recognition from external audit institutions, accreditation institutions, and certification and external benchmarking institutions. Describe the Faculty Profile covering these 6 (six) aspects in the form of: (a) a narrative essay with a maximum of 5,000 words and/or (b) concise tables.

SECTION B

CRITERIA

CRITERIA 1. VISION, MISSION, GOALS, AND STRATEGIES

1.1 Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, Dean, or Chairperson) that regulate the preparation, socialization, implementation, and evaluation of the academic vision and objectives of the Professional Teacher Education Study Program, hereinafter abbreviated as PTE SP.

1.2 Implementation

1.2.1 Mechanism for the Formulation of Academic Vision and Objectives of SP

Describe the mechanism for preparing the academic/professional vision and objectives, as well as the internal and external stakeholders of PTE SP who were involved in the preparation.

1.2.2 Formulation of Academic Vision

Write down the formulation of (1) the academic vision of the SP, (2) the objectives of the SP, and (3) the strategy for achieving the objectives of the PTE SP, and (4) the suitability, formulation of the academic vision of the PTE SP with the institutional vision of the Faculty and HEI, (5) clarity and reality of the academic vision of the PTE SP. Also, write down the level of understanding of lecturers, education staff, and students regarding the academic vision and goals of the PTE SP.

1.2.3 Level of Understanding of Academic Vision and Objectives of PTE SP

Write down the strategy for achieving the vision with measurable achievement indicators and clear stages. Describe the level of understanding of lecturers, students, and education staff towards the PTE SP scientific vision, goals, and strategies for achieving the goals, obtained from survey results.

1.3 Evaluation

Write down the evaluation results of (1) policy, (2) formulation, and (3) the level of understanding of the PTE SP scientific vision, objectives, and strategies. Evaluation of the formulation focuses on (1) the clarity and reality of the PTE SP academic vision, objectives, and strategies, and (2) the suitability of the PTE SP scientific vision, objectives, and strategies with the vision, mission, goals, and strategies of the Faculty and HEI.

1.4 Follow-Up

Based on the evaluation results as stated in point 1.3, explain the follow-up actions that have been taken by the Faculty to improve (1) the clarity and reality of the PTE SP scientific vision, objectives, and strategies, (2) the suitability of the PTE SP academic vision, objectives, and strategies for with the vision, mission, goals, and strategies of the Faculty and HEI, and (4) the level of understanding of lecturers, students, and education staff of the PTE SP academic vision, objectives, and strategies for achieving PTE SP objectives. Complete the explanation with valid supporting evidence.

CRITERIA 2. GOVERNANCE, MANAGEMENT, AND PARTNERSHIP

2.1 Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, Dean, or Chairperson) that regulate the governance, management, leadership, partnership, and quality assurance in the Faculty.

2.2 Implementation

2.2.1 Governance

Describe the system and the implementation of good governance in the Faculty with a functional organizational structure and governance (policy makers, executors, supervisors, academic support elements, administrative support elements, and dormitory support elements) along with the main tasks and functions, and fulfill the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair. Include best practices that have been carried out related to governance.

2.2.2 Management

Describe the system and implementation of management in the Faculty, which includes (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 to periodic management evaluation.

2.2.3 Leadership

Explain the operationalization and implementation of leadership in the Faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership at the regional level, national level and international level, especially in the field of education supported by evidence.

2.2.4 Partnership

Write down data on domestic and foreign partnerships in the field of teaching-research-outreach of HEI in the Faculty, including partnerships with lab schools and/or partner schools, which includes the name of the partner institution, level, title and scope, benefits/outputs, duration and time in the last three years following the format of Table 2.2.4.

Table 2.2.4 Partnership Data

No.	Name of Partner Institution	Level			Title and Scope of Partnership	Benefit/ Output	Duration and Time	Evidence/ Link*
		International	National	Local				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Education								
1								
2								
etc								
Number								
Research								
1								
2								
etc								
Number								
Outreach								
1								
2								
etc								
Number								
Institutional Development: Human Resources, Facilities/Infrastructure, Publications, IPR, Patents, Learning Technology, Dormitory, etc.								
1								
2								
etc								
Number								

*E.g.: Partnership Implementation Report

2.2.5 Quality Assurance

Describe the implementation of quality assurance in PTE SP, which reflects the implementation of the quality assurance policy established by the HEI, which shows the existence of a quality assurance unit/division, evidence of the implementation of the PPEPP cycle, the availability of documentation of quality assurance implementation, and evidence of the implementation of external quality assurance benchmarking.

2.3. Evaluation

Write down the evaluation results of policies and implementation of governance, leadership, partnership, and quality assurance conducted at the PTE SP.

2.4. Follow-Up

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

CRITERIA 3. STUDENTS

3.1. Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, Dean, or Chairperson) that regulate the admission of PTE student input at the Faculty, student services in various fields, and monitoring and coaching programs for graduates (alumni).

3.2 Implementation

3.2.1 Student Input

Describe the mechanism for analyzing PTE student profiles, including linearity, representation of Indonesian regions, age, undergraduate GPA, and university origin.

3.2.2 Student Services and Development Program

Present the implementation of student service programs in the fields of (1) dormitory life coaching, (2) entrepreneurship, (3) scouting, (4) health, and (5) fitness (state defense and nationalism), along with concrete evidence that has been carried out at the PTE SP. Mention the access and quality of student services provided and the level of student satisfaction with the services provided.

3.2.3 Graduate Monitoring and Coaching Program (Alumnae)

Present the implementation of the monitoring and coaching program for PTE alumni periodically and continuously by showing valid evidence of the implementation of these activities in real terms supported with examples. Periodic and continuous monitoring and coaching programs for PTE alumni can be easily accessed. Coaching activities refer to the format (a) name of the activity, (b) background, (c) foundation, (d) objectives, (e) mechanism, (f) scheduling, (g) coaching results, (h) evaluation of activities and follow-up.

3.3 Evaluation

Present the evaluation results regarding the implementation of PTE student input analysis, student service programs, and monitoring and coaching programs for alumni, with the following provisions:

- a. Availability of valid evidence of implementation evaluation
- b. Use of valid instruments in evaluation
- c. Use of relevant methods in evaluation results and analysis
- d. Documentation of the evaluation and analysis results and communication to relevant parties

3.4 Follow-Up

Based on the evaluation results, present the follow-up that has been carried out by providing valid evidence of the type and form of follow-up to the evaluation results to improve the quality of student input, student service programs, and monitoring and coaching programs for alumni.

CRITERIA 4. HUMAN RESOURCE

4.1 Policy

Write down the human resource (HR) recruitment and selection policy that contains several information, such as (1) name of the policy, (2) background, (3) foundation, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanism, and other matters. Complete it with a written policy in the form of a regulation of the university leader (Rector, Director, Chairperson, and/or Dean) that regulates the recruitment and selection, placement, development, performance evaluation, and dismissal of human resources. Explain the implementation of the written policy in the form of regulations, guidelines, and SOPs that regulate HR recruitment, as well as consistency in implementation and documentation in print and digital.

4.2 Implementation

4.2.1 Lecturer

Write down the PTE lecturer data, which is divided into two groups: program management lecturers (PML) and subject area lecturers (SAL).

Table 4.2.1 Data of PTE SP Lecturer

No	Name of Lecturer	PML*)	SAL*)	Field of Study
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
4				
5				

*) : put a checkmark (√) in the appropriate column

4.2.1.1 Lecturer Recruitment and Selection Tests

Elaborate on the mechanism for recruitment and selection of lecturers that the HEI or Faculty carries out in a consistent and sustainable manner. Write concisely and clearly related to the implementation of recruitment and selection tests for PTE lecturers, both PML and SAL, by describing completely and comprehensively the selection system, implementation procedures, placement, development, retention, and dismissal. If there is a PTE lecturer homebase transfer policy, explain the transfer requirements and procedures. Complete the explanation by providing a real case or real implementation that has occurred and is carried out by the HEI, PTE SP, or Faculty.

4.2.1.2 Profile of Tenured Program Management Lecturer

Write down the profile of the tenured program management lecturers of the PTE SP, which includes (1) full name, (2) national lecturer registration number or special lecturer registration number, (3) date of birth, (4) teaching certificate, (5) functional position, (6) academic degree, (7) undergraduate education, master, doctoral, and origin of HEI, and (8) field of expertise for each education level in Table 4.2.1.2.

Table 4.2.1.2 Profile of Tenured Program Management Lecturers of PTE SP

No	Full name of PML	National lecturer registration number or special lecturer registration number	Date of birth	Teaching certificate	Functional position	Academic title	Undergraduate education, master's, and doctoral, and the origin of HEI	Field of expertise of each degree
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
4								
5								
...								

4.2.1.3 Profile of Tenured Subject Area Lecturer

Write down the profile of tenured subject area lecturers who teach in each field of study in the PTE program, which includes (1) full name, (2) national lecturer registration number or special lecturer registration number, (3) date of birth, (4) teaching certificate, (5) functional position, (6) academic degree, (7) education S-1, S-2, S-3 and origin of PT, and (8) field of expertise for each level of education in Table 4.2.1.3.

Table 4.2.1.3 Profile of Tenured Subject Area Lecturer

No.	Full name of SAL	National lecturer registration number or special lecturer registration number	Date of birth	Teaching certificate	Functional position	Academic title	Undergraduate education, master's, and doctoral, and the origin of HEI	Field of expertise of each degree	Has participated in clinical supervision training (Y/N)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Subject Area A									
1									
2									
3									
...									
Subject Area B									
1									
2									
3									
...									

4.2.1.4 Ratio of PML and SAL to PTE Students

Write down the ratio of **Subject Area Lecturer (SAL)** whose field of expertise is in accordance

with the field of study to the number of students in the field of study by following the format of Table 4.2.1.4.

Table 4.2.1.4 Ratio of SAL to PTE Student

Name of Subject Area	Number of PML/ SAL	Number of PTE Students	Number of Intake	Ratio	
				Total	Each Intake
(1)	(2)	(3)	(4)	(5)	(6)
PTE SP					
Subject Area					
Subject Area ...					
Subject Area ...					
Etc					
Total					

4.2.1.5 Lecturer Competency Development

Write down lecturers' competency development activities, such as clinical supervision, evaluation and feedback, motivation and emotional support, self-efficacy, reflection, and professional identity development, further studies to doctoral level, postdocs, short courses, internships, training, certification, conferences, seminars, and workshops, and others relevant to the teaching-research-output of HEI that have been carried out by tenured lecturers whose expertise is in accordance with the field of SP in the last three years, following the format of Table 4.2.1.5.

Table 4.2.1.5 Lecturer Competency Development

No	Name of Lecturer	Field of Expertise	Name of Activity	Place of Activity	Time of Activity	Benefits for PTE
(1)	(2)	(3)	(4)	(5)	(6)	(7)
TS-2 (20...)						
1						
2						
3						
Number of Activities in TS-2						
TS-1 (20...)						
Number of Activities in TS-1						
TS (20...)						
Total number of activities in TS						
Total number of activities:						
Average number of activities per year:						

4.2.2 Mentor Teacher

Write down the profile of the mentor who assists the lecturer in each field of study in the PTE program, which includes Name, Functional Position, Highest Education, Area of expertise, and teaching certificate number. Write down the data of the mentor teacher profile by following the following table format!

Table 4.2.2.1 Profile of Mentor Teacher

Mentor Teacher in the field of study ...

No	Name of Mentor Teacher	Functional Position	Highest Education	Expertise	Teaching Certificate Number	Experience (years)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
...						

Mentor Teacher in the field of study ...

No	Name of Mentor Teacher	Functional Position	Highest Education	Expertise	Teaching Certificate Number	Experience (years)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
...						

Mentor Teacher in the field of study ...

No	Name of Mentor Teacher	Functional Position	Highest Education	Expertise	Teaching Certificate Number	Experience (years)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
...						

4.2.2.2 Mentor Teacher Competency Development

Write down the activities that PTE mentor teachers participated in to develop their competence carried out by PTE SP, such as: mentoring training workshop, teaching practicum mentoring, classroom action research, and other skills relevant to the function of mentor teachers, clinical supervision; evaluation and feedback, motivation and emotional support, self-efficacy, reflection and professional identity building in the last three years, following the format of Table 4.2.2.2.

Table 4.2.2.2 Mentor Teacher Competency Development

No	Name of Mentor Teacher	Name of Activity	Place of Activity	Time of Activity	Benefits for PTE
(1)	(2)	(3)	(4)	(5)	(6)
TS-2 (20...)					
1					
2					
3					

Complete the following data:

- In column (2), write the name of mentor teacher along with the academic title.
- In column (3), write the name of the activity and provide evidence such as a certificate, a report, etc.
- In column (4), write the place of activity.
- In column (5), write the time of activity.

- In column (6), write the benefits of the activity for the PTE program.
- The number of activities in TS (20..): write the total number of activities in the year
- The total number of activities: TS + TS-1 + TS-2
- Average number of activities per year: (TS+TS-1+TS-2)/3

4.2.3 Profile of Academic Staff

Write the profile of academic staff following Table 4.2.3!

Table 4.2.3 Profile of Academic Staff

No	Full name of academic staff	Status of employment	Expertise	Highest education	Unit
(1)	(2)	(3)	(4)	(5)	(6)

Complete the following data:

- In column (2), provide the full name of the academic staff along with the academic title.
- In column (3), write the employment status (government employee, non-government employee, contract, etc.)
- In column (4), write the field of expertise (e.g., administrator, librarian, etc.), and provide a copy of the diploma and competency certificate.
- In column (5), write the education (high school, undergraduate, master, etc.)
- In column (6), write the work unit (PTE SP, Faculty, HEI, etc.)

4.2.4 Boarding Education Supervisor

Boarding education supervisors are tasked with: 1) accompanying students in carrying out daily activities, 2) facilitating, 3) guiding, 4) inspiring, 5) monitoring, implementing the boarding education curriculum, and 6) evaluating activities in dormitories and boarding education. Describe the profile of the boarding education supervisor, which includes the lecturer's name, academic position, position in boarding education, and length of time as a boarding education supervisor. Describe the tasks performed by each supervisor, and show evidence of the activities of the boarding education supervisors and their reports.

4.2.5 Satisfaction of Lecturers and Academic Staff with Management

Explain the implementation of the HR satisfaction survey. Furthermore, elaborate on the availability of instruments to measure the level of satisfaction of lecturers and academic staff with HR management, including the type of instrument, instrument developer, instrument validator, instrument testing, and instrument finalization (Table 4.2.5.1), implementation of lecturer satisfaction measurement (Table 4.2.5.2), and implementation of academic staff satisfaction measurement (Table 4.2.5.3).

Table 4.2.5.1 Availability of Instruments for Satisfaction Level Measurement

No.	Type of Instrument	Developer and Validator	Instrument Testing	Instrument Finalization
(1)	(2)	(3)	(4)	(5)

Table 4.2.5.2 Implementation of Lecturer Satisfaction

No.	Time of Implementation	Target	Result	Follow-Up
(1)	(2)	(3)	(4)	(5)

Table 4.2.5.3 Implementation of Academic Staff Satisfaction

No.	Time of Implementation	Target	Result	Follow-Up
(1)	(2)	(3)	(4)	(5)

4.3 Evaluation

Write down the results of evaluations that have been carried out on policies and practices of recruitment and selection, placement, profiling, development, and HR satisfaction surveys. Write the evaluation results in narrative form.

4.4 Follow-Up

Write down the types and forms of follow-up that the PTE SP and Faculty have carried out as steps to improve policies and improve the quality of policy evaluations and implementation on recruitment and selection, placement, profiling, development, and HR satisfaction surveys.

CRITERIA 5. FINANCE, FACILITY, AND INFRASTRUCTURE

5.1. Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, Deans, or Chairpersons) that regulate the acquisition, management, and use of funds for teaching activities, boarding education, research, and community outreach in the Faculty as well as teaching facilities and infrastructure and evidence of their socialization.

5.2 Implementation

5.2.1 Finance

Write down the funds acquired and managed by the Faculty, including funds from HEIs themselves, foundations, ministries, certain institutions in the country and/or abroad, and other sources, as well as the use of funds.

5.2.1.1 Source of Faculty Fund

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

Table

5.2.1.1

Table 5.2.1.1 Finance Acquisition

Source of Fund	Type of Fund	Amount of Fund (in millions)			
		TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)
HEI					
Foundation					
Ministry					
Certain institution (domestic/abroad)					
Other source					
Total					

5.2.1.2 Study Program Involvement in Performance Target Planning

Write about the involvement of PTE SP in planning activities/work, planning/allocation of funds, planning performance targets, and managing funds.

5.2.1.3 Use of Fund

Write down the amount of funds used by PTE SP for teaching-research-outreach activities in the last three years, following the format of Table 5.2.1.3. Also prepare evidence during the onsite assessment.

Table 5.2.1.3 Use of Funds for PTE SP Operational

No.	Type of Use	Amount of Fund (in millions)			
		TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(7)
1	Teaching operational cost				
2	Boarding education operational cost				
3	Research cost				
4	Community outreach cost				
5	Publication cost				
6	Student activity cost				
7	HR investment cost				
8	Teaching infrastructure investment cost				
9	Teaching facility investment cost				
10	Boarding facility investment cost				
Total					

5.2.1.4 Research Fund

Write down 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 and field of study of PTE SP, following the format of Table 5.2.1.4. Prepare evidence during the onsite assessment.

Table 5.2.1.4 Research Fund

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

5.2.1.5 Community Outreach Fund

Write down funds for community outreach activities in the last three years carried out by tenured lecturers whose field of expertise is in accordance with the study program and field of study of PTE SP, following the format of Table 5.2.1.5. Prepare evidence during the onsite assessment.

Table 5.2.1.5 Community Outreach Fund

Year	Title of Community Outreach	Head of Community Outreach Group	Source and Type of Fund	Amount of Fund (in millions)			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
etc							
Total							
Average							

5.2.1.6 Publication Operational Fund

Write down funds for publication activities in the last three years carried out by tenured lecturers whose field of expertise is in accordance with the study program and field of study of PTE SP, following the format of Table 5.2.1.6. Prepare evidence during the onsite assessment.

Table 5.2.1.6 Publication Operational Fund

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

5.2.2. Teaching Facility and Infrastructure

5.2.2.1 Teaching Infrastructure

Write down data on teaching infrastructure that can be accessed and used by PTE SP to carry out educational activities (lectures, mentoring, examinations, seminars, workshops, etc.), following the format of Table 5.2.2.1.1 for general infrastructure, Table 5.2.2.1.2 for main infrastructure, Table 5.2.2.1.3 for supporting infrastructure, and Table 5.2.2.1.4 for partner schools.

Table 5.2.2.1.1 General Infrastructure

No.	Type of Infrastructure	Number of Units	Area (m ²)	Ownership		Condition		Use (hours/week)
				Own	Rental	Good Condition	Not Good Condition	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Office							
2	Classroom							
3	Etc.							
etc								

* Put a checkmark (✓) in the appropriate column

Table 5.2.2.1.2 Main Infrastructure

No.	Type of Infrastructure	Number of Unit	Area (m ²)	Ownership*		Condition		Use (hours/week)
				Own	Rental	Good Condition	Not Good Condition	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Microteaching Laboratory							
2	ICT-integrated learning resource center							
3	Student dormitory							
4	Laboratory school/ partner school							

* Put a checkmark (✓) in the appropriate column

Table 5.2.2.1.3 Supporting Infrastructure

No.	Type of Infrastructure	Number of Unit	Area (m ²)	Ownership*		Condition		Use (hours/week)
				Own	Rental	Good Condition	Not Good Condition	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Prayer room							
2	Sports area							
3	Common space							

* Put a checkmark (✓) in the appropriate column

Table 5.2.2.1.4 Partner School

No.	Name of Partner School	Number of Students	Accreditation Status	Condition**		Frequency of student training/week
				Good Condition	Not Good Condition	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
etc						

5.2.2.2 Teaching Facility

Write down the literature or learning resources relevant to PTE activities that can be accessed with the network access provided. Include the information system owned by the Faculty / PTE SP, for example, a computer network connected to a wide network/internet, e-learning facilities used, licensed software, etc.

Write down data on educational facilities that can be accessed and used by PTE SP to carry out educational activities (lectures, mentoring, examinations, seminars, workshops, etc.), following the format of Table 5.2.2.2.

Table 5.2.2.2 Teaching Facility

No.	Type of Facility	Number of Units	Quality*	Condition**		Management (SP, Faculty, HEI)
				Good Condition	Not Good Condition	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
etc						

* Complete with: very good, good, fair, or poor

** Put a checkmark (✓) in appropriate column

5.3 Evaluation

Write down the results of the evaluation of (1) policies and (2) the acquisition, management, and use of funds for activities: teaching, boarding education, research, outreach, and publications at the SP and Faculty; type, and quality, and use of teaching infrastructure and facilities that can be accessed and used by PTE SP to carry out learning activities: lectures, mentoring, examinations, seminars, workshops, and others.

5.4 Follow-Up

Based on the evaluation results as stated in point 5.3, explain the follow-up actions that have been taken by the Faculty in order to increase funding for teaching, boarding education, research, outreach, and publications at the SP and Faculty; the number, type, quality, and use of infrastructure and facilities for learning activities: lectures, mentoring, examinations, seminars, workshops, and others.

CRITERIA 6 TEACHING

6.1 Kebijakan

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, Deans, or Chairpersons) that regulate the Formulation, Implementation, and Evaluation of Curriculum, both the learning curriculum and the PTE boarding education curriculum.

6.2 Implementation

6.2.1 Faculty support for PTE curriculum development

Write down the Faculty support to develop, implement, evaluate, and improve the PTE curriculum in the form of providing funds, assistance, and relevant experts.

6.2.2 PTE SP Curriculum

Write a complete PTE curriculum that includes: PTE identity, evaluation of previous curriculum implementation, academic/professional vision, academic mission, objectives, graduate profiles, program learning outcomes (PLO), fields of study, list of courses/workshops, and course syllabi. Also, write down the boarding education curriculum, starting with the vision and mission, curriculum structure, boarding activity program, boarding life assessment, mentoring and reflection, and regulations, violations, and sanctions. Attach the full PTE curriculum document.

6.2.3. Implementation of the Learning and Boarding Education Curriculum of PTE SP

Explain the stages of learning according to the PTE curriculum, which consists of material enrichment, learning design, review of design results, peer teaching, comprehensive examination, and teaching practicum.

Write down activities in the boarding education curriculum, including periodic/routine activities and scheduled/programmed activities. Provide valid evidence during the onsite assessment.

6.2.4. Learning conformity with course syllabi and fulfillment of learning characteristics

Elaborate on the learning/workshop carried out in accordance with the course syllabi which has interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics. Also state the conformity of the implementation of the boarding education curriculum with the applicable guidebook or guidelines.

6.2.5. Learning activity monitoring system

Elaborate on the activities conducted to monitor learning activities in both academic and boarding education to ensure the implementation of effective learning and education. Write down the follow-up of monitoring results and the form of communication conveyed to interested parties.

6.2.6. Learning Assessment

Explain the learning assessment for both academic and boarding education, which consists of process, product, and performance assessment.

6.2.7. Micro Teaching/Peer Teaching

Describe the implementation of micro or peer teaching, which includes the basic teaching skills or learning management skills practiced, the place where the activity is conducted (microteaching lab or classroom) or online. Provide valid evidence of the reflection conducted and the form of follow-up. State the effectiveness of the PTE micro/peer teaching implementation covering all types of basic teaching and/or learning management skills.

6.2.8. Teaching Internship Mentoring

Describe the implementation of teaching internship mentoring in partner schools, which is carried out at least six times in one internship activity, both offline and online. Mention the clinical supervision of professional practice in the field and the forms of follow-up carried out.

6.2.9. Student Satisfaction

Present the results of student satisfaction with (a) lecturer performance, (b) academic administration services, and (c) learning infrastructure and facilities, by fulfilling the following aspects:

- (1) Instruments used are valid and user-friendly,
- (2) Surveys are conducted at the end of each semester, and the data must be well-recorded
- (3) Results are analyzed with appropriate methods and are useful for decision-making,
- (4) Reviews of the satisfaction results are carried out,
- (5) Follow-ups are conducted to improve teaching quality, and
- (6) Results are published and easily accessible to interested parties.

6.3 Evaluation

Write down the evaluation results that the PTE SP or Faculty have carried out on PTE learning, which includes policies on curriculum/boarding education, curriculum/boarding education implementation, curriculum/boarding education assessment, and student satisfaction.

6.4 Follow-Up

This section describes or explains the follow-up to the evaluation results, as written in section 6.3. Write down the programs, types of activities, and/or other forms of follow-up that PTE SP and Faculty have conducted as steps to improve policies regarding curriculum/boarding education, curriculum/boarding education implementation, curriculum/boarding education assessment and student satisfaction.

CRITERIA 7. RESEARCH

7.1 Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of university leaders (Rectors, Directors, Deans, or Chairs) that regulate Classroom Action Research (CAR) policies related to PTE SP research prepared by the HEI and/or Faculty and/or PTE SP. Write down the mechanism for drafting until the stipulation of the policy.

7.2 Implementation

7.2.1 Implementation of Classroom Action Research (CAR)

Describe the implementation of CAR by lecturers and students of PTE SP in the current year based on written policies in the field of research.

Write in Tables 7.2.1.1 and 7.2.1.2 clearly, briefly and completely: names and student numbers or lecturer identification numbers, titles of classroom action research, year and relevance to learning problems.

Table 7.2.1.1 Implementation of CAR by Student

No	Name of student/ Student number	Title of CAR	Year	Relevance to learning problem
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
...				

Table 7.2.1.2 Implementation of CAR by Lecturer

No	Name of lecturer/ Lecturer ID	Title of CAR	Year	Relevance to learning problem
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
...				

7.2.2 Research Output

This section contains information on the outputs of CAR activities carried out by lecturers and students of PTE SP from the current year. Published CAR outputs will benefit the wider community, especially the education community, by obtaining new information and knowledge in the field of education.

Write down the student's name and number, the title of the CAR, the form of publication used as output (journal, proceedings, or other online media) and the title of the output.

Table 7.2.2.1 CAR Output by Student

No	Name of student/ Student number	Title of CAR	Publication Output (journal, proceedings, online media)	Title of Output
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
...				

Table 7.2.2.2 CAR Output by Lecturer

No	Name of lecturer/ Lecturer ID	Title of CAR	Publication Output (journal, proceedings, online media)	Title of Output
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
...				

7.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools used by the PTE SP and Faculty on the policies and implementation of CAR conducted by lecturers and students of PTE SP, which includes productivity, relevance, and publication of CAR results.

Write down the evaluation results that the PTE SP or Faculty has carried out on the policies and implementation of CAR by lecturers and students of PTE SP based on the CAR policy that has been established.

7.4 Follow-Up

This section describes or explains the follow-up to the evaluation results as written in section 7.3. Write down programs, types of activities, and/or other forms of follow-up that the PTE SP and Faculty have carried out to improve policies and the quality of the implementation of CAR by PTE SP lecturers and students.

CRITERIA 8. COMMUNITY OUTREACH

8.1 Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, Deans, or Chairpersons) that regulate community outreach activities. The written policy can include a road map regarding community outreach for PTE SP. Complete the policy with a description of the mechanism for drafting to stipulation and the form of socialization.

8.2 Implementation

8.2.1 Implementation of Community Outreach

Write clearly, briefly and completely the name of the executor, the title of community outreach, the year, and its relevance to the field of education and teaching in Table 8.2.1.

Table 8.2.1 Implementation of Community Outreach

No	Name of Executor	Title of Community Outreach	Year	Relevance to education and teaching
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
...				

8.2.2 Community Outreach Output

Write down the name of the executor, the title of the community outreach, the form of publication used as output (journal, proceedings, or other online media), and the title of the output in Table 8.2.2.

Table 8.2.2 Community Outreach Output

No	Name of Executor	Title of Community Outreach	Publication Output (journal, proceedings, online media)	Title of Output
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
...				

8.3 Evaluation

Write down the evaluation results on the policies and implementation of community outreach carried out by the PTE SP based on the existing community outreach policy, the form of implementation, and the output of community outreach.

8.4 Follow-Up

Write down the programs, types of activities and/or other forms of follow-up that the PTE SP and Faculty have carried out to improve policies, quality of community outreach implementation, and outputs from community outreach.

CRITERIA 9 TEACHING-RESEARCH-OUTREACH OUTPUT AND ACHIEVEMENT

9.1 Policy

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, Deans, or Chairpersons) that regulate the outputs and achievements of teaching which include GPA of graduates, student achievements (academic and non-academic), study period, on-time graduation, study success, tracer study, and graduate user satisfaction levels.

9.2. Teaching-Research-Outreach Output And Achievement

9.2.1 Graduate Percentage

Write down the percentage of PTE student graduation in the last three years, following the format of Table 9.2.1.

Table 9.2.1 Graduate Percentage

Year of Graduation	Number of Students	Number of PTE Graduates	Percentage of Graduates (%)
(1)	(2)	(3)	(4)
TS-2			
TS-1			
TS			

9.2.2 Graduate CGPA

Write down the number of graduates and the cumulative grade point average (CGPA) of students in the last three years, following the format of Table 9.2.2.

Table 9.2.2 Graduate CGPA

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

9.2.3 Academic Achievement

Write down the academic achievements (such as winning 1st, 2nd, and 3rd place in scientific writing competitions, scientific olympiad activities, debates, model development, etc.) and non-academic achievements (such as sports, arts, scouts, and health) obtained by students during their studies and 3 years after graduation by following the format of Table 9.2.3.

Table 9.2.3 Academic Achievement

No	Name of Student	Achievement	Time of Achievement	Level		
				International	National	Local
(1)	(2)	(3)	(4)	(5)	(6)	(7)
TS-2						
TS-1						
TS						

9.2.4 Study Period

Students are declared to have graduated from the PTE study program if they pass all stages of PTE and pass the Performance Test and Knowledge Test. Write down data about the study period, on-time graduation, and student study success, following the format of Table 9.2.4.

Table 9.2.4 Study Period, On-Time Graduation, and Study Success

Year of Entry	Number of Admitted Students	Number of Graduates in			Number of Graduates until the end of TS	Average Study Period
		End of TS-2	End of TS-1	End of TS		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
TS-3						
TS-2						
TS-1						

9.2.5 Tracer Study

Write down the implementation of the tracer study carried out by the Faculty following these criteria:

1. Coordinated at the university level
2. Conducted regularly
3. The questionnaire content includes all main questions of the DIKTI tracer study
4. Target the entire population
5. Used for curriculum development

9.2.6 Graduate User Satisfaction Level

- 1) Explain how the satisfaction level survey uses valid and reliable instruments, and with appropriate graduate user satisfaction measurement methods.
- 2) Provide the results of graduate user satisfaction surveys on graduate performance covering aspects of: (1) ethics, (2) expertise in the field of study (main competence), (3) foreign language skills, (4) use of information technology, (5) communication skills, (6) team-working skill and (7) self-development, following Table 9.2.6.

Table 9.2.6 Graduate User Satisfaction Level

Number of Graduate Users:

Number of Graduates:

No	Type of Competency	Satisfaction Level (%)				Follow-Up Plans by Faculty or SP
		Very Satisfactory	Satisfactory	Fair	Poor	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Ethics					
2	Expertise in the field of study (Pedagogy and Professional)					
3	Foreign language skill					
4	Use of information technology					

5	Communication skill					
6	Team-working skill					
7	Self-development					

9.3 Evaluation

Write down the evaluation results of the implementation of the teaching-research-outreach outputs and achievements, which include graduate CGPA, student achievement, study period, on-time graduation, study success, tracer study, and the level of satisfaction of graduate users.

9.4 Follow-Up

Based on the evaluation results as stated in point 9.3, explain the follow-up actions that the Faculty have taken to increase the number and quality of teaching-research-outreach outputs and achievements which include graduate CGPA, student achievement, study period, on-time graduation, study success, tracer study, and the level of satisfaction of graduate users.

SECTION C

PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

Drawing on the description of qualitative and 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 PTE SP by identifying its strengths and weaknesses based on certain parameters (such as the National Standard for Higher Education (*SN-Dikti*), relevant regulations, or other standards that exceed *SN-Dikti*) or based on opportunities and challenges from outside the university. With this critical analysis, the Faculty is expected to be able to identify the problems and challenges faced by the PTE SP and, at the same time, solve them. Furthermore, the Faculty is expected to be able to set appropriate goals and strategies for the development of PTE SP in accordance with its capacity, the needs of PTE SP, and the latest developments in science and technology.

C.1 Evaluation of PTE SP Performance Outcome

Describe (1) the implementation of the PTE SP performance evaluation: implementation time, mechanism, and parties involved; (2) the results of the performance evaluation: success and failure; and (3) follow-up.

Describe the root causes faced by PTE SP from the elements of (1) governance, management, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) teaching; (6) research; (7) community outreach; and (8) teaching-research-outreach outputs and achievements. Describe the solutions according to the strengths and weaknesses of the PTE SP and Faculty. This comprehensive solution needs to be discussed because one problem will be related to other problems following the format of Table C.1.

Table C1. Root Cause and Comprehensive Solution

No	Root Cause	Comprehensive Solution
(1)	(2)	(3)

C.2 Development Program

Describe the integrated PTE SP dan Faculty development program, which includes (1) governance, management, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) teaching; (6) research; (7) community outreach; and (8) teaching-research-outreach outputs and achievements. Describe the support of policies to be made, strategic plans, resources to be prepared, and quality assurance systems that are able to ensure that policies and strategic development plans can be achieved precisely, clearly, measurably, and realistically.