

# Decision of the FIBAA Accreditation and Certification Committee



21<sup>st</sup> Meeting on March 27, 2026

## PROGRAMME ACCREDITATION

|                                      |                                                                                                                                                                                       |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 22/155 Cl.1                                                                                                                                                                           |
| <b>Higher Education Institution:</b> | Institut Seni Indonesia Yogyakarta                                                                                                                                                    |
| <b>Location:</b>                     | Yogyakarta, Indonesia                                                                                                                                                                 |
| <b>Study programme:</b>              | Bachelor of Interior Design, Bachelor of Design (S.Ds)<br>Bachelor of Visual Communication Design, Bachelor of Design (S.Ds)<br>Bachelor of Product Design, Bachelor of Design (S.Ds) |
| <b>Type of accreditation:</b>        | initial accreditation                                                                                                                                                                 |

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with two conditions for the Bachelor of Interior Design and Bachelor of Product Design, and three conditions for the Bachelor of Visual Communication Design.

Conditions:

### Bachelor of Interior Design

- **Condition:** The University ensures that all students receive an ECTS Grading Table along with a grade distribution table, their degree certificate, transcript and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2:** The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

### Bachelor of Product Design

- **Condition 1:** The University ensures that all students receive an ECTS Grading Table along with a grade distribution table, their degree certificate, transcript and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2:** The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

### **Bachelor of Visual Communication Design:**

- **Condition 1:** The University ensures that all students receive an ECTS Grading Table along with a grade distribution table, their degree certificate, transcript and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2:** The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 3:** The University intensifies the focus of conceptualising and development in communication science in the programme.

► Proof of meeting these conditions is requested until December 26, 2026.

Period of Accreditation: March 27, 2026 until March 26, 2031.

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Institut Seni Indonesia Yogyakarta, Indonesia

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**Bachelor programme:**

1. Bachelor of Interior Design
2. Bachelor of Visual Communication Design
3. Bachelor of Product Design

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**Qualification awarded on completion:**

1. Bachelor of Interior Design, Bachelor of Design (S.Ds)
2. Bachelor of Visual Communication Design, Bachelor of Design (S.Ds)
3. Bachelor of Product Design, Bachelor of Design (S.Ds)

# General information on the study programme

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## **Brief description of the study programme:**

The **Bachelor of Interior Design** (BID) is a four-year Bachelor programme that aims to educate graduates who are creative, innovative, adaptive and responsive based on artistic cultural values and local wisdom so that graduates have the opportunity to become (1) designers in the field of interior consultants, exhibitions, furniture & craft, visual merchandisers, (2) design managers such as contractors, production managers, estimators (3) design scholars such as writers, design journalists, design researchers, (4) design entrepreneurs and (5) can continue their studies to a higher level.

The **Bachelor of Visual Communication Design** (BVCD) is a four-year Bachelor programme that aims to educate graduates who are able to seek new ideas and think paradigmatic in the process of creating visual communication design works, and are able to plan visual communication strategies through various promotional and communication media so that graduates have the opportunity to become creative directors, art directors, animators, audio visual designers, illustrators, computer graphic design consultants, graphic designers, visual branding consultants, photographers, web designers and can continue their studies to a higher level.

The **Bachelor of Product Design** (BPD) is a four-year Bachelor programme that aims to educate graduates who have the ability to think scientifically, critically, creatively and innovatively, who are not only problem solvers but also creators of needs, creating new products so that graduates have careers in private companies in various sectors (furniture, telecommunication, industrial craft), in the government and private agencies (national and multinational), as well as can continue their studies to a higher level.

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## **Type of study programme:**

For all programmes: Bachelor programme

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## **Projected study time and number of ECTS credits / national credits assigned to the study programme:**

For all programmes: 144 SKS credits or 207.36 ECTS credits, 4 years / 8 semesters

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## **Mode of study:**

For all programmes: full-time

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## **Didactic approach:**

For all programmes: study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

For all programmes: no

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## **Scope (planned number of parallel classes) and enrolment capacity:**

For all programmes: 2-3 parallel classes, enrolment capacity: 90 - 120 students

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**Programme cycle starts in:**

For all programmes:

- Odd Semester: August to December
- Even Semester: January to May

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**Initial start of the programme:**

BID: 1984

BVCD: 1984

BPD: 2015

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**Type of accreditation:**

For all programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Interior Design (S.Ds.), Bachelor of Visual Communication Design (S.Ds.) and Bachelor of Product Design (S.Ds.) was concluded between FIBAA and Institut Seni Indonesia Yogyakarta on October 23, 2023. On August 12, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dipl.-Ing. Achim Hack**

Wismar University of Applied Sciences, Germany  
Professor for Interior and Furniture Design and Construction  
(Interior Design, Furniture Design, Design and Construction)

**Gundula Kraus**

Independent Marketing Consultant & Communication Designer, Germany  
(Communication Design, Design, Advertising, Photography, Marketing, Brand Management, Branding)

**Prof. Dr. Yang Liu**

University of Europe for Applied Sciences, Germany  
Professor of Communication Design, Owner of Yang Liu Design  
(Communication Design, Illustration, Graphic Design, Spatial Design, Fine Arts, Graphics)

**Daniela-Jessica Paw**

Germany's State Distance-Learning University Hagen / University of Applied Sciences and Arts Hannover, Germany  
Student Master of Science Economics (completed: Bachelor of Arts Product Design)

**Dr. Diananta Pramitasari**

Universitas Gadjah Mada, Indonesia  
Head of Master Program in Architecture, Researcher and Lecturer  
(Architecture Design and Architecture Engineering)

**Prof. Dr. Bernhard Rothbucher**

Ingolstadt University, Germany  
Professor for Design and Design Management  
(Product Design, Industrial Design, Design Culture)

FIBAA project manager:

Friderike Odrowski (*née* Uphoff)

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August

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<sup>1</sup> The panel is presented in alphabetical order.

26-28, 2025 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 23, 2026. The statement on the report was given up on March 6, 2026. It has been taken into account in the report at hand.

# Summary

The **Bachelor of Interior Design** (S.Ds.) and **Bachelor of Product Design** (S.Ds.) offered by Institut Seni Indonesia Yogyakarta fulfil with two exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031, under conditions. The **Bachelor of Visual Communication Design** (S.Ds.) offered by Institut Seni Indonesia Yogyakarta fulfils with three exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031, under conditions.

All programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect:<sup>2</sup> Study and exam regulation, quality assurance and quality development, as well as additionally in the Bachelor of Visual Communication Design in: Methods and scientific practice. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1** (see chapter 3.2): The University ensures that all students receive an ECTS Grading Table along with a grade distribution table, their degree certificate, transcript and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2** (see chapter 5.): The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

And additionally for the **Bachelor of Visual Communication Design**:

- **Condition 3** (see chapter 3.1): The University intensifies the focus of conceptualising and development in communication science in the programme.

Proof of meeting these conditions is to be submitted by December 26, 2026.

Furthermore, the quality requirements that have not been fulfilled –

- Interdisciplinary thinking
- Lecturing tutors
- Internationality of the student body
- Foreign language contents

And additionally for the **Bachelor of Visual Communication Design**:

- Positioning of the study programme in the educational market

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programmes could be further developed and **recommend**:

- Improving information in English for international prospective students (see chapter 2.);
- Including more interdisciplinary thinking into the curriculum (see chapter 3.1);
- Re-structuring the internship and giving more credits in order to give students the best opportunities to gain practical experiences (see chapter 3.2);
- Considering introducing lecturing tutors to the programmes (see chapter 3.3);
- Including more international contents into the curricula (see chapter 3.4);
- Setting up a system to attract international students (see chapter 3.4);
- Including more English language in the study programmes (see chapter 3.4);
- Increasing collaboration with international partners (see chapter 4.3);
- Providing more resources and access to technical settings for the students (see chapter 4.4);
- Providing the website in English language (see chapter 5.).

And additionally for the **Bachelor of Product Design** the panel **recommends**:

- Creating an international class (in English) in order to attract foreign students (see chapter 1.2);
- Giving the students more space to experience the internship and the industry by separating the industry experience from the academic experience (see chapter 3.1);
- Recruiting a full professor for the programme (see chapter 4.1).

And additionally for the **Bachelor of Visual Communication Design** the panel **recommends**:

- Integrating an evaluation regarding the concept of the study programme in the quality assurance process (see chapter 5.).

And additionally for the **Bachelor of Interior Design** the panel **recommends**:

- Creating an international class (in English) to attract foreign students (see chapter 1.2).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programmes exceed the quality requirements:

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Cooperation with business enterprises and other organisations (see chapter 4.3).

And for the **Bachelor of Product Design** additionally:

- Positioning of the study programme on the job market for graduates (see chapter 1.3);
- Practical business experience of faculty (see chapter 4.1).

And for the **Bachelor of Interior Design** additionally:

- Practical business experience of faculty (see chapter 4.1).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

## List of Tables

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Table 1: Statistical data Bachelor of Interior Design .....             | 14 |
| Table 2: Statistical data Bachelor of Visual Communication Design ..... | 14 |
| Table 3: Statistical data Bachelor of Product Design .....              | 15 |
| Table 4: Curriculum Bachelor of Interior Design .....                   | 37 |
| Table 5: Curriculum Bachelor of Visual Communication Design .....       | 39 |
| Table 6: Curriculum Bachelor of Product Design .....                    | 40 |
| Table 7: Guest lecturers in BID (Examples).....                         | 55 |
| Table 8: Guest lecturers in BVCD (Examples).....                        | 56 |
| Table 9: Guest lecturers in BPD (Examples) .....                        | 56 |
| Table 10: Lecturers at ISIY .....                                       | 63 |

# Information

## Information on the Institution

The Indonesian Institute of the Arts (ISI Yogyakarta) is a higher arts education institution that is a state University, has the authority to provide education at Bachelor/ D4 level up to doctoral/postgraduate level, and was the first arts college in Indonesia. ISI Yogyakarta was formed in 1984<sup>3</sup>, and its establishment was inaugurated by the Minister of Education and Culture, Prof. Dr. Nugroho Notosusanto, on July 23, 1984. ISI Yogyakarta is a higher education student with financial work unit status under the Ministry of Education, Culture, Research and Technology. ISI Yogyakarta is the oldest, largest and most comprehensive state arts college in Indonesia, which is a combination of the *Sekolah Tinggi Seni Rupa Indonesia (STSR)* “ASRI”) since 1950, *Akademi Seni Tari Indonesia (ASTI)* since 1963, and the *Akademi Musik Indonesia (AMI)* since 1961. All three have had history and achievements before merging into ISI Yogyakarta.

ISI Yogyakarta has opened various branches of art studies, which are divided into three faculties, namely the Faculty of Visual Arts (FSR), the Faculty of Performing Arts (FSP), the Faculty of Recorded Media Arts (FSMR) and Postgraduate Studies, all of which consist of 27 study programmes. ISI Yogyakarta obtained Institution A accreditation based on a Decree from the National Accreditation Board for Higher Education (BAN-PT)<sup>4</sup>. ISI Yogyakarta is committed to producing graduates who are superior, creative and innovative, have a Pancasila personality that is the primary direction of the country and contribute to the development of art on the international stage. To achieve this target, ISI Yogyakarta optimises the *Tridharma* of Higher Education in activities, education, research and community service, which are collaborated through sustainable international cooperation and academic benefits, as well as publishing international journals. ISI Yogyakarta's commitment is manifested in its mission, namely:

- Providing superior, creative and innovative arts education based on Pancasila;
- Carrying out research and creating superior, creative and innovative art based on Pancasila;
- Carrying out community service in the field of superior, creative and innovative arts based on Pancasila;
- Organising strategic, synergistic and sustainable national, regional and international cooperation, as well as
- Effective, efficient, transparent and accountable management (good governance).

As one of the faculties within ISI Yogyakarta, the Faculty of Visual Arts (FSR) has long been a higher arts education institution. Its initial existence began on January 15, 1950, under the name *Akademi Seni Rupa Indonesia (ASRI)* in Yogyakarta, which was later developed into *Sekolah Tinggi Seni Rupa Indonesia (STSR)* in 1968. In 1984, it merged into ISI Yogyakarta to become the Faculty of Visual Arts and Design.

The vision of the Faculty of Visual Arts is to become a centre of higher education for creative and innovative fine arts, with a national vision of excellence and international credibility (2017-2032). This vision refers to the vision of the Yogyakarta Indonesian Art Institute which reads:

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<sup>3</sup> by Presidential Decree Number 39/1984

<sup>4</sup> No. 325/SK/BAN-PT/Ak\_Ppj//PT/V/2023

*"To be a pioneer of superior, creative and innovative national art universities based on Pancasila".*

Therefore, the Faculty of Visual Arts of ISI Yogyakarta has drawn up a strategic plan through a road map that is oriented to the future and is expected to be internationally credible. In general, the road map of the FSR in accordance with the ISI Yogyakarta road map is the transformation of FSR ISI of Yogyakarta in 2020-2028: FSR is expected to be superior and reliable internationally at the level of Southeast Asia, 2028-2036 FSR has been superior and trustworthy in the Asia-Pacific level as well as 2038-2045 has been able to excel and trust at the global level. Currently, the vision and mission of the FSR in the year 2020-2028, one that has been achieved was to participate in the ASEAN level of South-East Asia by achieving the achievement of the World University Ranking by Subject Art and Design #101-150.<sup>5</sup>

FSR ISI Yogyakarta offers nine study programmes such as Interior Design, Visual Communication Design, Product Design, Fine Art, Craft, Art Management, Batik Creation, Fashion Design, Media Design and Art Conservation.

## **Further development of the programmes and statistical data**

Based on the results of national accreditations by BAN PT through the process of adequacy assessment (AK) and field assessment process (AL) in the three study programmes of BID, BVCD and BP, the Advisory Team found important details described as recommendations for macro and external activities to be considered and pursued in the future, among others as follows:

- More professional management not only in the internal academic development, but also in the development of external academic and entrepreneurial institutions;
- Development of advanced education: master and doctoral degree
- Professional network between formal education programme;
- International Class Development;
- Full-time development of foreign students.

Recommendations for micro and internal activities are as follows:

- Study programme related to art-culture-creativity need to be more explicitly described in detail in connection with its implementation in all aspects of Tri Dharma principle;
- Quality Assurance Files should be better documented and disseminated;
- Interest-Party Satisfaction Measurement System needs to be better done and published;
- Need to increase the number of publications of lecturers (scientific articles, books, and HAKI);
- The funding aspects still managed by the government need to immediately increase to next level of independent financial operation (PTN BH);
- Need to involve more students in community service activities;
- Need to enhance the number of community service from grants and foreign funding.

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<sup>5</sup> see: self-evaluation report p.10

**Table 1: Statistical data Bachelor of Interior Design**

|                                                    |          | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|----------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # Study Places offered by HEI                      |          | 90        | 90        | 90        | 90        | 86        | 120       |
| # Applicants                                       | $\Sigma$ | 1359      | 780       | 1258      | 1239      | 882       | 709       |
|                                                    | f        |           |           |           |           |           |           |
|                                                    | m        |           |           |           |           |           |           |
| Application rate                                   |          | 1510,00%  | 866,67%   | 1397,78%  | 1376,67%  | 1025,58%  | 590,83%   |
| # First-Year Students (accepted applicants)        | $\Sigma$ | 85        | 79        | 83        | 90        | 93        | 86        |
|                                                    | f        | 36        | 44        | 43        | 50        | 54        | 45        |
|                                                    | m        | 49        | 35        | 40        | 40        | 39        | 41        |
| Rate of female students                            |          | 0,42      | 0,56      | 0,52      | 0,56      | 0,58      | 0,52      |
| # Foreign Students                                 | $\Sigma$ | 0         | 0         | 0         | 0         | 0         | 0         |
|                                                    | f        |           |           |           |           |           |           |
|                                                    | m        |           |           |           |           |           |           |
| Rate of foreign students                           |          | 0         | 0         | 0         | 0         | 0         | 0         |
| Percentage of occupied study places                |          | 94,44%    | 87,78%    | 92,22%    | 100,00%   | 108,14%   | 71,67%    |
| # Graduates                                        | $\Sigma$ | 69        | 64        | 62        | 73        |           |           |
|                                                    | f        | 30        | 36        | 37        | 42        |           |           |
|                                                    | m        | 39        | 28        | 25        | 31        |           |           |
| Success rate (students who finished their studies) |          | 81,18%    | 81,01%    | 74,70%    | 81,11%    | NA        | NA        |
| Dropout rate (students who dropped their studies)  |          | 18,82%    | 18,99%    | 25,30%    | 18,89%    | NA        | NA        |
| Average duration of study                          |          | 5,02      | 4,47      | 4,53      | 4,76      | NA        | NA        |
| Average grade of final degree                      |          | 3,02      | 3,30      | 3,23      | 3,19      | NA        | NA        |

**Table 2: Statistical data Bachelor of Visual Communication Design**

|                                             |          | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|---------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # Study Places offered by HEI               |          | 90        | 90        | 90        | 90        | 90        | 120       |
| # Applicants                                | $\Sigma$ | 2639      | 1679      | 2829      | 3309      | 3013      | 3046      |
|                                             | f        |           |           |           |           |           |           |
|                                             | m        |           |           |           |           |           |           |
| Application rate                            |          | 2932,22%  | 1865,56%  | 3143,33%  | 3676,67%  | 3347,78%  | 2538,33%  |
| # First-Year Students (accepted applicants) | $\Sigma$ | 87        | 89        | 78        | 95        | 88        | 91        |
|                                             | f        | 35        | 33        | 28        | 51        | 58        | 39        |
|                                             | m        | 52        | 56        | 50        | 44        | 30        | 52        |
| Rate of female students                     |          | 0,40      | 0,37      | 0,36      | 0,54      | 0,66      | 0,43      |
| # Foreign Students                          | $\Sigma$ | 0         | 0         | 0         | 0         | 0         | 0         |
|                                             | f        |           |           |           |           |           |           |

|                                                           |          |        |        |        |         |        |        |
|-----------------------------------------------------------|----------|--------|--------|--------|---------|--------|--------|
|                                                           | m        |        |        |        |         |        |        |
| <b>Rate of foreign students</b>                           |          | 0      | 0      | 0      | 0       | 0      | 0      |
| <b>Percentage of occupied study places</b>                |          | 96,67% | 98,89% | 86,67% | 105,56% | 97,78% | 75,83% |
| <b># Graduates</b>                                        | $\Sigma$ | 78     | 68     | 68     | 75      |        |        |
|                                                           | f        | 31     | 29     | 27     | 38      |        |        |
|                                                           | m        | 47     | 39     | 41     | 37      |        |        |
| <b>Success rate (students who finished their studies)</b> |          | 89,66% | 76,40% | 87,18% | 78,95%  | NA     | NA     |
| <b>Dropout rate (students who dropped their studies)</b>  |          | 10,34% | 23,60% | 12,82% | 21,05%  | NA     | NA     |
| <b>Average duration of study</b>                          |          | 5,6    | 5,5    | 5,3    | 5,2     | NA     | NA     |
| <b>Average grade of final degree</b>                      |          | 3,32   | 3,35   | 3,43   | 3,44    | NA     | NA     |

**Table 3: Statistical data Bachelor of Product Design**

|                                                           |          | <b>2018/2019</b> | <b>2019/2020</b> | <b>2020/2021</b> | <b>2021/2022</b> | <b>2022/2023</b> | <b>2023/2024</b> |
|-----------------------------------------------------------|----------|------------------|------------------|------------------|------------------|------------------|------------------|
| <b># Study Places offered by HEI</b>                      |          | 38               | 38               | 38               | 35               | 40               | 70               |
| <b># Applicants</b>                                       | $\Sigma$ | 420              | 217              | 332              | 352              | 267              | 284              |
|                                                           | f        |                  |                  |                  |                  |                  |                  |
|                                                           | m        |                  |                  |                  |                  |                  |                  |
| <b>Application rate</b>                                   |          | 1105,26%         | 571,05%          | 873,68%          | 1005,71%         | 667,50%          | 405,71%          |
| <b># First-Year Students (accepted applicants)</b>        | $\Sigma$ | 35               | 36               | 33               | 29               | 32               | 37               |
|                                                           | f        | 13               | 12               | 13               | 11               | 11               | 18               |
|                                                           | m        | 22               | 24               | 20               | 18               | 21               | 19               |
| <b>Rate of female students</b>                            |          | 0,37             | 0,33             | 0,39             | 0,38             | 0,34             | 0,49             |
| <b># Foreign Students</b>                                 | $\Sigma$ | 0                | 0                | 0                | 0                | 0                | 0                |
|                                                           | f        |                  |                  |                  |                  |                  |                  |
|                                                           | m        |                  |                  |                  |                  |                  |                  |
| <b>Rate of foreign students</b>                           |          | 0                | 0                | 0                | 0                | 0                | 0                |
| <b>Percentage of occupied study places</b>                |          | 92,11%           | 94,74%           | 86,84%           | 82,86%           | 80,00%           | 52,86%           |
| <b># Graduates</b>                                        | $\Sigma$ | 35               | 36               | 33               | 21               |                  |                  |
|                                                           | f        | 13               | 12               | 13               | 10               |                  |                  |
|                                                           | m        | 22               | 24               | 20               | 11               |                  |                  |
| <b>Success rate (students who finished their studies)</b> |          | 100,00%          | 100,00%          | 100,00%          | 72,41%           | NA               | NA               |

|                                                                      |  |       |       |       |        |    |    |
|----------------------------------------------------------------------|--|-------|-------|-------|--------|----|----|
| <b>Dropout rate<br/>(students who<br/>dropped their<br/>studies)</b> |  | 0,00% | 0,00% | 0,00% | 27,59% | NA | NA |
| <b>Average<br/>duration of<br/>study</b>                             |  | 4     | 4,5   | 4,82  | 5,1    | NA | NA |
| <b>Average grade<br/>of final degree</b>                             |  | 3,72  | 3,50  | 3,52  | 3,39   | NA | NA |

## Appraisal:

The statistical data show stable application rates that by far exceed the number of study places available for all three study programmes. Not all study places are taken in all cohorts, showing the high entry requirements of Institut Seni Indonesia Yogyakarta.

The average duration of the study programme is slightly higher than the regular study time of four years. Students tend to study up to one year longer in the programmes, 60% of students finish their studies on time.

There are drop-out rates between 0%-27.59% throughout the programmes and cohorts. ISIY evaluates these dropouts and explains that some students are not aware of the study demands and underestimate the work in the programme). Other reasons for dropping out of the programme include financial difficulties, as well as business opportunities (student starting their own businesses). The study programmes offer counselling with their academic advisor to provide support for students and reduce the number of dropouts.

The ratio of male and female students is overall balanced; in some cohorts there are more male than female students (30-40% female). There are no foreign students in either of the three study programmes.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk Criterion)

The **Bachelor of Interior Design**, the **Bachelor of Visual Communication Design** and the **Bachelor of Product Design** aim to implement innovative educational and teaching activities in the field of fine arts and design. Visual Arts and Design Education at the Faculty of Visual Arts ISI Yogyakarta is the oldest art education in Indonesia for professional artists of character who develop innovative works of fine art and design based on the culture of the nation and adapt to changing times to be able to compete with art education at other universities at national and international levels. Graduates can enter the professional world as artists, designers, industrial workers and entrepreneurs. Access to learning by graduates refers to Permendikbud No. 44 of 2015 on National Standards of Higher Education. Graduate competencies of ISI Yogyakarta referred to the Level 6 KKNI, which include: 1) attitude competencies, 2) knowledge competencies, 3) general skills competencies and 4) special skills competencies. To assess these four skills, these have been formulated under the respective association throughout Indonesia that include the Interior Design Programme Association (*Asosiasi Program Studi Desain Interior*), the Visual Communication and Design Programme Association (*Asosiasi program studi DKV*) and the Product Design Programme Association (*Asosiasi Program Studi Desain Produk*). Starting the academic year 2021/2022, ISI Yogyakarta implemented the OBE (Outcome-Based Education) curriculum, combined with the MBKM (*Merdeka Belajar Kampus Merdeka*)<sup>6</sup> programme.<sup>7</sup>

The **Bachelor of Interior Design** (BID) produces creative, innovative, adaptive and responsive Interior Design graduates based on the values of cultural art and local intelligence. A creative and innovative interior designer can provide solutions that incorporate creativity, innovation and a positive impact on both the user and society as a whole. Interior design graduates also need to be responsive, i.e., capable of proposing design solutions to global situations, changing trends and rapidly evolving circumstances. Meanwhile, a responsive graduate is receptive and able to propose solutions to social, environmental and other problems.

The graduate profile should be able to reflect the values of cultural art and local intelligence, as interior design is within one of the oldest art institutions in Indonesia. Thus, the proposed design solutions must look back into the cultural capital they possess, such as the potential of art, culture, tradition, craftsmanship and ethics. As a vision for the future and in striving to be part of the world's citizens, ISI Yogyakarta's interior design graduates should also be able to play an active role at the regional level in Southeast Asia by 2028 and in Asia by 2038. This can be materialised by engaging graduates in scientific conferences, engaging in strategic projects, being involved in policy making and being able to work across Asian countries.

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<sup>6</sup> In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

<sup>7</sup> It refers to the National Standards of Higher Education set out in Permendikbud No. 3 of 2020.

BID organises education that shall meet the standards of international professional competence in the field of Interior Design, with qualifications that enable the systematic and contextual application of the interior design process. For this, graduates are equipped with the knowledge to understand and formulate problems, as well as the ability to process ideas, present, and evaluate them comprehensively using science, technology and arts. Graduates have utility in solving problems related to problem design in society by applying the principles of collaboration, critical thinking, creativity, and empathy, which are suitable for the logic of cultural art and local wisdom development, and can respond to the needs of science and creative industries.

The study programme has the following objectives:

#### SPECIAL SKILLS

- a. Skilful and have awareness in organizing the visual art and design elements by employing the design principles in interior designing process;
- b. Competent in understanding and leveraging the material characteristics to yield creative ideas to solve design interior problems;
- c. Versed in communicating orally, in written form and visually;
- d. Competent in translating design language into design document;

#### KNOWLEDGE

- a. Skilled in comprehending the theory of aesthetics, material, activity support facility, building and space utility;
- b. Master the theory of design covering the design elements, design principles, colour, human behaviour, etc;
- c. Master the process and stages of design: programming, conception, problem solving and evaluation based on Anthropometry, Ergonomics, and other human factors;
- d. Comprehend the styles of architecture, furniture, textile, art, and accessories related to the influence of economy, social, and tradition upon culture;
- e. Understand the scope of design in terms of sustainable design, environment, economy, and culture;

Employment opportunities of the BID graduates are: (1) designers and consultants in the field of interior, exhibition, furniture & craft, visual merchandiser, (2) design managers such as contractors, production managers, estimators, (3) design scholars such as writers, design journalists, design researchers, (4) design entrepreneurs, as well as (5) can continue studies to further levels. Nevertheless, more than 51% of interior design graduates work as designers and consultants in interior design, exhibition, furniture and craft, as well as design managers with a variety of professional roles.

The **Bachelor of Visual Communication Design** (BVCD) programme is an educational programme that applies the principles of collaboration through a multicultural perspective with research-based and enhancing functions of information technology to produce graduates who are critical, innovative and able to contribute to the development of local culture.

Furthermore, through the development of a research programme in the fields of design, art, culture and media, it is expected to produce innovative graduates who possess an excellent entrepreneurial spirit and can adapt to global developments in technology and industry. BVCD organises educational programmes to meet the needs of the industry, while promoting the development of the science of visual communication design itself. BVCD students are not only

equipped with academic skills but are also introduced to the world of industry and engage with society through problem-solving design work. It aligns with the vision of the BVCD to be a design study programme, developing a field of visual communication design with a multicultural perspective, based on research, and enhancing the functionality of information technology. BVCD was founded to organise education that develops students who master the competencies and knowledge in the field of visual communication design, based on research and the use of technology, to meet the needs of design on a national and international scale.

The study programme includes the following objectives:

#### SPECIAL SKILLS

- a. Able to think critically, logically, and systematically to anticipate and solve various problems in visual communication design in a creative and innovative way;
- b. Capable of putting ideas on a comprehensive written concept to answer the visual communication design problems;
- c. Proficient in visualising their creative ideas in the forms of Graphic Design, Animation, Creative Multimedia, Creative Advertising, Creative Game Tech, and accounts of design studies written in Design Assessment or Design Review;
- d. Competent in applying the design principles properly in line with the skills needed to create artistic and aesthetic designs;
- e. Skilful in communicating their thoughts and ideas both verbally and visually;
- f. Competent in integrating the local culture into their designs.

#### KNOWLEDGE

- a. Master the knowledge of visual communication design;
- b. Have a deep understanding of the visual culture concepts existing in Nusantara;
- c. Possess the insights on ethic, art, and culture;
- d. Understand and able to conduct the stages of visual communication design starting from the project brief until the making of the visual communication design piece;
- e. Comprehend the Intellectual Property Rights;
- f. Hold knowledge and capacity to analyse the interdisciplinarity operating in the process of creating works of visual communication design;
- g. Show responsibility in contributing to the team work in achieving the predetermined goals and organising and evaluating the projects under their supervision;

BVCD graduates can work as (1) Branding and Visual identity graphic designer, (2) Marketing, publication and advertising graphic designers, (3) User interface and User Experience (UI/UX) graphic designer, (4) Video graphics designer, (5) Visual asset designer, (6) Academician, (7) Entrepreneurs. The graduates possess the skills and qualifications necessary to meet the needs of national and international markets in the field of visual design. Consistently and continuously, the graduates of the BVCD study programme are embedded in the creative ecosystem of the design field, working in cooperation with international clients.

The **Product Design Studies programme** (BPD) offers education in the field of product design, with international professional competence that aligns with technological and cultural developments. BPD was established to organise the education and development of the science of product design, aiming to produce students who master the product design process and creatively produce products that can adapt to existing changes, thereby becoming a source of value for these products at both national and international levels. The objective of BPD is to:

1. produce graduates who have a high moral and ethical professional attitude and are competitive in their careers by improving the quality of learning processes;
2. produce graduates who can be oriented to the spirit of entrepreneurship and ethics of industrial design business, with various options of specialisation respectively;
3. produce graduates with the ability and expertise in designing transportation, furniture, maritime, modern creations, electronics and fashion properly;
4. improve the ability of teaching staff and students to produce quality product design works and research;
5. increase the role of institutions in the community in providing systematic and contextual information and solutions to various product design issues, as well as intelligently applying artistic concepts to product design work.

The study programme includes the following objectives:

#### SPECIAL SKILLS

- a. Able to perform basic skills in drawing sketches manually by means of colour rendering or hatching;
- b. Skilful in writing a logical and systematic design concept;
- c. Into their designs, able to incorporate the results of studies on technology, human being, culture, environment, material, design theory and process, history of design and aesthetics;
- d. Skilful in visualising their design ideas in a 2D or 3D form;
- e. Individually and/or in team, competent in designing products based on a reliable research and appropriate design method to yield functional, contextual, and aesthetical items;
- f. Proficient in writing academic journals;
- g. Able to communicate their ideas and design orally, in written form, in manual and digital graphic, and in 2D and 3D models;
- h. Competent to creatively design a marketable, functional, and aesthetic packaging for a product;
- i. Capable of conducting basic research with a product as an object by using the related disciplines such as ecology, psychology, social, economy and culture.

#### KNOWLEDGE

- a. Understanding the aspects of psychology relevant to design product field;
- b. Apprehending culture as an important supporting part in product design;
- c. Capable of explaining various social aspects of the society that influence and are influenced by design product;
- d. Able to explain the history especially the one related to industrial design;
- e. Proficient in recognising and rationalising styles in design and visual art;
- f. Have sufficient knowledge about anthropology relevant to design product;
- g. Master the knowledge about materials;

BPD graduates are scholars who possess the ability to think scientifically, critically, creatively and innovatively, becoming not only problem solvers but also creators of needs, which leads to the development of new products that subsequently meet societal needs. Graduates of BPD can work and pursue careers in various companies and governmental and private agencies (national and multinational/foreign): Professional Product Designer, i.e. designer working in manufacturer/manufacturer scale industries, Packaging Designer (Packaging), Design Consultant, Product Design researcher, product design scientist, and/or academic (docent,

tutor/trainer). In particular, Bachelors of Industrial Product Design may work in companies/industries of electronic products, household and sanitary products, toys and entertainment products, health equipment and educational tools, manufacturing (factory, body-workshops), military products, handicraft/industrial products, furniture products and outdoor equipment furniture, interior and outdoor products, transportation products, automotive and body products, fashion products, telecommunications tools, product trade (trading), inter-companies that store furniture and outdoors equipment, photographer and consumer manufacturers.

## Appraisal:

The qualification objectives of **all three study programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework of Indonesia. For the **Bachelor of Visual Communication Design**, the objectives are very focused on art and craft, not including the teaching of concept development in Visual Communication Design. In the view of the panel, this will become increasingly important in the future, particularly with regard to developments in Artificial Intelligence (see chapter 3.1).

|      |                                                        | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* | Objectives of the study programme (Asterisk Criterion) |             |                              | X                          |                                    |      |

## 1.2 International orientation of the study programmes' designs (Asterisk Criterion)

Since the **Bachelor of Interior Design (BID)** is one of the oldest institutions of art in Indonesia, the profile of its graduates must also reflect art, culture and creativity, which represent the value of cultural art and local wisdom. Thus, the programme looks back into the cultural capital it possesses, such as the potential of art, craftsmanship, tradition and aesthetics. Graduates of the interior design study programme should be able to play an active role at Asian regional level, highlighting the locations that the institution owns.

To date, some graduates of the study programme have worked for overseas-based companies, including being:

- Interior Designer in international projects, among them Le Méridien Resort and Spa (Maldives), Louis Vuitton Summer Pop Up Roadshow 2021 (Beijing, Shanghai, Guangzhou, Jinan, Nanjing, Shenzhen), Graff Flagship Store (Tokyo – Japan) Graff Casino de Monte Carlo Boutique (Monaco), Chanel WFJ Watch Fine Jewellery Road Show (Beijing, Shanghai), La Prairie Product Launching (Shanghai).
- Designer of furniture and decorative elements in international-scale projects, including Bedouin Arabian Cuisine (Kuala Lumpur – Malaysia), TTDI Meat Point (Kuala Lumpur - Malaysia), and a Residential Project in Singapore.

- 3D Designer and Visualizer on international scale projects, including 5 Star K2 Hotel (Greece), Luxury Apartment Project (Greece), Subterranean Villa Project (Greece).
- Participants in FIND – Design Fair Asia 2023 (Singapore Design Week – 2022), Salone Del Mobile Milano (Italy 2018), The University of California, Los Angeles, Silpakorn University – Thailand, Miami Dade College – Florida USA, Bangkok Art Exhibition, Singapore Art Exhibit.
- Guest lecturers at several foreign universities: Hochschule Hannover – Germany, Silpakorn University - Thailand, Miami Dade University – Florida Design USA.
- Trainer for Sarawak Young Designer – Sarawak Timber Industry Development and Corporation (STIDC) (Sarawak – Malaysia), Furniture Design Mentor and Supervisor Sarawak Say's Sign Link and Match (SLIM) (Malaysia).
- The winners of the International Design Competition, including the winner of the international design competition: Casa Design Challenge 2015-2020.

The international highlight of the BID is the organisation of an international workshop, “Design Thinking”, in collaboration with the Hochschule Hannover University of Applied Sciences and Arts, Germany, which has been ongoing for eight years. This activity has indeed become a manifestation of the very characteristic international programme of this study programme. The two-week programme has become a real container for interior design students to work in an international environment, as well as open to international thinking. This international outlook is also supported by the sending of students from the Hochschule Hannover University of Applied Sciences and Arts, as well as from the Interior Design study programme to study for a semester in Indonesia and Germany, and the mobility of staff from both sides sponsored by Erasmus+. In addition, international seminars, international exhibitions and championships in international competitions also strengthen the internationalisation that is being carried out.

Moreover, during the course of studies, students are given a variety of opportunities to pursue science outside the institution, including abroad. The IISMA (Indonesian International Student Mobility Award) scholarship programme, which is part of the MBKM curriculum, allows students to leave the programme for one semester and attend lectures in another country. BID has been sending its students to Germany, Malaysia and Austria. After they have completed one semester abroad, students can return to their studies and continue their studies. Courses taken abroad can be converted into course structures that have been provided by the study programme.

The **Bachelor of Visual Communication Design (BVCD)** programme offers several courses unique to its curriculum, including Sequential Picture Art, Sign and Meaning Studies, Storytelling, Pop-Up Design and Moving Image. A distinguishing feature of BVCD is its long-standing tradition of strong manual skills. These skills are embedded in core subjects such as illustration, expressive drawing and sequential art. Combined with training in contemporary digital tools, this integration enables students to confidently navigate and balance both manual and digital visual practices. Another flagship activity of the programme is the regularly held National Comic Festival. BVCD also actively connects learning with broader national and international contexts through both academic and non-academic initiatives. Student projects are continuously updated to respond to global trends, and coursework is framed within collaborative, participatory, and globally oriented learning environments. Internationally recognised subjects within the programme include sequential art, illustration design, typography design, animation, motion graphics, pop-up design and storytelling. These

areas form key strengths for graduates, many of whom work actively in creative industries around the world.

BVCD ISI Yogyakarta has collaborated with partners from both domestic and international sources. This collaboration involves students working with partners through workshops or collaborative projects, including Tokyo University of the Arts (Tokyo GEIDAI) and Silpakorn University (Thailand) to conduct an online animation workshop. In the workshop, there were five students of the BVCD ISI Yogyakarta and several students from Silpakorn University, Thailand and Tokyo University of the Arts (Japan). In the local scope, BVCD collaborated with the Cultural Value Preservation Centre in the project to transfer the artifacts of Nusantara cultural manuscripts. In this project, the students conducted research related to the cultural manuscript owned by the Nilai Cultural Preservation Chamber. From the results of such research, students made plans to transfer them to various media like comics, illustrations, animations and books. In addition to the world of industry, BVCD organised a Superhero workshop with Earth Heaven. This workshop discusses the development of the comic world from the creative side and industry today.

BVCD also provides students with the opportunity to take an internship programme abroad, such as in Germany, Malaysia, Australia, Spain, Ireland and United States.

In the **Bachelor of Product Design (BPD)**, some courses use English as their introductory language. It is done to create an international academic atmosphere and get students to communicate in an international language. These courses include 2D Elemental Design, Commercial Design, Design Sociology and Product Animation.

Moreover, BPD integrates an international orientation through:

- Academic English skills and presentation, concluded with a TOEFL-like test at the ISI Yogyakarta Language Lab;
- Provide opportunities for students to undertake courses abroad, such as an IISMA programme to Australia (2022) and a scholarship to study at the University of Utah, USA (2022);
- Involve lecturers and students in international workshops. The activities included: contributed to the ARCADESA (International Symposium of Art Craft and Design in South East Asia) organised by the Yogyakarta Institute of Indonesian Art, speakers at the International Conference on Intermedia Arts and Creative Technology and the Art Academic Forum of the FSRD ISI Yogyakarta involving Thailand, Malaysia and China;
- Active participation in international exhibitions, such as at Silpakorn University and JICAF (Jogja International Creative Arts Festival), as well as submitting works to The International Visual Art Exhibition. In addition, the PSDP has successfully organised the SIIDEF (Sewon International Industrial Design Fair) event, which is an academic exhibition and seminar event involving Malaysia, Thailand and Germany.

The Bachelor of Product Design (BPD) programme prepares graduates to work in international environments. This is demonstrated through student participation in overseas exchanges, including the University of Utah (USA, 2022) and the Australian National University. BPD students have also represented Indonesia in international competitions, such as the ASEAN World Skills Competition in Singapore (2023), where they received the *Medallion of Excellence* in Graphic Design Technology. In addition, several students have interned or worked at

international-oriented companies, including Cocoon Asia, a Yogyakarta-based furniture company serving both national and global markets.

A key flagship activity that reflects the programme's international orientation is the Sewon International Industrial Design Fair (SIIDEF). The event features international exhibitions and seminars, engaging Indonesian universities affiliated with ADPII (the Alliance of Industrial Product Designers of Indonesia) and the national BPD Forum. SIIDEF also partners with foreign universities such as Universiti Teknologi MARA (Malaysia), Silpakorn University (Thailand), and Hochschule Hannover (Germany). Beyond academic cooperation, the fair also includes industry practitioners, including the founder of the well-known Indonesian apparel brand Torch ID.

Aligned with the MBKM education framework, the Faculty of Fine Arts (FSR) at ISI Yogyakarta has expanded its collaborations with domestic and international partners—academic institutions, industry, and professional organisations. These efforts have earned ISI Yogyakarta a Gold Award in the national category for international cooperation (Kemendikbudristek, 2023). Collaborative activities include international exhibitions, lecture exchanges, student mobility, seminars, workshops, joint publications, research, and community engagement.

Partner institutions include Silpakorn University (Thailand), Joshibi University of Art and Design, Shanghai Art & Design Academy, UITM Shah Alam, and the Shanghai Arts Collection Museum. Student exchanges have taken place with Joshibi University, Hochschule Hannover (Germany), TU Wien (Austria), Eszterházy Károly University (Hungary), and Shanghai Art & Design Academy. Workshops have been held with Tokyo University of the Arts, and staff mobility activities include teaching exchanges with Hochschule Hannover. Research collaborations involve ASEA-UNINET and TU Wien, and further study opportunities (MA/PhD) are available through partnerships such as Nanjing University of the Arts (China). BPD students have also participated in the IISMA mobility programme at the Australian National University and the University of Utah. Since 2024, BPD has collaborated with BID and Hochschule Hannover in a Design Thinking workshop series.

## Appraisal:

The programmes designs' appropriately take into account the required international aspects, with respect, too, to its graduates' employability. The programmes take a lot of efforts to be international. The **Bachelor of Visual Communication Design** have international cooperation programmes, a few international students, as well as international guest lecturers. For the **Bachelor of Product Design** and **Bachelor of Interior Design**, the panel **recommends** creating an international class (in English) to attract foreign students.

|                                                                                   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* International orientation of the study programme design (Asterisk Criterion) |             |                              | X                          |                                    |      |

### 1.3 Positioning of the study programmes

ISI Yogyakarta is a pioneer of art higher education in Indonesia. Of the 27 interior design study programmes available in Indonesia, the **Bachelor of Interior Design (BID)** is known to have high aesthetic strength as well as superior manual sketch capabilities. To date, most stakeholders have hired ISI Yogyakarta interior design graduates for the same reason. The artistic environment supports manual ability, so it stands out amid the advances in the use of technology in design learning. Following the guidelines and agreements of the consortium of interior design study programmes throughout Indonesia, the ability to use technology in this study programme remains the main focus, to align with the needs of the market.

The main attraction of BID ISI Yogyakarta is because it is within an oldest and first art institution in Indonesia. In addition, BID ISI Yogyakarta is the only study programme interior design in Yogyakarta, where the city is the main destination of high school graduates to pursue college education. The city of Yogyakarta is also known as the city of art and culture, as well as a city of students, which adds to the attractiveness of studying in Yogyakarta. The average ratio of student appearance and animus in the BID is 1:14, which indicates that the interest of new candidates to enter this study programme is high.

BID gets national accreditation status of A from BAN-PT as well as rankings 100-150 world for Faculty of Visual Arts and Design by QS World University Rankings in 2021-2024. This provides an advantage for graduates, as some companies currently apply specific accreditation standards for college graduates to be admitted for employment. Additionally, the interior design study programme fosters extensive cooperation with stakeholders through general lectures, professional work (including an internship programme) and the recruitment of graduates. Based on the tracer study, students after graduation will return to work in their profession's workplace, and this is the trend in the most common among graduates. The intense atmosphere of art institutions, with their artistic and cultural activities, which enrich learning activities within this institution, is also beneficial for students.

ISI Yogyakarta is located in a central destination city, making it a popular choice for students. Good-quality colleges, a low cost of living, and facilities and cultural art activities are the main attractions for prospective students from all over Indonesia. Therefore, the interior design study programme has become a significant destination for prospective students, especially from outside Yogyakarta, as well as outside the island. Almost half of the students in Interior Design come from outside DIY, including outside Java, including Sumatera, Kalimantan, Sulawesi, Lombok. The student admission route through SBMPTN adds wide opportunities for students outside the region to easily enrol in study programme Interior Design. Thus, tribal and religious diversity are represented in this study programme.

There are 140 BVCDs in Indonesia. The **Bachelor of Visual Communication Design (BVCD)** has a substantial track record and influence on the development of visual culture in Indonesia, both academically and non-academically. One of the most prominent in the academic field is the presence of a visual communication design learning programme based on research by producing external research and design works. The external work results produced by BVCD students have been widely used by the partners. BVCD is oriented to the industrial ecosystem, so the design process is always based on research, emphasising the presence of novelty and appropriate design for the problems of the industrial world, as well as the wider society. So, in the curriculum BVCD continues to establish relationships with the world of industry and

partners so that it can contribute to the progress of students as well as to the creation of a healthy and focused curricular atmosphere.

Three things make BVCD FSR ISI Yogyakarta more attractive compared to other study programmes in communication design.

1. Geographically, BVCD is located in the administrative territory of D.I. Yogyakarta, a city renowned for its rich culture and numerous cultural events. To promote non-academic partnerships and encourage the creativity of students.
2. BVCD ISI Yogyakarta is under the umbrella of the Faculty of Visual Arts. So, the atmosphere of similarity becomes strong enough.
3. To have a course spread that is closely related to industry and taught by lecturers who are experts in their field.

BVCD obtained national accreditation status A from BAN PT as well as rank 100-150 world for Faculty of Visual Arts and Design from QS World University Rankings in 2021,2022,2023,2024. This is a strong bidding position for the BVCD, FSR, ISI Yogyakarta graduates. Geographically, BVCD is located in the administrative territory of D.I. Yogyakarta. It can foster non-academic partnerships and stimulate the creativity of students.

The **Bachelor of Product Design** (BPD) strives to meet the concepts of discipline that combine the aspects of “art meets technology”. Designing an innovation concept into a product with the beauty of shape that suits and can be mass-produced to meet society's needs. Industrial design forms, such as transportation, furniture, jewellery, cellular phones and cars, with the latest designs, are part of the work in the world that comes from the work of industrial designers. The uniqueness of BPD under the umbrella of ISI Yogyakarta, compared to the design of other products in Indonesia, lies in its ability to add a touch of art to the products it produces. The artistic touches incorporate local and traditional values, merged with modern elements, to bring out the unique characteristics of every product produced by students. It is an attempt to optimise the local cultural potential that is very dense in the Yogyakarta region and to try to show that potential outside the City of Yogyakarta. Another thing that should be highlighted is that BPD is active in ADPII. Even one of his lecturers became a Board of Experts in the Forum study programme for product design in Indonesia, so he knows exactly the direction of product design development in Indonesia. PSDP ISI Yogyakarta also has networks with companies active in the field of product design at local, national, and international levels. Additionally, BPD is collaborating with associations and agencies in the field of product design and manufacturing.

BPD ISI Yogyakarta joins the Study Programme Forum Product Design Indonesia, which comprises 27 universities. Of all these universities, including some of the top universities, have had a reasonably high reputation in Indonesia. BPD ISI Yogyakarta aims to compete in terms of quality and position with other universities that have already established themselves as top 3 universities in Indonesia, such as BPD. Moreover, the threat to the educational world today with the coming free market era is the establishment of foreign design schools in the form of franchises and "double degree".

There are several aspects that prospective students may consider choosing BPD ISI Yogyakarta as a place of study, namely:

1. BPD Isi Yogyakarta is located in DIY, which is a student city, a tourism and cultural city with a highly creative and innovative community.

2. The cost of higher education design in Indonesia, especially in the Special District of Yogyakarta, is relatively affordable. With this relatively low cost, especially in State Colleges, it can be followed by all layers of society.
3. BPD ISI Yogyakarta is located in the city of Yogyakarta, which is famous for its cultural wealth consisting of ornaments, fine arts, food, and others.
4. Indonesia in general and especially DIY has abundant natural resources such as various types of wood, rotting, rubber, mining products, plants, etc., which can be used as a source of creativity in student crafts and product design designers.
5. DIY is known as a cultural city where many small and medium-sized enterprises (SMEs) are promoters of the tourism industry. The craftsmen scattered throughout these DIYs reflect a fairly good Craftsmanship skill, which can be used and developed by product design students in the learning process of teaching it.

BPD obtained national accreditation status B from BAN-PT as well as ranked 100-150 world for the Faculty of Visual Arts and Design by QS World University Rankings in 2021-2024.

#### Positioning of the study programmes on the job market for graduates

Visual arts faculties have educated to professional artists working in Yogyakarta and abroad. One of the services offered by the PPKK unit (Centre for Career Development and Entrepreneurship), managed by the institute, is to prepare graduates who are reliable, professional and competitive in entering the workforce. Some of the services provided by PPKK include career maturity assessment and career interests, the Student Entrepreneurship Programme (PWM), graduate candidate soft skill training, alumni tracer studies and Open Recruitment Job Fairs. In addition to utilising the facilities of PPKK, interior design graduates also leverage the network they establish during their internship or practice. Almost half of graduates use this network to get a job after graduation.

To enhance the job opportunities of graduates, BID ISI Yogyakarta has established good relationships with stakeholders such as HDII (Indonesian Interior Designer Association), HIMKI (Indonesia Furniture and Crafts Industry Association), HDMI (Indonesian Young Designer Association, YIDI (Young Interior Designer Indonesia) and APSDI (Indonesian Interior Design Study Programme Association). Meanwhile, BVCD established a partnership to enhance competence, so that post-graduates of BVCD students already have portfolios and record tracks recognised by the industry thus facilitating job search.

As with the other two study programmes, BPD has established a network with institutions and companies in the field of product design to open up wider employment opportunities for its graduates. As for the institutions that have cooperated with BPD ISI Yogyakarta, they include ADPII (Industrial Product Designer Alliance of Indonesia), HIMKI (Indonesia Furniture and Crafts Industry Association), and BPIPI (Industry Empowerment Association of Indonesia) in the field of practitioners. BPD ISI Yogyakarta has also collaborated with the Forum Study Programme in Product Design Indonesia to encourage BPD graduates interested in a career in academia, particularly as teachers in higher education. In addition, some companies that offer internships or employment opportunities for student professionals recruit BPD graduates to continue working there.

In general, **Bachelor of Interior Design (BID)** graduates will have the knowledge to understand and formulate problems, the ability to process ideas and represent and evaluate

comprehensively. For this reason, the job option of becoming an interior designer is not the only option open to graduates of this study programme.

Of the many professional choices, most graduates work in the interior design sector with various types ranging from designers, contractors, to 3D visualizers and interior project drafters. Some of the graduates who work in the interior design sector work on a freelance basis, which is the main choice for many graduates. Many also start their own businesses as contractors in interior design with design and build coverage, either as main contractors or as sub-contractors.

**Bachelor of Visual Communication Design (BVCD)** is designed collaboratively and participatively with various partners, including other universities, practitioners, and non-governmental institutions. This is done to achieve learning outcomes and produce graduates who are truly able to compete globally. Visual communication design study programme graduates can work as:

1. Illustrator;
2. Comic artist, ui/ux designer, Visual culture researcher, design historian;
3. Photographer, art director, photographer, video editor, brand and digital designer;
4. Communication manager, copywriter;
5. Lecturer /instructor.

Referring to tracer study data, BVCD, FSR, ISI YK graduates are spread across freelancers, entrepreneurs, illustrators, comic artists, game designers, animators in both the private and government sectors, even teaching staff.

**The Bachelor of Product Design (BPD)** equips students with various courses in industrial design science so that they can design a product that is comfortable and meets aesthetic aspects for mass production. The graduate profile includes the following:

1. Furniture Designer;
2. Designer at an electronics company;
3. Designer at a design consultancy or design studio;
4. Designer at a fashion accessories company;
5. Designer at an automotive company;
6. Design Scholar/Academic Experts in Government Institutions;

Most BPD ISI Yogyakarta graduates work in furniture companies with the scope of work not only designing but also dealing with the production process to marketing. There are also those who work as designers or experts in manufacturing/industry. It is also possible for graduates to start an entrepreneurial career by building their own product design studio, design freelancers, and packaging and branding designers. In addition, there are also those who have careers as academics to advance product design science, either in the fields of education or research.

Tracer study programme activities are part of tracer study activities carried out by the Centre for Career Development and Entrepreneurship (PPKK) ISI Yogyakarta conducted annually. The technical implementation of the tracer study consists of several stages. The first stage is the preparatory stage, which determines the population to be censused, i.e., all BID, BVCD, and BPD alumni who graduate in a given year. The next stage is to prepare questions through

a Google form to be answered by the alumni. The questionnaire material is sourced from the Ministry of Higher Education's website, with the addition of some necessary questions.

#### Positioning of the study programmes within the HEI's overall strategic concept

The **Bachelor of Interior Design** (BID) was one of the organisers of the first design programme in Indonesia to inherit the science of the arts of advertising and decoration on 15 January 1950, which was merged into one REDIG major (Advertising, Decoration, Illustration and Graphic). This study programme continues to progress, with enrolment in this study programme is one of the highest in ISI Yogyakarta. Given the increasing trend of interest for new students, the institute continues to push forward this study programme, some of them with internationalisation through the preparation of international accreditations and the planning of an international class programme. In addition to accommodating the animo of the applicants, the institute has also opened a discourse to organise a diploma programme in the area of interior design and its derivatives. In addition, the joint study programme of the institute has also seen the possibility of opening the first education programme of the profession of interior designers in Indonesia. For that, BID is very strategic in its position towards the institution.

After the BVCD, BID ranked second as the most sought-after study programme in the Faculty of Visual Arts. BID students also often represent the faculty in various competitions and actively participate in various events at various levels. BID contributed significantly in advancing the Faculty of Visual Arts by achieving the accreditation of Excellent (*Unggul*). The programme also has an ongoing international cooperation since 2013, where this study programme also involves other study programme in developing such cooperation.

The **Bachelor of Visual Communication Design** (BVCD) ranks third in the number of students and ranks first in the number of new student enrolment. Currently, BVCD is developing science groups and developing project-based and external learning with various partners. This is considered necessary to enhance and develop the superiority of the BVCD.

Although it's new since it was founded in 2015, the **Bachelor of Product Design** (BPD) shows consistent number of students every year. By 2023, BPD increased the proportion of students from about 40 people per force to 60 people, so that it is able to open two classes at once in one force. This addition is quite significant and opens up greater opportunities for prospective students interested in exploring the world of product design. It also contributes to the provision of the number of product designers in Indonesia that are indeed needed in the face of the development of the Industrial Era 5.0. The growth of a stable number of students can contribute to the increase in the quantity of academic civitas at faculty level, thus driving the improvement of its quality. In addition to the number of students, BPD's networking with external institutions is also increasing over time.

#### Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. The study programmes are clearly positioned in the region (Yogyakarta and Indonesia).

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. In case of the **BVCD**, graduates work more in artistic fields than in visual

communication design (see also chapter 3.1) This field of work might change due to AI developments. In its statement on the report, ISIY strengthened that the development of AI technology will go hand in hand with the profession of visual communication design.

In case of the **BPD**, it is well suited, also with the tradition of the wood industry in the region and overall Indonesia. ISI has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

The study programmes' qualification goals constitute the core of the HEI's or faculty's strategy and are sustainably implemented. The faculty is a strong pillar of the Institutes' concept.

|       |                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.3   | Positioning of the study programme                                                   |             |                              |                            |                                    |      |
| 1.3.1 | Positioning of the study programme in the educational market                         |             |                              | BID, BPD                   | BVCD                               |      |
| 1.3.2 | Positioning of the study programme on the job market for graduates ("Employability") |             | BPD                          | BVCD, BID                  |                                    |      |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept        |             | X                            |                            |                                    |      |

## 2. Admission

BID, BVCD, and BPD perform new student recruitment patterns in three tracks of selection. These regular paths are open to high school graduates by passing the student admission selection tests, which are:

1. National Selection Based on Achievement (SNBP)<sup>8</sup> that determines 30% of admission; national selection pattern organised based on the results of the search for academic achievement using reports and portfolios and meeting the requirements specified by ISI Yogyakarta;
2. National Selection Based Test (SNBT)<sup>9</sup>: that determines 40% of admission; and
3. Graduate & Applicable Master's Self-selection path<sup>10</sup> that determines 30% of admission.

Admission requirements are announced through the application tool online, making them accessible to candidates who wish to enrol in ISI Yogyakarta. These requirements have been approved by ISI using the national portfolio of achievements. With this path, candidates are selected without taking a written test or a computer-based written test. Selection is made based on the report score and the achievements candidates have achieved during their high school studies.

The requirements of the SNBP are divided into three, the school requirements, the student requirements of registration and the conditions of admission. The requirements are as follows:

1. The school requirement
  - a. High school having a National School Identification Number (NPSN);
  - b. Completing School and Student Database (PDSS).
2. Requirements for students registration

Students enrolled who are eligible to attend SNBP are:

  - a. High school/MA/SMK students last grade (class 12) in the previous year;
  - b. Student who has superior achievement;
  - c. Have a national identification number registered in the PDSS Database;
  - d. Have a semester report score 1 to 5 that has been filed by the school in the PDSS or have a semester report value 1 to 7 for SMK with a four-year study period;
  - e. Have academic achievement and meet the requirements specified by each university.
3. Admission to public universities

Students are accepted, if:

  - a. passed high school/SMK/MA education unit;
  - b. passed SNBP in the year
  - c. passed data verification
  - d. meet requirements determined by the public university. At ISI Yogyakarta, this means submitting a portfolio for the respective field of art.

Meanwhile, the SNBT path that requires candidates to take a written test. Candidates are declared accepted or not based on the scores achieved in this test.

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<sup>8</sup> see: <https://pmb.isi.ac.id/snbp/> (last access February 6, 2026).

<sup>9</sup> see: <https://pmb.isi.ac.id/seleksi-snbt/> (last access February 6, 2026).

<sup>10</sup> see: <https://pmb.isi.ac.id/mandiri/> (last access February 6, 2026).

The SNBT requirements are:

1. High school students/MA/SMK Grade 12 in the year (N), High school graduates/MA /SMK/N-1 or N-2 level or graduates of Package C in N-2,N-1, and N;
2. For high school students /MA / SMK/Square Grade graduates in N, a High School Graduation Certificate must have at least the authenticity information and the latest colour photographs relating to the stamping of a valid stamp;
3. Has created and has an account on the website;
4. Not a new student who passed the SNBP track.

In addition to participating in the national joint selection, the study programmes also organise independent entrance examinations administered by the institute. Regarding the conditions for this course are:

1. The applicant is a graduate of high school/SMK/MA/Package C all major areas that are proven with degrees (as evidenced by a Certificate of Graduation accompanied by report cards for Indonesian Language, English and Mathematics semesters 3, 4, and 5 signed by the Principal);
2. Registrants who have been registered as students at ISI Yogyakarta must report in writing to the committee;
3. The applicants submit a portfolio for the respective art field with a collection of works that are systematically compiled.

On this independent track, applicants are required to take a practice test to measure the entry behaviour required to follow the learning process. The results of the selection of all tracks are announced publicly through the website. ISI Yogyakarta upholds the equal rights of candidate students to be able to enter through the same filtering path. There are no local or national government regulations that can regulate and prohibit a person from being admitted to BID, BVCD and BPD if the applicant meets the requirements and passes the entrance test.

In addition to the admission of regular domestic students from different regions within Indonesia, ISI Yogyakarta also accepts admission to foreign students in regular programmes. Applicants must complete the application form in full and sit for the entrance test. Applicants must have a satisfactory level of Indonesian language proficiency.<sup>11</sup>

Admission conditions for foreign students include:

1. Meet the academic requirements for enrolment in higher education.
2. Accepted by the host institution.
3. Having financial support from the sponsors.
4. Compliance with applicable local/institutional regulations.

#### Counselling for prospective students

All information related to the admission of new students is served through an online application so that it can be accessed by prospective students who wish to enrol in ISI Yogyakarta.

In addition, the candidate enrolled can also come directly to the campus of ISI Yogyakarta to obtain brochures and consultation services through the integrated service centre (PANDU).<sup>12</sup> For international students, student consultation can be done through the Unit of International

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<sup>11</sup> see: <https://uia.isi.ac.id/educational-programs/international-students/> (last access February 6, 2026).

<sup>12</sup> see: <https://pandu.isi.ac.id/en/> (last access February 6, 2026).

Affairs which can be accessed through the website.<sup>13</sup> Each study programme also provides information and answers to questions directly through Instagram and Facebook in their respective study programme.

### Selection procedure

The selection process for the National Selection of New Student Admissions (SNPMB) is managed directly by the committee formed by the Special Risk Union for the Art Education Cluster. National Selection Based on Achievement (SNBP) assessment system is based on report and portfolio values, while the National Selection Based on Tests (SNBT) assessment is based on a standard computer-based test that measures cognitive potential, mathematical reasoning, Indonesian literacy and English literacy, as well as portfolios. For the SNBP selection, the Institute-level Admissions Committee will appoint an assessment team consisting of lecturers representing the study programme to assess the portfolios of candidate students and reporting team. The SNBT selection is managed by the Education Testing Management Chamber (BP3) in collaboration with the PTN. The portfolio assessment form has been determined by the BP3 cluster of Higher Education in the field of Arts. To reduce disparities, evaluators are trained on how to evaluate portfolios. Independent path selection is determined through assessment of reports and portfolios.

A portfolio is a compulsory requirement for an art field registrant is a collection of works that are systematically compiled. The type of portfolio is determined by the BP3 team in cooperation with the University and is compiled nationally. The evaluation criteria are based on the material required by the Education Test Management Room. The material consists of:

1. Structured pictures containing imaginative narrative images;
2. Display and Reflection containing attachments and reflections of the chosen or best works of the participants;
3. Identity Accessories containing identity sheets and statements of participants;
4. Maximum rating weight for images 90%, display and reflection, as well as 10% for completeness.

### Ensuring foreign language proficiency

English proficiency is required to complete a S1 level education in interior design, visual communication design and product design studies. For this purpose, in the selection of new students, English scores are one of the required criteria of academic assessment, in addition to Indonesian Language and Mathematics. English score became the criterion of assessment in the three tracks of new student admission, namely SNBP (report value), SNBT (Academic Potency Test value) and Self (reprint value). The assessment criteria for selecting students for New Student Admission System (SPMB) and self-tracking in BID, BVCD and BPD include an academic evaluation (Report) consisting of scores in Indonesian, English and Mathematics. English has become one of the criteria for the academic assessment because it is expected that the students will have sufficient competence to understand knowledge globally and be able to communicate internationally. Similarly, for SNBT selection, the criteria for academic selection through UTBK are the test of academic potential (TPA): basic Mathematics, Indonesian and English.

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<sup>13</sup> see: <https://uia.isi.ac.id/> (last access February 6, 2026)

### Transparency and documentation of admission procedure and decision

The Integrated Service System ISI Yogyakarta (PANDU) is an information service system for the public, students, lecturers and officials. PANDU, under the coordination of the Information and Documentation Management Office (here in after referred to as PPID), is the official responsible for storage, documentation, provision, and/or information services at the Institute of Art of Indonesia Yogyakarta. PPID was formed in 2017, and in the implementation of information management tasks, PPID is assisted by the Public Relations Team of Yogyakarta and the Website Team of SI Yogyakarta, which is formed on the basis of the decision of the Rector.

The services include:

1. Information about ISI Yogyakarta (profile, vision and mission, organisational structure, statute, Strategic Planning, Organisation of Work Procedures, Rector performance agreement, performance report, and Key Performance Indicators (IKU);
2. Public Information Disclosure Regulations at ISI Yogyakarta;
3. SOP: Studentship, Personnel, Education, Annexes to Rector Decisions, Approvals, Loans, and Applications for Goods;
4. Information Services: Channels, Procedures, Rules of Application for public information
5. Information: General, Periodic, Permanent;
6. Reports: Finance, Research and Community Service, Report of Wealth of Civil Servants, Performance, and Public Satisfaction Survey.

Information about admission requirements of new students is announced centrally by the institution through the website, social media and marketing materials. However, the study programme also continues the announcement through the social media. ISI Yogyakarta also serves information on the admission requirements of new students by telephone and e-mail. In addition, there is an ISI Yogyakarta Integrated Services Office (PANDU) that serves prospective students who come to campus to get information. Candidate students who come to the programme will also be openly served by existing programme staff.

The results of the selection of new students, is published through: 1) National Selection Based on Achievement (SNBP); 2) National Selection Based on Tests; and 3) Independent Path of Undergraduates & Applied Graduates through the respective websites.

### Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account, since the selection is mainly conducted at national level for all three Bachelor programmes. The target applicants are prospective national students from all over Indonesia. The panel however **recommends** improving information in English for international prospective students.

Applicants can directly turn to a student counselling service or a helpdesk on campus, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the ISI Yogyakarta is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted. The selection is mainly carried out at national level; however, all three Bachelor programmes have set up additional criteria regarding the specific field of study.

The admission requirements ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). Students must prove their language capabilities in all three admission tracks conducted at national level.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing on the website.

|        |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1*   | Admission requirements (Asterisk Criterion)                                                                          |             |                              | X                          |                                    |      |
| 2.2    | Counselling for prospective students                                                                                 |             |                              | X                          |                                    |      |
| 2.3*   | Selection procedure (if relevant)                                                                                    |             |                              | X                          |                                    |      |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | X    |
| 2.5*   | Ensuring foreign language proficiency (Asterisk Criterion)                                                           |             |                              | X                          |                                    |      |
| 2.6*   | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             |                              | X                          |                                    |      |

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

**All three programmes** started in the academic year 2021/2022 using a curriculum that refers to Outcome Based Education (OBE) and Freedom Learning Independent Campus). The OBE-MBKM Curriculum is an external oriented learning curricular that has been implemented with MBKM activities.

Moreover, the **Bachelor of Interior Design** (BID) established the Graduate Learning Achievement (CPL) based on the National Standard – The Higher Education Permendikbud No.3 Year 2020 and the Professional Standard issued by CIDA (Council for Interior Design Accreditation). The preparation involves stakeholders directly related to the interior design profession, namely the Association of Professions (HDII), alumni, business and industry. External art education has been in accordance with the fulfilment of attitude aspects, general skill aspects and special aspects of interior design study programmes.

The structure and content of the curriculum developed the Interior Design Studies programme based on the Body of Knowledge of the interior design profession that has been established by CIDA. This body of knowledge forms the basis of the study material that is integrated with the graduate profile and competence of graduates. Accessibility Learning Scheme Interior Design Studies programme based on CPL that has been agreed by the interior design association.

Minimum knowledge to master includes theoretical concepts, principles, procedural knowledge and factual knowledge in: Design Process, Design History, Design Elements & Principles, Light & Colour, Human Centred Design, Environmental Systems & Human Wellbeing, Construction, Regulation & Guidelines, Communication, Product & Materials, Business Practices & Professionalism and Comprehensive Design. Minimum work skills to master include study, design creation, using knowledge and technology, applying design knowledge and manual and digital skills to solve design problems. Graduates are created to be ready to be absorbed by equipping hard skills, soft skills and professional work before the end of the semester.

In order to achieve such competence, the curriculum is designed with a stringed and semi-block course arrangement, with the expectation that the competence achieved is also stringed from beginner to expert. Courses are divided into several criteria, namely basic courses, core course, special skills promotion course and elective course. Basic courses teach the basic skills and knowledge to be mastered to support core courses. In the first semester students must master the basic tools and skills of engineering drawing, drawing shape and elementary design that study the principles of design and design elements before obtaining the core course in the second semester. The skills mastery courses are distributed in each semester with a level that increases as the level of the core course increases. The core course is that supports the main competence of BID graduates, which is interior design and furniture design in starting from the 2<sup>nd</sup> semester. In semester 7 the core course continues to occupational work ending on the design of the interior project for the final assignment in semester 8. In the final assignment, students are given the choice to take a design theme or research. Special skills mentoring courses are given to enrich the knowledge and key competences of interior

designers. Optional courses are provided to provide a range of competencies for students to pursue a career later after graduation. The composition of elective courses is 15% and compulsory courses are 85%. In addition to studying mandatory and optional courses, the MBKM programme provides an opportunity for students to study courses outside the study programme curriculum.

**Table 4: Curriculum Bachelor of Interior Design**

| Subject Code | Subject Title and Type (Compulsory/C or Elecitive/E) | Credit Points per Semester |    |    |    |    |    |    |  | Workload                |                           |
|--------------|------------------------------------------------------|----------------------------|----|----|----|----|----|----|--|-------------------------|---------------------------|
|              |                                                      | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. |  | Hours in Class (minute) | Hours (minute) Self-Study |
| Semester 1   |                                                      | 21                         |    |    |    |    |    |    |  | 472                     | 336                       |
| ISI010       | Religion (C)                                         | 2                          |    |    |    |    |    |    |  | 27                      | 32                        |
| ISI050       | English (C)                                          | 3                          |    |    |    |    |    |    |  | 88                      | 48                        |
| ISI080       | History of Art (C)                                   | 2                          |    |    |    |    |    |    |  | 27                      | 32                        |
| DIA010       | Technical Drawing (C)                                | 3                          |    |    |    |    |    |    |  | 88                      | 48                        |
| DIA021       | Basic Drawing (C)                                    | 3                          |    |    |    |    |    |    |  | 88                      | 48                        |
| DIA031       | Basic Design I (C)                                   | 3                          |    |    |    |    |    |    |  | 88                      | 48                        |
| DIA041       | Interior Materials & Products I (C)                  | 3                          |    |    |    |    |    |    |  | 40                      | 48                        |
| ISI080       | History of Design (C)                                | 2                          |    |    |    |    |    |    |  | 27                      | 32                        |
| Semester 2   |                                                      |                            | 20 |    |    |    |    |    |  | 571                     | 240                       |
| ISI040       | Indonesian (C)                                       |                            | 2  |    |    |    |    |    |  | 27                      | 32                        |
| ISI030       | Civics (C)                                           |                            | 2  |    |    |    |    |    |  | 27                      | 32                        |
| DIA061       | Residential Interior Design I (C)                    |                            | 5  |    |    |    |    |    |  | 227                     |                           |
| DIA022       | Basic Drawing II (C)                                 |                            | 3  |    |    |    |    |    |  | 88                      | 48                        |
| DIA032       | Basic Design II (C)                                  |                            | 3  |    |    |    |    |    |  | 88                      | 48                        |
| DIA042       | History of Design II (C)                             |                            | 2  |    |    |    |    |    |  | 27                      | 32                        |
| DIA070       | Building Construction (C)                            |                            | 3  |    |    |    |    |    |  | 88                      | 48                        |
| Semester 3   |                                                      |                            |    | 19 |    |    |    |    |  | 509                     | 224                       |
| ISI020       | Pancasila/ Indonesia's Five Principles (C)           |                            |    | 2  |    |    |    |    |  | 27                      | 32                        |
| DIA062       | Residential Interior Design II (C)                   |                            |    | 5  |    |    |    |    |  | 227                     |                           |
| DIA081       | Computer Application for Design I (C)                |                            |    | 3  |    |    |    |    |  | 88                      | 48                        |
| DIA091       | Furniture Design I (C)                               |                            |    | 3  |    |    |    |    |  | 88                      | 48                        |
| DIA101       | Design Ergonomy I (C)                                |                            |    | 2  |    |    |    |    |  | 27                      | 32                        |
| DIA111       | Building System I (C)                                |                            |    | 2  |    |    |    |    |  | 27                      | 32                        |
| DIA120       | Design Methodology (C)                               |                            |    | 2  |    |    |    |    |  | 27                      | 32                        |
| Semester 4   |                                                      |                            |    |    | 22 |    |    |    |  | 632                     | 256                       |
| ISI060       | Entrepreneurship & Intellectual Property Rights (C)  |                            |    |    | 3  |    |    |    |  | 27                      | 32                        |
| DIA131       | Commercial Interior Design I (C)                     |                            |    |    | 5  |    |    |    |  | 227                     |                           |
| DIA092       | Furniture Design II (C)                              |                            |    |    | 3  |    |    |    |  | 88                      | 48                        |
| DIA140       | Design Thinking (C)                                  |                            |    |    | 3  |    |    |    |  | 88                      | 48                        |
| DIA150       | Interior Accessories Design (C)                      |                            |    |    | 3  |    |    |    |  | 88                      | 48                        |
| DIA160       | Research Methods (C)                                 |                            |    |    | 2  |    |    |    |  | 27                      | 32                        |
| DIC050       | Exhibition Design ( E )                              |                            |    |    |    |    |    |    |  |                         |                           |
| DIC060       | Landscape Design ( E )                               |                            |    |    | 3  |    |    |    |  | 88                      | 48                        |
| DIC070       | Interior Photography ( E )                           |                            |    |    |    |    |    |    |  |                         |                           |
| DIC080       | Interior Wayfinding ( E )                            |                            |    |    |    |    |    |    |  |                         |                           |
| Semester 5   |                                                      |                            |    |    |    | 22 |    |    |  | 517                     | 176                       |
| ISI070       | Philosophy of Art (C)                                |                            |    |    |    | 2  |    |    |  | 27                      | 32                        |
| DIA132       | Commercial Interior Design II (C)                    |                            |    |    |    | 5  |    |    |  | 227                     |                           |
| DIA170       | Interior of Traditional Building (C)                 |                            |    |    |    | 3  |    |    |  | 88                      | 48                        |
| DIA093       | Furniture Design III (C)                             |                            |    |    |    | 3  |    |    |  | 88                      | 48                        |
| DIA180       | Sustainable Design (C)                               |                            |    |    |    | 3  |    |    |  | 88                      | 48                        |
| DICO10       | Building Conservation ( E )                          |                            |    |    |    |    |    |    |  |                         |                           |
| DIC020       | Design Criticism ( E )                               |                            |    |    |    | 3  |    |    |  | 88                      | 48                        |
| DIC030       | Urban Sketch ( E )                                   |                            |    |    |    | 3  |    |    |  | 88                      | 48                        |
| DIC040       | Interior Lighting( E )                               |                            |    |    |    |    |    |    |  |                         |                           |

| Semester 6 |                                                                           |    |    |    |    |    |    | 20 |    |      | 667  | 240 |
|------------|---------------------------------------------------------------------------|----|----|----|----|----|----|----|----|------|------|-----|
| DIB010     | Internship ( Compulsory/Conversion of Internship)                         |    |    |    |    |    |    | 5  |    |      | 227  |     |
| DIA190     | Design Management ( Compulsory/Conversion of Internship)                  |    |    |    |    |    |    | 3  |    |      | 88   | 48  |
| DIA112     | Building System II ( Compulsory/Conversion of internship)                 |    |    |    |    |    |    | 3  |    |      | 88   | 48  |
| DIA082     | Computer Application for Design II ( Compulsory/Conversion of internship) |    |    |    |    |    |    | 3  |    |      | 88   | 48  |
| DIA102     | Ergonomy Design II ( Compulsory/Conversion of internship)                 |    |    |    |    |    |    | 3  |    |      | 88   | 48  |
| DIA200     | Presentation Techniques ( Compulsory/Conversion of intership)             |    |    |    |    |    |    | 3  |    |      | 88   | 48  |
| DIB021     | Theory and Design Process I (Conversion of exchange student)              |    |    |    |    |    |    |    | 20 |      |      |     |
| DIB022     | Theory and Design Process II ( Conversion of exchange student)            |    |    |    |    |    |    |    |    |      |      |     |
| DIB031     | Human Environmental Needs I ( Conversion of exchange student)             |    |    |    |    |    |    |    |    |      |      |     |
| DIB032     | Human Environmental Needs II ( Conversion of exchange student)            |    |    |    |    |    |    |    |    |      |      |     |
| DIB040     | Design Communication ( Recognition : Conversion of exchange student)      |    |    |    |    |    |    |    |    |      |      |     |
| DIB050     | Design Constructin & Regulation ( Conversion of exchange student)         |    |    |    |    |    |    |    |    |      |      |     |
| DIB062     | Interior Materials & Products II ( Conversion of exchange student)        |    |    |    |    |    |    |    |    |      |      |     |
| DIB070     | Design Professionalism ( Conversion of exchange student)                  |    |    |    |    |    |    |    |    |      |      |     |
| Semester 7 |                                                                           |    |    |    |    |    |    | 12 |    |      | 660  | 360 |
| DIA210     | Pre Bachelor's Final Project (C)                                          |    |    |    |    |    |    | 3  |    |      | 330  | 180 |
| DIA220     | Pre Bachelor's Thesis (C)                                                 |    |    |    |    |    |    |    |    |      | 330  | 180 |
| DICO50     | Exhibition Design ( E )                                                   |    |    |    |    |    |    |    |    |      |      |     |
| DIC060     | Landscape Design ( E )                                                    |    |    |    |    |    |    |    |    |      |      |     |
| DIC070     | Interior Photography ( E )                                                |    |    |    |    |    |    |    |    |      |      |     |
| DIC080     | Interior Wayfinding ( E )                                                 |    |    |    |    |    |    |    |    |      |      |     |
| DIB021     | Theory and Design Process I (Conversion of exchange student)              |    |    |    |    |    |    |    | 20 |      |      |     |
| DIB022     | Theory and Design Process II ( Conversion of exchange student)            |    |    |    |    |    |    |    |    |      |      |     |
| DIB031     | Human Environmental Needs I ( Conversion of exchange student)             |    |    |    |    |    |    |    |    |      |      |     |
| DIB032     | Human Environmental Needs II ( Conversion of exchange student)            |    |    |    |    |    |    |    |    |      |      |     |
| DIB040     | Design Communication ( Recognition : Conversion of exchange student)      |    |    |    |    |    |    |    |    |      |      |     |
| DIB050     | Design Construction & Regulation ( Conversion of exchange student)        |    |    |    |    |    |    |    |    |      |      |     |
| DIB062     | Interior Materials & Products II ( Conversion of exchange student)        |    |    |    |    |    |    |    |    |      |      |     |
| DIB070     | Design Professionalism ( Conversion of exchange student)                  |    |    |    |    |    |    |    |    |      |      |     |
| Semester 8 |                                                                           |    |    |    |    |    |    |    |    | 8    | 27   | 32  |
| DIA230     | Seminar (C)                                                               |    |    |    |    |    |    |    |    | 2    | 27   | 32  |
| DIA990     | Bachelor's Final Project/ Thesis (C)                                      |    |    |    |    |    |    |    |    | 6    | 272  |     |
| total      |                                                                           | 21 | 20 | 19 | 22 | 22 | 20 | 12 | 8  | 4055 | 1864 |     |

The **Bachelor of Visual Communication Design (BVCD)** has designed the curriculum to prepare graduates in the face of social change, culture, the world of work and rapid technological advances. The link to the world of business and industry is essential so that students can be fully prepared, both academically and non-academically. The curriculum and programme preparation of MBKM involve stakeholders, including associations, alumni and partners from business and industry. Target access of curricular maintenance is included in the CPL that has been formulated with BVCD study programme association. A course formulation that has a balanced proportion between theoretical and practical, both in quantity and portion within the course.

Each theoretical-based course has a session for practice with a specific portion, while the entire practical-based courses include basic theory and research as well as supporting literacy both at the introduction of practical courses and at the stage of project development. The curriculum is structured based on the classification of courses divided into CPL attitudes and general skills, university value and CPL knowledge and special skills. BVCD organises major courses namely VCD 1 Graphic Information, VCD II (Visual Identity), VCD III (Creative Media) VCD IV (Visual Branding), VCD V (Design Project) and Final tasks. The whole course requires interdisciplinary integration and alignment with other scientific theses to prepare students to be able to collaborate and integrate all aspects both theoretical and practical.

Graduates will be equipped with capabilities in research, creative and innovative thinking, visual competence, a superior entrepreneurship spirit, able to adapt to technological and industrial developments globally and able to contribute to cultural development. The overall classification and course base is presented in 38 compulsory courses and 22 elective courses that are mutually integrated and complete the qualifications of the graduate profile of the study programme. The elective course for students can be selected according to their interest in deepening or mastering the competence of a particular field that falls within the scope of visual communication design.

**Table 5: Curriculum Bachelor of Visual Communication Design**

| Subject Code | Subject Title and Type (Compulsory/C or Elective/E)   | Credit Points per Semester |    |    |    |    |    |   |   | Workload       |                  |
|--------------|-------------------------------------------------------|----------------------------|----|----|----|----|----|---|---|----------------|------------------|
|              |                                                       | 1.                         | 2. | 3. | 4. | 5. | 6. | 7 | 8 | Hours in Class | Hours Self-Study |
| Semester 1   |                                                       | 20                         |    |    |    |    |    |   |   |                |                  |
| ISA010       | Religion (C)                                          | 2                          |    |    |    |    |    |   |   | 27             | 32               |
| ISA040       | Indonesian (C)                                        | 2                          |    |    |    |    |    |   |   | 27             | 32               |
| ISA050       | English (C)                                           | 3                          |    |    |    |    |    |   |   | 88             | 48               |
| DKA010       | Visual Communication Design: Information Graphic (C)  | 4                          |    |    |    |    |    |   |   | 181            | 0                |
| DKA020       | 2D Basic Design (C)                                   | 3                          |    |    |    |    |    |   |   | 88             | 48               |
| DKA030       | Basic Drawing (C)                                     | 3                          |    |    |    |    |    |   |   | 88             | 48               |
| DKA040       | Typography (C)                                        | 3                          |    |    |    |    |    |   |   | 88             | 48               |
| Semester 2   |                                                       |                            | 21 |    |    |    |    |   |   |                |                  |
| ISA030       | Civics (C)                                            |                            | 2  |    |    |    |    |   |   | 27             | 32               |
| DKA050       | 3D Basic Design (C)                                   |                            | 3  |    |    |    |    |   |   | 88             | 48               |
| DKA060       | Expressive Drawing (C)                                |                            | 3  |    |    |    |    |   |   | 88             | 48               |
| DKA070       | Design Methodology (C)                                |                            | 2  |    |    |    |    |   |   | 27             | 32               |
| DKA080       | History of Graphic Design (C)                         |                            | 2  |    |    |    |    |   |   | 27             | 32               |
| DKA090       | Design Typography (C)                                 |                            | 3  |    |    |    |    |   |   | 88             | 48               |
| DKA100       | Communication Process (C)                             |                            | 2  |    |    |    |    |   |   | 27             | 32               |
| DKA110       | Visual Communication Design: Visual Identity (C)      |                            | 4  |    |    |    |    |   |   | 181            | 0                |
| Semester 3   |                                                       |                            |    | 18 |    |    |    |   |   |                |                  |
| ISA020       | Pancasila (Indonesia's Five Principles) (C)           |                            |    | 2  |    |    |    |   |   | 27             | 32               |
| ISA070       | Philosophy of Arts (C)                                |                            |    | 2  |    |    |    |   |   | 27             | 32               |
| ISA080       | History of Arts (C)                                   |                            |    | 2  |    |    |    |   |   | 27             | 32               |
| DKA120       | Review of Visual Communication Designs (C)            |                            |    | 2  |    |    |    |   |   | 27             | 32               |
| DKA130       | Visual Communication Design: Creative Media (C)       |                            |    | 4  |    |    |    |   |   | 181            | 0                |
| DKA140       | Photography (C)                                       |                            |    | 3  |    |    |    |   |   | 88             | 48               |
| DKA150       | Illustration (C)                                      |                            |    | 3  |    |    |    |   |   | 88             | 48               |
| Semester 4   |                                                       |                            |    |    | 19 |    |    |   |   |                |                  |
| DKA160       | Sign and Meaning Study (C)                            |                            |    |    | 2  |    |    |   |   | 27             | 32               |
| DKA170       | Design Photography (C)                                |                            |    |    | 3  |    |    |   |   | 88             | 48               |
| DKA180       | Visual Communication Design: Visual Branding (C)      |                            |    |    | 4  |    |    |   |   | 181            | 0                |
| DKA190       | Design Illustration (C)                               |                            |    |    | 3  |    |    |   |   | 88             | 48               |
| DKA200       | Storytelling (C)                                      |                            |    |    | 2  |    |    |   |   | 27             | 32               |
| DKA210       | Research Methodology (C)                              |                            |    |    | 2  |    |    |   |   | 27             | 32               |
| DKA220       | English for Visual Communication Design (C)           |                            |    |    | 3  |    |    |   |   | 88             | 48               |
| Semester 5   |                                                       |                            |    |    |    | 18 |    |   |   |                |                  |
| ISA060       | Entrepreneurship and Intellectual Property Rights (C) |                            |    |    |    | 3  |    |   |   | 88             | 48               |
| DKA230       | Psychology of Design (C)                              |                            |    |    |    | 2  |    |   |   | 27             | 32               |
| DKA240       | Visual Communication Design: Design Project (C)       |                            |    |    |    | 4  |    |   |   | 181            | 0                |
| DKA250       | Audio Visual (C)                                      |                            |    |    |    | 3  |    |   |   | 88             | 48               |
| DKA260       | Animation (C)                                         |                            |    |    |    | 3  |    |   |   | 88             | 48               |
| DKA270       | Sequential Drawing (C)                                |                            |    |    |    | 3  |    |   |   | 88             | 48               |

| Semester 6   |                                             |           |           |           |           |           |           | 20        |          |             |             |    |
|--------------|---------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-------------|-------------|----|
| DKB010       | Internship (C)                              |           |           |           |           |           |           | 5         |          |             | 227         | 0  |
| DKA280       | Professional Ethics (C)                     |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKA290       | Digital Design (C)                          |           |           |           |           |           |           | 3         |          |             | 88          | 48 |
| DKA300       | Design Management (C)                       |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKA310       | Graphics (C)                                |           |           |           |           |           |           | 3         |          |             | 88          | 48 |
| DKA320       | Cinematography (C)                          |           |           |           |           |           |           | 3         |          |             | 88          | 48 |
| DKC060       | 1a. Packaging Design (E)                    |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKC070       | 1b. Motion Graphic (E)                      |           |           |           |           |           |           |           |          |             |             |    |
| DKC080       | 1c. Pop Up Design (E)                       |           |           |           |           |           |           |           |          |             |             |    |
| DKC090       | 1d. Game Design (E)                         |           |           |           |           |           |           |           |          |             |             |    |
| Semester 7   |                                             |           |           |           |           |           |           | 20        |          |             |             |    |
| DKA330       | Advertising Communication (C)               |           |           |           |           |           |           | 3         |          |             | 88          | 48 |
| DKA340       | Anthropology of Arts (C)                    |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKA350       | Animation Film (C)                          |           |           |           |           |           |           | 4         |          |             | 181         | 0  |
| DKA360       | Media and Cultural Study (C)                |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKA370       | Sociology of Design (C)                     |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKA380       | Presentation Technique (C)                  |           |           |           |           |           |           | 3         |          |             | 48          | 48 |
| DKA390       | Aesthetic of Design (C)                     |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKC010       | 2a. Capita Selecta (E)                      |           |           |           |           |           |           | 2         |          |             | 27          | 32 |
| DKC020       | 2b. Design and Environment (E)              |           |           |           |           |           |           |           |          |             |             |    |
| DKC030       | 2c. Poster Art (E)                          |           |           |           |           |           |           |           |          |             |             |    |
| DKC040       | 2d. Media Adaptation (Election)             |           |           |           |           |           |           |           |          |             |             |    |
| DKC050       | 2e. Design and Users                        |           |           |           |           |           |           |           |          |             |             |    |
| Semester 8   |                                             |           |           |           |           |           |           |           |          | 8           |             |    |
| DKA990       | Bachelor's Final Project/ Bachelor's Thesis |           |           |           |           |           |           |           |          | 6           | 272         | 0  |
| DKA400       | Seminar                                     |           |           |           |           |           |           |           |          | 2           | 27          | 32 |
| <b>total</b> |                                             | <b>20</b> | <b>21</b> | <b>18</b> | <b>19</b> | <b>18</b> | <b>20</b> | <b>20</b> | <b>8</b> | <b>4008</b> | <b>1744</b> |    |

The **Bachelor of Product Design** (BPD) developed the curricula to the implementation guidelines of the MBKM programme and implementation of Outcome-Based Education (OBE) which became the evaluation standard of the External Quality Assurance System. The standards of organising the course of study are defined in more detail according to the SN-Dikti. Graduate competence standards, content standards, process standards, and evaluation standards are specified in the SN Dikti, including CPL Attitude, CPL Knowledge, and CPL Skills. The CPL is based on the evaluation of the curriculum of the study programme through measurement of the availability of the CPL of the ongoing curricula, tracer studies, user input of graduates, alumni, and experts in their fields. Introduction from the ADPII (Industrial Product Designer Alliance of Indonesia) for the further development of the curriculum by identifying and establishing the study and mathematical materials that are structured in each semester during the study period.

**Table 6: Curriculum Bachelor of Product Design**

| Subject Code | Subject Title and Type (Compulsory/C or Elective/E) | Credit Points per Semester |    |    |    |    |    |    |    | Workload       |                  |
|--------------|-----------------------------------------------------|----------------------------|----|----|----|----|----|----|----|----------------|------------------|
|              |                                                     | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study |
| Semester 1   |                                                     | 20                         |    |    |    |    |    |    |    | 459            | 320              |
| DPA010       | 2D Basic Design (C)                                 | 4                          |    |    |    |    |    |    |    | 117            | 64               |
| DPA020       | Basic Drawing (C)                                   | 4                          |    |    |    |    |    |    |    | 117            | 64               |
| DPA030       | Introduction to Culture (C)                         | 2                          |    |    |    |    |    |    |    | 27             | 32               |
| DPA040       | Technical Drawing (C)                               | 4                          |    |    |    |    |    |    |    | 117            | 64               |
| ISI010       | Religion (C)                                        | 2                          |    |    |    |    |    |    |    | 27             | 32               |
| ISI020       | Pancasila /Indonesia's Five Principles (C)          | 2                          |    |    |    |    |    |    |    | 27             | 32               |
| ISI040       | Indonesian (C)                                      | 2                          |    |    |    |    |    |    |    | 27             | 32               |

|              | Semester 2                                          |           | 20        |           |           |           |           |           |          | 443         | 320         |
|--------------|-----------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-------------|-------------|
| DPA050       | 3D Basic Design (C)                                 |           | 4         |           |           |           |           |           |          | 117         | 64          |
| DPA060       | Visual Engineering (C)                              |           | 4         |           |           |           |           |           |          | 117         | 64          |
| DPA070       | Design Ergonomics (C)                               |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA080       | Material Technology (C)                             |           | 2         |           |           |           |           |           |          | 27          | 32          |
| ISI030       | Civics (C)                                          |           | 2         |           |           |           |           |           |          | 27          | 32          |
| ISI050       | English (C)                                         |           | 3         |           |           |           |           |           |          | 40          | 48          |
| ISI080       | History of Art (C)                                  |           | 2         |           |           |           |           |           |          | 27          | 32          |
|              | Semester 3                                          |           | 19        |           |           |           |           |           |          | 573         | 224         |
| DPA100       | Product Design-Experimental Design (C)              |           | 5         |           |           |           |           |           |          | 227         | 0           |
| DPA090       | Model Study (C)                                     |           | 4         |           |           |           |           |           |          | 117         | 64          |
| DPA110       | Engineering System (C)                              |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA120       | Product Design Methodology (C)                      |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA130       | Design Review (C)                                   |           | 2         |           |           |           |           |           |          | 27          | 32          |
| ISI070       | Philosophy of Art (C)                               |           | 2         |           |           |           |           |           |          | 27          | 32          |
|              | Semester 4                                          |           | 20        |           |           |           |           |           |          | 635         | 240         |
| DPA140       | Product Design-Discursive Design (C)                |           | 5         |           |           |           |           |           |          | 227         | 0           |
| DPA160       | Research Methodology (C)                            |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA180       | Electronic Mechanics (C)                            |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA150       | Basic Computer Application (C)                      |           | 4         |           |           |           |           |           |          | 117         | 64          |
| DPA170       | Sustainable Design (C)                              |           | 2         |           |           |           |           |           |          | 27          | 32          |
| ISI060       | Entrepreneurship & Intellectual Property Rights (C) |           | 3         |           |           |           |           |           |          | 88          | 48          |
|              | Semester 5                                          |           | 17        |           |           |           |           |           |          | 547         | 192         |
| DPA190       | Product Design-Commercial Design (C)                |           | 5         |           |           |           |           |           |          | 227         | 0           |
| DPA200       | Computer Modelling (C)                              |           | 4         |           |           |           |           |           |          | 117         | 64          |
| DPA210       | Furniture Design (C)                                |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA220       | Psychology of Design (C)                            |           | 3         |           |           |           |           |           |          | 88          | 48          |
| DPA230       | Advanced Entrepreneurship & Intellectual Property   |           | 2         |           |           |           |           |           |          | 27          | 32          |
|              | Semester 6                                          |           | 20        |           |           |           |           |           |          | 667         | 240         |
| DPA280       | Capita Selecta (C)                                  |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA270       | Anthropology of Design (C)                          |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA260       | Technicity/Advanced Furniture Design (C)            |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA250       | Sociology of Design (C)                             |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA240       | Product Design-Responsible Design (C)               |           |           |           |           |           | 5         |           |          | 227         | 0           |
| DPC060       | Packaging Design ( E )                              |           |           |           |           |           |           |           |          |             |             |
| DPC020       | Visual Merchandising ( E )                          |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPC010       | Product Design Photography ( E )                    |           |           |           |           |           |           |           |          |             |             |
|              | Semester 7                                          |           | 20        |           |           |           |           |           |          | 667         | 240         |
| DPB010       | Internship (C)                                      |           |           |           |           |           | 5         |           |          | 227         | 0           |
| DPA290       | Presentation Technique (C)                          |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA300       | Production Process (C)                              |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA310       | Business Ethics (C)                                 |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPA320       | Marketing Management (C)                            |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPC060       | Craft Design ( E )                                  |           |           |           |           |           |           |           |          |             |             |
| DPC030       | Landscape Design ( E )                              |           |           |           |           |           | 3         |           |          | 88          | 48          |
| DPC040       | Product Animation ( E )                             |           |           |           |           |           |           |           |          |             |             |
|              | Semester 8                                          |           | 8         |           |           |           |           |           |          | 299         | 32          |
| DPA330       | Seminar (C)                                         |           |           |           |           |           |           |           | 2        | 27          | 32          |
| DPA990       | Bachelor's Final Project/Thesis (C)                 |           |           |           |           |           |           |           | 6        | 272         | 0           |
| <b>total</b> |                                                     | <b>20</b> | <b>20</b> | <b>19</b> | <b>20</b> | <b>17</b> | <b>20</b> | <b>20</b> | <b>8</b> | <b>4288</b> | <b>1808</b> |

### Rationale for degree and programme name

The history of the **Bachelor of Interior Design** (BID) name began from the field of decoration science (Advertising, Decoration, Illustration and Graphics) when ISI Yogyakarta was formed as the Academy of Fine Arts of Indonesia (ASRI) in 1950. Decoration art became a separate major in 1963 which was followed by the change of ASRI's status to the ASRI Fine Art College in 1968. The Decoration Art Department (DIRUDA) changed its name to Interior Design in 1979. The change of status from the high school to the Yogyakarta Institute of Indonesian Art in 1984 renewed the educational order so that DIRUDA became the Interior Design Studies programme under the Faculty of Visual Arts of Yogyakarta Art Institute.

The name of the BID is contained in the Regulation of the Director General of Learning and Study No. 46/B/HK/2019 dated February 22, 2019. In the regulation, the name of an interior design study programme falls under the category of applied sciences in the sectors of Architecture, Design and Planning. The decision also stated that the graduates of BID bear the degree of Bachelor of Design (S.Ds). The degree of design has corresponded to the profile of the graduate and the graduate learning access (CPL) established.

The **Bachelor of Visual Communication Design** (BVCD) has become one of the study programmes that demands to be adaptive to industrial and technological developments, so that the learning process is applied based on visual research. The study programme awards a Bachelor of Design (S.Ds.).

The **Bachelor of Product Design** (BPD) equips students with a variety of courses in industrial design, enabling them to design a product that is both comfortable and aesthetically pleasing, suitable for mass production. Besides Innovation students are also equipped with science, ergonomics, engineering technology, production processes and value, design, aesthetics, knowledge of materials, economics and management. The study programme awards a Bachelor of Design (S.Ds.).

### Integration of theory and practice

The curriculum of the **Bachelor of Interior Design** (BID) is a combination of theory and practice. The theory-based courses are supported by practical activities or case studies on certain sections of the learning period. Likewise, practical courses are based on theory and conceptual thinking. For example, core courses that support the core competence of practice-based interior design graduates such as Interior Design Studios (both residential and commercial) can be applied because they require mastery of the theoretical knowledge acquired from other courses. When students do home interior design then they must apply the theoretical understanding gained from separate courses such as design methodology, building construction, building systems, ergonomics, knowledge of materials and interior products, as well as design history. In addition to the mastery of the theory, the students of the studio courses are also equipped with courses supporting skills such as mastering drawing techniques, shape drawing and elementary design. By the end of the studio period, the student's competence was attained in designing the interior of a residential house in accordance with theoretical principles. The level of the design studio increases every semester along with the increase in the supporting theory. More than 50% of the courses at study programme Interior Design are case studies based, where the entire core studio-based course applies case studies in every task. Some of these courses include Residential Interior Design, Commercial Interior design, Furniture Design, as well as Design Thinking.

Moreover, BID lecturers have practical experience as designers, interior planners' consultants, as well as experience in the field of interior contractors. Many of them are involved in projects in Indonesia and have experience in managing projects personally and institutionally. It adds value to a study programme where professional experience and practical insights come in colour in each practice course. Often their experience is used as a case study as an example of how a design problem solved in the field can be aligned with what is given in the classroom. It is not uncommon for students to be given the opportunity to engage in interior projects that are being done by faculty and industry partners. Of course, this adds a valuable experience for students who attend the course to gain insight directly in the field. By applying the current MBKM curriculum, students are even given the opportunity to engage directly in courses involving industry so rich with practical experience.

The **Bachelor of Visual Communication Design (BVCD)** has a balanced proportion between theoretical and practical, both in quantity and portion within the course. Each theoretically based course has a session for practice with a specific portion, while the entire practically based course includes basic theory and research as well as supporting literature both at the introduction of practical courses and at the stages of project development. Major courses are: DKV 1 Graphic Information, DKV II (Visual Identity), DKV III (Creative Media), DKV IV (Visually Branding) and DKV V (Design Project). Students get theoretical material that will be used as a basis of knowledge and textual information in the work of the assignment.

The curriculum of the **Bachelor of Product Design (BPD)** is designed to being flexible and accommodative to the very rapid change in the field of product design. Curriculum and teaching influence each other. Most courses include practical application of theoretical concepts. In addition, Product Design lecturers have other activities outside, such as experience working on individual or group projects, both at local and national scale, which are included into classes. Students will gain application of theoretical to practical experience, including furniture crafting, visual merchandising and home décor, as well as marketing and production processes to product pricing.

#### Interdisciplinary thinking

By applying the MBKM curriculum students are also given the opportunity to take courses outside the study programme. This course is very helpful in enriching student insights and is very useful in promoting other courses within the study programme. The enrichment of science in other study programmes can enrich students in determining design decisions. Besides, the work profession gives students the opportunity to do professional work in the company. In the work of the profession interdisciplinary thinking is obtained from the practice of collaboration between various stakeholders in the team where students work.

The ability to think interdisciplinary is recognised by the curriculum managers of the **Bachelor of Interior Design** as a skill that students must have. The curriculum is therefore designed so that students can develop interdisciplinary thinking. BID has a Design Thinking course that is loaded with the requirement to think interdisciplinary. Through the design thinking method, this course invites students to solve complex problems beyond the science of interior design that they have been struggling with. In each semester, students will find case studies with a variety of themes, ranging from social innovation to entrepreneurship themes by inviting sources from outside the scope of interior design (sociologist, architect, environment activist, feminist, entrepreneur, ex-criminal). In addition, the BID also implements the MBKM Teaching Practices programme where a professional practitioner is invited as a guest lecturer. This expert

practitioner is not limited to someone who comes from the design profession, so wider knowledge will be acquired from this session. Moreover, BID is part of an art institution that demands the ability and insight of art as part of the characteristics of students and graduates. Therefore, the courses of Art History and Art Philosophy are required to be taken by students as an effort to enrich interdisciplinary insights.

The field of design in principle is collective and collaborative work, which is based on the merging of various variables related to its SDM, content and themes, visualisation, production of design and distribution of media. To support the creative ecosystem in the field of **Visual Communication Design**, it must be created interdisciplinary thinking, since the main role of such field of work is in the area of visual communications then it is necessary binding parties with other disciplines to support the accuracy, credibility and validation of media and its content at the stage of pre-production, production, media testing and validations, as well as finishing media.

**Product Design** is an interdisciplinary approach, i.e. an approach in solving a problem by using an examination of various scientific perspectives that are relevant or suitable for integrated use, as well as a multi-discipline study in which one discipline and another discipline are equalised, in which each discipline offers its respective perspective but there is no attempt to integrate it. Creativity requires interdisciplinary knowledge. The process of invention often involves acts of combining ideas that previously seemed irrelevant. The combined aspects can come from one discipline or come from the permutation of ideas from two or more disciplines. Product design implements both with the consideration that such complex problems can no longer be solved by using just one discipline or approach, but by merging different disciplines. Approaches to Social Sciences, Economics, Psychology, Technology, Arts to Medicine are essential. The complexity of the issue is comprehensive, holistic, very open to the development of the theory and methodology of other sciences, and very likely to give birth to hybrids of new sciences.

#### Ethical aspects

There are ethics that must be followed by civitas academics of ISI Yogyakarta. For students, there are rights, obligations, prohibitions, sanctions that are set out in the academic guidelines and regulations.

In the **Bachelor of Interior Design (BID)**, students are also equipped with the knowledge of ethics in the profession of interior designer through the courses of Entrepreneurship and RIGHT. The courses are building the competence of an interior designer where students understand about respecting copyright, avoiding plagiarism and being a good entrepreneur. The attempt to avoid plagiarism of writing scientific papers is also a special concern in this study programme. In some courses whose duties are based on the writing of papers, students are required to show a plagiarism-free certificate that has been prescribed by the instructor. Some of these courses include Research Methods, Pre-Task Finals and Seminar Curricula.

In the **Bachelor of Visual Communication Design (BVCD)**, students receive a Professional Ethics course that contains a set of knowledge about ethics in the designer profession and how to carry out the profession.

In the **Bachelor of Product Design (BPD)**, students are equipped with the science of engineering ethics that provides about the study of the issues and moral decisions that hold individuals and organisations involved in engineering. Also, the study on the questions that are

closely related to each other about the moral behaviour, character, ideals, and relationships of people and organisations engaged in technological development and engineering are covered. It is considered based on the presence of a figure of engineers who are creative, innovative and looking for a solution to a problem present in their society. Indirectly, bringing about a change in the system of values within society is highly dependent, among other things, on the moral attitude of an engineer.

#### Methods and scientific practice

In general, every course teaches systematic skills. The tasks in the form of works and writings given in each course must be done by scientific methods and specifically provided approaches, design methods and research methodologies to understand the types, theories and how to apply them. Methodological skills are given at each semester level until they can be applied to the final task. These skills are taught both in specialised courses and in any course. In any studio-based course, students use the stage-stage method that has been theoretically taught in a specialised course. In the studio courses at the beginning of the semester, students are emphasised on how to search for data, analyse and present it in an integral and clear way.

Moreover, students take a research methods course which is compulsory courses in semester 4 with external scientific writing. Students and faculty actively conduct research and community service; the results are published through seminars and scientific publications. Through the course Research Methods, students are taught steps to conduct scientific research, through Design Methodologies students are introduced to a variety of design methods that can be applied in design and development of research-based design. Both methods can equip students to consider what the final task is to be chosen, whether the design path or the research path.

Beyond methodological specialty courses, most courses have provided experience and methodological knowledge in both assignment and final reporting. Some theoretical courses also apply the research process so that the assessment does not eventually pass the examination but evaluates the results of the scientific research report.

While in the advanced studio course, the students are more emphasised on how to formulate design problem statements, while also digging ideas to solve them. The entire phase of research-based design is taught in theory courses and practised in studio-based courses. In practice, students will apply the theory taught in the course to other courses that have tasks in the form of writing articles and research (Philosophy of Art, Traditional Building Interiors, Sustainable Design, Pre-Final Tasks, as well as Seminars). There are specialised courses teaching methodology both in the field of design and research field (Research Methods in semester 4).

At the end of semester, students are required to make the final assignment of their choice, the final planning assignment as well as the final research assignment. To prepare for this final assignment, the study programme forms a series of courses to equip the student in writing the final research assignment. It begins with giving a course in Research Methodology in semester 4, which is then practised in the theory courses that have the task of writing articles. By completion of the final assignment, students are also required to take the pre-final assignment course. This course basically teaches students to formulate final assignment proposals, where they must prepare their research from the beginning. In this course lessons that have already been acquired in MK Research Methodology and trained simply in other theory courses, are

practised in greater depth. Thus, when students enter the final stage of the research assignment, they have a better understanding of the thesis they are going to arrange.

In the **Bachelor of Interior Design (BID)**, courses that give competence in the form of research include Interior Materials & Products, Interior Lighting and Final Research pre-task. The methods of scientific writing are also presented in the seminary courses in the 8th semester to provide the Final Task. The design-based courses are primarily studio-based and teaches design methods in addition to obtaining the materials specialised in the Design Methodology courses. Such courses include Residential Interior Design, Commercial Interior design, Furniture Design, Accessory Design, Exhibition Design. As with research, the lecturer is also obliged to include the student in every community service grant. Thus, students will understand the steps and methods practically applied by their lecturers.

BID students are required to write scientific papers in a format that is ready to be published as a prerequisite for graduation. The writing is the result of the final task, whether it is the final job of the work or the final work of the thesis/research. The scientific work can be published together with the lecturer through internal journals of the institution or external. Students selected scientific papers can also be published in internal journals facilitated at faculty level.

In the **Bachelor of Product Design (BPD)**, Product Design 1 (Design Experiment) focuses on material experiments and functions, DP 2 (Discursive Design) which emphasises on the side of expression and meaning of design in society, DP 3 (Commercial Design) raises about commercial needs and has modern teaching principles, as well as using the real experience. DP 4 (Responsible Design) is a course that focuses on product design that relates to the needs of a society that is often neglected and design products that are not widely based on special needs.

#### Examination and final thesis

In general, most courses conduct semester final examination assessments (UAS) based on project-based learning. In core courses, the final assessment of competence is seen from the completion of a design project that meets learning access. A part of the theory-based courses implements UAS through written examinations. It is adapted to a pre-formulated learning approach, to competencies that can be evaluated by test assessment. UAS is carried out at the end of the semester after all teaching learning process is completed. Cognitive field considerations include the purposes of thinking, knowing, and solving problems that have the synonyms of knowledge, understanding, application, analysis, synthesis and evaluation. Sources of assessment of the tasks formed; Planning Works and Concepts, Paper, Quiz form written examinations, assignments, or presentations. Implementation of the tasks given by the lecturer to the student can be the creation of papers or other forms of activity determined by the faculty. The Assessment component is an assessment of self-practice, examination and activity in lectures. The weight of the independent practice is 30%, Semester Final Examination 30%, Mid-Semester Examination 30%, and the activity in the classroom is 10%.

Skill-based basic courses include many practical activities until the final evaluation is also based on practical results that are higher than the practical material at the beginning of class. Basic knowledge-based courses vary in the form of final assessment, some are based on case analysis/case study reports, research, as well as design planning in the conceptual phase.

The format and evaluation of the exam is submitted to the teaching team of each of the courses. Final assignments are scheduled for one semester in semester 8 after research at Pre-Thesis/Final Projects Design (TA) (semester 7). Students are given the opportunity to choose the type of TA planning or research. Each student who works on the Final Task is guided by two lecturers and evaluated gradually during the design phase preparation. The evaluation mechanisms in the final task process are as follows:

1. First evaluation: During pre-thesis work, the tutor evaluates the student's work at the design concept stage that has formed a handwritten sketch. The tutor fills out the eligibility form, in which the student who graduates will proceed to the next stage and for those who do not graduate is required to repeat until the first evaluation passes.
2. Second evaluation: In this stage, the mentor assesses the students' work up to Chapter III and its completion. Ideation sketch posters must be complete and conform to aesthetic standards. For students who graduate can proceed to the next stage and for those who do not pass must repeat the evaluation.
3. Third: In this stage, the tutoring lecturer evaluates the student's work until the end of Chapter 5 (conclusion) with its completion. Students who pass the third evaluation can proceed to the Final Task Assessment. For students who do not pass, it will be recommended to repeat the course in the next semester.
4. Evaluation of Eligibility: After completing the tutoring process with the lecturer and passing the third evaluation, the student must submit several items, including a hard copy of the Thesis Report, a 3-minute Interior Animation video, posters and board materials in physical form. For students who have already been deemed eligible, they can attend the final session.
5. Thesis Examination: The final assignment examination is conducted every semester.

The Thesis assessment section consists of two categories for the Final Project Design and the Final Thesis/Research. The assessment will be given from category A to E according to the competence students have.

The students' performances in internships are evaluated by the company and by an academic supervisor for the internship.

## Appraisal:

The curricula of **all three study programmes** adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) enable students to acquire additional competences and skills.

The degree and programme names correspond to the contents of the curricula and the programme objectives. However, for the **Bachelor of Visual Communication Design**, the panel is of the view that more content on conceptualising should be included in order to fit to the name of visual communication design (see below).

Theoretical questions are explained by means of practical examples. For the **Bachelor of Product Design**, the panel is impressed, since there is an internship in the 6<sup>th</sup> semester, as well as a lot of practical application in all courses. The panel, however, **recommends** giving the students more space to experience the internship and the industry by separating the

industry experience from the academic experience. In the curriculum, students are supposed to take online classes during their internship semester. The panel is of the view that giving students options to not having classes during the internship might extend the experience.

**All three study programmes** include some projects, such as Desing Thinking workshop with the University of Hannover (Germany). However, the Institute is very much focused on art, and these workshops are not mandatory in the curriculum. Students, however, might very well benefit from interdisciplinary thinking. Therefore, the panel **recommends** including more interdisciplinary thinking into the curriculum. In its statement on the report, Institut Seni Indonesia Yogyakarta refers to the included MBKM programme with 20 SKS credits. The panel regards the MBKM programme as a useful addition to the academic education, however, it might not be entirely suitable for ensuring the required interdisciplinarity in the curricula. Therefore, the panel still recommends adding more interdisciplinary thinking to the curricula.

Ethical implications are appropriately communicated. This includes e.g., a professional ethics course, as well as sustainability in projects.

In the **Bachelor of Product Design** and **Bachelor of Interior Design**, students acquire methodological competences and are enabled to do scientific work on the required level. The curricula of both programmes also include project-based learning. In case of the **Bachelor of Visual Communication Design**, the panel sees rooms for improvement, since there is a focus in the programme on illustration, art and craft that combines traditional art with modern technology. However, Communication Design is a very modern science that has a focus on the development of communication concepts. Therefore, the panel recommends the following **condition**:

- The University intensifies the focus of conceptualising and development in communication science in the programme.

In its statement on the report, Institut Seni Indonesia Yogyakarta emphasised the combination of the ability to understand, formulate, and deliver messages effectively to audiences. This is included in the curriculum, in courses such as Communication Process, Signs and Meaning Studies and Storytelling. Also, ISIY announced to integrate studies on the relationship between communication, art, and artificial intelligence as part of the scientific development and strengthening of the theoretical framework of the study programme from 2026. The panel welcomes this development.

All exams in the **three study programmes**, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

|                                                                     | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1 Contents                                                        |             |                              |                            |                                    |      |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion)          |             |                              | X                          |                                    |      |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.1.3* Integration of theory and practice (Asterisk Criterion)      |             |                              | X                          |                                    |      |
| 3.1.4 Interdisciplinary thinking                                    |             |                              |                            | X                                  |      |
| 3.1.5 Ethical aspects                                               |             |                              | X                          |                                    |      |
| 3.1.6* Methods and scientific practice (Asterisk Criterion)         |             |                              | BID, BPD                   | BVCD Condition                     |      |
| 3.1.7* Examination and final thesis (Asterisk Criterion)            |             |                              | X                          |                                    |      |

## 3.2 Structure

In accordance with the Decision of the Rector of ISI Yogyakarta Number: 250/KEP/2014 on the establishment of the duration of studies and the study burden of students of the Institute of Indonesian Arts Yogyakarta, it is established that: The duration limit of study applicable to the S-1 undergraduate programme for students of ISI Yogyakarta is four to seven years. In compulsory circumstances, the student's leave/non-active leave may be used, as long as it does not exceed the applicable study time limit.

The minimum access limit for graduates of the S1 undergraduate programme is 144 semester credits. The learning burden calculation system uses the Semester Credit Unit (SKS) to indicate student study burden, faculty workload, learning experience and programme maintenance burden. One unit of semester credit/SKS is equal to 170 minutes/week/semester. The 170 minutes are divided into 50 minutes of face-to-face interaction, 60 minutes of structured tasks and 60 minutes of self-directed activity. The maximal number of face-to-face lectures in one semester is 14 weeks, and two weeks are reserved for final and mid-semester exams, totalling 16 weeks. The total time spent on these meetings is approximately 2.380 minutes or 39.27 hours. The conversion calculation is one ECTS equal to 25 hours (minimum standard). It means the conversion calculation is one semester credit unit compared to ECTS, which is 39.27: 25 or 1 SKS equals 1.6 ECTS. The S1 Undergraduate programme has a learning burden of a minimum of 230.4 ECTS.

The curricula are structured according to the following methods: the initial part or first year is an introduction to the basics and design skills, the second year is the application of those basics in studio practice, the third year is application of studio skills in the world of limited industry, the fourth year is skills development and preparation for the execution of final tasks. The distribution of courses in the curriculum looks at the existing core courses of each semester. The core course starts from semester 2 after the student has acquired the basic knowledge and skills and is designed gradually with increased competence to work. Final Tasks in semester 8.

### Bachelor of Interior Design (BID)

|                                                                           |                                               |
|---------------------------------------------------------------------------|-----------------------------------------------|
| Projected study time                                                      | 4 years, 8 semesters                          |
| Number of credits (national credits and ECTS credits)                     | 144 SKS credits / 230.4 ECTS credits          |
| Workload per credit                                                       | 1 SKS credit = 39.27 hours = 1.6 ECTS credits |
| Number of courses                                                         | 41 courses, 6 elective courses                |
| Time required for processing the final thesis/project and awarded credits | six months / one semester, 8 SKS credits      |
| Number of contact hours                                                   | 4,055 hours                                   |

The intended core course is distributed in each semester as follows:

- Semester 1: Engineering Images, Basic Drawings, Design Elements Semester
- Semester 2: Residential Interior Design Studios 1
- Semester 3: Residential Internal Design 2, Furniture Design 1
- Semester 4: Commercial Interior Design 1, Furnishing Design 2
- Semester 5: Commerce Interior Design 2, Interior Design 3
- Semester 6: Semester Professional Work 7: Pre-Final Tasks
- Semester 8: Overall, all courses are completed in 8 semesters (4 years) with a total of 144 credits. The compulsory course is 132 SKS credits and the option is 12 SKS credits.

### Bachelor of Visual Communication Design (BVCD)

|                                                                           |                                               |
|---------------------------------------------------------------------------|-----------------------------------------------|
| Projected study time                                                      | 4 years, 8 semesters                          |
| Number of credits (national credits and ECTS credits)                     | 144 SKS credits / 230.4 ECTS credits          |
| Workload per credit                                                       | 1 SKS credit = 39.27 hours = 1.6 ECTS credits |
| Number of courses                                                         | 38 compulsory courses, 2 elective courses     |
| Time required for processing the final thesis/project and awarded credits | six months / one semester, 8 SKS credits      |
| Number of contact hours                                                   | 4,008 hours                                   |

### Bachelor of Product Design (BPD)

|                                                                           |                                               |
|---------------------------------------------------------------------------|-----------------------------------------------|
| Projected study time                                                      | 4 years, 8 semesters                          |
| Number of credits (national credits and ECTS credits)                     | 144 SKS credits / 230.4 ECTS credits          |
| Workload per credit                                                       | 1 SKS credit = 39.27 hours = 1.6 ECTS credits |
| Number of courses                                                         | 42 courses, 6 elective courses                |
| Time required for processing the final thesis/project and awarded credits | six months / one semester, 8 SKS credits      |
| Number of contact hours                                                   | 4,288 hours                                   |

The OBE Framework guides the study programme's vision, mission, and philosophy to meet the needs of stakeholders through several aspects, namely, preparing the graduate profile to match the educational objectives of the study programme.

- Semesters 1 & 2: Basic skills
- Semester 3: Studio Experiment Design: Product Design Methodology
- Semester 4: Discursive Design

- Semester 5: Commercial Design: Entrepreneurship & Intellectual Property Rights
- Semester 6: Responsible Design, Design Psychology
- Semester 7: Professional Work, Seminar
- Semester 8: Final Task

### Study and exam regulations

The study and exam regulations are displayed in the FSR ISI – Yogyakarta Academic Guidebook issued by the Faculty of Visual Arts and Design. This book contains information on the course of study, rules and course spreads that are generally organised by each study programme. However, ISI Yogyakarta also has a website that includes general and related information on each study programme. At the end of a course, students are obliged to pass the examination, both in the form of assignments and written examinations. The final value of each course can be accessed by students within the SIAK Learning Management System, where they can also use it as an academic management portal. This system allows them to manage the scores obtained. The exam system is carried out a maximum of two times, namely the mid-semester exam and the final semester exam. The exam is carried out by the lecturer of each course according to the course schedule. The final exam is held for 2 weeks, the first week for the theory class exam and the second week for the practical exam. After the final exam is over, one week is provided for exam revision. The grading system is regulated in the academic manual. ISI Yogyakarta organises the MBKM program, which contains the education program which consists of lectures between internal and external study programs, internship programs, and independent study programs, for the assessment is regulated in the Rector's Regulation, which refers to the Regulation of the Minister of Education.

### Feasibility of study workload

Similarly, individual and group tasks can be performed at the place and time chosen by the students themselves. Therefore, the time and place of study is flexible. At the rearrangement of the curriculum of the study programme in 2016, it was agreed that the number of courses was reduced, with a greater number of CPAs. This aimed to make it easier for students to complete their courses on time. With this scheme students take a smaller number of lessons but can earn more CFPs. It also aims to reduce the amount of task load given by each course. In total, students must obtain 144 SKS credits in the course of study.

An academic tutor provides the academic counselling services provided by the study programme. Each student is assigned a tutor who provides academic guidance throughout the study process. Students can make appointments for counselling at any time on working days when needed. The study programme evaluates the learning process using student satisfaction surveys. These surveys are conducted periodically every year. The results of the survey are used to improve the curriculum and learning process in general. In addition, student evaluation of specific courses is also the basis for revising curricula that are carried out on a regular basis. Feedback done at the end of the semester is one way to adjust the curriculum to the overview of the student situation in general. Statistical data on the achievement of test scores is also a general overview of how students can understand a particular course. It becomes important information for future curriculum improvements.

### Equality of opportunity

BID, BVCD, and BPD provide equal learning opportunities. Disabled people are also given the opportunity to learn designs. In the learning process, tasks can be done in groups, consisting of male and female students. The opportunity to exhibit is also given to both male and female

students. Disabled students also have access to the same facilities and are entitled to receive the same services as other students. Equality of access to education between men and women in these institutions tends to be balanced. According to the data obtained over the last five years, the enrolment rate was 43% female and 57% male. Education scholarships were equally accessible for 59% of female students and 41% for male students. Not only students gender equality was reflected in the proportion of lecturers, including 42% women and 58% men.

BID, BVCD and BPD programmes accommodate foreign students who wish to receive an education equivalent to that of domestic students. The study programme accepts part-time courses (two semesters) followed by international students with tuition fees from several countries, such as Germany and Jordan, as well as Afghanistan. Students with low economic backgrounds are allowed to study with a Mission Scholarship. All students, regardless of gender and background, have access to all facilities of the campus. The campus offers all students an excellent opportunity to engage in any organisational activity regardless of gender, tribe or background. The campus also supports the democratic process by giving voting rights to all students.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course based on the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Practical components, such as internships are designed and integrated in such a way that credits can be acquired. However, students tend to take the internship in combination with up to four online courses in the same semester. With regard to the importance of the practical experiences (see chapter 3.1), the panel **recommends** re-structuring the internship and giving more credits in order to give students the best opportunities to gain practical experiences.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined.

The final grade is supplied with a national grading scale. However, in addition to the national grading scale with its explanation, ISI Yogyakarta should provide a Grade Distribution Table showing the statistical distribution of passing grades in the respective programme or field of study. This table must reflect how the grading scale is actually applied in that programme showing the final programme-level ECTS Grade Distribution Table, not data per course or semester. The table should present the overall distribution of final graduation grades for graduates over a defined reference period of at least two years.

Therefore, the panel recommends the following **condition**:

- The University ensures that all students receive an ECTS Grading Table along with a grade distribution table, their degree certificate, transcript and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, ISI Yogyakarta also takes into account evaluation findings, including student feedback and the programme's success rate. However, the workload during the internship period could be further reviewed, knowing that students tend to take online courses during the internship semester.

ISI Yogyakarta ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

|                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2 Structure                                                        |             |                              |                            |                                    |      |
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.2.2* Study and exam regulations (Asterisk Criterion)               |             |                              |                            | X                                  |      |
| 3.2.3* Feasibility of study workload (Asterisk Criterion)            |             |                              | X                          |                                    |      |
| 3.2.4 Equality of opportunity                                        |             |                              | X                          |                                    |      |

### 3.3 Didactical concept

The didactical concept is aligned with the development of the 4.0 era of industry with part of the learning system as blended learning or online. The learning patterns at the study programme are shifting to SCL (student-centred learning). Learning media uses learning videos and modules that can be accessed through google classroom and YouTube. Some courses still apply the one-way learning process, the transfer of knowledge specialised courses of fundamental theories while the theory courses are analytical using case methods. But in the lessons-only practise the learning process uses project-based group learning methods (team-based project).

The learning process is systematically planned by referring to the state-of-the-art learning methods critically by drawing up a learning plan called the Semester Learning Plan (RPS). The learning evaluation system is very much related to the learning process and the final outcome of learning, so that the final exam as the learning outcome no longer gets a large percentage. Student competence is measured through Acquisition of Academic Points (CPMK) which is included in daily tasks and exams. The evaluation criteria include: (1) participatory activity evaluation basis (perspective), project/task outcome (skills), cognitive (knowledge); (2) evaluation component (customised for each course), (3) percentage weight of evaluation. To maintain quality and satisfaction of learning services at the end of each semester, an

assessment of the lecturer and the organiser of the lecture is carried out by the quality assurance team of ISI Yogyakarta.

Moreover, learning involves the collaboration of practitioners from alumni as well as stakeholders to adapt to developments in the academic world and beyond. Practitioners fill in lectures according to the description of courses added knowledge from outside the campus at two to three meetings of the overall learning. Some of the courses that already involve practitioners include theory and practice courses such as entrepreneurship, photography, presentation techniques, cinematography, typography and illustration.

Moreover, the MBKM Programme implementation gives students the opportunity to choose the courses they will take. Students are allowed to take courses outside of the course of study at the same college; taking courses in the same course of studies at different colleges; taking classes in different courses at different campus; and/or learning outside of college. Students attending MBKM programmes include Certified Internships, Indonesian International Student Mobility Award (IISMA), Free Student Exchange. The concept of independent learning is to try to prepare graduates for future leaders who are superior and more personal. The independent learning programmes are so flexible that they are expected to be able to facilitate students to develop their potential according to their passion and talent.

#### Course materials

Generally, each lecturer at BID, BVCD, and BPD must prepare a Semester Learning Plan (RPS) for each course containing access and purpose of learning, reference books, descriptions of the materials taught, learning strategies, teaching methods, assignment instructions and a measured evaluation section. This RPS also contains the used textbooks, recommended libraries, printing process materials, examples of work and case studies.

This learning material is given in person face-to-face in the classroom and uploaded into a digital repository. The material was uploaded using the learning management system (LMS) [e-learning.isi.ac.id](http://e-learning.isi.ac.id) and Google Classroom. The teaching team will update the material regularly, i.e., once a year, concerning developments in the academic and professional world, particularly by bringing practitioners who teach directly in the classroom. Academic growth is followed through journals and scientific association conferences, while professional development is done through the association of professions in their respective study programme, tracer studies and professional internships. These updates are incorporated into the teaching material of case studies, visual examples and additional cutting-edge concepts/skills. In addition, students can access literature directly in the institute's library and reading rooms during the study programme. At the time of the COVID-19 pandemic, to support the distance learning, lecturers compiled learning videos that easily accessible to students. This learning material is not limited to theoretical courses; practical courses also implement this learning system. Learning videos are structured so that students can study the material first and have an initial understanding before the weekly class begins. After students learn the material in the video, online courses are organised to discuss the material they have learned. Thus, distance learning classes can be implemented more effectively into the overall structure.

#### Guest lecturers

Guest lecturer provides in-depth material specific to a specific field of science or expertise. A guest lecturer is a practitioner with a particular competence or expertise according to the field

taught. Besides, the study programmes also regularly hold general lectures with guest lecturers from home and abroad.

**Table 7: Guest lecturers in BID (Examples)**

| No | Institution/ Agency                                                                                          | Course Title                                 | Period             | Linkage to Graduate Profile                                                         | Description                                                                   |
|----|--------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1  | Faculty Design and Media Hochschule Hannover University of Applied Sciences and Arts, Germany                | Design Thinking Workshop                     | Annually 2015-2024 | Increase knowledge and design thinking methods                                      | The material was delivered in a 10-day workshop and a design thinking course. |
| 2  | Dean of Faculty of Media, Information and Design Hochschule Hannover University of Applied Sciences and Arts | Design & Post Pandemic Recovery              | 2022               | Increase knowledge and insight into design creativity during the COVID-19 pandemic. | The material was delivered in a public lecture.                               |
| 3  | Design Department, Institut Teknologi Bandung                                                                | Design & Post Pandemic Recovery              | 2022               | Increase knowledge and insight into design creativity during the COVID-19 pandemic. | The material was delivered in a public lecture.                               |
| 4  | Kolej Pengajian Seni Kreatif UiTM Malaysia                                                                   | Manual Drawing Technique                     | 2023               | Improve drawing skills                                                              | The material is delivered in the urban sketch course.                         |
| 5  | Faculty of Decorative Art Silpakorn University                                                               | Sustainable Design                           | 2023               | Increasing knowledge in the field of sustainable design                             | The material is delivered in the sustainable interior design course           |
| 6  | Head of Interior Design Association/ HDII Pusat (Practitioner)                                               | Professional Design Practice & Certification | 2023               | Improving the knowledge and competence of the design profession                     | The material was delivered in a public lecture                                |
| 7  | Secretary of Interior Design Association/ HDII Pusat (Practitioner)                                          | Professional Design Practice & Certification | 2022-2023          | Improving the knowledge and competence of the design profession                     | The material is delivered in professional work courses                        |
| 8  | Head of Jakarta Interior Design Association / HDII (Practitioner)                                            | Interior Design of Airport                   | 2022               | Improving the knowledge and competence of the design profession                     | The material is delivered in the commercial design course 2                   |

|    |                                                 |                              |           |                                                                 |                                                             |
|----|-------------------------------------------------|------------------------------|-----------|-----------------------------------------------------------------|-------------------------------------------------------------|
| 9  | Interior Designer of the airport (Practitioner) | Interior Design of Airport   | 2022      | Improving the knowledge and competence of the design profession | The material is delivered in the commercial design course 2 |
| 10 | Lighting Designer (Practitioner)                | Interior lighting            | 2023-2024 | Improving the knowledge and competence of the design profession | The material is delivered in the interior lighting course   |
| 11 | Interior Designer (Practitioner)                | Professional Design Practice | 2023      | Improving the knowledge and competence of the design profession | The material is delivered in professional work courses      |

**Table 8: Guest lecturers in BVCD (Examples)**

| No | Institution/ Agency | Course Title            | Period | Linkage to Graduate Profile                                                        | Description                                  |
|----|---------------------|-------------------------|--------|------------------------------------------------------------------------------------|----------------------------------------------|
| 1  | Practitioner        | Fotografi Dasar         | 2023   | Increasing insight in the field of photographic design                             | Delivered in photography courses             |
| 2  | Practitioner        | Perancangan Video Iklan | 2023   | Improving student competence in advertising video designers                        | Delivered audio-visual courses               |
| 3  | Practitioner        | Public Speaking         | 2023   | Improve presentation skills for designers                                          | Delivered in Presentation Engineering Course |
| 4  | Practitioner        | Fotografi Komersial     | 2023   | Improving sustainability and student awareness in commercial product photo planner | Delivered in the design photography course   |

**Table 9: Guest lecturers in BPD (Examples)**

| No | Institution/ Agency                            | Course Title             | Period | Linkage to Graduate Profile | Description                                           |
|----|------------------------------------------------|--------------------------|--------|-----------------------------|-------------------------------------------------------|
| 1  | Kolej Pengajian Seni Kreatif UiTM Malaysia     | Manual Drawing Technique | 2023   | Improve drawing skills      | The material is delivered in the urban sketch course. |
| 2  | Faculty of Decorative Art Silpakorn University | Sustainable Design       | 2023   | Increasing knowledge in the | The material was delivered in                         |

|   |                                                       |                                        |      |                                                                   |                                                             |
|---|-------------------------------------------------------|----------------------------------------|------|-------------------------------------------------------------------|-------------------------------------------------------------|
|   |                                                       |                                        |      | field of sustainable design                                       | the SIIDEF lecture                                          |
| 3 | Head of Study Programme of Product Design Association | Developing Competencies and Curriculum | 2023 | Improving the knowledge and competence of the design profession   | The material was delivered in a public lecture.             |
| 4 | Practitioner of Information Technology                | Computer Modelling                     | 2023 | Increasing knowledge and skills in the field of computer modeling | The material is delivered in the Computer Modeling Course.  |
| 5 | Guest Lecture the Hochschule für Künste, Bremen       | Sustainable Design                     | 2023 | Increasing knowledge of eco-friendly materials                    | The material is delivered in the Sustainable Design course. |

### Lecturing tutors

There are no lecturing tutors in the three study programmes.

### Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students through the Learning Management System. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers from industry are invited and contribute to the students' qualification process with their special experience. From other universities, guest lecturers are invited to some extent.

There are no lecturing tutors in the three study programmes, however, the panel **recommends** considering introducing lecturing tutors to the programmes.

|        |                                                                       | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|-----------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3    | Didactical concept                                                    |             |                              |                            |                                    |      |
| 3.3.1* | Logic and plausibility of the didactical concept (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.3.2* | Course materials (Asterisk Criterion)                                 |             |                              | X                          |                                    |      |
| 3.3.3  | Guest lecturers                                                       |             |                              | X                          |                                    |      |
| 3.3.4  | Lecturing tutors                                                      |             |                              |                            | X                                  |      |

### 3.4 International outlook

In the **Bachelor of Interior Design (BID)**, one way to internationalise is by pooling foreign partners to participate actively in learning activities. For more than eight years, BID has partnered with the Hochschule Hannover (Germany), manifested with Design Thinking workshop activities with English introduction. The positive impact of the international design thinking workshop was the opening of the Design Thinking course. These courses present lecturers from Germany to give general lectures to course participants and at the end of the semester, jurors from Germany review the presentations of course participants. Although these courses are generally delivered in Indonesian, some meetings use English, especially during presentations before a foreign jury. Working in multidisciplinary and multicultural groups is one way BID uses to get students to work in new and challenging situations. It is taught in the International Workshop Design Thinking programme, where they must solve design issues with German students. Three ISI students and three German students worked in a group for ten days, creating a dialogue between two cultures.

Every year, as many as 15 students of the Hochschule Hannover Germany take summer courses at ISI Yogyakarta, where they, together with ISI design students, conduct design thinking workshops. Student exchange programme has already sent four students to USM Malaysia, Hochschule Hannover and by Erasmus+ and four students to TU Wien and Hochschule Hannover.

The **Bachelor of Visual Communication Design (BVCD)** has a collaborative event with Digital Media, University of Applied Science Ulm (Germany). The event's purpose is to recognise the respective cultures in design development through social media, such as videos on YouTube. The participants conducted live research using a visual questionnaire directly applied to the community. The workshop results vary widely based on the results of the research carried out.

Moreover, the sequential art course is integrated with the international festival, the Comic and Sequential Art Festival.

The **Bachelor of Product Design (BPD)** planned an international class as a development of the regular class. The curriculum for the international class is broadly the same as the regular class. By inviting foreign lecturers (visit lectures), students are expected to become accustomed to their academic atmosphere and cultural experiences. Some students are also sent through ISMA programmes to attend lectures abroad, such as in the United States, Australia and China.

#### Internationality of the student body

There are no courses specifically designed to attract the interest of international students. However, some of the courses available in BID, BVCD and BPD are attractive to international students. Courses containing high-locality elements become major magnets for international students, such as Interior of Traditional Buildings, Thinking Design, Art of Painting (Comic), Illustration, Sustainable Design and Crafts Design. Some international students who have attended ISI Yogyakarta for one semester usually take the course. One of the courses' shortcomings is that they are not held in English. However, by 2024, the institute pioneered international classes that required an introduction to English by providing English language

training and international class certification to its assistant lecturers. There are currently no full-time international students in either of the three programmes.

#### Internationality of faculty

In terms of the internationalisation of the lecturers, the Faculty of Visual Arts sends lecturers to attend visiting lectures, seminars, exhibitions and workshops at foreign colleges that have established cooperation with ISI Yogyakarta, such as Silpakorn University (Thailand), UiTM (Malaysia), Shanghai Art & Design Academy (China) and Hochschule Hannover (Germany). Several activities and programs are arranged every year, providing symposiums, workshops, and exhibitions that include participants from more than three of our partners from abroad. The outcome of the symposium is a publication in a proceedings journal that is indexed by WOS.

Additionally, the programmes also send lecturers to pursue master's and doctoral education at foreign universities, such as those in Australia, the United Kingdom, the United State, and China.

#### Foreign language contents

Indonesian is the leading introductory language in the lectures of BID, BVCD and BPD. Lecturers often use foreign-language terms on topics that refer to international standards. Similarly, literature and video references used for learning are also provided in English. Although no courses are delivered in English, the recommended books and journal articles for students are also available in English. Thus, students are indirectly enticed to communicate in English. The institute has pioneered international classes, and every study programme will offer English-language introductory courses (a minimum of two courses). To improve English competence at the end of each semester, students in the final semester can take a TOEFL-like test. To support the international classes and increase the skill of the English language through the revitalisation programmes, ISI Yogyakarta held a training to get a Certification of English Language Practitioner, which was conducted by the University of Education Sultan Idris Malaysia and the Language Institute.

English language courses are taught in all three Bachelor programmes in semester 1 (2 SKS credits) as a student supply to understand literature and master academic writing, as well as preparing prospective students to attend international activities.

In **BID**, students were asked to present their work to the guest lecturer of the Hochschule Hannover at the Design Thinking Course (3 SKS credits). The Design Thought Course is a course that emerged as a result of the intercultural design Thinking Workshop in collaboration with ISI Yogyakarta and the German Hochschule Hannover. In these courses, several meetings were filled by lecturers from the Hochschule Hannover (Germany) who during the pandemic were conducted online. Similarly, the Annual Design Thinking Workshop, which lasts for 10 days in each full semester, always involves an English-speaking lecturer.

In **BVCD**, in semester 4 are given Applied English classes (2 SKS credits), with final results students able to present and communicate in English. At Visual Communication Design study programme, some of the courses that have become internationally outstanding are sequential art, design illustration, design typography, animation, motion graphics, pop up design, and storytelling, thus enabling it to be delivered in English.

**BPD** has also implemented introduction courses with English language in courses: Community Development, Craft Design, Poster design, Commercial Design, and Philosophy of Arts. Meanwhile, at study programme Product Design, some courses delivered in English include 2D Elementary Design, commercial Design, Design Sociology, and Product Animation. In addition, the study programme requires students to have a TOEFL-like so that students have readiness and get the opportunity to take a student exchange programme and graduation preparation.

## Appraisal:

International contents are part of the curriculum. Due to the nature of students' backgrounds, intercultural aspects and environment are a big part of all three study programmes. Students are thus enabled to act in an intercultural environment. There are also international elements that qualify students for international occupations. However, since students strive for more internationality, the panel **recommends** including more international contents into the curricula.

There are currently no full-time international students in either of the three programmes. Therefore, the panel **recommends** setting up a system to attract international students.

The international composition of the faculty (lecturers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal oriented. The panel **suggests** to ISI Yogyakarta being a host for international researchers.

Although the study programme offers English courses, both the instruction and course materials are conducted in Indonesian. Therefore, with regard to further internationalisation, the panel **recommends** including more English language in the study programmes.

|                                                                              | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 Internationality                                                         |             |                              |                            |                                    |      |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.4.2 Internationality of the student body                                   |             |                              |                            | X                                  |      |
| 3.4.3 Internationality of faculty                                            |             |                              | X                          |                                    |      |
| 3.4.4 Foreign language contents                                              |             |                              |                            | X                                  |      |

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

BID, BVCD and BPD organise project-based studio courses. All students must present their work a pitching project format. Students are equipped with presentation engineering courses to present their work orally and primarily visually. Thus, in each project-based course, students simultaneously tested their ability to communicate the results of their work confidently. Project-based courses require students to communicate their work include Residential Interior Design, Commercial Interior design, Furniture Design, Exhibition Design, Sustainable Internal Design, Information Graphic Visual Communication Design, Visual Identity Design, Creative Visual

Media Communication, Visual Branding Design, Project Design, Experimental Design, Discursive Design, commercial design, as well as responsible design.

In the **Bachelor of Interior Design (BID)**, some case-based courses require students to work in groups. Intensive courses enhance soft skills including Sustainable Interior Design and Design Thinking courses. In this multidisciplinary course, students must formulate problems found in the field and develop their solutions at the end of the semester. In an entire semester, students are assigned to work in groups. Through the group dynamic that happens in these courses, students are trained not only to work with others but also to practice how to compromise and deal with conflicts, which will indirectly develop leadership skills from their members. To support the rich learning of this soft skill training, a peer assessment is always done at the end of each class to look back at the dynamics.

In the **Bachelor of Visual Communication Design (BVCD)**, the skills students must have to compete globally are critical thinking and problem-solving, creativity, communication and collaboration. In Case Method, students analyse cases to provide solutions and recommend solutions with group discussions to test and develop solution plans. In team-based projects, groups are given real problems that occur in society or complex questions and then given space to create work plans and collaboration models. These two learning models emphasise the participatory and collaborative aspects, in which learning involves outside the campus to share perspectives according to the problem or the case. As a multidisciplinary science, BVCD routinely involves non-PT parties (from various disciplines, DUDI, or other colleges) with the presence of participatory and collaborative. This is expected to be an improvement in student competence as well as adding insight into the scope that is being worked.

In the **Bachelor of Product Design (BPD)**, application of the OBE approach model or paradigm used in the development and implementation of the curriculum, including by developing curricula based on Graduate Learning Achievement (CPL) or Education Objective programme (PEO) that are derived from the formation of the course with its scores, curricular maps, learning designs specified in the form of the Semester Learning Plan (RPS). The implementation of the lecture began with the discursive design of the Sustainable Development Goals (SDGs) and responsible Design. Delivery of tasks by searching for cases of community needs, both general and special needs. The process begins with understanding the user's needs and finding and developing solutions that meet those needs. These solutions are then implemented and tested to see if they work. This process is repeated as needed until the problem is resolved. Thus, students undertake the process of solving problems creatively and responsibly.

## Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

|      |                                                               | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) |             |                              | X                          |                                    |      |

### 3.6 Skills for employment / Employability (Asterisk Criterion)

BID, BVCD, and BPD require a combination of theory and practice, as well as professional work courses, which are essential and provide reasonable provisions for students to face practical work. The theoretical and practical courses given for six semesters before undertaking practical work are crucial for students to understand the general scope of work they will face when they graduate.

By undergoing practical work, students are considered to have mastered soft and hard skills closely related to the theoretical concepts learned during the course of studies. Students can also take P1-level professional certification organised by LSP ISI Yogyakarta. Currently, professional certification is available at BID and BVCD. The scope of BID and BVCD professional certification is based on the Indonesian National Competency Qualification Standards.

#### Appraisal:

The promotion of employability – especially through the internship – runs as a common thread of the study programmes through all courses.

|      |                                                            | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* | Skills for employment / Employability (Asterisk Criterion) |             |                              | X                          |                                    |      |

## 4. Academic environment and framework conditions

### 4.1 Faculty

Based on the Decree of the Minister of National Education of the Republic of Indonesia<sup>14</sup>, the ratio of lecturers and students for the social sector is at least 1:30. Currently, for the three study programmes, the ratio of lecturers and students in each study programme is:

- The Bachelor of Interior Design has 433 students, a ratio of 1:18.
- The Bachelor of Visual Communication Design has 497 students, a ratio of 1:20.
- The Bachelor of Product Design Study programme has 219 students, a ratio of 1:16.

**Table 10: Lecturers at ISIY**

| Lecturer Categories               | Bachelor Interior Design (BID) | Bachelor Visual Communication Design (BVCD) | Bachelor Product Design (BPD) |
|-----------------------------------|--------------------------------|---------------------------------------------|-------------------------------|
| Full time                         |                                |                                             |                               |
| Professor                         | 1                              | 1                                           | 1                             |
| Doctor                            | 2                              | 4                                           | 1                             |
| Master                            | 22                             | 23                                          | 10                            |
| Part-time                         |                                |                                             |                               |
| Professional/ Practitioner/Expert | 5                              |                                             | 4                             |

The faculty provides non-permanent lecturers for each study programme through a teaching practitioner programme (lecturers from the practical and professional world) and a guest lecture programme (lecturers from overseas and domestic universities).

The **Bachelor of Interior Design (BID)** has 30 lecturers, comprising 25 full-time lecturers and five part-time lecturers. The full-time lecturer qualifications include one professor, two doctors, 22 master's degree holders and two individuals pursuing doctoral studies. The qualifications of part-time lecturers are competence and professionalism in commercial and public interior design, furniture, lighting, professional ethics and mechanical engineering and a minimum Bachelor degree. The full-time lecturers at BID have expertise in the following areas: Design Process, Design History, Design Element and Principles, Light and Colour, Human Centred Design, Environmental Systems and Human Wellbeing, Construction, Regulation and Guidelines, Communication, Product and Materials, Business Practices and Professionalism, as well as Comprehensive Design.

The **Bachelor of Visual Communication Design (BVCD)** has 28 full-time lecturers. The lecturer qualifications include one professor, four doctoral graduates, 23 master's graduates, and four individuals pursuing doctoral studies. Because BVCD does not have part-time lecturers who can impart complete competence to the students, the study programme utilises practitioners who possess qualifications, competence and professionalism in advertising, photography, screenwriting and brand consulting, with a minimum Bachelor degree. The full-time lecturers at BVCD master expertise in communication, audiovisual multimedia, graphic design, illustration and design promotion.

<sup>14</sup> Number 234/UJ/2000 concerning Guidelines for the Establishment of Higher Education Minister of National Education article 10.

The **Bachelor of Product Design (BPD)** has 16 lecturers, comprising 12 fixed lecturers and four non-fixed lecturers. The qualifications of the lecturers include one professor, one doctor, ten master's degree holders and one individual pursuing doctoral studies. The part-time lecturer's qualifications include competency in engineering machinery, craft design, production processes and marketing. The full-time lecturers at BPD master expertise in production process, experimental design, commercial design, sustainable design, responsibility design, computer modelling and engineering systems.

#### Academic qualification of faculty

The qualifications for recruiting lecturers at the Fine Arts Faculty of the Indonesian Art Institute Yogyakarta are based on Law No. 14 of 2005, Government Regulation No. 37 of 2009, and PP No. 9 of 2003 concerning the Authority to Appoint, Transfer and Dismiss Civil Servants. Planning for lecturer formation is based on mapping the formation and scientific competencies required by the study programme and considers the ratio of lecturers to students. The SOP for planning needs is based on the Republic of Indonesia Government Regulation Document 11 of 2017 concerning the Management of Civil Servants. Lecturer academic qualifications for permanent tertiary lecturers are at least a Master's degree<sup>15</sup>. For non-permanent lecturers, qualifications can be seen as expertise and professionalism. The qualifications of non-permanent lecturers are determined through a Chancellor's Decree based on the proposal of each study programme, with the lecturer having practical experience, expertise and relationships with industry and the professional world.

Lecturer recruitment procedures, planning stages, need for academic qualifications, competencies, teaching certificates, physical and spiritual health, as well as meeting other qualifications required by the higher education unit where they work. Technically, the Civil Servant recruitment system at ISI Yogyakarta is carried out through the CPNS acceptance procedures, which are regulated by the State Civil Service Agency and meet the requirements of the Ministry of Education and Culture. To improve their careers, the institution provides further education, training on learning ethics, internships, academic and professional associations (Study Programme Association, Professional Certification Institute, Bimtek), and the development of educational and research collaborations. The procedure for granting the title of professor at ISI Yogyakarta refers to Law (UU) Number 20 of 2003 concerning the National Education System. Article 23 of Law Number 20 of 2003 states that by applicable laws and regulations, universities, institutes and high schools can appoint someone as a professor or professor. With the conditions contained in the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 46 of 2013 concerning Amendments to the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 17 of 2013 concerning Functional Positions of Lecturers and Their Credit Scores. The requirements for occupying an academic position as a professor must be to have a doctoral qualification, professor submission of a minimum of three years after graduating with a doctoral degree, have publications in reputable international journals, have a minimum of 10 years' experience as a lecturer and meet the credit score (KUM) of 850 points or 1050 points.

**BID** has permanent lecturers with qualifications that match the learning outcomes of graduates. Currently, there are 22 lecturers with a minimum of a Master's degree (85%), four

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<sup>15</sup> which refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.

lecturers with a minimum of a Master's degree (15%) and one professor in the design field. Lecturers with master's degrees are in the fields of design (seven people), architecture (five people), art (eleven people), management (two people) and philosophy (one person). Five lecturers have professional interior design expertise certification from HDII (Indonesian Interior Designer Professional Association) and three interior architectural competency assessor certifications. To improve their careers, currently, two people are studying for further doctoral studies, and two have quality assurance service system certification. Apart from that, to improve soft skills, lecturers took part in English language training (speaking, TOEFL, IELTS, writing), training in writing Scopus indexed articles and proposal writing, which all BID lecturers attended. Every year, lecturers are allowed to take part in national and international seminars organised by ISI Yogyakarta and in collaboration with universities at home and abroad, such as ARCADESA (international seminar in the field of fine arts, design and crafts in partnership with ISI Yogyakarta, UiTM Malaysia, Silpakorn University Thailand). Several lecturers also had the opportunity to attend visiting lectures at Hochschule Hannover (Germany), Silpakorn University (Thailand), Seoul Institute of The Arts (South Korea) and Danube University Krems (Austria).

**BVCD** has 23 lecturers with a minimum of a Master's degree (85%) and four lecturers with a minimum of a Master's degree (15%). Lecturers with master's degrees are in the fields of design (three people), game engineering (one person), art (21 people), communication (two people), English (one person) and law (one person). 18 BVCD lecturers have professional certifications in graphic design, video editing, book layout, photojournalism, 3D illustration skills, and three competency assessor certifications. Six people are studying for further Doctoral degrees to improve their careers. To enhance soft skills, BVCD lecturers follow English (speaking, TOEFL, IELTS, writing), training on writing Scopus indexed articles and proposal writing is attended by all BID lecturers and training on writing research proposals. Every year, lecturers are allowed to take part in national and international seminars organised by ISI Yogyakarta and in collaboration with universities at home and abroad, such as ARCADESA (international seminar in the field of fine arts, design and crafts in partnership with ISI Yogyakarta, UiTM Malaysia, Silpakorn University Thailand). Several lecturers also had the opportunity to take part in visiting lectures at Silpakorn University (Thailand) and Tokyo Geidai (Japan).

**BPD** has are nine lecturers with a minimum of a Master's degree (69%) and four lecturers with a minimum of a Master's degree (30%). Lecturers with master's degrees are in the fields of design (three people), industrial engineering (one person) and art (six people). Currently, nine BPD lecturers already have professional certification for expertise in sketching, exhibition displays and furniture. Two people are studying for further Doctoral degrees to improve their careers. To enhance soft skills, BPD lecturers take part in English language training (speaking, TOEFL, IELTS, writing), training in writing Scopus-indexed articles and proposal writing attended by all BID lecturers, and training in writing research proposals. Every year, lecturers are allowed to take part in national and international seminars organised by ISI Yogyakarta and in collaboration with universities at home and abroad, such as ARCADESA (international seminar in the field of fine arts, design and crafts in partnership with ISI Yogyakarta, UiTM Malaysia, Silpakorn University Thailand). Several lecturers also had the opportunity to take part in visiting lectures at Silpakorn University (Thailand) and UiTM Malaysia. Apart from that, BPD regularly holds the SIIDEF International Seminar (Sewon International Industrial Design Fair) every two years, namely a seminar related to international product design, which in 2022 will be attended by four countries (Indonesia, Thailand, Malaysia and Germany)

#### Pedagogical/didactical qualification of faculty

To improve their teaching abilities, prospective civil servant lecturers (new lecturers) are required to take part in the *Penataran programme Pengembangan Ketrampilan Dosen Teknik Instructional* (PEKERTI) held by *Unit Pusat Pengembangan Pendidikan* (P3) Institut Seni Indonesia Yogyakarta and *Direktorat Jenderal Pendidikan Tinggi dan PAU-PPAI UT* every year.

Besides that, lecturers also have the opportunity to take part in training on research methodology and proposal preparation organised by the Institute for Research and Community Service. To evaluate the curriculum, lecturers are also asked to take part in workshops to increase their understanding of the curriculum and prepare for the Rencana Pembelajaran Semester (RPS) organised by the faculty and Pusat Pengembangan Pendidikan (P3). To develop learning methods for lecturers, both pedagogical and didactical, the Pusat Pengembangan Pendidikan (P3) organises training programmes for lecturers every year.

**BID** has developed a collaboration with the Faculty of Media, Information and Design Hochschule Hannover Germany to hold an annual Design Thinking workshop every year which is attended by lecturers and students from both universities. The workshop was guided directly by a professor from Hochschule Hannover so that lecturers can understand the design thinking method and apply it to the learning process in the study programme.

Through the MBKM programme launched by the Ministry of Education and Culture, **BVCD**, in collaboration with the History study programme, the Faculty of Social Sciences, Yogyakarta State University, has pioneered a unique learning method that fuses history with visual communication design. This innovative approach, which has given rise to the Visual learning method, is a fascinating blend of disciplines and has been successfully applied to Audiovisual courses and Visual Communication Design Projects.

The **BPD** programme's strategy to enhance knowledge and skills in the technology field is evident in the integration of courses such as basic computer applications, computer modelling, production processes, commercial design and responsible design with electronic mechanics technology courses. This modern approach ensures that the courses are developed according to the current times, with the involvement of guest lecturers from both domestic and international backgrounds.

#### Practical business experience of faculty

Most BID, BVCD, and BPD lecturers are active in the art and design industry; they work on independent projects in studios and workshops for craft products, furniture, ceramics, sculpture and painting. Besides that, lecturers also have consultants to work on independent projects in interior design, product design and graphic design. In the professional world, apart from teaching, lecturers are also involved in professional associations such as the Indonesian Interior Designer Association-Himpunan Desainer Interior Indonesia (HDII), the Indonesian Young Designer Association-Himpunan Desainer Muda Indonesia (HDMI), the Indonesian Sculptor Association-Asosiasi Pematung Indonesia (API), the Indonesian Crafter Association-Asosiasi Perupa Republik Indonesia (APERI). Some lecturers who developed businesses joined the Indonesian furniture and craft association (ASMINDO) and the Indonesian industrial assemblies of furniture and craft (HIMKI). To market furniture products and interior accessories, they participate in annual international fine arts exhibitions such as Art Jog and the JIFFINA (The Jogja International Furniture & Craft Fair Indonesia).

At the ISI Yogyakarta visual arts faculty, lecturers are also committed to conducting research and community service. The number of lecturer research funded internally by ISI Yogyakarta has increased, and research funded by industry and research collaborations with universities abroad have also begun to be carried out. This commitment to research and community service is inspiring and encourages the community's independence and prosperity through the programme of community service and Arts Coaching by LPM ISI Yogyakarta.

#### Internal cooperation

Internal exchange outside the academic field have been carried out by the faculty annually through exhibition programmes, seminars, workshops, visiting lectures, overseas collaborations and guest lectures, which bring together lecturers from study programmes in the fine arts faculty to join and be involved in these activities. Apart from that, the institute organised several programmes related to curriculum development and evaluation, bringing together lecturers from all study programmes to provide mutual assessment and input. This activity allows each lecturer to meet other lecturers at least 6-12 times a year.

Moreover, regular staff meetings are conducted within the study programmes and faculty, to ensure that course contents stay up to date and course content does not overlap.

#### Student support by the faculty

Students' services include:

- Guidance and Counselling: The institute provides this facility to serve students who need character development to improve academic achievement, especially problems related to psychology, safety protection and legal assistance.
- PPKS is a kind of task force for preventing and handling sexual violence that serves students, lecturers and staff.
- Academic guidance is provided in each study programme with guardian lecturers assigned by the Dean. Guardian lecturers must provide guidance and counselling related to students' progress in their academic field.
- For correspondence and administrative services, students' learning infrastructure needs are accessible and can be served directly by the academic staff, student affairs and infrastructure departments. This empowerment can be accessed in each department and by the faculty, either directly or via a hotline, website and SIAK (academic information system).

The guardian lecturer is not only there to provide guardianship for students at the start of each semester. They can also be contacted anytime during working or non-working hours if students need the service. This is usually done via WhatsApp (WA) with an agreed meeting time. Student service facilities can be accessed via online networks, such as Email, Website, SIAK, academic and student affairs hotline numbers. This guardianship activity is only assigned to permanent lecturers and does not apply to non-permanent lecturers. Students can carry out activities outside the classroom, such as in organisations such as IMDI (BID Student Association), Studio Diskom (BVCD Student Association) and Titik.ID (BPD Student Association) will hold exhibitions, workshops, training, industry visits and meetings. This activity will be accompanied by a supervisor who will give students directions on how to conduct the activity. Apart from that, student services related to student achievement, student activity units and student organisation, the Departmental Student Association and the Student Executive Board are developed and supervised directly by the Assistant Chancellor for student affairs.

## Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. ISI Yogyakarta verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. There is no regulation to have a professor in each study programme. However, the panel **recommends** recruiting a full professor for the **Bachelor of Product Design** programme.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. ISI Yogyakarta verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. In case of the lecturers for the **Bachelor of Interior Design** and **Bachelor of Product Design**, the faculty members have above-average business experience and use them in their teaching activities. The panel sees this as quite impressive, e.g., a furniture company owned by one of the lectures. In the **Bachelor of Visual Communication Design**, there are more artists.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The full-time and part-time lectures work in a team. They also work together for the frequent exhibitions at ISI Yogyakarta.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are fully content with the support they receive, especially regarding different consulting options, such as the guardian lecturer who is assigned to each student.

|                                                                                                                                           | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 Faculty                                                                                                                               |             |                              |                            |                                    |      |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)                                      |             |                              | X                          |                                    |      |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion)                                                                             |             |                              | X                          |                                    |      |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)                                                             |             |                              | X                          |                                    |      |
| 4.1.4 Practical business experience of faculty                                                                                            |             | BID, BPD                     | BVCD                       |                                    |      |
| 4.1.5* Internal cooperation (Asterisk Criterion)                                                                                          |             |                              | X                          |                                    |      |
| 4.1.6* Student support by the faculty (Asterisk Criterion)                                                                                |             | X                            |                            |                                    |      |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) |             |                              |                            |                                    | X    |

## 4.2 Programme management

The document of Management Organisation (OTK) ISI Yogyakarta is Number: 0173/O/1995 and approved in the National Education Decree of the Republic of Indonesia No.: 015/O/2003, on the Statute of the Institute of Art of Indonesia Yogyakarta, dated February 5, 2003, regulating the functional and operational management of the faculty.

The head of study programme coordinated with the head of the department are responsible for:

1. Managing lectures from courses, scheduling of lectures, up to exams;
2. Coordinating lectures with faculty holders;
3. Coordinating Tridharma at the level of the curriculum;
4. Monitoring and evaluating student activity at study programme level
5. Monitoring the teaching-learning process by the established curricula. The study programme is administered by the head of the study programme and the programme's secretary to manage academic, financial and SDM activities.

The faculty management team comprises academic coordinators, finance and human resources, general and equipment teams, and apprenticeships. These are under the responsibility of the deputies of deans 1, 2, and 3, who are assigned to support academic administration, financial administration, general service, and facilities usage in the visual art and design faculty.

Currently, ISI Yogyakarta is applying for a new organisation and work procedure to the change in financial management status from the Working Unit and later transformed into a Public Service Agency. The new status will give more independence to financial management.

### Process organisation and administrative support for students and faculty

Student service in the academic section and scholarship in the faculty serve re-enrolment at the beginning of the semester, certification-related registration, final assignment examinations,

scholarship enrolment and graduate registration. There is administrative staff who are responsible for each study programme.

The administration staff of the study programme has several tasks, such as:

1. Providing academic information to students and lecturers;
2. Filling in the student and lecturer data through the portal <https://pddikti.kemdikbud.go.id/>;
3. Helping in the lecture process, making class attendance lists, and tracking lectures' teaching progress;
4. Managing the educational information system through <https://siak.isi.ac.id/>;
5. Managing letters related to letters/letters outlining the activities of lecturers and students;
6. Helping the head of the study programme to manage the course schedule;
7. Helping the head of the study programme manage the TA exam schedule/student scripts;
8. Managing the division of classes;
9. Managing the distribution of lecturers;
10. Academic staff do the following:
  - a. Preparing the needs of the material,
  - b. Preparing the classroom and its equipment, and
  - c. Preparing studios and equipment.

The education resources placed in the design departments, BID, BVCD and BPD, are those with non-functional positions, namely academic administrators (three persons) and office equipment technicians (four persons). Academic administrative officers occupy positions in the significant room so students and lecturers can easily access them. Teachers and students needing administrative services can contact the administrative staff through a live meeting or online.

To improve the knowledge and skills of the current educational staff, the staff needs to undertake further studies and follow various staff training (DIKLAT), IT courses (computer basic-office programmes, studio equipment management courses and English language (speaking) to improve their performance.

## Appraisal:

The programme director for each study programme coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

|        |                                                                          | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2    | Programme management                                                     |             |                              |                            |                                    |      |
| 4.2.1* | Programme Director (Asterisk Criterion)                                  |             |                              | X                          |                                    |      |
| 4.2.2  | Process organisation and administrative support for students and faculty |             | X                            |                            |                                    |      |

### 4.3 Cooperation and partnerships

During the last three years, the Faculty of Visual Arts of ISI Yogyakarta has highlighted 40 collaborative activities with partners from abroad. These include collaboration activities with several countries in ASEAN and Europe in exhibitions, seminars, workshops, lecture exchanges, student exchanges and joint research. Collaboration with colleges and companies within the country is being implemented to support the Independent Campus (MBKM) programme of independent student exchange programme, student exchanges programme, independent projects and internships. The faculty is working on a cooperation with colleges abroad through a double degree with Eszterházy Károly Catholic University (Hungary), a major in pure arts.

To actualise its vision of becoming a centre of higher education for creative and innovative visual arts, the faculty seeks to cooperate with domestic partners in the field of education, including:

- Educational cooperation with government agencies, the world of work and industry, and professional associations such as guest lectures, internships and occupational workplaces, workshops, exhibitions, and certification of professions;
- Research and dedication cooperation with Bappeda and Pemda, district governments, villages and districts in DI Yogyakarta, Tuban, Bojonegoro and Magelang. For research, collaboration with industry and the world of work is still being pursued; the main obstacle is financing due to the Institute's status.

Collaboration between ISI Yogyakarta and colleges, both in Indonesia and abroad, is based on MoUs that both colleges have signed. Cooperation in research and dedication to the community are documents of cooperation between MoU and MoA signed with institutions or institutes.

The **Bachelor of Interior Design** (BID) cooperates with educational institutions both domestically and abroad, such as Hochschule Hannover (Germany), Silpakorn University (Thailand), Seoul Institute of The Arts (Korea), Mara University of Technology (UiTM) Malaysia, Osaka City University (Japan), Miami Dade College (USA). Cooperation with such academic institutions is carried out through workshops, seminars, general/guest lectures, joint exhibitions and student exchanges.

Foreign cooperation is built in the study programme Interior Design in the academic field with Hochschule Hannover (Germany) through the design thinking workshop programme organised every year, guest lectures and teaching mobility by sending ten lecturers from the interior design study programme to teach and give workshops in Germany. The Design Thinking workshop involves approximately 20 students from the BID programme and 15 students from

Germany. In the Interior Design study programme, three students participated in a transfer-credit semester at TU Wien in Austria. In addition, BID works closely with the Indonesian Society of Interior Designers (HDII), engaging in various initiatives such as connecting students with professional interior designers through workshops, guest lectures and sharing up-to-date information on interior design trends.

Cooperation with other colleges in Indonesia is carried out in lecture exchange, student exchange and joint research programmes, among others, the Faculty of Economics and Business of the Islamic University of Bandung, the Interior Design Studies programme of the Faculties of Fine Arts and Design of the University of Eleventh March Surakarta, the Forestry Faculty of Gadjah Mada University, Interior Design Study programme, Civil Engineering and Planning Faculty of Gunadarma University.

The **Bachelor of Visual Communication Design (BVCD)** collaborates with other educational institutions at home and abroad, such as Silpakorn University (Thailand) and Tokyo Geidai-Tokyo University of The Arts (Japan). Cooperation with such academic institutions is carried out through workshops, seminars, general/guest lectures, joint exhibitions and student exchanges. Domestic cooperation with other colleges in the MBKM programme includes independent student exchange programmes (PMMs), student exchanges, independent projects and internships. Colleges that have collaborated in the programme include the History Studies programme of the Faculty of Social Sciences of Yogyakarta State University, the Studies of Government Sciences at Muhammadiyah Yogyakarta University, International Programme of Government Affairs and Administration/IGOV of Muhammadiyah University Yogyakarta, the Department of Education Sciences, PPG University of Wiyata, Park of Students of Yogyakarta, Pasundan University, and the Institute of Cultural Arts of Indonesia/ISBI Tanah Papua.

The **Bachelor of Product Design (BPD)** cooperates with other educational institutions abroad, such as Hochschule Hannover (Germany), Silpakorn University (Thailand), and the University of Technology Mara (UiTM) Malaysia; cooperation with such academic institutions is realised in the form of workshops, seminars, general lectures/guest lectures, joint exhibitions and student exchanges. Domestic cooperation is carried out with the product design study programme of the University of Surabaya, Christian University Ambassador Wacana Yogyakarta, Islamic University of Nahdlatul Ulama Jepara.

#### Cooperation with business enterprises and other organisations

The **Bachelor of Interior Design (BID)** is working with industry and business professionals to improve practical application within the study programme. The following companies collaborate with BID:

1. The Indonesian Interior Designer Association (HDII) in establishing connections with professional interior designers both for professional development and assessment to obtain professional expertise certification;
2. Nippon Paint, in the form of a cooperation design competition Asia Young Designer Award (AYDA), interior design exhibition 'Spatio Temporal', and National Seminar 'Distortsi';
3. CV Kayu Manis, education, research and community service cooperation;
4. Yayasan Ruas Bambu Nusa, collaboration in education, initiation, and dedication: Consultants and contractors of interior architectures used for student internship programmes;

5. Institutions and organisations in the framework of research and dedication, such as:
  - a. ASEA UNINET (ASEAN-European Academic University Network);
  - b. Japan Foundation;
  - c. BAPPEDA Yogyakarta (*Badan Perencanaan Pembangunan Daerah Daerah Istimewa Yogyakarta*)  
The regional development planning agency responsible for coordinating government development plans, now expanded to include research and innovation functions.
  - d. BAPPEDA Tuban (*Badan Perencanaan Pembangunan Daerah Kabupaten Tuban*)  
The district's development planning agency in charge of regional planning, annual development programs, budgeting, and spatial planning, with expanding responsibilities in research and innovation.
  - e. BAPPEDA Bojonegoro (*Badan Perencanaan Pembangunan Daerah Kabupaten Bojonegoro*)  
The local government agency leading regional development planning, data-driven policy design, and coordination of public development programs in Bojonegoro.
  - f. Department of Industrial and Trade District of Sleman;
  - g. PSMK Kemendikbud;
  - h. Karangrejo Village Borobudur District;
  - i. Wringin Putih Village, Borobudur District.

The **Bachelor of Visual Communication Design (BVCD)** collaborates with the following government agencies, industry and business professionals:

1. BPNB DIY – Balai Pelestarian Nilai Budaya (now Balai Pelestari Kebudayaan Wilayah X)  
A regional cultural preservation office responsible for safeguarding tangible and intangible heritage in Yogyakarta and Central Java.
2. BNNP Yogyakarta – Badan Narkotika Nasional Provinsi DIY  
The provincial branch of Indonesia's National Narcotics Agency, handling drug prevention, enforcement, and rehabilitation programs.
3. Diskop DIY – Dinas Koperasi dan UKM Daerah Istimewa Yogyakarta  
The official agency supporting cooperatives and small–medium enterprises through business development and training.
4. Disbud Kota Yogyakarta – Dinas Kebudayaan (Kundha Kabudayan) Kota Yogyakarta  
The city's cultural office managing arts, heritage programs, and cultural activities.
5. Peruri – Perusahaan Umum Percetakan Uang Republik Indonesia  
Indonesia's state-owned security printer producing banknotes, coins, passports, and digital security services.

Moreover, the programme collaborates with the following media industries:

1. Jogja TV;
2. RWE Digital Agency;
3. AIDIA (Association of Professional Design Visual Communication Indonesia).

The **Bachelor of Product Design (BPD)** collaborates with several jewellery industries in Surabaya, as well as with the shoe industry that is merged with the Industrial Promotion Hall of the Indonesian Association (BPIPI). Collaboration with the industry supports students' learning processes, conduct internships and determine their final assignments.

The BPD has the following cooperations:

1. HIMKI Yogyakarta (Himpunan Industri Mebel dan Kerajinan Indonesia (Regional Chapter Yogyakarta))  
A regional chapter of the national association for Indonesia's furniture and craft industry, supporting artisans, SMEs, and exporters in product development, collaboration, and market access.
2. BPIPI Jawa Timur (Balai Pemberdayaan Industri Persepatuan Indonesia (Indonesian Footwear Industry Development Centre))  
A government-run centre under the Ministry of Industry focusing on training, innovation, testing, and business incubation for Indonesia's small and medium footwear industries.
3. ADPII (Aliansi Desainer Produk Industri Indonesia (Indonesian Industrial Product Designers Alliance))  
A professional national organisation representing industrial/product designers in Indonesia, supporting education, research, professional standards, and industry collaboration.
4. PT Dekor Asia Jayakarya  
An Indonesian manufacturer and exporter of furniture, bamboo products, natural fiber crafts, and home décor, working with artisans across the archipelago and applying fair-trade practices.
5. Cocon  
A Malaysian-origin FMCG brand known for nata de coco puddings, fruit candies, and jelly snacks, widely distributed in Indonesia as affordable low-fat sweets.
6. Natural House  
A Bali-based sourcing and design company specialising in Indonesian homewares, décor, lighting, and artisan-made products for international buyers.
7. Navarel  
A retail shop listed as "Toko Navarel" in West Kalimantan, selling skincare and cosmetic products.
8. UPT Logam (Unit Pelaksana Teknis Logam)  
A technical unit under the Yogyakarta City Government providing metalworking facilities, manufacturing services, training, and innovation support for local metal SMEs.

## Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. With regard to the further internationalisation of the study programmes, the panel **recommends** increasing collaboration with international partners. This is considered to be very beneficial for the programmes.

With regard to cooperation with business enterprises and other organisations, ISI Yogyakarta has a lot of business partners for all three study programmes. The cooperation is actively promoted. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects,

provision of internships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final assignments.

|                                                                                                                                                             | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3 Cooperation and partnerships                                                                                                                            |             |                              |                            |                                    |      |
| 4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)                                  |             |                              | X                          |                                    |      |
| 4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             | X                            |                            |                                    |      |

## 4.4 Facilities and equipment

The Faculty of Visual Arts building structure conducts programme-sharing of facilities, particularly in studios and laboratories. The schedule of lectures is organised according to the number of students, class capacity, studios and laboratories so that the use of means is systematic and functional. In addition, outdoor facilities are also the faculty's concern to meet the needs of students' arts, lecturers and entrepreneurial activities (student cooperation), and sports facilities provided by the institute. Once a year, the requirements for used materials and educational equipment are reviewed according to the adequacy of the ideal needs for teaching learning activities. The faculty provides internet access facilities for communication that support online learning, zoom meetings, mini e-learning studios for each study programme and faculty, as well as Wi-Fi in the entire faculty building for students, lecturers and administrative staff both inside and outside the classroom. Zoom meeting licences are available for online learning and teaching activities.

The facilities at the campus of ISI Yogyakarta include the following rooms:

1. Studio Practice Classroom (six rooms): This room, with a capacity of 45 persons, is equipped to meet the requirements for drawing equipment, picture table, speaker, whiteboard, laptop, LCD projector and automatic screen;
2. General Theory Classroom: This room is equipped with all necessary tools for theoretical learning, including seats, speakers, whiteboards, laptops, LCD projectors, and automated screens. With a capacity for 90 people, it is used for larger classes;
3. Computer room (three rooms): These computer laboratories, each accommodating 35 persons, are equipped with computers, tables, lectures, loudspeakers, whiteboards, LCD projectors, and automatic screens. They provide a conducive environment for computer applications courses;
4. The studio used a student who took the final assignment, equipped with a picture table, LCD projector, and automatic screen for presentation;
5. E-learning room: This room is used for online learning and has one set of podcasts, cameras and lighting;
6. Photography Studio;
7. Auditorium / Theatre Room;
8. Studio 3D printing Reading Room (Mini Library);
9. Design Centre Gallery;

## 10. Lecturers' Room.

Moreover, the faculty offers the following facilities:

1. The ISI Yogyakarta Library is a library centre accessible to students offline and online;
2. The Reading Room in the study program provides specialised field textbooks, final assignments collection, and non-borrowable Occupational Works; students are only allowed to read, equipped bookshelves and tables, reading chairs and computers for e-catalogue;
3. The Sutopo Gallery displays students' works from three study programmes (interior design, visual communication design, and product design) in a space accessible to people with special needs;
4. The Ajiyasa General College building can be used for seminars, e-learning conferences, and exhibitions. It is equipped with tables, chairs, LCD projectors, automatic screens, and an audiovisual set. The room on the 1st floor is accessible to people with special needs;
5. Concert Hall ISI Yogyakarta is an institute facility for seminars accessible by students and lecturers in the interior design study programme. It is equipped with seats with a capacity of more than 300 people, a stage, an LCD, an automatic screen, one set of audiovisual equipment, and one set of lighting. The space is also accessible to people with special needs;
6. The art square, which is used for various public activities and outdoor lectures, is equipped with Wi-Fi and garden chairs;
7. Katamsi Gallery is an institute facility accessible to lecturers and students for exhibition activities. The room is accessible to people with special needs.

The facilities for the management team include:

1. The lecturer's room accommodates lecturer-docent activities during the study programme and is equipped with meeting rooms, panties, living rooms, tables, chairs, computers and TVs;
2. Room for the heads of study programme that is used for head of study programme activities and is equipped with tables, chairs and computers;
3. The study programme room is used for the activities of the head of study programme and administration staff.

### Access to literature

ISI Yogyakarta has a central library that is managed at institute level. The ISI Yogyakarta Library provides several library services such as circulation services, reference services, final assignment services (scripts, theses, dissertations, research reports), periodic publication services (journals, magazines, newspapers, newsletters, tabloid id), eBook services, photocopying services, information search services, Soedarso corner services and online journal services. Every room in the library building has a free hotspot service for visitors. The ISI Yogyakarta library also provides electronic journals and online reference services such as ProQuest, SAGE, Intellect Discover, Indonesia OneSearch, MIT Press Journal, Sage Journals, Taylor and Francis and Alexander Street. The Library Service operates from Monday to Thursday from 07.30 to 4.00 PM; Friday from 7.30 to 4.30 PM with shortened rest periods from 11.30 to 12.30 PM; and Saturday and Sunday holidays.

The ISI Yogyakarta Library has a collection of 76,253 titles and 114,683 copies, including textbooks, reference books, repositories, periodicals and non-books. Most of the collection is related to the fields of art and culture.

Specifically in the study programme, BID, BVCD and BPD have a reading room that provides specialised textbooks in the field of design, a collection of Final Papers and collections that cannot be borrowed, but students are allowed to read on-site. The reading room is equipped with bookshelves and tables, reading chairs and computers to access the e-catalogue.

## Appraisal:

The accreditation procedure has been conducted online; therefore, the panel could not check the facilities on-site. However, they were provided with materials about the facilities. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. However, with regard to the nature of design and further development of the study programmes, the panel **recommends** providing more resources and access to technical settings for the students. This includes e.g., having more studio spaces for students, hiring lab engineers to support students, updating the machines, as well as providing software licences for students. Also, it might be helpful for students to offer laptops that can be lent to students.

The opening hours of the library take students' needs into account. Access to the literature and journals as well as to digital media (e.g., electronic media, e-books) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

|                                                                                                   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.4 Facilities and equipment                                                                      |             |                              |                            |                                    |      |
| 4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 4.4.2* Access to literature (Asterisk Criterion)                                                  |             |                              | X                          |                                    |      |

## 4.5 Additional services

### Career counselling and placement service

ISI Yogyakarta's Studentship Division has a Centre for Career Development and Entrepreneurship (PPKK). One of its most essential tasks is providing students with career information services and guidance. This counselling service supports students and alumni as job seekers in dealing with professional issues, such as career selection, career-selection phase, counselling and professional life dynamics. The human resources for the career guidance section come from the PPKK team, faculty-trained career and entrepreneurship colleges, and a team of tutors consisting of lecturers and representatives from each faculty.

Through the website<sup>16</sup>, PPKK ISI Yogyakarta also offers career interest assessment services regularly and periodically to all students from the third semester until the final assignment. This Career Interest Assessment is used to identify students' interests and tendencies in a field of work that suits them. The Carcentos application, linked to the career portal, is used to conduct online assessments. Some of the services provided by PPKK include:

1. Career Performance Assessments and Career Interests: inviting sources from the career world;
2. Student Entrepreneurship programme (PMW): a programme that provides incentives to students. At the end of the activity, a PMW exhibition will be held to promote the products derived from the programme to the community;
3. Soft Skill training of graduate candidates: In addition to the skills acquired during the study at the respective study programme, graduates are also equipped with reliable soft skills to enable them to obtain employment opportunities. This training is carried out twice before the graduation event each year;
4. Tracer Study for Alumni;
5. Open Recruitment Job/Job Fair: PPKK joins the ICCN (Indonesia Career Centre Network), a network of inter-collegiate career centres in Indonesia. These activities are held routinely every year to allow graduates to get employment. Some study programmes like DKV, DI and TKS started opening recruitment jobs by inviting the company directly into the study programme.

Other career-building services are also provided through entrepreneurship workshops, which aim to deliver entrepreneurial knowledge and skills, as well as soft skills workshops, which reinforce students' character before entering the world of work and real careers. Student achievement support services and competitions are also provided through mentoring and performance incentive support.

#### Alumni activities

The alumni association is involved in the student association programme, especially to increase interest in students' talents, competitiveness, soft skills and entrepreneurship through workshop activities, mentors and seminars, resource persons or advisors. As part of the new student orientation programme held at the beginning of the academic year, alumni are invited as resource persons to provide professional insight and motivation to new students.

Alumni of the **Bachelor of Interior Design** are members of the Interior Design Community (KDI), which was established on June 26, 2004, starting from the formation of alumni of the Interior Design Study programme at ISI Yogyakarta. The composition of the alumni management is determined at a congress, which is held every five years and can be extended for up to two consecutive periods. BID involves alumni in various internal activities of study programme and faculties such as institutional development, academics and student activities. BID invites alumni representatives to provide suggestions about learning outcomes and their implementation in work life, as well as provide comments on the latest developments in the world of work so that they can be adapted to the updated curriculum. Implementing the curriculum also involves former students with specific qualifications and achievements who become teachers under the Teaching Practitioner programme assigned by the Ministry of Education, Culture, Research and Technology. Alumni who founded interior bureaus were involved as partners in implementing professional work. In addition, internal alumni activities

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<sup>16</sup> see: <https://karir.isi.ac.id> (last access February 7, 2026).

organised by the Interior Design Community involve conversations between alumni about academic topics in interior design. Usually, alumni with accomplishments will share sessions in the form of webinars.

The **Bachelor of Visual Communication Design** has an alumni association, where several study programme lecturers become administrators of the alumni association. BVCD alumni are more involved in student activities by becoming resource persons in seminars, workshops, sharing sessions and talk shows. Also, alumni are involved in the MBKM programme, especially for internships and teaching practitioners. Alumni become lecturers to fill several courses related to the professional world and scientific novelties.

The **Bachelor of Product Design** does not yet have a formal alumni association. However, several alumni are often involved in joint activities.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. ISI Yogyakarta provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network.

|       |                                          | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5   | Additional services                      |             |                              |                            |                                    |      |
| 4.5.1 | Career counselling and placement service |             |                              | X                          |                                    |      |
| 4.5.2 | Alumni Activities                        |             |                              | X                          |                                    |      |

## 4.6 Financing of the study programme (Asterisk Criterion)

ISI Yogyakarta is a higher education institution with a working unit status (*Satker*). ISI Yogyakarta's funds come from two sources, namely the Government's Budget and the Non-tax State Receipts (PNBP) derived from the Education Costs Receipt (New Student Registration, Single Study Money/UKT, Institutional Development Rates/IPI and Graduation), and the Business Unit Receivables.<sup>17</sup>

ISI Yogyakarta is included in the State tertiary education category with a centralised financial management system centralised in the rectorate, while the faculty functions as the programme implementers. Financial management refers to the Regulation of the Minister of Finance No. 190/PMK.05/2012 concerning the Modalities of Payment in Executing the Budget of State Revenue and Purchases. The proceeds of the funds are used for expenditure: staff expenditures (payment of salaries of lecturers and staff, management support), expenditures of goods (provision of learning support materials and offices), capital expenditures (procurement of premises such as lecture rooms, buildings, furniture and equipment for lectures and studios).

<sup>17</sup> It is part of Permendikbud No. 55 Year 2013, which was later revised in Permenristekdikti No. 25 Year 2020 on Standar Biaya Operasional Pendidikan Tinggi pada Perguruan Tinggi Negeri di Lingkungan Kemendikbudristek.

Candidates of students who have financial difficulties and cannot pay for their undergraduate programme from the beginning of registration must take the registration path of form card of KIPK (*Kartu Indonesia Pintar Kuliah*), which provides scholarships fully funded for up to eight semesters. ISI Yogyakarta and Kemendikbudristek selected the process for obtaining the KIP scholarship. The KIP admission decision is given priority to prospective students whose families have a KIP card (Intelligent Indonesia Card) and belong to people experiencing poverty. There is a KIP programme that starts from the beginning of learning and is ongoing (substituting those who graduated). For students who have already been admitted and are unable to pay tuition fees, it is recommended to apply for scholarships, among others: special UKT assistance for final semester students, community excellence scholarship from Kemendikbudristek, scholarship from the local government of student origin (e.g., Jakarta, East Java, East Kalimantan, Riau Islands) and scholarship from companies.

### Appraisal:

The income related to the study programmes ensure that each cohort of students starting within the accreditation period can complete the respective study programmes.

|      |                                                       | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|-------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* | Financing of the study programme (Asterisk Criterion) |             |                              | X                          |                                    |      |

## 5. Quality assurance and documentation

Quality assurance at institutional level is carried out by UPT AMI ISI Yogyakarta Quality Assurance Institute and at faculty level by the Internal Quality Assurance System (SPMI). The internal quality assurance system is based on the regulations of the Minister of Research and Technology of the Republic of Indonesia No. 44/2015 on national standards of higher education in teaching, research and dedication to the community. In 2008, ISI Yogyakarta formed the organisation UPM ISI Yogyakarta on the decision of Rector No. 182/KEP/2008 on October 22, 2008. UPM is managed by a chairman and assisted by a secretary for a four-year term.

The quality assurance process at ISI Yogyakarta refers to:

1. Indicators of performance of educational programme and activities of ISI Yogyakarta within a certain period, as defined in the Strategic Plan;
2. Indicators of achievement of the educational quality standards implemented at ISI Yogyakarta refer to the academic policy focused on the institution's vision, mission and educational objectives;
3. Quality assurance indicators of programmes and activities carried out comprehensively cover the stages: input – process – output – outcome – benefit, and the qualitative and quantitative impact achieved by the unit of work established within a specified time frame;
4. SPMI (quality assurance) implementation is designed, implemented and improved according to the PPEPP model: setting up, implementation, performance evaluation, execution control and improvement.

The quality assurance process at ISI Yogyakarta is carried out through two types of cycles as follows:

1. Periodic cycle: Continuous improvement according to the planned time. In connection with this, AMI, as one of the quality assurance activities at ISI Yogyakarta, is carried out once a year. The monitoring of the learning process and the lecturer's performance is conducted every semester.
2. Special cycle: Quality assurance activities are the study of special events/findings, for example, tracer study of alumni data to get to know alumni's job, income level and waiting period before first job as well as to see the suitability of the programme, strengths and weaknesses of the educational programme implemented and the adequacy of the needs of stakeholders. Specialised cycles are also implemented based on the needs of the course of study in preparing the accreditation of the programme of study or external audit. This cycle can be carried out in cooperation with other units in ISI Yogyakarta.

The quality assurance unit is called Quality Control Group (GKM) at faculty level, which consists of the Dean, Deputies Dean, Chairman of the study programme, TU Cabinet, Head of the Laboratory/Studio and two lecturer representatives. The deputy dean of the academy is responsible for the quality control group. The study programme team comprises the head of the programme, who is responsible for SPMI at programme level and is assisted by two lecturers. The team coordinates with the representatives of the academic groups, for example, representatives from the general courses and the introductory expertise courses.

The assessed elements are Tridharma' s quality, which includes educational and teaching processes, research processes and community service processes. GKM performs evaluations through questioner, discussion, hiring and gathering of students, evaluations as well as conversations with alumni and testimonials of stakeholders, either online through website, FB, Instagram and comments on YouTube, or offline through education fair exhibitions. Each individual's workability is assessed by covering aspects of knowledge, skills and work attitudes that correspond to the expected standardisation, such as duties as a lecturer.

#### Evaluation by students

Student evaluation is carried out regularly and by the procedures established by the ISI Yogyakarta Quality Assurance Team. The evaluation results are communicated to the curriculum, lecturers and students. To advance the continuous improvement of the curriculum, the results are translated into a list of steps to be taken and published appropriately. Through a quality assurance team, ISI Yogyakarta implements panel advice and the use of a digital evaluation format.

Therefore, student feedback is collected through an anonymous online survey at each semester's end. Students feedback is gathered on content, delivery, academic resources, support, faculty feedback and student development. The report was submitted to the faculty for an internal programme review. Information obtained and collected through monitoring activities may result in modifications or improvements in the delivery and evaluation of the course courses during the academic period.

#### Evaluation by Faculty

Teachers get feedback from students directly from alumni, fellow lecturers and industry stakeholders. Evaluation by the faculty is carried out each semester and by an established procedure; publication of evaluation results is carried out through websites, social media and learning manuals. In the implementation of quality assurance in the study programme, carried out with review and adaptation of curriculum by the development of the needs of industry and society at least once in four years, improve students' insight by bringing guest lecturers, practitioners or specialists in their fields that correspond to the programme of study.

Improved supervision and implementation of the teaching-learning process is carried out by applying a curriculum of students and lecturers covering the presence and compatibility of the Semester curriculum overview (RPS) with Graduate Learning outcome (CPL) and Course Learning outcome (CPMK), matters and tasks. In addition, improvements and supervision of learning facilities such as laboratory equipment, studio rooms and workshops were also carried out. Lecturers are also regularly asked to provide feedback to the quality loop with regard to overall satisfaction and the study programme specifically.

#### External evaluation by alumni, employers and third parties

External evaluation is carried out by alumni, practitioners and stakeholders periodically through conferences, hiring and discussions. The evaluation results were analysed by GKM and the head of the team coordinator, who involved alumni, stakeholders and the general public are informed. Evaluation results are published on the website, social media and guidebooks. Public evaluation is also carried out offline through competency demonstration exhibitions such as EDU fairs and study programme promotion dissemination exhibitions. Evaluation by alumni is obtained through the results of tracer studies, which are carried out every year. Tracer studies are carried out centrally at tertiary level under the responsibility of student affairs and

alumni at ISI Yogyakarta. PPKK ISI Yogyakarta handled the technical implementation in collaboration with a team of tracer study administrators consisting of representatives of lecturers and educational staff at study programme level.

The ISI Yogyakarta tracer study is carried out regularly every year by distributing online questionnaires no sooner than six months after graduation according to indicators of the waiting period for graduates to get a job, further study or run their business. The online questionnaire is filled in directly via website and Google Form. Also, feedback is collected after collaborative learning activities such as workshops, exhibitions and sharing events, as well as presenting to the public, alumni and professional associations, external evaluation through alumni, practitioners and stakeholders. This evaluation is then conveyed through infographics shared on the study programme's social media.

### Programme description

Programme and Module Descriptions indicating programme/course/module learning outcomes, programme objectives, teaching and assessment methods and prerequisites are available on the ISI Yogyakarta website and are updated regularly. All documents governing studies ("Study Regulations", "Regulation on Procedures for Taking Examinations", "Recognition of Qualifications and Degrees", and "Pre-Study Regulations") are available academic guides that students from anywhere can access. Admission requirements are updated annually and available for potential applicants online. Results from external programmes and institutional evaluation results from student surveys are published on the Quality Centre page and managed using the SIAK Academic Information System, which is integrated throughout ISI Yogyakarta. An information system that functions as an integrator of academic information in various academic units (study programmes / faculties) and a means of communication between the academic community. Administrators, lecturers and students can use this portal. The features contained in the Siak portal include:

- Lecturers can view and submit grades and view and approve student KRS plans.
- Students can view and print KRS, KHS, and Grade Transcripts, submit KRS plans and view student profiles.

### Information on activities during the academic year

The Faculty of Visual Arts activity agenda, which is programmed every year, is discussed in internal programme meetings in the faculty involving leaders in faculties, departments and study programmes. The agenda will be communicated via relay to the academic community in each study programme. Apart from that, the programme will inform via the website and other social media such as Instagram and WhatsApp and publications through newspapers.

Furthermore, information about ISI Yogyakarta can be accessed through the website and its several social media, namely:

- Website: <https://isi.ac.id/>, <https://fsr.isi.ac.id/> (Indonesian version- English version);
- Facebook: <https://www.facebook.com/ISIJOJJA/>
- Twitter: [https://x.com/isiyk\\_official](https://x.com/isiyk_official)
- Instagram: [https://www.instagram.com/isiyogyakarta\\_official/](https://www.instagram.com/isiyogyakarta_official/) and
- YouTube: <https://www.youtube.com/@ISIYogyakartaOfficial>

The study programmes also provide information via their websites and social media.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. With regard to the **Bachelor of Visual Communication Design**, the panel **recommends** integrating an evaluation regarding the concept of the study programme in the quality assurance process (see chapter 3.1).

Moreover, the panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course.

Therefore, the panel recommends the following **condition**:

- The University implements a student workload evaluation system which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

The study programmes' contents, curricula and examination scheme have been suitably documented and published. The website is partly in English, ISI Yogyakarta explained that it is an ongoing process. The panel **recommends** providing the website in English language.

ISI Yogyakarta regularly publishes current news and information about the study programmes.

|        |                                                                                                                 | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|-----------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1*   | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |                              |                            | X<br>Condition                     |      |
| 5.2    | Instruments of quality assurance                                                                                |             |                              |                            |                                    |      |
| 5.2.1  | Evaluation by students                                                                                          |             |                              | X                          |                                    |      |
| 5.2.2  | Evaluation by faculty                                                                                           |             |                              | X                          |                                    |      |
| 5.2.3  | External evaluation by alumni, employers and third parties                                                      |             |                              | X                          |                                    |      |
| 5.3    | Programme documentation                                                                                         |             |                              |                            |                                    |      |
| 5.3.1* | Programme description (Asterisk Criterion)                                                                      |             |                              | X                          |                                    |      |
| 5.3.2  | Information on activities during the academic year                                                              |             |                              | X                          |                                    |      |

# Quality profile

HEI: Institut Seni Indonesia Yogyakarta, Indonesia

## Bachelor programme:

Bachelor of Interior Design (BID)

Bachelor of Visual Communication Design (BVCD)

Bachelor of Product Design (BPD)

|          |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| <b>1</b> | <b>Objectives</b>                                                                                                    |             |                              |                            |                                    |      |
| 1.1*     | Objectives of the study programme (Asterisk Criterion)                                                               |             |                              | X                          |                                    |      |
| 1.2*     | International orientation of the study programme design (Asterisk Criterion)                                         |             |                              | X                          |                                    |      |
| 1.3      | Positioning of the study programme                                                                                   |             |                              |                            |                                    |      |
| 1.3.1    | Positioning of the study programme in the educational market                                                         |             |                              | BID, BPD                   | BVCD                               |      |
| 1.3.2    | Positioning of the study programme on the job market for graduates („Employability“)                                 |             | BPD                          | BVCD, BID                  |                                    |      |
| 1.3.3    | Positioning of the study programme within the HEI's overall strategic concept                                        |             | X                            |                            |                                    |      |
| <b>2</b> | <b>Admission</b>                                                                                                     |             |                              |                            |                                    |      |
| 2.1*     | Admission requirements (Asterisk Criterion)                                                                          |             |                              | X                          |                                    |      |
| 2.2      | Counselling for prospective students                                                                                 |             |                              | X                          |                                    |      |
| 2.3*     | Selection procedure (if relevant)                                                                                    |             |                              | X                          |                                    |      |
| 2.4(*)   | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | X    |
| 2.5*     | Ensuring foreign language proficiency (Asterisk Criterion)                                                           |             |                              | X                          |                                    |      |
| 2.6*     | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             |                              | X                          |                                    |      |
| <b>3</b> | <b>Contents, structure and didactical concept</b>                                                                    |             |                              |                            |                                    |      |
| 3.1      | Contents                                                                                                             |             |                              |                            |                                    |      |
| 3.1.1*   | Logic and conceptual coherence (Asterisk Criterion)                                                                  |             |                              | X                          |                                    |      |
| 3.1.2*   | Rationale for degree and programme name (Asterisk Criterion)                                                         |             |                              | X                          |                                    |      |
| 3.1.3*   | Integration of theory and practice (Asterisk Criterion)                                                              |             |                              | X                          |                                    |      |
| 3.1.4    | Interdisciplinary thinking                                                                                           |             |                              |                            | X                                  |      |
| 3.1.5    | Ethical aspects                                                                                                      |             |                              | X                          |                                    |      |
| 3.1.6*   | Methods and scientific practice (Asterisk Criterion)                                                                 |             |                              | BID, BPD                   | BVCD Condition                     |      |
| 3.1.7*   | Examination and final thesis (Asterisk Criterion)                                                                    |             |                              | X                          |                                    |      |
| 3.2      | Structure                                                                                                            |             |                              |                            |                                    |      |

|          |                                                                                                                                  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.1*   | Modular structure of the study programme (Asterisk Criterion)                                                                    |             |                              | X                          |                                    |      |
| 3.2.2*   | Study and exam regulations (Asterisk Criterion)                                                                                  |             |                              |                            | X<br>Condition                     |      |
| 3.2.3*   | Feasibility of study workload (Asterisk Criterion)                                                                               |             |                              | X                          |                                    |      |
| 3.2.4    | Equality of opportunity                                                                                                          |             |                              | X                          |                                    |      |
| 3.3      | Didactical concept                                                                                                               |             |                              |                            |                                    |      |
| 3.3.1*   | Logic and plausibility of the didactical concept (Asterisk Criterion)                                                            |             |                              | X                          |                                    |      |
| 3.3.2*   | Course materials (Asterisk Criterion)                                                                                            |             |                              | X                          |                                    |      |
| 3.3.3    | Guest lecturers                                                                                                                  |             |                              | X                          |                                    |      |
| 3.3.4    | Lecturing tutors                                                                                                                 |             |                              |                            | X                                  |      |
| 3.4      | Internationality                                                                                                                 |             |                              |                            |                                    |      |
| 3.4.1*   | International contents and intercultural aspects (Asterisk Criterion)                                                            |             |                              | X                          |                                    |      |
| 3.4.2    | Internationality of the student body                                                                                             |             |                              |                            | X                                  |      |
| 3.4.3    | Internationality of faculty                                                                                                      |             |                              | X                          |                                    |      |
| 3.4.4    | Foreign language contents                                                                                                        |             |                              |                            | X                                  |      |
| 3.5*     | Multidisciplinary competences and skills (Asterisk Criterion)                                                                    |             |                              | X                          |                                    |      |
| 3.6*     | Skills for employment / Employability (Asterisk Criterion)                                                                       |             |                              | X                          |                                    |      |
| 4.       | Academic environment and framework conditions                                                                                    |             |                              |                            |                                    |      |
| 4.1      | Faculty                                                                                                                          |             |                              |                            |                                    |      |
| 4.1.1*   | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)                                    |             |                              | X                          |                                    |      |
| 4.1.2*   | Academic qualification of faculty (Asterisk Criterion)                                                                           |             |                              | X                          |                                    |      |
| 4.1.3*   | Pedagogical / didactical qualification of faculty (Asterisk Criterion)                                                           |             |                              | X                          |                                    |      |
| 4.1.4    | Practical business experience of faculty                                                                                         |             | BID, BPD                     | BVCD                       |                                    |      |
| 4.1.5*   | Internal cooperation (Asterisk Criterion)                                                                                        |             |                              | X                          |                                    |      |
| 4.1.6*   | Student support by the faculty (Asterisk Criterion)                                                                              |             | X                            |                            |                                    |      |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) |             |                              |                            |                                    | X    |
| 4.2      | Programme management                                                                                                             |             |                              |                            |                                    |      |
| 4.2.1*   | Programme Director (Asterisk Criterion)                                                                                          |             |                              | X                          |                                    |      |
| 4.2.2    | Process organisation and administrative support for students and faculty                                                         |             | X                            |                            |                                    |      |
| 4.3      | Cooperation and partnerships                                                                                                     |             |                              |                            |                                    |      |

|          |                                                                                                                                                    | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)                                  |             |                              | X                          |                                    |      |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             | X                            |                            |                                    |      |
| 4.4      | Facilities and equipment                                                                                                                           |             |                              |                            |                                    |      |
| 4.4.1*   | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)                                                         |             |                              | X                          |                                    |      |
| 4.4.2*   | Access to literature (Asterisk Criterion)                                                                                                          |             |                              | X                          |                                    |      |
| 4.5      | Additional services                                                                                                                                |             |                              |                            |                                    |      |
| 4.5.1    | Career counselling and placement service                                                                                                           |             |                              | X                          |                                    |      |
| 4.5.2    | Alumni Activities                                                                                                                                  |             |                              | X                          |                                    |      |
| 4.6*     | Financing of the study programme (Asterisk Criterion)                                                                                              |             |                              | X                          |                                    |      |
| 5        | Quality assurance and documentation                                                                                                                |             |                              |                            |                                    |      |
| 5.1*     | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)                                    |             |                              |                            | X<br>Condition                     |      |
| 5.2      | Instruments of quality assurance                                                                                                                   |             |                              |                            |                                    |      |
| 5.2.1    | Evaluation by students                                                                                                                             |             |                              | X                          |                                    |      |
| 5.2.2    | Evaluation by faculty                                                                                                                              |             |                              | X                          |                                    |      |
| 5.2.3    | External evaluation by alumni, employers and third parties                                                                                         |             |                              | X                          |                                    |      |
| 5.3      | Programme documentation                                                                                                                            |             |                              |                            |                                    |      |
| 5.3.1*   | Programme description (Asterisk Criterion)                                                                                                         |             |                              | X                          |                                    |      |
| 5.3.2    | Information on activities during the academic year                                                                                                 |             |                              | X                          |                                    |      |