



STUDY PROGRAM ACCREDITATION PROFESSIONAL TEACHER EDUCATION PROGRAM

BOOK 3 GUIDELINES FOR PREPARING SELF-EVALUATION REPORT

**ACCREDITATION COUNCIL FOR EDUCATION
JAKARTA 2022**

Jl. Daksinapati Barat I No. 4 Rawamangun, Jakarta Timur 13220
Jl. Mayjen Yono Suwoyo Surabaya, Jawa Timur 60213
Website: <https://lamdik.or.id>, Email: sekretariat@lamdik.or.id

PREFACE

Praise God Almighty because, with His grace and guidance, the Accreditation Council for Education (ACE) can complete the Guidelines for Preparing Self-Evaluation Report of the Professional Teacher Education Study Program (PTE SP). This book complements Books 1, 2, 4, and 5 and is an effort to improve and adjust generally accepted external quality assurance continuously.

The Guidelines for Preparing Self-Evaluation Report of the Professional Teacher Education Study Program contains instruction for completing Book 2 Self-Evaluation Report of the Professional Teacher Education Program of the ACE. The Self-Evaluation Report includes three sections, namely Section A (Faculty Profile) which has five aspects with a weight of 10, Section B (Criteria) which has 58 aspects with a weight of 85, and Section C (Analysis of SP Problems and Development) which has two aspects with a weight of 5. Thus, overall the PTE SP has 65 items with a weight of 100. Judging from the weight distribution for the nine criteria (Section B), the PTE Study Program Accreditation Instrument (SPAI) focuses more on the process with a weight of 30 and output productivity with a weight of 25.

The Guidelines for Preparing Self-Evaluation Report is a comprehensive instruction document as part of a set of study program accreditation documents in the field of education for the Professional Teacher Education Study Program. The PTE SP and Faculty are expected to be well informed before preparing the Self-Evaluation Report. Thus, efforts to prepare accreditation instruments for the ACE are more directed and in accordance with the Guidelines for Preparing Self-Evaluation Report that have been set so that continuous quality improvement in an effort to build a culture of quality in the education sector can be realized immediately.

Jakarta, 09 February 2022

Chairperson,



Prof. Dr. Muchlas Samani

TABLE OF CONTENTS

PREFACE.....	ii
TABLE OF CONTENTS.....	iii
SECTION A FACULTY PROFILE	5
SECTION B CRITERIA.....	10
CRITERION 1. VISION, MISSION, GOALS, DAN STRATEGIES	10
1.1 Policy	10
1.2 Implementation	11
1.2.1 Mechanism for Formulating Academic Vision of PTE SP	11
1.2.2 Formulation of Academic Vision of SP	12
1.2.3 Level of Understanding of Academic Vision of SP	12
1.3 Evaluation	12
1.4 Follow-Up	13
CRITERION 2. GOVERNANCE, MANAGEMENT, AND PARTNERSHIP	14
2.1 Policy	15
2.2 Implementation	16
2.3 Evaluation	19
2.4 Follow-Up	19
CRITERION 3. STUDENT	20
3.2 Implementation	21
3.3 Evaluation	22
3.4 Follow-Up	23
CRITERION 4. HUMAN RESOURCE	24
4.1 Policy	24
4.2 Implementation	25
4.3 Evaluation	34
4.4 Follow-Up	34
CRITERION 5. FINANCE, FACILITY, AND INFRASTRUCTURE.....	35
5.1 Policy	35
5.2.1.2 Study Program Involvement in Performance Target Planning	38
5.2.1.3 Use of Fund.....	38
5.2.1.4 Research Fund	39
5.2.1.5 Community Outreach Fund.....	40
5.2.1.6 Publication Operational Fund	40

5.2.2 Teaching Facility and Infrastructure	41
5.2.2.1 Teaching Infrastructure.....	41
5.2.2.2 Teaching Facility	43
5.3 Evaluation	44
5.4 Follow-Up	44
CRITERION 6. TEACHING	45
6.1 Policy.....	45
6.2 Implementation	46
6.3 Evaluation.....	49
6.4 Follow-Up.....	49
CRITERION 7. RESEARCH.....	50
7.1 Policy	50
7.2 Implementation	50
7.3 Evaluation	52
7.4 Follow-Up	52
CRITERION 8. COMMUNITY OUTREACH.....	53
8.1 Policy	53
8.2 Implementation	53
8.3 Evaluation	55
8.4 Follow-Up.....	55
CRITERION 9 TEACHING-RESEARCH-OUTREACH OUTPUT AND ACHIEVEMENT	56
9.1 Policy	56
9.2. Teaching-Research-Outreach Output and Achievement	56
9.3 Evaluation	60
9.4 Follow-Up.....	60
SECTION C PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT	61
C.1 Evaluation of PTE Performance Outcome	61
C.2 Development Program	62
APPENDICES.....	63
1. Report Format	63
2. Cover Page.....	64
3. Identity of Faculty	65
4. Identity of SER Submitter	66
5. Writing Format	67

SECTION A

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 number; number of study programs (SP) for undergraduate programs, master 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; (3) lecturers: the ratio of permanent lecturers to students, for undergraduate programs, master programs, and doctoral programs; (4) students: the average Cumulative Grade Point Average (CGPA) of graduates, for undergraduate programs, master programs, and doctoral programs; (5) finance: the amount of teaching operational funds, research funds, community outreach funds, publication funds, and investment funds; (6) the Internal Quality Assurance System (IQAS): IQAS documents (policy documents, manual documents, standard documents, and formular documents), implementation with the Stipulation – Implementation – Evaluation – Control – Improvement (*PPEPP*) cycle, and implementation of external quality assurance benchmarking; and (7) the level of competitiveness of the Faculty in the Teacher Training Institution (*LPTK*), which is reflected in the accreditation status (from the National Accreditation Agency of Higher Education (*BAN-PT*)) of the university where the Faculty is located: excellent, very good, or good. A brief explanation of each of these aspects is given below.

1. Identity

This section is filled in with (a) name of Faculty, (b) year of establishment, (c) number of Decree, (d) number of study programs (SP) undergraduate programs, master programs, and doctoral programs, (e) Faculty address, (f) telephone number, (g) Faculty email address, and (g) Faculty website.

The study program (SP) is a unit of teaching and learning activities that has a certain curriculum and learning methods for one type of academic, professional, and/or vocational education.

The Professional Teacher Education Program (PTE) is an education program held after an undergraduate or applied undergraduate program to obtain an educator certificate in early childhood education through formal education, primary education, and/or secondary

education.

The PTE Study Program (PTE SP) is a professional teacher education pathway with a minimum cumulative study load of 36 credits, a maximum of 40 credits, and a cumulative length of study between 2 and 6 semesters after an undergraduate study.

The Faculty is an organizational unit within the structure of higher education institutions that is authorized to manage study programs.

2. Vision, Mission, Goals, and Strategies

This section is completed with the formulation of (a) vision, (b) mission, and (c) goals of the Faculty, as well as (d) strategies to achieve the vision, mission, and goals.

Vision is the main “ideal” of the Faculty that wants to achieve in the next few years; therefore, vision usually begins with the word “to become” or “as.” The vision can be formulated with or without using a specific time frame, such as “in the year ...” As part of a higher education institution (HEI), the Faculty’s vision must be in line with the vision of the HEI that oversees it.

The mission is the task that the Faculty must do to realize the vision that has been made; therefore, its formulation usually begins with the word “organize” or “carry out.” Because the mission is basically a “mandate” when establishing the HEI/Faculty, the substance of the mission usually includes the teaching-research-outreach of HEI, namely organizing teaching/learning, research, and community outreach.

Goals are the culmination of the mission that has been formulated and represent tasks that must be achieved or produced by the Faculty (within a certain period) and, therefore, are more specific. The formulation of goals usually begins with the word “to produce,” such as “to produce graduates who ...,” “to produce research findings that ...,” and “to produce strategies to increase community empowerment/to solve practical problems in the community related to ...”.

Strategies are actions or activities undertaken by the Faculty to achieve the goals that have been set. Therefore, the strategy should be appropriate (in accordance with the goals), realistic (in accordance with the support of the Faculty), clear (the formulation is easy to understand), and can be implemented. For example, suppose the Faculty has a goal to “produce graduates who are faithful and devoted to God Almighty, intelligent, and skilled ...”. In that case, the Faculty must formulate strategies that are in accordance with this goal, and the number of strategies should not be only one.

3. Lecturer

This section contains information on the number of tenured lecturers, the number of non-permanent lecturers, academic qualifications, functional positions, and teaching certificates owned by the Faculty. Tenured lecturers of the Faculty are permanent lecturers of HEI who are assigned as lecturers of courses with fields of expertise that are in accordance with the core competencies of the SP within the Faculty. Provide a brief description of the justification for the adequacy of lecturers in the Faculty and relate it to the ratio of tenured lecturers to full-time students in the Faculty.

4. Student and Graduate

This section contains a brief description of the number of full-time students, the Cumulative Grade Point Average (CGPA) of graduates, the average study period and graduates, the quality of input, monumental achievements by students and graduates, and the performance of Faculty graduates.

Students consist of full-time students, part-time students, and transfer students. In this context, the students referred to are full-time students, namely students who study at the Faculty from the first semester until graduation. Part-time students and students of other universities who take part in learning for a certain time at the Faculty are not included as students in this context. However, transfer students from other Faculty in one HEI or other Faculty from different HEIs are included as full-time students as long as the courses that have been taken from the original Faculty are recognized by the target Faculty.

Grade Point Average (GPA) is a score or record of student achievement after completing the learning process in one semester. Cumulative GPA (CGPA) is the final accumulation of all grades obtained by students while studying at the SP within the Faculty.

5. Finance

This section contains concise information on the amount of funds obtained and managed, operational funds per student/year, learning operational funds per student/year, research funds per lecturer/year, community outreach funds per lecturer/year, publication funds per lecturer/year, and investment funds managed or allocated by the Faculty.

Learning funds consist of components and amounts of investment costs and operational costs obtained and managed in order to fulfill the learning outcomes of SP graduates at the Faculty. Investment funds are part of the costs obtained and managed by the Faculty for the procurement of facilities and infrastructure, development of lecturers, and academic staff at the Faculty. Operational funds are funds obtained/managed by the Faculty to carry out teaching activities which include lecturer costs, academic staff costs, learning material operational costs, and indirect operational costs. Research operational funds are funds obtained/managed by the Faculty to carry out research activities for lecturers and students. Community outreach operational funds are funds obtained/managed by the Faculty to carry out community outreach activities for lecturers.

6. Internal Quality Assurance System (IQAS)

This section presents (a) IQAS documents (i.e. policy documents, manual documents, standard documents, and formular documents), (b) the implementation of quality assurance with the cycle of Stipulation – Implementation – Evaluation – Control – Improvement (*PPEPP*), and (c) the implementation of external quality assurance benchmarking.

The Internal Quality Assurance System (IQAS) maintains and improves the quality of education at HEI/Faculty on an ongoing basis. It is conducted internally to realize HEI/Faculty's vision and mission and meet stakeholders' needs through the implementation of higher education.

A Policy Document is a written document that describes how a higher education institution understands, designs, and implements higher education IQAS to realize its quality culture.

A Quality Manual is a document that contains instructions on the methods, steps, or procedures for establishing, implementing, evaluating, controlling, and improving each higher education standard by the parties at all levels within the higher education institution.

A Quality Standard is a document containing various criteria, measures, benchmarks, or specifications, called higher education standards or *DIKTI* Standards.

A Quality Document is a document that functions to record information about the achievement of Higher Education IQAS.

Stipulation – Implementation – Evaluation – Control – Improvement (*PPEPP*) is a series

of quality assurance cycles of HEI/Faculty which includes standard stipulation, standard implementation, standard evaluation, standard control, and education standard improvement in the HEI and/or Faculty. Stipulation is a standard-setting activity for standards that have been set by the Government and by HEI. Implementation is an activity carried out in order to fulfill the standard. Evaluation is the activity of comparing implementation outcomes with standards. Control is an activity of analyzing the causes of non-achievement and/or deviation from the implementation of standards for corrective action. Improvement is an activity to improve the standard to be higher than the predetermined standard. External quality assurance benchmarking activity is the process of comparing the performance of PS/Faculty with similar PS/Faculty outside the HEI concerned.

7. Level of Competitiveness

This section is filled in with the level of competitiveness of the Faculty in the Teacher Training Institution (*LPTK*), which is reflected in the accreditation status (from the National Accreditation Agency of Higher Education or *BAN PT*) of the HEI where the Faculty is located: excellent, very good, or good.

SECTION B

CRITERIA

This section contains nine criteria which include (1) Vision, Mission, Goals, and Strategies; (2) Governance, Management, and Partnership; (3) Student; (4) Human Resource; (5) Finance, Infrastructure and Facility; (6) Teaching; (7) Research; (8) Community Outreach; and (9) Teaching-Research-Outreach Outputs and Achievements.

CRITERION 1. VISION, MISSION, GOALS, AND STRATEGIES

This section contains a description of the academic vision of the PTE SP, vision, mission, goals, and strategies of the Faculty and the HEI. Vision is the ideal of the institution that is formulated in a clear, visionary, and realistic manner. Mission is the task that must be done in an effort to realize the vision that has been made. Goals are the elaboration of vision and mission, and are aspects that must be achieved or produced by the institution after the mission is fulfilled, therefore, they are specific and measurable. Strategies are actions or activities carried out by the institution to achieve the goals that have been set.

Write a brief description in the introduction or preface about the academic vision and goals of the PTE SP in relation to the Vision, Mission, Goals and Strategies of the Faculty and HEI. Include information about socialization, evaluation, and follow-up, as well as evidence of the level of understanding of lecturers, academic staff, and students of the scientific vision and goals of the PTE SP.

1.1 Policy

Policies are divided into two. The first is the national higher education policy set by the government (and the House of Representatives), which includes laws, government regulations, presidential regulations, ministerial regulations, and agency heads. The second is local higher education policies set by local university leaders. These local policies can be in the form of policies (P), regulations (R), Guidelines (G), and Standard Operating Procedures (SOP).

Policy is the basic policy of higher education, which provides direction or instruction for the management and implementation of higher education. For state universities with legal entities (*PTNBH*), policies can be made by the Board of Trustees (*MWA*) or the Academic Senate (*AS*). For state universities as public service agencies (*PTNBLU*) and state

universities as work units (*PTN Satker*), policies are made by the University Senate. Regulation is a statement that elaborates on the policy, usually made by the Rector, Director, or Chairperson. Guidelines are rules that elaborate on regulations, which are usually made by institutions in HEIs (such as the Institute for Research and Community Service (*LPPM*), the Institute for Development and Quality Assurance of Education (*LPPMP*), or the Technical Unit (*UPT*)). SOP is a document that contains step-by-step instructions on technical processes carried out by members of the organization (HEI, Faculty, and SP) when conducting activities. SOPs are usually made by Institutions, Faculties, and Technical Units.

This section contains written policies in the form of laws and regulations (laws, government regulations, ministerial regulations, etc.) and/or regulations of the university management (rectors or chairpersons) that govern the formulation, dissemination, implementation, and evaluation of the academic vision and goals of the PTE SP (the goal of the PTE SP is to produce graduates who fit the profile of PTE SP graduates).

Write down several laws, government regulations, ministerial regulations, and other regulations that are used as the basis for the preparation and review of the Vision, Mission, Goals, and Strategies of the Faculty and HEI that are related to the academic vision of PTE SP. Complete the explanation with internal official policy documents in the form of a guidebook, rector's decree, or SOPs that have been determined by management.

1.2 Implementation

This section describes of the implementation or execution of the Faculty and HEI policies related to the Vision, Mission, Goals, and Strategies, with regards to the mechanism for preparing the Vision, Mission, Goals, and Strategies, the formulation of Vision, Mission, Goals, and Strategies and the level of understanding of the academic vision and goals of PTE SP, as well as the parties involved both internally and externally.

1.2.1 Mechanism for Formulating the Academic Vision of PTE SP

Describe the mechanism for formulating the academic vision and goals of the PTE SP, which involves parties, both internal and external to the PTE SP and Faculty. The mechanism for formulating the academic vision and goals of the PTE SP can be outlined in the form of a narrative or a flowchart that has been standardized by the management of the university in the form of a Guidebook supported by a Rector/Chairperson's Decree. Briefly explain how the process is completed at each stage of the formulation of the academic vision and goals

of the PTE SP.

Describe the form of activity, the time of implementation, the location of the activity, and a brief description of the activity process. Write down the parties involved in the preparation of the academic vision, especially the internal and external stakeholders of the PTE SP.

1.2.2 Formulation of the Academic Vision of the SP

Briefly explain the formulation of (1) the academic vision of the PTE SP, (2) the goals of the PTE SP, and (3) the strategy for achieving the goals of the PTE SP in the form of the formulation of Graduate Learning Outcomes, and (4) the alignment of the formulation of the academic vision of the PTE SP with the institutional vision in a way that is brief, clear, precise, realistic, measurable, and has clear stages. Clearly and thoroughly explain the relationship between the academic vision of the PTE SP and the Vision, Mission, Goals, and Strategies of the Faculty and HEI by explaining several keywords from each Vision, Mission, Goals, and Strategies at the Faculty and HEI that are related to the academic vision of the PTE SP.

1.2.3 Level of Understanding of the Academic Vision of the PTE SP

This section explains the level of understanding of the PTE SP academic community towards the academic vision and goals of the PTE SP obtained from the results of a survey of lecturers, academic staff, and students in the PTE SP. Describe the implementation of measuring the level of understanding of the academic vision and goals of the PTE SP, including the measurement method, time, and results of the measurement of the level of understanding. Explain the frequency of measuring the level of understanding. This section also describes the strategy for achieving the academic vision and goals of the PTE Study Program, accompanied by measurable achievement indicators and clear stages.

1.3 Evaluation

This section contains an evaluation of the success or failure of the PTE SP in achieving the academic vision and goals set by the PTE SP. Describe the evaluation results of (1) policy, (2) formulation, and (3) level of understanding of the academic vision and goals of the PTE SP. The evaluation of the formulation is focused on (1) the clarity, vision, and feasibility of the academic vision and goals of the PTE SP and (2) the alignment of the academic vision and goals of the PTE SP with the Vision, Mission, Goals, and Strategies of the Faculty and HEI. HEI Performance achievements must be measured using an appropriate method, and the

results must be analyzed and evaluated. The analysis and evaluation of performance achievements must include the identification of root causes, factors supporting success, and factors hindering the achievement of the SP's goals. Internal evaluation must be conducted using relevant analytical methods to achieve a level of understanding of the academic vision and goals of the PTE SP.

Write down the method of measuring performance achievements, the analysis method applied, the evaluation results, including the identification of the root causes, the factors supporting the success and the factors hindering the achievement of the PTE SP objectives, a clear time frame for achievement, complete with indicators, with reference to existing official documents.

1.4 Follow-Up

This section describes the follow-up actions taken by the PTE SP after considering the results of the internal evaluation and analysis.

Describe the follow-up actions taken by the PTE SP to improve: (1) the clarity and feasibility of the academic vision and goals of the PTE SP (2) the alignment of the academic vision and goals of the PTE SP with the Vision, Mission, Goals, and Strategies of the Faculty and HEI, and (3) the level of understanding of the academic community towards the academic vision and goals of the PTE. Describe whether the PTE SP has followed up on the evaluation results conducted for the improvement and development of the PTE SP.

CRITERION 2. GOVERNANCE, MANAGEMENT, AND PARTNERSHIP

This section contains an introduction that explains the policies and governance, management, partnership, and quality assurance that the Faculty has carried out. Governance is a system that enables leadership, management, and quality assurance to function effectively in an institution by meeting five criteria, namely credibility, transparency, accountability, responsibility, and fairness. A credible governance system can be trusted because it is based on established policies and regulations. Transparency refers to the principle that guarantees the openness of study program management, making it easily accessible to interested parties. Accountable governance is governance that can be held accountable. Responsible governance is governance that guarantees the achievement of vision, mission, and goals. Fair governance is governance that guarantees proportional treatment for the academic community in accordance with their respective main duties and functions.

Meanwhile, management refers to the policies and their realization that enable the Faculty to carry out good and effective management, which is reflected in the planning, organizing, selection, and placement of personnel, implementation, monitoring and supervision, control, assessment, reporting, and development as a form of follow-up.

The leadership characteristics implemented by the Faculty contain a description of leadership, which is the ability of a person to influence, direct, and guide certain parties to achieve goals. In terms of function, leadership includes operational leadership, organizational leadership, and public leadership. Operational leadership refers to the ability of Faculty leaders to translate vision and mission into short, medium, and long-term work programs clearly and measurably. Organizational leadership is related to the ability to mobilize all existing potentials to carry out established work programs, starting from planning, implementation, evaluation, and follow-up. Public leadership is related to the ability to mobilize Faculty to collaborate with other parties, both nationally and internationally, to support the acceleration of progress and excellence of the Faculty and HEI. Public leadership is also demonstrated by the role of Faculty managers in society, whether at the regional, national, or international level, especially in the field of education. Describe the activities carried out as evidence of the existence of operational, organizational, and public leadership characteristics.

Partnership refers to efforts made jointly with parties to achieve common goals and obtain results that can be mutually enjoyed. The partnership carried out by the higher education

community should benefit the community by fulfilling the teaching-research-output, supporting the improvement of teaching-research-output performance, facilitating learning in the community, and providing satisfaction to the parties.

Describe the forms of partnership that refer to efforts made with external parties, both at domestic and international levels, to achieve common goals. The partnership is demonstrated by the availability of documents, which are carried out consistently and evaluated periodically, along with follow-up on the evaluation results.

This section also contains a description of the implementation of quality assurance as a process of setting and achieving quality standards consistently and continuously so that service users are satisfied. Faculty quality assurance is conducted using Internal Quality Assurance System (IQAS) policy as evidenced by four aspects, namely: (1) a written policy for the formation of quality assurance executors; (2) quality documents in the form of IQAS policies, IQAS manuals, IQAS standards, and IQAS forms; (3) implementation of the quality assurance cycle, namely the cycle of Stipulation – Implementation – Evaluation – Control – Improvement (*PPEPP*); and (4) reports and evidence of the effectiveness of quality assurance implementation.

2.1 Policy

This section contains written policies in the form of laws and regulations (laws, government regulations, ministerial regulations, etc.) and/or regulations of university leaders (rector, director, or chairperson) that govern the governance, management, leadership, partnership, and quality assurance at the Faculty. The description is supported by an explanation of official policy documents within the university, whether in the form of a manual, a Rector's Decree, or SOPs that the leaders of HEI have established.

Next, describe the quality assurance system, which contains information about (1) the executor of the quality assurance system, (2) quality assurance documents (quality policy, quality standards, quality manuals, quality forms), (3) the implementation of the *PPEPP* cycle in the quality assurance process, (4) documented quality assurance audit reports, (5) publication of quality assurance audit results to internal and external stakeholders, (6) follow-up and sustainability of quality assurance, (7) utilization of quality assurance results for curriculum improvement and learning processes, (8) implementation of external benchmarking of quality assurance.

2.2 Implementation

2.2.1 Governance

This section explains the governance system that guarantees that the faculty's governance can conduct its duties effectively and efficiently.

Write down the governance system and manifestation of good governance at the Faculty with a complete organizational structure and governance diagram (policymakers, executors, supervisors, academic support elements, administrative support elements, and boarding school support elements), functional, and accompanied by a detailed description of the main duties and functions of each section. Add a clear explanation of what is conducted at the Faculty along with evidence of rules or activities with reference to the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair. Describe the activities carried out along with valid evidence in the field. Include information on best practices related to the governance, if any.

2.2.2 Management

This section explains the governance system that ensures the faculty's management can conduct its duties effectively and efficiently.

Write down the system and implementation of management in the Faculty that includes (1) planning, (2) organization, (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 evaluations. Complete the explanation with valid evidence of the activities carried out by the Faculty.

2.2.3 Leadership

This section informs about the implementation of leadership at the Faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership.

Leadership is the ability of a person to influence, direct, and guide certain parties to achieve goals. Operational leadership is the ability of Faculty leaders to translate the faculty's vision, mission, and goals into work programs. Organizational leadership is the ability of leaders to manage faculty resources so that work programs and activities can run effectively. Public leadership relates to the ability of Faculty leaders to establish partnerships and their role in society.

Write down the implementation of leadership at the Faculty concisely and clearly. Describe

the implementation of operational leadership by explaining the activities of the Head of Study Program or Faculty leaders that lead to the realization of the Faculty's Vision, Mission, and Goals. Describe operational activities and provide valid evidence of Faculty activities. Describe coordinative and consultative activities to support the explanation of organizational leadership. Describe public leadership activities, both in the context of partnership, participation, and contribution of the Head of Department and Faculty leaders to public organizations at the regional/local, national, and international levels, especially in the field of education.

2.2.4 Partnership

This section contains partnership data in the field of the teaching-research-outreach at the Faculty level, including the name of the partner institution, level (local, national, international), title and scope, benefits/output, duration, and time of implementation conducted in the last three years.

Write down the partnership data in the field of the teaching-research-outreach at the Faculty level. Fully describe the partnership, including the name of the partner institution, level, title and scope, benefits/outputs, duration, and implementation time in the last three years following the format in Table 2.2.4.

Describe the implementation of partnership agreements that have been made in the form of a *Letter of Intent*, Implementation Arrangement, or MoU/MoA between Faculties and between HEIs. Describe the form of activity, time, place of implementation, process, and results. Complete the written explanation with valid supporting evidence.

Write this section clearly and briefly supported by valid evidence related to partnership in the field of teaching-research-outreach at the Faculty in the last three years by following the format in Table 2.2.4.

Table 2.2.4 Partnership

No.	Name of Partner Institution	Level			Title and Scope of Partnership	Benefit/Output	Duration	Evidence/Link*
		International	National	Local				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Teaching								
1								
2								
3								
etc								
Total								
Research								
1								
2								
3								
etc								
Total								
Community Outreach								
1								
2								
3								
etc								
Total								
Institutional Development: Human Resources, Facilities/Infrastructure, Intellectual Property Rights, Patents, Learning Technology, etc.								
1								
2								
3								
etc								
Total								

Complete the following data:

- In column (2), name of partner institution/organization
- In column (3), put a checkmark for partnership at the international level
- In column (4), put a checkmark for partnership at the national level
- In column (5), put a checkmark for partnership at the local level
- In column (6), write the title and scope of the partnership
- In column (7), write the benefits/ outputs of the partnership
- In column (8), write the duration of the partnership (in months)
- In column (9), write the link to partnership evidence/ documents

2.2.5 Quality Assurance

This section describes the implementation of quality assurance at PTE SP. Write about the quality assurance system that reflects the manifestation of the quality assurance policy that has been established by the HEI, which shows the existence of: (1) executors of the quality assurance system at the HEI and Faculty, (2) quality assurance documents (quality policy, quality standards, quality manuals, quality forms), (3) implementation of the *PPEPP* cycle in the quality assurance implementation process, (4) documented quality assurance audit report, (5) publication of quality assurance audit results to internal and external stakeholders, (6) follow-up and sustainability of quality assurance (7) utilization of quality assurance results for curriculum improvement and learning processes, (8) implementation of external benchmarking of quality assurance.

2.3 Evaluation

This section contains the results of the SWOT evaluation and analysis or other analysis tools carried out by the PTE SP and Faculty. Describe how the evaluation is conducted and how SWOT analysis or other analysis tools are used in conducting policy evaluation of governance, management, leadership, partnership, and quality assurance.

Write down the evaluation results in the form of a narrative or table that can provide an overview of the governance, management, leadership, partnership, and quality assurance audit results that have been published to internal and external stakeholders, followed up and utilized for curriculum improvement and learning processes. Include the effectiveness of policies and implementations that have been carried out.

2.4 Follow-Up

This section describes the follow-up to the evaluation results as fully described in point 2.3.

Write down the type and form of follow-up that the PTE SP and Faculty have carried out as a step to improve policies and the implementation quality of governance, management, leadership, partnership, and quality assurance carried out by the PTE SP and Faculty.

CRITERION 3. STUDENT

This section explains the admission and selection policy for new students, the quality of prospective PTE SP student inputs, the students' regions of origin, program aspects, student involvement and achievements in fostering interest, talent and professionalism, and the effectiveness of the service system for students in an effective and efficient learning process.

This section also contains a concise and clear introduction or overview of various information related to the new student admission and selection system, procedures, requirements, and decision making regarding new student admissions, the quality of prospective student inputs, and the geographical distribution of students' regions of origin.

3.1 Policy

This section contains a brief and concise description of written policies in the form of laws and regulations, including laws, government regulations, ministerial regulations, and other regulations relevant to students such as *inputs*, student service and development, and graduate monitoring and development.

Write down the official policies used by the Faculty and HEI regarding input, student service and development, and graduate monitoring and development, whether in the form of laws, government regulations, ministerial regulations, or other regulations relevant to students. Describe the internal policy in the form of a Rector's Decree or Chairperson's Decree or others that regulates the admission and selection of new students. The policy contains information about: (1) name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) specific requirements, (7) mechanism, (8) scheduling, and others. In addition, write down the quality of the prospective students' inputs and the region of origin of prospective new students in the SP.

Write down the official policies used by the Faculty and HEI regarding student service and development programs in the fields of interest, talent, reasoning and professionalism in the form of laws, government regulations, ministerial regulations, and other regulations relevant to students. Describe the internal policies in the form of a Rector's Decree or a Chairperson's Decree or other leaders that regulate the fields of (1) boarding life development, (2) entrepreneurship, (3) scouting, (4) health, (5) physical fitness (nationality and state defense). The policy must contain information about (a) the name of the policy, (b) the background, (c) the foundation. (d) objectives (e) general requirements, (f) specific

requirements, (g) mechanisms (h) scheduling and others.

Write down the written policy in the form of laws and regulations (laws, government regulations, ministerial regulations, etc.) and/or regulations of the university management (rector or chairperson) that regulate the monitoring and development of PTE alumni on a periodic and continuous basis. The policy must contain information about (a) the name of the policy, (b) the background, (c) the basis. (d) objectives (e) general requirements, (f) specific requirements, (g) mechanisms (h) scheduling, and others.

3.2 Implementation

This section contains information on the implementation of policies related to student input, student service and development programs, and graduate monitoring and development programs.

3.2.1 Student Input

Write down the mechanism for selecting PTE students at the Faculty. Describe the mechanism by which the Faculty receives student input from the Ministry of Education, Culture, Research, and Technology after they have carried out a series of registration, admission and quota allocation processes for PTE providers. PTE students have passed the selection test for prospective PTE students, including tests of aptitude, interest, and passion as prospective teachers. The PTE SP analyzes the PTE students sent and makes comprehensive plans. Therefore, the analysis result must refer to the input profile of PTE students which includes 5 aspects: linearity, representation of Indonesian regions, age, undergraduate GPA, and origin of HEI.

3.2.2 Student Service and Development Program

Describe of the implementation of the student service program in the fields of (1) boarding life development, (2) entrepreneurship, (3) scouting, (4) health, (5) physical fitness (nationalism and state defense) along with valid evidence that the service has been carried out at the PTE SP. Describe the accessibility and quality of student services as well as the level of student satisfaction with the services provided.

3.2.3 Graduate Monitoring and Development Program (Alumni)

Write about the implementation of monitoring and development programs for PTE SP alumni

on a periodic and continuous basis by showing valid evidence. Provide examples of programs to monitor and develop PTE SP alumni, referring to the format (a) name of the activity (b) background, (c) basis. (d) objectives (e) mechanism (f) scheduling, (g) development results, (e) evaluation of activities and their follow-up. Written in narrative form or in table.

3.3 Evaluation

This section contains the results of the SWOT evaluation and analysis or other analysis tools carried out by PTE SP. Describe how the evaluation is carried out and how the SWOT analysis tool or other analysis is used in conducting the implementation evaluation. The analysis results must refer to the input profile of PTE students which includes linearity, representation of Indonesian regions, age, undergraduate GPA, and origin of the university.

This section also contains information on the implementation of service programs in the fields of: (1) boarding life development, (2) entrepreneurship, (3) scouting, (4) health, (5) physical fitness (nationalism and state defense). The policy must contain information about (a) the name of the policy, (b) background, (c) basis, (d) objectives, (e) general requirements, (f) specific requirements, (g) mechanisms, (h) scheduling, and others.

In addition, this section also contains information on the implementation of monitoring and development of graduates (alumni), including the instruments used, methods of analysis, documentation, and publication of evaluation results on monitoring and development of graduates.

Write down the evaluation results that have been carried out on the policy and implementation of the mechanism. The analysis results must refer to the profile of the PTE student inputs, which fully and clearly cover the 5 aspects. Write down the evaluation results in narrative form or in a table that can provide an overview of the effectiveness of the policy and implementation.

Also write down the evaluation results that have been carried out on the policy and its implementation of student services in a concise and clear manner. Write down the evaluation results in the form of a narrative or table that can provide an overview of the effectiveness of the policy and implementation that has been carried out.

Write down the evaluation results of the policy and its implementation of graduate monitoring and development, including (a) valid evidence of the implementation evaluation of the policy for the PTE graduate monitoring and development program, (b) valid and reliable instruments used, (c) analysis methods used, and (d) documentation and publication of

monitoring

and

development

results.

3.4 Follow-Up

This section explains the follow-up to the evaluation results as fully described in point 3.3.

Write down the type and form of follow-up that the PTE SP has carried out as a step to improve policy and its implementation quality. The analysis results must refer to the profile of PTE student input, which includes linearity, representation of Indonesian regions, age, undergraduate GPA, and origin of HEI. In addition, write down the follow-ups that have been carried out to improve the input.

Also write down the type and form of follow-up that the SP has carried out as a step to improve the policy and quality of service program implementation in the fields of (1) boarding life development, (2) entrepreneurship, (3) scouting, (4) health, (5) physical fitness (nationalism and state defense). The policy must contain information about (a) the name of the policy, (b) background, (c) foundation, (d) objectives, (e) general requirements, (f) specific requirements, (g) mechanisms, (h) scheduling carried out by PTE SP.

Write down the type and form of follow-up carried out by providing valid evidence of the follow-up related to the monitoring and development of PTE SP graduates.

CRITERION 4. HUMAN RESOURCE

This section explains human resources, including study program management lecturers, subject area lecturers, mentor teachers, supervisors, field supervisors/tutors/practitioners, and academic staff and academic supervisors.

4.1 Policy

This section describes the lecturer recruitment and selection policy, which can be in the form of a Rector's Regulation, Civil Service Agency Regulation, Ministerial Regulation, Government Regulation, and/or Law governing the recruitment and selection of lecturers, including civil servants, tenured lecturers, tenured foundation lecturers, contract lecturers (non-permanent lecturers), and untenured lecturers. Lecturers are grouped into PTE SP management lecturers and subject area lecturers.

This section also contains policies related to the recruitment of mentor teachers and the criteria that must be met. It explains the recruitment of field supervisors/tutors who are required for PTE in vocational fields of study that are organized in internal collaboration with Teacher Training Institutions or with other universities or other places of learning, such as workshops, studios, and others. Field supervisors/tutors assist the learning process in PTE study programs at the Teacher Training Institute and other learning places (industry, business, and work).

This section contains the implementation of the recruitment and selection tests for academic staff who assist the administration in PTE SP. Provide real cases or real-life implementations that have occurred and been carried out by the PTE SP or Faculty. Explain the criteria and requirements for becoming an academic staff member in the study program and the number and ratio of academic staff to all PTE students. Please note that there must be at least 2 (two) academic staff to serve each study program and 1 (one) person to serve the library, with a minimum qualification of an Associate Degree, aged 56 (fifty-six) years at the oldest, and willing to work full time for 37.5 (thirty-seven point five) hours per week. This section also informs about the policy regarding the measurement of lecturer and academic staff satisfaction with HR management.

Write down the lecturer recruitment and selection policy, which contains (1) the name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) specific requirements, (7) mechanism, (8) scheduling, and other matters. Complete it with written policies in the form of laws and regulations (laws, government regulations, ministerial regulations, etc.) and/or regulations of higher education leaders (rector or chairperson) that

govern the recruitment and selection, placement, development, performance evaluation, and dismissal of lecturers at the HEI and Faculty.

Write down the policy regarding the recruitment of mentor teachers, field tutors/practitioners, and academic staff. Additionally, write down the policy regarding the measurement of lecturer and academic staff satisfaction with HR management, which contains (1) the name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) specific requirements, (7) mechanisms, (8) scheduling, and other matters. Describe the written policy in the form of a policy, regulation, guidelines, and SOPs that govern (1) recruitment and (2) the implementation of lecturer selection tests.

4.2 Implementation

4.2.1 Lecturer

Give an introduction or overview that discusses Faculty and PTE SP lecturers. Faculty lecturers are grouped into tenured lecturers and untenured lecturers. Faculty tenured lecturers are lecturers who work full-time at the HEI as their home base and are not currently permanent employees at other administrative units. Faculty tenured lecturers are permanent lecturers of the HEI who are assigned as course lecturers with fields of expertise that are in line with the core competencies of the department within the Faculty. Untenured lecturers are part-time lecturers who have the status of non-permanent educators at the Faculty. PTE department lecturers are grouped into study program management lecturers (PML) and subject area lecturers (SAL). Add an explanation regarding the monitoring policy, rewards, sanctions, and termination of employment for lecturers, the existence of a satisfaction survey mechanism, the level of satisfaction, and lecturer feedback. List the PTE SP lecturers, namely the study program management lecturers (PML) and subject area lecturers (SAL), in Table 4.2.1

Table 4.2.1 Lecturer of PTE SP

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

Keterangan:

In column (1), write the number

In column (2), write the name of the lecturer along with the academic title

In columns (3) and (4), put a checkmark accordingly on PML or SAL

In column (5), write the subject area only for SAL accordingly

4.2.1.1 Recruitment and Selection of Lecturer

Write briefly and clearly regarding the implementation of lecturer recruitment and selection tests of PML and SAL at the PTE Study Program/Faculty/HEI. Provide a complete and comprehensive description that includes the selection system, implementation procedures, placement, development, retention, and dismissal. Complete the explanation by providing real cases or real implementations that have occurred and been carried out by the HEI, PTE SP, or Faculty.

4.2.1.2 Profile of Tenured Program Management Lecturer (PML)

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

Table 4.2.1.2 Profile of Tenured Program Management Lecturer (PML)

No.	Full Name of PML	National Lecturer Registration Number (<i>NIDN</i>) or Special Lecturer Registration Number (<i>NIDK</i>),	Date of Birth	Teaching Certificate (✓)	Functional Position	Academic Title	Undergraduate, Master, and Doctoral Education and Origin of HEI	Field of Expertise of each Degree
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

Complete the following data:

- In column (2), the full name of tenured lecturers.
- In column (3), write the national lecturer registration number (*NIDN*) or special lecturer registration number (*NIDK*). The data can be accessed at <http://pddikti-admin.kemdikbud.go.id/signin>

- In column (4), write the date of birth
- In column (5), put a checkmark (√) if the lecturer has a teaching certificate or put a dash (-) if the lecturer does not have any teaching certificate.
- In column (6), write the functional position of the lecturer, for instance Lecturer, Assistant Professor, Associate Professor, and Full Professor.
- In column (7), write the academic title, e.g.: Dr. M.Ed.; Dr. M.Sc.
- In column (8), write the undergraduate, master, and doctoral education along with the university, e.g.: Undergraduate, IKIP Surabaya; Master, IKIP Surabaya; Doctoral, Universitas Negeri Surabaya.
- In column (9), write the field of expertise of each education, e.g.: Undergraduate, Physics Education; Master, Science Education; Doctoral, Science Education.

4.2.1.3 Profile of Tenured Subject Area Lecturer (SAL)

Write the profile of subject area tenured lecturer (SAL) which includes (1) full name, (2) national lecturer registration number (*NIDN*) or special lecturer registration number (*NIDK*), (3) date of birth, (4) teaching certificate, (5) functional position, (6) academic title, (7) undergraduate, master, and doctoral education and origin of the university, and (8) whether the lecturer has participated in clinical supervision training, and (9) fields of expertise for each level of education in Table 4.2.1.3.

Table 4.2.1.3 Profile of Tenured Subject Area Lecturer (SAL)

No.	Full Name of SAL	National Lecturer Registration Number (<i>NIDN</i>) or Special Lecturer Registration Number (<i>NIDK</i>),	Date of Birth	Teaching Certificate (✓)	Functional Position	Academic Title	Undergraduate, Master, and Doctoral Education and Origin of HEI	Field of Expertise of each degree	Has completed a clinical supervision training (Y/N)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Subject Area A									
1									
2									
3									
etc									
Subject Area B									
1									
2									
3									
etc									

Complete the following data:

- In column (2), the full name of tenured lecturers.
- In column (3), write the national lecturer registration number (*NIDN*) or special lecturer registration number (*NIDK*). The data can be accessed at <http://pddikti-admin.kemdikbud.go.id/signin>.
- In column (4), write the date of birth
- In column (5), put a checkmark (✓) if the lecturer has a teaching certificate or put a dash (-) if the lecturer does not have any teaching certificate.
- In column (6), write the functional position of the lecturer, for instance Lecturer, Assistant Professor, Associate Professor, and Full Professor.
- In column (7), write the academic title, e.g.: Dr. M.Ed.; Dr. M.Sc.
- In column (8), write the undergraduate, master, and doctoral education along with the university, e.g.: Undergraduate, IKIP Surabaya; Master, IKIP Surabaya; Doctoral, Universitas Negeri Surabaya.
- In column (9), write the field of expertise of each education, e.g.: Undergraduate, Physics

Education; Master, Science Education; Doctoral, Science Education.

4.2.1.4 Rasio DPP dan DBS terhadap Mahasiswa PPG

This section describes the ratio of tenured lecturers (PML and SAL) to PTE students, which is the number of PML + SAL in the PTE SP divided by the total number of PTE students.

Follow the format in Table 4.2.1.4 to write down the number of tenured lecturers whose fields of expertise correspond to the PTE SP against the number of PTE students.

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					

Complete the following data:

- In column (1), write the name of subject area. Nama Bidang Studi
- In column (2), write the number of PML of PTE SP, and SAL of each subject area.
- In column (3), write the number of PTE students in each subject area.
- In column (4), calculate the ratio of lecturers; column (2) divided by column (3), state it as 1:

4.2.1.5 Lecturer Competency Development

This section describes the development of lecturer competencies in all forms of activities carried out by tenured lecturers whose fields of expertise are relevant to the PTE SP to improve their competencies and careers. These activities include higher education to the doctoral level, postdoc, academic recharging program (ARP), short courses, internships, training, certification, conferences, seminars, workshops, and others relevant to the teaching-research-output of university lecturers.

Write down the lecturer competency development activities, such as clinical supervision, evaluation and feedback, motivating and providing emotional support, self- efficacy, reflection, and building professional identity, higher education to doctoral level, postdoc, short courses, internships, training, certification, conferences, seminars, and workshops, and others relevant to the teaching-research-output of higher education that have been carried out by tenured lecturers whose fields of expertise are in accordance with the PTE SP in the last three years,

by following the format of Table 4.1.2.5.

Tabel 4.1.2.5 Pengembangan Kompetensi Dosen

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:						

Complete the following data:

- In column (2), write the full name of lecturer along with the academic title.
- In column (3), write the field of expertise of the lecturer, e.g. Science Education.
- In column (4), write the name of activity and provide evidence, e.g. certificate of attendance.
- In column (5), write the place of activity.
- In column (6), write the time of activity.
- In column (7), write the activity benefits to PTE SP.
- Total number of activities in TS (20..): write the total number of activities in the year.

TS-1 (20)

- In column (2), write the full name of lecturer along with the academic title.
- In column (3), write the field of expertise of the lecturer, e.g. Science Education.
- In column (4), write the name of activity and provide evidence, e.g. certificate of attendance.
- In column (5), write the place of activity.
- In column (6), write the time of activity.
- In column (7), write the activity benefits to PTE SP.
- Number of activities in TS-1 (20..): write the total number of activities in the year.

TS-2 (20....)

- In column (2), write the full name of lecturer along with the academic title.
- In column (3), write the field of expertise of the lecturer, e.g. Science Education.
- In column (4), write the name of activity and provide evidence, e.g. certificate of attendance.
- In column (5), write the place of activity.
- In column (6), write the time of activity.
- In column (7), write the activity benefits to PTE SP.
- Number of activities in TS-2 (20..): write the total number of activities in the year.

Total number of activities: TS + TS-1 + TS-2

Average number of activities per year: $(TS+TS-1+TS-2)/3$

4.2.2 Mentor Teacher

Write the complete requirements and qualifications for mentor teachers assigned by the lab school/partner school as follows:

- a. Academic qualification of at least a bachelor's or associate degree;
- b. Have a professional teaching certificate;
- c. Have the functional position of teacher as low as Intermediate Teacher in accordance with applicable regulations; and
- d. Have an educational background in the same field of study/subject taught, and the field of study/subject taught by the mentee. The number of mentor teachers is at least 2 (two) persons for each field of study and each additional student must maintain a ratio of 1 (one) mentor teacher for a maximum of 10 students;
- e. Have at least 10 years of teaching experience.

4.2.2.1 Profile of 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 for the mentor teacher profile by following the 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 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

This section contains the implementation of the recruitment and selection tests for academic staff who assist the administration in PTE SP. Provide real cases or real-life implementations that have occurred and been carried out by the PTE SP or Faculty. Explain the criteria and requirements for becoming an academic staff member in the study program and the number and ratio of academic staff to all PTE students. Please note that there must be at least 2 (two) academic staff to serve each study program and 1 (one) person to serve the library, with a minimum qualification of an Associate Degree, aged 56 (fifty-six) years at the oldest, and willing to work full time for 37.5 (thirty-seven point five) hours per week. This section also informs about the policy regarding the measurement of lecturer and academic staff satisfaction with HR management.

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).

Complete Table 4.2.5.1 with the type of instrument used to measure the satisfaction of lecturers and academic staff towards HR management.

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

This section contains the results of SWOT evaluations and analyses or other analytical tools conducted by the SP and Faculty on the policy and implementation of recruitment, the quantity and quality, and the development of lecturer competencies at the Faculty, the recruitment and selection and requirements of mentor teachers, tutors/field supervisors, and academic staff. Describe how the evaluation is carried out using SWOT analysis or other analysis tools in evaluating the policy and implementation of Lecturer Recruitment and Selection Tests, tenured lecturers whose expertise match the SP, tenured lecturers whose expertise are outside the SP, the ratio of tenured lecturers to PTE SP students, and the development of lecturer competencies, the recruitment of field tutors/supervisors, academic staff and the measurement of lecturer and academic staff satisfaction carried out by the PTE SP and Faculty.

Write down the evaluation results on the policy and its implementation of Lecturer Recruitment and Selection Tests, tenured lecturers whose expertise match the SP, tenured lecturers whose expertise are outside the SP, the ratio of tenured lecturers to PTE SP students, and the development of lecturer competencies, the recruitment of field tutors/supervisors, academic staff and the measurement of lecturer and academic staff satisfaction carried out by the PTE SP and Faculty. Write down the evaluation results in the form of a narrative or table that can provide an overview of the effectiveness of the policies and implementations that have been carried out.

4.4 Follow-Up

This section describes or explains the follow-up to the evaluation results, as fully described in point 4.3.

Write down the type and form of follow-up that the PTE SP or Faculty have carried out as a step to improve policies and improve the quality of Lecturer Recruitment and Selection Tests, tenured lecturers whose expertise match the SP, tenured lecturers whose expertise are outside the SP, the ratio of tenured lecturers to PTE SP students, and the development of lecturer competencies, the recruitment of field tutors/supervisors, academic staff and the measurement of lecturer and academic staff satisfaction carried out by the PTE SP and Faculty

CRITERION 5. FINANCE, FACILITY, AND INFRASTRUCTURE

Finance includes funds obtained and managed by the Faculty and the use of these funds. Funds obtained and managed by the Faculty include funds from the HEI itself, foundations, ministries, specific institutions in the country and/or abroad, and other sources. The use of funds includes the use of operational funds for teaching activities (such as salaries, honorariums, allowances, consumables, electricity, drinking water, telephone, meeting expenses, and building maintenance), research, community outreach, publications, student affairs, human resource investment, and investment in educational infrastructure and facilities.

Research funds are funds used for tenured lecturers' research activities whose fields of expertise are relevant to the SP in the last three years and research activities by students, which come from various schemes, such as ministries, the university itself (non-tax state revenue or *PNBP*), cooperation with other parties (local governments, private sectors, domestic and foreign institutions), or independently. Research funds do not include funds used for the completion of final projects (theses and dissertations) which are part of the completion of further studies. Community outreach funds are funds used for tenured lecturers' community service activities whose fields of expertise are relevant to the PS field in the last three years, which come from various schemes, such as ministries, HEI itself (non-tax state revenue or *PNBP*), cooperation with other parties (local governments, private sectors, domestic and foreign institutions), or independently.

Teaching infrastructure is immovable or stable assets, such as fields, campus buildings, standard microteaching rooms (mandatory), lecture halls, laboratory rooms, and auditoriums or halls, places of worship that function to support the implementation of teaching and learning activities. Teaching facilities are moveable facilities from one place to another (portable), such as desks, chairs, laptops, LCDs, and references, which function to support the implementation of teaching and learning activities.

5.1 Policy

This section contains a description of financial policies, including funds obtained and managed by the Faculty and their use, human resource investments, teaching infrastructure and facilities investments, facilities and infrastructure used to facilitate the learning process at the PTE SP, which may take the form of Rector Regulations, State Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or other relevant laws.

Write down the financial policies that include the funds obtained and managed by the Faculty and their use, investment in human resources, investment in teaching facilities and infrastructure, facilities and infrastructure used for the learning process at the SP, and other matters. Complete it with written policies in the form of laws and regulations (laws, government regulations, ministerial regulations, etc.) and/or regulations of the university leaders (rector or chairperson) that regulate 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

This section explains finances, including funds obtained and managed by the Faculty and their use, investment in human resources, investment in teaching infrastructure and facilities, and facilities and infrastructure used to facilitate the learning process at the PTE SP.

Finance includes funds obtained and managed by the Faculty and the use of these funds. Funds obtained and managed by the Faculty include funds from the HEI itself, foundations, ministries, specific institutions in the country and/or abroad, and other sources. The use of funds includes the use of operational funds for teaching activities (such as salaries, honorariums, allowances, consumables, electricity, drinking water, telephone, meeting expenses, and building maintenance), research, community outreach, publications, student affairs, human resource investment, and investment in educational infrastructure and facilities. Research funds are funds used for tenured lecturers' research activities whose fields of expertise are relevant to the SP in the last three years and research activities by students, which come from various schemes, such as ministries, the university itself (non-tax state revenue or *PNBP*), cooperation with other parties (local governments, private sectors, domestic and foreign institutions), or independently. Research funds do not include funds used for the completion of final projects (theses and dissertations) which are part of the completion of further studies. Community outreach funds are funds used for tenured lecturers' community service activities whose fields of expertise are relevant to the PS field in the last three years, which come from various schemes, such as ministries, HEI itself (non-tax state revenue or *PNBP*), cooperation with other parties (local governments, private sectors, domestic and foreign institutions), or independently. Write down the facilities and infrastructure used to facilitate the learning process at PTE SP.

5.2.1.1 Source of Faculty Fund

This section describes 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.

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 mill		
		TS-2	TS-1	
(1)	(2)	(3)	(4)	
HEI				
Foundation				
Ministry				
Certain institution (domestic/abroad)				
Other source				
Total				

Complete the following data:

- In column (2), write the type of fund
- In column (3), write the total fund in TS-2
- In column (4), write the total fund in TS-1
- In column (5), write the total fund in TS
- In column (6), the average amount of the fund

Note:

Source of fund: HEI. The fund can be income earned from selling services or products related to the science and technology of each HEI, or other commercial businesses, as well as tuition fees, construction fees, exam fees, laboratory fees, and other funds collected from students.

Source of fund: Foundation. The fund can be in the form of subsidies, assistance, or third-party sponsors.

Source of fund: Ministry. The fund can be in the form of routine funds, development funds, and grants. Grant funds can be in the form of competition grants (A1, A2, A3, B, *DIA BERMUTU*, curriculum, *PDS*, *MBKM*, research grants (according to research guidelines), and others.

Source of fund: Other. The fund can take the form of cooperation, contracts, direct international grants, or other forms.

5.2.1.2 Study Program Involvement in Performance Target Planning

This section contains valid evidence of the PTE SP's involvement in planning performance targets, planning activities/work, and planning the allocation and management of funds.

Write down all forms of SP's involvement in planning activities along with valid evidence, for example, evidence of involvement in planning activities, planning fund allocations, planning performance targets, managing funds, and so on.

5.2.1.3 Use of Fund

This section describes PTE SP's use of funds, which includes the operational cost of teaching, research activities, community service activities, publication activities, student activities, human resource investment, investment in teaching infrastructure, and publication costs.

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.

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					

Complete the following data:

- In column (3), write down the amount of funds for each type of use in column (2) in TS-2
- In column (4), write down the amount of funds for each type of use in column (2) in TS-1
- In column (5), write down the amount of funds for each type of use in column (2) in TS
- In column (6), write down the average amount of funds for each type of use in columns (3-5)
- TS is the budget base year when submitting accreditation, using the fiscal year from January 1 to December 31

5.2.1.4 Research Fund

This section describes the research funds activities carried out in the last three years by tenured lecturers whose field of expertise is in accordance with the study program and field of study of PTE SP.

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 and field of study of PTE SP, following the format of Table 5.2.1.4.

Table 5.2.1.4 Research Fund

Year	Title of Research	Head of Research Group	Source and Type of Fund	Amount of Fund	
				TS-2	TS-1
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
etc					
Total					
Average					

Complete the following data:

- In column (2), write the title of the research
- In column (3), write the name of the head of research group along with the academic title
- In column (4), write the source and type of fund
- In column (5), write the amount of fund (in million IDR) in TS-2
- In column (6), write the amount of fund (in million IDR) in TS-1
- In column (7), write the amount of fund (in million IDR) in TS
- In column (8), write the average amount of funds in the last three years in million IDR.

Note:

The amount of funds referred to does not include funds for research/writing theses and dissertations. The data entered is the amount of funds directly given to the employees or institutions managing the study programs.

5.2.1.5 Community Outreach Fund

This section describes the community outreach funds used for tenured lecturers' community outreach activities whose fields of expertise are relevant to the SP in the last three years. The funds come from various schemes, such as ministries, the company itself (non-tax state revenue or *PNBP*), cooperation with other parties (local governments, private sectors, domestic and foreign institutions), or independently.

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.

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 million IDR)	
				TS-2	TS-1
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
etc					
Total					
Average					

Complete the following data:

- In column (2), write the title of community outreach activity
- In column (3), write the head of the community outreach group
- In column (4), write the source and type of fund
- In column (5), write the amount of fund (in million IDR) in TS-2
- In column (6), write the amount of fund (in million IDR) in TS-1
- In column (7), write the amount of fund (in million IDR) in TS
- In column (8), write the average amount of funds in the last three years in million IDR

5.2.1.6 Publication Operational Fund

This section contains funds used by the PTE SP and lecturers to publish works and socialize programs to the community.

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

This section informs about the infrastructure and facilities used to ensure the teaching process and the achievement of learning objectives at the PTE SP.

5.2.2.1 Teaching Infrastructure

Teaching infrastructure is immovable or stable assets, such as fields, campus buildings, standard microteaching rooms (mandatory), lecture halls, laboratory rooms, auditoriums or halls, and places of worship that function to support the implementation of teaching and learning activities.

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 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	Office							
2	Classroom							
3	Laboratory							
4	Lecturer's Office							
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							

* Put a checkmark (✓) in the appropriate column.

Table 5.2.2.1.3 Supporting 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	Prayer room							
2	Sports area							
3	Common space							
Etc.								

* Put a checkmark (√) in the appropriate column

Complete the following data:

In column (2), write the type of infrastructure

In column (3), write the number of units of each infrastructure

In column (4), write the area in square

In columns (5) and (6), put a checkmark (√) according to ownership status of each infrastructure

In columns (7) and (8), put a checkmark (√) according to the condition of each infrastructure

In column (9) write the duration of the use of each infrastructure per week

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

This section describes the teaching facilities, which are moveable (portable) and consist of desks, chairs, laptops, LCDs, and references. These facilities support the implementation of teaching and learning activities.

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 the following data:

In column (2), write the type of facility

In column (3), write the number of units

In column (4), write the quality of each facility (very good, good, fair, or poor)

In columns (5) and (6), put a checkmark (✓) in the appropriate column

In column (7), write the managing unit of the facility, e.g. SP, Faculty, HEI.

5.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by PTE SP and Faculty on (1) policy and its implementation, (2) acquisition, management, and use of funds for teaching, research, and community outreach activities, as well as publications at the PTE SP and Faculty. Describe how the evaluation is carried out and how SWOT analysis tools or other analysis is used in evaluating (1) policy and its implementation (2) acquisition, management, and use of funds for teaching, research, and community outreach activities, as well as facility and infrastructure of the PTE SP and Faculty.

Write the evaluation results that have been carried out on 1) policy and its implementation, 2) acquisition, management, and use of funds for teaching, research, and community outreach activities conducted at the PTE SP and Faculty. Write the results of the evaluation in the form of a narrative that can provide an overview of the effectiveness of the policy and its implementation.

Write down the evaluation results that have been carried out on policies and implementation of teaching infrastructure and facilities to support the implementation of teaching and learning activities at the PTE SP concisely and clearly. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

5.4 Follow-Up

This section contains a description or explanation of the follow-up to the evaluation results as written in point 5.3.

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 implementation quality of (1) policy and (2) the acquisition, management, and use of funds for teaching, research, and community outreach activities as well as evaluation results related to the policy and its implementation of infrastructure at the PTE SP and Faculty.

Also, write down the follow-up that has been carried out to increase the number and quality of policy implementations and the acquisition, management, and use of funds for facilities and infrastructure for teaching, research, and community outreach activities at the PTE SP and Faculty.

CRITERION 6. TEACHING

This section describes the PTE study program curriculum as a set of plans and arrangements regarding content, study materials, delivery methods, and assessments used as guidelines for implementing PTE programs in higher education. The PTE study program curriculum includes a learning curriculum and a boarding education curriculum. The learning curriculum describes the curriculum that is planned, implemented, and evaluated in classroom learning. The boarding education curriculum describes the planning, implementation and evaluation of PTE student education while participating in out-of-class activities in the dormitory. The existence of a boarding education curriculum characterizes it as an education that prepares professional prospective teachers as a whole.

Write a complete PTE curriculum that includes: PTE identity, evaluation of previous curriculum implementation, academic/professional vision, educational mission, objectives, graduate profiles, program learning outcomes (PLO), fields of study, list of courses/workshops, and course syllabi.

Write a complete boarding education curriculum document containing at least: the identity of the PTE SP; the basis for curriculum development; vision, mission of boarding education, boarding education curriculum structure, activity program, boarding education material, boarding education strategies and approaches (boarding system), acculturation, coaching, habituation, exemplary character, boarding education assessment (including peer assessment), mentoring process and reflection.

6.1 Policy

This section describes the policies related to the development of the PTE SP curriculum and the boarding education curriculum, which can be in the form of Laws, Government Regulations, Ministerial Regulations, Rector Regulations / Foundation Regulations that regulate the planning, preparation, implementation, monitoring and assessment, and improvement of the PTE SP curriculum.

Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector or Chairperson) that regulate the planning, preparation, implementation, assessment, and improvement of the PTE SP curriculum, both the learning curriculum and the boarding education curriculum supported by valid evidence.

6.2 Implementation

6.1.1 Faculty support for PTE curriculum development

This section describes the Faculty support for developing, implementing, evaluating, and improving the PTE curriculum, which includes funds, assistance, and relevant experts.

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

6.2.1 PTE SP Curriculum

This section describes the implementation of the PTE study program curriculum as a set of plans and arrangements regarding content, study materials, delivery methods, and assessments used as guidelines for implementing PTE programs in higher education.

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. Attach the full PTE curriculum document.

Also, write concisely and clearly about the implementation of the boarding education curriculum, describing the processes of planning, implementation, and assessment.

6.2.2 Implementation of Learning and Boarding Education Curriculum of PTE SP

This section explains 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. Activities in the boarding education curriculum include the preparation/trial stage: the adjustment/introduction period (preparation), the personal orientation/inward consolidation stage, the social orientation stage, and the strengthening of the vocation to become a teacher.

Write 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 the Activities in the boarding education curriculum include the preparation/trial stage: the adjustment/introduction period (preparation), the personal orientation/inward consolidation stage, the social orientation stage, and the strengthening of the vocation to become a teacher. Provide valid evidence during onsite assessment.

6.2.3 Learning conformity with course syllabi and fulfillment of learning characteristics

This section describes the conformity of 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. Additionally, this section describes the conformity of the implementation of the boarding education curriculum with the applicable guidebook or guidelines.

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.

6.2.3. Learning activity monitoring system

This section describes the activities conducted to monitor learning activities in both academic and boarding education to ensure the implementation of effective learning and education. Additionally, this section contains the follow-up of monitoring results and the form of communication conveyed to interested parties.

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.

6.2.4 Learning Assessment

This section elaborates on the learning assessment for both academic and boarding education, which consists of process, product, and performance assessments.

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

6.2.5 Micro Teaching/Peer Teaching

This section explains the effectiveness of micro/peer teaching. Basic teaching skills include opening/closing lessons, explaining, varying stimuli, guiding small group discussions, providing reinforcement, and asking questions. Learning management skills include implementing the learning process for specific purposes by applying appropriate learning models and methods.

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.

6.2.4. Teaching Internship Mentoring

This section explains 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 form of clinical supervision of professional practice in the field.

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 form of clinical supervision of professional practice in the field and the forms of follow-up carried out.

6.2.6 Student Satisfaction

This section describes the results of student satisfaction with lecturer performance, academic administration services, and learning infrastructure and facilities, by fulfilling the following aspects: a) instruments used are valid and user-friendly, b) surveys are conducted at the end of each semester, and the data must be well-recorded, c) results are analyzed with appropriate methods and are useful for decision-making, d) reviews of the satisfaction results are carried out, e) follow-ups are conducted to improve teaching quality, and f) results are published and easily accessible to interested parties.

Describe the results of student satisfaction measurements with lecturer performance, academic administration services, and learning infrastructure and facilities, by fulfilling the following aspects: a) instruments used are valid and user-friendly, b) surveys are conducted at the end of each semester, and the data must be well-recorded, c) results are analyzed with appropriate methods and are useful for decision-making, d) reviews of the satisfaction results are carried out, e) follow-ups are conducted to improve teaching quality, and f) results are published and easily accessible to interested parties.

6.3 Evaluation

This section informs about the evaluation results that the PTE SP or Faculty have carried out on PTE learning, which includes policies on curriculum/board education, curriculum/board education implementation, curriculum/board education assessment and student satisfaction.

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

CRITERION 7. RESEARCH

This section contains explanations and guidelines for completing in the research criteria. The research in question is research carried out by students and lecturers of the PTE SP that is relevant to learning problems. The research carried out by students of the PTE is research carried out in conjunction with teaching practice activities. The research takes the form of Classroom Action Research (CAR) as a form of reflection on the learning that has taken place. This is in line with the PTE SP as a teacher education program that aims to produce teachers as professional educators. Research conducted by PTE students is in line with and based on existing higher education research standards and policies. However, there is no additional funding from research fund allocations related to research by students that goes along with internship or teaching practice activities at the school.

The research standards of the PTE SP are indicated by the existence of a written policy from the university and/or faculty that covers all research standards. The written policy regarding research standards is intended as a guide for lecturers and for PTE SP students who conduct research as part of their higher education.

7.1 Policy

This section describes the research policy at the PTE SP which can be in the form of a law, government regulation, ministerial regulation, and/or regulation of the university leaders (rector, director, dean, or chairperson) that oversees the PTE study program. The PTE SP research policy can also include a roadmap for the PTE SP or Faculty related to the research of lecturers and students of the PTE SP.

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 in the HEI.

7.2 Implementation

7.2.1 Implementation of Classroom Action Research (CAR)

This section describes the implementation of CAR by lecturers and students of PTE SP in the last three 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.

CRITERION 8. COMMUNITY OUTREACH

The third principle of the teaching-research-outreach of higher education is community outreach. This criterion explains about community outreach activities carried out by PTE SP tenured lecturers, along with PTE SP students independently or together with PTE lecturers. Community outreach in the PTE SP refers to the National Higher Education Standards (*SN-Dikti*) and/or standards set by higher education institutions that go beyond *SN-Dikti*. The PTE SP organizing institution carries out community outreach for community empowerment in the fields of education and teaching. The PTE SP is obliged to carry out community outreach activities. Community outreach activities are carried out with the aim of empowering the community in the fields of education and teaching. This is in accordance with the characteristics of the PTE SP itself.

The standard of community outreach for PTE SP is demonstrated by the existence of written policies from the university and/or faculty that covers the entire standard of community outreach activities. The written policies regarding the standard of community service are to guide the PTE SP in conducting community outreach activities as one of the purposes of higher education.

8.1 Policy

This section describes the 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.

Write down the formal community outreach policy and the community outreach roadmap. Complete the policy with a description of the mechanism for drafting, determining, and socializing the policy. If the PTE SP or Faculty has SOPs for implementing community outreach, these can be added as standards for the implementation of community outreach carried out by lecturers and/or students of the PTE SP.

8.2 Implementation

8.2.1 Implementation of Community Outreach

This section contains information about the implementation of community outreach carried out by tenured lecturers in the last three years (TS, TS-1, and TS-2) based on written policies in the field of community outreach. Community outreach activities are carried out at least once per semester or twice a year with documentary evidence of a community

outreach report. This shows that the PTE SP has truly carried out community outreach activities as a form of disseminating the results of education and research.

TS (current year) for community outreach is based on the fiscal year which starts on January 1st and ends on December 31st.

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				
...				

Note:

1. No: number
2. Name of Executor: Name of lecturer/ student
3. Title of Community Outreach: Write the title according to the Community Outreach report or Lecturer's assignment letter.
4. Year: Year of Community Outreach implementation (over the past three years, from the submission of accreditation proposal)
5. Relevance to education and teaching: Describe its relevance to learning, teacher professional development, school management, etc.

8.2.2 Community Outreach Output

This section contains information on the community outreach activities carried out by the PTE SP over the past three years (TS, TS-1, and TS-2). The published community outreach outputs will benefit the wider community, especially the education community, in obtaining new information and knowledge in the field of education and teaching. These outputs can be published in the form of journal articles, online articles in mass media, or online videos (YouTube, Instagram, etc.).

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				
...				

Note

1. No: Number
2. Name of Executor: Name of lecturer or student
3. Title of Community Outreach: Write the title according to the Community Outreach report or Lecturer's assignment letter.
4. Publication Output: Write according to the category (journal: journal name, year of publication, volume number; proceedings (name and year), online media (website address))
5. Title of Output: Write the title of article or video

8.3 Evaluation

This section contains the results of the evaluation of the policy and implementation of community outreach program, so that strengths, weaknesses, and root causes are found. Based on this evaluation, opportunities and challenges in the implementation of community outreach can also be added. Based on the results of this evaluation, describe the use of SWOT analysis or other analysis tools carried out by the PTE SP and Faculty on the policy and implementation of community outreach with the standard of community outreach for universities which includes: regularity, relevance, and publication of the results of community outreach.

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.

8.4 Follow-Up

This section contains a description or explanation of the follow-up to the evaluation results as described in section 8.3.

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

CRITERION 9 TEACHING-RESEARCH-OUTREACH OUTPUT AND ACHIEVEMENT

The teaching-research-outreach outputs and achievements of the PTE SP, are devoted to the teaching principle which includes graduate GPA, graduation percentage, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, and graduate user satisfaction level. The academic and non-academic achievements are achievements obtained by students during their studies, and/or three years after graduating from the PTE SP. The PTE SP students are declared to have passed the program if they have met the graduation requirements and the assessments of the learning process and outcomes, boarding education, performance, and knowledge.

9.1 Policy

This section contains 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

The PTE SP students are declared to have passed the program if they have met the graduation requirements and the assessments of the learning process and outcomes, boarding education, performance, and knowledge. Write down the number of students of PTE SP, the number of graduates of PTE SP, and percentage of graduates since TS-2 until TS in 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			

Note:

The TS (current year) in this section is the academic year of when the PTE SP reports the graduation. TS for graduates uses the academic year that starts August 1st and ends July 31st. The year of graduation is indicated by the PTE student graduation decree.

9.2.2 Graduate CGPA

The cumulative grade point average is a number that shows the achievement or learning progress of PTE students cumulatively from the first semester to the second semester.

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				

Note:

The TS (current year) in this section is the academic year of when the PTE SP reports the graduation. TS for graduates uses the academic year that starts August 1st and ends July 31st. The year of graduation is indicated by the PTE student graduation decree.

9.2.3 Academic Achievement

This section contains data on the academic and non-academic achievements of students in a competition. The achievements listed are those achieved as 1st, 2nd or 3rd place in a competition such as a scientific paper competition, debate competition, Olympic Games, etc. that fulfill the element of competition, not just participation.

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						

Note:

The TS (current year) in this section is the academic year of when the PTE SP reports the academic achievements. TS for academic achievements uses the academic year that starts August 1st and ends July 31st. In the Achievement column, write the result of the competition: 1st, 2nd, 3rd winners.

9.2.4 Study Period

This section informs the study period of PTE students. PTE 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						

Keterangan:

The TS (current year) in this section is the academic year of when the PTE SP reports the graduation. TS for graduates uses the academic year that starts August 1st and ends July 31st. The year of graduation is indicated by the PTE student graduation decree. The average study period is stated in year and month, e.g.: 1 year and 2 months.

9.2.5 Tracer Study

This section contains information related to the implementation of the tracer study conducted by the Faculty. The information includes the instruments used, the regularity of implementation, the representativeness of the target population, and the utilization of the results of the tracer study. The core questions of the Higher Education Tracer Study can be accessed through the <http://tracerstudy.kemdikbud.go.id/> website, including: (1) ethics, (2) expertise in the field of study, (3) English, (4) use of information technology, (5) communication, (6) teamwork and (7) self-development.

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

This section informs about graduate user satisfaction level on graduate performance in the following aspects: (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, the validity and reliability of the instruments used, and methods used.

Write an explanation of the level of satisfaction using valid and reliable instruments and with an appropriate method of measuring graduate user satisfaction.

Include these aspects in the survey: (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					

Note:

Complete the table above with the numbers only without the percent symbol, for example 80.2 (meaning 80.2%).

9.3 Evaluation

This section contains 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. This evaluation relates to the achievement of the teaching-research-output as well as the root causes. The evaluation results are analyzed using SWOT analysis or other analyses that will produce a development/follow-up program.

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. This evaluation relates to the achievement of the teaching-research-output as well as the root causes. The evaluation results are analyzed using SWOT analysis or other analyses that will produce a development/follow-up program.

9.4 Follow-Up

This section informs about the forms of follow-up that the Faculty have taken and will take 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.

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

Based on the results of the self-evaluation report in Section B (Criteria), the PTE SP and Faculty conduct a comprehensive evaluation of performance achievements to identify the strengths and weaknesses of the SP, identify the causes of SP weaknesses, develop problem-solving strategies, and develop SP programs in the fields of (1) governance, management, and partnership; (2) student; (3) human resource; (4) finance, facilities and infrastructure; (5) teaching; (6) research; (7) community outreach; and (8) teaching-research-outreach output and achievement.

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.

C.1 Evaluation of PTE SP Performance Outcome

This section describes the mechanism for evaluating the performance of the PTE, the timing of the evaluation, the results of the evaluation including successes and failures, the root causes and follow-up.

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.

Arrange the root causes identified from the most important and critical issues to be resolved immediately to the less important issues.

Table C1. Root Cause and Comprehensive Solution

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

Note:

Comprehensive solution is not the solution to every identified root problem. Some of the identified root problems can be solved with one solution, but it is not impossible for one root problem to be solved with more than one solutions.

C.2 Development Program

This section contains a description of the integrated PTE SP and Faculty development program which includes criteria 2 to 9. After identifying the root cause of the problem, link the description provided with the capacity, policies to be made, strategic plans, resources to be prepared and quality assurance systems. The program developed must be precise, clear, measurable and realistic.

Describe the **integrated** PTE SP and 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. This development program is carried out in an integrated manner after the root cause and comprehensive solution are identified in section C1.

After outlining the PTE SP development program, 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..

APPENDICES

1. Report Format

COVER PAGE

PREFACE

TABLE OF CONTENTS

IDENTITY OF STUDY PROGRAM MANAGEMENT UNIT

IDENTITY OF SELF EVALUATION REPORT SUBMITTER

A. PROFILE OF STUDY PROGRAM MANAGEMENT UNIT

B. CRITERIA

Criteria 1	Vision, Missions, Goals, and Strategies
Criteria 2	Governance, Management, and Cooperation
Criteria 3	Students
Criteria 4	Human Resources
Criteria 5	Financial and Infrastructures
Criteria 6	Education
Criteria 7	Research
Criteria 8	Community Service
Criteria 9	Outputs and Achievements of Teaching-Research-Outreach

C. PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

2. Cover Page



**SELF EVALUATION REPORT OF
PROFESSIONAL TEACHER EDUCATION
NAME OF STUDY PROGRAM**

UNIVERSITY/ INSTITUTE/ COLLEGE

.....

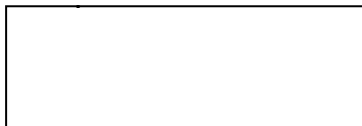
**CITY OF ORIGIN
YEAR**

3. Identity of Faculty

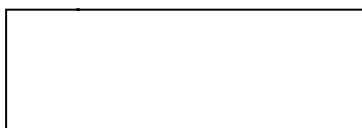
Study Program :
Department :
Faculty :
University :
No. of Certificate of Establishment of Study Program (*):
Date of Certificate of Establishment of Study Program:
Starting Month & Year of Study Program :
No. Operational License (*) :
Date of Operational License :
Last Accreditation Rating :
No. of *BAN-PT* Certificate :
Address of Study Program :
Phone number of Study Program :
Homepage & E-mail of Study Program:
WA number of Team Leader :
E-mail of Team Leader :

4. Identity of Self-Evaluation Report Submitter

Name :
NLRN :
Position :
Date of Completion :
Signature :

A rectangular box for the signature of the first submitter.

NLRN :
Position :
Date of Completion :
Signature :

A rectangular box for the signature of the second submitter.

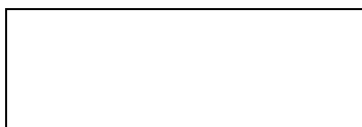
NLRN :
Position :
Date of Completion :
Signature :

A rectangular box for the signature of the third submitter.

NLRN :
Position :
Date of Completion :
Signature :

A rectangular box for the signature of the fourth submitter.

NLRN :
Position :
Date of Completion :
Signature :

A rectangular box for the signature of the fifth submitter.

5. Writing Format

1. Report structure follows SER Format
2. Paper size: A4
3. Font type and size: Calibri 11
4. Space: 1
5. The maximum number of pages is 200 pages, with the following details:

No.	Section	Number of Pages
1	Cover Page	Not counted
2	Preface	
3	Identity of Study Program	
4	Identity of Instrument Submitter	
5	Profile of Study Program Management Unit	Maximum 10 pages
6	Criteria	Maximum 180 pages
7	Problem Analysis and Study Program Development	Maximum 10 pages
Total		Maximum 200 pages

