

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/056
Higher Education Institution:	Universitas Nusa Cendana
Location:	East Nusa Tenggara, Indonesia
Study Programme:	Bachelor of Pancasila and Civics Education Bachelor of English Language Education Bachelor of Education on Indonesian Language and Literature Master of Linguistics
Type of Accreditation:	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 conditions.

Conditions:

- **Condition 1:** The University ensures that all the course descriptions in all programmes are coherent and contain all the required information and refine the wording within the course descriptions to clearly distinguish between the different courses.
- **Condition 2:** The University:
 - defines the duration of examinations and retake policies in an official framework document;
 - issues a diploma supplement for **BELE**, **BEILL** and **ML** that meets the European Higher Education Area principles (ECTS User's Guide 2015) and includes all information about the University and respective study programme;
 - provides an ECTS grading table for each study programme.
- **Condition 3:** The University ensures that all courses use up-to-date and relevant literature and updates the literature references in the course descriptions.
- **Condition 4:** The University ensures to publish relevant information of the programmes and makes it available on their website.

Additionally, for the **Bachelor of Education on Indonesian Language and Literature**:

- **Condition 5:** The University needs to give students more exposure to the international world (e.g. international contacts and guest lecturers).
- **Condition 6:** The University includes all literature / references in the course descriptions.
- **Condition 7:** The University incorporates international / global contents to the curriculum, including courses of global and world literature.

Additionally, for the **Bachelor of English Language Education**:

- **Condition 8:** The University includes the course description of the teaching internship in the course descriptions of BELE.

Proof of meeting these conditions is to be supplied by March 04, 2026.

Period of Accreditation: June 5, 2025 until June 4, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Nusa Cendana, Indonesia

Bachelor/Master programme:

1. Bachelor of Pancasila and Civics Education
2. Bachelor of English Language Education
3. Bachelor of Education on Indonesian Language and Literature
4. Master of Linguistics

Qualification awarded on completion:

1. Sarjana Pendidikan (S.Pd.) - Bachelor of Education (B.Ed.)
2. Sarjana Pendidikan (S.Pd.) - Bachelor of Education (B.Ed.)
3. Sarjana Pendidikan (S.Pd.) - Bachelor of Education (B.Ed.)
4. Magister Linguistik (M.Li.) - Master of Linguistics (equivalent to M.A.)

General information on the study programme

Brief description of the study programmes:

Bachelor of Pancasila and Civics Education (BPCE): Over the course of four years, this programme educates students on the principles of Pancasila and civic education. The primary objective is to develop professional educators and researchers who can promote democratic values and national character. Graduates often pursue careers in education, research, and community service.

Bachelor of English Language Education (BELE): This four-year programme aims to produce skilled English language educators. The curriculum covers linguistics, literature, and teaching methodologies, preparing graduates for roles as teachers, translators, and language specialists in various sectors.

Bachelor of Education on Indonesian Language and Literature (BEILL): Spanning four years, this programme focuses on training educators in Indonesian language and literature. The main goal is to equip graduates with the skills needed for careers as teachers, researchers, and writers, thereby supporting the preservation and promotion of Indonesian cultural heritage.

Master of Linguistics (ML): This two-year programme offers comprehensive training in both theoretical and applied linguistics. It aims to prepare students for careers in research, teaching, and professional writing, with a special emphasis on languages in the Melanesian, Austronesian, and Papuan families.

Type of study programme:

BPCE, BELE, BEILL: Bachelor programme

ML: Master programme

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

BPCE: 144 SKS¹ credits (230 ECTS credits)

BELE: 146 SKS credits (234 ECTS credits)

BEILL: 144 SKS credits (230 ECTS credits)

ML: 42 SKS credits (67 ECTS credits)

Mode of study:

All programmes: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: no

¹ SKS: Satuan Kredit Semester (semester credit unit).

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

BPCE: 3 classes, 150 students per year

BELE: 4 classes, 120 students per year

BEILL: 5 classes, 150 students per year

ML: 1 class, 20 students per year

Programme cycle starts in:

All programmes: August

Initial start of the programme:

BPCE: 1984

BELE: 1972

BEILL: 1972

ML: 2008

Type of accreditation:

All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Pancasila and Civics Education (S.Pd.), Bachelor of English Language Education (S.Pd.), Bachelor of Education on Indonesian Language and Literature (S.Pd.) and Master of Linguistics (M.Li.) was concluded between FIBAA and Universitas Nusa Cendana on July 4, 2023. On March 7, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Diah Ariani Arimbi

University Airlangga, Indonesia
Head of Language and Multicultural Center

Prof. Manneke Budiman

Faculty of Humanities, University Indonesia
Professor of Literature & Cultural Studies

Prof. Dr. Jörg Fedtke

University of Passau
Chair and Professor of Civil Law/Common Law

Christoph Sodemann

Constructify.media e.V.
Managing Director and Co-Founder, Corporate Communication Manager

Rabia Ünal

Eberhard Karls University of Tübingen
Student English & Islamic Religious Education (Master of Education)

Prof. Dr. Eva Wilden

University of Duisburg-Essen
Professor of English as a Foreign Language (EFL) Education

Prof. Dr. Hans-Georg Wolf

University of Potsdam
Professor of Development and Variation of the English Language

FIBAA project manager:
Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on October 22-24, 2024 at the HEI's premises in Kupang, Indonesia. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

² The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on April 17, 2025. The statement on the report was given up on April 28, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of Pancasila and Civics Education (S.Pd.), Bachelor of English Language Education (S.Pd.) and Bachelor of Education on Indonesian Language and Literature (S.Pd.) offered by Universitas Nusa Cendana fulfil with few 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 June 5, 2025 and finishing on June 4, 2030, under conditions. The 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 Master of Linguistics (M.Li.) offered by Universitas Nusa Cendana fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025 and finishing on June 4, 2030, under conditions. The programme is 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 with the Bologna Declaration.

The panel members identified need for improvement for **all study programmes** regarding the following aspects: 3.2.1 Modular structure of the study programme; 3.2.2 Study and exam regulations; 3.3.2 Course materials; 5.3.1 Programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see criterion 3.2.1): The University ensures that all the course descriptions in all programmes are coherent and contain all the required information and refine the wording within the course descriptions to clearly distinguish between the different courses.
- **Condition 2** (see criterion 3.2.2): The University:
 - defines the duration of examinations and retake policies in an official framework document;
 - issues a diploma supplement for **BELE**, **BEILL** and **ML** that meets the European Higher Education Area principles (ECTS User's Guide 2015) and includes all information about the University and respective study programme;
 - provides an ECTS grading table for each study programme.
- **Condition 3** (see criterion 3.3.2): The University ensures that all courses use up-to-date and relevant literature and updates the literature references in the course descriptions.
- **Condition 4** (see chapter 5.3.1): The University ensures to publish relevant information of the programmes and makes it available on their website.

Additionally, for **BEILL**:

- **Condition 5** (see criterion 1.2): The University needs to give students more exposure to the international world (e.g. international contacts and guest lecturers).
- **Condition 6** (see criterion 3.2.1): The University includes all literature/references in the course descriptions.
- **Condition 7** (see criterion 3.4.1): The University incorporates international/global contents to the curriculum, including courses of global and world literature.

Additionally, for **BELE**:

- **Condition 8** (see criterion 3.2.1): The University includes the course description of the teaching internship in the course descriptions of BELE.

Proof of meeting these conditions is to be submitted by March 04, 2026.

Furthermore, the quality requirements that have not been fulfilled are not asterisk criteria and therefore do not lead to a condition:

- **For all study programmes:** Positioning of the study programme within the HEI's overall strategic concept (chapter 1.3); Internationality of student body (chapter 3.4); Alumni Activities (chapter 4.5); External evaluation by alumni, employers and third parties (chapter 5.2).
- **For BEILL:** Internationality of faculty (chapter 3.4).

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 **all programmes** could be further developed and **recommends**:

- Conducting collaborative research and sharing resources, including cross-listing courses (see chapter 4.1);
- Expanding national and international collaborations with higher education institutions, organisations, and other relevant entities (see chapter 4.3).

Furthermore, for **BPCE**, the panel recommends:

- Implementing strategies to contribute to the aim of global standards, including fostering more interdisciplinary work and ensuring greater coherence across programmes (see chapter 1.3);
- Conducting a comprehensive review of the curriculum to eliminate any overlap between courses and to improve the order in which they are offered (see chapter 3.1);
- Focusing on regional topics and issues in elective courses, providing students with a deeper understanding of local contexts and challenges (see chapter 3.1);
- Integrating additional practical elements that encompass both regional and global perspectives (see chapter 3.1);
- Reviewing and fine-tuning the learning outcomes in the course descriptions to distinguish between identical or similar topics covered in different courses (see chapter 3.2);
- Ensuring that the language of instruction corresponds with the language of the course material (see chapter 3.4).

Furthermore, for **BELE**, the panel recommends:

- Renaming courses to better reflect the integrated skill approach used in teaching (see chapter 3.2);
- Adopting a communicative approach to language teaching (see chapter 3.3).

Furthermore, for **BEILL**, the panel **recommends**:

- Including general educational classes across all teacher education programmes (see chapter 3.1);
- Achieving a better balance between language and literature courses, as there are currently only six literature courses (see chapter 3.1);
- Providing additional training to expose students to more international settings (see chapter 3.6);
- Evaluating the reasons behind the extended study periods and implementing measures to ensure students can complete their programme within the intended four-year timeframe (see chapter 5.2).

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 **all programmes** exceed the quality requirements:

- Counselling for prospective students (see chapter 2)
- Student support by the faculty (see chapter 4.1)

Furthermore, for the **Master of Linguistics**:

- Integration of theory and practice (see chapter 3.1)

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

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Abbreviations

Acronym	Description
AA (Application Approach)	A course programme aimed at enhancing lecturers' character and performance.
APBN (<i>Anggaran Pendapatan dan Belanja Negara</i>)	The national budget of Indonesia.
ATP (<i>Alur Tujuan Pembelajaran</i>)	Learning Goal Flow (LGF) - A systematically and logically organised set of Learning Objectives in the learning phase for students to achieve the Learning Outcomes.
AP3Knl (<i>Asosiasi Profesi Pendidikan Pancasila dan Kewarganegaraan Indonesia</i>)	The Association aims to contribute energy and thoughts to the development of national education, especially in the field of Pancasila and Civic in a professional manner so that it is more directed, effective and efficient, through the development and application of Pancasila and Civic for the progress and interests of the Nation and State.
APSPBI (<i>Asosiasi Sarjana Pendidikan Bahasa Inggris</i>)	Association for English Study Programmes in Indonesia - Professional association representing English study programmes in Indonesia.
BAN-PT (<i>Badan Akreditasi Nasional-Perguruan Tinggi</i>)	National Accreditation Board of Higher Institutions - An organisation responsible for accrediting higher education institutions in Indonesia.
BAPPENAS (<i>Badan Perencanaan Pembangunan Nasional</i>)	Indonesia's National Development Planning Agency.
BELE (<i>Bachelor Degree of English Language Education</i>)	A bachelor's degree programme specifically in the field of English language education.
BEM (<i>Badan Eksekutif Mahasiswa</i>)	Student Union - An organisation representing the collective interests of students within an educational institution, typically involved in advocacy, governance, and organising student activities.
BIPA (<i>Bahasa Indonesia bagi Penutur Asing</i>)	Indonesian Language Programme for Foreign Speakers.
BLU (<i>Badan Layanan Umum</i>)	Public Service Agency - An autonomous government agency in Indonesia tasked with delivering public services efficiently and effectively.
Bhinneka Tunggal Ika	The motto of the Republic of Indonesia inscribed on the Indonesian national emblem Garuda Pancasila. Taken from the Book of Sutasoma by Mpu Tantular which was composed in the 14th century. The motto comes from the Old Javanese language using Balinese script.
BOPTN (<i>Bantuan Operasional Perguruan Tinggi Negeri</i>)	Operational Assistance for State Universities - Financial assistance provided by the government to state universities for operational expenses.
CAT (Computer Assisted Test)	A test conducted with the assistance of computer technology.

Acronym	Description
CBI (Computer-Based Examination)	An examination conducted using computer technology for administering and scoring.
CBT (Computer-Based Test)	A test administered using computer technology.
CP (Capaian Pembelajaran)	Learning outcomes or achievements that students are expected to attain.
CPL (Capaian Pembelajaran Lulusan)	Graduate Learning Outcomes (GLO) - The specific knowledge, skills, and attributes that graduates are expected to have acquired upon completion of a programme of study.
CPMK (Capaian Pembelajaran Mata Kuliah)	Course Learning Outcomes (CLO) - Specific goals or objectives that students are expected to achieve upon completing a particular course.
ECTS (European Credit Transfer and Accumulation System)	A standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries.
ELESP (English Language Education Study Programme)	A specialised programme focusing on the teaching and learning of the English language.
ELO (Expected Learning Outcomes)	The anticipated knowledge, skills, or attitudes that learners should acquire as a result of their educational experiences.
FKIP (Fakultas Keguruan dan Ilmu Pendidikan)	Faculty of Teacher Training and Educational Science - A faculty within a university dedicated to the education and training of future teachers and educational professionals.
FTTE	Faculty of Teacher Training and Education
GKM (Grup Kontrol Mutu)	Quality Control Group - GKM is a group within a faculty that is responsible for monitoring and ensuring the quality of education and services provided by the faculty.
GPA (Grade Point Average)	A measure of a student's academic performance, calculated by averaging the grades received in their courses.
GPM (Gugus Pengendali Mutu)	Quality Assurance Group - A group responsible for ensuring the quality of educational programmes and services within an institution. The GPM team is responsible for developing guidelines and standards for maintaining and improving the quality of education and services within an institution.
HEETI (Higher Education Entrance Test Institute)	An institute responsible for administering entrance exams for higher education institutions in Indonesia.
LTMP	Higher Education Entrance Test. LTMP is an institution responsible for conducting entrance tests or selection exams for universities in Indonesia. Its main task is to coordinate and manage the national university entrance selection process, including organising written exams, announcing selection results, and coordinating between

Acronym	Description
	participating universities. One example of an exam managed by LTMPT is the Joint Selection for State Universities (SBMPTN).
HISKI (<i>Himpunan Sarjana Kesusastaan Indonesia</i>)	Association of Indonesian Literature Scholars - A professional association for scholars in the field of Indonesian literature.
HMP (<i>Himpunan Mahasiswa Program Studi</i>)	Student Association - An organisation representing students enrolled in a specific programme of study within an educational institution.
IALF (<i>Indonesian Australian Language Foundation</i>)	Organisation promoting English language education and cultural exchange between Indonesia and Australia.
ICT Centre	Centre providing information and communication technology services and support within an institution.
IKT (<i>Indikator Kinerja Tambahan</i>)	Additional Performance Indicators - Additional performance indicators of governance, other governance and cooperation based on standards set by the university.
IKU (<i>Indikator Kinerja Utama</i>)	Key Performance Indicators - A measure or indicator of a university's performance, especially in achieving certain goals and objectives.
IPS (<i>Indeks Prestasi Semester</i>)	Semester Achievement Index - A measure of a student's academic performance for a specific semester, often calculated based on grades or credits earned.
IRO (<i>International Relations Office</i>)	Office responsible for managing international partnerships and exchanges in an educational institution.
KBK (<i>Kurikulum Berbasis Kompetensi</i>)	Competency-Based Curriculum - A curriculum framework that focuses on the mastery of specific skills and competencies rather than simply completing a set curriculum.
KKN (<i>Kuliah Kerja Nyata</i>)	Community Service Programme - A programme where students engage in community service activities as part of their academic curriculum.
KKNI (<i>Kerangka Kualifikasi Nasional Indonesia</i>)	Indonesian National Qualification Framework - A system that sets standards and levels of qualifications in Indonesia, facilitating recognition and comparability of qualifications.
KPI (<i>Key Performance Indicator</i>)	Metrics used to evaluate the performance or success of an organisation, programme, or initiative.
KRS (<i>Kartu Rencana Studi</i>)	Study Plan Card - A document outlining the courses a student intends to take during a semester.
LMS (<i>Learning Management System</i>)	A software application used to administer, document, track, report, and deliver educational courses or training programmes.

Acronym	Description
LoA (Letter of Acceptance)	A formal letter issued by a university or institution confirming a student's acceptance into a programme of study.
LP2M (Institute for Research and Community Service)	An institute focused on research and community engagement activities within a university.
LP3M (<i>Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu</i>)	Institute for Educational Development and Quality Assurance - An institution dedicated to enhancing educational practices and ensuring quality in education.
MBKM (<i>Merdeka Belajar Kampus Merdeka</i>)	Independent Learning Independent Campus - A programme in Indonesia that encourages independent learning and autonomy for students within higher education institutions.
MLI (<i>Masyarakat Linguistik Indonesia</i>)	Indonesian Linguistic Society - A society dedicated to the study and promotion of linguistics in Indonesia.
M.Li (<i>Magister Linguistik</i>)	Master of Linguistics – An academic degree awarded upon completion of postgraduate studies in the field of linguistics.
MoU	Memorandum of Understanding.
M.Pd. (<i>Magister Pendidikan</i>)	Master of Education - An academic degree awarded upon completion of postgraduate studies in the field of education.
MS	Administrative selection process for recruitment or promotion purposes.
NGO (Non-Governmental Organisation)	A non-profit organisation independent of government control, typically working towards social, environmental, or humanitarian goals.
NISN (<i>Nomor Induk Sekolah Nasional</i>)	National School Registration Number - A unique identification number assigned to students in Indonesia for school registration purposes.
NTT (<i>Nusa Tenggara Timur</i>)	East Nusa Tenggara - A province in Indonesia located in the eastern part of the Nusa Tenggara region.
OBE (Outcome-Based Education)	An educational approach that focuses on defining specific learning outcomes

Information

Information on the Institution

Universitas Nusa Cendana (UNDANA) is a public university in Kupang City, East Nusa Tenggara Province, Indonesia. Established on 28 August 1962, UNDANA aims to be a globally oriented institution. Its mission is to provide quality, relevant, and competitive higher education, become a research university focused on dry land islands, engage in community service for societal welfare, and maintain good university governance.

UNDANA comprises nine faculties and one postgraduate programme. It transitioned from a Higher Education Institution with Work Unit status (Satker) to a Public Service Agency (BLU) on 3 March 2017. As of the 2023-2024 academic year, it had 33,824 active students.

Committed to global standards, UNDANA continuously improves its educational quality, research output, and community service. According to the Edurank 2023 report, UNDANA ranks 70th among 562 state colleges in Indonesia and 4480th globally.

Bachelor of Pancasila and Civics Education (BPCE)

In 2022, BPEC received "Baik Sekali" (Excellent) accreditation by BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), with recommendations to align curriculum materials with course learning outcomes and develop an OBE-based syllabus.

Over the past five years, BPEC has seen an increase in student applications, higher average final scores, and shorter study periods. Alumni were named best graduates at faculty and University levels for four consecutive periods in 2022-2023.

BPCE joined the Association of Indonesian Pancasila and Civic Education Professionals (AP3Knl) to improve the field of Pancasila and Civic Education.

Bachelor of English Language Education (BELE)

BELE has been accredited by BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi) under Indonesia's Ministry of Education, Research, and Technology on a five-year cycle.

BELE has maintained a tightness ratio over the past six years: 181 in 2017, 371 in 2018, 183 in 2019, 232 in 2020, 171 in 2021, and 170 in 2022. This fluctuation reflects the competition among similar programmes in East Nusa Tenggara Province and the interest of potential students. The student entry ratio has been consistent at 1:2 from 2017 to 2021, increasing to 1:4 in 2022.

Bachelor of Education on Indonesian Language and Literature (BEILL)

Based on statistical data, BEILL's tightness levels were as follows: 1:5 in 2017, 1:4 in 2018, 1:2 in 2019, 1:2 in 2020, 1:4 in 2021, and 1:4 in 2022. The number of interested applicants over six consecutive years were: 986 in 2017, 978 in 2018, 440 in 2019, 298 in 2020, 565 in 2021, and 618 in 2022. The lowest number of applicants was 298 in 2020, due to the COVID-19.

Master of Linguistics (ML)

Based on statistical data, the establishment of ML was a scholarly response to the high public interest in language studies, particularly local/indigenous languages in the region. The number of students remained stable until 2018 but decreased due to government regulations requiring teachers to pursue a linear degree path, specifically a Master of Education (M.Ed. or M.Pd in Indonesia). This resulted in a lack of interest among language teachers to pursue further studies in linguistics at UNDANA's postgraduate programme. Additionally, the COVID-19 pandemic worsened economic conditions, further contributing to the low enrolment rate. Improvements in service and learning have positively impacted the performance of the study programme. Efforts to improve the quality of management include student administration, financial administration, lecturer and administrative staff qualifications, a continually revised curriculum to meet professional needs, and an outcome-based education approach.

Statistical Data

Bachelor of Pancasila and Civics Education (BPCE)

		2017	2018	2019	2020	2021	2022
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI		122	56	141	144	132	150
# Applicants	Σ	1074	1113	1182	1563	2125	2612
	f	736	658	649	807	1234	1747
	m	338	455	533	756	891	865
Application rate		880.33%	1987.50%	838.30%	1085.42%	1609.85%	1741.33%
# First-Year Students (accepted applicants)	Σ	122	56	141	144	132	150
	f	74	41	94	91	78	89
	m	48	15	47	53	54	61
Rate of female students		0.606557377	0.732142857	0.666666667	0.631944444	0.590909091	0.593333333
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

# Graduates	Σ	122	56	90	0	0	0
	f	74	41	69	0	0	0
	m	48	15	21	0	0	0
Success rate (students who finished their studies)		100.00%	100.00%	63.83%	0.00%	0.00%	0.00%
Dropout rate (students who dropped their studies)		0.00%	0.00%	N/A	N/A	N/A	N/A
Average duration of study		4,45 Years	4,36 Years	4 Years	N/A	N/A	N/A
Average grade of final degree		3.24	3.48	3.52	N/A	N/A	N/A

Bachelor of English Language Education (BELE)

		2017	2018	2019	2020	2021	2022
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI		181	371	183	232	170	172
# Applicants	Σ	461	1012	538	263	776	717
	f	321	778	350	180	600	542
	m	140	234	188	83	176	175
Application rate		254.70%	272.78%	293.99%	113.36%	456.47%	416.86%
# First-Year Students (accepted applicants)	Σ	181	371	183	232	171	170
	f	134	279	141	178	138	137
	m	47	92	42	54	32	35
Rate of female students		0.740331492	0.752021563	0.770491803	0.767241379	0.807017544	0.805882353
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		100.00%	100.00%	100.00%	100.00%	100.59%	98.84%
# Graduates	Σ	99	50	32	66	80	99
	f	72	41	17	48	60	74
	m	27	9	15	18	20	25
Success rate (students who finished their studies)		54.70%	13.48%	17.49%	28.45%	47.06%	57.56%
Dropout rate (students who dropped their studies)		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study		4.49 Tahun	5.44 Tahun	5.09 Tahun	4.67 Tahun	5.07 Tahun	5.85 Tahun
Average grade of final degree		3.25	3.38	3.33	3.26	3.38	3.32

Bachelor of Education on Indonesian Language and Literature (BEILL)

	2017	2018	2019	2020	2021	2022
	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI	178	243	173	133	136	139
# Applicants	986	978	440	298	565	618
f	727	721	370	211	440	534
m	259	257	69	87	125	84
Application rate	553.93%	402.47%	254.34%	224.06%	415.44%	444.60%
# First-Year Students (accepted applicants)	178	243	173	133	136	139
f	132	187	138	108	104	124
m	46	56	35	25	32	15
Rate of female students	0.741573034	0.769547325	0.797687861	0.812030075	0.764705882	0.892086331
# Foreign Students	0	0	0	0	0	0
f	0	0	0	0	0	0
m	0	0	0	0	0	0
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates	108	116	103	71	127	135
f	63	62	56	41	73	71
m	45	54	47	30	54	64
Success rate (students who finished their studies)	60.67%	47.74%	59.54%	53.38%	93.38%	97.12%
Dropout rate (students who dropped their studies)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study	5.25 Tahun	5.21 Tahun	5.15 Tahun	N/A	N/A	N/A
Average grade of final degree	3.33	3.45	3.49	N/A	N/A	N/A

Master of Linguistics (ML)

	1. Cohort (2018)	2. Cohort (2019)	3. Cohort (2020)	4. Cohort (2021)	5. Cohort (2022)	6. Cohort (2023)
# Study Places offered by HEI	20	20	20	20	20	20
# Applicants	4	8	4	4	5	6
f	2	4	2	2	3	3
m	2	4	2	2	2	3
Application Rate						
# First-Year Students (accepted applicants)	2	6	2	2	3	4
f	0	4	0	0	2	2
m	2	2	2	2	1	2
Rate of female students(%)	0%	66.66667	0	0	66.66667	50
# Foreign Students	0	0	0	0	0	0
f	0	0	0	0	0	0
m	0	0	0	0	0	0
Rate of foreign students(%)	0	0	0	0	0	0
Percentage of occupied study places	20	40	20	20	25	30
# Graduates	5	21	1	5	1	1
f						
m						
Success rate (%) (students who finished their studies)	45.45455	91.30435	33.33333	71.42857	50	50
Dropout rate (students who dropped their studies)	0	0	0	0	0	0
Average duration of study	2 years 6 months	2 years 6 months	2 years 6 months	2 years 6 months	2 years 6 months	2 years 6 months
Average grade of final degree	3.82	3.83	3.83	3.84	3.79	

Appraisal:

Over the past few years, the number of available study places fluctuated slightly in the bachelor programmes. Simultaneously, the number of applicants remains consistently high. In the master programme, the number of available study places remains stable at 20 study places. The number of applicants and first year students is very low, with under five students per cohort.

The proportion of female students predominates in the bachelor's programmes. There are no foreign full-time students in the programmes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Bachelor of Pancasila and Civics Education (BPCE)

Objectives of BPCE:

1. Train future teachers with a strong understanding of Pancasila and Civic Education, proficient in creating, implementing, and assessing HOTS-based and digital technology-based learning methods. This will enhance their professional teaching skills, develop their character, and enable them to thrive in the era of the Industrial Revolution 4.0.
2. Enhance professional teacher competences by generating research-based scientific work in education, politics, law, and socio-culture.
3. Utilise science and technology in community service to cultivate the social and interpersonal skills of aspiring educators.
4. Establish collaborations with diverse domestic and international governmental and business organisations to enhance institutional capacity and expand graduate opportunities.

BPCE monitors the community's requirements, concerns, and expectations. This involves disseminating BPCE's vision, mission, and goals through the media and performing tracer studies to assess the curriculum's implementation by graduates, creating a graduate profile.

Competencies expected in graduates:

1. **Professional Competency:** Proficient in Education, Politics, Law, Socio-Cultural studies, Character development, and Moral Pancasila.
2. **Pedagogical Competency:** a. Mastering and implementing educational, innovative, HOTS-based, and Technological Pedagogical Content and Knowledge (TPACK) learning. b. Proficient in conducting basic studies in Education, Politics, Law, Socio-Culture, Character, and Moral Pancasila.
3. **Personality Competency:** Effective in establishing connections and communication with students, teachers, principals, and the community.
4. **Social and Personality Competency:** Capable of fostering a positive social attitude to build partnerships with other parties.

Bachelor of English Language Education (BELE)

BELE aligns its development goals with vision, mission, and objectives based on the validation of the faculty's vision and mission:

1. Organising quality education and teaching activities to produce qualified and competitive graduates of English educators and teachers.
2. Conducting quality research activities to improve the quality of English language education and teaching services and to support societal development and welfare.
3. Organising community service activities that are humane and respect diversity.
4. Creating an effective, efficient, and accountable professional management system.
5. Establishing partnerships with stakeholders, graduate users, and domestic and international higher education institutions.

6. Organising coaching activities and developing student potential in reasoning, sports, and arts.

The qualifications were developed in line with KKNI required for a bachelor's degree. Graduates possess positive attributes reflecting the principles of Pancasila, academic skills for teaching English at junior and senior high school levels, and professional skills for working as edutechnopreneurs in various English-related fields. They are also equipped with abilities in English for tourism and hospitality, and local wisdom.

Academic and personal skills of graduates:

1. English proficiency equivalent to post-intermediate level.
2. Understanding of basic linguistic concepts.
3. Intercultural understanding and knowledge of English literature.
4. Ability to integrate Technological Pedagogical Content Knowledge (TPACK) and curriculum development in English teaching and learning.
5. Skills in instructional design and curriculum evaluation.
6. Basic principles for conducting research in English learning, linguistics, and English literature, and disseminating academic works through university websites or reputable journals.
7. Possession of religious values.
8. Upholding values based on religious, moral, and ethical principles.
9. Ability to contribute to societal improvement and civilisation development based on Pancasila.
10. Good civic attributes, respect for multiculturalism, ability to work collaboratively, social sensitivity towards nature and the environment, adherence to the law, good ethics in social life, internalisation of values, norms, and academic ethics, responsibility in professional roles, and internalisation of independence and entrepreneurship.

Additionally, graduates possess personal skills such as ethical principles, adherence to the law, and entrepreneurial abilities.

Bachelor of Education on Indonesian Language and Literature (BEILL)

BEILL aims to develop competent, professional, and character-driven Indonesian language teachers who can compete nationally and globally. They focus on innovative, creative, and productive ideas through culturally adaptive research in the era of Industry 4.0 and 5.0. The general objective is to produce high-quality, responsive, and culturally grounded graduates in Indonesian language and literature teaching, research, and community service.

The mission is to provide education and training for prospective Indonesian language teachers, teachers for foreign speakers, authors, researchers, editors, journalists, and content creators. They aim to foster a national and global perspective, innovative ideas, and cultural research to strengthen national unity and identity in the era of Industry 4.0 and 5.0. They also focus on enhancing human resources and community development through research in Indonesian language and literature education.

Table 1 Outcomes Profile and Description of Outcomes Profile (BEILL)

Outcomes Profile	Description of Outcomes Profile
Indonesian Language and Literature Teacher	Have higher level prospective teachers, have integrity, quality, responsiveness, have competence in teaching and learning, professionalism, being cultured that is needed in society in the field of teaching.
Indonesian Language Teacher for Foreign Speakers	Have balanced bilingual competence, have higher level prospective teachers, have integrity, quality, responsiveness, have competence in teaching and learning, professionalism, being cultured that is needed in society in the field of teaching.
Author/ creator literature	Proficient in theory, history and literary studies so as to produces literary works of national and global quality.
Researchers	Capable in language, literature, and teaching Indonesian language and literature, have mastery in the fields of language, literature, and teaching.
Editor	Good grasp of grammar.
Journalists	Good journalistic skills.
Content creator	Adept at creating content and capable of communicating in public in the context of developing language entrepreneurship.

Master of Linguistics (ML)

The programme is designed to equip students with theories, methodologies, and practical skills relevant to their desired qualifications.

Qualification Objectives are to:

1. Produce qualified and professional graduates with strong personalities, comprehensive knowledge, and experience in linguistic studies, making them competitive nationally and internationally.
2. Conduct quality research in linguistics to support science and technology, aligned with the Centre of Excellence (Pola Ilmiah Pokok) of Universitas Nusa Cendana (Rencana Induk Penelitian dan Pengabdian UNDANA).
3. Support the development of community services to enhance community prosperity.
4. Develop a unified management system to ensure dynamic, professional, effective, and efficient institutional quality.
5. Establish networks with relevant institutions at local, national, and international levels.

The qualifications align with the Indonesian national qualification framework for a master's degree (level 8, as per President Regulation Number 8, 2012):

1. Graduates develop advance science, technology, and/or art in their field through research and professional work, producing innovative and reliable outcomes.
2. Graduates solve problems in science and technology related to their field using an inter-/multidisciplinary approach.
3. Graduates manage research and development projects that benefit the community and science, achieving national and international recognition.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, professional field, and societal context of the discipline. They encompass academic proficiency, comprehensive employability, and the development of the individual student's personality.

BPCE focuses on producing professional teachers with strong understanding of Pancasila and Civic Education, equipped with innovative teaching methods and research skills.

BELE aims to develop competitive graduates in English education, research, and community service, with a strong cultural foundation.

BEILL prepares Indonesian language teachers and professionals with innovative and adaptive skills for the era of Industry 4.0 and 5.0.

ML equips students with advanced linguistic knowledge and research capabilities, aligned with national and international standards.

The subject-specific and extra-curricular qualification objectives and skills correspond with the aspired level at graduation, taking into account the requirements of the national qualification framework. Graduates are well-prepared for their professional fields and societal roles.

	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 programme design (Asterisk Criterion)

Bachelor of Pancasila and Civic Education (BPCE)

The international orientation of BPCE includes:

1. Providing a curriculum that includes courses aimed at developing an international perspective, such as Pancasila Ideology, moral education principles, character education, Multicultural and Global Diversity, International Relations, Civic Education, and Human Rights Education.
2. Promoting international cooperation with institutions like Save the Children and Universitas Dili. Encouraging collaborations with international institutions in the education sector enhances the programme's quality and competitiveness.
3. Educating graduates to use Pancasila philosophy to address social, political, economic, legal, cultural, and security issues from a multicultural perspective at local, regional, and international levels.
4. Guiding graduates to teach moral concepts and values that encourage peaceful coexistence in multicultural and international settings, cultivating a sense of global citizenship.

Bachelor of English Language Education (BELE)

The programme aims to excel in teaching, research, and community service in English Education, producing graduates with internationally recognised academic and non-academic

skills. Graduates are prepared for international careers as English teachers, NGO staff, Foreign Affairs Ministry staff, writers, and hotel staff. The international outlooks in BELE include:

1. Using English as the medium of instruction.
2. Offering exchange opportunities for academic experiences abroad or at other national universities (e.g. Griffith University (Australia)).
3. Employing teaching staff, more than half of whom graduated from English-speaking countries (e.g. from Australia).
4. Preparing students for international contexts through subjects like Cross-cultural Communication and English skills (Listening, Reading, Speaking, and Writing).

Bachelor of Education in Indonesian Language and Literature (BEILL)

BEILL is internationally oriented in:

1. Indonesian for Foreign Speakers (BIPA), which teaches Indonesian language skills (listening, speaking, reading, writing) to non-native speakers, aiming to position Indonesian as a global language.
2. Cultural linguistics, studying the relationship between language and culture, highlighting the cultural richness of East Nusa Tenggara Province. This region, a miniature of Indonesia, serves as a cultural laboratory, preserving traditional wisdom and rituals for future generations.

Master of Linguistics (ML)

The programme's international orientation includes:

1. A curriculum with linguistic and interdisciplinary courses.
2. Use of internationally recognised literature for teaching and learning, such as those indexed by Scopus. Use of internationally recognized literature for teaching and learning, such as scholar books and textbooks published by, for example, Oxford University Press, Cambridge University Press, Routledge, John Benjamins, and Scopus-indexed journals, such as Language in Society Journal of Linguistics, Communication Research, and Sociolinguistic Studies as well as ELT Journal, English Teaching Forum, Journal of Asia TEFL and RELC Journal.
3. Lecturers with international academic experience (degrees from abroad, international publications, seminars, workshops, cooperation, and networks).
4. Involving students in international seminars and workshops for capacity building and networking (e.g. with Hesston College).

Appraisal:

The programme design of **BPCE**, **BELE** and **ML** appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

BEILL lacks a broader outlook that places Indonesian language and literature in a global perspective in the curriculum (see also chapter 3.4 International outlook). This includes cultural diplomacy, comparative studies with world literature, and the internationalisation of Indonesian through the BIPA programme. It also needs stronger international links of Indonesian study programmes and research centres in overseas institutions, such as the Asia Institute at the University of Melbourne and the American Institute for Indonesian Studies. Additionally, participation in the annual AIFIS-MSU Conference on Indonesian Studies is

essential.

Furthermore, **BEILL** students should have more opportunities to participate in international programmes (see also chapter 4.3 Cooperation and partnerships). Alternatively, the programme could expose students to a more international orientation by inviting them to join programmes set up by other institutions. There are programmes offered by the Indonesian government, such as IISMA, or by international foundations like AMINEF. Inviting international guest lecturers could also provide students with greater exposure to the global academic environment (see also chapter 3.3 Didactical concept).

For **BEILL**, the panel recommends the following **condition**:

- The University needs to give students more exposure to the international world (e.g. international contacts and guest lecturers).

	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)			BPCE, BELE, ML	BEILL	

1.3 Positioning of the study programme

On the educational market

All study programmes

As the first university in the East Nusa Tenggara region, established in 1962, UNDANA holds a unique and strategic position both regionally and nationally. Since its inception, the University has prioritised language and education.

Bachelor of Pancasila and Civics Education (BPCE)

BPCE has been a key player in the local education sector since 1962. Consequently, it garners popular trust, attracting numerous candidates each year. In 2013, a new Pancasila and Civic Education study programme was established at Muhammadiyah Private University in Sikka, Maumere Regency on Flores Island. This programme has been accredited as "Cukup (C)", signifying "Adequacy". Therefore, it is expected that competition for enrolment will increase significantly in the next decade.

Bachelor of English Language Education (BELE)

BELE generally represents a typical English education study programme in Indonesia. However, this programme includes specific subjects with distinct curricula due to their local emphasis on Nusa Tenggara Timur (NTT) culture. These subjects are English for Tourism and Hospitality, and Local Wisdom Studies. Students interested in enrolling in this programme have several reasons: improving their English skills, becoming English teachers, affordability compared to private universities, the credibility of a state university, and the expertise of educational and linguistic experts who have graduated from English-speaking countries.

The strengths of this programme, which contribute to its success in competition, include:

1. A conducive atmosphere for teaching and learning processes.
2. Harmonious relationships and interactions between lecturers and students.

3. Academic qualifications of all teaching staff meeting the requirements.
4. “Very good” (Baik Sekali) national accreditation status.
5. Graduates employed in a wide range of sectors.
6. Increasing student enrolment annually.

According to the University³, the programme attracts 90% of local high school graduates from every island in the province, while 10% come from other provinces in Indonesia, without international applicants.

Bachelor of Education on Indonesian Language and Literature (BEILL)

BEILL is organised with an orientation towards graduates who have character, a positive attitude, broad knowledge and adequate skills to enter the world of work:

1. **Character:** Graduates are prepared to be professional, adaptive, and responsive in roles such as Indonesian language teachers, researchers, authors, editors, journalists, and content creators.
2. **Attitude:** Graduates are expected to uphold human values, demonstrate nationalism, respect diversity, contribute to societal improvement, and exhibit responsibility, discipline, and entrepreneurial spirit.
3. **Knowledge:** Graduates master theories and concepts in language and literature education, scientific writing, journalism, and media management, relevant to their professional roles.
4. **Skills:** Graduates are proficient in Indonesian grammar, bilingual education, literary writing, research, journalism, editing, and media management, ensuring they are well-equipped for their respective fields.

Master of Linguistics (ML)

The high demand for master's qualifications in the region led to the establishment of the master programme in Linguistics (ML) in 2008. This programme is the first and only one in East Nusa Tenggara, meeting the needs of linguistic stakeholders in the area.

Located in the southernmost part of Indonesia, the region is home to over 70 local languages, approximately 10% of the total number of languages in Indonesia. As one of the most linguistically and culturally diverse regions in the country, this programme is well-positioned to address unique linguistic challenges and opportunities. Many languages in the region are endangered, undocumented, and undescribed. To address this, ML offers specialised courses such as Language Documentation and Revitalisation, and Language Description and Lexicography. These courses are not available in other master programmes at neighbouring Indonesian universities like Udayana and Warmadewa in Bali and Hasanudin in Sulawesi.

Eastern Indonesia is home to two large, unrelated language families: Austronesian and Non-Austronesian (Papuan). To address this, ML has developed the course Austronesian and Non-Austronesian Linguistics. Additionally, ML offers interdisciplinary courses including Ecolinguistics, Language and Gender, Agenda and Design of Media, and Educational Linguistics.

On the job market for graduates

Bachelor of Pancasila and Civic Education (BPCE)

³ See self-evaluation report page 25.

From 2020 to 2022, a tracer study on graduates revealed that 39 students (36.79%) obtained their first job before graduating, out of a total of 106 successful graduates. Additionally, nine graduates (8.49%) secured their initial employment within six months, while 58 graduates (54.72%) encountered a waiting period of six to twelve months. All alumni have found employment that matches their skills and qualifications. The research indicates that BPCE graduates are competitive and have gained substantial public trust.

Bachelor of English Language Education (BELE)

According to data gathered over the last five years, 80% of graduates are employed in the Nusa Tenggara Timur (NTT) province. Slightly more than 16% find employment in other provinces, while 4% secure jobs abroad. Of these graduates, 70% work as English teachers in high schools, 10% are employed by financial institutions like Credit Unions and banks, another 10% work in tourism and related industries, and the remaining 10% are employed in unrelated fields such as prison guards and social services.

Bachelor of Education in Indonesian Language and Literature (BEILL)

Based on tracer study results from 2020 to 2022, all graduates have secured employment opportunities that match their competencies and profiles.

Master of Linguistics (ML)

The annual tracer study indicates that 13.2% of graduates are employed at provincial/regional levels, while 86.8% work at local levels (regencies/municipalities). Furthermore, 85.7% are employed in government agencies, 7.7% in private companies, 3.3% in entrepreneurship, and 4.4% in other fields. The data shows that 86.8% of graduates work in accordance with their field of study.

Within the HEI's overall strategic concept

All study programmes

The University's vision for 2025 is "Global Oriented University", motivating all faculty members, students, and graduates to have a global perspective in any field of study. The strategic goal is to provide qualified and competitive education, research, and community services, sustainably producing competent human resources.

Bachelor of Pancasila and Civic Education (BPCE)

In 2019, BPCE updated its vision, mission, goals, and strategies based on KPI (IKU – Indikator Kinerja Utama) and additional performance indicators (IKT) provided by the Ministry of Education, Culture, Research, and Technology. BPCE's objectives were aligned with the vision, mission, and aims of FTTE and UNDANA. These efforts were in line with the vision, objectives, and goals of the Ministry of Education, Culture, Research, and Technology, as well as the central government of the Republic of Indonesia. Performance achievement is assessed annually and recorded in the lecture performance report and BPCE's performance report. This assessment involves evaluating authentic integration in each IKU and IKT item, a process that has been conducted annually since 2019.

Bachelor of English Language Education (BELE)

BELE offers strategic concepts based on students' and employers' wishes. This programme is one of the leading programmes within FTTE UNDANA, with its vision, mission, and goals aligned with those of the faculty and UNDANA. The alignment, derived from the Ministry of Education, Culture, Research, and Technology, was revised in 2022 to ensure consistency.

Each year, an evaluation of performance achievement is carried out and presented in the lecturer performance report and the study programme performance report, with real integration of each IKU and IKT item.

Bachelor of Education in Indonesian Language and Literature (BEILL)

BEILL's vision, mission, and objectives are aligned with FTTE and UNDANA, adjusted to the IKU and IKT derived from the Ministry of Education, Culture, Research, and Technology. An annual evaluation of performance achievements is carried out and presented in lecturer performance reports and study programme performance reports, integrating each IKU and IKT item continuously since 2020.

Master of Linguistics (ML)

Based on this vision and strategic goal, ML focuses on programme quality assurance:

- i. **Education and Teaching:** The education and teaching system at ML is based on a plan relevant to the objectives and profile of the graduates. Improving the quality of education and teaching is achieved using various strategies, techniques, and methods, including group discussions, case studies, collaborative learning, cooperative learning, project-based learning, and problem-based learning. The implementation of learning includes mechanisms to monitor, review, and periodically improve lecture activities through the Siadiknona application.
- ii. **Research:** Lecturers, as members of research groups, annually obtain Non-APBN Research Grants, Ristekdikti grants, and regional research cooperation funds. They also engage in collaborative and independent research, particularly related to teaching problems requiring simple research solutions. Over the last three years, there have been 17 research and scientific publications.
- iii. **Community Service:** Teachers conduct 13 service activities annually, partnering with various government agencies, including schools, police, religious institutions, and the general public.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. During the on-site visit, the panel learned about the unique cultural aspects, being one of the most linguistically and culturally diverse regions in the country. Many languages in the region are endangered, undocumented, and undescribed. Highlighting these distinctive cultural features can attract prospective students and differentiate the University from other institutions. Emphasising local culture will not only enhance the University's appeal but also enrich the educational experience by providing students with a deeper understanding of the region's cultural heritage.

Furthermore, the panel was very impressed by the focus of **ML** on language preservation and documentation.

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. Graduates of all study programmes find jobs in a reasonable amount of time after graduation in the respective fields. Their whereabouts are followed by tracer studies.

The University's vision for 2025 is to become a "Global Oriented University", motivating all faculty members, students, and graduates to adopt a global perspective in any field of study. However, this strategy is currently too ambitious for the individual study programmes, making it challenging for them to be convincingly integrated into the overall concept.

Therefore, the panel **recommends** developing convincing ideas on how to meet the global perspective and support the study programmes in achieving the University's vision and mission of becoming a global-oriented institution. By doing so, the University can ensure that all study programmes are aligned with its global vision and are well-equipped to contribute to its strategic goals.

For **BPCE** to achieve global standards, the University needs to enhance the coherence of its content and literature offerings and provide more opportunities for international experiences. Including also collaboration with other study programmes across the University and creating an international network by collaborating with overseas institutions working on the subject, such as citizenship. Furthermore, by demonstrating that the values embedded within Pancasila are compatible with universal human values, it can be shown that they echo major philosophical ideas worldwide about human rights and human dignity. Thus, the panel **recommends** implementing strategies to contribute to the aim of global standards, including fostering more interdisciplinary work and ensuring greater coherence across programmes. By doing so, **BPCE** can better align with global expectations and improve its competitiveness on an international scale.

		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			X		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				X	

2. Admission

Admission requirements

All bachelor programmes

The Ministry of Education, Culture, Research, and Technology provides an admission guideline for new undergraduate students to be followed by state universities in Indonesia. There are three selection schemes for undergraduate candidates: the *Portfolio-Based National Selection* (SNBP – Seleksi Nasional Berdasarkan Prestasi), the *Test-Based National Selection* (SNBT – Seleksi Nasional Berbasis Tes), and the *Independent Selection* (UM – Ujian Masuk), which is administered if the University's quota is not fulfilled. In this case, it is the authority of Universitas Nusa Cendana to decide.

The registration process for undergraduate applicants is organised at the University level covering both domestic and foreign applicants based on the University's academic guidelines. Detailed requirements are as follows:

A. Domestic Applicants

UNDANA officially regulates the admission requirements as stated in Part 2, Chapter 34 of the Education Implementation Guidelines of Universitas Nusa Cendana regarding new student admissions. The University has three admission selection schemes for undergraduate applicants:

1. **Portfolio-Based National Selection (SNBP):** This option is implemented and managed nationally by the Higher Education Entrance Test Institute (HEETI/LTMPT – Lembaga Tes Masuk Perguruan Tinggi) under the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Portfolio-based selection requires the following conditions:
 - Having academic achievements and fulfilling the requirements determined by each state university;
 - Having a National School Registration Number (NISN – Nomor Induk Siswa Nasional) and being registered in the School and Students National Database (PDSS – Pangkalan Data Sekolah dan Siswa);
 - Having Student Academic Reports from the first to fifth semester filled in the PDSS;
 - Uploading a portfolio for participants who choose art and sport study programmes.
2. **Test-Based National Selection (SNBT):** This scheme is also implemented by HEETI based on computer-based examination (CBE) test scores. The test-based selection requires the following conditions:
 - Creating an account for new student admission;
 - Having a National Identity Card (i.e., Population Card);
 - Having a high school graduation diploma or certificate from the last two years (2021/2022/2023);
 - Having an equivalent certificate ('Paket C') from the last two years (2021/2022/2023);
 - Being a maximum of 25 years old;
 - Having a legalised equivalent diploma/certificate for foreign high school graduates;
 - Being in good physical and mental health;

- Uploading a portfolio for applicants who choose art and sport study programmes;
- Uploading a letter of statement for low vision applicants;
- The result of the computer-based test of 2023 is only valid for taking the test-based national selection of 2023.

3. Independent Selection (Test-Based Local Selection): This scheme is based on academic reports and computer-based test (CBT) exams organised by UNDANA. The decision-makers and board of admission selection include the Rector, Vice-Rectors, Deans, and members of the quality assurance team. The independent selection requires the following conditions:

- Indonesian citizens or foreign citizens with a permission letter from the Directorate General of Learning and Student Affairs of The Ministry of Education, Culture, Research and Technology of Indonesia;
- Applicants should pay an independent selection fee of IDR 500,000 at BRI Bank;
- A high school graduation diploma or certificate from the last two years (2021/2022/2023), or a legalised letter of graduate confirmation for 2023 graduates containing personal information, list of grades, and a recent photo;
- An equivalent certificate ('Paket C') from the last two years (2021/2022/2023);
- Being a maximum of 25 years old;
- Being in good physical and mental health.

B. Foreign Student Applicants

Foreign student applicants should fulfil the following requirements:

1. A scanned letter of study permit for foreign student applicants from higher institutions to the Directorate of Higher Institution for Institutional Development Affairs.
2. Information related to study programme and personal data.
3. Letter of acceptance (LOA).
4. Diploma and academic transcript.
5. Scanned passport.
6. Statement letter stating:
 - Not working during study in Indonesia.
 - Not participating in political activities.
 - Obeying Indonesian constitutions.
7. Statement letter from a guarantor.
8. Financial statement letter.
9. Health statement letter.
10. Coloured passport photo.
11. Student visa of C316 29 type.

Additional qualifications for undergraduate foreign students include equivalent high school graduation in 2022, 2021, or 2020; for professional programme graduation, master's and doctorate candidates must have relevant undergraduate degrees with a minimum GPA of 3.0.

Master of Linguistics (ML)

Admission to the ML is managed by the University. Relevant information related to the admission is published on the University website.

The admission and the academic administration services are made available online with the homepage link specified by the University. In addition, the schedule, selection procedure, and contact person are also specified. All procedures are based on the University's academic guidelines.

The main admission requirements are as follows:

1. Copy of the last degree certificate (minimum undergraduate degree);
2. Copy of academic transcript;
3. Research proposal;
4. Recommendation Letter;
5. Copy of passport and visa for foreign students;
6. Other optional documents.

Counselling for prospective students

All bachelor programmes

To assist prospective students in understanding the admissions process for undergraduate programmes, the following efforts are made annually, targeting twelve-grade SMA/SMK⁴ students:

1. Face-to-face socialisation in each city/regency in the Nusa Tenggara Timur area.
2. Distribution of brochures to target schools in each city/regency in the area.
3. Information dissemination through the UNDANA website, study programme websites, and social media (Facebook, Twitter, Instagram, YouTube).
4. A 24-hour service hotline via study programme email (BPCE, BELE, BEILL, ML).
5. Direct offline consultation at the 1st floor ICT building, UNDANA, Jln. Adisucipto Penfui Kupang, East Nusa Tenggara Province, Indonesia.

Prospective students can access information on the admissions process, including application requirements, registration procedures, expenses, and required tests. UNDANA offers counselling through dedicated student services and various support centres for inquiries on scholarships, administrative and technical prerequisites for testing, and job opportunities. Personal consultations are available during office hours (8 AM to 2 PM) through in-person meetings, phone calls, emails, WhatsApp, or online chat. Guidance is provided to potential candidates in high schools or other promotional events.

Master of Linguistics (ML)

Before the semester begins, prospective students are provided with a two-day matriculation session in the odd semester. Additionally, an academic advisor is available for new students to consult on their study plan during the semester. Prospective students can access information via the website, telephone, or email. For direct consultation, prospective students can visit the ICT building, second floor, UNDANA, Jln. Adisucipto Penfui Kupang, East Nusa Tenggara Province, Indonesia.

Ensuring foreign language proficiency

All bachelor programmes

⁴ In Indonesia, SMA (Sekolah Menengah Atas) refers to Senior High School, which provides a general academic education. SMK (Sekolah Menengah Kejuruan) refers to Vocational High School, which focuses on practical and technical skills directly related to specific industries.

New students must complete an English language competence course offered by the English Language Centre of Universitas Nusa Cendana before attending lectures and achieve a minimum score of 400 on the TOEFL. If the score is below 400, remedial classes are required until the necessary score is achieved.

Master of Linguistics (ML)

Prospective students are required to have a TOEFL certificate with a minimum score of 450.

Selection procedure and transparency and documentation of admission procedure and decision

All bachelor programmes

Admission procedures are conducted openly for all candidates meeting the prerequisites for each admission. Information on selection results is announced on official websites. Applicants who pass the selection are required to fill out registration forms and integrated tuition fee forms (UKT – Uang Kuliah Tunggal).

Figure 1 Selection Procedures for New Student Candidates for the Portfolio-Based National Selection (SNBP)

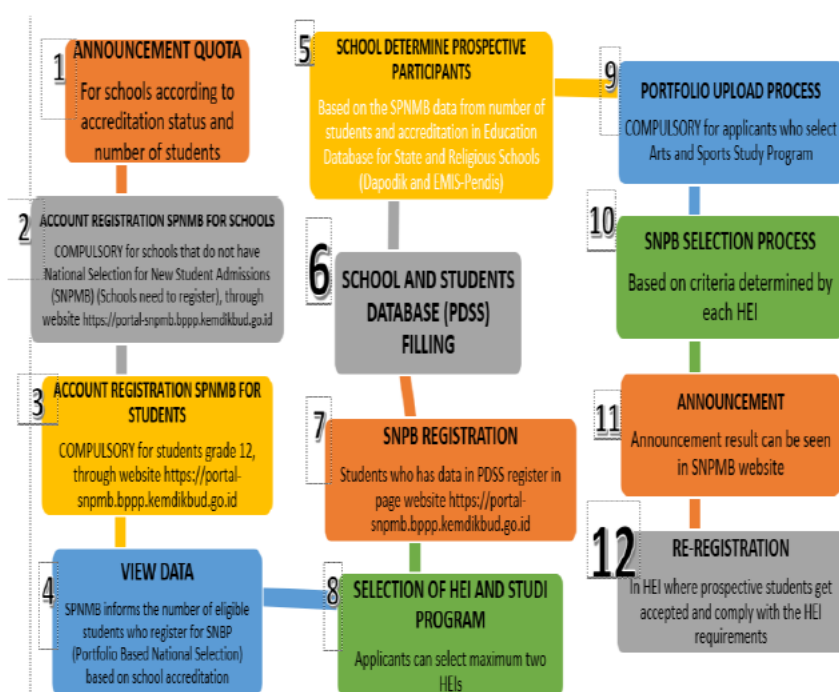
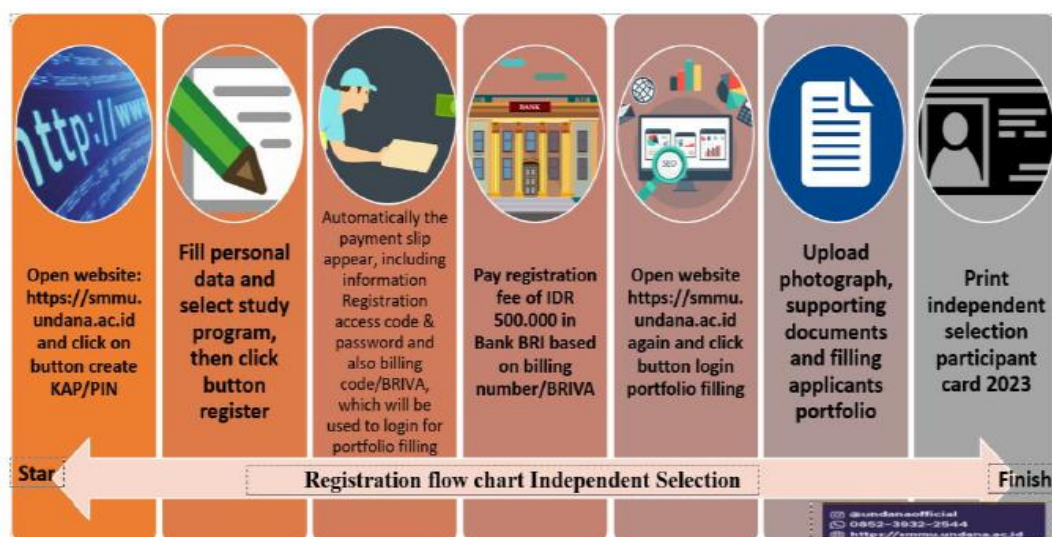


Figure 2 Selection Procedures for New Student Candidates for the Test-Based Local Selection



The central committee analyses selection and test outcomes. The National Committee selects the SNBP and SNBT pathways for graduation and sends the results directly to prospective participants' accounts. The Rector of Universitas Nusa Cendana announces the findings publicly, and results are also sent to each participant's account.

After passing the selection process, candidates undergo registration and participate in an interview conducted by the University committee to determine the classification of a single tuition payment. The graduation announcement is visible in the participant's account based on their admission path and is also posted on the UNDANA website.

Master of Linguistics (ML)

The admission procedure is published on the University website and can be accessed by any applicant from any region. The announcement of successful and unsuccessful applicants is posted publicly and sent to the applicants' personal accounts created on the site.

Appraisal:

The admission requirements are defined and comprehensible for all programmes. The national requirements are presented and taken into account.

Applicants can directly turn to student counselling services for clarification of specific questions, of personal aptitude and of career perspectives. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, via e-mail, WhatsApp, or online chat. The University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. The University visits schools in the Nusa Tenggara Timur region to inform about study programmes and admission.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level of the TOEFL) and preparatory language courses (for the bachelor programmes) ensure that students are able to

successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated via the participant's account.

		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)					
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

Logic and conceptual coherence

Bachelor of Pancasila and Civics Education (BPCE)

The curriculum is structured to include subjects such as education, political science, legal science, socio-cultural science, moral ethics, and Pancasila character. It is oriented towards achieving graduate learning outcomes (ELOs) that encompass knowledge, skills, and attitudes across these disciplines. The curriculum follows the Indonesian National Qualification Curriculum, focusing on outcome-based education (OBE). Students can take elective courses in areas like education, law, and socio-cultural studies to acquire additional competences and skills.

Developing study materials addresses attitudes, knowledge, general skills, and specific skills, enhancing professional, educational, social, and personality competence. The components are intended to enhance the development of skills in professional competence, educational competence, social competence, and personality competence. Graduates have strong character and broad knowledge in education, politics, law, ethics, and Pancasila principles, proficient in teaching at various school levels.

The curriculum is revised every three years. The goal is to align the study programme with the dynamic employment market.

Table 2 Curriculum Overview BPCE

Example 1 st Semester													
Module No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workloads		Method of Teaching ie lecture courses, seminars	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self Study			
M1	Pancasila Education / MKU 1224 (Compulsory)	2							28	14			2/144
M 1.1	Pancasila in the streamline of Indonesian History								4	2	L + S	Exam Paper (100 Min)	
M 1.2	Pancasila as the national principle of Indonesian Republic								4	2	L + S		
M 1.3	Pancasila as the National Ideology								4	2	L + S		
M 1.4	Pancasila as the Philosophical System								4	2	L + S		
M 1.5	Pancasila as an Ethical System								4	2	L + S		
M 1.6	The Dynamics and Challenges of Pancasila								4	2	L + S		
M 1.7	Pancasila as the bases scientific development								4	2	L + S		
M2	Introduction to Education / KP 1001 (Compulsory)	2							28	14			2/144
M 2.1	Human Nature and Dimmension								4	2	L + S	Exam Paper (100 Min)	
M 2.2	Education Concept and Elements of Education								4	2	L + S		
M 2.3	Educational Principles, Educational Environment and Problems								6	3	L + S		
M 2.4	Simple research related to educational problems								6	3	L + S		
M 2.5	Education and development								4	2	L + S		
M 2.6	Types of Education Stream								4	2	L + S		
M3	Basic Concepts of Moral Education / KPPKN 1210 (Compulsory)	3							42	14			3/144
M 3.1	The concept of neighbor love, justice, honor, honesty and loyalty in the perspective of social ethics								3	1	L + S	Exam Paper (100 Min)	
M 3.2	Moral concepts and symptoms of a decline in moral quality, especially the younger generation								6	2	L + S		
M 3.3	Moral values are good as learning targets and habituation in a moral class community								6	2	L + S		
M 3.4	The paradigm of moral identity & moral reasoning, moral identity, moral orientation and moral development Kohlberg, Blasi								6	2	L + S		
M 3.6	Cognitive and moral reasoning; moral inclusion in the school environment								6	2	L + S		
M 3.7	A fair community approach in schools; moral culture, moral discipline, community and moral atmosphere in schools								9	3	L + S		
M 3.8	Moral education as moral socialization and value classification								6	2	L + S		
M4	State Science & Political Science / KPPKN 1213 (Compulsory)	3							42	14			3/144
M 4.1	Theories about the origin of the state								3	1	L + S	Exam Paper (100 Min)	
M 4.2	Legitimacy Theory of Power								6	2	L + S		
M 4.3	Country Classification								6	2	L + S		
M 4.4	State Structure								6	2	L + S		
M 4.5	Modern Democratic State								9	3	L + S		
M 4.6	Politics and State								6	2	L + S		
M 4.7	Politics, society and identity								6	2	L + S		
M5	Introduction to Law/Introduction to Indonesian Law / KPPKN 1212 (Compulsory)	4							56	14			4/144
M 5.1	The importance of law, definition and purpose of law, as well as the legal system in Indonesia								8	2	L + S + T	Exam Paper (100 Min)	
M 5.2	Sources of law, formation of law, interpretation of law and how to fill in the legal gaps								8	2	L + S + T		
M 5.3	Subjects, objects, legal actions, legal events and various rights and obligations, Field of legal science, law and social rules								8	2	L + S + T		
M 5.4	Judicial Power in Indonesia								8	2	L + S + T		
M 5.5	Civil, Criminal, Commercial Law, Labor Law, Tax law, Constitutional Law and State Administrative Law, International Law principles								12	3	L + S + T		
M 5.6	Principles of Court Procedure Law (Criminal, Civil, State Administrative, Religious and Military Courts)								12	3	L + S + T		

M5 Introduction to Law/Introduction to Indonesian Law / KPPKN 1212 (Compulsory)		4						56	14				4/144	
M5.1	The importance of law, definition and purpose of law, as well as the legal system in Indonesia							8	2	L + S + T			Exam Paper (100 Min)	Malinda Ratu Radja, SH, LL.M
M5.2	Sources of law, formation of law, interpretation of law and how to fill in the legal gaps							8	2	L + S + T				
M5.3	Subjects, objects, legal actions, legal events and various rights and obligations, Field of legal science, law and social rules							8	2	L + S + T				
M5.4	Judicial Power in Indonesia							8	2	L + S + T				
M5.5	Civil, Criminal, Commercial Law, Labor Law, Tax law, Constitutional Law and State Administrative Law, International Law principles							12	3	L + S + T				
M5.6	Principles of Court Procedure Law (Criminal, Civil, State Administrative, Religious and Military Courts)							12	3	L + S + T				
M6 The Constitution and the 1945 Constitution of the Republic of Indonesia / KPPKN 1218 (Compulsory)		3						42	14				3/144	
M6.1	The concept and role of the constitution							3	1	L + S			Exam Paper (100 Min)	David Y. Nassa, S.Pd., M.Pd
M6.2	Position, Function and Purpose of the Constitution							6	2	L + S				
M6.3	Behavior and Binding Power of the Constitution							6	2	L + S				
M6.4	Constitution Amendment System							6	2	L + S				
M6.5	Amendments to the 1945 Constitution							9	3	L + S				
M6.6	Main Thoughts and Preamble of the 1945 Constitution							6	2	L + S			Exam Paper (100 Min) and Project Based Exam	Dr. Petrus Ly, M.Si
M6.7	Body of the Constitution							6	2	L + S				
M7 Ethics / KPPKN 1221 (Compulsory)		3						42	14					
M7.1	Ethics of Morality, Immoral, Immoral and Etiquette properly							3	1	L + S			Exam Paper (100 Min) and Project Based Exam	Dr. Petrus Ly, M.Si
M7.2	Voice of conscience/conscience and Freedom and Responsibilities properly							6	2	L + S				
M7.3	Fundamentals of science: ontology, epistemology, and axiology and able to describe scientific means: language, mathematics, statistics, and logic							9	3	L + S				
M7.4	Values and Norms that apply in the life of the nation and state as well as Rights and Obligations							6	2	L + S				
M7.5	Being a Good Human Being and a System of Moral Philosophy							6	2	L + S				
M7.6	The basic concept of Professional Ethics and the normative foundation of Professional Ethics and Multicultural Education Professional Ethics							6	2	L + S			Exam Paper (100 Min) and Project Based Exam	Dr. Petrus Ly, M.Si
M7.7	Ethical issues and challenges for today							6	2	L + S				
Example 2 nd Semester														
M8 Indonesian Language / MKU 1124 (Compulsory)		2						28	14					2/144
M8.1	Position and Function of the Indonesian Language							2	1	L + S + T			Exam Papers (100 Min)	
M8.2	Variety of Languages							4	2	L + S + T				
M8.3	Diction							2	1	L + S + T				
M8.4	Effective sentence							2	1	L + S + T				
M8.5	Paragraph							4	2	L + S + T				
M8.6	Micro Text and Macro Text							4	2	L + S + T			Paper Based Exam (100 minutes)	
M8.7	Activity Proposals and Research Proposals							4	2	L + S + T				
M8.8	Scientific Writing							6	3	L + S + T				
M9 Religion - Catholic / MKU 1223 (Compulsory based on Student' Believe)		2						28	14					2/144
M9.1	Theology: A Christian dogmatics							2	1	L + D			Paper Based Exam (100 minutes)	
M9.2	The Creation of Human Beings							2	1	L + D + P				
M9.3	The Call of Christian Life							4	2	L + D				
M9.4	Religion and Dialogues							4	2	L + D + P				
M9.5	Jesus Christ and His Salvation							4	2	L + D				
M9.6	The Church Mission							4	2	L + D			Paper Based Exam (100 minutes)	
M9.7	Catholic Traditions and Characteristics							4	2	L + D				
M9.8	Sacraments of Church							4	2	L + D				
M9 Religion - Protestant / MKU 1223 (Compulsory based on Student' Believe)								28	14					
M9.1	Religion and its Function in Life							2	1	L + GD			Paper Based Exam (100 minutes)	
M9.2	God in Christian Faith							2	1	L + GD				
M9.3	Human Being and His Responsibility							2	1	L + GD				
M9.4	Christian Faith, Science and Technology							2	1	L + GD				
M9.5	Christian Faith and Ecology							6	3	L + GD + P				
M9.6	Christian Faith and Human Rights							6	3	L + GD + P			Paper Based Exam (100 minutes)	
M9.7	Christian Faith and Its Application							8	4	L + GD + P				
M9 Religion - Islam / MKU 1223 (Compulsory based on Student' Believe)								28	14					
M9.1	Concept of Islamic education in Higher Education							4	2	L + GD			Paper Based Exam (100 minutes)	
M9.2	The way human beings believe in God							2	1	L + GD				
M9.3	Faith, Islam and "Ihsan"							8	4	L + GD				
M9.4	"Qur'an" Paradigm							6	3	L + GD + P				
M9.5	Establishing unity in diversity							2	1	L + GD + P				
M9.6	Islam and modernization challenge							4	2	L + GD + P			Exam Papers or Project Essays	
M9.7	Contribution of Islam to global civilization							2	1	L + GD + P				
M10 Educational Profession / KP 1004 (Compulsory)		2						28	14					
M10.1	Definition of Profession and Education Personnel							2	1	L + S			Exam Papers or Project Essays	
M10.2	Teacher profession							2	1	L + S				
M10.3	Principal (Basic Duties, Qualifications, and Competence of Principals)							4	2	L + S				
M10.4	School Superintendent (Basic Duties, Qualifications, and Competence of School Superintendents)							4	2	L + S				
M10.5	Educational Supervision							4	2	L + S				
M10.6	Guidance Counseling (Function, Purpose, and Types of Guidance Counseling Services)							2	1	L + S			Exam Paper (100 Min)	
M10.7	Librarian (Basic Duties, Qualifications, and Librarian Competences)							2	1	L + S				
M10.8	Laboratory Assistant (Qualifications and Competence of Laboratory Assistant)							2	1	L + S				
M10.9	Administrative Personnel (Qualifications and Competency of Administrative Personnel)							2	1	L + S				
M10.10	Lecturer (Duties, Qualifications, and Lecturer Competence)							4	2	L + S				
M11 Learning and Instruction / KP 1002 (Compulsory)		2						28	14					2/144
M11.1	Learning Theory and Instruction							2	1	L + S			Exam Paper (100 Min)	
M11.2	Process and stages of learning							2	1	L + S				
M11.3	Behavioristic, cognitive, constructivist, humanistic, cybernetic, sociocultural theory							4	2	L + S				
M11.4	Innovative Learning Models							6	3	L + S				
M11.5	Principles in Learning and Instruction							6	3	L + S				
M11.6	Problems in Learning							4	2	L + S			Exam Paper (100 Min)	
M11.7	Learning Theory of the Past, Present, and Future							4	2	L + S				
M12 Character & Moral Education / KPPKN 1239 (Compulsory)		3						42	14					3/144
M12.1	Types of character Ministry of education and Culture of the Republic, Rationalization of the Essence of Character Education in Indonesia							3	1	L + S			Exam Papers (150 min) or Project Essays	
M12.2	The essence of character education, the concept of character education; background, target, influence, foundation and approach							6	2	L + S + P				
M12.3	Character Values Good and skilled at solving the Character vs Temptation dilemma; money, power, sex, other crimes							6	2	L + S + P				
M12.4	The ten essences of virtue towards a global diversity society							6	2	L + S + P				
M12.5	Academic and Character simultaneously: Models, strategies, methods of character education							9	3	L + S + P				
M12.6	Good manners and prevent peer delinquency							6	2	L + S + P			Exam Paper (100 Min)	
M12.7	The role of the teacher as character caretaker & developing a Character Education-Based School Culture							6	2	L + S + P				
M13 Student Development / KP1003 (Compulsory)		2						28	14					
M13.1	The nature of growth and development of students							4	2	L + S			Exam Paper (100 Min)	
M13.2	The development of elementary school age students							2	1	L + S + T				
M13.3	Development of Middle School Age Students							8	4	L + S + T				
M13.4	Intellectual, Social and Language Development of Learners							6	3	L + S + T				
M13.5	Student Affective Development							2	1	L + S + T				
M13.6	Youth and Development							4	2	L + S + T			Exam Paper (100 Min)	
M13.7	Adolescents and Problems Development of Creativity, Deviance and resolution of adolescent problems							2	1	L + S + T				
M14 State Ideology & Pancasila Ideology / KPPKN 1244 (Compulsory)		3						42	14					3/144
M14.1	Definition, characteristics and functions of ideology							3	1	L + S			Exam Paper (100 Min)	
M14.2	Pancasila as state ideology and open ideology							9	3	L + S				
M14.3	Pancasila as an ideology is viewed from the point of view of the life of the Indonesian nation							9	3	L + S				
M14.4	Pancasila as an ideology in Indonesian political & constitutional life							6	2	L + S				
M14.5	Pancasila as an ideology in the cultural life of the Indonesian nation							3	1	L + S				
M14.6	Pancasila as an ideology in international relations							6	2	L + S			Project Essays	
M14.7	Pancasila as an ideology in the life of Defense and Security							6	2	L + S				
M14.8	Pancasila as an ideology in the life of Defense and Security							6	2	L + S				
M15 Archipelagic Dryland, Agriculture and Tourism / MKP 1221 (Compulsory)		2						28	14					2/144
M15.1	Dry land management concept							4	2	L			Project Essays	
M15.2	Conventional tillage							4	2	L + S + T				
M15.3	Dry land processing techniques							6	3	L + S + T				
M15.4	Management of the tourism sector and optimization of tourism in the province of NTT							6	3	L + S + T				
M15.5	NTT as an area of dry land and tourism							4	2	L + S + T				
M15.6	Development of archipelagic dryland-based tourism							4	2	L + S + T			Product Design	
M16 Entrepreneurship / KPPKN 1249 (Compulsory)		2						28	14					
M16.1	Concept, context and nature of entrepreneurship							2	1	L				
M16.2	Entrepreneurial characteristics							2	1	L + S + T				
M16.3	Entrepreneurial function and role							4	2	L + S + T				
M16.4	Capital and the entrepreneurial process							4	2	L + S + T				
M16.5	Factors driving and inhibiting entrepreneurship							4	2	L + S + T			Product Design	
M16.6	Traits that entrepreneurs need to have							4	2	L + S + T				
M16.7	Creative and innovation							4	2	L + S + T				
M16.8	Planning, Processing and business strategy							4	2	L + S + T				

Example 3 rd Semester												
M17	International Relations / KPPKN 1243 (Compulsory)						3			28	14	
M 15.1	International Relations Basic Concepts, National interest, sovereignty, power, cooperation, conflict, interdependence and globalization									4	2	L + S
M 15.2	Actors in International Relations									2	1	L + S
M 15.3	Contemporary global problems, war and peace, terrorism, religion, patterns of war and peace									8	4	L + S
M 15.4	Political, economic, socio-cultural dimensions in international relations									6	3	L + S
M 15.5	International Organizations and Institutions; UN, NATO, ASEAN, MEE, AFTA, NAFTA, and others									2	1	L + S
M 15.6	Norms and ethics in HI, International Law and Ethics									4	2	L + S
M 15.7	International trade and finance									2	1	L + S
M18	Political Culture & Ethics / KPPKN 1241 (Compulsory)						2			28	14	
M 18.1	Political Culture									4	2	L + S
M 18.2	Political Participation									2	1	L + S
M 18.3	Socialization and political communication									8	4	L + S
M 18.4	Democracy, Legitimacy and Leadership Ethics									6	3	L + S
M 18.5	Political Parties in Indonesia									2	1	L + S
M 18.6	Political Culture and Media									4	2	L + S
M 18.7	Politics and Media Policy									2	1	L + S
M19	Civil Law / KPPKN 1214 / (Compulsory)						3			42	14	
M 19.1	Scope of Civil Law and History of Civil Law Before and after Independence									3	1	L + S + P
M 19.2	Sources of Civil Law in the sense of Formal and Material									9	3	L + S + P
M 19.3	Systematics according to the Civil Code and Science									9	3	L + S + P
M 19.4	Enjoying Civil Law Does Not Depend on State Rights									6	2	L + S + P
M 19.5	Concept of Marriage, Offspring, Parental Power, Guardianship and Custody									6	2	L + S + P
M 19.6	Individual Law, Family Law, Property Law, Inheritance Law and others									9	3	L + S + P
M20	Criminal Law / KPPKN 1215 (Compulsory)						3			42	14	
M 20.1	Definition of a crime and the elements of a crime									3	1	L + S + P
M 20.2	The Nature and Scope of Criminal Law									6	2	L + S + P
M 20.3	History of criminal law									6	2	L + S + P
M 20.4	Error theory, Errors and omissions									6	2	L + S + P
M 20.5	Reasons for abolition									9	3	L + S + P
M 20.6	The concept of the teaching of causality									6	2	L + S + P
M 20.7	The theory of punishment and several offenses in the Criminal Code are related to several criminal cases									6	2	L + S + P
M21	Computer Applications and Scientific Data / KPPKN 1217 (Elective)						2			28	14	
M 21.1	Computer application in evaluation data analysis									2	1	L + S + T
M 21.2	Information data related to education									4	2	L + S + T
M 21.3	Process data scientifically with various data sources both scientifically and manually or digitally									6	3	L + S + T
M 21.4	Simple database processing application for evaluation purposes									8	4	L + S + T
M 21.5	Online-based evaluation data processing application									8	4	L + S + T
M22	Customary Law and Land Law / KPPKN 1219 (Compulsory)						3			42	14	
M 22.1	Customary Law Community Units, Forming Factors of Customary Law Community Units, Government Structure in Customary Law									3	1	L + S
M 22.2	Family Customary Law (Understanding, system, descent, legal relations in family law)									6	2	L + S
M 22.3	Inheritance Customary Law System (definition and elements, principles of inheritance in inheritance law, terms and process of inheritance)									9	3	L + S + P
M 22.4	Property rights over land, comply with the boundaries of land ownership rights and respect and uphold them in order to create security and									6	2	L + S + P
M 22.5	The rights to Land, water and space, Waqf Land and Flats, comply with them in practice to create law and order and security locally and nationally									6	2	L + S
M 22.6	Procedures for Acquisition of Land Rights, comply with the procedures for obtaining land rights and be able to apply them properly in order to create a smooth acquisition of land rights that have guaranteed legal certainty									6	2	L + S + P
M 22.7	Customary law community customary rights and implementing them with due observance of the latest regulations									6	2	L + S + P
M. 23	Indonesian Sociology and Gender / KPPKN 1232 (Elective)						3			42	14	
M 23.1	Social interaction in Indonesia									3	1	L + S
M 23.2	Social change in Indonesia									6	2	L + S
M 23.3	The basic concept of gender in socio-cultural discourse, then what is the role of culture in the formation of gender identity									6	2	L + S
M 23.4	A portrait of poverty in Indonesia, why poverty tends to have a female face									6	2	L + S + T
M 23.5	Gender in economic and political discourse									9	3	L + S + T
M 23.6	Feminists in the portrayal of disability and obesity in the media, the relationship between disability and obesity and structural violence									6	2	L + S + T
M 23.7	Analysis of Cases in Accordance with Themes and Alternative Solutions									6	2	L + S + T
M24	Basic Concepts of Pancasila and Civics Education / KPPKN 1240 (Compulsory)						3			42	14	
M 24.1	Pancasila Ideology as the Indonesian State Foundation									3	1	L + S
M 24.2	National Identity									6	2	L + S
M 24.3	Constitution									9	3	L + S
M 24.4	Rights and Obligations of Citizens									6	2	L + S
M 24.5	Democracy, Rule of Law and Human Rights									6	2	L + S
M 24.6	Geopolitics									6	2	L + S
M 24.7	National Insight									6	2	L + S
Example 4 th Semester												
M25	Civic Education / MKU 1121 (Compulsory)						2			28	14	
M 25.1	The essence and urgency of national identity									4	2	L + S
M 25.2	The urgency of national integration as a parameter of national unity and integrity									2	1	L + S
M 25.3	Constitutional values and norms of the 1945 Constitution of the Republic of Indonesia									8	4	L + S
M 25.4	Harmony of the obligations and rights of the state and citizens in a democracy									6	3	L + S
M 25.5	The essence of the instrumentation and praxis of Indonesian democracy is based on Pancasila and the 1945 Constitution									2	1	L + S
M 25.6	Constitutional, social, political, cultural historical dynamics									4	2	L + S
M 25.7	Historical dynamics and the urgency of insight into the archipelago, National Resilience and defending the country									2	1	L + S
M26	Tax Law / KPPKN 1216 (Elective)						3			42	14	
M 26.1	Legal concept, essence, theory, rates, arising and eliminating tax debts and levies									3	1	L + S + T
M 26.2	Tax sanctions, objections, reconsideration appeals, and the role of the Tax Court									6	2	L + S + T
M 26.3	General provisions and tax procedures									6	2	L + S + T
M 26.4	Income tax: Objects, Subjects and income Taxpayers, income tax tariffs and Net Calculation Norms and Non-Taxable Income									6	2	L + S + T
M 26.5	Practice calculating income payable based on Article 21, Article 22 and Article 26									6	2	L + S + T
M 26.6	The practice of calculating Value Added Tax and Sales Tax on Luxury Goods and its Limits, Objects and Rates									9	3	L + S + T
M 26.7	Objects, calculation procedures and skills in calculating Land and Building Tax, and Stamp Duty									6	2	L + S + T
M27	Culture and Manners of the People of East Nusa Tenggara / KPPKN 1246 (Elective)						3			42	14	
M 27.1	The Nature of Culture in East Nusa Tenggara									3	1	L + S + T
M 27.2	Cultural Structure of East Nusa Tenggara Society									6	2	L + S + T
M 27.3	Customs in the Culture of East Nusa Tenggara Society									6	2	L + S + T
M 27.4	Variety of Manners of East Nusa Tenggara Society									6	2	L + S + T
M 27.5	Function and Meaning of Manners of East Nusa Tenggara Society									9	3	L + S + T
M 27.6	Relationship between Culture and Manners									6	2	L + S + T
M 27.7	Cultural Variety of East Nusa Tenggara Society (traditional ceremonies, culinary, arts and language)									6	2	L + S + T
M28	Philosophy of Science / KPPKN 1204 (Compulsory)						2			28	14	
M 28.1	Problems of Philosophy of Science, History of Development, Nature, Methods of Obtaining, and Problems of the Truth of Knowledge									4	2	L + S
M 28.2	Fundamentals of Science: Ontology, Epistemology, and Axiology									4	2	L + S
M 28.3	Scientific Tools: Language, Mathematics, Statistics, and Logic									4	2	L + S
M 28.4	Paradigm of Science: Positivism, and Postpositivism									4	2	L + S
M 28.5	Science Paradigm: Constructivism, and Critical Theory Paradigm									4	2	L + S
M 28.6	Basic Framework of Scientific Theory: Francis Bacon, John Stewart Mill									4	2	L + S
M 28.7	Basic Framework of Scientific Theory: Auguste Comte, Logical Positivism									4	2	L + S
M29	Indonesian & Regional Government System / KPPKN 1233 (Compulsory)						3			42	14	
M 29.1	The scope of the study of the Indonesian government system									3	1	L + S
M 29.2	Indonesian constitutional history									6	2	L + S
M 29.3	Form of state and government									6	2	L + S
M 29.4	The principles of governance									6	2	L + S
M 29.5	State institutions									6	2	L + S
M 29.6	Legislative, executive and judicial relations									9	3	L + S
M 29.7	Administration of local government									6	2	L + S
M30	English For Social Science / KPPKN 1238 (Compulsory)						2			28	14	
M 30.1	Academic writing rules									2	1	L + S
M 30.2	International scientific writing rules									4	2	L + S
M 30.3	Academic writing structure									6	3	L + S
M 30.4	Scientific ideas for reading, writing and scientific presentations in English for social science									8	4	L + S
M 30.5	Scientific ideas in the form of academic writing: socio-political analysis, culture, law, education and verbal presentations									8	4	L + S

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S	Seminar
L	Lecture
P	Presentation
T	Tutorial

The curriculum is designed to develop proficiency in English language teaching, literature, and linguistics. It aims to produce graduates who are skilled in teaching English, conducting research, and engaging in literary analysis. The curriculum is oriented towards intended learning outcomes that include knowledge, pedagogical skills, and research abilities. Students can choose electives in literature, linguistics, and teaching methodologies to enhance their competences. Students can enrol in similar courses at other universities in Indonesia registered in the MBKM programme.

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involves lecturers, faculty officials, teachers from affiliated schools, alumni, LP3M, stakeholders, and job market requirements.

Table 3 Curriculum Overview BELE

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
1st Semester													
M1	Indonesian Language (MKU 11202) - Compulsory	2							28	14			
M 1.1	Course Unit 1: Position and Function of Indonesian Language								2	1	L + D	Paper Based Exam (120 Min)	2 / 149
M 1.2	Course Unit 2: Language Variety								2	1	L + D		
M 1.3	Course Unit 3: Diction								2	1	L + D		
M 1.4	Course Unit 4: Effective Sentences								4	2	L + D		
M 1.5	Course Unit 5: Paragraph								2	1	L + D		
M 1.6	Course Unit 6: Micro Text and Macro Text								4	2	L + D		
M 1.7	Course Unit 7: Activity Proposals								4	2	L + D + P		
M 1.8	Course Unit 8: Research Proposals								4	2	L + D + P		
M 1.9	Course Unit 9: Scientific Writing								4	2	L + D + P		
M2	Pancasila (MKU 1224) - Compulsory	2							28	14			2 / 149
M 2.1	Course Unit 1: Pancasila in the streamline of Indonesian history								4	2	L + S	Paper Based Exam (200 Min)	
M 2.2	Course Unit 2: Pancasila as the national principle of Indonesian Republic								4	2	L + S		
M 2.3	Course Unit 3: Pancasila as the National Ideology								4	2	L + S		
M 2.4	Course Unit 4: Pancasila as the philosophical system								4	2	L + S		
M 2.5	Coursre Unit 5: Pancasila as the ethical system								4	2	L + S		
M 2.6	Course Unit 6: The Dynamics and Challenges of Pancasila								4	2	L + S		
M 2.7	Course Unit 7: Pancasila as the bases scientific development								4	2	L + S		
M3	Introduction to Education (KP 11201)	2							28	14			2 / 149
M 3.1	Course Unit 1 : Human Nature and Dimenssion								4	2	L	Paper Based Exam (100 Min)	
M 3.2	Course Unit 2 : Components, Base, and Principles of Education								4	2	L		
M 3.3	Course Unit 3 : Types of Education Stream								4	2	L + P		
M 3.4	Course Unit 4 : Educational System in Indonesia								4	2	L + P		
M 3.5	Course Unit 5 : Teacher Professionalism								4	2	L + P		
M 3.6	Course Unit 6 : Education Quality								4	2	L + P		
M 3.7	Course Unit 7 : Current Issues in Education								4	2	L + D + P		
M4	Intensive Listening (KPING 11201) - Compulsory	2							28	14			2 / 149
M 4.1	Course Unit 1 : Introduction to Intensive Listening								4	2	L	Paper Based Exam (100 Min)	
M 4.2	Course Unit 2 : Single words								4	2	L + P		
M 4.3	Course Unit 3 : Minimal Pair								4	2	L + P		
M 4.4	Course Unit 4 : Three words identification								4	2	L + P		
M 4.5	Course Unit 5 :Identifying words in sentences by substitution								4	2	L + P		
M 4.6	Course Unit 6 : Phrases, sentences, Reading Passage								4	2	L + P		
M 4.7	Course Unit 7 : Phonemes /a/ to /z/								4	2	L + D + P		
M5	Speaking for General Purposes (KPING 11203) - Compulsory	2							28	14			2 / 149
M 5.1	Course Unit 1: Personal Information								4	2	L + P + D	Oral Examination (100 min)	
M 5.2	Course Unit 2: Family and Friends								4	2	L + P + D		
M 5.3	Course Unit 3: Daily Activities								4	2	L + P + D		
M 5.4	Course Unit 4: Telephone Lines								4	2	L + P + D		
M 5.5	Course Unit 5: Movies, Films, and TV Watching								4	2	L + P + D		
M 5.6	Course Unit 6: Describing Objects, People, and Pictures								4	2	L + P + D		
M 5.7	Course Unit 7: Asking Questions, Dialogues, and Role Plays								4	2	L + P + D		
M6	Intensive Reading (KPING 11207) - Compulsory	2							28	14			2 / 149
M 6.1	Course Unit 1 : Reading Skills								6	3	L + P + D	Project Presentation (100 minutes)	
M 6.2	Course Unit 2 : Finding Main Ideas								4	2	L + P + D		
M 6.3	Course Unit 3 : Paraphrasing								6	3	L + P + D		
M 6.4	Course Unit 4 : Comparative Skills								8	4	L + P + D		
M 6.5	Course Unit 5 : Material Development								4	2	L + P + D		
M7	Paragraph Writing (KPING 112010) - Compulsory	2							28	14			2 / 149
M 7.1	Introduction to Paragraph Writing								2	1	L + D	Essay Examination (100 Min)	
M 7.2	Paragraph Development								14	7	L + D + A		
M 7.3	Letter Writing								4	2	L + D + A		
M 7.4	Types of Procedure Writing								4	2	L + D + A		
M 7.5	Types od Descriptive Writing								4	2	L + D + A		
M8	English Vocabulary (KPING 112013) - Compulsory	2							28	14			2 / 149
M 8.1	Course Unit 1 : Introduction to Teaching and Learning Vocabulary								2	1	L + D	Paper Based Exam (150 minutes)	
M 8.2	Course Unit 2 : Word Order and Using Dictionary								4	2	L + D		
M 8.3	Course Unit 3 : Expressions of Quantity and Time								2	1	L + D		
M 8.4	Course Unit 4 : Family Tree and Word Groups								4	2	L + D		
M 8.5	Course Unit 5 : Word Partnership								2	1	L + D + DL		
M 8.6	Course Unit 6 : Adverbial Phrases, Preposition, and Prepositional Phrases								6	3	L + D		
M 8.7	Course Unit 7 : Idiomatic Expressions								4	2	L + D + DL		
M 8.8	Course Unit 8 : Words in Context								4	2	L + D + DL		
M9	Basic English Structure (KPING 113014) - Compulsory	2							28	14			2 / 149
M9.1	Course Unit 1: Sentence Patterns and Their Components/Constituents								2	1	L + P + D	Paper Based Exam (100 minutes)	
M9.2	Course Unit 2: English Basic Sentence Patterns								2	1	L + P + D		
M9.3	Course Unit 3: English Parts of Speech (Word Classes)								6	3	L + P + D		
M9.4	Course Unit 4: English Tenses								14	7	L + P + D		
M9.5	Course Unit 5: Singular and Plural Nouns								2	1	L + P + D		
M9.6	Course Unit 6: Enlish Interrogatives Sentences								2	1	L + P + D		

2 nd Semester									
M1	RELIGION - CATHOLIC / MKU 12203 (COMPULSORY)	2					28	14	2 / 149
M 1.1	Course Unit 1: Theodicy: A Christian dogmatics						2	1	L + D
M 1.2	Course Unit 2: The Creation of Human Beings						2	1	L + D + P
M 1.3	Course Unit 3: The Call of Christian Life						4	2	L + D
M 1.4	Course Unit 4: Religion and Dialogues						4	2	L + D + P
M 1.5	Course Unit 5: Jesus Christ and His Salvation						4	2	L + D
M 1.6	Course Unit 6: The Church Mission						4	2	L + D
M 1.7	Course Unit 7: Catholic Tradition and Characteristics						4	2	L + D
M 1.8	Course Unit 8: Sacraments of Church						4	2	L + D
M1	RELIGION - PROTESTANT / MKU 12203 (COMPULSORY)						28	14	2 / 149
M 1.1	Course Unit 1: Religion and Its Function in Life						2	1	L + GD
M 1.2	Course Unit 2: God in Christian Faith						2	1	L + GD
M 1.3	Course Unit 3: Human Being and His Responsibility						2	1	L + GD
M 1.4	Course Unit 4: Christian Faith, Science and Technology						2	1	L + GD
M 1.5	Course Unit 5: Christian Faith and Ecology						6	3	L + GD + P
M 1.6	Course Unit 6: Christian Faith and Human Right						6	3	L + GD + P
M 1.7	Course Unit 7: Christian Faith and Its Application						8	4	L + GD + P
M1	RELIGION - ISLAM / KPING 12308 (COMPULSORY)						28	14	2 / 149
M 1.1	Course Unit 1: Concept of Islamic education in Higher Education						4	2	L + GD
M 1.2	Course Unit 2: The way human being believe in God						2	1	L + GD
M 1.3	Course Unit 3: Faith, Islam and "Ihsan"						8	4	L + GD
M 1.4	Course Unit 4: "Qur'ani "Paradigm"						6	3	L + GD + P
M 1.5	Course Unit 5: Establishing unity in diversity						2	1	L + GD + P
M 1.6	Course Unit 6: Islam and modernization challenge						4	2	L + GD + P
M 1.7	Course Unit 7: Contribution of Islam to global civilization						2	1	L + GD + P
M2	CIVICS / MKU 1004 (COMPULSORY)	2					24	12	2 / 149
M 2.1	Course Unit 1: essence and urgency of national identity						2	1	L + S
M 2.2	Course Unit 2: urgency and national integration as the parameter of						4	2	L + S
M 2.3	Course Unit 3: norms and values of the 1945 constitution of Indonesia						4	2	L + S
M 2.4	Course Unit 4: the harmoy of national duties and right and citizen right of						2	1	L + S
M 2.5	Course Unit 5: the essence of instruments and practices of Indonesian democracy based on Pancasila nad the 1945 constitution						4	2	L + S
M 2.6	Course Unit 6: Historical, constitutional, social, political, and cultural						4	2	L + S
M 2.7	Course Unit 7: Historical dynamics and urgency of archipelagic insight, national defense of Indonesia						4	2	L + S
M3	ARCHIPELAGIC DRYLAND, AGRICULTURE, AND TOURISM/MKP 12201 (COMPULSORY)	2					16	8	2 / 149
M 3.1	Course Unit 1: Dry land management concept						2	1	L + S + T
M 3.2	Course Unit 2: Conventional soil cultivation						4	2	L + S + T
M 3.3	Course Unit 3: Dry land cultivation technique						2	1	L + S + T
M 3.4	Course Unit 4: Tourism sector management and tourism optimization in Eastern Nusa Tenggara Province						2	1	L + S + T
M 3.5	Course Unit 5: Eastern Nusa Tenggara as dry land and tourism area						4	2	L + S + T
M 3.6	Course Unit 6: Archipelagic dry land based tourism development						2	1	L + S + T
M4	STUDENTS LEARNING DEVELOPMENT / KP 12202 (COMPULSORY)	2					28	14	2 / 149
M 4.1	Course Unit 1: Development and Study Areas of Students Learning Development						2	1	L + P + D
M 4.2	Course Unit 2: Factors affecting Learner Growth and Development						2	1	L + P + D
M 4.3	Course Unit 3: Individual Development						6	3	L + P + D
M 4.4	Course Unit 4: Individual Differences of Learners						4	2	L + P + D
M 4.5	Course Unit 5: Physical, Cognitive, Social, Emotional, Moral, and Language Development						10	5	L + P + D
M 4.6	Course Unit 6: The Influence of Individual Developments on Education						4	2	L + P + D
M5	LEARNING AND INSTRUCTION / KP 12202 (COMPULSORY)	2					16	8	2 / 149
M 5.1	Course Unit 1: The Essence of Learning and Instruction						4	2	L + P + D
M 5.2	Course Unit 2: The Principles and Components of Learning and Instruction						4	2	L + P + D
M 5.3	Course Unit 3: The Theories of Learning and Instruction						4	2	L + P + D
M 5.4	Course Unit 4: Social Interaction and Learning Motivation						4	2	L + P + D
M 5.5	Course Unit 5: Learning Approaches						4	2	L + P + D
M 5.6	Course Unit 6: Learning Models and Methods						4	2	L + P + D
M 5.7	Course Unit 7: Basic Concepts of Evaluation of Learning and Instruction						4	2	L + P + D
M6	EXTENSIVE READING/KPING 12308 (COMPULSORY)	3					28	14	3 / 149
M 6.1	Introduction to Extensive Reading (Some basic concepts).						2	1	L + GD
M 6.2	The Benefits of Extensive Reading						2	1	L + GD
M 6.3	Types of Extensive Reading						2	1	L + GD
M 6.4	Extensive Reading Resources						2	1	L + GD
M 6.5	Fictional Readings						6	3	L + GD + P
M 6.6	Non-Fictional Readings						6	3	L + GD + P
M 6.7	Book Report						8	4	L + GD + P
M7	SPEAKING FOR SOCIAL PURPOSES / KPING 12308 (COMPULSORY)	3					28	14	3 / 149
M 7.1	Course Unit 1 : Personal Information						4	2	L + D + P
M 7.2	Course Unit 2 : Star Sign						4	2	L + D + P
M 7.3	Course Unit 3 : Small Talk						2	1	L + D + P
M 7.4	Course Unit 4 : Story Telling						4	2	L + D + P
M 7.5	Course Unit 5 : Telephone Lines						2	1	L + D + P
M 7.6	Course Unit 6 : Superstitions						4	2	L + D + P
M 7.7	Course Unit 7 : Movies						4	2	L + D + P
M 7.8	Course Unit 8 : Developing Fluency						4	2	L + D + P

M8	ESSAY WRITING / KPING 122011 (COMPULSORY)		2					28	14			
M 8.1	Description of places							2	1	L + Q&A + WP	Essay Examination (100 Min)	2 / 149
M 8.2	Website reviews							2	1	L + Q&A + WP		
M 8.3	Instructions and guidelines							4	2	L + Q&A + WP		
M 8.4	Writing a CV							4	2	L + Q&A + WP		
M 8.5	Writing a cover letter							2	1	L + Q&A + WP		
M 8.6	Gathering information							2	1	L + Q&A + WP		
M 8.7	Report Writing							6	3	L + Q&A + WP		
M 8.8	Essay Writing							6	3	L + Q&A + WP		
M9	INTERMEDIATE ENGLISH STRUCTURE / KPING 122015		2					14	7			2 / 149
M 9.1	English Modal Expressions							2	1	L + D	Essay Examination (100 Min)	
M 9.2	English Gerunds & Infinitives							2	1	L + D		
M 9.3	English Nouns & Their Grammatical Features							2	1	L + D		
M 9.4	English Passive Voice							2	1	L + D		
M 9.5	English Prepositions							2	1	L + D		
M 9.6	English Comparison of Adjectives & Adverbs							2	1	L + D		
M 9.7	General Review							2	1	L + D		
3rd Semester												
M1	EDUCATIONAL PROFESSION / KP 13204 (COMPULSORY)		2					28	14			2 / 149
M 1.1	Course Unit 1: The concept of the educational profession; the concept of the profession, the concept of Education, the main duties and ethical code of the teaching profession							2	1	L + P + D	Paper Based Exam (100 minutes)	
M 1.2	Course Unit 2: The characteristics of professional work and the nature of teacher professionalism							2	1	L + P + D		
M 1.3	Course Unit 3: The principles of professionalism and the characteristics of the 21st century professional teacher							4	2	L + P + D		
M 1.4	Course Unit 4: Standardization of the teaching profession; standardization of teacher qualifications, standardization of competence & standardization of teacher certificates							6	3	L + P + D		
M 1.5	Course Unit 5: Teacher professionalism; teacher code of ethics, teacher professionalism as well as teacher and student character							4	2	L + P + D		
M 1.6	Course Unit 6: Challenges to teacher professionalism and the demands of 21st century education							4	2	L + P + D		
M 1.7	Course Unit 7: Use of learning media							2	1	L + P + D		
M 1.8	Course Unit 8: Education Quality Assurance							4	2	L + P + D		
M2	ACADEMIC READING / KPING 13309 (COMPULSORY)		3					28	14			3 / 149
M 2.1	Course Unit 1 : Introduction to TOEFL Reading							2	1	L + D	Exam Report (100 Min)	
M 2.2	Course Unit 2 : Introduction to IELTS Reading							2	1	L + D		
M 2.3	Course Unit 3 : Types of questions in TOEFL Reading							6	3	L + D		
M 2.4	Course Unit 4 : Types of questions in TOEFL Reading							6	3	L + D		
M 2.5	Course Unit 5 : Critical Reading for text evaluation							6	3	L + D + P		
M 2.6	Course Unit 6 : Summarizing, Paraphrasing and Quotation							6	3	L + D + P		
M3	SPEAKING FOR ACADEMIC PURPOSES / KPING 13305		3					42	12			3 / 149
M 3.1	Academic English							6	2	IP + S/RP + SGD	Essay Examination (100 Min)	
M 3.2	Introducing self and others in advance way							6	2	IP + S/RP + SGD		
M 3.3	Using proper expression in a speech and discussion							6	2	IP + S/RP + SGD		
M 3.4	Presenting Research Articles							9	2	IP + S/RP + SGD		
M 3.5	Building and Practicing Arguments in debate							9	2	IP + S/RP + SGD		
M 3.6	Delivering academic speech							6	2	IP + S/RP + SGD		
M4	ACADEMIC WRITING / KPING 133012 (COMPULSORY)		3					28	18			3 / 149
M 4.1	Concept of Academic Writing							2	2	L + D	Essay Examination (100 Min)	
M 4.2	Types of Academic Writing							2	2	L + D		
M 4.3	Documents/Text Types of Academic Writing							2	2	L + D		
M 4.4	Planning and Drafting Outlining							2	2	L + D + P		
M 4.5	Descriptive, Analytical, Persuasive and Critical Writing							12	6	L + D + P		
M 4.6	Evidencem Plagiarism, and Referencing							4	2	L + D + P		
M 4.7	Editing and Proofreading							4	2	L + D + P		
M5	ADVANCED ENGLISH STRUCTURE / KPING 133016 (COMPULSORY)		3					33	14			3 / 149
M 5.1	Sentence elements (constituents) and Parts of Speech (REVIEW)							3	1	L + D	Essay Examination (100 Min)	
M 5.2	English Basic Sentence Patterns, Their Constituents & Grammatical Functions (REVIEW)							3	1	L + D		
M 5.3	Expanding Basic Sentence Components							3	1	L + D		
M 5.4	Coordinate Conjunctions and Compound Sentences							3	1	L + D		
M 5.5	Noun or Complement Clauses							6	3	L + D		
M 5.6	Adjective and Adverb Clauses							6	3	L + D		
M 5.7	Conditional Clauses							3	1	L + D		
M 5.8	Sentence Problems							6	3	L + D		
M6	EXTENSIVE LISTENING / KPING 13202 (COMPULSORY)		2					28	14			2 / 149
M 6.1	Listening Diagnostic Pre-Test							2	1	L	Project Report (100 Min)	
M 6.2	Short Dialogues							2	1	L		
M 6.3	Listening to negatives and contrary meaning							2	1	L		
M 6.4	Listening to WH-Question							2	1	L		
M 6.5	Idiomatic Language							6	3	L + GD		
M 6.6	Long Conversation: Before and while listening							6	3	L + GD		
M 6.7	Long Talks: casual conversation and academic lectures							8	4	L + GD		
M7	PHONOLOGY / KPING 132018 (COMPULSORY)		2					12	6			2 / 149
M 7.1	Concepts and Definitions of Phonetics and Phonology							2	1	L + D	Essay Examination (100 Min)	
M 7.2	Issues Around Phonetics							2	1	L + D		
M 7.3	Consonants and Vowels							2	1	L + D		
M 7.4	Phonemes							2	1	L + D		
M 7.5	Distinctive Features							2	1	L + D		
M 7.6	Some Phonological Processes							2	1	L + D		

M8	LITERATURE / KPING 132038 (COMPULSORY)							2						19	9							2 / 149
M 8.1	Course Unit 1 : Some Basic Concepts of Literature													2	1	L + D						
M 8.2	Course Unit 2 : The importance of literature and the function of literature in													2	1	L + D						
M 8.3	Course Unit 3 : Three major types of literature (drama, prose, poetry)													2	1	L + D						
M 8.4	Course Unit 4: The history of literature													4	2	L + D + P						
M 8.5	Course Unit 5 : Indonesian and East Nusa Tenggara literary works													6	3	L + D + P						
M 8.6	Course Unit 6 : Digital literature													3	1	L + D + P						
4th Semester																						
M1	ANTICORRUPTION EDUCATION /MKP 14102 (COMPULSORY)													20	10							1 / 149
M 1.1	Course Unit 1: The nature of anti-corruption education													2	1	L + S + T						
M 1.2	Course Unit 2: The anti-corruption values and principle													4	2	L + S + T						
M 1.3	Course Unit 3: National character dilemma toward temptation													2	1	L + S + T						
M 1.4	Course Unit 4: Forms of corruption and their causes													2	1	L + S + T						
M 1.5	Course Unit 5: Corruption eradication efforts and its institution													4	2	L + S + T						
M 1.6	Course Unit 6: Model of anti-corruption education													2	1	L + S + T						
M 1.7	Course Unit 7: Indoctrination strategy of anti-corruption educational values													4	2	L + S + T						
M2	MORPHOLOGY / KPING 142019 (COMPULSORY)													14	7							2 / 149
M 2.1	Word, Morpheme, Allomorph & Lexeme													2	1	L + D						
M 2.2	Morphosyntactic Classes													2	1	L + D						
M 2.3	Roots, Stems and Bases													2	1	L + D						
M 2.4	Classification of Morphemes and Their basic Structures													2	1	L + D						
M 2.5	Derivational Morphemes in Detail													2	1	L + D						
M 2.6	Word Formation													2	1	L + D						
M 2.7	Morphological Typology													2	1	L + D						
M3	INSTRUCTIONAL DESIGN /KPING 143032 (COMPULSORY)													42	16							3 / 149
M 3.1	Course Unit 1 : Basic concepts about communication and basic teaching skills													3	1	L + D						
M 3.2	Course Unit 2 : Basic questioning skills													3	1	L + D						
M 3.3	Course Unit 3 : Basic skills of providing reinforcement													3	1	L + D						
M 3.4	Course Unit 4 : Basic skills about holding variations													3	1	L + D + P						
M 3.5	Course Unit 5 : Basic skills of explaining													3	1	L + D + P						
M 3.6	Course Unit 6 : Basic skills of opening & closing a learning													3	1	L + D + P						
M 3.7	Course Unit 7 : Basic skills in teaching small groups and individuals													3	1	L + D + P						
M 3.8	Course Unit 8 : Basic Skills of Classroom Management													3	1	L + D + P						
M 3.9	Course Unit 9 : Basic skills of teaching small groups													6	3	L + D + P						
M 3.10	Course Unit 10 : Middle and high school English syllabus model													3	1	L + D + P						
M 3.11	Course Unit 11 : Model of English Lesson Plan for The Middle and High Schools													3	1	L + D + P						
M 3.12	Course Unit 12 : Peer teaching observation guideline													6	3	L + D + P						
M4	CROSS-CULTURAL COMMUNICATION /KPING 143024 (COMPULSORY)													22	11							3 / 149
M 4.1	Basic Concepts of Culture and Communication													2	1	L + D						
M 4.2	The Approaches to Culture Through Language and Symbols													2	1	L + D						
M 4.3	The Characteristics of Culture, Acculturation, and Intercultural Communication													6	3	L + D + P						
M 4.4	The relationship of Language and Culture, Enculturation, and Cyber Society													6	3	L + D + P						
M 4.5	Cross-Cultural Communication Cases in Society													6	3	L + D						
M5	SOCIOLINGUISTICS /KPING 142022 (COMPULSORY)													28	14							2 / 149
M 5.1	History and Overview of Sociolinguistics													8	4	L + D						
M 5.2	Language and Society													6	3	L + D						
M 5.3	Language and Interaction													6	3	L + D						
M 5.4	Language Variations													4	2	L + D						
M 5.5	Language Contact													2	1	L + D						
M 5.6	Language Power and Inequality													2	1	L + D						
M6	TRANSLATION AND INTERPRETING /KPING 143027 (COMPULSORY)													28	14							3 / 149
M 6.1	Definition of Translation and Interpreting													2	1	L + GD + P						
M 6.2	Science of translation and Grammar translation method													2	1	L + GD + P						
M 6.3	The Process of translation													2	1	L + GD + P						
M 6.4	Types of translation													2	1	L + GD + P						
M 6.5	Problem in translating from English to Indonesia and Vice Versa													6	3	L + GD + P						
M 6.6	Analyze the given phrases and sentences through three steps													6	3	L + GD + P						
M 6.7	Written Translation: Narrative and descriptive text based translation, Academic and Technical text based translation													8	4	L + GD + P						
M7	SEMANTICS/KPING 142021(COMPULSORY)													28	14							2 / 149
M 7.1	Introductory Concept of Semantics in Linguistics													4	2	L + GD						
M 7.2	Semantics and Other Disciplines													4	2	L + D						
M 7.3	The Types of Semantics													4	2	L + D						
M 7.4	Meanings in Semantics													4	2	L + GD + P						
M 7.5	Aspects and Scope of Meaning													4	2	L + GD						
M 7.6	Types of meaning and Componential Analysis													8	4	L + D + P						
M8	SECOND LANGUAGE ACQUISITION (SLA) /KPING 143017 (COMPULSORY)													28	14							3 / 149
M 8.1	Course Unit 1: Introduction													4	2	L						
M 8.2	Course Unit 2: Learning Acquisition													4	2	L						
M 8.3	Course Unit 3: SLA Hypothesis													4	2	L						
M 8.4	Course Unit 4: Learning and Acquisition Hypothesis													4	2	L						
M 8.5	Course Unit 5: Natural Hypothesis													4	2	L						
M 8.6	Course Unit 6: Monitor Hypothesis													4	2	L						
M 8.7	Course Unit 7: Affective filter hypothesis													4	2	L						

M9	COURSE MANAGEMENT - THEORY /KPING 142039 (COMPULSORY)				2			28	14			2 / 149
M 9.1	Course Unit 1 : ELT Context and Programs							2	1	L + D	Exam (100 Min)	
M 9.2	Course Unit 2 : The Importance of Course Management							2	1	L + D		
M 9.3	Course Unit 3 : ELT Management and Business							2	1	L + D		
M 9.4	Course Unit 4 : ELT Business Organization and Production of Service							2	1	L + D		
M 9.5	Course Unit 5 : Private Class							4	2	L + D		
M 9.6	Course Unit 6 : Small-scale Course							4	2	L + D		
M 9.7	Course Unit 7 : Bimbel							4	2	L + D		
M 9.8	Course Unit 8 : Online Class							4	2	L + D		
M 9.9	Course Unit 9 : Large-scale Course							4	2	L + D		
5th Semester												
M1	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) /KPING 153029 (COMPULSORY)				2			28	14			2 / 149
M 1.1	Introduction to Language Teaching							4	2	L + D	Essay Examination (100 Min)	
M 1.2	The Classification of Methods and Approaches in ELT							4	2	L + D		
M 1.3	Teaching Across Age Levels: Teaching English to Children, Teenegers,							4	2	L + D		
M 1.4	Lesson Planning (for Teaching Practice Preparation)							4	2	L + D + P		
M 1.5	Lesson Planning I: The Structure of Language Lesson							4	2	L + D + P		
M 1.6	Lesson Planning II: The Structure of a Skills Lesson							4	2	L + D + P		
M 1.7	Project Plan and Teaching Practice							4	2	L + D + P		
M2	LANGUAGE TESTING AND EVALUATION - THEORY /KPING 152030 (COMPULSORY)				2			28	14			4 / 149
M 2.1	Course Unit 1 : Test, Measurement, Assessment and Evaluation							2	1	Q + D + P	Exam (200 Min)	
M 2.2	Course Unit 2 : Testing, Assessment and Teaching							2	1	Q + D + P		
M 2.3	Course Unit 3 : Assessment Purposes and Approaches							2	1	Q + D + P		
M 2.4	Course Unit 4 : Prinsciples of Language Assessment							2	1	Q + D + P		
M 2.5	Course Unit 5 : Designing Classroom Language Tests							4	2	Q + D + P		
M 2.6	Course Unit 6 : Communicative Language Testing							2	1	Q + D + P		
M 2.7	Course Unit 7 : Standardized Testing							4	2	Q + D + P		
M 2.8	Course Unit 8 : Beyond Test: Alternatives in Assessment							2	1	Q + D + P		
M 2.9	Course Unit 9 : Authentic Assessment							2	1	Q + D + P		
M 2.10	Course Unit 10 : Grading and Student Evaluation							2	1	Q + D + P		
M 2.11	Course Unit 11 : Designing Rubrics							2	1	Q + D + P		
M 2.12	Course Unit 12 : Technology in Assessment							2	1	Q + D + P		
M3	SEMIOTICS /KPING 152023 (COMPULSORY)				2			28	14			2 / 149
M 3.1	Introduction to the study of Signs							2	1	L + D	Essay Examination (100 Min)	
M 3.2	Ferdinand De Saussure 's Semiotics							4	2	L + D		
M 3.3	Charles Sanders Pierce's Triadic Concept							4	2	L + D		
M 3.4	Semiotic Analysis for Beginners							6	3	L + D + P		
M 3.5	Denotation and Connotation, metaphor							6	3	L + D		
M 3.6	Semiotics: Text Analysis							6	3	L + D + P		
M4	RESEARCH METHODOLOGY /KPING 153035 (COMPULSORY)				3			42	21			3 / 149
M 4.1	Course Unit 1 : Types of Research							9	4,5	P + D + Q&A	Exam (150 Min)	
M 4.2	Course Unit 2 : Research Problems							6	3	P + D + Q&A		
M 4.3	Course Unit 3 : Literature Review							3	1,5	P + D + Q&A		
M 4.4	Course Unit 4 : Hypothesis							3	1,5	P + D + Q&A		
M 4.5	Course Unit 5 : Sampling Strategies							3	1,5	P + D + Q&A		
M 4.6	Course Unit 6 : Research Methods							12	6	P + D + Q&A		
M 4.7	Course Unit 7 : Research Instruments							3	1,5	P + D + Q&A		
M 4.8	Course Unit 8 : Data Analysis							3	1,5	P + D + Q&A		
M5	MICROTEACHING /KPING 153033 (COMPULSORY)				3			42	17			3 / 149
M 5.1	Basic and Advanced Questioning Skills							3	2	L + D + S	Teaching Practice (150 Min)	
M 5.2	Skills of Giving Reinforcement and Explaining							6	3	L + D + S		
M 5.3	Skills of Opening and Closing Learning							6	3	L + D + S		
M 5.4	Classroom Management and Variation Skills							9	3	L + D + S		
M 5.5	Teaching and Guiding Discussion Skills							9	3	L + D + S		
M 5.6	Preparation of Syllabus and Lesson Plans							9	3	L + D + S		
M6	LANGUAGE PHILOSOPHY /KPING 152036 (COMPULSORY)				2			28	14			2 / 149
M 6.1	Concepts of Philosophy, Philosophy of Science, and Philosophy of Language							2	1	L + D	Essay Examination (100 Min)	
M 6.2	Ontology, Epistemology and Axiology of Science							2	1	L + D		
M 6.3	Linguistic Philosophy and Philosophy of Language							2	1	L + D		
M 6.4	Definition of Philosophy of Language, Position of Language in Philosophy, and Extent of Study of Philosophy of Language							2	1	L + D		
M 6.5	Meaning and theories of meaning							2	1	L + D		
M 6.6	Meaning in Philosophy							2	1	L + D		
M 6.7	Philosophical studies of language in the Greek Age							2	1	L + D		
M 6.8	Philosophical study of language in the Roman period							2	1	L + D		
M 6.9	Philosophical studies of language in the Middle Ages							2	1	L + D		
M 6.10	Philosophical studies of modern-day language							2	1	L + D		
M 6.11	Analytical Philosophy of Language							2	1	L + D		
M 6.12	Philosophy of Language and Semiotics.							2	1	L + D		
M 6.13	Hermeneutics							2	1	L + D		
M 6.14	The Role of Language in Postmodernist Philosophy							2	1	L + D		
M7	DISCOURSE ANALYSIS /KPING 152025 (COMPULSORY)				2			30	13			2 / 149
M 7.1	Discourse Analysis and Linguistics							2	1	L + D	Essay Examination (100 Min)	
M 7.2	Classification of Discourse							2	2	L + D		
M 7.3	Cohesive and Coherence, Contexts of Situation and Culture							2	2	L + D		
M 7.4	Conversational Analysis							6	2	L + D + P		
M 7.5	Cooperative Principles							6	2	L + D + P		
M 7.6	Truth in Discourse							6	2	L + D + P		
M 7.7	Pragmatics and Speech Act in Discourse Analysis							6	2	L + D + P		

M8	LANGUAGE PLANNING AND POLITICS / KPING 152026 (COMPULSORY)				2		28	14			2 / 149
M 8.1	Definition and History of Language Planning and Politics						4	2	L + D	Essay Examination (100 Min)	
M 8.2	Principles of Language Planning and Politics						4	2	L + D		
M 8.3	The Orientation of Language Planning and Politics						2	1	L + D		
M 8.4	Categories of Language Planning and Politics						2	1	L + D		
M 8.5	Aims of Language Planning and Politics						2	1	L + D		
M 8.6	Actors in Language Planning and Politics						2	1	L + D		
M 8.7	Ideal Types of Language Planning and Politics						2	1	L + D		
M 8.8	Models of Language Planning and Politics						2	2	L + D		
M 8.9	Language Planning and Politics in Different Parts of the World						2	1	L + D		
M 8.10	Language Planning and Politics in Indonesia						4	1	L + D		
M 8.11	Language Planning and Politics in National and International Communities						2	1	L + D		
M9	SYNTAX / KPING 153020 (COMPULSORY)				3		42	18			3 / 149
M 9.1	Introduction to Basic Concepts of Syntax						9	4	L + D + P	Essay Examination (150 Min)	
M 9.2	Constituent Structures and Consistency Test						6	3	L + D + P		
M 9.3	Phrasal Categories 1, 2, 3						6	3	L + D + P		
M 9.4	Simple Sentences and Their Syntactic Configuration						6	2	L + D + P		
M 9.5	Compound Sentences and Their Syntactic Configuration						9	4	L + D + P		
M 9.6	Complex Sentences and Their Syntactic Configuration						3	1	L + D + P		
M 9.7	Non-finite Clauses and Their Syntactic Configuration						3	1	L + D + P		
6th Semester											
M1	ENGLISH FOR CHILDREN / KPING 162042 (ELECTIVE)				2		19	9			2 / 149
M 1.1	Course Unit 1 : The Concepts of CALL and MALL						2	1	L + D	Project Presentation (100 Min)	
M 1.2	Course Unit 2 : The Concepts of ESL and EFL						2	1	L + D		
M 1.3	Course Unit 3 : The Elements of Fictional and Non-Fictional Prose						2	1	L + D		
M 1.4	Course Unit 4 : Some facts about differences between adults and children and characteristics of children's learning styles						4	2	L + D + P		
M 1.5	Course Unit 5 : Teaching through stories, games, and songs						6	3	L + D + P		
M 1.6	Course Unit 6 : Creating a learning environment for children language: How to maximize their English skills (Listening, Reading, Speaking, and Writing)						3	1	L + D + P		
M2	LANGUAGE GAMES AND SONGS / KPING 162043 (ELECTIVE)				2		28	14			2 / 149
M 2.1	Introduction to Language Games and Songs						2	1	L + D	Essay Examination (100 Min)	
M 2.2	Introduction to Language Games						4	2	L + D + A		
M 2.3	Complete Description of a Language Game						2	1	L + D + A		
M 2.4	The Classification of a Game (Part 1)						8	4	L + D + A + DL		
M 2.5	The Classification of a Game (Part 2)						8	4	L + D + A + DL		
M 2.6	Using Songs in ELT						4	2	L + D + SGD+ DL		
M3	POETRY / KPING 162044 (ELECTIVE)				2		19	9			2 / 149
M 3.1	Course Unit 1 : Theory and Concept of Literature						2	1	L + D	Project Presentation (100 Min)	
M 3.2	Course Unit 2 : Classification of Literature						2	1	L + D		
M 3.3	Course Unit 3 : Concept and Poetry Definition						2	1	L + D		
M 3.4	Course Unit 4 : Types of Poetry and their characteristics						4	2	L + D + P		
M 3.5	Course Unit 5 : Basic Elements of Poetry						6	3	L + D + P		
M 3.6	Course Unit 6 : How to analyze Poetry						3	1	L + D + P		
M4	DRAMA / KPING 162045 (ELECTIVE)				2		28	14			2 / 149
M 4.1	Course Unit 1 : Nature and genres of drama						4	2	L + D	Project Presentation (100 Min)	
M 4.2	Course Unit 2 : Elements of drama						16	8	L + D + P		
M 4.3	Course Unit 3 : Script writing						4	2	P + D		
M 4.4	Course Unit 4 : Character development						2	1	L + D + P		
M 4.5	Course Unit 5 : Performing a play						2	1	L + D + P		
M5	ENGLISH FOR TOURISM AND HOSPITLITY / KPING 162046 (ELECTIVE)				2		28	14			2 / 149
M 5.1	Course Unit 1 : Concept of Tourism						4	2	L+D	Paper scientific (100 minutes)	
M 5.2	Course Unit 2 : Benefits of Studying English for Tourism						4	2	L+D		
M 5.3	Course Unit 3 : Tourism Objects and Destinations in Indonesia						4	2	L+D		
M 5.4	Course Unit 4 : Forms of Tourism						4	2	L+D		
M 5.5	Course Unit 5 : Problems of Tourism in Indonesia and How to overcome						4	2	L+D		
M 5.6	Course Unit 6 : Tourism Industry and Hospitality Industry						4	2	L+D		
M 5.7	Course Unit 7 : Penyusunan Paper dan Presentation						4	2	L+P		
M6	PROSE / KPING 162047 (ELECTIVE)				2		19	9			2 / 149
M 6.1	Course Unit 1 : Introduction to Prose						2	1	L + D	Project Presentation (100 Min)	
M 6.2	Course Unit 2 : The Characteristics od prose Works						2	1	L + D		
M 6.3	Course Unit 3 : The Elements of Fictional and Non-Fictional Prose						2	1	L + D		
M 6.4	Course Unit 4 : Children Literature						4	2	L + D + P		
M 6.5	Course Unit 5 : Digital Literary Works						6	3	L + D + P		
M 6.6	Course Unit 6 : Non-literary Texts						3	1	L + D + P		
M7	PSYCHOLINGUISTICS / KPING 162048 (ELECTIVE)				2		28	14			2 / 149
M 7.1	Course Unit 1 : Introduction						2	1	L	Paper Based Exam (100 minutes)	
M 7.2	Course Unit 2 : Receptive Skills						2	1	L		
M 7.3	Course Unit 3 : Productive Skills						2	1	L + P		
M 7.4	Course Unit 4 : The Teaching of Listening Skill						2	1	L + P		
M 7.5	Course Unit 5 : The Teaching of Reading Skill						4	2	L + P		
M 7.6	Course Unit 6 : The Teaching of Speaking Skill						4	2	L + P		
M 7.7	Course Unit 7 : The Teaching of Writing Skill						4	2	L + D + P		
M 7.8	Course Unit 8 : The Teaching of Vocabulary and Grammar						4	2	L + D + P		
M 7.9	Course Unit 9 : Teaching Integrated Skill						4	2	L + D + P		

M8	ENGLISH FOR SCIENCE AND TECHNOLOGY / KPING 162049 (ELECTIVE)						2		28	14			2 / 149
M 8.1	Course Unit 1 : Let's Get Our River Back								2	1	L + D	Paper Based Exam (100 minutes)	
M 8.2	Course Unit 2 : Solar Flyer								2	1	L + D		
M 8.3	Course Unit 3 : What are Asteriods								4	2	L + D		
M 8.4	Course Unit 4 : DNA								4	2	L + D		
M 8.5	Course Unit 5 : Food Spoiledge and Food Preservation								4	2	L + D		
M 8.6	Course Unit 6 : Geetting Electricity from the Wind								4	2	L + D		
M 8.7	Course Unit 7 : Exploring the Internet								4	2	L + D		
M 8.8	Course Unit 8 : New Inventions								4	2	L + D		
M9	ENGLISH FOR BUSINESS AND BANKING / KPING 162050 (ELECTIVE)						2		28	14			2 / 149
M 9.1	Course Unit 1 : Introduction to English for Business and Banking								4	2	L + D	Project Report (100 Min)	
M 9.2	Course Unit 2 : Business and Banking vocabulary								4	2	L + D		
M 9.3	Course Unit 3 : Micro, small, and medium enterprise (MSME) in Indonesia								12	6	P + D		
M 9.4	Course Unit 4 : Starting a business								8	4	L + D + P		
M10	ENGLISH FOR PUBLIC RELATION / KPING 162051 (ELECTIVE)						2		28	14			2 / 149
M 10.1	Course Unit 1 : Definition of Public Relations								2	1	L + D	Project Presentation (100 Min)	
M 10.2	Course Unit 2 : Duties of public relations officers								2	1	L + D		
M 10.3	Course Unit 3 : Public speaking & good presentation								4	2	L + D + P		
M 10.4	Course Unit 4 : Writing a company profile								4	2	L + D + P		
M 10.5	Course Unit 5 : Build Relationship, effective communication								4	2	L + D + P		
M 10.6	Course Unit 6 : Marketing, Advertisement								6	3	L + D + P		
M 10.7	Course Unit 7 :Journalism, Press Release								6	3	L + D + P		
M11	SPEECH MAKING AND DEBATING / KPING 162051 (ELECTIVE)						3		28	14			3 / 149
M 11.1	Introdution to Public Speaking								4	2	L + D	Essay Examination (100 Min)	
M 11.2	Introdution to Speech Making								4	2	L + D + IP		
M 11.3	Types of Speech								6	2	L + D		
M 11.4	Introdution to Debating								2	2	L + D		
M 11.5	Formats for Debating								4	2	L + D		
M 11.6	Types of Arguments								4	2	L + D + S		
M 11.7	Teaching Debating in Classroom								4	2	L + D + S		
7th Semester													
M1	STUDENTS - TEACHING INTERNSHIP / KPING 174034 (COMPULSORY)							4	56	28			4 / 149
M 1.1	Course Unit 1: School Orientation								4	2	O + D	Teaching Practice Report	
M 1.2	Course Unit 2: School Observation								4	2	O + D		
M 1.3	Course Unit 3: Preparing Teaching and Learning Instruments								8	4	D + P		
M 1.4	Course Unit 4: Directed Teaching Practice								16	8	P + R		
M 1.5	Course Unit 5: Independent Teaching Practice								24	12	P + R		
M2	COMMUNITY SERVICE PROGRAM / KPING 174028 (COMPULSORY)							4	44	22			4 / 149
M 2.1	Course Unit 1: Orientation								12	6	P + D	Report Exam	
M 2.2	Course Unit 2: Implementation								8	4	P + D		
M 2.3	Course Unit 3: Monitoring								12	6	P + D		
M 2.4	Course Unit 4: Evaluation								12	6	P + D		
M3	COURSE MANAGEMENT - PRACTICE / KPING 173040 (COMPULSORY)							3	36	18			3 / 149
M 3.1	Course Unit 1: Appropriate teaching method and technique								6	3	O + P	Field Report (150 Minutes)	
M 3.2	Course Unit 2: Managing private class (PC)								6	3	O + P		
M 3.3	Course Unit 3: Managing Intensive Course								6	3	O + P		
M 3.4	Course Unit 4: Managing online class								6	3	O + P		
M 3.5	Course Unit 5: Managing small-scale course								6	3	O + P		
M 3.6	Course Unit 6: Managing large-scale course								6	3	O + P		
M4	SCHOOL MANAGEMENT / KPING 173041 (COMPULSORY)							3	42	21			3 / 149
M 4.1	Course Unit 1: Planning								6	3	O + P	Field Report (150 Minutes)	
M 4.2	Course Unit 2: Organizing								9	4,5	O + P		
M 4.3	Course Unit 3: Coordinating								9	4,5	O + P		
M 4.4	Course Unit 4: Monitoring and Controlling								9	4,5	O + P		
M 4.5	Course Unit 5: Evaluating								9	4,5	O + P		
M5	MULTIMEDIA IN ENGLISH LANGUAGE / KPING 173042 (COMPULSORY)							3	42	21			3 / 149
M 5.1	Course Unit 1: The Concept of Technology in Education, Instructional Media and Implementation of ICT in the Era of the Industrial Revolution 4.0								6	3	L + D	Project	
M 5.2	Course Unit 2: Utilization of Microsoft Word + Mendeley, Microsoft Excel, Microsoft PowerPoint + Canva, dan Niro PDF in ELT								9	4,5	T		
M 5.3	Course Unit 3: Utilization of Audio Text Editor, Whiteboard Animation (videoscribe), dan KineMaster in ELT								6	3	T		
M 5.4	Course Unit 4: Utilization of Google Classroom dan Video Conferences (Zoom, Gmeet, etc) in EELT								6	3	T		
M 5.5	Course Unit 5: Utilization of Quizizz dan Kahoot in ELT								3	1,5	T		
M 5.6	Course Unit 6: Utilization of Blog/Wordpress Web Hosting in ELT								6	3	T		
M 5.7	Course Unit 7: Utilization of Social Media Apps (YouTube, Instagram, Twitter, FB, Tiktok) in ELT								6	3	T		
M6	LANGUAGE TESTING AND EVALUATION - PRACTICE /KPING 172031 (COMPULSORY)							3	36	18			3 / 149
M 6.1	Course Unit 1 : Test, Measurement, Assessment and Evaluation								6	3	Q + D + P	Exam (200 Min)	
M 6.2	Course Unit 2 : Criteria of Good Tests								6	3	Q + D + P		
M 6.3	Course Unit 3 : Types of language testing								6	3	Q + D + P		
M 6.4	Course Unit 4 : Principles of Language Test Construction								6	3	Q + D + P		
M 6.5	Course Unit 5 : Principles of Language Test Validation								6	3	Q + D + P		
M 6.6	Course Unit 6 : Methods for Analysing and interpreting test results								6	3	Q + D + P		
TOTAL		18	20	20	21	21	23	20	1863	908			
IP	Individual Presentation	RP	Role-Play						D	Discussion			
S	Simulation	SGD	Small Group Discussion						L	Lecture			
P	Presentation	A	Assignment						GD	Group Discussion			
T	Tutorial	DL	Discovery Learning						Q	Quiz			
Q&A	Question and Answer	WP	Writing Practice										

Bachelor of Education on Indonesian Language and Literature (BEILL)

BEILL covers Indonesian language, literature, and teaching methodologies. It is structured to ensure that students acquire comprehensive knowledge and skills in these areas. The curriculum is oriented towards achieving learning outcomes that include linguistic proficiency, literary analysis, and effective teaching strategies. Students can take elective courses in advanced language studies and literature to further develop their skills.

The development of the curriculum refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Higher Education Standards and the UNDANA Rector's Regulation Number 3 of 2019 on Guidelines for Implementing Education in UNDANA. Development of the curriculum is based on (1) needs analysis through graduate users, (2) formulation of graduate profiles based on user needs, (3) formulation of learning outcomes (PLO) to match graduate profiles, (4) integration of PLO into study materials, (5) description of courses with credit weights and learning plans (DCU) based on study materials, and (6) development of teaching materials and evaluation.

Table 4 Curriculum Overview BEILL

Semester 1													
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
M1	THE HISTORY OF LITERATURE (KPIND 11431)	4							56	28			4 / 144
M1.1	The History of Indonesian Literature								8	4	LC	Exam Paper (200 Min)	
M1.2	Indonesian Literature in Balai Pustaka Period								8	4	SGD + P		
M1.3	Indonesian Literature in Pujangga Baru Period								8	4	SGD + P		
M1.4	Indonesian Literature in '45 and '66 Period								8	4	SGD + P		
M1.5	Indonesian Literature in '70 and '80 Period								8	4	SGD + P		
M1.6	Indonesian Literature in '90 Period								8	4	SGD + P		
M1.7	Indonesian Literature in 2000 Period								8	4	SGD + P		
M2	INTRODUCTION TO LINGUISTICS (KPIND 11317)	3							42	21			3 / 144
M2.1	Linguistics as a science								6	3	LC	Exam Paper (150 Min)	
M2.2	Linguistics Objects								6	3	LC		
M2.3	The Clasification of Linguistics Objects								6	3	SGD + P		
M2.4	History and Stream of Linguistics								6	3	LC + Q		
M2.5	Micro Linguistics								6	3	SGD + P		
M2.6	Macro Linguistics								6	3	SGD + P		
M2.7	Micro and Macro Linguistics in Indonesian Language								6	3	SGD + P		
M3	INTRUDACXION TO EDUCATION (KPF 1131)	3							42	21			3 / 144
M 3.1	Philosophy of Education								6	3	LC	Project Essay + Presentation (150 Min)	
M 3.2	Content and Essence of Education								6	3	SGD + P		
M 3.3	Education as a Science and Its Position								6	3	SGD + P		
M 3.4	Problems of Education and Education in Modern Era								6	3	SGD + P		
M 3.5	Objective of Education								6	3	SGD + P		
M 3.6	The Role of Education								6	3	SGD + P		
M 3.7	Target of Education								6	3	SGD + P		
M4	LEARNING AND INSTRUCTION (KPF 1132)	3							42	21			3/ 144
M 4.1	Essence of Learning and Instruction								6	3	LC	Exam Paper (150 Min)	
M 4.2	Teory of Learning and Instruction								6	3	LC		
M 4.3	Characteristics of Learning and Instruction Objective								6	3	LC + Q		
M 4.4	Learning and Instruction Strategy								6	3	SGD + P		
M 4.5	Challenges of Learning and Instruction								6	3	SGD + P		
M 4.6	Efforts in Solving Learning and Instruction Problems								6	3	SGD + P		
M 4.7	Learning and Instruction Evaluation								6	3	SGD + P		
M5	RELIGION-CATHOLIC* (MKU 11238)	2							28	14			
M5.1	Theodicy: A Christian dogmatics								4	2	L + D	Exam Paper (100 Min)	
M5.2	The Creation of Human Beings								4	2	L + D + P		
M5.3	The Call of Christian Life								4	2	L + D		
M5.4	Religion and Dialogues								4	2	L + D + P		
M5.5	Jesus Christ and His Salvation								4	2	L + D		
M5.6	The Church Mission								4	2	L + D		
M5.7	Catholic Tradition and Characteristics								4	2	L + D		
M5.8	Sacraments of Church								4	2	L + D		

M13	CIVICS (MKU 12239)	2					28	14			2 / 144
M13.1	Essence and Urgency of National Identity						4	2	L + S	Exam Paper (100 Min)	
M13.2	Urgency and National Integration as The Parameter of National Unity						4	2	L + S		
M13.3	Norms and values of the 1945 constitution of Indonesian Republic						4	2	L + S		
M13.4	The Harmoy of National Duties and Right and Citizen Right of Democracy						4	2	L + S		
M13.5	The Essence of Instruments and Practices of Indonesian Democracy Based on Pancasila nad the 1945 Constitution						4	2	L + S		
M13.6	Historical, Constitutional, Social, Political, and Cultural Dynamics						4	2	L + S		
M13.7	Historical Dynamics and Urgency of Archipelagic Insight, National Defense of Indonesia						4	2	L + S		
M14	WRITING LANGUAGE SKILLS (KPIND 12416)	4					56	28			4 / 144
M14.1	Basic Concepts of Language Skills						8	4	LC	Project Presentation (200 Min)	
M14.2	The Nature of Reading and Writing						8	4	LC		
M14.3	Development of Reading and Writing Skills						8	4	SGD + P		
M14.4	Learning Reading and Writing Skills						8	4	SGD + P		
M14.5	Reading Skills						8	4	SGD + IP		
M14.6	Creative Writing Skills						8	4	WP		
M14.7	Scientific Writing Skills						8	4	WP		
Semester 3											
M15	CULTURE LINGUISTICS (KPIND 13425)	4					56	28			4 / 144
M15.1	Language Concept						8	4	LC	Project Report (200 Min)	
M15.2	Language function						8	4	LC		
M15.3	Culture Concept						8	4	LC		
M15.4	Linguistics						8	4	SGD + P		
M15.5	Language in a Cultural Perspective						8	4	LC + Q		
M15.6	Cultural Linguistics						8	4	LC + Q		
M15.7	Perspective of Cultural Linguistic Studies						8	4	PjBL		
M16	CONSTRUCTION AND DEVELOPMENT OF INDONESIAN LANGUAGE (KPIND 13429)	4					56	28			4 / 144
M16.1	The Nature of Development and Development of Indonesian Language						8	4	LC	Project Report (200 Min)	
M16.2	Indonesia Language Position and Function						8	4	LC + Q		
M16.3	Good and True Indonesia Language						8	4	SGD + P		
M16.4	Criteria for Good and Correct Indonesia Language						8	4	SGD + P		
M16.5	Standard Form of Indonesia Language						8	4	SGD + P		
M16.6	Non-Standard Form of Indonesia Langage						8	4	SGD + P		
M16.7	Indonesian Language Guidance and Development Policy Activities						8	4	GD + P		
M17	Educational Profession (KPF 1334)	3					42	21			3 / 144
M17.1	The Nature of the Educational Profession						6	3	LC	Project Presentation (200 Min)	
M17.2	Characteristics and Requirements for the Educational Profession						6	3	LC		
M17.3	Teacher Professional Attitudes and Teacher Professional Tools						6	3	SGD + P		
M17.4	Duties, Responsibilities, Roles, and Skills of Teachers in the Teaching and Learning Process						6	3	SGD + P		
M17.5	Code of Ethics and Teacher Professional Development Model						6	3	LC + Q		
M17.6	Challenges and Problems in the Development of Teacher Professionalism						6	3	PjBL		
M17.7	Implementation and Preparation of The Indonesian Language and Literature Teacher Professional Development Program						6	3	PjBL		
M18	MORPHOLOGY (KPIND 13319)	3					42	21			3 / 144
M18.1	Scope of Morphological Concepts						6	3	LC	Exam Paper (150 Min)	
M18.2	Morphs and Morphemes						6	3	LC		
M18.3	Lexeme, Root, Base, and Stem						6	3	LC		
M18.4	Morphological Typology						6	3	SGD + P		
M18.5	Morphological Process						6	3	SGD + P		
M18.6	Word Form						6	3	SGD + P		
M18.7	Word Class or Category						6	3	SGD + P		
M19	DRY LAND CULTURE, MARINE, AND TOURISM (MKP 13242)	2					28	14			2 / 144
M19.1	Culture of the NTT Dry Land Community						4	2	SGD + P	Project Presentation (100 Min)	
M19.2	Potential and Problems of NTT Dry Land Culture						4	2	SGD + P		
M19.3	History and Business of Dry Land Agriculture and Livestock in NTT						4	2	SGD + P		
M19.4	Potential of Water Resources in NTT						4	2	SGD + P		
M19.5	Culture and Community Characteristics of NTT						4	2	SGD + P		
M19.6	Integration of Sustainable Land, Coastal and Maritime Potential Management in Archipelago Regions						4	2	SGD + P		
M19.7	Tourism Business Potential and Opportunities in NTT						4	2	PjBL		
M20	STUDY AND APPRECIATION OF LITERATURE WORKS (KPIND 13435)	4					56	28			4 / 144
M20.1	The Essence of Literary Appreciation and Study						8	4	LC	Project Presentation (200 Min)	
M20.2	Types, Elements, and Structure of Literary Appreciation						8	4	LC		
M20.3	Models and Appreciation of Fiction						8	4	SGD + P		
M20.4	Poetry Models and Appreciation						8	4	SGD + P		
M20.5	Models and Studies of Literary Structuralism and Semiotics						8	4	SGD + P		
M20.6	Producing Literary Works (Poetry and Fiction)						8	4	A + IP		
M20.7	Fiction and Poetry Learning at SMP/MTs, SMA/SMK/MA/MAK						8	4	PjBL		
Semester 4											
M21	LITERATURE PSYCHOLOGY (KPIND 14333)	3					42	21			3 / 144
M21.1	Conceptions of Psychology, Literature, and Literary Psychology and the Similarities and Differences between Psychological Studies and Literary Studies						6	3	LC	Paper Scientific (150 Min)	
M21.2	Psychological Objects and Phenomena in Literary Studies and the Benefits of Structure in Literary Studies with a Psychological Approach						6	3	LC		
M21.3	Psychology of Literary Communication						6	3	SGD + P		
M21.4	Psychoanalysis in Literary Studies						6	3	SGD + P		
M21.5	Cognitive Psychology in Literary Studies						6	3	SGD + P		
M21.6	Humanistic Psychology in Literary Studies						6	3	SGD + P		
M21.7	The Use of Literary Psychological Theory in Scientific Work						6	3	WP		

M31	MEDIA LEARNING INDONESIAN LANGUAGE AND LITERATURE (KPIND 1537)				3		42	21				3 / 144
M31.1	Concepts and Characteristics of Learning Media						6	3	LC			
M31.2	Types of Learning Media						6	3	SGD + P			
M31.3	Learning Media Functions						6	3	SGD + P			
M31.4	Purpose of Learning Media						6	3	SGD + P			
M31.5	Indonesian Language and Literature Learning Media						6	3	PjBL			
M31.6	Design of Language and Literature Learning Media at the Education Level of SMP/MTs, SMA/SMK/MA/MAK						6	3	PjBL			
M31.7	Production of Indonesian Language and Literature Learning Media at the Middle/MTs, SMA/SMK/MA/MAK Education Levels						6	3	PjBL			
M32	INDONESIAN FOR FOREIGN SPEAKERS (BIPA) (KPIND 15430)				4		56	28				4 / 144
M32.1	Indonesian from a Historical Perspective						8	4	LC			
M32.2	Position, Function and Role of Indonesian Language						8	4	LC + Q			
M32.3	Guidance and Development of Indonesian Language for Foreign Speakers						8	4	SGD + P			
M32.4	Vision, Mission and Goals of Indonesian for Foreign Speakers						8	4	SGD + P			
M32.5	Development of Indonesian Language Teaching Materials for Foreign Speakers						8	4	PjBL			
M32.6	Scenario/Development of Indonesian Language Learning Plan for Foreign Speakers						8	4	PjBL			
M32.7	Indonesian Language Learning Practices for Foreign Speakers						8	4	PjBL			
M33	CLASSROOM ACTION RESEARCH (KPIND 15211)				2		28	14				2 / 144
M33.1	The Nature of Classroom Action Research						4	2	LC			
M33.2	Classroom Action Research Models						4	2	SGD + P			
M33.3	Stages of Implementation of Classroom Action Research						4	2	SGD + P			
M33.4	Title, Formulation, and Action Hypothesis						4	2	PjBL			
M33.5	Classroom Action Research Data Collection Instrument						4	2	PjBL			
M33.6	Classroom Action Research Data Analysis						4	2	PjBL			
M33.7	Classroom Action Research Writing Systematics						4	2	PjBL			
M34	ANTICORRUPTION EDUCATION (MKP 15141)				1		14	7				1 / 144
M34.1	The Nature of Anti-Corruption Education						2	1	L + S + T			
M34.2	The Anti-Corruption Values and Principle						2	1	L + S + T			
M34.3	National Character Dilemma Toward Temptation						2	1	L + S + T			
M34.4	Forms of Corruption and Their Causes						2	1	L + S + T			
M34.5	Corruption Eradication Efforts and Its Institution						2	1	L + S + T			
M34.6	Model of Anti-Corruption Education						2	1	L + S + T			
M34.7	Indoctrination Strategy of Anti-Corruption Educational Values						2	1	L + S + T			
	Semester 6											
M35	RESEARCH METHODS (KPIND 16427)				4		56	28				4 / 144
M35.1	The Nature of Research Methods and Scientific Research Paradigms						8	4	LC			
M35.2	Types and Characteristics of Quantitative and Qualitative Research						8	4	SGD + P			
M35.3	Qualitative and Quantitative Research Design						8	4	SGD + P			
M35.4	Formulation of Research Problems, Determination of Research Variables, and Formulation of Research Hypotheses						8	4	PjBL			
M35.5	Data Collection Techniques, Data Determination, Data Sources, and Research Instrument Design						8	4	PjBL			
M35.6	Designing Linguistic Research						8	4	PjBL			
M35.7	Designing Literature Research						8	4	PjBL			
M36	EVALUATION OF LEARNING INDONESIAN LANGUAGE AND LITERATURE (KPIND 1649)				4		56	28				4 / 144
M36.1	Basic Concepts of Learning Evaluation						8	4	LC			
M36.2	Cognitive Assessment Level						8	4	SGD + P			
M36.3	Interview and Observation Assessment Instruments and Likert Scale and Goodman Scale						8	4	SGD + P			
M36.4	Subjective and Objective Assessment Instruments						8	4	PjBL			
M36.5	Discrete, Integrative, and Pragmatic Tests						8	4	PjBL			
M36.6	The essence of HOTS						8	4	PjBL			
M36.7	Preparation of Exam Grids and Writing Examination According to Grids						8	4	PjBL			
M37	MICRO LEARNING (KPIND 16312)				3		42	21				3 / 144
M37.1	The Nature of MicroLearning						6	3	T			
M37.2	Classroom Management Skills						6	3	PjBL			
M37.3	Learning Model Application Skills						6	3	PjBL			
M37.4	Strategy Implementation Skills in the Learning Process						6	3	PjBL			
M37.5	Evaluation of the Learning Process						6	3	PjBL			
M37.6	Development of Learning Devices						6	3	PjBL			
M37.7	Teaching Practice						6	3	PjBL			
M38	THE LITERATURE WORKSHOP (KPIND 16436)				4		56	21				
M38.1	The base of the literature workshop						8	3	LC			
M38.2	Targets and Scope of Literature Workshop Activities Management						8	3	LC			
M38.3	Creative and Productive Activities in Literature Workshop						8	3	PjBL			
M38.4	Principles of Literature Workshop Development						8	3	PjBL			
M38.5	Literature Workshop Implementation Principles						8	3	PjBL			
M38.6	Literature Workshop Activity Media						8	3	PjBL			
M38.7	Staging						8	3	PjBL			
M39	INDONESIAN GRAMMAR (KPIND 16326)				3		42	21				
M39.1	The Essence of Indonesian Grammar						6	3	LC			
M39.2	Indonesian Phonology Level						6	3	SGD + P			
M39.3	Morphological Level of Indonesian						6	3	SGD + P			
M39.4	Level of Indonesian Syntax						6	3	SGD + P			
M39.5	Discourse Cohesion						6	3	SGD + P			
M39.6	Discourse Coherence						6	3	SGD + P			
M39.7	Diexist, Anaphora, and Kataphora						6	3	SGD + P			

M40	DEVELOPMENT OF TEACHING MATERIALS (KPIND 16410)						4	56	28			4 / 144
M40.1	Basic Concepts of Teaching Materials							8	4	T	Project Paper (200 Min)	
M40.2	Models of Teaching Materials							8	4	PJB		
M40.3	Criteria for Compilation of Teaching Materials							8	4	PJB		
M40.4	Stages of Preparation of Teaching Materials							8	4	PJB		
M40.5	Teaching Materials Framework							8	4	PJB		
M40.6	Design of Teaching Materials for Indonesian Language and Literature Subjects at the Education Levels of SMP/MTs, SMA/SMK/MA/MAK							8	4	PJB		
M40.7	Implementation of Teaching Materials							8	4	PJB		
Semester 7												
M41	CULTURE-BASED CREATIVE ECONOMY * (KPIND 17337)						3	42	21			3 / 144
M41.1	Concept and Scope of the Creative Economy Sub-Sector Language							6	3	T	Project Presentation (150 Min)	
M41.2	Concept and Scope of Creative Economy Literature							6	3	T		
M41.3	Concept and Scope of the Performing Sub-Sector Arts							6	3	T		
M41.4	Concept and Scope of Sub-Sector Culture							6	3	T		
M41.5	Language and Literature Subsector Application							6	3	PJBL		
M41.6	Performing Arts Subsector Application							6	3	PJBL		
M41.7	Applications Sub-Sector Culture							6	3	PJBL		
M42	COMPARATIVE HISTORICAL LINGUISTICS AND DIALECTOLOGY * (KPIND 17337)						3	42	21			4 / 144
M42.1	Dialectology Research Methods							6	3	LC	Paper Scientific (200 Min)	
M42.2	Data Classification							6	3	GD		
M42.3	Making Isolog/Heterolog							6	3	SGD		
M42.4	Dialectometric Calculations							6	3	SGD		
M42.5	Language Map Interpretation							6	3	SGD		
M42.6	Language Classification							6	3	SGD + P		
M42.7	Comparative Historical Linguistic Method							6	3	PJBL		
M43	LEXICOLOGY* (KPIND 17337)						3	42	21			3 / 144
M43.1	Lexicography Concept							6	3	T	Project Paper (150 Min)	
M43.2	Lexicon; Formation and Distribution							6	3	GD		
M43.3	Meaning, Meaning, Concept							6	3	SGD		
M43.4	Data collection							6	3	SGD		
M43.5	Word Cards; Functionality and usability							6	3	T + SGD		
M43.6	Selective and Non-selective Data							6	3	T + SGD		
M43.7	Making Dictionary							6	3	PJBL		
M44	COMPUTER APPLICATION * (KPIND 17337)						3	42	21			2 / 144
M44.1	Professional Ethics (As a Computer user)							6	3	LC	Project Presentation (150 Min)	
M44.2	Introduction to the world of computers							6	3	T		
M44.3	Information Systems							6	3	T		
M44.4	Database							6	3	T		
M44.5	Artificial Intelligence							6	3	T		
M44.6	Implementation of the use of information systems for the benefit of evaluation							6	3	PJBL		
M44.7	Implementation of Artificial Intelligence for the benefit of evaluation							6	3	PJBL		
M45	ENGLISH * (KPIND 17337)						3	42	21			2 / 144
M45.1	Obstacles in English Test							6	3	LC	Procet Presentation (150 Min)	
M45.2	Academic Reading							6	3	T + IP		
M45.3	Academic Writing							6	3	T + WP		
M45.4	Listening Skill							6	3	T + IP		
M45.5	Toefl Simulation							6	3	T		
M45.6	IELTS Speaking Skill							6	3	PJBL		
M45.7	Seminar Presentation in English							6	3	PJBL		
M46	STUDENTS - TEACHING INTERNSHIP (KPIND 17413)						4	56	28			4 / 144
M46.1	School Orientation							4	2	O + D	Teaching Practice Report	
M46.2	School Observation							4	2	O + D		
M46.3	Preparing Teaching and Learning Instruments							8	4	D + P		
M46.4	Directed Teaching Practice							16	8	P + R		
M46.5	Independent Teaching Practice							24	12	P + R		
M47	COMMUNITY SERVICE PROGRAM (KPIND 17443)						4	44	22			4 / 144
M47.1	Planning and Orientation							12	6	P + D	Report Exam	
M47.2	Implementation							8	4	P + D		
M47.3	Monitoring							12	6	P + D		
M47.4	Evaluation and Reflection							12	6	P + D		
M48	THESIS (KPIND 17444)						6	84	42			6 / 144
M48.1	Monitoring and Evaluation							12	6	T + PJBL	Thesis	
M48.2	Monitoring and Evaluation							12	6	T + PJBL		
M48.3	Monitoring and Evaluation							12	6	T + PJBL		
M48.4	Monitoring and Evaluation							12	6	T + PJBL		
M48.5	Monitoring and Evaluation							12	6	T + PJBL		
M48.6	Monitoring and Evaluation							12	6	T + PJBL		
M48.7	Monitoring and Evaluation							12	6	T + PJBL		
TOTAL		21	21	20	20	23	22	17	2004	995		

***Electives**

IP	Individual Presentation	P	Presentation	Q	Quiz
SGD	Small Group Discussion	T	Tutorial	WP	Writing Practice
D	Discussion	A	Assignment	PJBL	Project Base Learning
LC	Lecture Course	GD	Group Discussion		

Master of Linguistics (ML)

The curriculum delves into advanced linguistic theories and research methodologies. It is designed to produce graduates who are proficient in conducting linguistic research and applying theoretical concepts. The curriculum is oriented towards intended learning outcomes that include advanced knowledge, research skills, and academic integrity. Students can select electives in specialised linguistic fields to gain additional expertise.

ML offers four graduate profiles: researchers, professional educators, professional writers, and professional journalists. Each profile is supported by three specialisation courses. ML has designed courses with tailored content relevant to each qualification. For example, to achieve the objective of producing qualified and professional graduates with good personalities, ML offers courses like Cultural Linguistics and Language and Gender Studies, which include valuing local culture and gender equality. To produce quality linguistic research, ML offers courses in pure linguistics subfields (e.g., Phonology, Morphosyntax). To support the University's Centre of Excellence in dryland agriculture, ML offers Eco-linguistics, which addresses ecological studies from a linguistic perspective.

Table 5 Curriculum Overview MIL

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester				Workload		Method of Teaching Lecture course, Seminar, Practice	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
M1	Filsafat Bahasa (<i>Philosophy of Language</i>)	2				1100	2770			2 / 100
M 1.1	The Philosophy of science and the philosophy of language					100	240	L	Exam Paper (340 Min)	
M 1.2	Atomisme logic philosophy					100	240	L		
M 1.3	Positivisme logic philosophy					100	240	L		
M 1.4	Ordinary language philosophy					200		L/S		
M 1.5	Hermeneutics					200	650	L/S/P		
M 1.6	The role of language in postmodernism philosophy					100	240	L		
M 1.7	Theories of meaning					200	480	L/S		
M 1.8	Meaning and Reference					50	340	L/P		
M 1.9	Description theory					50	340	L/P		
M2	Metode Penelitian Bahasa dan Linguistik Lapangan (<i>Research Methods and Linguistic fieldwork</i>)	3				2100	5040			3 / 100
M 2.1	Research on language, linguistics, and applied linguistics.					150	360	L/S	Seminar Paper/ Presentation	
M 2.2	Qualitative and Quantitative Research					300	720	L/S		
M 2.3	Research methods and the scope of research in linguistics.					300	720	L/P		
M 2.4	Paradigm, design, process, and validity of experimental research.					300	720	L/P		
M 2.5	Instruments and techniques in linguistic research.					300	720	L/P		
M 2.6	Fieldwork Ethics: The rights and responsibilities of fieldworkers					150	360	L/S		
M 2.7	Native speakers and fieldworkers					150	360	L/S		
M 2.8	Data collection and analysis techniques: sound, grammar, meaning, and texts					300	720	L/P		
M 2.9	Descriptive statistics in linguistic research					150	360	L/P		
M3	Fonologi (<i>Phonology</i>)	2				1400	3360			2 / 100
M 3.1	Phonetics and Phonology: the scope and relatedness					100	240	L/S	Seminar Paper/ Presentation	
M 3.2	Phonetic and phonemic transcription					200	480	L/P		
M 3.3	Phonological Fieldwork Methods					200	480	S/P		
M 3.4	Phonemic Analysis, phonological process and constructions					200	480	L/P		
M 3.5	Suprasegmental Analysis					200	480	L/P		
M 3.6	Post-lexical phonology/phonology beyond words					100	240	L		
M 3.7	Phonological Typology of Languages in NTT					100	240	L/S		
M 3.8	Phonological Theory					200	480	L/S		
M 3.9	Phonology and Interdisciplinary/Multidisciplinary Research					100	240	L/S		
M4	Morfosintaksis (<i>Morphosyntax</i>)	3				1800	4320			3 / 100
M 4.1	General overview and the scope of morphosyntax					150	360	L/S	Exam Paper (340 Min)	
M 4.2	Data collection and annotation in morphosyntactic research					300	720	L/S		
M 4.3	Word classes					150	360	L/S		
M 4.4	Morphological processes					150	360	L/P		
M 4.5	Grammatical Relations					300	720	L/S		
M 4.6	Voice and Valence Operations					300	720	L/S		
M 4.7	Information structure					150	360	L/S		
M 4.8	Clause combinations					300	720	L/S		
M5	Semantik dan Pragmatik (<i>Semantics and Pragmatics</i>)	2				1400	3360			2 / 100
M 5.1	History and Development of Semantics					100	240	L/S	Exam Paper (340 Min)	
M 5.2	The Relation of semantics and other fields					200	480	L/P		
M 5.3	Semantics and related issues					200	480	S/P		
M 5.4	Meaning of meaning and definition					200	480	L/P		
M 5.5	Types and Relation of meaning					200	480	L/P		
M 5.6	Components of meaning					100	240	L		
M 5.7	Meaning Change					100	240	L/S		
M 5.8	Lexical Meaning					200	480	L/S		
M 5.9	Language Style and figure of speech					100	240	L/S		

M6	Deskripsi Bahasa dan Leksikografi (Language Description and Lexicography)	2			1000	2840			2 / 100
M 6.1	Language Description and Lexicography: an introduction				100	240	L/S	Exam Paper (340 Min)	
M 6.2	Various Language Descriptions in Linguistics				100	240	L/S		
M 6.3	Descriptive Linguistics				100	240	L/S		
M 6.4	Transformational and Non-transformational Grammar				200	480	L/P		
M 6.5	Functional Linguistics				100	240	L/S		
M 6.6	Corpus-based description: grammar and lexicography				200	480	L/P		
M 6.7	Language description and technology				100	240	L/S		
M 6.8	Dictionary Making				50	340	L/P		
M 6.9	Meaning and Grammar issues				50	340	L/P		
M7	Neurolinguistik (Neurolinguistics)	2			1000	2840			2 / 100
M 7.1	Introduction to Neurolinguistics				100	240	L/P	Exam Paper (340 Min)	
M 7.2	Neurolinguistics: mind, brain, and language				200	480	L/P		
M 7.3	Experimental Designs in Psycholinguistics				200	480	L/P		
M 7.4	Neural perspectives of semantics				100	240	L/S		
M 7.5	Combination and integration of intelligent thought and feeling				100	240	L/S		
M 7.6	Integrating language organization in mind and brain				100	240	L/S		
M 7.7	Dynamic language organization in stages of complexity				100	240	L/S		
M 7.8	The contribution of psycholinguistics to language learning				100	240	L/S		
M8	Analisis Wacana Kritis (Critical Discourse Analysis)	2			1400	3360			
M 8.1	Definition, limitation, and history of critical discourse analysis.				100	240	L/S	Exam Paper (340 Min)	
M 8.2	Basic concept of critical discourse analysis.				200	480	L/P		
M 8.3	Language, power, and ideology.				200	480	S/P		
M 8.4	Description of the instruments of language (Discourse structure)				200	480	L/P		
M 8.5	Interpretation/Cognition.				200	480	L/P		
M 8.6	Explanation steps				100	240	L		
M 8.7	Discourse of Media				100	240	L/S		
M 8.8	Discourse of politics				200	480	L/S		
M 8.9	Research on critical discourse analysis.				100	240	L/S		
2 nd Semester									
M9	Dokumentasi dan Revitalisasi Bahasa (Language Documentation and Revitalization)	2			1100	3250			2 / 100
M 9.1	Language Documentation: Thoery and Practice				100	240	L	Exam Paper (340 Min)	
M 9.2	Technology in language documentation				100	240	L		
M 9.3	Data and Data Management				100	240	L		
M 9.4	Data Annotation and Digital Archiving				200	480	L/S		
M 9.5	Product of Language Documentation				200	650	L/S/P		
M 9.6	Language Vitality and Language Endangerment				100	240	L		
M 9.7	Language Revitalization: The Efforts and Challenge				200	480	L/S		
M 9.8	Technology in Language Revitalization				50	340	L/P		
M 9.9	Design of Language Revitalization				50	340	L/P		
M10	Fonetik (Phonetics)	2			1000	2840			2 / 100
M 10.1	Types of Phonetics (Articulatory, Acoustic, and Auditory Phonetics)				100	240	L/P	Seminar Paper/ Presentation	
M 10.2	Field and Laboratory Phonetics				200	480	L/P		
M 10.3	Speech sounds, segmentation, and transcription				200	480	L/P		
M 10.4	Describing the Place and Manner of Articulation of Consonants				100	240	L/S		
M 10.5	Palatography				100	240	L/S		
M 10.6	Describing Vowels Articulation				100	240	L/S		
M 10.7	Prosody				100	240	L/S		
M 10.8	Sociophonetics				100	240	L/S		
M11	Ekolinguistik (Ecolinguistics)	2			1000	2840			2 / 100
M 11.1	The scope of ecolinguistics				100	240	L/S	Seminar Paper/ Presentation	
M 11.2	The framework of ecolinguistics				200	480	L/S		
M 11.3	Research on ecolinguistics				200	480	L/S		
M 11.4	Identifying linguistic fenomena around the ecology				200	480	L/S		
M 11.5	Working with ecolinguistic data (How to analyze ecolinguistic data)				200	480	L/S		
M 11.6	Design of ecolinguistic research				100	340	L/P		
M12	Semiotika (Semiotics)	2			1100	2640			2 / 100
M 12.1	The history and terminology of semotics				100	240	L/S	Exam Paper (340 Min)	
M 12.2	The figures of semiotics				100	240	L/S		
M 12.3	Structuralism and Post-structuralism paradigm				100	240	L/S		
M 12.4	The Semiotic Theory by Charles Sanders Pierce				100	240	L/S		
M 12.5	The Semiotic Theory by Ferdinand de Saussure				100	240	L/S		
M 12.6	The Semiotic Theory by Roland Bartes				100	240	L/S		
M 12.7	The Semiotic Theory by Derrida				100	240	L/S		
M 12.8	The Semiotic Theory by Umberto Eco				100	240	L/S		
M 12.9	Sign and meaning				200	480	L/S		
M 12.10	Esthetics and communication in semiotic study				100	240	L/P		
Elective 1: Researchers									
M13	Linguistik Austronesia dan Non-Austronesia (Austronesian and Non-Austronesian Linguistics)	3			1000	3120			3 / 100
M 13.1	Language Family: an introduction to Austronesian and Non-Austronesian.				100	240	L/S	Exam Paper (340 Min)	
M 13.2	Linguistic Features of Austronesian Languages				200	480	L/P		
M 13.3	Linguistics Features of Non-Austronesian Languages				100	240	L/S		
M 13.4	Socio-cultural characteristics of Austronesian and Non-Austronesia				100	240	L/P		
M 13.5	Genealogical classification of Austronesian and Non-Austronesian family				200	480	L/S		
M 13.6	Basic and Historical Reconstruction				200	480	L/S		
M 13.7	Typological Variety				100	240	L/S		

M14	Linguistik Korpus dan Tipologi Bahasa (Corpus Linguistics and Language Typology)	3		1800	4320			3 / 100
M 14.1	Corpus Linguistics: an introduction			150	360	L/S	Exam Paper (340 Min)	
M 14.2	Data annotation for corpus			300	720	L/S		
M 14.3	Software tools and linguistic interpretability			150	360	L/S		
M 14.4	Corpus-based and corpus-driven approach			150	360	L/P		
M 14.5	Corpus and language typology			300	720	L/S		
M 14.6	Language universal vs. specific features			300	720	L/S		
M 14.7	Typology and linguistic areas			150	360	L/S		
M 14.8	Typology of languages in East Nusantara			300	720	L/S		
M15	Sosiolinguistik (Sociolinguistics)	3		1300	2880			3 / 100
M 15.1	Concept of Sociolinguistics, style, variety, linguistic repertoire, and social factor.			100	240	L/P	Seminar Paper/ Presentation	
M 15.2	Code-switching, code-mixing, domain, diglossia, polyglossia, lexical borrowing			200	480	L/P		
M 15.3	Language maintenance & shift, language death & loss.			200	480	L/P		
M 15.4	Standard, vernacular, lingua franca, pidgins, creoles			100	240	L/S		
M 15.5	Language planning, national & official language, status & corpus planning. Codification			300	720	L/S		
M 15.6	Language planning, national & official language, status & corpus planning. Codification			200	480	L/S		
M 15.7	Accent, regional dialect, social dialect, standard, vernacular, status & social class			100	240	L/S		
Elective 2: Professional Writers								
M16	Wacana Sastra (Literary Discourse)	3		1300	2880			3 / 100
M 16.1	Literary discourse: the scope			100	240	L/P	Seminar Paper/ Presentation	
M 16.2	From classic to modern literature			200	480	L/P		
M 16.3	Contemporary literature			200	480	L/P		
M 16.4	Literature and local culture			100	240	L/S		
M 16.5	Theories in Literary Discourse			300	720	L/S		
M 16.6	Discourse and Literary Texts			200	480	L/S		
M 16.7	Literature and creative process			100	240	L/S		
M17	Penulisan Karya Sastra dan Non-sastra (Literary and Non-literary Writing Piece)	3		1300	2880			3 / 100
M 17.1	The essence of literary and non-literary writing piece			100	240	L/P	Seminar Paper/ Presentation	
M 17.2	Ethetics and literary works			200	480	L/P		
M 17.3	Poetry, short story, drama, and novel writing			200	480	L/P		
M 17.4	Essay of Literary criticism			100	240	L/S		
M 17.5	Popular Scientific Writing			300	720	L/S		
M 17.6	Academic Writing			200	480	L/S		
M 17.7	Creative Writing			100	240	L/S		
M18	Kajian Bahasa dan Gender (Language and Gender)	3		1300	2880			3 / 100
M 18.1	The Relation between Language and Gender			100	240	L/P	Seminar Paper/ Presentation	
M 18.2	The figures of language and gender			200	480	L/P		
M 18.3	The style of communication and gender			200	480	L/P		
M 18.4	Feminism Linguistic perspective			100	240	L/S		
M 18.5	Media and the reality of gender language			300	720	L/S		
M 18.6	Methodology, techniques, and approach in language and gender			200	480	L/S		
M 18.7	The object, research, and ideology of language and gender			100	240	L/S		
Elective 3: Professional Teachers and Translators/Interpreters								
M19	Teori dan Kajian Penerjemahan (Translation Study and Theory)	3		1000	2840			3 / 100
M 19.1	The concept of translation			100	240	L/S	Exam Paper (340 Min)	
M 19.2	Theory and techniques in translation			200	480	L/S		
M 19.3	Research on translation			200	480	L/S		
M 19.4	Cultural issues in translation			200	480	L/S		
M 19.5	Translation of various genres			200	480	L/S		
M 19.6	The evaluation and assessment of the quality of translation			100	340	L/P		
M20	Linguistik Kebudayaan (Cultural Linguistics)	3		1000	2400			3 / 100
M 20.1	The Relation between Language and Culture and the Concept of Cultural Linguistics.			100	240	L/S	Exam Paper (340 Min)	
M 20.2	Three Traditions in Cultural Linguistics Perspective			100	240	L/S		
M 20.3	Combination of Traditions in Cultural Linguistics			100	240	L/S		
M 20.4	Concept and Model of Imagery in Cultural Linguistics			100	240	L/S		
M 20.5	Language and Ideology in Cultural Linguistic Context			100	240	L/S		
M 20.6	The role of discourse and narratives as one of the important features in cultural			100	240	L/S		
M 20.7	Metaphors and Metonymy in Cultural Linguistics			100	240	L/S		
M 20.8	Construction and deconstruction of words and sentences in Cultural Linguistics			100	240	L/S		
M 20.9	Cultural Phonology			100	240	L/S	Exam Paper (340 Min)	
M 20.10	Cultural Linguistics Approaches: Structural, Semotics, Hermeneutics, Phenomenology, and Poststructural.			100	240	L/S		
M21	Linguistik Edukasional (Educational Linguistics)	3		1800	4320			3 / 100
M 21.1	What is Educational Linguistics?			150	360	L/S	Exam Paper (340 Min)	
M 21.2	The History and Development of Educational Linguistics			300	720	L/S		
M 21.3	Neurobiology of Language Learning			150	360	L/S		
M 21.4	Educational Linguistics and Education Systems			150	360	L/P		
M 21.5	Identity in Language and Literacy Education			300	720	L/S		
M 21.6	Post-Colonialism and Globalization in Language Education			300	720	L/S		
M 21.7	Language Cultivation in Context of Multiple Community			150	360	L/S		
M 21.8	Ecological Language Education Policy			300	720	L/S		
Elective 4: Journalists								

M22	Linguistik Forensik (Forensic Linguistics)	3		1300	2880			3 / 100
M 22.1	History of the development of forensic linguistics			100	240	L/P		
M 22.2	Language and legal product			200	480	L/P		
M 22.3	Language in Court Processes			200	480	L/P		
M 22.4	Language as Evidence			100	240	L/S		
M 22.5	Methods and techniques of forensic linguistic analysis			300	720	L/S		
M 22.6	Analysis of case examples with critical discourse analysis theory			200	480	L/S		
M 22.7	Case analysis report in the form of a publication-worthy article			100	240	L/S		
M23	Agenda dan Desain Media (Agenda and Design of Media)	3		1800	4320			3 / 100
M 23.1	Agenda of Media			150	360	L/S		
M 23.2	Agenda Setting			300	720	L/S		
M 23.3	Agenda Setting Theory			150	360	L/S		
M 23.4	Media Design			150	360	L/P		
M 23.5	Mass Media			300	720	L/S		
M 23.6	Interactive media			300	720	L/S		
M 23.7	Multimedia Design			150	360	L/S		
M 23.8	Online Media			300	720	L/S		
M24	Linguistik Lanskap (Landscape Linguistics)	3		1500	3960			3 / 100
M 24.1	Introduction to Landscape Linguistics			150	360	L/S		
M 24.2	The Research object of landscape linguistics			300	720	L/S		
M 24.3	The Classification of landscape linguistics			150	360	L/S		
M 24.4	The function of landscape linguistics			150	360	L/P		
M 24.5	Research methods of landscape linguistics			300	720	L/S		
M 24.6	Techniques of data analysis of landscape linguistics			300	720	L/S		
M 24.7	Landscape linguistics and interdisciplinary approach			150	360	L/S		
C	Colloquium		1					1 / 100
MA	Master's Thesis		6					6 / 100
total		18	17	1	6			

L: Lecture
S: Seminar
P: Practice

Rationale for degree and programme name

All bachelor programmes

The Bachelor of Education degree, known as Sarjana Pendidikan (*S.Pd*), is awarded to graduates preparing to become teachers. These graduates possess pedagogical competence, professional competence in Pancasila and Civic Science, English, and Indonesian Language and Literature, strong personality competence, and social competence in building relationships with students, fellow teachers, and others.

The criteria for granting degrees align with Regulation of the Minister of Education, Culture, Research and Technology number 06 of 2022 on Diplomas, certificates of competence, professional certificates, degrees, and equivalence of diplomas from other countries' higher education institutions, Regulation of the Minister of Education, Culture, Research and Technology number 52 of 2022 on the Statute of Universitas Nusa Cendana, and Decree of the Director General of Learning and Student Affairs number 46/B/Hk/2019 on the Name of Study Programmes in Higher Education. Thus, graduates of the **BCEP**, **BELE**, and **BEILL** within FTTE UNDANA are awarded the title Bachelor of Education (*S.Pd*).

The naming of **BCEP** aligns with the vision, mission, and objectives of the study programme and refers to the curriculum content, which emphasises Education, the moral values of Pancasila as the moral concept of Indonesian Nationality (State Ideology), and the characteristic profile of Indonesian Civic.

BELE is named for several reasons: 1) Emphasising English language proficiency, 2) Internationalisation and global competence, 3) Attracting international students, and 4) Meeting industry demands. The programme's name highlights the importance of English skills in various professions and industries, making it more accessible and recognisable to international students. The institution's goal is to prepare linguistically qualified graduates for success in an increasingly globalised world.

BEILL was initially named Indonesian Language Education based on the high demand for Indonesian language teachers in East Nusa Tenggara Province. However, the inherent nature of language and literature requires that the science of language and literature cannot be separated, so the name of the study programme was changed to Indonesian Language and Literature Education.

Master of Linguistics (ML)

Linguistics master graduates of **ML** are given the title Master of Linguistics (M.Li). The name is chosen because the programme covers studies on linguistics and its inter-/multidisciplinary subfields relevant to the qualification objectives stated previously.

Integration of theory and practice

Bachelor of Pancasila and Civics Education (BPCE)

Approximately 40% of courses include practical tasks to apply theories and concepts discussed in lectures.

Examples include:

Pancasila Ideology	Students create videos to promote Pancasila ideas to millennials and Gen Z.
Micro Teaching	Covers theories of learning, teaching skills, and learning models, implemented through developing learning plans, restricted teaching practice, and complete teaching sessions.
Tax Law	Includes a practical module on calculating tax payable for taxpayers.
Cultural History of East Nusa Tenggara and Indonesian Culture	Features traditional dances from East Nusa Tenggara.
PLP Courses	Involves examining school management, evaluating school conditions, and monitoring teacher instructional techniques. Students produce educational tools such as Learning Implementation Plans, student worksheets, instructional materials, learning media, evaluation, and remedial documents. Activities include structured instructional activities, class action research, teaching practice reports, and educational production.

Bachelor of English Language Education (BELE)

Examples of integration of theory and practice are evident in various student activities. Students develop a business from proposal to implementation with a budget of up to five million rupiahs. In ESP courses, students are encouraged to start businesses through field practices. For instance, in English for Business and Banking, students design business proposals. In English for Tourism, students visit tourist destinations to develop tourism businesses. In English for Children, students learn to start private English tutoring services.

The Student Teaching Internship (PLP – Praktek Lapangan Persekolahan) is a compulsory programme of FTTE that integrates several majors with 20 SKS credits. This includes the Students Teaching Internship (PPL – Praktek Pengalaman Kerja), Community Service Programme (KKN – Kuliah Kerja Nyata), Course Management, School Management, Multimedia in English Language Teaching, and Language Testing and Evaluation. The Community Service Programme (KKN) is an academic project work assigned to all students in UNDANA and is integrated into the Student Teaching Internship.

Bachelor of Education on Indonesian Language and Literature (BEILL)

BEILL integrates theory-based, practice-based, and theory-practice-based courses. Examples of this integration include the Introduction of Linguistics, which studies the properties of language, language elements, principles, and types, with examples from various languages. Micro Teaching trains students to integrate language and literature knowledge in micro classes. The Literary Workshop applies rhetoric, lexical semantics, and stylistics through events, debates, speeches, and performances in studio and theatre practice.

Master of Linguistics (ML)

ML employs a project-based and case-study learning approach, enabling students to engage in real-world and personally meaningful projects that enhance their critical thinking, teamwork, and communication skills. Several courses explicitly incorporate theory-practice integration, such as:

- Research Methods and Linguistic Fieldwork
- Language Documentation and Revitalisation
- Literary and Non-Literary Writing
- Agenda and Design of Media

In-class or tailor-made training for technologically related topics ensures that students fully grasp the theory and can apply it practically. For instance, analysing the sounds of a language requires a comprehensive understanding of phonology and phonetics, alongside high-quality recordings (audio/video) and accurate transcriptions. Therefore, students receive training on advanced techniques for making recordings and transcriptions. Additionally, students practise research data processing and management to ensure the reliability and accountability of their research.

The programme also includes a practicum component related to selected courses, providing further opportunities to apply their skills. There are three research groups led by ML lecturers in which students may participate:

1. Pure Linguistics
2. Applied Linguistics
3. Literature, Media, and Technology

Learning evaluation methods include in-class presentations, assignment projects, and scientific paper writing.

Interdisciplinary thinking

Bachelor of Pancasila and Civic Education (BPCE)

The programme integrates various scientific fields, such as education, politics, law, socio-culture, ethics, morals, and character. This interdisciplinary approach aligns with the characteristics of Pancasila and Civic Education subjects at junior high, high school, and vocational school levels. The curriculum's structure incorporates interdisciplinary studies by integrating social studies with other related subjects. Examples include:

- **Pancasila Ideology:** This course is interconnected with fields like Political Science, International Relations, International Law, International Trade, International Politics, Human Rights, State Science, Anthropology, Multiculturalism, and Global Diversity.
- **National Resilience and State Defence:** This course covers the duties of citizens in addressing national integration issues and conducting research on the threat of national integration and disintegration in Indonesia.

Bachelor of English Language Education (BELE)

Interdisciplinary thinking is reflected in the curriculum, which integrates English education studies and linguistics with other relevant fields. Examples include Cross-Cultural Communication, a course that integrates communication studies, cultural studies, and intercultural communication. It focuses on the exchange of messages and interactions between individuals or groups from different cultural backgrounds, involving understanding and navigating the complexities of diverse cultural norms, values, beliefs, and communication styles.

Language for Planning and Politics explores the relationship between language, power, and governance. It involves deliberate efforts to influence or regulate the use, status, and distribution of languages within a society or political system. By studying this field, students develop critical thinking skills and gain insights into the complexities of language choices, language policies, and language revitalisation efforts.

English for Business and Banking integrates English language teaching, business studies, and finance. This course aims to equip students with the necessary language skills, business knowledge, and financial literacy to communicate effectively and navigate the specific contexts and terminology of the business and banking sectors.

English for Tourism and Hospitality blends language proficiency with elements from cultural studies, technology, and sustainability. This approach equips students with strong communication skills, cultural sensitivity, and the ability to address complex issues with innovative solutions.

Bachelor of Education in Indonesian Language and Literature (BEILL)

BEILL facilitates students in developing interdisciplinary or multidisciplinary thinking skills that connect language and literature studies with various fields. For example, Discourse Analysis course covers all aspects of life expressed in various forms of discourse. At the same time, such courses as Literary Sociology, Cultural Linguistics, Pragmatics, Sociolinguistics and BIPA⁵ integrate language and literature with sociology, culture, and pragmatics.

Master of Linguistics (ML)

The curriculum provides interdisciplinary studies by integrating linguistic studies with other relevant fields. Examples include sociolinguistics (linguistics and sociology), ecolinguistics (linguistics and ecology), language documentation (linguistic theory and practice, technology, ethics, and data management), language endangerment and revitalisation, language and media, language and education, and language and art.

Ethical aspects

All study programmes

The study programmes incorporate ethical considerations related to Intellectual Property Rights (HaKI – Hak Kekayaan Intelektual) and the desired Academic Policy. Students are advised to adhere to the ethical guidelines of academic policy, including ensuring that their research and thesis writing is plagiarism-free.

⁵ Indonesian Language Programme for Foreign Speakers.

A code of ethics for lecturers and students is created to maintain ethical standards in the study programme services, as stated in the Decree of the Rector of Universitas Nusa Cendana number 344A/PP/2013 on the Code of Ethics and Disciplinary Regulations for Lecturers of Universitas Nusa Cendana, which is a guideline that must be respected and enforced together. The code of ethics is regularly and consistently communicated to lecturers and students. The code of ethics in the academic field is regulated in UNDANA Rector Regulation number 04 of 2019 on the Prevention and Control of Plagiarism at UNDANA.

Methods and scientific practice

Bachelor of Pancasila and Civic Education (BPCE)

As part of an integrated competency with pedagogical and academic/professional competence, graduates must master and apply research methods for writing scientific papers. The actions taken by the study programme to assist graduates in meeting their SLOs and improving their competencies include:

1. **Incorporating the required credit load into the study programme curriculum:** The ELOs and competencies are supported through Research Methodology classes, Pancasila and Civic Education Seminar courses, Classroom Action Research courses, and Student Teaching Internship courses that encompass Community Service and Thesis courses.
2. **Non-credit programme:** At the non-credit level, students participate in events and seminars at the local, national, and international levels, both as attendees and speakers.
3. **Engaging students in research and community service initiatives alongside lecturers:** This offers hands-on experience that can expedite their academic progress. Rector Regulation number 6/KM/2020 pertains to the Implementation of Student Activities at Universitas Nusa Cendana.

Bachelor of English Language Education (BELE)

To ensure the acquisition of methodological competencies and the ability to do scientific work, the study programme employs several strategies:

1. **Research methods course:** This course focuses on research methods and methodologies relevant to the discipline, providing a foundation in quantitative and qualitative research techniques, data analysis, literature review, experimental design, and ethical considerations. Students learn to formulate research questions, design surveys, conduct interviews, or analyse data using statistical software.
2. **Opportunities for students to collaborate with lecturers:** Students gain exposure to ongoing research projects, contribute to data collection or analysis, and learn from experienced researchers. Collaborative research experiences expose students to the entire research process and provide insights into the practical aspects of scientific work.
3. **Offering chances for students to apply their acquired English language abilities within the community:** Student-lecturer collaborative research and community service.

Bachelor of Education in Indonesian Language and Literature (BEILL)

Writing and presenting scientific work is key skills for BEILL students integrated into several compulsory courses. These include Written Language Skills, focusing on advanced writing and reading, and Language Development and Coaching, which enhances proficiency in using Indonesian for various purposes. Other courses, such as Scientific Writing, Classroom Action

Research, Indonesian Grammar, and Research Methods, provide students with essential skills in academic writing, research, and language accuracy.

Master of Linguistics (ML)

The master's qualification refers to the national qualification framework and the qualification objectives of ML. The methodological competencies include:

1. **Conducting linguistic research and related inter-/multi-disciplinary fields:**
Students learn practical methods of data collection, management, archiving, and data analysis. They are trained to collect high-quality, long-lasting, and multipurpose data that ensure the accountability and reliability of the research. Courses such as Research Methods and Linguistic Fieldwork and Language Documentation and Revitalisation cover topics like recording data using modern digital recorders or software like Audacity, ELAN, and FLEEx.
2. **Writing scientific papers, research proposals, and master thesis:** Students develop skills in writing scientific works, including summaries, reviews, and research proposals. They are encouraged to present at conferences and publish in academic journals. From the second semester, students prepare research proposals and ultimately write their master thesis.

Examination and final thesis

All bachelor programmes

The bachelor programmes include various types of examinations:

I. Course Exams:

- Formative exams (quizzes, case studies) assess student learning progress. If students master certain Course Learning Outcomes (CLO), they receive additional enrichment material. If not, they undergo further discussion and a remedial test.
- Project/Portfolio performance test involves assessing student products from assignments using models like Problem-Based Learning (PBL), Project-Based Learning (PjBL), problem-solving, Inquiry, brainstorming, Value Clarification Technique (VCT), case method, and other innovative models.
- Group assignments and independent assignments.
- Final (summative) exams conducted at the end of the lecture to test the achievement of CLO for each course. Each CLO item contributes to the ELO of the study programme, which includes attitude and behaviour, knowledge, general and specific skills.

II. Examinations related to the Final Project:

- Thesis Research Proposal Examination after guidance and consultation with supervisors, the proposal is assessed for feasibility and examined by a team of lecturers.
- Thesis Research Examination when students compile a research report based on processed data and consult with supervisors. After receiving recommendations, they register for the thesis research examination, where a team of lecturers provides feedback and suggestions.
- Thesis Examination: Students revise their final thesis based on feedback from supervisors and examiners. The study programme prepares a special assessment format/rubric according to UNDANA's guidelines. Selected thesis/research results are published in national scientific journals.

Master of Linguistics (ML)

The academic standard evaluation for the examination and final thesis is determined by the University, postgraduate programme, and study programme, referring to the KKNl. The standard procedure is documented in the Guided Book and Research Proposal and Thesis Writing Guide.

Types of Examinations:

- **Regular examinations:** Mid-semester exams are conducted after seven lecture meetings, and final semester exams after another seven meetings. Students must attend at least 80% of classes to take the final semester exam. Exams can be paper-based, seminars, or presentations.
- **Final thesis examination:** After completing all courses, students present their research proposal in a seminar. Once approved, they conduct their research and present the results in another seminar. The final step is the thesis examination.

Appraisal:

The curricula adequately reflect the qualification objectives of the respective study programme. The contents of the modules/courses are overall well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (electives) enable students to acquire additional competences and skills.

However, the panel **recommends** for **BEILL** including general educational classes across all teacher education programmes. This approach should ensure that all students, regardless of their specific programme, have access to essential knowledge and skills needed as educators. The knowledge and skills gained from educational classes prepare students to tackle various challenges in their professional lives.

Additionally, for **BPCE**, the panel **recommends** a comprehensive review of the curriculum to eliminate any overlap between courses and to improve the order in which they are offered. This review should ensure that courses build on each other effectively and thereby eliminating thematic overlap. In terms of electives, the panel **recommends** focusing on regional topics and issues, providing students with a deeper understanding of local contexts and challenges. This approach will create a more coherent and relevant educational experience, better preparing students for professional roles that require regional expertise and nuanced understanding of local issues.

For **BELE**, the University should incorporate more awareness of global English varieties. This approach ensures a more balanced and comprehensive education, enhancing students' understanding of language teaching methods and the global diversity of English.

For **BEILL**, the panel **recommends** achieving a better balance between language and literature courses, as there are currently only six literature courses. This adjustment would ensure that students receive a more comprehensive education that equally emphasises both language and literature. This approach not only enriches academic experience but also better prepares students for diverse career paths that require proficiency in both areas.

The degree and programme names of all programmes correspond to the contents of the respective curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples in **all bachelor programmes**.

For **BPCE**, the panel **recommends** integrating additional practical elements that encompass both regional and global perspectives. This approach ensures that students gain hands-on experience and a deeper understanding of local and international contexts.

For **ML**, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. This is evident in courses such as Research Methods and Linguistic Fieldwork, Language Documentation and Revitalisation, and Literary and Non-Literary Writing, where students apply theoretical knowledge in practical projects. Additionally, in-class training on advanced techniques for making recordings and transcriptions further integrates theory and practice. The practicum component and participation in research groups led by lecturers also provide opportunities for students to apply their skills in real-world contexts.

All programmes include interdisciplinary topics and courses. The programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of research and plagiarism) are appropriately communicated.

Students of all programmes acquire methodological competences and are enabled to do scientific work on the required bachelor or master level through specified courses and options to join research projects.

All exams, as they are defined for the modules/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 wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The panel highlights the commendable guidelines for the final thesis positively. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the respective 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)		ML	BPCE, BELE, BEILL		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	BPCE: 4 years (8 semesters) BELE: 4 years (8 semesters) BEILL: 4 years (8 semesters) ML: 2 years (4 semesters)
Number of credits (national credits and ECTS credits)	BPCE: 144 SKS credits (230 ECTS credits) BELE: 146 SKS credits (234 ECTS credits) BEILL: 144 SKS credits (230 ECTS credits) ML: 42 SKS credits (67 ECTS credits)
Workload per credit	1 SKS credit = 40 hours 1 ECTS credit = 25 hours
Number of modules/courses	BPCE: 55 BELE: 62 BEILL: 48 ML: 18
Time required for processing the final thesis/project and awarded credits	6 months, 6 SKS credits

Modular structure of the study programme

Bachelor of Pancasila and Civics Education (BPCE)

The curriculum includes the following groups of courses:

- Four general courses (eight SKS credits)
- Two University characteristic courses (three SKS credits)
- Four faculty characteristic courses (eight SKS credits)
- 41 BPCE course group courses (120 SKS credits)
- Four elective courses (ten SKS credits)

Students choose between taking five SKS credits or two courses from ten SKS credits or four optional courses.

Bachelor of English Language Education (BELE)

The courses consist of 51 compulsory courses and eleven elective courses. These elective courses are also offered for students across study programmes and students from other universities that are aligned with MBKM programme.

Bachelor of Education on Indonesian Language and Literature (BEILL)

The programme consists of 48 courses, including 43 compulsory courses and five elective courses. Elective courses can be taken in semester seven.

Master of Linguistics (ML)

Students must complete 18 courses totaling 42 SKS credits including a colloquium (one SKS credit) and a final thesis (six SKS credits). The curriculum includes compulsory courses (20 SKS credits) and elective courses (12 SKS credits).

Study and exam regulations

All study programmes

The University's regulations regarding the assessment process are detailed in the Rector's Decree Number 520/PP/2012.

Academic guidelines specify the assessment criteria, including both theory and practicum components. The theory portion consists of task completion, observation/soft skills, mid-term exams, and final semester examinations. The practicum component evaluates preparation/pre-test, adherence to procedures, group cooperation, work results, and reports. These guidelines are outlined in the Rector Regulation of UNDANA Nr. 5 as of 2022.

Feasibility of study workload

All study programmes

According to the Indonesian National Qualification Curriculum, one SKS credit equals 50 minutes of lectures, 60 minutes of structured activities, and 60 minutes of self-study. According to the University, one SKS credit equals 2380 minutes (40 hours). One ECTS credit is 25 hours. Therefore, the conversion factor between SKS and ECTS credits is 1.60.

Lectures are scheduled on weekdays from Monday to Friday, from 8:00 am to 4:00 pm, with multiple sessions per day lasting between 100 to 150 minutes. Each course includes 16 meetings per semester, including mid-term and final exams. The mid-term exam is conducted after seven meetings, and the final exam after 14 meetings. Course meetings are documented online on the University e-learning platform. To be eligible for final exams, students must attend at least 80% of the meetings.

Regarding study plans, the workload for the first semester is predefined. From then on, students can take a study load based on the semester achievement index (IPS) achieved with the following conditions:

Table 6 Workload per semester regarding IPS

Semester Achievement Index (IPS)	Possible credits per semester
< 1.50	12 SKS credits
1.51 to 1.99	12 to 15 SKS credits
2.00 to 2.49	16 to 18 SKS credits
2.50 to 2.99	19 to 21 SKS credits
3.00 to 4.00	22 to 24 SKS credits

To ensure that the programmes can be completed within the projected overall study time, measures are taken to support students in their academic journey. It considers the workload and time commitment required for each course to ensure a balanced distribution of coursework throughout the programme.

Academic advisors support students in their progression, helping them plan course schedules, address concerns or challenges, and monitor their progress. Advisors provide guidance on course selection, study opportunities such as the MBKM Programme or student exchange programme, and other programme-related decisions.

A progress monitoring system is implemented to identify students who may be falling behind or facing challenges in meeting the expected timeline. Early intervention includes offering additional academic support, personalised guidance, or referrals to support services to help students overcome obstacles and stay on track.

Equality of opportunity

All study programmes

The admission process prioritises gender equality. Students from diverse backgrounds and varying abilities receive attention and opportunities, with many receiving scholarships funded by the Central Government, Regional Government, Agencies, and Private Institutions.

Students with special characteristics, such as disabilities or those from economically disadvantaged backgrounds, are provided with assistance services and scholarships. Female students are highly engaged in lecture activities, often holding leadership positions and demonstrating strong qualities in managing classes and organising activities. In 2019 and 2020, a specialised programme was established to recruit disabled lecturers. However, no applicants came forward, resulting in the programme remaining vacant.

Bachelor of Pancasila and Civic Education (BPCE)

For each cohort, female students exceed 60%. Students with single parents and those relocated from East Timor due to the Timor Leste conflict in 1998 receive fair and humane care. The programme ensures equal consideration and treatment regarding study rights, scholarship eligibility, and other entitlements.

Bachelor of English Language Education (BELE)

Applicants of any gender, race, religion, region, or educational background can apply. Once admitted, students receive equal opportunities for academic and financial assistance. Academic advisors and thesis supervisors provide guidance and support throughout the students' studies. The University also offers job career information, sports centres, student housing, health services, and canteens.

Bachelor of Education in Indonesian Language and Literature (BEILL)

Students have equal opportunities to develop in teaching, achieve accomplishments, and obtain assistance and scholarships. Students from diverse socio-economic backgrounds and ethnicities receive guidance and equal treatment in lectures, competitions, and scholarship awards based on cumulative achievement or GPA.

Master of Linguistics (ML)

ML accepts applicants from any gender, race, religion, region, and educational background. Once admitted, students have equal opportunities to register for courses, practicum, research, and supervision. The research topic for the master thesis is based on the student's interests and the linguistic subfield related to the chosen graduate profile. All students, lecturers, and staff have equal access to facilities such as the library, Wi-Fi, seminar rooms, and other academic resources.

Appraisal:

The programme structures support the smooth implementation of the respective curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules/courses and assigns credits per module/course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired.

However, the course descriptions do not contain complete and coherent information for all courses. At the same time course descriptions often use repetitive language making the clear distinction between courses less transparent. Therefore, the panel recommends the following **condition for all programmes**:

- The University ensures that all the course descriptions in all programmes are coherent and contain all the required information and refine the wording within the course descriptions to clearly distinguish between the different courses.

Additionally, the course descriptions for **BEILL** do not include any reading materials, only platforms such as google scholar or ResearchGate. The panel recommends the following **condition for BEILL**:

- The University includes all literature/references in the course descriptions.

The course description of the teaching internship is missing for **BELE**. In its statement on the report, the University referred to the MBKM as internship. However, there was no course description provided. Therefore, the panel recommends the following **condition for BELE**:

- The University includes the course description of the teaching internship in the course descriptions of BELE.

For **BPCE**, the panel **strongly recommends** reviewing and fine-tuning the learning outcomes in the course descriptions to distinguish between identical or similar topics covered in different courses. When examining the same topic from different perspectives in various courses, this differentiation needs to be clearly articulated in the course descriptions.

Additionally, for **BELE**, the panel **recommends** renaming courses to better reflect the integrated skill approach used in teaching.

There are legally binding study and exam regulations that adhere to national requirements. However, the format of examinations (including definition, duration, and retake policies) is not outlined in an official framework document, and the language of examination is not clearly specified in the course descriptions for bilingual courses. The panel recommends the following **condition**:

- The University defines the duration of examinations and retake policies in an official framework document.

The study programmes are 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 – insofar intended – is also clearly defined.

While the Diploma Supplement was made available for **BPCE**, this is not the case for the other study programmes. Therefore, the panel recommends the following **condition**:

- The University issues a diploma supplement for **BELE**, **BEILL** and **ML** that meets the European Higher Education Area principles (ECTS User's Guide 2015) and includes all information about the University and respective study programme.

Furthermore, the final grade is not supplied with an ECTS grading table. The panel recommends the following **condition**:

- The University provides an ECTS grading table for each study programme.

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, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination through the national guidelines. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted, for example through scholarships.

	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)				Condition	
3.2.2* Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Logic und plausibility of the didactical concept

Bachelor of Pancasila and Civics Education (BPCE)

The curriculum prioritises a constructivist-humanist learning strategy, emphasising metacognitive methods and various strategies focused on student engagement. This approach is grounded in the belief that students possess personal potential, creativity, and innovation, with extensive access to learning materials in the digital era and the fourth industrial revolution.

The curriculum design, learning models, and methodologies are based on innovative learning, higher-order thinking skills (HOTS), and Technological Pedagogical and Content Knowledge (TPACK). BPCE prioritises learning steps characterised by HOTS and TPACK-based strategies, including problem-solving models such as case studies, Problem-Based Learning

(PBL), Project-Based Learning (PjBL), Inquiry learning, Cooperative Learning, Group Investigation, Brainstorming, and Value Clarification Technique (VCT) models.

The Minister of Education and Culture issued Regulation number 3 of 2020 concerning National Higher Education Standards. Lectures are conducted via online, face-to-face, and Blended Learning platforms. Blended Learning is facilitated by course modules, enabling students to engage with tasks efficiently. Interactions with lecture administration are managed through UNDANA's "SIADIKNONA" system.

Bachelor of English Language Education (BELE)

The learning process is based on Student-Centred Learning (SCL). SCL aims to help students develop their competencies independently according to Expected Learning Outcomes (ELO) and Course Learning Outcomes (CLO). Students are trained to construct their knowledge and learning experiences into new knowledge independently. Lecturers apply cooperative and collaborative learning within peer learning to train students to be communicative, work in teams, and think critically, creatively, and holistically, aligning with the graduate profile designed by the Study Programme.

The study programme implemented the Outcome-Based Education (OBE) concept in designing the outcome-based curriculum, focusing on achieving qualification objectives and graduate profiles. This is reflected in the course outline, aiming to provide students with the knowledge and practical skills needed to achieve their chosen graduate profiles. BELE also emphasises:

1. **The communicative approach**, focusing on developing students' ability to use English for real-life communication. Lecturers promote interactions such as pair and group work, role-plays, debates, and discussions.
2. **Language Skills Development**. Students enhance their proficiency in speaking, listening, reading, and writing through authentic tasks and materials.
3. **Integration of language and culture to develop intercultural competence**. This includes exploring cultural topics, analysing literature, examining socio-cultural contexts, and engaging in cross-cultural communication activities.
4. **Use of technology to enhance language learning**. The study programme provides practical experience in the Language laboratory and utilises multimedia resources, online platforms, and digital tools for language practice.
5. **Teaching and learning assessment** to provide constructive feedback for future learning. This assessment can be done online through SIADIKNONA at the end of each semester.
6. **Continuous professional development for students** by offering opportunities to attend conferences, workshops, seminars, peer observation, and participation in teaching practicums or internships to gain practical teaching experience.

Bachelor of Education on Indonesian Language and Literature (BEILL)

To fulfil the learning outcomes, lecturers use various student-centred methods/models, including project-based learning, group discussions, simulations, case studies, collaborative learning, cooperative learning, problem-based learning, seminars, field practice, professional work practice, and research. Additionally, lecturers utilise information technology and advances in science and technology to select appropriate learning media and teaching materials, pedagogy knowledge, and mastery of the material to be taught.

In Phonology lectures, lecturers demonstrate/simulate the pronunciation of consonant and vowel phonemes in Indonesian. This activity helps students apply the rules of phonetic transcription of Indonesian language texts. Students can peer-correct their assignments using collaborative and cooperative methods. In the Literature Workshop course, students are trained to produce scripts and perform performances.

Master of Linguistics (ML)

The ML implements the Outcome-Based Education (OBE) concept. The curriculum content is directed to achieve qualification objectives and graduate profiles, as reflected in the course plan, such as RPS (Semester Learning Plan). The goal is to equip students with the theoretical knowledge and practical skills required to achieve graduate profiles. Students are involved in lecturers' research and community services, sharing sessions by alumni, student group discussions, writing groups, etc.

Blended learning is conducted to give opportunities for students who are not present onsite at campus or on duties outside or abroad. Zoom meetings will be used. Lecturers provide online courses on the ML website.

Course materials

All study programmes

The curriculum is designed to achieve qualification objectives and graduate profiles, as reflected in the Semester Learning Plan (RPS), which includes learning outcomes, methods, materials, and references. The programmes employ a variety of student-centred methods and incorporate real-life materials, research results, and technological advances.

Upon receiving a teaching assignment, each lecturer updates the material according to LO and CLO formulations, adapting it to essential and dynamically evolving content. Lecturers develop teaching materials tailored to the course learning outcomes, prepared by groups of lecturers in specific fields, considering input from expert lecturers, stakeholders, and graduates. Curriculum updates can occur at any point to ensure students stay current with innovations.

Teaching materials are sourced from printed and electronic media, including national and international journals, and research and community service results. Students access essential and contextually appropriate materials through digital learning sources, engaging in exploratory research and scientific inquiry. Lecture materials are relevant to research results published in national and international journals, and several courses utilise reference books written by lecturers. Learning tools are accessible online through e-learning and ed-link applications.

Feedback from students is collected at the end of each semester to continually enhance the course materials. The RPS is reviewed every two semesters to ensure alignment with updated materials necessary for achieving PLOs and CLOs.

Guest lecturers

All study programmes

Higher education institutions organise guest lectures by practitioners and lecturers from both domestic and international institutions. These guest lecturers, who are experts in their fields, provide insights and scientific experiences to enhance student competencies. Alumni who hold

strategic positions in government agencies also conduct guest lectures to share their leadership experiences and career success.

To broaden students' understanding, engagement, and motivation, while fostering a connection between academic concepts and practical application, **BELE** holds various international webinars, seminars, and conferences. These events, organised by the Language Laboratory of FTTE UNDANA, invite experts in English Language Education and related fields. This initiative benefits students and alumni in East Nusa Tenggara Province, helping them innovate their knowledge of updated teaching methods and challenges, ultimately improving the quality of education in the region.

BEILL also hosts guest lecturers and experts for various scientific activities, such as inaugural lectures and national/international seminars. The inaugural lecture, held at the beginning of each odd semester, features experts in language, literature, and teaching Indonesian language and literature. Additionally, during "Bulan Bahasa", **BEILL** presents experts and practitioners in these fields, further enriching the academic experience for students.

Lecturing tutors

All study programmes

Students can become peer tutors to support and assist their classmates in class by providing academic assistance, fostering a collaborative learning environment, and offering guidance based on their knowledge and experiences.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the respective programme objectives. lecturers use various student-centred methods/models, including project-based learning, group discussions, simulations, case studies. Students are encouraged to take an active role in creating the learning process.

However, the panel **recommends** that **BELE** adopts a communicative approach to language teaching. This enhances students' ability to use the language in real-life situations, promotes active engagement, and improves overall language proficiency.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, the courses are not always up to date, also regarding the relevant literature. Therefore, the panel recommends the following **condition**:

- The University ensures that all courses use up-to-date and relevant literature.
- The University then updates the literature references in the course descriptions.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. Engaging with experts from various fields and backgrounds will enrich academic experience and better prepare students for the complexities of the globalised world. While co-teaching with other faculties is already being implemented to some extent, the University should further expand this practice to enhance interdisciplinary learning and collaboration.

	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)				Condition	
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X

3.4 International outlook

International contents and intercultural aspects

Bachelor of Pancasila and Civic Education (BPCE)

The curriculum encompasses international content and intercultural aspects, including courses in

- English,
- Multicultural and Global Diversity,
- International Relations,
- Geopolitics,
- National Resilience and State Defence,
- Basic Concepts of Moral Education, and
- Human Rights.

Graduates are equipped to teach in other countries, particularly within ASEAN nations, due to the international focus of the course material. These courses enhance graduates' ability to adapt to the global community while fulfilling their roles, functions, and responsibilities.

Bachelor of English Language Education (BELE)

International content and intercultural aspects are integrated into content, skills, and applied courses. These courses are designed to prepare students for both domestic and international work environments. This includes for example, courses like Cross-Cultural Communication and Translation and Interpreting.

Bachelor of Education in Indonesian Language and Literature (BEILL)

In response to the rapid development of science and technology and to meet stakeholder needs, BEILL implemented the MBKM programme in 2020. The MBKM curriculum accommodates the demands of RI Law Number 12 of 2012 on Higher Education, Presidential Regulation of the Republic of Indonesia Number 8 of 2012 on the KKNI, and the learning needs in the era of the industrial revolution 4.0 and society 5.0. As result of this, BEILL has introduced new courses, such as "Cultural Linguistics and BIP, which are mandatory for students in the third and fifth semester. These courses reflect intercultural and international aspects as they are based on cultural studies and support the Indonesian Government's programme to globalise the Indonesian language.

Master of Linguistics (ML)

The curriculum includes courses such as (i) Cultural Linguistics, (ii) Austronesian and Non-Austronesian Linguistics, and (iii) Translation Studies, which cover cultural and typological

aspects of languages and their speech communities. Additionally, students and lecturers are encouraged to participate in international events, such as seminars, workshops, and guest lectures, to engage with international environments.

ML utilises references from internationally ranked academic journals, such as those indexed by Scopus. For linguistic data transcription, students are advised to use the IPA (phonetic/phonemic) symbols published by the International Phonetic Association, USA. For linguistic annotation, students refer to the Leipzig Glossing Rules, published by the Department of Linguistics, Max Planck Institute for Evolutionary Anthropology, Germany. The data types, including audio, videos, images, and texts, adhere to international digital archiving standards recommended by recognised archiving agencies such as Paradisec (Australia) and ELAR, Germany).

Internationality of the student body

All study programmes

All programmes currently do not have international full-time students.

Internationality of faculty

All study programmes

The lecturers engage in various international activities, including:

1. Collaboration with the international non-governmental organisation Save the Children to improve teacher quality in East Nusa Tenggara Province from 2018 to 2021.
2. Acceptance of foreign students from Germany through an Indonesian Language Learning Internship Programme, in collaboration with the German Government and involving the Indonesian Language Study Programme.
3. Hosting an International Seminar with key presenters from various countries and participants from different regions annually from 2019 to 2022.
4. Establishing various international collaborations with foreign universities in the fields of education and research.
5. Organising TOEFL tests and English courses for students, as well as international seminars and conferences involving keynote speakers from several countries and participants from various locations within Indonesia and abroad since 2019 to 2022, including international cooperation with Hesston College.

Foreign language contents

All bachelor programmes

During each course, students must complete specific projects in groups or individually using English (PowerPoint) and present their work in English. Furthermore, every student shall draft a scientific publication detailing their thesis study results in both Indonesian and English upon completing their studies. English Day is also established every Wednesday for lecturers, staff, and students, requiring all campus communications to be conducted in English.

Bachelor of Pancasila and Civic Education (BPCE)

The foreign language component (English) in the curriculum is structured in the first and second semester as follows:

a. For Students from Indonesia: English courses are offered with a composition of 70% in English and 30% in Indonesian. The Culture and Political Ethics course is presented with a composition of 40% English and 60% Indonesian. Similarly, introductory educational courses

are presented in a composition of 40% English and 60% Indonesian. The Ethics & Basic Concepts of Moral Education course follows the same composition, with 40% English and 60% Indonesian. State Science and Political Science courses are also presented in a composition of 40% English and 60% Indonesian. The State Ideology and Pancasila Ideology courses maintain this composition as well, with 40% English and 60% Indonesian. Civic Education courses are presented in a composition of 40% English and 60% Indonesian. Lastly, the introductory course on Indonesian law and legal system (PIH/PTIH) is presented in a composition of 40% English and 60% Indonesian.

b. For Foreign Students: Courses are taught with a composition of 60% in English and 40% in Indonesian.

Bachelor of English Language Education (BELE)

Languages of instruction for content, skills, or applied courses are English and Bahasa Indonesia.

Bachelor of Education in Indonesian Language and Literature Education (BEILL)

BEILL uses 90% Indonesian and 10% English. The predominant use of Indonesian at BEILL supports the Indonesian Government's programme to promote Indonesian as an international language that is studied and sought after globally.

Master of Linguistics (ML)

Teaching and learning processes at ML use Indonesian as the language of instruction, as it is the national language and the language of education in the country. Approximately 90% of the references and textbooks are in English and published by international publishers such as Cambridge, Oxford, and Brill. This exposes students to English as an international language and to content that meets international academic standards.

The language of instruction in the programme is mainly Indonesian. However, most linguistic and relevant literature for the modules is in English. Additionally, some guest lecturers from abroad are invited, and international seminars are held at the University.

Appraisal:

International contents are an integral part of the curriculum of BPCE, BELE and ML through various courses. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

However, this is not the case for **BEILL**. Therefore, the panel recommends the following **condition**:

- The University incorporates international/global contents to the curriculum, including courses of global and world literature.

The study programmes currently have no international student body. Therefore, the panel **recommends** implementing a concept and measures to attract international students.

For **BPCE**, **BELE** and **ML**, the international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

However, during the on-site visit the panel was not convinced this applies fully for **BEILL**. Therefore, the panel **recommends** providing more support for the lecturers to gain international experience, such as pursuing PhDs, attending international conferences, and engaging in research collaborations. This will help elevate the programme's international profile and ensure that students benefit from a globally informed education.

The proportion of foreign language courses and required foreign language materials overall corresponds with the qualification objectives of the respective study programmes.

For **BPCE**, the University should logically allocate the language to the content of each course. It should have a clear structure and rationale for what is taught in English and what is taught in Indonesian. The panel **strongly recommends** that the language of instruction should correspond with the language of the course material to ensure coherence and effective learning outcomes.

	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)			BPCE, BELE, ML	BEILL	
3.4.2 Internationality of the student body				X	
3.4.3 Internationality of faculty			BPCE, BELE, ML	BEILL	
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Pancasila and Civic Education (BPCE)

Conflict management courses train students in public communication and mediation, emphasising leadership skills to transform disputes into positive outcomes. Teachers of Pancasila and Civic Education sometimes mediate social issues, justifying the inclusion of these courses. Additionally, land law courses develop skills in resolving land disputes, promoting peace and reconciliation in rural areas.

Bachelor of English Language Education (BELE)

BELE develops communication, public speaking, cooperation, conflict handling, and leadership skills through courses like

- Listening,
- Speaking,
- Reading,
- Writing,
- Speech Making and Debating,
- English for Public Relations,

- Cross-Cultural Communication,
- Course Management, and
- Class Management.

Participation in student organisations and the Community Service Programme further enhances these skills. Students also strengthen their teamwork, communication, problem-solving, and organising abilities through the Community Service Programme.

Bachelor of Education in Indonesian Language and Literature Education (BEILL)

BEILL follows the Internal Quality Assurance System and Ministerial regulations, using problem-solving and project-based learning. The teaching approach is interactive, holistic, integrative, collaborative, cooperative, innovative, and student-centred. Learning methods align with course characteristics to achieve specific learning outcomes (LO), such as applying theoretical concepts and practising entrepreneurship within a cultural framework.

Master of Linguistics (ML)

The curriculum emphasises communication, public speaking, cooperation, and conflict-handling skills. These are developed through discussions, supervision, presentations, seminars, and field research. Students engage with speech communities (such as approaching people to be language consultants and interviewed), handle ethical and technical issues, and participate in scientific seminars (local, national and international) to build networks for future careers.

Appraisal:

The students acquire communication and public-speaking skills through discussions and presentations, as well as cooperation and conflict handling skills through specific courses in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures through problem-solving and project-based learning. 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)

Bachelor of Pancasila and Civic Education (BPCE)

Students develop a range of practical skills that enhance their employability. These include creating engaging video content, developing and implementing teaching plans, calculating taxes, understanding and performing traditional dances, creating educational tools, evaluating school conditions, and conducting research and reporting.

Tracer studies and evaluations show that graduates are well-equipped to work professionally in their field and demonstrate strong leadership abilities, making them suitable for roles such

as school principals and officials in education and culture services. BPCE graduates are competitive and have gained substantial public trust. The growing demand from school management for these graduates highlights their recognised competence.

Bachelor of English Language Education (BELE)

Students learn practical skills, including business development from proposal to implementation, designing business proposals, developing tourism businesses, and starting private English tutoring services. Additionally, they gain experience in course management, school management, multimedia in English language teaching, and language testing and evaluation. Through community service programmes, students also learn to integrate academic project work into their professional practice. The programme conducts regular tracer studies and needs analyses to align the curriculum with market demands.

Bachelor of Education in Indonesian Language and Literature (BEILL)

Students understand the properties of language and its elements, integrating language and literature knowledge in teaching, and applying rhetoric, lexical semantics, and stylistics in various contexts. Students gain experience in conducting events, debates, speeches, and performances, which further develop their communication and presentation abilities.

Master of Linguistics (ML)

The programme prepares graduates for roles as researchers, educators, writers, and journalists, based on alumni tracer studies to meet job market demands. It offers courses in both pure and applied linguistics, enhancing students' employability. Many students have experience in related fields, such as teaching and journalism, with some securing permanent positions.

Appraisal:

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its modules/courses. Tracer studies and needs analyses align the curricula with market demands.

To help **BEILL** students to learn how to work in an international environment, the panel **recommends** providing additional training to expose students to more international settings.

		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

Structure and quantity of faculty in relation to curricular requirements

All study programmes

Table 7 Structure and quantity of faculty members

	BPCE	BELE	BILLE	ML
Full-time teaching staff	18	24	17	13
Part-time teaching staff incl. visiting/adjunct lecturers	4	1	6	1
Total number of teaching staff	22	25	23	14
Among them:				
Teaching staff with professional experience	17	23	17	14
Teaching staff with international experience	18	15	3	14
Number of professors	2	2	1	3
Number of associate professors	3	4	7	8
Number of assistant professors	2	15	4	3
PhD holders	6	8	7	14

Academic qualification of faculty

All study programmes

Educational qualifications must align with job requirements:

- For graduates of domestic tertiary institutions, a certificate from an accredited institution or programme by the National Accreditation Board for Higher Education and/or Pusdiknakes/LAM-PTKs at the time of graduation is required, as evidenced by the graduation date on the diploma.
- For graduates of foreign tertiary institutions, a Certificate of Equalisation of Diplomas from the ministry responsible for higher education is required.
- For teacher/lecturer positions, a minimum GPA of 3.00 on a 4.00 scale is required. For educational staff/non-lecturers, a minimum GPA of 2.8 on a 4.00 scale is required. This must be evidenced by a legally issued transcript from the relevant institution.

The selection process consists of three stages:

1. Administrative selection for applicants who meet registration requirements.
2. Basic competency selection for applicants who pass the administrative selection, using the Computer Assisted Test system, covering the National Insight Test, General Intelligence Test, and Personal Characteristics Test.
3. Field competency selection for applicants who pass the basic competency selection and are among the top three ranks for the position applied for.

The University recruits postgraduate lecturers through:

1. Recruitment by the central government, including (National scheme):

- State Civil Apparatus (PNS): Candidates selected as civil servants to work as university lecturers.
 - Government Employee with Work Agreement (PPPK): Candidates with at least two years of teaching experience as contract lecturers or honorary staff, selected based on rank and test scores, *or*
2. Individual scheme where candidates apply for positions needed by the study programme and follow the programme's selection process. A doctoral degree in the relevant field is required. Selected applicants are proposed by the study programme to the postgraduate programme and then forwarded to the University for appointment as permanent lecturers.

Pedagogical / didactical qualification of faculty

All study programmes

The University and faculties offer lecturers opportunities to participate in Basic Skills Improvement Programmes in Instructional Techniques (Pekerti) and Applied Approach (AA). These programmes aim to increase the competence and professionalism of lecturers in functional positions, particularly by improving their pedagogical skills. Lecturers are encouraged to pursue professional development through webinars, workshops, and conferences, and to join professional groups.

The University and study programmes offer activities to enhance lecturers' skills in designing and implementing active and innovative learning strategies, using higher-order thinking skills (HOTS), Technological Pedagogical and Knowledge (TPACK), and developing assessments for various aspects of student learning. Routine programmes include:

1. Training to improve instructional technical skills (120 hours)
2. Apply Approach (AA) Advanced Character Training (360 hours)
3. Workshops on active and innovative learning methodologies (5 days, 40 hours)
4. E-learning training and refresher at the beginning of each semester
5. Training on preparing semester lesson plans at the beginning of each semester
6. Training to improve English language skills

Students conduct mid-semester evaluations of pedagogical competencies, providing feedback to enhance teaching performance.

Practical business experience of faculty

Bachelor of Pancasila and Civic Education (BPCE)

Since 2017, lecturers engaged in various business ventures and collaborations, including

- teacher training,
- canteen operations,
- student entrepreneurship programmes,
- asset rental services,
- printing services,
- clinic and hospital operations,
- agricultural and livestock trading,
- construction consultancy,
- legal aid services, fitness facilities,
- English language training,
- dance studios,

- accommodation rental,
- and more.

Bachelor of English Language Education (BELE)

Lecturers have practical experience in entrepreneurship, enabling them to mentor students interested in business ventures. They assist students in designing business plans and strategies.

Bachelor of Education in Indonesian Language and Literature (BEILL)

Business practices include renting academic support assets such as land, sports buildings, sports facilities, and laboratories with all practical equipment.

Master of Linguistics (ML)

Lecturers with English-Indonesian translation qualifications translate documents for postgraduate programme members, students, or others. The postgraduate programme appoints teaching staff as proofreaders/editors for a certain period to ensure compliance with these requirements. Two lecturers specialise in proofreading dissertations in the field of linguistics. One lecturer serves as the head of a music school, while another is the head of an educational foundation.

Internal cooperation

Bachelor of Pancasila and Civic Education (BPCE)

Full-time lecturers also teach in the Primary School Teacher Education (PSTE) programme and other related programmes, such as History. Additionally, lecturers from other faculties, like the Law Faculty, contribute to BPCE due to their expertise.

Another area of collaboration is research and writing. Teams from BPCE and PSTE work together on national and international journal publications. This collaborative effort extends to preparing books or course modules, such as the Character Education Application book, which is a joint effort between BPCE and PSTE lecturers.

Furthermore, the Professional Teacher Education Programme is jointly implemented with social science programmes like History, Geography, and Economic Education.

Bachelor of English Language Education (BELE)

Lecturers exchange ideas, materials, and skills through regular meetings before and after each semester, and weekly meetings for those teaching the same course. BELE collaborates with various University bodies, including:

1. Faculty of Teacher Training and Education
2. Institute for Development, Learning and Quality Assurance
3. Institute for Research and Community Service
4. UNDANA Language Centre
5. UNDANA Library
6. UNDANA Language Lab
7. International Relations Office (IRO)
8. ICT Centre

Bachelor of Education in Indonesian Language and Literature (BEILL)

From 2020 to 2023, BEILL collaborated with other faculty programmes by participating in jury teams for debate, poetry reading, and poetry musicalisation competitions.

Master of Linguistics (ML)

Faculty members collaborate internally across education, research, and community service. They teach in other programmes like English, Indonesian, Communication, and Elementary School Education. Research collaborations include faculties such as Social and Political Sciences, Law, Public Health, and Teacher Training and Education. Community service collaborations also involve these faculties.

Student support by the faculty

All study programmes

To help students improve their quality and complete their studies on time, the following services are provided:

1. Academic guidance and counselling by assigned academic advisors during and outside working hours.
2. Guidance for self-development and talents in academic, scientific, artistic, cultural, and sports fields.
3. Information on job market availability for prospective alumni before graduation.
4. Literacy services and access to the library both online and onsite.
5. Health services for the UNDANA academic community.
6. Flat accommodation services for student residence.

Students meet academic advisors at least twice per semester. These advisors help students create personalised study plans, select courses, and address study-related problems. Recently, students with the same advisor have been grouped on WhatsApp for easier communication.

Students can meet lecturers daily from 8:00 AM to 5:00 PM, and via WhatsApp until 8:00 PM by appointment.

Master of Linguistics (ML)

Additionally, the programme supports students in education, research, and community service. Lecturers assist with learning, research, and thesis writing, and supervise practicum leading to master's research. Students can participate in lecturer-led research, national and international seminars, and workshops. Regular thesis guidance meetings are held at least twice a week.

Faculty support includes consultation and academic guidance. Coordinators and lecturers provide guidance on academic and non-academic matters, including career advice and discussions on differing opinions.

Appraisal:

The structure and number of the faculty correspond to each programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) 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. The University verifies the qualifications of the faculty members by means of an established procedure.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The University fulfils the national regulations and verifies the qualifications of the faculty members. The University 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, for example training to improve instructional technical skills, Apply Approach (AA) Advanced Character Training (360 hours) as well as workshops on active and innovative learning methodologies.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Lecturers are active in related fields.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly before and after each semester, and weekly meetings for those teaching the same course. The panel **recommends** conducting collaborative research and sharing resources, including cross-listing courses.

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. For example, students meet their academic advisors at least twice per semester. The faculty members are very available to the students, this was also verified during the interview with the students. The students are “fully content” with the support they receive.

	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			X		
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

Programme Director

All bachelor programmes

These programmes are part of the Faculty of Teacher Training and Education (FTTE), which oversees faculty leadership and serves as study programme coordinators. Lecturers must submit reports on their *Tridharma* activities to their programme coordinators. Faculty leaders aim to provide exceptional services to professors and graduates, ensuring the smooth execution of *Tridharma* activities.

To achieve these objectives, faculty leaders, heads of divisions, heads of subdivisions, education staff, heads of laboratories, and programme coordinators collaborate effectively. They have established partnerships with local, national, and international institutions to advance study programmes, faculties, and universities. These collaborations offer lecturers opportunities to enhance their expertise through student exchanges, internships, seminars, and research projects. Joint research projects, funded by the ministry or through independent collaborations, and community service activities are coordinated across study programmes, faculties, and universities.

Master of Linguistics (ML)

ML is managed by a postgraduate leadership member appointed as the programme coordinator, who reports to the director of the programme. The coordinator is responsible for planning, implementing, coordinating, and evaluating all activities within the programme, based on the three pillars of higher education: education, research, and community service. This includes managing the learning process, lecturer and student workloads, schedules, and all academic activities.

Process organisation and administrative support for students and faculty

All study programmes

Based on the Regulation of the Minister of Education and Culture of Indonesia Number 15 of 2017, the Administration Section is an administrative service unit within the Faculty. It comprises the education, general and equipment, finance and personnel, and student affairs subdivisions. Administrative staff are responsible for the academic subdivision and assist the head of the study programme.

Duties of study programme administration:

1. Validating the student's Course Plan (KRS) signed by the academic supervisor.
2. Inputting lecture attendance.
3. Inputting student schedules and thesis exam scores.
4. Creating and receiving letters related to study programmes.
5. Inputting lecture schedules.
6. Providing administrative services to students.
7. Distributing academic handbooks and thesis writing guidelines.
8. Inventorying study programme facilities and infrastructure.

The programmes are supported by educational staff who handle administrative needs related to education, research, and community service. These staff collaborate with faculty-level educational staff and are equipped with adequate IT facilities.

IT Facilities:

1. Integrated academic administration system: Siadiknona
2. Lecturer promotion services: Sister
3. Communication networks: BPCE, BELE, BEILL, and ML websites.
4. Budget preparation services: Simkeu
5. Online learning services: Siadiknona

The University offers counselling for groups of students experiencing learning difficulties. These students are identified through an assessment process for each course. Based on information from lecturers at the first evaluation meeting of the semester, the number of students experiencing learning difficulties is determined, which then becomes the target for guidance and counselling services. Group counselling sessions are scheduled according to the operational hours of the counselling guidance service unit, while individual sessions are arranged at mutually agreed times between the client and counsellor.

Enhancing educational staff credentials:

1. Training opportunities.
2. Scholarships and further study opportunities.
3. Clear career paths.
4. Conducting comparative studies.

Educational staff can participate in formal and non-formal training to improve their performance. The University supports this through various activities, including budget training, statistics, programming, office administration, archives, public relations, English, and networking.

The University provides facilities, including study funds and training, to improve staff qualifications. Career opportunities are offered through selection processes for promotion, as outlined in Rector's Regulation Number 6 of 2019.

Appraisal:

The study programme coordinators coordinate the activities of everyone involved in the programme and ensures that the programmes 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 University offers the administrative staff opportunities for continuous professional development, for example trainings in budget training, English and public relations.

		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

Bachelor of Pancasila and Civic Education (BPCE)

1. **Internships and teaching practice:** Collaborations with 15 schools in Kupang City, the communication forum of the Indonesian state teachers and educational sciences faculty, the Indonesian teachers association (PGRI) of East Nusa Tenggara Province, and Universitas Palangka Raya. Agreements last four to six years.
2. **Lecturer exchange:** With Universitas Mataram, West Nusa Tenggara, in philosophy/ethics, constitutional law, and international relations courses.
3. **Student exchange:** Through the *Merdeka Belajar Kampus Merdeka (MBKM)* programme with universities across Indonesia.
4. **Internships:** Collaborations with PT. Telkom Indonesia and PT. PLN (Persero). Partnerships with food and beverage merchants by renting out counters and small enterprises and utilising students as interns for company operations.

Bachelor of English Language Education (BELE)

To support the organisation of *Tridharma*, the faculty collaborates with various universities and organisations locally, nationally, and internationally. This includes the Indonesian Australian Language Foundation (IALF), aiming to enhance knowledge and experience for lecturers in English training and to provide opportunities and assistance for local communities in East Nusa Tenggara. Additionally, there is cooperation among universities, faculties, study programmes, and schools for teaching practices.

The programme collaborates with various institutions to achieve their targets. Key partners include Agape Indah English Training Center responsible for providing opportunities for students to improve their English competence and helps introduce BELE to the people of East Nusa Tenggara. BAPPENAS supports lecturers in improving their English skills through training and courses. The Provincial Government of East Nusa Tenggara and Griffith University (Australia) offer training and English language courses for lecturers aiming to advance to the doctoral level. The faculty ensures equal opportunities for all permanent lecturers to enhance their expertise and provides students with opportunities to improve their English skills

Other partnerships include:

1. Association for Indonesian Literature Scholars
2. Indonesian Linguistics Society
3. Schools for teaching practice (public and private junior and senior high schools in Kupang City)
4. Association for English Study Programmes in Indonesia
5. Ciputra University, Surabaya for joint research collaboration (2020-2022)

6. East Nusa Tenggara Provincial Education and Culture Department for public and vocational school debating competitions
7. NGOs (non-governmental organisations)

Bachelor of Education in Indonesian Language and Literature (BEILL)

In 2020, key collaborations included, among others, partnerships with the Indonesian Engineers Association (Indonesia), the East Nusa Tenggara Government (Indonesia), and several universities such as Universitas Indonesia (Indonesia), Universitas Pattimura (Indonesia), Universitas Singaperbangsa Karawang (Indonesia), Flinders University (Australia), and Charles Darwin University (Australia).

In 2021, collaborations expanded to include the Supreme Court of the Republic of Indonesia (Indonesia), the East Nusa Tenggara Government (Indonesia), Universitas Udayana (Indonesia), PT Bank Mandiri (Persero) (Indonesia), PT Gudang Garam (Persero) (Indonesia), PT PLN (Persero) (Indonesia) and Alfa Omega Foundation (USA).

By 2022, partnerships involve the Kupang City Government (Indonesia), the Ministry of Villages, Underdeveloped Regions and Transmigration (Indonesia), the Republic of Indonesia Police (Indonesia), Universitas Gadjah Mada (Indonesia), Universitas Brawijaya (Indonesia), Universitas Negeri Yogyakarta (Indonesia), Universitas Sriwijaya (Indonesia), Hamburg University (Germany), and the National University of Kaohsiung (Taiwan). Other notable partners were PT Bank Rakyat Indonesia (Persero) (Indonesia), PT Shopee International Indonesia (Indonesia), Global Village for Hope (Singapore) and PT Sun Cable Indonesia (Indonesia).

Future Prospects:

UNDANA and FTTE will continue to establish collaborations for student teaching internships with schools and foundations across Kupang City, Kupang Regency, and North Central Timor Regency. BEILL collaborates with Save the Children and Plan International on literacy projects in remote areas of East Nusa Tenggara Province.

Master of Linguistics (ML)

ML collaborates with several institutions both at the national and international levels to develop science and technology in linguistics and related fields. Institutions for research collaborations include:

- **Save The Children** (International): A leading humanitarian organisation dedicated to the rights and welfare of children worldwide.
- **Kupang Regency Office** (Indonesia): The administrative unit of the Kupang region in East Nusa Tenggara province.
- **Tourism Authority Board Labuan Bajo** (Indonesia): An agency under the Ministry of Tourism and Creative Economy, responsible for the development and promotion of tourism in Labuan Bajo, Flores.
- **Minister of Education, Culture, Technology and Higher Education** (Indonesia): A ministry responsible for education, culture, technology, and higher education.
- **Kabupaten Timor Tengah Selatan** (Indonesia): An administrative unit in East Nusa Tenggara province.
- **Dinas Pendidikan dan Kebudayaan Propinsi Nusa Tenggara Timur** (Indonesia): Responsible for educational and cultural affairs.

- **Departemen Agama Provinsi Nusa Tenggara Timur** (Indonesia): The regional office of the Ministry of Religious Affairs in East Nusa Tenggara province.
- **Universidade Dilli** (East Timor): A private university in Dili, East Timor.
- **Badan Riset dan Inovasi Nasional** (Indonesia): The National Research and Innovation Agency, responsible for promoting and coordinating research and innovation in the country.
- **Dinas Pendidikan dan Kebudayaan Kabupaten Malaka** (Indonesia): The Education and Culture Office of Malaka district, responsible for educational and cultural affairs.
- **Pemerintah Kabupaten Kupang** (Indonesia): The district government of Kupang, responsible for the administration and development of the region.

ML collaborates with various partners to prepare experts and enhance the profile of its study programme graduates. One such partner is Radio Trilok FM, which promotes the study programme and hosts public discussions on language and cultural issues.

In the realm of community service, ML works with Cakrawala Educational Media to provide resources for writing both literary and non-literary papers. In the field of journalism, ML partners with TVRI Kupang to supply speakers for interactive dialogues.

Additionally, ML collaborates with the Indonesian Police to provide expert witnesses for criminal and civil cases.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as cooperation with business enterprises and other institutions relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented in MoU. To enhance opportunities for students even more, the panel **recommends** expanding national and international collaborations with higher education institutions, organisations, and other relevant entities.

The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

In case that other academic institutions or other organisations conduct parts of the study programmes, the University ensures that the quality standards are met.

	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

Quantity, quality, media and IT equipment of teaching and group rooms

All study programmes

FTTE UNDANA's main lecture infrastructure includes 49 classrooms, 18 lecturer rooms, 15 study programme coordination rooms, eleven labs, three workshops, a podcast studio, an open theatre room, and a microteaching building.

Bachelor of Pancasila and Civic Education (BPCE)

BPCE has six lecture rooms available for learning activities, operating five days a week from 08:00 to 17:00. Two of these rooms are equipped with multimedia facilities, with plans to upgrade the remaining four. Blended learning, facilitated by e-learning platforms like Zoom, has been effectively utilised since 2020, allowing uninterrupted course activities even when instructors are engaged in off-campus duties.

Bachelor of English Language Education (BELE)

The programme occupies a 500 m² floor area, including four classrooms, two offices (one for lecturers and one for staff), a coordinator's room, and corridors. Classrooms are equipped with LCD projectors, air conditioners, and Wi-Fi. BELE also has a shared microteaching room with smart screens, audio-visual equipment, cameras, and Wi-Fi. The programme supports blended learning through the SIADIKNONA e-learning application, providing students with access to class materials and subject information.

Bachelor of Education in Indonesian Language and Literature (BEILL)

BEILL has five lecture rooms with armchairs, lecturer desks, whiteboards, projectors, lighting, smart TVs, and air conditioning. Additional facilities include a coordinator room, an education staff room, an open theatre room, a podcast room, a reading hallway, and a partitioned lecturer room. BEILL also provides a 4-router Wi-Fi network for online lectures.

Master of Linguistics (ML)

ML offers infrastructure for learning, administrative work, and other academic activities. Classrooms are equipped with LCD projectors, air conditioners, and Wi-Fi. Students access learning material through the SIADIKNONA e-learning application.

Access to literature

All study programmes

The central library of UNDANA offers two types of services:

1. **Online Service:** Available 24/7 via UNDANA Library, providing access to electronic books, journals, teaching materials, and research results. Such as Taylor & Francis eBooks and ScienceDirect.
2. **Offline Service:** Open Monday to Thursday from 09:00 to 20:00 WITA and Friday from 09:00 to 14:00 WITA.

Students must register as members using their student ID card to use the library services. They can borrow up to two books for two weeks, with the option to extend twice. Final projects can only be read in the library.

The University library, serving all majors, spans 1245 m² and holds about one million books. It features a reading hall and computers for self-access. The library is staffed by 24 personnel.

The total collection includes 255,114 books and 607,344 exemplars of these books.

Bachelor of English Language Education (BELE)

BELE offers specific literature online and publishes the SPARKLE journal and an annual International Conference Proceeding.

Bachelor of Education in Indonesian Language and Literature (BEILL)

BEILL has a physical library in the form of a reading corridor with various reading materials and student research results. It also publishes journals like Lazuardi, Optimisme, and Ekspresi Kata online.

Master of Linguistics (ML)

References owned by the linguistics study Programme in the form of lecturer research results can be accessed at the Research and Community Service Institute section of Universitas Nusa Cendana.

Appraisal:

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. For **BELE**, one classroom of BELE can be divided into two rooms with a wooden panel. It is suggested that these two rooms are not used simultaneously for teaching activities to prevent noise disturbances.

The University has properly equipped rooms for disabled students that provide them with barrier-free access. Given the size of the campus, the panel **suggests** introducing a shuttle bus or an alternative service specifically for students with special needs.

Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available; however the panel **recommends** reviewing the need for additional IT-equipment for students and the amount of reading spaces.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. However, the panel recommends increasing the availability of online literature and literature in English. The library should significantly expand its collection in the future to stay current and competitive.

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

All bachelor programmes

The University provides a career counselling service aimed at assisting students and alumni in entering the job market. Students can also contact the coordinator of each programme for information regarding career counselling and placement. Students can also contact the coordinator of their programme for information regarding career counselling and placement. Additionally, all relevant information about career opportunities is periodically published on the programme's web page, based on the annual tracer study activity.

BPCE, BELE, and BEILL have Memorandums of Understanding (MoUs) with public and vocational schools, where students can apply for careers after graduation. Furthermore, there are government programmes and SEATeachers (for BELE) that offer students opportunities to enhance their employability.

Master of Linguistics (ML)

ML does not have a career centre to provide services for students. However, ML provides seminars and workshops that help students and alumni get information about career opportunities in various fields. In addition, the University organises job fairs every year to provide services for all students and alumni from all majors.

Alumni Activities

Bachelor of Programme in Pancasila and Civic Education (BPCE)

BPCE has established alumni management at both provincial and city/regency levels, with 23 alumni management teams formed to date. These alumni management teams are partners in developing the programmes capacity in curriculum development and promoting the programme to the community, especially prospective students.

Programmes and activities with alumni include:

1. Training in preparing active, innovative, creative learning designs.
2. Classroom action research design training and consultation on preparing reports and scientific journal articles.
3. Partnering in the Teacher Professional Education Programme for Pancasila and Civic Education subjects.
4. Guest lectures on practical teaching experiences in schools.
5. Tracer study activities at the city/regency level.
6. Community service activities in Kupang Regency.
7. Alumni grant for BPCE development in the form of money and other supporting facilities.

Bachelor of English Language Education (BELE)

BELE maintains continuous contact with its graduates, keeping them updated on University activities and developments. An annual tracer study is conducted, and alumni organisations are formed for each regency of the province. Alumni support important activities such as training, seminars, conferences, webinars, and career exhibitions, and participate in curriculum development discussions.

Bachelor of Education in Indonesian Language and Literature (BEILL)

BEILL has formed alumni boards at the provincial and city/district levels, with 23 alumni committees established. These alumni administrators are potential partners in developing BEILL's capacity in curriculum development and promoting the Programme to the community. Programmes and activities with alumni include:

1. Seminar Bulan Bahasa Nasional from 2020 to 2023.
2. 2023 Curriculum Reconstruction Workshop.
3. Annual gathering for Bulan Bahasa.

Master of Linguistics (ML)

Graduates voluntarily join alumni associations that participate in academic and non-academic activities. Academic activities include Alumni Group Discussions and seminars, while non-academic activities involve social media networking, donations, and other network development.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. Besides the counselling services offered by the University, students can also contact the coordinator of their programme for questions regarding career paths. The HEI provides sufficient resources.

Although the programmes maintain connections with graduates and organise activities, there is no overarching institutional alumni organisation. Therefore, the panel recommends establishing an institutional alumni organisation to develop a comprehensive 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)

All study programmes

The main source of budget for the University, faculties, and study programmes is allocated from the State Budget (APBN) in the form of salaries for lecturers and administration staff, operational assistance for State Universities (BOPT), and other physical project funds. Additionally, there are financial resources allocated from Non-Tax State Revenues (PNBP), sourced from students' tuition fees and revenue from the Public Service Agency (BLU) of UNDANA.

The budget planning process for **BPCE**, **BELE**, and **BEILL** is based on the annual work programme proposal and is adjusted to the allocation of funds set by the faculty. Budget planning is discussed in management meetings by the coordinators of the study programme and faculty. Lecturers of the programme hold a meeting to arrange a work programme for the

next year, which is proposed to the faculty in the form of a Budget Business Plan (RBA). In the RBA, programmes can conduct activities with costs that have been prepared based on faculty approval. The budget in the RBA sets a minimum cost to limit the budget allocation. The proposal approved by the faculty is then implemented by the programme using a Term of Reference (TOR). The programme compiles TOR for the submission of funds for each activity, based on what has been proposed and approved. The management of activity funds is fully the authority and responsibility of the study programme. The study programme is obliged to report the use of funds by making reports to be submitted to the faculty.

ML receives an annual budget from the University through postgraduate programme management. The budget amount is used for programmes related to the three pillars of higher education: education (teaching-learning), research, and community service. In the last three years, ML received IDR 18,171,397,000. The total budget comes from tuition fees (19.5%), PNBP/DIPA (76.79%), and other sources, such as study programme cooperation with other institutions. The flow of financing in ML is as follows:

1. The programme proposes a budget for activities intended for the next year to postgraduate to be processed to the rectorate planning section so that it can be budgeted for that year.
2. Activities carried out by ML using the approved budget can be funded at the beginning of the activity by 50% of the total budget for the activity. After the activity is completed, the study programme submits an accountability report to the finance department of the postgraduate programme to process the repayment of the remaining funds. The reporting process is through the simkeu.UNDANA.ac.id application.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the 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

5.1 Quality assurance and quality development with respect to contents, processes and outcomes

All study programmes

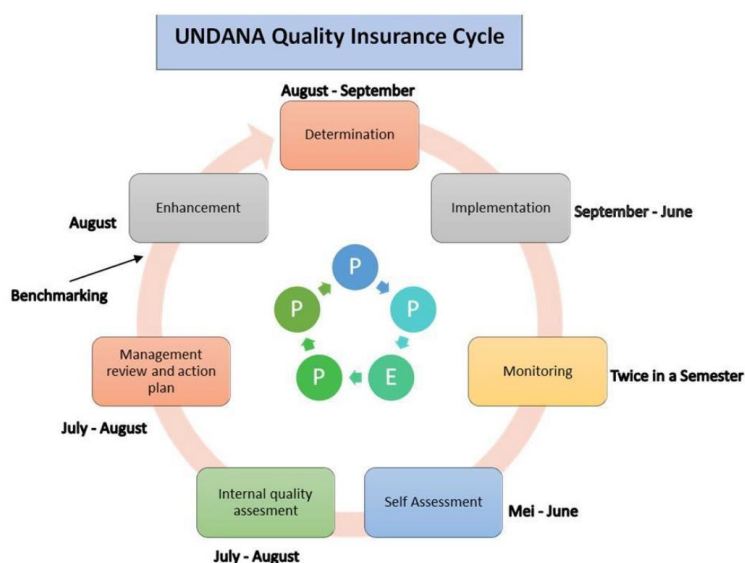
UNDANA, alongside other Indonesian universities, is mandated to establish a high-quality higher education system as per various legal requirements, including Law No. 12/2012, Permenristekdikti No. 62/2016, and Minister of Education and Culture Regulation No. 3/2020. To ensure sustainable and well-planned higher education delivery, UNDANA has implemented two quality improvement mechanisms: the External Quality Assurance System (SPME) and the Internal Quality Assurance System (SPMI).

The **External Quality Assurance System (SPME)** acknowledges the quality of higher education through national and international accreditation agencies. UNDANA has received high accreditation ratings from the National Accreditation Agency for Higher Education (BAN PT) and the Independent Accreditation Institute (LAMDIK).

The **Internal Quality Assurance System (SPMI)** includes five key elements: organisational functions, SPMI documentation, internal auditors, audit results, and follow-up evidence. Quality assurance is managed at the University, faculty, and study programme levels by the Institute for Development, Learning and Quality Assurance (LP3M) and the International Supervisory Unit (SPI). Faculty-level quality is overseen by the Quality Assurance Group (GPM) and Quality Control Group (GKM).

UNDANA follows higher education quality criteria that exceed national standards, using a five-stage process: Determination, Implementation, Evaluation, Control, and Improvement (PPEPP). Currently, UNDANA has 17 nationally certified internal quality auditors, with a goal for each study programme to have at least one qualified auditor by 2025. Audit findings are reviewed at management meetings and addressed through corrective measures and ongoing improvement strategies.

Figure 3: Quality Insurance Cycle



Quality assurance at the University level is managed by the Learning Development and Quality Assurance Institution, guided by four guidebooks as per the Rector's Decree No. 834/PP/2017. These are:

1. **Education Sector:** Guidebook 1 covers eight standards, including graduate competency, learning content, process, assessment, staff, facilities, management, and financing.
2. **Research Sector:** Guidebook 2 outlines eight standards, including research results, content, process, assessment, researchers, facilities, management, and funding.
3. **Community Service:** Guidebook 3 includes eight standards for community service results, content, process, assessment, implementation, facilities, management, and funding.
4. **Quality Formats:** Guidebook 4 details various quality assurance forms and instruments.

Internal audits are conducted annually by a team coordinated by the Learning Development and Quality Assurance Institute, covering all educational, research, and community service activities.

Quality assurance at the faculty and postgraduate levels is managed by the Quality Assurance Management (GPM) team, which conducts audits twice a year. These audits cover education, research, and community service standards. The results are reviewed in study programme meetings, leading to short-term, medium-term, and long-term improvement plans as per Rector's Decree No. 128/PJ/2022.

Quality assurance at the study programme level is implemented through planning, monitoring, and periodic internal audits. This includes setting quality standards, planning activities based on key performance indicators, and continuous evaluation of academic and non-academic activities. These activities are then monitored by the Faculty Quality Control Management in collaboration with the Study Programme Quality Control Management (normally a lecturer from the study programme). Internal audits are carried out periodically to ensure the study programmes have met the quality standards set by the University in the Internal Quality Assurance System. The study programme monitors and evaluates learning activities, supervision processes, academic performance of both lecturers and students, examination stages, and publication activities.

Each study programme ensures compliance with the Internal Quality Assurance System and aims for continuous improvement through legal documents, quality policies, manuals, standards, forms, and external benchmarking.

5.2 Instruments of quality assurance

Evaluation by students

All study programmes

To gather student feedback on service quality, the Quality Control Team distributes questionnaires mid-semester and at the end of each semester. These questionnaires cover academic and administrative services, including teaching staff competencies, teaching methods, learning media, assessments, lecturer-student relationships, and workload. They also evaluate reliability, responsiveness, assurance, empathy, and tangibles. Results are published on the study programme websites for public information.

Each semester, students review the learning process through surveys assessing lecturers and teaching activities. The surveys cover the lecture process, academic services, obstacles, and suggestions for improvement. These surveys help assess teaching standards at the study programme level.

BPCE, BELE, BEILL, and ML coordinators hold meetings with teaching staff and Quality Assurance Management at the start of each semester to review student evaluations of course delivery. Teaching staff can formally assess the learning and management programmes and are provided with feedback and improvement plans.

At the end of each academic year, trained internal auditors audit all academic activities. Findings are presented at study programme, faculty, postgraduate, and University levels. Corrective actions are taken based on specific conclusions and suggestions. The assessment includes administration, infrastructure, lecturer qualifications, and lecture materials.

Evaluation by faculty

All study programmes

Quality assurance is managed by the Quality Assurance Management team, which audits education, research, and community service standards.

The Chair/Coordinator of the study programme addresses audit results and recommendations in management review meetings, leading to short-term, medium-term, and long-term follow-up plans. Faculty audit documentation is published on the faculty website.

The coordinators invite teaching staff and Quality Assurance Management to hold meetings at the beginning of each semester to present the results of student evaluations of course delivery. Teaching staff can formally assess the learning and management programme at this meeting.

External evaluation by alumni, employers and third parties

All study programmes

Quality assurance at the University, faculty, postgraduate programme, and study programme levels is complemented by public assessment and feedback from tracer studies involving alumni and employers. These assessments cover ethics, scientific expertise, IT and foreign language proficiency, communication, teamwork, and self-development, focusing on graduates from the past three years.

Institutional development and the enhancement of student and graduate skills rely on input from alumni and employers. According to the self-evaluation report of the University, the study programme documents evaluation findings and posts them on its website.⁶ However, during the on-site visit it was explained in the interview with the administrative staff that the results are not made available to the participants. Follow-up actions include curriculum updates, new teaching strategies, improved academic environments, better administrative services, and enhanced facilities and infrastructure.

5.3 Programme documentation

⁶ See self-evaluation report p. 81.

Programme description

All study programmes

Information about the vision, mission, objectives, strategies, graduate profiles, profiles of teachers and education staff, as well as facilities and infrastructure, curriculum, learning and assessment systems, management, and financing, is documented and published through various media. These include printed media such as brochures, posters, and advertisements, as well as digital media such as Facebook, Instagram, YouTube, and study programme websites.

Documentation related to learning content, including the curriculum, is stored at UNDANA's Educational Quality Assurance and Development Institution. Semester Learning Plan documents for each course, learning materials, and course assessment instruments can be downloaded from the page <https://siadiknona.UNDANA.ac.id>. Scores for Competency Test 1 (UK-1/UTS) and Competency Test 2 (UK-2/UAS) are documented and published on this page, which is accessible to students.

Information on activities during the academic year

All study programmes

Table 8 Publication Locations for Planned, Implemented, and Evaluated Activities for the Academic Year

Information
Universitas Nusa Cendana's Website related to academic calendar activities, Universitas Nusa Cendana News, various ceremonial activities, ad hoc activities, and community service activities.
Universitas Nusa Cendana's Academic and Non-Academic Information System Application (SIADIKNONA) which contains information on student academic history and lecturer activities.
Universitas Nusa Cendana's e-learning which is used as an information and documentation centre for the implementation of distance lectures.
Universitas Nusa Cendana's Library as a literacy information centre application.
Universitas Nusa Cendana's Financial Application.
Journal publication website and research results of lecturers and students.
Universitas Nusa Cendana's social media (Twitter/X, Facebook, Instagram (IG), and YouTube). Universitas Nusa Cendana collaborates with sponsorship media such as TVRI Kupang, RRI Kupang, Pos Kupang, Timor Express and others.
Universitas Nusa Cendana's e-library services.
Language Center Services.
Every academic year, Universitas Nusa Cendana provides the Rector's accountability report to the public via the Universitas Nusa Cendana website.

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 and the analysis on student workload, 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.

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

Quality control by the faculty is carried out on a regular basis (e.g. meetings) and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. Especially the internal communication and informal feedback seems to be valuable.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. Due to the inconsistency in the information regarding the communication of evaluation results to the participants, the University's approach has not been finalised. The institution is requested to clarify this matter further. If the results are not published, the panel **recommends** communicating the evaluation outcomes of external evaluations in a formalised process.

Although some information of the programmes has been published, the panel finds it insufficient. In its statement on the report, the University showed that information is available, however, they are hard to find and not accessible in English. Therefore, the panel recommends the following **condition** to ensure comprehensive transparency:

- The University ensures to publish relevant information of the programmes and makes it available on their website (e.g. more detailed information of the study programmes, curriculum, student handbook, etc.).

The University regularly publishes current news and information – both quantitative and qualitative – about the study programmes on various channels (e.g. University website and social media).

	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		
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)				Condition	
5.3.2 Information on activities during the academic year			X		

Quality profile

HEI: Universitas Nusa Cendana, Indonesia

Bachelor / Master programme:

1. Bachelor of Pancasila and Civics Education (BPCE)
2. Bachelor of English Language Education (BELE)
3. Bachelor of Education on Indonesian Language and Literature (BEILL)
4. Master of Linguistics (ML)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			BPCE, BELE, ML	BEILL	
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				X	
2	Admission					
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					
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)		ML	BPCE, BELE, BEILL		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

		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)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)				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)				Condition	
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)			BPCE, BELE, ML	BEILL	
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			BPCE, BELE, ML	BEILL	
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			X		
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		
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)				Condition	
5.3.2	Information on activities during the academic year			X		