

# Decision of the FIBAA Accreditation and Certification Committee



15<sup>th</sup> Meeting on September 13, 2024

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/130 Cluster 2
<b>Higher Education Institution:</b>	Universitas Negeri Jakarta (UNJ)
<b>Location:</b>	Jakarta, Indonesia
<b>Study Programme:</b>	1. Bachelor of Accounting (S.Ak.) 2. Bachelor of Management (S.M.) 3. Master of Management (M.M.)
<b>Type of Accreditation:</b>	initial accreditation

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

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

Period of Accreditation: September 13, 2024 until September 12, 2029.

**Condition 1:** The University provides an ECTS grading table for each study programme.

✓ **Condition fulfilled – decision by the FIBAA Accreditation and Certification Committee on September 5, 2025.**

**Condition 2:** The University uses a fixed conversion for SKS/ECTS credits and the workload in hours in the curriculum overview and includes the number of SKS/ECTS credits per semester in the curriculum overview. The University lists the SKS/ECTS credits for BAP in the respective semester column, instead all courses in semester one. The University completes the SKS/ECTS credits for BMP in the respective semester columns, where this information is missing.

✓ **Condition fulfilled – decision by the FIBAA Accreditation and Certification Committee on September 5, 2025.**

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Negeri Jakarta (UNJ), Indonesia

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**Bachelor/Master programme:**

1. Bachelor of Accounting
2. Bachelor of Management
3. Master of Management

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**Qualification awarded on completion:**

1. Bachelor of Accounting (S.Ak.)
2. Bachelor of Management (S.M.)
3. Master of Management (M.M.)

# General information on the study programme

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

### Bachelor of Accounting (BAP) (S.Ak.):

The four-year bachelor programme provides a comprehensive education in accounting, equipping students with a foundation in financial principles and practices. Students engage in the study of accounting standards, ethical considerations, and the global financial environment.

### Bachelor of Management (BMP) (S.M.):

The bachelor programme is a four-year course, where students develop a global perspective, entrepreneurial spirit, ethical awareness, and the adaptability required to navigate technological advancements, expertise, and evolving contexts. The graduate profiles provide employment opportunities in various industries, government or private companies, and in entrepreneurship.

### Master of Management (MMP) (M.M.):

The two-year master programme produces graduates, who work as managers, entrepreneurs, and consultants with competitive abilities and the skills that answer current challenges.

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## **Type of study programme:**

BAP: Bachelor programme

BMP: Bachelor programme

MMP: Master programme

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

BAP: 4 years (8 semesters), 145 SKS<sup>1</sup>, 217.5 ECTS credits

BMP: 4 years (8 semesters), 145 SKS, 217.5 ECTS credits

MMP: 2 years (4 semesters), 41 SKS, 61.5 ECTS credits

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## **Mode of study:**

All programmes: full-time

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## **Didactic approach:**

All programmes: study programme with obligatory class attendance

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

All programmes: no

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

BAP: 3 parallel classes, 119 students

BMP: 4 parallel classes, 150 students

MMP: 3 parallel classes, 81 students

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## **Programme cycle starts in:**

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<sup>1</sup> SKS: Satuan Kredit Semester (semester credit unit)

All programmes: September

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**Initial start of the programme:**

BAP: 2005

BMP: 2004

MMP: 2010

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**Type of accreditation:**

All programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Accounting (S.Ak.), Bachelor of Management (S.M.) and Master of Management (M.M.) was made between FIBAA and Universitas Negeri Jakarta (UNJ) on November 25, 2022. On November 3, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>2</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Stephan Convent**

DIPLOMA University

Dean of Studies for Digital Management, Professor of Security Management (Corporate Management, Organisation, Personnel, Corporate Security Management Systems)

**Gerd Rieger**

RiegerTraining – Innovatives Wirtschaftstraining

Director (Accounting, Controlling, Business Administration, Business Mediation, Personnel Management, Logistics)

**Dr. Fosa Sarassina**

Gadja Mada University Business

Lecturer (Management, Entrepreneurship)

**Prof. Dr. Stefan Veith**

Bremen University of Applied Sciences

Professor of Business Administration, in particular Accounting & Controlling (Accounting, Finance, International Management, Business Administration, Economics, Management science)

**Noah Simeon Volkmar**

accadis University Bad Homburg

Student Digital Business Management B.A.

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 June 27 and 28, 2024 at the HEI's premises in Jakarta, Indonesia. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

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<sup>2</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on August 29, 2024. The statement on the report was given up on September 06, 2024. It has been taken into account in the report at hand.

# Summary

The Bachelor of Accounting (S.Ak.) and Bachelor of Management (S.M.) offered by Universitas Negeri Jakarta (UNJ) 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 September 13, 2024 and finishing on September 12, 2029, under conditions. The study 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 Management (M.M.) offered by Universitas Negeri Jakarta (UNJ) 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 September 13, 2024 and finishing on September 12, 2029, 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 regarding the following aspects<sup>3</sup>: the prerequisites and currentness of cited literature/references in the course descriptions (chapter 3.2); ECTS Grading Table (chapter 3.2); workload distribution in the curriculum overview (chapter 3.2); and the workload evaluation (chapter 5.). They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University provides an ECTS grading table for each study programme.
- **Condition 2** (see chapter 3.2): The University uses a fixed conversion for SKS/ECTS credits and the workload in hours in the curriculum overview for all study programmes. The University includes the correct number of SKS/ECTS credits per semester in the curriculum overview **BAP** and **BMP**.

Proof of meeting these conditions is to be submitted by June 12, 2025.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (chapter 4.3)– is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

**All study programmes:** the panel recommends

- publishing not only the requirements for international students but all admission paths on their English website (see chapter 2.);
- providing data access to financial and economic data (such as stock prices, interest rates) to students and lecturers (see chapter 4.4);

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<sup>3</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- implementation of a workload evaluation that uses more suitable measures to assess student workload, for example the number of hours students spend attending and preparing for a course each week (see chapter 5.);
- making all relevant information available on the English website as well (see chapter 5.).

**Master of Management:** The panel recommends following the national requirement that students do not need to publish in an international paper before graduation.

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.)
- Integration of theory and practice (see chapter 3.1)
- Ethical aspects (see chapter 3.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Programme Director (see chapter 4.2)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4)
- Career counselling and placement service (see chapter 4.5)
- Alumni Activities (see chapter 4.5)

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

# Information

## Information on the Institution

The State University of Jakarta (UNJ) is located in Jakarta (Indonesia) and was established in 1964. Previously, it was known as the Jakarta Institute of Teachers Training and Education (IKIP Jakarta). All state IKIP campuses in Indonesia transformed into universities in 1999. UNJ holds two educational fields (academic and non-academic). The field of education is the continuation of IKIP Jakarta which produces graduates with a Bachelor degree in Education or S.Pd title. The non-academic field is the extension of the institution into a university which focuses on a field of study with varied selection of departments.

The State University of Jakarta is designated as a Public Service Agency (BLU).<sup>4</sup> This agency is a government institution established to provide educational services, research, and community service without prioritizing profit. Its activities are based on the principles of efficiency and productivity, with the rector serving as the head of the Public Service Agency. BLU employees at UNJ include both faculty and administrative staff, whether they are civil servants or BLU lecturers and administrative staff who receive salaries according to statutory regulations. The BLU university comprises a supervisory board, BLU management officials, technical managers and implementers, and BLU employees, including civil servant lecturers, prospective civil servant lecturers, permanent lecturers, civil servant administrative staff, permanent administrative staff, and an audit committee. Students are not part of the university's organizational structure while it is in the BLU status. However, students are often invited to participate in various activities for consultations.

UNJ has nine faculties with a total of 114 study programmes:

- twelve applied bachelor or diploma-4 study programmes,
- 62 bachelor study programmes,
- 27 magister programmes and
- nine doctoral programmes.

BAP, BMP and MMP belong to the Faculty of Economics (FE UNJ), which comprises of a total 13 study programmes: ten bachelor programmes (academic and non-academic) and three master programmes.

Of all the study programmes of UNJ, 41 study programmes received A accreditation (including BAP, BMP and MMP), and eight study programmes received superior accreditation from BAN-PT.<sup>5</sup> In 2021, UNJ obtained an Excellent Accreditation by BAN PT. According to the Decree of BAN-PT No. 45/SK/BAN-PT/Akred/PT/II/2021, UNJ met the requirements for Excellent Accreditation with a score of 366. This accreditation status is effective from February 2, 2021, until February 2, 2026. In 2019, UNJ received an award for its research performance ranking.

UNJ has obtained international recognition from the Agency for Quality Assurance through Accreditation of Study Programmes (AQAS) for eighteen study programmes, and the

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<sup>4</sup> Rector's Regulation No. 1/2021 concerning Amendments to the Rector's Regulation of State University of Jakarta Number 5 of 2020 on the Policy for Implementing Remuneration for the Public Service Agency of State University of Jakarta.

<sup>5</sup> See self-evaluation report p. 4.

Accreditation Agency for Degree Programmes in Engineering, Informatics/Computer Science, the Natural Sciences and Mathematics (ASIIN) for eleven study programmes.

UNJ ranked<sup>6</sup>

- 20<sup>th</sup> in the ranking system of the University clusters in Indonesia 2020 while being 59<sup>th</sup> in the previous year.
- 39<sup>th</sup> out of 3,381 Universities in Indonesia (Webometrics version of 2023).
- 6<sup>th</sup> in Indonesia based on the educational subject indicator of Scimago Institutions Rankings of 2022.

UNJ has strategic policy directions that align with the Ministry of Education's five-year plan.<sup>7</sup> The University aims to excel among reputable Higher Education Institutions (HEIs) nationally, with the goal of becoming an independent university and ranking among the top 20 nationally by 2024. Additionally, UNJ is committed to establishing a reputable presence in the Southeast Asian region by 2039 and in the broader Asian region by 2045. The long-term development plan focuses on four key areas: good governance, academic excellence, research excellence, and international recognition.

In its pursuit of achieving its mission to excel in implementing the three pillars of higher education (*tridharma perguruan tinggi*) for the benefit of humanity, UNJ established collaborations with national and international partners: 152 Memorandums of Understanding, 827 Memorandums of Agreement, and 225 Implementation Arrangements.

To reinforce the internationalisation of UNJ and be actively involved in various global scale communities and activities, UNJ established the Office of International Affairs (OIA) under the coordination of the Vice Rector IV of planning and cooperation of UNJ. OIA has the following roles:

1. Assess and establish international cooperation with overseas partner institutions.
2. Provide services for foreign students (immigration affairs, campus orientation, and academic consultation).
3. Assist the learning process and the students of UNJ participate in the collaboration programme with the partner universities overseas.
4. Support the collaboration development for the guest lecturers and foreign research affiliated with UNJ.

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<sup>6</sup> See self-evaluation report p. 4.

<sup>7</sup> See self-evaluation report p. 5.

## Statistical Data

Study Program		BAP				BMP				MMP			
Description		2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
# Study Places		60	80	80	120	80	80	90	150	30	35	50	60
#Applicants	Total	7767	3972	4632	4116	13037	6732	7649	8273	48	43	80	361
	Female	4116	2065	2363	2181	5560	3298	3595	4219	20	19	35	145
	Male	3651	1907	2269	1935	7477	3434	4054	4054	28	24	45	216
Application rate		12945%	4965%	5790%	3430%	14451%	8415%	8498%	5515%	160%	122%	160%	601%
#First year student	Total	66	81	88	119	79	85	95	150	29	36	52	64
	Female	35	53	59	76	47	44	52	88	13	16	24	29
	Male	28	26	28	48	32	39	41	69	16	20	28	35
Rate of female students		53.03%	65.43%	67.04%	63.86%	59.49%	51.76%	54.74%	58.67%	44.82%	44.4%	46.15%	45.31%
#Foreign students	Total	0	0	0	0	0	0	0	0	0	2	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	2	0	0
Rate of foreign students		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0	5.9%	0	0

Study Program		BAP				BMP				MMP			
Description		2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
Percentage of occupied study places		110.00%	101.25%	110.00%	99.17%	98.75%	106.25%	105.56%	100.00%	96.67%	93.90%	100.04%	100%
#Graduates	Total	128	59	77	75	52	35	6	0	27	30	50	35
	Female	88	39	47	50	38	26	4	0	12	12	24	13
	Male	40	20	30	25	14	9	2	0	15	18	28	22
Success rate		99%	99%	NA	NA	99%	100%	NA	NA	93.1%	83.3%	96.2%	NA
Dropout rate		1%	1%	NA	NA	1%	0%	NA	NA	6.9%	16.7%	3.8%	NA
Average duration of study		4.34	4.41	NA	NA	4.34	4.20	NA	NA	3.2	3.5	3.9	NA
Average grade of final degree		3.48	3.49	NA	NA	3.43	3.48	NA	NA	3.7	3.62	3.67	NA

## Appraisal

Over the past few years, the number of available study places has steadily increased. Simultaneously, the number of applicants remains consistently high, with a notable upward trend for the master programme. The rate of female students is between 44% and 67% throughout the programmes, with the highest rate of female students in the Bachelor of Accounting. However, there are no foreign fulltime students in the study programmes.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### All study programmes

Study programme	Academic vision	Graduate profiles
BAP	Becoming a leading accounting programme that cultivates globally competitive graduates with integrity, excellence, and entrepreneurial drive.	1. Auditor 2. Public Sector Accountant 3. Tax Consultant 4. Financial Analyst 5. Management Accountant
BMP	Becoming an excellent, competitive, and globally oriented programme in the field of management.	1. Financial Analyst 2. Marketing Analyst 3. Human Resources Specialist
MMP	Becoming a leading master programme in management at the national and internationally level, contributing to national development and community empowerment.	1. Manager 2. Entrepreneur 3. Management Consultant

#### Bachelor of Accounting (BAP) (S.Ak.)

The study programme objectives (SPOs) are:

1. Produce competent and professional Bachelor of Accounting in developing science.
2. Graduates that are capable, qualified and competitive at both national and international levels.
3. Improve all components of academic community in the process of education, research as well as community services.
4. Forge strategic partnerships with universities, governmental bodies, private institutions, and international entities to enhance global collaboration.

The programme learning outcomes (PLO) are:

<b>PLO 1</b>	Mastering the theoretical concept of audit planning, procedure, and report.
<b>PLO 2</b>	Mastering the theoretical concept of: <ul style="list-style-type: none"> <li>• basic framework of serving and compiling financial report;</li> <li>• policies and principles of accounting;</li> <li>• cycle of accounting;</li> <li>• acknowledgement, measurement, delivery, and the elaboration of financial report elements;</li> <li>• financial report analysis.</li> </ul>
<b>PLO 3</b>	Mastering the theoretical concept of: <ul style="list-style-type: none"> <li>• the calculation and control of product and service cost;</li> <li>• planning and budgeting;</li> <li>• activities based management;</li> <li>• performance measurement and control.</li> </ul>
<b>PLO 4</b>	Mastering the general theoretical concept of quality management.
<b>PLO 5</b>	Comprehending the ethics of business and ethic code of accounting profession.
<b>PLO 6</b>	Mastering the concept, principle, and technique of financial management:

	<ul style="list-style-type: none"> <li>• financial decision;</li> <li>• value of money time;</li> <li>• capital budgeting;</li> <li>• capital structure, capital fee, and funding;</li> <li>• working capital needs;</li> <li>• cash flow analysis.</li> </ul>
<b>PLO 7</b>	Mastering the investment principles on the financial assets.
<b>PLO 8</b>	Mastering the theoretical concept of the needs for information to take decisions.
<b>PLO 9</b>	Mastering the procedural technique, principles and knowledge on the use of information technology.
<b>PLO 10</b>	Mastering the concept and rules of tax affairs and business law.
<b>PLO 11</b>	Mastering the concept and principles of economic science.
<b>PLO 12</b>	Mastering the concept and principles of: <ul style="list-style-type: none"> <li>• organisation;</li> <li>• management system;</li> <li>• risk management;</li> <li>• strategy management;</li> <li>• internal and business environment control.</li> </ul>

BAP equips students with the competencies necessary for advanced knowledge, encompassing both broad and specialized technical skills. Additionally, it fosters soft skills and attitudes by enhancing competencies in communication, leadership, and training. The approach intends to cultivate creative and analytical thinking through the application of student-centred learning methods.

### **Bachelor of Management (BMP) (S.M.)**

Students are being groomed to develop a global perspective, entrepreneurial spirit, ethical awareness, and the adaptability required to navigate technological advancements, expertise, and evolving contexts. The graduate profiles provide employment opportunities in various industries, government or private companies, and in entrepreneurship.

The programme learning outcomes (PLO) are:

<b>PLO 1</b>	Devotion to the Almighty God and able to show religious behaviour.
<b>PLO 2</b>	Highly upholding the value of humanities in performing their task based on religion, moral, and ethics.
<b>PLO 3</b>	Contribution in the improvement of the quality of life of the community, nation and state, as well as the improvement of the civilization based on Pancasila.
<b>PLO 4</b>	Applying the logic, critical, systematic, innovative and integrity thinking in the context of development, or the implementation of science and technology adjusted to the field of management.
<b>PLO 5</b>	Decision-making in the context of problem solving in the field of management.
<b>PLO 6</b>	Conducting the process of communication and negotiation fairly, awareness and responsibilities to the work in the field of economy, business, management, and others.
<b>PLO 7</b>	Mastering the basic theory method and organisation function analysis: process of planning, organisation, direction, supervision and evaluation as well as the control on business organisation.
<b>PLO 8</b>	Mastering the principle and technique of effective communication in the roles as professional managers.
<b>PLO 9</b>	Solving routine problems of management functions (planning, organisation, direction, control) and organisation functions (marketing, human resources, operation and finance) with the applied rules.

<b>PLO 10</b>	Establishing communication, negotiation and managerial decision making in the field of business.
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### **Master of Management (MMP) (M.M.)**

The MMP designed and stipulated in accordance with the standardisation of the Law number 12 of 2012 concerning Higher Education which arranges the objectives, principles, responsibilities, science and technology development up to the academic community to create students with intelligence, cultured scientists, who can enter and/or create jobs as well as develop themselves to be professionals. The study programme has the objective to produce graduates who will be managers, entrepreneurs, and consultants with competitive abilities and the skills that answer current challenges.

The programme learning outcomes (PLO) are:

<b>PLO 1</b>	Devotion to the Almighty God and able to show religious behaviour.
<b>PLO 2</b>	Highly uploading the value of humanities in performing their task based on religion, moral, and ethics.
<b>PLO 3</b>	Contribution in the improvement of the quality of life of the community, nation and state, as well as the improvement of the civilization based on Pancasila.
<b>PLO 4</b>	Applying the logic, critical, systematic, innovative and integrity thinking in the context of development, or the implementation of science and technology adjusted to the field of management.
<b>PLO 5</b>	Decision-making in the context of problem solving in the field of management.
<b>PLO 6</b>	Taking responsibility for achieving group work results and conducting supervision and evaluation of tasks assigned to subordinates.
<b>PLO 7</b>	Developing science, technology, and arts in the field of management through scientific research aimed at solving management issues within institutions and businesses.
<b>PLO 8</b>	Identifying and resolving management and business issues in a dynamic industrial environment through scientific research and statistical software approaches.
<b>PLO 9</b>	Creating high and positive institutional and business performance through the utilization of technology and the utilisation of Big Data.
<b>PLO 10</b>	Designing new businesses based on information technology and internet platforms.

MMP prepares students to be skilled in both technical and non-technical areas, adding extra abilities in communication and leadership. Students learn to think creatively and analytically by focusing on a student-centred method.

### **Appraisal:**

The qualification objectives of the programmes are explained and convincingly presented in relation to the respective target group, targeted professional field and societal context of the discipline. Each study programme defined main profiles for their graduates and the areas they will be working in.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. Besides hard skills, the students also acquire soft skills, for example in communication and leadership.

The subject-specific qualification objectives and skills to be acquired correspond with the aspired level at graduation. The programme learning outcomes take into account the requirements of the national qualification framework.

	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 Accounting (BAP) (S.Ak.)**

Internationalisation is included in the vision statement of the study programme. The goal is to produce graduates in the field of accounting who have strong character, the spirit of entrepreneurship and global competitive skills.

To enhance practical learning and promote global engagement, the study programme offers internships in international business and industry sectors from the seventh semester onward for one semester. Additionally, students have access to various exchange programmes, including summer courses, e-mobility initiatives, IISMA, ICE Institute, as well as certified and independent internships and entrepreneurial programmes, in cooperation with FE UNJ. Students train their analytical and creative thinking through hands-on projects or case studies, for example Harvard Business Review cases. They are encouraged to publish in international journals or participate in conferences. In the classes, lecturers mainly use textbooks with an international scope.

The curriculum is designed to achieve international certifications, like Chartered Accountant (CA) or Certified Public Management Accountant (CPMA). Students can take the certification when they pass the national certification exam. The lecturers of BAP have several international certifications to assist the students in learning and offering perspectives on careers options after graduating.

BAP brings in guest lecturers from abroad to teach classes, giving students global perspectives on various topics. BAP teachers also go abroad to teach, and the programme has cooperations with universities, especially in ASEAN, for education, research, and community projects.

For the future, the University plans to implement international classes in the study programme, with English as language of instruction.

### **Bachelor of Management (BMP) (S.M.)**

BMP is on a mission to be a standout study programme with a global perspective. The aim is producing graduates who are equipped to excel in both domestic and international markets/industries. To do this, BMP is broadening its university activities to have an international reach. This includes partnerships with top educational institutions across ASEAN and beyond.

The global approach is shown in faculty activities, such as lecturers exchanges, participation in international conferences, collaborative publications with international academics as well as community service, being members in several international association and holding

international competencies certificates. International guest lecturers teach classes to enhance the students' global perspectives on various topics.

Similarly, students are involved in a range of international activities, including participation in international conferences, the international mobility programme, being part of a delegation in international scale events, and attending international seminars.

The curriculum includes international oriented courses. English materials and literature are used in the classes. Students are encouraged to write the field work practice report and the final paper in English and to publish them in international journals.

For the future, the University plans to implement international classes in the study programme, with English as language of instruction.

### **Master of Management (MMP) (M.M.)**

Students are trained to think analytically and creatively through international/global project/cases through Harvard Business Review sources. This is supported by the lecturers who have international experiences, as having studied overseas and participating in lecturer exchanges.

Students need to have a TOEFL score of a minimum of 450 at graduation. In addition, the students publish their thesis in the international journals with a minimum requirement of being in the DOAJ and Copernicus index and attending an international conference as presenters as the requirements to join the final examination for their thesis.

MMP invites international guest lectures annually from various reputable universities to add more learning experiences of the students in terms of global perspectives. Speakers are, for example, from universities in Singapore and from universities in Malaysia.

MMP is actively pursuing international collaboration by seeking partnerships with universities abroad, especially within the ASEAN region. These partnerships, formalized through Memorandums of Understanding (MoUs), focus on enhancing research, education, and community service on a global scale.

In the realm of community engagement, MMP's vision will be realised by striving for international community development grants. For example, conducting joint training with the Indonesian Embassy in Malaysia or international partner universities to offer Corporate Social Responsibility programmes.

### **Appraisal:**

The programmes design of all study programmes appropriately take into account the required international aspects, with respect, to its graduates' employability. Students, for example, work with English literature and learning materials and have the opportunity for international student exchanges. Lecturers are engaged in international research collaborations, community work and participate in conferences.

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

### 1.3 Positioning of the study programme

#### Educational market

##### **All study programmes**

The UNJ has a strategic location in Jakarta, the capital of Indonesia, the centre of economic and business activities, exhibiting the highest economic growth among Indonesian cities. UNJ holds the distinction of being the sole state university in proximity to Jakarta's central district. Furthermore, it is the first state university established in Jakarta.

After the University of Indonesia, UNJ ranks second as state university in Jakarta. According to the ranking of the Scimago University, the UNJ Jakarta is at rank 34 in Indonesia.

UNJ is equipped with learning supporting facilities such as digital business lab, journal database, library as well as academic staff support. It nurses national and international cooperations with HEI and industry.

##### **Bachelor of Accounting (BAP) (S.Ak.)**

Nationally, BAP ranks 17<sup>th</sup> in social sciences and second in accounting, as per the stringent National Selection (SNBP & SNBT). With only 2% of applicants admitted, BAP holds a formidable position in accounting programmes.

##### **Bachelor of Management (BMP) (S.M.)**

The bachelor study programme of UPNVJ Management is the only competitor for the BMP of UNJ in Jakarta. The BMP at UNJ is highly selective, with an acceptance rate of just 1.17% in 2021 (11,454 applicants for 135 spots).

##### **Master of Management (MMP) (M.M.)**

In Jakarta four state universities offer comparable study programmes: UNJ, Universitas Indonesia, Universitas Gadjah Mada and Universitas Pembangunan Nasional 'Veteran' Jakarta.

UNJ distinguishes itself with lower tuition fees, which serves as a significant draw for potential students. UNJ's strategic location in Jakarta is a key advantage, providing students who are concurrently employed in the city with the opportunity to pursue their education without having to forsake their professional commitments.

#### Job market

##### **Bachelor of Accounting (BAP) (S.Ak.)**

According to the alumni tracer study, graduates take two-months on average to find their first job. Over 70% are working in their field of expertise.<sup>8</sup>

<sup>8</sup> See self-evaluation report p. 32.

### **Bachelor of Management (BMP) (S.M.)**

The 2022 tracer study revealed that 47% of graduates secured their first job within six months after graduation. This success rate is attributed to the mandatory internships for all students, which equip them with work experience, enhance their soft skills, and result in a more robust professional CV. Additionally, the tracer study highlights that 50% of the alumni are employed in roles closely aligned with management. Moreover, a significant number of graduates serve as Civil Servants (PNS) in Indonesian Ministries, while others work in multinational companies.

Feedback from employers indicates that alumni possess fitting competencies for their respective roles.<sup>9</sup> They are good team players and have high integrity.

### **Master of Management (MMP) (M.M.)**

The data from the tracer studies indicate that graduates typically secure positions that align with their educational background. On average, UNJ alumni hold mid-level roles in various national and international private companies, government, business and consultancy firms.

The study programme prioritises the enrolment of students with work experience. This approach enriches the learning environment with diverse business insights. The aim is enhancing alumni employability through collaboration with industry management, alumni, and experts to integrate the requisite skills and competencies needed in the contemporary business landscape. To support this, case and project-based learning is implemented across all courses.

#### HEI's overall strategic concept

##### **All study programmes**

BAP, BMP and MMP belong to the Faculty of Economics (FE UNJ), which comprises of a total 13 study programmes: ten bachelor programmes (academic and non-academic) and three master programmes.

### **Bachelor of Accounting (BAP) (S.Ak.)**

To reinforce its educational and industry standing, BAP continually develops graduate competencies in integrity, professional skills, English, IT, communication, teamwork, and self-improvement, as outlined in the Faculty of Economy's Strategic Planning (Renstra) for 2018-2022, aligned with the strategic plans of the State University of Jakarta and the Directorate General of Higher Education.

### **Bachelor of Management (BMP) (S.M.)**

The UNJ Long Term Development Plan (RPJP) for 2020 to 2045 outlines four pillars of excellence essential for the study programme's success. These include:

- Good Governance
- Academic Excellence
- Research Advantages
- International Recognition

### **Master of Management (MMP) (M.M.)**

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<sup>9</sup> See self-evaluation report p. 33.

The programme is highly sought after by prospective students, as reflected in the consistently high number of applicants, which surpasses that of other master's programmes at UNJ over the past three years.<sup>10</sup>

In alignment with the vision of the HEI to establish itself as a distinguished university in Asia, the programme is dedicated supporting this ambition through its vision, mission, and objectives by 2025. The HEI's core activities encompass academics, research, and community service, with MMP playing its role in the realm of professional business.

To reach these goals, MMP has initiated several programmes designed to contribute to the HEI's objectives and the faculty's development (including forging collaborations with national and international universities, engaging with domestic companies, incorporating professional practitioners into the learning process, participating in lecture exchange programmes with Asian universities, and membership in the APMMI Association).

### Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible.

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 for all programmes. UNJ conducts tracer studies to keep track of their graduates.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes qualification goals are in line with the HEI's mission and strategic planning.

		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		

<sup>10</sup> See self-evaluation report p. 35.

## 2. Admission

### Admission requirements

#### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

UNJ admits prospective new students who have certificates of SMA/MA/SMK/equivalent education or students of Package C for the last three years with a maximum age of 25 years. Nationally, the student's admission is arranged by the Regulation of Ministry of Education and Culture Number 6 of 2020, amended with the Regulation of Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 48 of 2022. The student admission process at UNJ is managed by the Student Admission Office (PENMABA UNJ).

National admission of the prospective students is conducted through two types of selection:

a. National Achievement-Based Selection (SNBP)

This option is conducted and managed nationally by the Higher Education Entrance Test Institute (HEETI/LTMPT) under the Ministry of Education and Culture of the Republic of Indonesia. This path is intended for admission to state universities. Selection is based on the results of academic, non-academic, and/or portfolio achievements. SNBP is a substitute for the National Selection for State University Entrance (SNMPTN).

b. Test-Based National Selection (SNBT)

This selection path is also managed centrally under the Ministry of Education and Culture of the Republic of Indonesia, by HEETI, and the acceptance is based on the results of the Computer Based Examination (UTBK) scores. There are four subtests:

- tests of cognitive potential,
- mathematical reasoning,
- Indonesian language literacy, and
- English literacy.

SNBT is a substitute for the Joint Entrance Selection of State Universities (SBMPTN).

In the meantime, the admission of students of UNJ is independently selected based on the Regulation of the Rector of the State University of Jakarta Number 13 of 2020, which renewed with Regulation of the Rector of the State University of Jakarta Number 5 of 2022.

a. Independent Writing Test

This admission is coordinated by the UNJ Admissions Office, which directly reports to the UNJ Rector and Vice Rector for Academic Affairs. Prospective students go through a computer-based written exam and receive the acceptance decision based on the results of the test scores. It applies tests of various types, including

- problem solving,
- mathematical reasoning,
- Indonesian literacy,
- English literacy, as well as a
- skills test for study programmes that require it.

b. Achievement Independent

Based on the achievement of the prospective students with minimum requirements of

- a participant that represents Indonesia in the international level;
- champions 1, 2, and 3, in the national level; and
- memorizing the Koran 30 juz.

c. Independent Transfer

Based on the result of the Independent Writing Test (see above). This path can be chosen by active students in the running semesters in the UNJ or another university. In addition, the students have attended the classes a minimum of two semesters and a maximum of four semesters, and they are not in the drop-out process. The score from the previous study programme will be converted into the new study programme when the same course is available.

d. Admission of International Students<sup>11</sup>

General requirements:

- Demonstrate Good Skills in Bahasa Indonesia
- Demonstrate Good Skills in English

Exam mechanisms and types:

- Scholastic Potential Test (TPS): Verbal, Logic, and Numerical
- English Language Test (Test of English Prediction) with a minimum score of 450
- Interview in English

Required documents (selection):

- diploma
- academic transcripts
- CV
- TOEFL/IELTS (For English Language Programmes only)
- UKBI (Indonesian Language Proficiency Test): for applicants wishing to enrol in programmes where lectures are conducted in Bahasa Indonesia.
- recommendation letter

### **Master of Management (MMP) (M.M.)**

New students' admission is conducted two times in a year and processed centrally through the Independent Selection path of the postgraduate programme on the website<sup>12</sup> of PENMABA of UNJ.

The general requirements of the prospective students are:

- Bachelor from varied university and science discipline
- GPA min 3.00 (scale 4.00)

Other than the national entrance path, the MMP is also open for international students who meet the general and specific requirements<sup>13</sup>:

General requirements:

- Master's degree in relevant major
- Demonstrate Good Skills in Bahasa Indonesia
- Demonstrate Good Skills in English

Exam mechanisms and types:

- Scholastic Potential Test (TPS): verbal, Logic, and Numerical
- English Language Test (Test of English Prediction) with a minimum score of 450
- Interview in English

Required documents (selection):

- diploma
- academic transcripts

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<sup>11</sup> [Bachelor – PENMABA UNJ](#) (last access on July 18, 2024).

<sup>12</sup> [Informasi Umum – PENMABA UNJ](#) (last access on July 18, 2024).

<sup>13</sup> [Master – PENMABA UNJ](#) (last access on July 18, 2024).

- CV
- TOEFL/IELTS (For English Language Programs only)
- UKBI (Indonesian Language Proficiency Test): For applicants wishing to enrol in programmes where lectures are conducted in Bahasa Indonesia.
- recommendation letter

### Counselling for prospective students

UNJ Admission Office provides online and offline help desk to provide services to prospective students. On its website, information regarding the admission procedures can be found, such as:

- Registration path,
- Study programmes in undergraduate, bachelor, master, doctoral, and applied profession programmes for engineers,
- Indonesia Smart Card (Kartu Indonesia Pintar),
- University entrance examination programme, and
- Scholarships at UNJ.

Prospective students can consult with staff for guidance to get the detailed information regarding personal interests, career plans, and self-development via e-mail, phone, Telegram and Instagram. The Student Admission Office is open Monday to Friday (08.00 am to 16.00 pm). Besides the Admission Office, also the Faculty of Economics is available for questions via telephone, e-mail and social media.

In addition, the faculty hold events to introduce the study programmes to the community. For example, in the Economics Expo, which is the *dies natalis* of FE UNJ. In this are events such as:

- **National Accounting Competition:** Quiz competition (since 2022) in the field of accounting with participants from SMA, SMK, and its equivalent for the national level.
- **International Digital Enterprise Competition:** Business simulation competition (since 2023) on the international level by using the concept of gamification of the entire function of business such as sales, production, retail, marketing, human resource, operation, etc.
- **International Digital Creative Marketing Competition:** Series of events in the Economics Expo. Intends to add knowledge and experiences of the college students and students of SMA/SMK and its equivalent in the international level in the field of digital marketing.
- **National and International Seminar for current economy and business topics:** This activity consists of the national seminar and colloquium. The National Seminary Activity in 2023 take the theme of: "Transformation to Achieve Sustainable Development through Great Research".
- **International Stock Portfolio Analysis Competition:** Global competition which requires a team consisting of three diploma or bachelor students from the same university to participate. The competition consists of two rounds: (1) Compiling a portfolio with five stocks from the Indonesia Stock Exchange Market (BEI); (2) monitoring the portfolio development for 14 days, preparing an investment strategy report and conducting industry and company analysis.

### Selection procedure

For **BAP** and **BMP**, the admission process is arranged based on the regulations and terms of the Ministry of Education, Culture, Research and Technology. In relation with the admission process, the SNBP and SNBT are the admission processes managed by the Entrance Test Institution of the University (LTMPT) which has changed its name into Education Assessment Management Board. In addition, UNJ conducts an independent entrance test to meet the targeted quota.

- a. National Achievement-Based Selection (SNBP): Based on the index of the students and school. To ensure the transparency, the school is involved in the assessment of the students and school's index. The school should prioritize students' university applications based on an index that reflects their academic performance, including scores in school subjects. Whereas the school's index measures, the school's performance (achievement in the academic and non-academic competitions, school's accreditation and school's education management). Since the SNBP obliges the students and school's involvement in the admission process, the result of SNBP is determined by the students and school's performances. The official website of the committee of SNBP is the main facility of the school and prospective students to monitor the admission process.
- b. Test-Based National Selection (SNBT): The admission process is facilitated by the Education Assessment Management Body. The test is conducted in the university appointed by the committee of SNBT and based on the student's residential zone. The computer-based entrance test is conducted under surveillance and test results are reported to the prospective students.
- c. Independent Writing Test: The prospective students will login on <http://pendaftaran.unj.ac.id> and choose a study programme to print and pay the billing card, fill in the personal data, upload photo, report, as well as other non-academic achievements. When the inserted data has been re-checked, they receive the PENMABA participant card and can join a selection in accordance with the determined schedule.
- d. Achievement Independent: The selection is done based on the achievement of the prospective students (see admission requirements above).
- e. Independent Transfer: The prospective students register in the registration application of PENMABA which can be accessed through the following link <http://pendaftaran.unj.ac.id/>. They pay and print the participant card based on the procedure. After that, the prospective students are directed to report to the Secretariate of Independent PENMABA in Dewi Sartika Building Ground Floor by bringing the Independent PENMABA participant card and the list of the study result. If they are deemed to pass the Independent PENMABA academic selection, then the courses which have already been taken, and the course will resurface in the new study programme, then the score can be transferred.
- f. RPL Selection: After registering on <http://pendaftaran.unj.ac.id:8181/>, the participants are expected to consult the RPL academic advisor and choose a study programme. After the payment, prospective students should login on the PENMABA website to fill in the form, and upload documents. Next, they can print the RPL participant card and join the assessment/recognition by a team of assessors and attend an interview.
- g. International student admission: This admission path follows the non-written independent path. Other than the completion of the requirement documents, the selection conducted based on the portfolio selection owned by the prospective students. Related information of the international students can be accessed through <https://penmaba.unj.ac.id/en/>.

The implementation of the prospective students of **MMP** is generally divided into several stages as follow:

- Documents requirements: Submission of documents as administration requirements that will be checked by the Penmaba UNJ team. This document will be uploaded to Penmaba website.
- Written test: National standard academic potential test and English competencies test with a minimum score of 450. The result of the test will be announced through the Penmaba UNJ website.
- Interview: With a team of lecturers from the study programme. This interview is aimed at knowing the aspects of motivation, financial and non-technical as well as soft skills of the prospective students.

Prospective students for **MMP** who come from a non-management bachelor programme are obliged to join a matriculation learning programme when they pass the new students selection.

#### Professional experience

Professional experience is not required for all study programmes.

While the **MMP** does not specifically require applicants to have prior work experience, prospective students will be prioritised for enrolment if they have previous work experience in a relevant field.

#### Ensuring foreign language proficiency

Students do not have to reach a certain score for the admission. However, the English competencies are tested in the Test-Based National Selection (SNBT) and international students of the master programme have demonstrate good skills in Bahasa Indonesia and in English.

Before graduation, students must pass the Test of English Proficiency (TOEP) with a minimum score of 450 (see chapter 3.4 International outlook).

#### Transparency and documentation of admission procedure and decision

Prospective students can access all information related to the policies for the admission and selection criteria through the website of PENMABA in the following link <https://penmaba.unj.ac.id/>. The admission system and policy follow the Standard of Operational Procedure of the University as it has been stipulated. This standardisation ensures that new admitted students in the programme meet the criteria required by the University and study programme.

Registration details, encompassing the study programme, admission policies, and selection criteria, are published in the webpage of PENMABA, social media platforms, pamphlets, brochures, poster, and the newspapers. The admission process of the new students covers online registration through website, exam by PENMABA committee, and selection result announcement. PENMABA provides online and offline services for the prospective students.

PENMABA announces the decision of a certain prospective student is accepted or not through the website along with the detailed method of registration for the new students. The process of decision making is documented in a report for quality assurance and results which can be accessed by all candidates through the participants registration accounts and the report is being sent to all related faculties and unit. Moreover, the result is announced through the PENMABA system that students an access with their participant's number. The prospective students who are admitted can contact PENMABA for inquiries, reports or appeals. Other than

being audited externally, the admission process of the students is also internally audited by the quality assurance unit (GPJM/Quality Assurance Task Force) of UNJ.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account, as the SNBP paths of admission. Additionally, the University offers independent admission types that include also international applicants.

Applicants can directly turn to the Admission Office or the Faculty of Economics for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, via e-mail and social media. The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries over a variety of channels. The counselling options are based on the target group's needs. The faculty and programmes are introduced to the community and prospective students in various events.

The selection procedures of the national and independent admission paths are transparent and ensure that qualified students are admitted to the study programmes.

Professional experience is not required in all programmes. However, prospective students of the **MMP** will be prioritized to be enrolled when having previous working experiences in the relevant field.

The admission requirements ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). Testing the English proficiency is part of the national admission path. However, there is no minimum score for the study programmes.

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

To enhance the transparency of the admission process further, the panel **recommends** publishing not only the requirements for international students but all admission paths in English on their website.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

##### **All study programmes**

The curriculum of all study programmes comprises compulsory and elective courses.<sup>14</sup>

A tracer study is conducted annually to get feedback from alumni and the business community. The tracer study yields insights, particularly regarding the curriculum development cycle, which is revisited every four years. The results can help to minimise the disparity between the skills acquired by graduates and the qualifications demanded by the industry.

##### **Bachelor of Accounting (BAP) (S.Ak.)**

The objectives of the study programme are to facilitate students in gaining a comprehensive understanding of accounting concepts and practices, supported by various business, management, and economic theories.

The curriculum comprises compulsory and elective courses. These courses consist of foundational and supplementary topics. Three levels are included: introductory, intermediate, and advanced, offered in semesters 1, 2, and 5, respectively. The elective courses aim to enhance the employability of graduates in the international job market.

The taught subjects include finance accounting, government, public sector, taxes, audit and management accounting. Students will develop necessary skills to formulate financial reports, auditing, and analysing financial reports as well as other financial and non-financial reports.

The study programme also promotes the development of digitalisation within its courses, such as computerised accounting, big data, and programming. The curriculum supports students in attaining professional competency certificates, as various courses lead to competency examination certifications at both national and international levels. Among these certifications are Chartered Accountant/ASEAN CPA, Certified Public Management Accountant, etc.

In formulating the curriculum to define the graduate profile and learning outcomes, BAP draws upon its Vision, Mission, Objectives, and Targets; KKNi; SNI; the capabilities required for the 4.0 industrial era; the policy of Independent Learning - Independent Campus; input from the Professional Association (IAI); and other stakeholders.

##### **Bachelor of Management (BMP) (S.M.)**

The curriculum aims to equip students with a comprehensive understanding of management principles, underpinned by a range of business theories, analysis instruments for management and business practices.

**Table 1 Required skills and supporting courses per study year**

Semester	Required Skills	Supporting Courses
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<sup>14</sup> Please see the curriculum overviews in the appendix.

1 & 2	Basic skills and understanding about the organisation and environment in accordance with the field of management.	<ul style="list-style-type: none"> <li>● Introduction to Economics</li> <li>● Introduction to Accounting</li> <li>● Introduction to Business</li> <li>● Introduction to Management</li> </ul>
3 & 4	Competencies to understand the implications of developing or implementing knowledge and technology of management.	<ul style="list-style-type: none"> <li>● Marketing Management</li> <li>● Financial Management</li> <li>● Human Resource Management</li> <li>● Operations Management</li> <li>● Big Data and Programming</li> </ul>
5 & 6	Problem solving in the field of management, networking development with colleagues, and the evaluation of work completion in business organisation.	<ul style="list-style-type: none"> <li>● Public Relations</li> <li>● International Business</li> <li>● Leadership</li> <li>● Business Ethics</li> <li>● Concentration course</li> </ul>
7 & 8	Competencies to act strategically and compile a description of the result of study in a form of a final paper or final report.	<ul style="list-style-type: none"> <li>● Marketing Management Seminar</li> <li>● Human Resource Management Seminar</li> <li>● Financial Management Seminar</li> <li>● Thesis</li> </ul>

BMP provides three concentrations with several courses (compulsory and elective), which can be chosen from the students to accommodate the interests of the students, among which the Financial Management, Marketing Management, and Human Resources Management.

### **Master of Management (MMP) (M.M.)**

The curriculum is designed in accordance with the standardisation of the Law number 12 of 2012 concerning Higher Education which arranges the objectives, principles, responsibilities, science and technology development up to the academic community to create students with intelligence, cultured scientists, who can enter and/or create jobs as well as develop themselves to be professionals.

By semester two, students are expected to determine their concentration of interest and complete the related courses in semesters two and three. Students can select from three concentration courses in semesters three and four. The thesis may be undertaken concurrently during these semesters.

### Rationale for degree and programme name

#### **All study programmes**

Regulation of Ministry of Research, Technology and Higher Education (Permenristekdikti), arranges the naming of the study programme and title in Number 33 of 2018 concerning Labelling the Study Programme in the University and Regulation of the Ministry of Research Technology Number 59 of 2018 concerning Title and Method of Writing the Title.

This regulation determines the writing method of the study programme in Bahasa Indonesia by considering the curriculum, content and structure, as well as the possibility of specialisation. It also defines the English translation.

Based on the regulation, the name and title for BAP is Bachelor of Accounting (S.Ak.). For BMP, the name and title are Bachelor of Management (S.M.) and for MMP the name and title are Master of Management (M.M.).

### Integration of theory and practice

#### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

Lecturers are expected to apply a holistic learning approach, incorporating classical learning, case study methods, and drilling practices, prioritising the Student-Centred Learning (SCL) method. The SCL method is implemented through current accounting and financial cases in the form of projects for students.

Project-Based Learning (PBL) in certain **BAP** classes (such as Cost Accounting) bridges the gap between theoretical and practical topics. Students solve a project at the end of the semester, determining the production cost for a chosen organisation. Case-Based Learning (CBL) allows audit class students to practise audit processes. In Financial Report Analysis, students analyse the financial and valuation conditions of companies listed on the Indonesia Stock Exchange. The tax course integrates theories and practices by involving students as tax volunteers in cooperation with the Tax Office. Similar methods are used in other accounting courses, such as Introduction to Accounting, Financial Accounting 1 & 2, Management Accounting, and Financial Management.

In **BMP**, Digital Entrepreneurship requires students to create a digital business, from planning to online selling and showcases. Marketing Management integrates theories and practices through the creation of marketing content for a selected product or brand. Financial Management employs case-based learning, where students analyse published financial reports of companies.

BAP and BMP involve practitioners in face-to-face meetings to balance theories and practices in the Teaching Practice programme. They invite alumni who are business practitioners as guest lecturers in courses like Audit and State Financial Inspection.

**BAP** students attend the Field Work Practice Course (KKL) in their fifth semester at various organisations or companies. After KKL, students compile a report reviewed by the KKL Counsellor, and qualified students receive a KKL certificate, required for final exam registration.

The integration of theories and practices is further applied through internship programmes and involving students in lecturers' research. In the internship programme, students intern for five to six months in a company, receiving mentorship from company mentors and guidance from campus advisors. Most internship programmes are initiated by the Ministry of Research, Technology and Higher Education, aimed at creating qualified graduates through the Independent Learning Independent Campus programme (MBKM), aligning with the graduate profiles stipulated by BAP and BMP.

#### **Master of Management (MMP) (M.M.)**

All courses require students to complete projects and cases to integrate theory and practice. Typical projects include business proposal projects, market and financial research, employee surveys, and collaborative projects with lecturers, such as book creation or joint research.

The learning process also prioritises Student-Centred Learning (SCL), encouraging students to actively explore their academic potential. By inviting guest lecturers from various industries, such as banking, entrepreneurship, state-owned companies, and management consultancy,

students gain insights into current industry developments, and they are equipped with updated and relevant competencies in their field of study.

The programme routinely organises company visits to provide students with practical experiences of the working processes within companies. Students are required to compile reports on their visitation results. Additionally, the courses incorporate global cases from the Harvard Business Review, which are widely used by business students in many universities around the world.

#### Interdisciplinary thinking

#### **Bachelor of Accounting (BAP) (S.Ak.)**

To provide students with an interdisciplinary thinking pattern, the curriculum consists of classes at various levels:

- university level: PPKn, Religion, and Bahasa Indonesia;
- faculty level: Introduction to Economics and Introduction to Management.
- To support the graduate profile, BAP offers elective courses. Students choose a minimum of two days from several elective courses offered in the fifth and sixth semesters.

In the Independent Learning Independent Campus (MBKM), students take courses in other faculties as well as other universities. They can also participate in research and community service programmes.

Students are encouraged to join activities provided by the University, which focus on organisation, communication, and critical thinking, essential for their self-development. Examples include the Campus Life Orientation activities for New Students (PKKMB), Student Activity Units (UKM), community services, and field study or internship programmes such as the Independent Internship Programme.

#### **Bachelor of Management (BMP) (S.M.)**

In the first year, students are required to take general knowledge courses outside their primary study programme, such as PPKn and Bahasa Indonesia. Additionally, students will study non-managerial courses, including basic economics and accounting subjects like Introduction to Accounting, Cost Accounting, and Management Accounting. These courses help students understand the fundamentals of decision-making necessary for managerial tasks and enable them to apply accounting principles to support practical science and competencies in the field of management. By the fifth semester, students can choose a minimum of three elective courses offered by each concentration.

Students are encouraged to participate in university-provided activities that foster organisational, communication, and critical thinking skills essential for their personal development. Examples include the Campus Life Orientation for New Students (PKKMB), Student Activity Units (UKM), community service projects, and field study or internship programmes.

#### **Master of Management (MMP) (M.M.)**

In the first year, students train interdisciplinary thinking through numerous cases and projects. They gather information, theories, data, and analysis materials from various disciplines to solve encountered problems.

This approach is also evident in the thesis compilation process. Students seek references, journals, and materials from other disciplines to formulate research problems, develop frameworks, determine analytical and statistical tools, and draw conclusions. They learn that issues in management and business cannot be solved by relying on a single discipline: they must incorporate psychology, economics, statistics, and accounting.

The curriculum structure of the study programme reflects interdisciplinary thinking as part of the learning process. For instance, the management operations course requires students to learn about economics, mathematical calculations, logistics, and human behaviour.

### Ethical aspects

#### **All study programmes**

The Faculty of Economics has established ethical guidelines for lecturers (*Decree of Dean of FE of UNJ Number 1809B/UN.39.5/FE/XII/2014*) and students (*Decree of Dean of FE of UNJ Number 1809A/UN.39.5/FE/XII/2014*). Lecturers teach students communication ethics, both in class and socially.

In addition to these codes, **BAP** emphasises ethical aspects in the teaching-learning process and various courses. This aims to produce graduates with strong ethics, character, business experience, and research competencies to compete in the globalised era.

Courses in **BAP**, **BMP**, and **MMP** integrate ethical aspects, including compulsory Religion and Civic courses for all students. Accounting courses cover Corporate Governance, Business Ethics, and the Accounting Profession, discussing GCG principles, business ethics, and the accounting profession. Other courses, such as management accounting, financial accounting, government accounting, and audit, include chapters on ethics, which are also part of the Learning Objectives in the Behaviour section.

### Methods and scientific practice

#### **Bachelor of Accounting (BAP) (S.Ak.)**

BAP employs specific methods and practices in courses such as Computer Accounting, Management Information Systems, and Accounting Information Systems. These courses include case studies and projects to help students understand current issues.

BAP also offers courses in Research Methodology, Statistics 1 and 2, and Research Proposal Seminars. These courses focus on critical reviews of recent, reputable journals and the application of proper scientific methods for quantitative or qualitative research. The final product is an academic proposal, a requirement for obtaining a bachelor's degree.

Furthermore, the Faculty of Economics organises a Research Bootcamp to prepare final-year students for their final research projects. This bootcamp includes training in data processing using software like SPSS, SEM, EViews, and Stata.

#### **Bachelor of Management (BMP) (S.M.)**

BMP offers facilities supporting both academic and non-academic activities and employs specific methods and practices to improve learning. Courses like Research Methodology, Economy and Business Statistics, and Quantitative Method have been offered for the past two years.

BMP offers courses like Research Methodology, Financial Management Seminary, Marketing Management Seminary, and Human Resources Management Seminar. These courses focus on critically reviewing reputable journals and applying scientific methods for quantitative and qualitative research. The final academic task proposal, a requirement for the bachelor's degree, is a product of these courses.

Additionally, the Faculty of Economy hosts a Research Bootcamp for final-year students, preparing them for their final research tasks. This bootcamp includes training in data processing software like SPSS, SEM, EViews, and Stata.

### **Master of Management (MMP) (M.M.)**

Scientific practice is integrated into various activities. For example, in the research methods course, students design scientific research proposals following the scientific research process. They also master statistical processing software like SPSS, Eviews, Lisrel, AMOS, and SmartPLS, using the latest editions for campus or workplace research projects.

Scientific practice extends to thesis writing, where students conduct large-scale research to solve managerial or business problems using scientific methods and relevant statistical analysis. Additionally, students must publish papers from their theses as a graduation requirement. They are encouraged to participate in national and international competitions and seminars as presenters.

### Examination and final thesis

#### **All study programmes**

In general, the terms for exams follow the University's management and are detailed in the academic guidelines book. Assessment in each course covers the Mid Semester Exam (UTS), Final Semester Exam (UAS), and Task. Scores range from 0-100. The contribution of each assessment type is determined based on relevance and interest. The scoring system is outlined in the Decree Letter of the Rector of the State University of Jakarta No. 13 of 2020 concerning Academic Regulations.

#### **Table 2: Scoring Rank<sup>15</sup>**

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<sup>15</sup> See self-evaluation report p. 75.

Mastery Level	Score
86 -100	A
81 - 85	A-
76 - 80	B+
71 - 75	B
66 - 70	B-
61 - 65	C+
56 - 60	C
51 - 55	C-
46 - 50	D
< 46	E

### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

The assessment methods in BAP and BMP include:

1. **Class Participation:** Evaluated based on students' opinions, creativity, punctuality, and communication skills.
2. **Essays, Quizzes, and Tasks:** Delivered through Case-Based Learning (CBL) and Project-Based Learning (PjBL) to assess students' understanding of management theories, concepts, and tools.
3. **Mid-Semester and Final Exams:** Used to evaluate students' knowledge.
4. **Papers and Presentations:** Assessed for creativity, originality, problem-solving skills, and alignment with theories.
5. **Turnitin/Similarity Testing:** Conducted as part of the assessment to prevent plagiarism.
6. **Final Group Task:** Evaluated based on the quality, application, and creativity of solutions, as well as punctuality and communication skills.

Students must compile their final paper according to scientific standards. To enrol in the final thesis course, they must meet several requirements, including passing the Research Methodology course and completing at least 129 SKS credits. After writing the final paper, students must publish a scientific article based on their thesis research, under their advisor's guidance. During the final paper hearing, students must present in English. Participation certificates from scientific forums will be recognised as part of the Statement Letter of Certificates Complement (SKPI), and students need to collect at least four such certificates to graduate.

### **Master of Management (MMP) (M.M.)**

The thesis writing process utilises the Scopus database, renowned for its high reputation, including publishers like Elsevier, Emerald, and Sage.

The implementation of exams and theses in the programme is defined in the University's academic guidelines. According to these guidelines, course assessments consider several elements:

- **Exam Scores:** Mid-semester and final exams are held in the 8<sup>th</sup> and 16<sup>th</sup> weeks, respectively. Lecturers compile the exam materials, and the exams follow a faculty-level schedule.
- **Individual and Group Tasks:** Individual tasks typically involve papers or scientific work on current issues in management, business, and entrepreneurship. Group tasks involve presentations on managerial problems, often using case studies from various companies. Turnitin/similarity testing is conducted to prevent plagiarism.
- **Class Participation:** Student participation in discussions is crucial for assessing their understanding and analytical skills.

For thesis hearings/exams, students must have published their research in an international journal indexed by Google Scholar or DOAJ. Once published, students can attend their thesis hearing, scheduled by the academic team. The thesis exam assesses the quality of the research based on several indicators:

1. Depth and appropriateness in determining research problems
2. Relevance and quality of literature or references used
3. Appropriateness and clarity of the research method
4. Elaboration and interpretation of research results
5. Ability to discuss and defend the research, and to create new management models
6. Quality of presentation, use of aids, and oral language proficiency

## Appraisal:

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

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

Theory and practice are systematically interrelated throughout the curricula. Theoretical discourse and practical application complement each other in developing the students' qualification profile. Student-Centred Learning (SCL) encourages students to explore their academic potential. Guest lecturers, company visits and the internship give students insight to industries and current developments.

There is evidence that the study programmes qualify for interdisciplinary thinking. Bachelor students are required to take general knowledge courses outside their primary study programme and choose elective courses in the last study year. Master students learn that issues in management and business cannot be solved by relying on a single discipline. Therefore, they incorporate topics from psychology, economics, statistics, and accounting.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programmes qualification objectives. Courses integrate ethical aspects, including compulsory Religion and Civic courses and topics as business ethics. Students learn to reflect on ethical topics and religion and are taught the basics of Indonesian philosophy.

Students acquire methodological competences and are enabled to do scientific work on the required level in all study programmes (for example through method courses).

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

For **MMP** the panel **recommends** following the national requirement that students do not need to publish in an international paper before graduation. Students show already in their thesis that they can do scientific work and the achievement of the study programme's qualification objectives.

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

## 3.2 Structure

Projected study time	<b>BAP:</b> 8 semester, 4 years <b>BMP:</b> 8 semester, 4 years <b>MMP:</b> 4 semester, 2 years
Number of credits (national credits and ECTS credits)	<b>BAP:</b> 145 SKS credits / 217.5 ECTS credits <b>BMP:</b> 145 SKS credits / 217.5 ECTS credits <b>MMP:</b> 41 SKS credits / 61.5 ECTS credits

Workload per credit	<p>One SKS credit is equal to 170 minutes per week: 50 minutes of learning/face to face process, 60 minutes of structured task activities and 60 minutes of independent activities.</p> <p>One SKS credit x 14 weeks = total 2,380 minutes (39.7 hours).</p> <p>One ECTS credit equals 25 hours. One SKS credit equals with 1.6 ECTS credits.</p>
Number of courses	<p><b>BAP:</b> 48 compulsory, 5 elective (incl. 3 specialisation courses)<sup>16</sup></p> <p><b>BMP:</b> 48 compulsory, 23 elective<sup>17</sup></p> <p><b>MMP:</b> 9 compulsory, 3 elective</p>
Time required for processing the final thesis/project and awarded credits	<p><b>BAP:</b> 6 months, 4 SKS credits (6 ECTS)</p> <p><b>BMP:</b> 6 months, 4 SKS credits (6 ECTS)</p> <p><b>MMP:</b> 6 months, 8 SKS credits (12 ECTS)</p>

### Study and exam regulations

The learning and exam processes are defined in the Regulation of Rector of the State University of Jakarta Number 13 of 2020 concerning the Academic Regulation of UNJ. Nationally, the terms refer to the Law Number 20 of 2003 concerning the National Education System and Regulation of the Ministry of Education and Culture Number 3 of 2020 concerning the National Standard of Higher Education.

The exam and assessment processes are also regulated in the Academic Guidance Book of the Faculty which is shared to all students in the beginning of the academic year and can be accessed through the University and faculty websites. The regulations include:

- rules on credit system (credit unit),
- study credits,
- students' status,
- registration,
- learning administration,
- attendance,
- mid and final semester exam,
- exam procedures,
- assessment,
- evaluation of the student studying progress,
- academic leave,
- predicate for graduating,
- study transfer,
- mentoring, as well as
- academic violations and its sanctions.

<sup>16</sup> Students take five elective courses, which are available from semester five and six.

<sup>17</sup> From the fifth semester onwards, students select a minimum of three elective courses.

## Feasibility of Workload

### **All study programmes**

The number of credits taken in the following semester is set with the previous *Semester Achievement Index (IPS)* under these terms:

**Table 3: Relation IPS score and semester credits<sup>18</sup>**

IPS score	Maximum number of possible SKS credits
IPS 3.30	24 SKS
IPS 2.75 – 3.29	22 SKS
IPS 2.00 – 2.74	20 SKS
IPS < 2.00	16 SKS

To supervise the students' academic progress, students receive guidance and counselling. Each student gets an Academic advisor (PA) who helps during the process. For more information on student support by the faculty and administrative staff please refer to chapters 4.1.6 and 4.2.1.

If students do not pass their exams, they can either do an additional assignment to pass the class or take a class between the semesters (minimum requirement is ten participants).<sup>19</sup> If students miss the exam due to illness, they will be able to retake the exam.

To monitor the academic progress of the students, there are monitoring and evaluation systems (MONEV) for learning conducted by the quality assurance unit on the faculty level. Students fill out learning evaluations of the courses and lecturers.

### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

BAP has a total credit of 145 SKS credits (217.5 ECTS credits). Per semester students take a maximum of 24 credits (36 ECTS Credits).

### **Master of Management (MMP) (M.M.)**

MMP has a total credit of 41 SKS credits (61.5 ECTS credits). This has been adjusted with the benchmarking of the study credits of MMP in several well-known universities in Indonesia.<sup>20</sup>

## Equality of opportunity

### **All study programmes**

The University is committed to equality for all students. Students are afforded the same rights and opportunities to attend classes and sit exams, with no discrimination based on religion, race, ethnicity, nationality or disabilities.

The University implemented a range of facilities and policies to support students with special needs:

- The Centre for Academic Development and Disability Services (PPALD), operating under the auspices of the Education Development and Quality Assurance Institution (LP3M), serves as a dedicated hub for supporting students with disabilities. The centre is staffed by a team of trained volunteers, comprising lecturers and fellow students, who provide tailored assistance to ensure an inclusive educational environment at UNJ.

<sup>18</sup> See self-evaluation report p. 76.

<sup>19</sup> Information from interview with dean and study programme coordinators during on-site assessment.

<sup>20</sup> See self-evaluation report p. 78.

- Accessible toilets and lifts are available in various locations and classroom buildings, designed for students with disabilities.
- Equal opportunities for students with disabilities to participate in a variety of student activities, such as sports and student organisations.

Counselling services are provided by the UPT LBK, offering (online and offline)

- individual and group counselling,
- psychological assessments,
- nurturing training,
- human resources development, and
- psychoeducation.

To assist students experiencing financial hardship, the University offers tuition fee relief aid, as outlined in the Decree of the SK Rector of the State University of Jakarta No. 907/UN39/HK.02/2022, which details the provisions for Single Tuition Fee cost relief. Additionally, webinar services are available at no cost through the LP3 website for all students.

## Appraisal:

The structure of each programme supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assigns credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. 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 in accordance with / analogous to the Lisbon Recognition Convention, the recognition of periods of practical work is also clearly defined. However, 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 programme's 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. However, the workload calculation is not always plausible in the curriculum overview, where credits and workload (in hours) are not always consistent. Sometimes the same credit number has a different amount of hours assigned. Also, the number of credits per semester is not always filled in or correct. The panel recommends the following **conditions**:

- The University uses a fixed conversion for SKS/ECTS credits and the workload in hours in the curriculum overviews of all study programmes.
- The University includes the correct number of SKS/ECTS credits per semester in the curriculum overviews of BAP and BMP.
- .

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

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programmes 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.

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

### 3.3 Didactical concept

#### Logic und plausibility of the didactical concept

##### **All study programmes**

The *Semester Learning Plan (RPS)* is the guideline in the teaching learning process for one semester in each course. The RPS explains the learning method used in the semester such as classical lecturing, problem practices, case discussion, group project, and presentation. The RPS also explains the course code, course description, learning objectives of the course, course schedule, course lecturer, as well as the used references.

The programmes implemented *Student Centred Learning (SCL)*. This approach exposes students to case study methods, team-based projects, group presentations and discussions, simulations (role plays), collaborative learning, cooperative learning, problem-based learning, research, and seminar or conference. To stimulate active participation and deepen involvement in the learning process, the classes emphasise a collaborative and participatory approach. This trains students to think critically, communication competencies and public speaking, as well as their self-confidence.

To ensure that all faculty members are competently applying didactical methods and instructional media, the University offers training on Learning Management System (LMS). This includes support for Online UNJ Learning and the SIBERING Online Learning System.

During the COVID-19 pandemic, the learning system was conducted through online platforms such as Microsoft Teams, Zoom Meeting, Google Meet, Google Classroom, etc. Through those platforms the lecturer provides learning materials needed by the students. Post-pandemic, the University has adopted a hybrid approach, blending in-person and virtual learning. Students can also arrange face-to-face meetings with lecturers for essential

consultations, such as thesis discussions, while Zoom continues to support thesis hearings and advisor consultations. Classes are conducted 50% offline and 50% online.

### **Bachelor of Accounting (BAP) (S.Ak.)**

Case-based (CBL) and project-based learning (PBL) methodologies are implemented across 53 courses in the BAP curriculum. The use of PBL in classes such as Cost Accounting, managed to bridge the gap between theoretical and practical topics. Students are asked to solve a project at the end of the semester, which requires the determination of production cost for the organisation that they have chosen. Other applied learning methods are CBL, where students join audit classes to practice previously learnt audit processes.

### **Master of Management (MMP) (M.M.)**

Zoom has proven to be a valuable tool for MMP students, offering a practical and efficient alternative to in-person classes. It facilitates both individual and group presentations, allowing lecturers to promptly review and provide feedback on student assignments. Feedback indicates that MMP students prefer Zoom for its convenience.<sup>21</sup>

#### Course materials

##### **All study programmes**

The RPS also includes learning materials for the students. This may be textbooks, online materials, research journals, cases compilation books, or technical modules such as in the digital business material.

The learning materials can be accessed through the selected platform of each lecturer such as Microsoft Teams, Google Classroom, and YouTube (in form of textbook soft copy, module, journal, presentation slides or videos). Literature (also research journals) is available through the University and Faculty libraries of UNJ as well as the National Library of Jakarta (see chapter 4.4).

### **Master of Management (MMP) (M.M.)**

To integrate the theories and practices of the working world, the students are given case materials in the field of management, e.g. from the Harvard business review handbook, or case collections from the MIT Sloan. Materials in the laboratory are stated in the course along with the tasks and projects that need to be done by the students.

#### Guest lecturers

##### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

The study programmes regularly invite guest lecturers, who are industry practitioners, to deliver lectures on various accounting and finance topics. These sessions aim to enhance students' practical knowledge. The success of these invitations is attributed to the relationships between the University, industry, and the Teaching Practitioner Programme.<sup>22</sup>

Guest lecturers are categorised as follows:

- **National:** Often renowned alumni, now working as entrepreneurs or working in public and private sectors, contributing their real-world experiences.

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<sup>21</sup> See self-evaluation report p. 79.

<sup>22</sup> See self-evaluation report p. 81.

- **International:** Lecturers from overseas universities are invited through an exchange scheme. For example, in 2023, experts from SES Expert of Germany conducted lectures over three to four weeks in accounting, management, and education. Past international lecturers have come from institutions such as UNSW Business School, University of Oklahoma, Haas School of Business University of California Berkeley, Warrington College of Business University of Florida, UCLA Anderson School of Management, Copenhagen Business School, London Business School, University of Malaya, INSEAD, Universiti Utara Malaysia, MIT Sloan School of Management, Stockholm School of Economics, Universiti kebangsaan Malaysia.

### **Master of Management (MMP) (M.M.)**

The study programme annually invites guest lecturers from the corporate sector and business professionals to enhance student competencies. These practitioners often hold prominent positions such as company owners, managers, or successful entrepreneurs at the national level. Additionally, accomplished alumni of MMP contribute to the programme, offering inspiration and motivation through their achievements.

Beyond corporate and entrepreneurial insights, the programme also regularly welcomes academic experts from esteemed universities, such as the National University of Singapore, Universiti Teknologi Malaysia (UTM), Universiti Malaysia Sabah (UMS), and Universiti Teknologi Mara (UiTM).

#### Lecturing tutors

### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

While the bachelor programmes officially do not offer tutoring, the Students Executive Board (BEM) is routinely holding collaborative learning activities by providing tutors from seniors. For the courses *Introduction to Accounting 1* and *Intermediate Financial Accounting 1*. Teaching tutors have scores above the minimum standard of the course.

### **Master of Management (MMP) (M.M.)**

Tutoring activities are conducted by the alumni providing mentoring during thesis compilation and data processing using the statistical analysis. The alumni mentor the students free of charge, as the form of alumni contribution for MMP.

### **Appraisal:**

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, including team-based projects, group presentations and discussions, simulations (role plays) and case studies. Through Student Centred Learning (SCL) students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students through the selected platform of each lecturer (such as Microsoft Teams, Google Classroom, and YouTube). They are user-friendly and encourage students to engage in further independent studies.

National and international guest lecturers are invited and contribute to the students' qualification process with their special experience, from professional practice or scientific work.

Lecturing tutors support the students in the learning process and help them develop competences and skills. In **BAP** and **BMP** senior students provide tutoring in the courses Introduction to Accounting 1 and Intermediate Financial Accounting 1. In the **MMP** alumni mentor the students.

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

### 3.4 International outlook

#### International contents and intercultural aspects

##### **Bachelor of Accounting (BAP) (S.Ak.)**

The curriculum's cross-cultural dimension is integrated into various courses, incorporating international content. For instance, the Financial Accounting course covers the International Financial Reporting Standards (IFRS). Similarly, courses in Accounting Management and Auditing present practical applications within a global context. Topics such as transfer pricing are explored within Tax and Accounting Management. Additionally, courses like Financial Management, Marketing Management, Strategic Management, and Entrepreneurship are designed to provide an international outlook on business practices.

From the seventh semester onwards, students are encouraged to do internships in global business and industry sectors for one semester.

##### **Bachelor of Management (BMP) (S.M.)**

The curriculum includes cross-cultural elements across various courses, including International Financial Management, International Business, International Marketing Management, and International Human Resources Management. These courses are designed to impart a global business perspective to students.

##### **Master of Management (MMP) (M.M.)**

The curriculum is designed to incorporate international elements, mirroring the course offerings found in MBA programmes globally. This includes courses like Digital Business, International Financial Management, and Strategic Management, which are imbued with international content.

To further internationalise the learning experience, students engage with management case studies in English from the Harvard Business Review, a leading source in the field. Additionally, the curriculum includes the analysis and reviews of research articles from renowned international journals from databases such as Scopus, Web of Science, EBSCO, Sage,

Copernicus, and ProQuest. This means to acquaint students with phenomena on an international and global scale.

#### Internationality of the student body

##### **For all study programmes**

There are not international full-time students enrolled in the programmes.

Attempts of UNJ to be known on an international level are the active participation in various international activities, such as students exchange programmes through IISMA or the Indonesian International Student Mobility Awards 2023.

#### Internationality of faculty

##### **Bachelor of Accounting (BAP) (S.Ak.)**

Two lecturers have advanced their education in countries such as Malaysia and the USA. Additionally, at the faculty level, several lecturers have undertaken studies in Taiwan, the USA, and Australia. Lecturers also gain international experience through participation in various programmes, including lecturer exchanges, research collaborations, international seminars, and scientific conferences.

##### **Bachelor of Management (BMP) (S.M.)**

Concurrently, seven lecturers have pursued academic opportunities abroad (e.g. in Malaysia, Taiwan, the USA, and Australia). The lecturers also gain a global perspective by engaging in international programmes, such as lecturer exchanges, research partnerships, joint publications, international seminars, conferences, and serving as reviewers and journal editors.

##### **Master of Management (MMP) (M.M.)**

The faculty frequently hosts and co-hosts international seminars, with MMP lecturers participating as presenters and article reviewers. Lecturers are involved as peer reviewers for numerous international journals, including those indexed in Scopus.

Additionally, lecturers collaborate on research and publications projects with lecturers from foreign universities, strengthening networks and the internationalisation agenda. As part of lecturer exchanges, they deliver lectures at universities in Singapore (such as the National University of Singapore), and universities in Malaysia (including Universiti Teknologi Malaysia (UTM), Universiti Malaysia Sabah (UMS), and Universiti Teknologi Mara (UiTM)).

Steps have been taken to solidify partnerships with ASEAN universities through various Memoranda of Understanding (MoUs).

#### Foreign language contents

##### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

The bachelor programmes mostly use English literature (textbooks, journals, and presentation slides in English).

Furthermore, an English course is offered in the first semester to improve the students' language competencies. BAP and BMP also oblige the students to present during PKL and final paper presentations in English.

Requirement for graduation is a TOEP test (Test of English Proficiency) with a minimum score of 450.

### **Master of Management (MMP) (M.M.)**

Students engage with international editions of textbooks and are required to read and analyse research articles and journals in English. Lecturers deliver materials in English, embedding internationalisation into the educational process, including student presentations. Assignments and projects draw from English-language sources like the Harvard Business Review and the Global Fortune 500 list. Presentations by students must also be in English.

Additionally, students must achieve a minimum TOEFL score of 450 to graduate.

### **Appraisal:**

International contents are an integral part of the curriculum of each study programme. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Currently, there are no foreign full-time students enrolled in the study programmes. The panel **recommends** implementing further concepts to increase the number of international students. The measures taken should be reviewed in the re-accreditation.

The international composition of the faculty promotes the acquisition of international competences and skills. Lecturers have international academic experiences though lecturer exchanges, research projects and further studies. The measures taken are goal-oriented.

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

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

### **3.5 Multidisciplinary competences and skills (Asterisk Criterion)**

#### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

The curricula are designed to foster soft skills and multidisciplinary abilities in students.

Courses that support the students' soft skills are:

- **BAP:** Business English, Business Communication, and Entrepreneurship.
- **BMP:** Organisation Behaviour, Business English, and Leadership.

To develop multidisciplinary competencies, the following courses are integrated:

- **BAP:** Introduction to Business, Introduction to Economy, Business Law, Programming and Big Data, Financial Management, Management Strategy, and Marketing Management.
- **BMP:** Accounting, Business Law, Programming and Big Data, and both Micro and Macro Economy.

In group tasks, students improve their communication skills, coordination and collaboration with other students. Students are fostering their communication skills furthermore in the courses Public Speaking, Business English, and Public Relations.

A non-academic activity to improve the students' multidisciplinary competencies of the students is through the Campus Life Orientation for New Students (PKKMB). Moreover, internships and competency tests are mandatory, ensuring students demonstrate proficiency in their chosen fields before graduation.

### **Master of Management (MMP) (M.M.)**

The programme has recognised the significance of both soft and hard skills, which are crucial for students to contribute to themselves, their workplace, or the wider community.

Consequently, the curriculum incorporates elements of soft and hard skills into the learning process. Students are encouraged to actively engage with lecturers during learning and consultation sessions, particularly when preparing their theses. The programme also enforces stringent ethical guidelines, fostering positive ethics and behaviour among students.

Multidisciplinary competencies are further developed through activities, such as individual or group projects. During these projects, students apply management science principles to other disciplines, including psychology, law, education, and technology, to enhance their work.

Reinforcement of competencies is also a focus when students prepare their theses, requiring them to conduct scientific research that intersects with fields beyond management, such as statistics, psychology, law, environmental science, sociology, and education. This approach broadens their perspectives and knowledge beyond management science. Additionally, students are expected to perform statistical analyses using appropriate software, further honing their skills.

The entrepreneurship course offers opportunities for students to acquire new abilities in product design, interview techniques, and the processing of qualitative and quantitative data. Skills in stock analysis and the operation of stock exchanges are also covered, along with proficiency in digital business practices through hands-on experience in the digital business laboratory.

### **Appraisal:**

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

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

#### **Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)**

Specific courses equip the students with practical skills. For example, to enhance the students' processing abilities and data analysis capabilities, courses as Statistics I and II (two semesters), Quantitative Methods, and Economy and Business Statistics are offered.

To support communication skills at an international level, the University promotes the development of student abilities through other academic activities. The UPT Bahasa UNJ offers a variety of foreign language courses, including English, German, Mandarin, Arabic, Japanese, and French. Furthermore, UNJ has established a partnership with the Sulaimaniyah Foundation to conduct a Turkish Language course.

Beyond academic pursuits, BAP and BMP require their students to participate in non-academic activities such as the Field Work Course (KKL). During KKL, students engage with real-life business practices through visits to companies, banks, or government institutions, gaining practical experience.

Moreover, BAP and BMP incorporated Field Work Practice activities (PKL) into their curriculum. Students can do internships, whether through the MBKM programme or independently, in companies, banks, government institutions, or other institutions. Hereby, students learn to apply the knowledge and skills acquired in the classroom to real-world work environments.

In addition, final-year students do the Super Keeper webinar, where experienced practitioners share their expertise and experiences. They offer insights on how to compete in the job market after university graduation.

#### **Master of Management (MMP) (M.M.)**

Students are equipped to conduct scientific research, by using the latest statistical software. This research expertise is invaluable across various professional domains, including business, product marketing, customer satisfaction analysis, and assessing a company's standing within its industry.

Furthermore, in the digital business course students learn to conceptualise businesses on digital platforms and manage all aspects of product and service digitalisation.

English proficiency is continuously advanced through collaboration with the University's language unit, UPT Bahasa UNJ, which offers training in several foreign languages such as English, German, Mandarin, Arabic, Japanese, and French.

Additionally, MMP collaborates with the Alumni Association to reinforce student capabilities by organising a training event that leads to nationally recognised competency certificates in management fields like marketing management and entrepreneurship. This certificate aims to prove that graduates possess the competencies and skills sought after by the relevant industries.<sup>23</sup>

## Appraisal:

The promotion of employability runs as a common thread of the study programmes through all courses. The integration of theory and practice is for example ensured through the Field Work Course (KKL) and Field Work Practice activities (PKL). Graduates have multidisciplinary competences and skills such as English proficiency, digital skills and research knowledge.

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

<sup>23</sup> See self-evaluation report p. 89.

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty

The structure and number of lecturers follow national regulations.<sup>24</sup> The number of lecturers required for each study programme is at least five people with academic qualifications of masters/applied masters or doctorates.

**Table 4: Structure and Number of Faculties of the Study Programmes<sup>25</sup>**

Study programme	Number of lecturers	Status of lecturers		
		Civil servant	Contract lecturer	Part-time lecturer
<b>BAP</b>	29	26	3	0
<b>BMP</b>	26	25	1	0
<b>MMP</b>	14	12	1	1

#### Academic qualification of faculty

The recruitment of lecturers is governed by a set of national regulations. The national framework is outlined in PP No. 11/2017, which pertains to the Management of Civil Servants. This is further specified by UNJ's Rector Regulation No. 20/2020.

The selection of lecturers is integrated into the civil service hiring process. This involves two main pathways: the Probationary Civil Servants (CPNS) and the Government Employees with Work Agreements (PPPK). These selections are conducted by the National Civil Service Agency (BKN)<sup>26</sup>, following the approved positions set by the Ministry of State Apparatus Utilisation and Bureaucratic Reform. The process also considers the budget allocated by the Ministry of Finance, specifically under the expenditure category for the Ministry of Education, Culture, Research and Technology.

The recruitment of non-CPNS permanent lecturers is divided in two pathways. The first is through the Public Service Agency (BLU), which is governed by Rector Regulation No. 6/2016. The second pathway is for hired or contract lecturers (DBK), following the guidelines set out in Rector Regulation No. 4/2015. The recruitment procedures can be accessed on the page <http://sipeg.unj.ac.id/>.

Candidates aspiring to join UNJ as lecturers must possess a master's degree (S-2) in a relevant academic field. They are also required to have attained a minimum GPA of 3.00 on a 4.00 scale. These qualifications must come from either state or private universities that hold a minimum accreditation status of *good*.

<sup>24</sup> Regulated in the Law of the Republic of Indonesia No. 14/2005 concerning Teachers and Lecturers, Regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) No. 50/2018 concerning National Higher Education Standards (SNPT), Article 29 paragraph 4, and National Standards of Higher Education (SN Dikti) article 29 paragraph 8.

<sup>25</sup> See self-evaluation report p. 90.

<sup>26</sup> [ASN Karier \(bkn.go.id\)](http://ASN.Karier(bkn.go.id)) (last access on July 19, 2024).

The application process is initiated by the dean, who assesses the need for lecturers and forwards this information to the rector.<sup>27</sup> The rector convenes a leadership meeting to make decisions regarding the necessary lecturer positions and formations. The selection process is conducted through five stages:

1. Administrative selection,
2. written test,
3. practical test,
4. interview and
5. announcement of the results.

**Table 5: Qualifications of Lecturers of the Study Programmes<sup>28</sup>**

	<b>BAP</b>	<b>BMP</b>	<b>MMP</b>
Professors	4	5	4
Associate Professors	7	6	1
Assistant Professors	11	8	6
Lecturers/Instructor	7	7	3
Total number lecturers	29	26	14

To enhance the lecturer performance **BAP** is aiming to elevate the Key Performance Indicators (KPIs) focusing on:

- increasing the number of international certifications, notably the ASEAN CPA.
- Enhancing the lecturers' research impact and increase their Intellectual Property Rights (HKI) by five, enriching community benefits.

**MMP** aims to accelerate the progression of associate professors to full professorships, with a goal of two faculty members achieving this rank within the next three years.

Furthermore, lecturers can apply for scholarships to pursue a PhD.

#### Pedagogical / didactical qualification of faculty

This aims to improve the competence and professionalism of lecturers, especially to improve their pedagogical skills. In addition to having four competencies (pedagogic, personal, social, and professional competencies), a lecturer is responsible for transforming and disseminating knowledge.

The pedagogical competence of lecturers is consistent with the Operational Guidelines for Educator Certification for Lecturers, including the

- Instructional Technique of Basic Skill Improvement Training (PEKERTI),
- the Applied Approach Programme (AA), and
- Lecturer Certification.

This aims to improve the competence and professionalism of lecturers, with an emphasis on enhancing their teaching capabilities. Lecturers are required to having four competencies: pedagogic, personal, social, and professional competencies.

<sup>27</sup> [Kriteria 4. Sumber Daya Manusia – Fakultas Ekonomi \(unj.ac.id\)](#) (last access on July 19, 2024).

<sup>28</sup> See self-evaluation report p. 91.

The University provides furthermore training for lecturers regarding teaching students with special needs.

#### Practical business experience of faculty

##### **Bachelor of Accounting (BAP) (S.Ak.)**

The lecturers actively participate in private and government professional organisations, as well as consultancy roles. At present, nearly 50% of the lecturers are engaged outside the campus in roles such as auditors, tax consultants, business consultants, technical advisors, and finance and tax supervisors.

##### **Bachelor of Management (BMP) (S.M.)**

Currently, ca. 22% of the lecturers have a role in in risk management, finance management or as reviewers.

##### **Master of Management (MMP) (M.M.)**

50% of lecturers are engaged outside the campus in roles such as assessors, reviewers and risk management committees.

#### Internal cooperation

Lecturers actively collaborate in the implementation of the Tri Dharma of Higher Education. Thereby, lecturers participate in education, research, and community service. In the teaching process, collaboration is conducted by forming teaching teams preparing and determining teaching materials and syllabi. Furthermore, team teaching is applied in the programmes.

At the beginning of each term, the study programmes hold a coordination meeting at the to improve the quality of coordination and teamwork. The on-site assessment revealed a consistent and ongoing exchange among the academic staff.

#### Student support by the faculty

##### **All programmes**

Student Service Orientation is facilitated through a structured mentoring programme with faculty members. This programme is accessible both online and offline, offering the following services:

- **Academic advisor (PA):** each student is paired with an academic advisor for personalised guidance throughout their studies. This includes assistance in creating study plans, course selection, and addressing academic challenges. Consultations are documented using consultation sheets and recorded in the Course Contract book and Student's Academic Progress Data.
- **PKM and PKL guidance:** Internships, integral for enhancing students' skills in alignment with graduate profiles, are offered in two formats:
  1. **MBKM internship:** A minimum duration of five to six months, equivalent to 20 SKS credits, which may be part of the Certified Internship Programme (PMMB).
  2. **Regular internship:** Conducted between two to five months, equivalent to three SKS credits. Internship partners include various institutions, government agencies, educational establishments, and private sector companies.
- **Thesis guidance:** Thesis guidance is provided intensively and flexibly, with students able to reach out to lecturers in person, via email, Zoom, or chat.

To address financial barriers in higher education, the faculty helps in securing educational funding through scholarships. Eligible students can apply for various scholarships, including Adik Papua, Bank Indonesia, Bidikmisi, KJMU, Outstanding Santri, Ministry of Education and Culture ICE Institute, and World Major Higher Education Scholarships.

## Appraisal:

The structure and number of the faculty correspond to the respective programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The structure and number of lecturers follow national regulations.

The academic as well as pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. UNJ verifies the qualifications of the faculty members by means of an established procedure (though national requirements and a university regulation). The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented (e.g. international certificates, PhDs, didactical and pedagogical training).

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place in the beginning of each term. The on-site assessment revealed a consistent and ongoing exchange among the teachers. This interaction is indicative of a collaborative and dynamic educational environment. In addition, courses are conducted cooperatively in team teaching.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well (in person and via mail or WhatsApp). The interview session with students and alumni during the on-site visit proved that 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			

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 study programmes**

Study programmes are led by Study Programme Coordinators, who report to the Dean. The Dean is assisted by three Vice Deans: Vice Dean for Academic Affairs, Vice Dean for General Affairs and Finance and Vice Dean for Student and Alumni Affairs. Daily operations are coordinated by the Vice Dean for Academic Affairs.

Based on the elaboration of Duty and Function of Dekanat position and Coordinator of the Study Programme of the State University of Jakarta, the Coordinator of the Study Programme functions to lead the implementation of education, research, community service, cooperation and development of academic community and administrative staff in the study programme. The main duties of Study Programme Coordinators include:

- Coordinating the implementation of the study programme's activities.
- Coordinating the availability of facilities and infrastructure for the teaching-learning process at study programme level.
- Coordinating the study programme's annual activity planning and budgeting.
- Planning course schedules and evaluating learning outcomes.
- Coordinating the implementation of the teaching-learning process.
- Coordinating the implementation of the Tri Dharma of Higher Education.
- Compiling an accountability report on the implementation of tasks to the Dean.
- Coordination of lecturers (including assignment activities, final paper advisors and examiners).
- Coordination of the student mobility programme development and the advisory preparation for national and international competitions.

In the learning process a routine evaluation needs to be conducted every semester. The result of the evaluation is then reported in a form of monitoring and evaluation report (*monev*).

Study programme meetings serve as a platform to deliberate on issues pertinent to the study programme, such as curriculum enhancement and the implementation of teaching methods. The coordinator of the study programme, along with the lecturers, attends these meetings to collaboratively promote continuous improvement and effective educational practices.

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

#### **All study programmes**

The study programme management is supported by 30 administrative staff in the Faculty of Economics. They are responsible to hold technical activities with support the ongoing study programme and cover:

- general administrative services,
- academic and students' affairs services,
- APBN financial management services, and
- finance administrative services.

Administrative staff's duties include also assisting students in completing administrations e.g., preparation of Course Selection Form (KRS), thesis, internships, and correspondence related to study programmes. Those who require assistance in lecture administration can contact administrative staff online or offline. Administrative staff assists lecturers in filling out logbooks and recapitulating lecturers' attendance. In addition, they are in charge of course and room scheduling, as well as employment, and financial services.

To improve the quality of educational staff, the study programmes provide opportunities to improve their competence, both through degree and non-degree programmes ([https://fe.unj.ac.id/?page\\_id=13649](https://fe.unj.ac.id/?page_id=13649)). The training is facilitated by the faculty through a training fund.

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programme and ensures that the programmes run smoothly. They successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programme. A number of 30 administrative staff is available, which is sufficient. 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 HEI offers the administrative staff opportunities for continuous professional development through degree and non-degree programmes

		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

### Cooperation with HEIs and other academic institutions or networks

#### **All study programmes**

The programmes have cooperations with various national and international universities. The cooperations are in form of research collaboration, lectures exchange, community service collaboration, student exchange. Cooperations are formed by signing MoU (Memorandum of Understanding) by related parties which then legalised in the Cooperation Agreement Letter (PKS).

All three programmes have a cooperation with the Faculty of Business, Economics and Accountancy of Universiti Malaysia Sabah (Malaysia). In the future UNJ plans more international cooperation such as a cooperation with Turki, NUS, and other countries which is now still in the preliminary process.

The following are examples of national cooperations:

#### **Bachelor of Accounting (BAP) (S.Ak.)**

- Bachelor Accounting of STEI Indonesia
- Bachelor Accounting of Udayana University
- Bachelor Accounting of the State University of Yogyakarta

#### **Bachelor of Management (BMP) (S.M.)**

- Buddhist Communication Science of the State STAB of Rasen Wijaya Wonogiri
- Bachelor of Management of Mataram University
- Bachelor Management of STEI Indonesia

#### **Master of Management (MMP) (M.M.)**

- Management study programme of Faculty of Economy and Business of Mataram University
- Master of Management of the Higher Education of Economy Science of Indonesia Jakarta
- The Teacher Profession Education study programme of the State STAB of Raden Wijaya Wonogiri

#### Cooperation with business enterprises and other organisations

Cooperation with the business and industry world (DUDI), associations or organisations is done to achieve quality reinforcement in the implementation of learning. The scope of the established cooperation includes the opportunity given to DUDI party to provide inputs to the study programme concerning the curriculum, providing opportunities for students to be placed in companies for PKL, or having visiting lecture from companies and to hold seminars and workshops.

The cooperation with DUDI also provides opportunities for the study programmes to hold KKN (industrial visit), which is the facilities for the students to get learning experience by directly observing the working or practice process conducted in the world of business and industry as well as placing the students to do their PKL/internship.

Examples of cooperations are:

#### **All study programmes**

- PT. Indosterling
- PT. Gondowangi

## Bachelor of Accounting (BAP) (S.Ak.) and Bachelor of Management (BMP) (S.M.)

- PT. Texmura
- PT. Bukit Vista

## Bachelor of Accounting (BAP) (S.Ak.)

- Accountant Association of Indonesia (IAI)
- Public Tax Consultant Association of Indonesia (AKP2I)

### Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The cooperation is documented in form of MoUs. 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 organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The cooperation is documented in form of MoUs. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. For example, through guest lectures and student internships. All such activities contribute to the development of the students' qualification and skills.

In case that other organisations conduct parts of the study programme, the HEI 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

### For all programmes

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

The services and facilities are available across all campuses of UNJ:

- The main campus A (in Rawamangun) serves as the primary hub for academic services and educational infrastructure. Students can access a variety of modern facilities, including classrooms, laboratories equipped with advanced equipment for research and experiments, as well as a library with a collection of books and journals.

- Campus B on Pemuda Street is predominantly focused on the Faculty of Sports Science and provides specialised facilities for sports-related activities and research in this field.
- Campus D is dedicated to the Faculty of Psychology.
- Campus E focuses on the Primary School Teacher Education Programme (PGSD).

Additionally, facilities in other locations (such as Cikarang, Tajur Halang, Kebayoran, and Duren Sawit) offer potential for UNJs future development.

The facilities include

Classrooms: equipped with a whiteboard, LCD projector, and air conditioner.	Libraries
Laboratories: <ul style="list-style-type: none"> <li>• accounting lab</li> <li>• computer lab (e.g. access to SIAKAD),</li> <li>• language lab,</li> <li>• stock exchange lab,</li> <li>• multimedia lab,</li> <li>• entrepreneurship lab,</li> <li>• digital marketing lab (used in practical courses, to learn to solve problems in the cases of accounting, tax, accounting cycle and system as well as English competences</li> </ul>	Rooms for: <ul style="list-style-type: none"> <li>• lecturers</li> <li>• meetings</li> <li>• seminars and workshops</li> <li>• studying</li> <li>• podcasts</li> </ul>
Internet access (WiFi)	Learning management system facility (LMS) <sup>29</sup> : Access to learning materials and for online learning.
Sport centre: indoor and outdoor tennis court, soccer field, basketball court, badminton court, athletic track, and a gym.	Centre of Academic Development and Disability Services (PPALD): services for students with special needs and with disabilities.
Other supporting amenities, as <ul style="list-style-type: none"> <li>• Canteen</li> <li>• Mosque</li> <li>• Polyclinic</li> <li>• Tax centre</li> <li>• Dorms for students from outside of Jakarta.</li> </ul>	Other supporting amenities, as <ul style="list-style-type: none"> <li>• music instruments to support the student's creative development.</li> <li>• Elevators</li> </ul>

**BAP** and **BMP** use the laboratory facilities during Computer Accounting and Accounting Information System, and the podcast facilities to enhance the process of teaching and learning. In the digital business course, **MMP** students use the computer and multimedia labs in the faculty.

Currently, construction projects are underway for new buildings on the campus. One of them will house the Faculty of Economics.

#### Access to literature

Students can access literature in the faculty library or in the University library. The opening hours are from Monday to Thursday 08.00 to 16.00 and Friday from 08.30 to 16.30.

<sup>29</sup> [Online Learning Universitas Negeri Jakarta \(unj.ac.id\)](https://onlinelearning.unj.ac.id) (last access on July 22, 2024).

The University library accommodates ebooks, e-journals, scientific articles and publications. It is coordinated by a certified librarian, who can assist the students in finding the necessary literature reviews.

The Centre for Economics Learning (PBE) is provided for students of the Faculty of Economics, to find sources of information or media that they need to develop insights in the academic and other fields. It is located on the 9<sup>th</sup> floor of Building RA.

Students have access to the following e-resources:

- Wiley
- Ebsco
- GALE
- emerald insight
- JOURNAL UNJ
- Sage

Furthermore, students can access the National Library in Jakarta for literature online and offline.

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even considering the resource needs of other study programmes.

The teaching rooms and labs are equipped with state-of-the-art technology (e.g. LCD projectors).

For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the University possesses appropriate rooms which possess the specific technical components needed, for example studios to record podcasts.

The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. Enough group rooms are available.

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. The literature expressly required for the study programmes is available in the library and kept up to date. However, the panel **recommends** providing data access to financial and economic data (such as stock prices, interest rates) to students and lecturers. These data are the necessary basis to empirical research in management, marketing and accounting. For example, studies on the financial performance of firms with specific characteristics can be made. This is essential when providing learning resources at a competitive level.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*		X			
4.4.2*			X		

## 4.5 Additional services

### For all programmes

#### Career counselling and placement service

The UNJ Career Centre operates centrally and is dedicated to fostering the professional development of students and alumni by establishing an effective and efficient career management system. Services provided by the UNJ Career Centre include:

- **Career Information:** Regularly updated online via website and social media, covering job vacancies, job fairs, and career tips and strategies.
- **Career Training and Counselling:** Seminars to prepare for the workforce and consultation services.

Beyond university-level services, the Faculty of Economics offers Career Development Laboratory Services through the Career Development Centre (CDC).<sup>30</sup> Services provided by the CDC include:

- **Career Counselling:** Biannual soft skill seminars and career counselling to ready graduates for employment.
- **CEO Invitations:** Annual events with industrial or business CEOs to inspire and foster entrepreneurship among students.
- **Alumni Engagement:** Annual alumni Week, talks, and tracer studies to motivate students with success stories and gather alumni data for faculty use.
- **External Cooperation:** Activities like the Cooperation Agreement Signage Ceremony involving faculty leaders and external representatives.
- **Field Work Courses (KKL):** Annual offline and online company visits for fifth-semester students.
- **Internship Fair:** For students seeking internship opportunities, featuring presentations from industry representatives (e.g. necessary qualification, salary, etc.).

#### Alumni Activities

UNJs Alumni Association (IKA UNJ) in Jakarta oversees alumni activities at faculty and study programme levels. Graduates of **BAP**, **BMP** and **MMP** join the Alumni Association of the Faculty of Economics (IKAFE) and participate in both academic and non-academic activities.

Alumni communication and contributions include:

1. **Alumni gatherings:** Celebrated during the Dies Natalis Event of FE UNJ.
2. **Discussions:** Fostering a warm, family-like atmosphere.
3. **Alumni portal:** The IKA UNJ website, accessible globally.

<sup>30</sup> [Fakultas Ekonomi – Universitas Negeri Jakarta \(unj.ac.id\)](http://unj.ac.id) (last access on July 22, 2024).

4. **Social media:** Used for event coordination, information, and policy dissemination.
5. **Participation:** Alumni contribute to academic (curriculum, materials, methods) and non-academic areas (extracurricular activities).
6. **Academic support:** Includes scholarships for high-achieving students, job vacancy information, and backing study programme development at FE UNJ.

Alumni also serve as speakers at events like *Alumni Week* and *Talk with the Alumni*, offering guidance and motivation to current students through success stories. Additionally, they participate in the Tracer Study, providing data on employment status, salaries, job search duration, and work relevance to their study programme.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. In addition, the services are offered to the students and graduates on an individual basis (e.g. soft skill seminars and career counselling).

Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the university-wide corporate network. The University brings its graduates in contact with representatives from business enterprises at regular events, such as job and internship fairs or company visits.

An alumni organisation has been set up for the Faculty of Economics with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. These include alumni gatherings and participation in academic matters. The University promotes contact between the students and alumni. Sufficient (staff) resources are available for this purpose.

		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)

The funding system is based on revenue from two main sources: the (1) State Budget (APBN) and (2) non-State Budget (UNJ) funds.

- (1) The **APBN** is a source of financing obtained from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, including the Operational Assistance for State Universities (BOPTN).
- (2) **Non-APBN funds** are acquired through Single Tuition Fee (UKT), Institutional Funding Contribution (SPI), profits (dividends) from UNJ-owned business entities, profits from collaborations with companies and/or institutions, grants, and third-party utilisation of UNJ's assets. The expenditures are allocated for personnel expenses, material expenses, and capital expenses.

All funding is based on the Business Plan and Budget (RBA). The financing for student education varies according to their economic status, classified into eight levels of Single Tuition Fee (UKT) based on assets, income, and family responsibilities. To ensure the continuation of studies for financially challenged students, incoming students in their first semester are given the opportunity to appeal for a reconsideration of their UKT. In subsequent semesters, students have the chance to apply for tuition fee relief due to unforeseen circumstances or the impact of the pandemic. Tuition fee relief may include adjustments to the fee level, deferment, or reimbursement, in accordance with the policies set by the University.

The study programme has the authority to propose the amount of UKT for students based on programme accreditation, the level of competition, and estimated expenditure for one fiscal year. The determination of the UKT is made without prioritising profits and is guided by the principles of efficiency and productivity. The funds obtained from the UKT are allocated to cover various expenses, including operational educational costs, research and community service activities, publications, student activities, and investments in human resources, educational facilities, and infrastructure.

The fund management system at UNJ is carried out through both centralisation and decentralisation. The centralisation system is implemented through a single source under the coordination of the University, with the Rector acting as the Budget User Authority (KPA). On the other hand, the decentralisation system is implemented by each faculty, with the Vice Dean II acting as the Commitment Maker Officer (PPK), through a mechanism based on the number of students to receive funds. The Faculty of Language and Arts establishes a budget planning system based on the outcomes of Faculty Work Meetings (Raker Fakultas) with reference to the work contract derived from the Rector.

Scholarships from the government, University, or private institutions (companies) are provided to students who are considered financially disadvantaged. State universities are allowed to fully implement financial management as Public Service Agency State University (PTN-BLU). Financial management can be carried out more flexibly, prioritising productivity, efficiency, and effectiveness. The BLU financial management model is intended to enable UNJ as a State University to improve its services to customers, including students, the community, and stakeholders. All Non-Tax State Revenue (PNBP) obtained from students, the community, facility empowerment, and other sources can be managed directly without prior submission to the State Treasury Service Office (KPPN). Interaction with the KPPN is limited to reporting income and expenditure.

**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

### All study programmes

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

Based on the National Standards for Higher Education, UNJ implemented an Internal Quality Assurance System (SPMI).<sup>31</sup> Structurally, SPMI is conducted by Quality Assurance (PjM) under LP3M. At the faculty level, quality assurance is conducted by the Faculty Quality Assurance Group (GPjM) and at study programme level it is conducted by the Quality Assurance Team (TPjM). PjM is responsible for evaluating the teaching-learning process to ensure that the services are in accordance with the quality standards set by the Ministry and SPMI. PjM aims to monitor, evaluate, and assess conformity or exceedance of standards, by referring to the data from external parties (graduate users, alumni, cooperation partners, etc.). A follow-up from the evaluations can be used for continuous improvements.

To implement the SPMI, UNJ prepares the SPMI documents.<sup>32</sup> The documents consist of policy documents, quality manuals, standards, and SPMI forms. PjM is responsible for monitoring and evaluating 32 SPMI standards consisting of 24 SN-Dikti derivative standards including (1) eight learning standards, (2) eight research standards, and (3) eight community service standards. In addition, there are eight non-SN-Dikti derivative standards which cover identity standards (vision, mission, and objectives); governance, leadership, management system, quality assurance, and cooperation standards; student and graduate standards; human resource standards; facility and infrastructure standards; financial standards; as well as occupational health and safety standards.

Quality management is implemented through the plan, do, check, and action stages. In the planning stage, the faculty develops work programmes in an effort to actualise the vision and mission of the faculty and University. Work programmes and performance achievement targets are outlined in the contract between the Dean and the Rector through the Planning and Budgeting Information System SIRENA.

At the implementation stage, work programmes are carried out both separately and integrated between the study programmes through various activities, e.g., training, seminars, workshops, research grants, and community services. Furthermore, this implementation is audited periodically by internal auditors assigned by the PjM through Internal Quality Audit activities (AMI).

Moreover, UNJ and its faculty routinely evaluate the compliance of service quality standards. At the faculty level, evaluation of target achievements is reported via SIRENA including 1) graduates, 2) students with 20 credit hours off-campus activities, 3) lecturers with doctoral qualifications and competency certification, 4) the number of publications, research outputs, and teaching practicum (PKM), 5) study programmes with collaborations, 6) application of the CBL and PjBL methods, and 7) internationally accredited study programmes. To assess compliance with learning standards, the faculty periodically conducts student's evaluation of lecturer's performance (EDOM), tracer studies for alumni, stakeholder satisfaction surveys, and FGDs. Monitoring and evaluation of research and community service is conducted by uploading daily notes and progress reports through the Research and Community Service Information System (SIPP). Moreover, the processes assess the achievement of research and PKM outputs. The outputs add value to society, e.g., through article publications in scientific

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<sup>31</sup> National Standards for Higher Education No. 3/2020, implemented as an Internal Quality Assurance System (SPMI) based on Rector Regulation No. 15/2020 which was updated in Rector Regulation No. 4/2022.

<sup>32</sup> As regulated in Rector Regulation No. 1472/SP/2017, and then reconstructed in Rector Regulation No. 932.b/SP/2018.

journals/meetings both nationally and internationally. Based on the results of the evaluation, a Management Review Meeting is then held to decide on the activities for the upcoming period as a follow-up on the gaps in the evaluation process.

### Evaluation by students

Monitoring and evaluation (monev) are a routine activity conducted by the PjM to ensure compliance between the learning activities and the plans, goals, standards, and targets. Monev is conducted three times: at the beginning, mid, and end of the term. It is carried out online and is integrated into the PjM's Google form. To complete this monev, students need to first access the SPM Gform. Then, students fill out the form for feedback to the lecturers. The questions are related to the module handbook, and the distance learning platform. Through this monev, students' perceptions of learning and alternative solutions can be identified.

Furthermore, UNJ provides a learning evaluation instrument, called EDOM. This evaluation is conducted every term as part of the monev activity by PjM. Filling in the EDOM is a requirement for students to access their report cards and select courses for the upcoming term. The lecturers' performance evaluation contains 25-question items related to the mastery of four competencies: pedagogic, professional, personality, and social. The monev results are integrated with SIAKAD. Each lecturer can see the results of the survey through their respective SIAKAD pages, as a means of introspection for their performance improvement. Annual meetings are held in the form of the Civitas Academica Dialogue with students to discuss the outcomes of these evaluations and engage them in the development process. During these meetings, results are communicated, further feedback is gathered, and collaboration with students occurs to identify areas for improvement.

Since 2023, the University has implemented a student workload evaluation system for each course. This system includes a systematic control loop that begins with regular surveys administered to students to assess their workload. The data collected from these surveys is analysed, and the results are reviewed by relevant faculty and administrative bodies. Based on this analysis, measures are taken to adjust course workloads, improve instructional methods, and enhance student support services as needed.

### Evaluation by faculty

The faculty evaluates the implementation of academic and non-academic activities through coordination meetings, work meetings, and leadership meetings. Meetings play an important role in identifying problems and obstacles in the implementation of work programmes. Additionally, at this stage, the faculty conducts the monitoring process by comparing targets with performance achievements. Through these meetings the study programme managers can make internal policies and decisions, follow up on evaluation results, and design activities in an effort to achieve performance targets that have been set through a performance agreement between the Rector and the Dean.

At the beginning of the year, the Dean signs a performance contract with the Rector, consisting of strategic targets to be achieved. Furthermore, the faculty's performance contract will be specified to the individual level in the form of Employee Performance Targets (SKP). UPPS has provided SIRENA for performance evaluations and achievement of the targets. At the individual level, each lecturer holds a lecturer workload in performing the Tri Dharma of Higher Education of at least twelve credits or no more than 16 credits.

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

The implementation of the Tri Dharma and faculty governance is generally evaluated through an online survey which is submitted to stakeholders. The data from the satisfaction instrument

show that stakeholders perceive the services provided by educational staff, lecturers, and study programmes as good.

To improve the quality of graduates, the study programmes implement a curriculum based on the results of Focus Group Discussions (FGD) involving external parties from the business and industrial world, associations, universities, and government agencies. Practitioner lecturers from various companies are also involved in improving students' competences in the fields. Surveys of employers are carried out periodically to determine the level of satisfaction of graduate users. To get an overview of the results of the learning process, the faculty regularly conducts a tracer study. It monitors and evaluates a) the competitiveness of graduates based on the waiting period to get the first job as well as their success in job applications and their earned incomes; b) the relevance (appropriateness) of graduate education based on job profiles, job relevance to educational background, the benefits of courses at work, and graduates' suggestions for the improvement of graduate competency.

### Programme description

The faculty's website<sup>33</sup>, offers public information on the study programmes, including faculty profiles, resources, curriculum, research, student services, and more. It also hosts a Learning Management System (LMS), details on quality assurance, career development, quality assurance, collaborations, and internationalisation efforts. The academic calendar, seminar timetables, and examination schedules are available online and regularly updated. Documents for students and lecturers (such as final work guidelines, research and community service guidelines) are also available and can be downloaded and printed.

For internal use, the Academy Community can access academic management documentation via the Siakad portal, which provides records for students and lecturers. Information on the student's account consists of curriculum, learning schedule, academic guidelines, student's data, study plan card, study result card, and academic advisors. On the other hand, the lecturers account can be accessed for documentation such as academic mentoring, teaching schedule, evaluation, scoring, and teaching list. Furthermore, printed materials are obtainable at the administrative offices for academic and student affairs. This includes for example, the academic guideline, final work guideline as well as other documents which require physical archive.

### Information on activities during the academic year

Information related to activities either in the scope of university, faculty, or study programme along the academic year can be accessed at

- the official web page of UNJ,
- social media and
- the University Channel on YouTube.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to their 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

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<sup>33</sup> [Fakultas Ekonomi – Universitas Negeri Jakarta \(unj.ac.id\)](http://unj.ac.id) (last access on July 23, 2024)

clearly defined. The assessment of students' actual workload seems to be systematically analysed and evaluated. However, the panel notes that the current metrics used for evaluation (e.g. pages per week, density per page) might not adequately quantify the actual student workload. The panel **recommends** an implementation of a workload evaluation that uses more suitable measures to assess student workload, for example the number of hours students spend attending and preparing for a course each week. This would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course).

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process. In annual meetings the outcomes of the evaluations are communicated. This practice ensures that students are involved in shaping the quality of their academic experience.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure, e.g. regular faculty meetings. The outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are published on the Faculty's social media platforms.<sup>34</sup> This will allow not only the participants but also other interested third parties to access the information.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). However, the panel **recommends** making all relevant information available on the English website as well.

The University regularly publishes current news and information – both quantitative and qualitative – about the study programmes on their website, social media and Youtube.

		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)			X		
5.3.2	Information on activities during the academic year			X		

<sup>34</sup> The results can be accessed through the following link: [Evaluation results](#) (last access on September 10, 2024).

# Quality profile

HEI: Universitas Negeri Jakarta (UNJ)

**Bachelor / Master programme:** 1. Bachelor of Accounting (BAP) (S.Ak.)  
2. Bachelor of Management (BMP) (S.M.)  
3. Master of Management (MMP) (M.M.)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				<b>Condition</b>	
3.2.3*	Feasibility of study workload (Asterisk Criterion)				<b>Condition</b>	
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
<b>4.</b>	<b>Academic environment and framework conditions</b>					
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		
<b>5</b>	<b>Quality assurance and documentation</b>					
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)			X		
5.3.2	Information on activities during the academic year			X		

# Appendix

## Curriculum Overview Bachelor of Accounting (BAP) (S.Ak.)

Sample Curriculum Overview														
Bachelor of Accounting Study Programme, 8 Semesters														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course (L), Tutorial (T), seminar (S)	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>Compulsory Modules</b>														
80050083	<b>Introduction to Accounting I</b>	3							4,5	34,86	56			4,5/220,5
1	Introduction to Accounting and Business	3								2,49	6	L/T	Project Essay (180 Min)	
2	Accounting Cycle for Service Company	15								12,45	30	L/T	Project Essay (900 Min)	
3	Accounting Information System	3								2,49	6	L/T	Project Essay (180 Min)	
4	Accounting for Merchandising Company	9								7,47	18	L/T	Project Essay (540 Min)	
5	Manufacturing Company: Introduction and Financial Statement	6								4,98	12	L/T	Project Essay (360 Min)	
6	Internal Control and Cash	6								4,98	12	L/T	Project Essay (360 Min)	
83053103	<b>Introduction to Accounting II</b>	3							4,5	34,86	84			4,5/220,5
1	Accounts Receivable	6								4,98	12	L/T	Project Essay (360 Min)	
2	Fixed Assets	6								4,98	12	L/T	Project Essay (360 Min)	
3	Current Liabilities and Payroll	4								3,32	8	L/T	Project Essay (240 Min)	
4	Long-Term Liabilities Bonds and Notes Payable	5								4,15	10	L/T	Project Essay (300 Min)	
5	Accounting for Partnership	4								3,32	8	L/T	Project Essay (240 Min)	
6	Company: Establishment, Stock Transactions, and Dividends	5								4,15	10	L/T	Project Essay (300 Min)	
7	Investment and Fair Value	6								4,98	12	L/T	Project Essay (360 Min)	
8	Statement of Cash Flow	6								4,98	12	L/T	Project Essay (360 Min)	
83053182	<b>Bank and Other Financial Institutions</b>	2							3,0	23,24	56			3/220,5
1	Basic Concepts of Banks and Other Financial Institutions	6								4,98	12	L/T	Project Essay (360 Min)	
2	Bank Health and Secrets	6								4,98	12	L/T	Project Essay (360 Min)	
3	Collection and Distribution of Funds and Bank Credit	6								4,98	12	L/T	Project Essay (360 Min)	
4	Islamic Bank, Venture Capital, Pension Fund, and Capital Market	5								4,15	10	L/T	Project Essay (300 Min)	
5	Insurance, Leasing, Pawning and Factoring	5								4,15	10	L/T	Project Essay (300 Min)	
83053172	<b>Business Law</b>	2							3,0	23,24	56			3/220,5
1	Understand law, business, and approach to business law terms	6								4,98	12	L/T/S	Project Essay (360 Min)	
2	Form of Business Organization and Business Relations	6								4,98	12	L/T/S	Project Essay (360 Min)	
3	Business, Tax, Company, Insurance, Competition, and Bankruptcy Law	6								4,98	12	L/T/S	Project Essay (360 Min)	
4	Capital Market and Intellectual Property Law	5								4,15	10	L/T/S	Project Essay (300 Min)	
5	Business Dispute Resolution	5								4,15	10	L/T/S	Project Essay (300 Min)	
83353072	<b>Business English</b>	2							3,0	23,24	56			3/220,5
1	Course introduction and self-introduction	7								5,81	14	L/T/S	Project Essay (420 Min)	
2	Face to face business communication	7								5,81	14	L/T/S	Project Essay (420 Min)	
3	Online business communication	7								5,81	14	L/T/S	Project Essay (420 Min)	
4	Communication for job presentation and interview	7								5,81	14	L/T/S	Project Essay (420 Min)	
83053132	<b>Accounting Computer</b>	2							3,0	23,24	56			3/220,5
1	Introduction to Accounting Fundamental	6								4,98	12	L/T/S	Project Essay (360 Min)	
2	Computer Applications for Accounting	6								4,98	12	L/T/S	Project Essay (360 Min)	
3	MYOB Accounting V.19 App	6								4,98	12	L/T/S	Project Essay (360 Min)	
4	Ms. Application. Excel	5								4,15	10	L/T/S	Project Essay (300 Min)	
5	Accurate V.4 App	5								4,15	10	L/T/S	Project Essay (300 Min)	
83353013	<b>Taxation</b>	3							4,5	34,86	84			4,5/220,5
1	Withholding tax	11								9,13	22	L/T/S	Project Essay (660 Min)	
2	General Provisions of Tax Procedures	11								9,13	22	L/T/S	Project Essay (660 Min)	
3	Regional taxes	10								8,3	20	L/T/S	Project Essay (600 Min)	
4	Examination, Objection and Appeal	10								8,3	20	L/T/S	Project Essay (600 Min)	
83053023	<b>Intermediate Financial Accounting I</b>	3							4,5	34,86	84			4,5/220,5
1	Financial Accounting dan Accounting Standards	11								9,13	22	L/T/S	Project Essay (660 Min)	
2	Examining the Income Statement, Balance Sheet, and Cash Flow	11								9,13	22	L/T/S	Project Essay (660 Min)	
3	Asset Measurement, Presentation, and Disclosure	10								8,3	20	L/T/S	Project Essay (600 Min)	
4	Present Value Concepts and Measurement	10								8,3	20	L/T/S	Project Essay (600 Min)	
83053053	<b>Cost Accounting</b>	3							4,5	34,86	84			4,5/220,5
1	Scope of Cost Accounting and Cost Concept	9								7,47	18	L/T/S	Project Essay (540 Min)	
2	Product costing	9								7,47	18	L/T/S	Project Essay (540 Min)	
3	Activity Based Costing	8								6,64	16	L/T/S	Project Essay (480 Min)	
4	Order Cost Method	8								6,64	16	L/T/S	Project Essay (480 Min)	
5	Joint and Side Products	8								6,64	16	L/T/S	Project Essay (480 Min)	
83053143	<b>Financial Management I</b>	3							4,5	34,86	84			4,5/220,5
1	Financial Statements, Taxes, and Cash Flows	11								9,13	22	L/T/S	Project Essay (660 Min)	
2	Time Value of Money, Risk and Return	11								9,13	22	L/T/S	Project Essay (660 Min)	
3	Debt, Stock, and Derivative Valuation	10								8,3	20	L/T/S	Project Essay (600 Min)	
4	Capital budgeting and Capital Structure	10								8,3	20	L/T/S	Project Essay (600 Min)	
83353052	<b>Marketing Management</b>	3							4,5	34,86	84			4,5/220,5
1	Marketing management overview, strategy, and value creation	11								9,13	22	L/T/S	Project Essay (660 Min)	
2	Consumer behavior, Segmentation, target market and positioning	11								9,13	22	L/T/S	Project Essay (660 Min)	
3	Determination of product prices in the market	10								8,3	20	L/T/S	Project Essay (600 Min)	
4	Public relations (PR) and advertising.	10								8,3	20	L/T/S	Project Essay (600 Min)	
83353092	<b>Management Information System</b>	3							4,5	34,86	84			4,5/220,5
1	HR Management Cycle	14								11,62	28	L/T/S	Project Essay (840 Min)	
2	Kinds of Internal Control	14								11,62	28	L/T/S	Project Essay (840 Min)	
3	How to Do System Development Planning	14								11,62	28	L/T/S	Project Essay (840 Min)	
83353223	<b>Tax accounting</b>	3							4,5	34,86	84			4,5/220,5
1	Withholding tax accounting	11								9,13	22	L/T/S	Project Essay (660 Min)	
2	Regional taxes accounting	11								9,13	22	L/T/S	Project Essay (660 Min)	
3	Fiscal reconciliation accounting	10								8,3	20	L/T/S	Project Essay (600 Min)	
4	Deferred tax accounting	10								8,3	20	L/T/S	Project Essay (600 Min)	
83053093	<b>Statistics II</b>	3							4,5	34,86	84			4,5/220,5
1	Population and sampling as an empirical data analysis tool for hypothesis testing	9								7,47	18	L/T/S	Project Essay (540 Min)	
2	Data analysis to test hypotheses through the average difference test of the two	9								7,47	18	L/T/S	Project Essay (540 Min)	
3	Data analysis to test hypotheses through relationship testing of two or more research	8								6,64	16	L/T/S	Project Essay (480 Min)	
4	Data analysis to test hypotheses through comparative tests of three or more variants of	8								6,64	16	L/T/S	Project Essay (480 Min)	
5	Data analysis as a hypothesis testing tool so as to provide the right information for	8								6,64	16	L/T/S	Project Essay (480 Min)	







<b>M1</b>	<b>Hindu Religion Education (MEL)</b>	<b>3</b>						<b>27.24</b>	<b>56.00</b>		
M 1.1	The goal of Hinduism							1,66	4	S/L	
M 1.2	The history of Hinduism							1,66	4	S/L	
M 1.3	The dynamics of Hinduism							3,32	8	S/L	
M 1.4	The Hindu teaching							3,32	8	S/L	
M 1.5	The philosophy and teology of Hinduism							3,32	8	S/L	
M 1.6	The Holy literature Weda							3,32	8	S/L	
M 1.7	Yajna in Hinduism							3,32	8	S/L	
M 1.8	The concept of peace							3,32	8	S/L	
	Mid-Semester and Final Exams							4,00		measuring learning outcomes	Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>M1</b>	<b>Budha Religion Education</b>	<b>3</b>						<b>27.24</b>	<b>56</b>		
M 1.1	Understanding the Purpose of Buddhism.							3,32	8	S/L	
M 1.2	Mastering the history of Buddhism.							3,32	8	S/L	
M 1.3	Mastering the dynamics of the development of modern Buddhism.							3,32	8	S/L	
M 1.4	Understand the concept of divinity and the law of emptiness.							3,32	8	S/L	
M 1.5	Mastering human concepts.							3,32	8	S/L	
M 1.6	Knowing the history and contents of the Triptaka scriptures							3,32	8	S/L	
M 1.7	Understanding the Social Dimensions of Buddhism							3,32	8	S/L	
	Mid-Semester and Final Exams							4,00		measuring learning outcomes	Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>M1</b>	<b>Konghucu (Confucian) Religion Education</b>	<b>3</b>						<b>27.24</b>	<b>56</b>		
M 1.1	Understanding The concept of divinity in Confucianism							3,32	8	S/L	
M 1.2	Mastering the purpose of life after life							3,32	8	S/L	
M 1.3	Mastering the essence and urgency of religious values							3,32	8	S/L	
M 1.4	Understanding the nature, dignity, and responsibility of human beings							3,32	8	S/L	
M 1.5	changing times.							3,32	8	S/L	
M 1.6	Understanding the concepts of education, socio-culture, law and politics							3,32	8	S/L	
M 1.7	environment							3,32	8	S/L	
	Mid-Semester and Final Exams							4,00		measuring learning outcomes	Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>51132</b>	<b>English</b>	<b>3</b>						<b>26,56</b>	<b>56</b>		
1	Descriptive text social function							1,66	4	L	
2	Descriptive text structure							3,32	8	L	
3	Descriptive text linguistic elements							3,32	8	L	
4	News text social function							3,32	8	L	
5	News text structure							3,32	8	L	
6	The linguistic elements of the news text							3,32	8	L	
7	Make a vlog: describe the building used by the study program							3,32	8	L, S	
8	Make a vlog: read news about an event following the news on youtube							1,66	4	L, S	
9	Mid & Final Test							3,32			Mid Test - case based examination 120 minutes & Final Test - case based examination
<b>80050063</b>	<b>Introduction To Economics 1</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Introduction							2,49	6,00	L	
2	Market and Welfare							9,96	24,00	L	
3	The Economics of Labor Markets							7,47	18,00	L	
4	The Data Of Macroeconomics							4,98	12,00	L	
5	The Real Economics in The Long Run							4,98	12,00	L	
6	The Macro Economics of Open Economies							4,98	12,00	L	
7	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>80050083</b>	<b>Introduction To Accounting 1</b>	<b>4,5</b>									
1	The Healthcare Environment							4,98	12,00	L	
2	Financial Accounting							9,96	24,00	L	
3	Managerial Accounting							9,96	24,00	L	
4	Basic Financial Management Concepts							9,96	24,00	L	
5	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>80050023</b>	<b>Economic Math</b>	<b>4,5</b>									
1	Mathematics							17,43	42,00	L	
2	Application							17,43	42,00	T	
3	Mid & Final Test							4,98			Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>80050103</b>	<b>Introduction to Business</b>	<b>4,5</b>									
1	The Business Environment							2,49	6,00	L	
2	Creating A Business							7,47	18,00	L	
3	Financing A Business							9,96	24,00	L	
4	Marketing A Business							7,47	18,00	L	
5	Managing A Business							7,47	18,00	L	
6	Mid & Final Test							4,98			Mid Test - project presentation 2 hours & Final Test - project presentation 2 hours
<b>51122</b>	<b>Pancasila Education</b>	<b>3</b>						<b>27</b>	<b>56</b>		
1	Articulating the Introduction to Pancasila Education							1,67	4	L	
2	Describing Pancasila in the History of Indonesian							3,33	8	L/S	
3	Describing Pancasila as the Basic State of the Republic of Indonesia							3,33	8	L/S	
4	Describing Pancasila as State Ideology							3,33	8	L/S	
5	Describing Pancasila as a Philosophical System							3,33	8	L/S	
6	Describing Pancasila as a System of Ethics							3,33	8	L/S	
7	Describing Pancasila as the Basic Value of Science Development							3,33	8	L/S	
8	Describing Pancasila and Anti-Corruption Values							1,67	4	L/S	
9	Mid-Semester and Final Exams							3,33		measuring learning outcomes	Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>80050073</b>	<b>Introduction To Economics 2</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Introduction							2,49	6,00	L	
2	Market and Welfare							4,98	12,00	L	
3	The Economics of Labor Markets							4,98	12,00	L	
4	The Data Of Macroeconomics							7,47	18,00	L	
5	The Real Economics in The Long Run							7,47	18,00	L	
6	The Macro Economics of Open Economies							7,47	18,00	L	
7	Mid & Final Test							4,98	0,00		Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours

<b>80050093</b>	<b>Management An Introduction</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	An Introduction To Management							7,47	18,00	L	
2	The Environment Of Management							4,98	12,00	L	
3	Planning							2,49	6,00	L	
4	Organising							4,98	12,00	L	
5	Leading							9,96	24,00	L	
6	Controlling							4,98	12,00	L	
7	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>80050053</b>	<b>Introduction To Computer</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Introduction							4,98	12,00	L	
2	Office							9,96	24,00	T	
3	Text, Files, Network, Data Base, and Unimedia							12,45	30,00	T	
4	Data Mining Application							7,47	18,00	T	
5	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>82150013</b>	<b>Economic Statistics 2</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Introduction							2,49	6,00	L	
2	Descriptive Statistics							2,49	6,00	L	
3	Probability and Probability Distributions							7,47	18,00	L	
4	Basic Inference							9,96	24,00	L	
5	Advance Inference							4,98	12,00	L	
6	Supplementary Topics							7,47	18,00	L	
7	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>82150023</b>	<b>Introduction To Accounting 2</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Long- Term Financing							12,45	30,00	L	
2	Capital Investment Decision							9,96	24,00	L	
3	Other Topics							12,45	30,00	L	
4	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>82150403</b>	<b>English Business</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Finding and Evaluating Space and Developing Negotiation Strategy							17,43	42,00	L	
2	Common Lease Terms							17,43	42,00	L	
3	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - Test case based examination 2 hours
<b>82150413</b>	<b>Mandarin Language</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>	<b>0,00</b>	
1	Introduction							4,98	12,00	T/L	
2	Pronunciation							9,96	24,00	T/L	
3	Daily Conversation							12,45	30,00	T/L	
5	Number and Time							7,47	18,00	T/L	
4	Mid & Final Test							4,98			Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>51262</b>	<b>Basic Socio-Cultural Science</b>	<b>3</b>						<b>20,76</b>	<b>42,00</b>		
1	Mastering the concept, ISD as an Introduction							2,49	6	L/US	
2	Mastering the concept, Humans as Individual Beings and Social Beings							2,49	6	L/US	
3	Understanding Culture							2,49	6	L/US	
4	Understanding Diversity and Equality							2,49	6	L/US	
5	Mastering the concepts of Values, Norms, and Law							1,68	4	L/US	
6	Mastering the concept of science and technology							2,49	6	L/US	
7	Understanding Civilization							1,68	4	L/US	
8	Understanding the Environment							1,68	4	L/US	
9	Mid & Final Test							3,33			Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>82050013</b>	<b>Marketing Management</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Understanding Marketing Management							2,49	6,00	L	
2	Capturing Marketing Insights							2,49	6,00	L	
3	Connecting With Customers							9,96	24,00	L	
4	Building Strong Brands							4,98	12,00	L	
5	Creating Value							4,98	12,00	L	
6	Communicating Value							9,96	24,00	L	
7	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>82050033</b>	<b>Financial Management</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Introduction to Managerial Finance							7,47	18,00	L	
2	Financial Tools							9,96	24,00	T	
3	Valuation of Securities							7,47	18,00	L	
4	Risk and the Required Rate of Return							9,96	24,00	L	
5	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test -
<b>82050053</b>	<b>Human Resource Management</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Human Resource Management and Its Organisational Context							4,98	12,00	L	
2	Resourcing The Organisation							4,98	12,00	L	
3	Developing The Human Resource							7,47	18,00	L	
4	The Employment Relationship							9,96	24,00	L	
5	Comparative Human Resource Management							7,47	18,00	L	
6	Mid & Final Test							4,98			Mid Test - case based examination 2 hours & Final Test - case based examination 2 hours
<b>82150093</b>	<b>Operations Management</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>	<b>0,00</b>	
1	Introduction to Operations Management							7,47	18,00	L	
2	Designing Operations							9,96	24,00	L	
3	Managing Operations							9,96	24,00	L	
4	Business Analytics Modules							7,47	18,00	L	
5	Mid & Final Test							4,98			Mid Test - Project Presentation 2 hours & Final Test - Project Presentation 2 hours
<b>82150433</b>	<b>International Business Law</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	The Legal environment of International Business							4,98	12,00	L	
2	International Sales, Credits, and the Commercial Transaction							7,47	18,00	L	
3	International Trade Law							12,45	30,00	L	
4	Regulation of the International Marketplace							9,96	24,00	L	
5	Mid & Final Test							4,98			Mid Test - written examination 2 hours & Final Test - written examination 2 hours
<b>82150103</b>	<b>Organizational Behavior</b>	<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	Introduction to Organizational Behavior							2,49	6,00	L	
2	Individual Behaviors and Processes in Organizations							9,96	24,00	L	
3	Social and Group Processes in Organizations							9,96	24,00	L	
4	Leadership and Influence Processes in Organizations							4,98	12,00	L	
5	Organizational Processes and Characteristics							7,47	18,00	L	
	Mid & Final Test							4,98			Mid Test (Written Examination) -

<b>82150293</b>	<b>Distribution Management</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Concepts of Logistics and Distribution						2,49	6,00	L	
2	Planning for Logistics						4,98	12,00	L	
3	Procurement, Inventory and Demand Forecasting						4,98	12,00	L	
4	Warehousing and Storage						7,47	18,00	L	
5	Outsourcing Logistics						7,47	18,00	L	
6	Operational Management						7,47	18,00	L	
7	Mid & Final Test						4,98			Mid Test (Written Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>51062</b>	<b>Civic Education</b>		<b>3</b>				<b>23,25</b>	<b>48</b>		
1	Able to understand the basic concepts of Civics						1,66	4	US	
2	Able to study national identity						1,66	4	US	
3	Able to study National Integration						1,66	4	US	
4	Able to study the state and the Constitution						2,49	6	US	
5	Able to apply the rights and obligations of citizens						1,66	4	US	
6	Able to analyze democracy and Democracy Education						2,49	6	US	
7	Able to study the rule of law and human rights						2,49	6	US	
8	Able to study Indonesian Geopolitics						1,66	4	US	
9	Able to study regional autonomy						1,66	4	US	
10	Able to study Indonesian Geostrategy						2,49	6	US	
11	Mid & Final Test						3,33		measuring learning outcomes	Mid Test (Written Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82153073</b>	<b>Quantitative Method</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Introduction to Quantitative method						4,98	12,00	L	
2	collecting and summarising data						9,96	24,00	T	
3	Solving Management Problems						9,96	24,00	T	
4	Management problems involving uncertainty						9,96	24,00	L	
5	Mid & Final Test						4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82150083</b>	<b>Management Information System</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Organizations, Management, and the Networked Enterprise						4,98	12,00	L	
2	Information Technology Infrastructure						9,96	24,00	L	
3	Key System Applications for the Digital Age						12,45	30,00	L	
4	Building and Managing Systems						7,47	18,00	L	
5	Mid & Final Test						4,98			Mid Test (Project Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82050043</b>	<b>Cost Accounting</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Cost Accounting Fundamentals						4,98	12,00	L	
2	Tools For Planning And Control						7,47	18,00	L	
3	Cost Information For Decisions						7,47	18,00	L	
4	Cost Allocation And Revenues						9,96	24,00	L	
5	Control and Budgeting Strategies						4,98	12,00	L	
6	Mid & Final Test						4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82150113</b>	<b>Consumer Behavior</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Foundations Of Consumer Behavior						4,98	12,00	L	
2	Internal Influences on Consumer Behavior						12,45	30,00	L	
3	Choosing and Using Products						7,47	18,00	L	
4	Consumers in Their Social and Cultural Settings						9,96	24,00	L	
5	Mid & Final Test						4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>8215013</b>	<b>Business Feasibility Study</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Intoduction business feasibility study						4,98	12,00	L	
2	Understanding preliminary steps						12,45	30,00	L	
3	Finance and Money						7,47	18,00	L	
4	Writing feasibility study						9,96	24,00	L	
5	Mid & Final Test						4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82150143</b>	<b>Financial Management 2</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Long-Term Investment Decisions						7,47	18,00	L	
2	Long-Term Financial Decisions						9,96	24,00	L	
3	Short-Term Financial Decisions						9,96	24,00	L	
4	Special Topics in Managerial Finance						7,47	18,00	L	
5	Mid & Final Test						4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82150193</b>	<b>Public Relations</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Introduction to Public Relations						7,47	18,00	L	
2	The Core issue of the process of public relations						7,47	18,00	L	
3	The objects of public relations						12,45	30,00	L	
4	Practice of Public relations						7,47	18,00	L	
5	Mid & Final Test						4,98			Mid Test (Project Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>51142</b>	<b>Indonesian Language</b>		<b>3</b>				<b>27</b>	<b>56</b>		
1	Identifying The Nature of The Language, The Position, and The Function of The Indonesian Language, and Standard Indonesian						3,33	8	L	
2	Producing Text in The Macro Genre						5	12	L/S	
3	Proficient in Indonesian Language						15	36	L/S	
4	Mid & Final Test						3,33			Mid Test (Written Examination) - 2hr & Final Test (Written Examination)- 2 hr
<b>82150153</b>	<b>Managerial Accounting</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Basic Management Accounting Concepts						4,98	12,00	L	
2	Activity-Based Accounting						4,98	12,00	L	
3	Product and Service Costing						7,47	18,00	L	
4	Planning and Control						7,47	18,00	L	
5	Managerial Decision Making						4,98	12,00	L	
6	Special Topics						4,98	12,00	L	
7	Mid & Final Test						4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82150213</b>	<b>Research Methodology</b>		<b>4,5</b>				<b>39,84</b>	<b>84,00</b>		
1	Planning and Designing a Research Study						2,49	6,00	L	
2	General Approaches for Controlling Artifact and Bias						2,49	6,00	L	
3	Data Collection, Assessment Methods, and Measurement Strategies						4,98	12,00	L	
4	General Types of Research Designs and Approaches						4,98	12,00	L	
5	Validity						4,98	12,00	L	
6	Data Preparation, Analysis and Interpretation						4,98	12,00	L	
7	Ethical Considerations in Research						4,98	12,00	L	
8	Disseminating Research Results and Distilling Principles of Research Design and Methodology						4,98	12,00	S	
9	Mid & Final Test						4,98			Mid Test (Project Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr

<b>82150223</b>	<b>International Business</b>									<b>4,5</b>						<b>39,84</b>	<b>84,00</b>		
1	The World's Marketplaces															7,47	18,00	L	
2	The International Environment															9,96	24,00	L	
3	Managing International Business															9,96	24,00	L	
4	Managing International Business Operations															7,47	18,00	L	
5	Mid & Final Test															4,98			Mid Test (Project Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82150243</b>	<b>Strategic Management</b>															<b>39,84</b>	<b>84,00</b>		
1	Framing the Problem															2,49	6,00	L	
2	Designing the Analysis															4,98	12,00	L	
3	Gathering the Data															4,98	12,00	L	
4	Interpreting the Results															4,98	12,00	L	
5	Presenting Your Ideas															2,49	6,00	L	
6	Managing Your Team															4,98	12,00	L	
7	Managing Your Client															4,98	12,00	L	
8	Managing Yourself															4,98	12,00	L	
9	Mid & Final Test															4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82150443</b>	<b>E-Commerce Management</b>															<b>39,84</b>	<b>84,00</b>		
1	Introduction															9,96	24,00	L	
2	Strategy and Applications															14,94	36,00	L	
3	Implementation															9,96	24,00	L	
4	Mid & Final Test															4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82150443</b>	<b>Brand Management</b>															<b>39,84</b>	<b>84,00</b>		
1	Opening Perspectives															2,49	6,00	L	
2	Developing a Brand Strategy															4,98	12,00	L	
3	Designing and Implementing Brand Marketing Programs															9,96	24,00	L	
4	Measuring and Interpreting Brand Performance															4,98	12,00	L	
5	Growing and Sustaining Brand Equity															9,96	24,00	L	
6	Closing Perspectives															2,49	6,00	L	
7	Mid & Final Test															4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82153063</b>	<b>Strategic Human Resource Management</b>															<b>39,84</b>	<b>84,00</b>		
1	The Human Resource Environment															9,96	24,00	L	
2	Acquisition, Assessment, and Development of Human Resources															9,96	24,00	L	
3	Compensation of Human Resources															7,47	18,00	L	
4	Special Topics in Human Resource Management															7,47	18,00	L	
5	Mid & Final Test															4,98			Mid Test (Written Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82150063</b>	<b>Market and Financial Institution</b>															<b>39,84</b>	<b>84,00</b>		
1	Overview of The Financial Environment															4,98	12,00	L	
2	The Fed and Monetary Policy															2,49	6,00	L	
3	Debt Security Markets															4,98	12,00	L	
4	Equity Markets															4,98	12,00	L	
5	Derivative Security Markets															4,98	12,00	L	
6	Commercial Banking															4,98	12,00	L	
7	Nonbank Operations															7,47	18,00	L	
8	Mid & Final Test															4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82050113</b>	<b>Leadership</b>															<b>39,84</b>	<b>84,00</b>		
1	Introduction															2,49	6,00	L	
2	Personal Attributes of Leader															7,47	18,00	L	
3	Personal Attributes of Leadership															7,47	18,00	L	
4	Styles of Leadership															4,98	12,00	L	
5	The "New" Leadership: Charismatic and Transformational Leadership															2,49	6,00	L	
6	Management and Organization															9,96	24,00	L	
7	Mid & Final Test															4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Based Examination)- 2 hr
<b>82153083</b>	<b>Taxation</b>															<b>39,84</b>	<b>84,00</b>		
1	General Tax															2,49	6,00	L	
2	General Provisions and Tax Procedures															7,47	18,00	L	
3	Income Tax															19,92	48,00	L	
4	Tax Court															4,98	12,00	L	
5	Mid & Final Test															4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination)- 2 hr
<b>82150983</b>	<b>Business Ethics</b>															<b>39,84</b>	<b>84,00</b>		
1	An Overview of Business Ethics															4,98	12,00	L	
2	Ethical Issues and the Institutionalization of Business Ethics															4,98	12,00	L	
3	The Decision-Making Process															7,47	18,00	L	
4	Implementing Business Ethics in a Global Economy															12,45	30,00	L	
5	Cases															4,98	12,00	L	
6	Mid & Final Test															4,98			Mid Test (Written Examination) - 2hr & Final Test (Written Examination) - 2 hr
<b>82151023</b>	<b>Service Marketing Management</b>															<b>39,84</b>	<b>84,00</b>		
1	Foundations for Services Marketing															9,96	24,00	L	
2	Understanding Customer Requirements															2,49	6,00	L	
3	Aligning Service Design and Standards															4,98	12,00	L	
4	Delivering and Performing Service															9,96	24,00	L	
5	Managing Service Promises															4,98	12,00	L	
6	Service and The Bottom Line															2,49	6,00	L	
7	Mid & Final Test															4,98			Mid Test (Written Examination) - 2hr & Final Test (Case Based Examination) - 2 hr
<b>82150453</b>	<b>Marketing Management Seminar</b>															<b>34,86</b>	<b>84,00</b>		
1	Research Methodology with Research Development															14,94	36,00	S	
2	Research Proposal Presentation															9,96	24,00	S	
3	Structured Assessment															9,96	24,00	S	
4	Mid & Final Test															4,98			Mid Test (Case Based) - 2hr & Final Test (Project Presentation) - 2 hr
<b>82152023</b>	<b>Conflict Management</b>															<b>39,84</b>	<b>84,00</b>		
1	The Anatomy of Conflict Resolution and Management															9,96	24,00	L	
2	Dimensions of Conflict Management															9,96	24,00	L	
3	Settlement and Resolution Procedures															14,94	36,00	L	
4	Mid & Final Test															4,98			Mid Test (Written Examination) - 2hr & Final Test (Case Based Examination) - 2 hr

<b>82150473</b>	<b>Human Resource Management Seminar</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	Strategic Approach To Job Analysis, Job Design, HR Planning and Acquisition							9,96	24,00	L	
2	Performance Appraisal, Compensation Career Management Productivity, Benefit Plan, Health, Ethics							7,47	18,00	L	
3	Methodology							2,49	6,00	L	
4	Statistics							2,49	6,00	L	
5	Job Satisfaction							2,49	6,00	L	
6	Training							2,49	6,00	L	
7	Career							2,49	6,00	L	
8	Work Climate							2,49	6,00	L	
9	Work Related Issues							2,49	6,00	L	
10	Mid & Final Test							4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination) - 2 hr
<b>82153023</b>	<b>Investment Management</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	The Investment Background							9,96	24,00	L	
2	Developments in Investment Theory							4,98	12,00	L	
3	Valuation and Management of Common Stocks							9,96	24,00	L	
4	Valuation and Management of Bonds							2,49	6,00	L	
5	Derivative Security Analysis							4,98	12,00	L	
6	Analysis and Evaluation of Asset Management							2,49	6,00	L	
7	Mid & Final Test							4,98			Mid Test (Written Examination / Essay) - 2hr & Final Test (Case Based Examination) - 2 hr
<b>82153033</b>	<b>Financial Management Seminar</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	Seminar Introduction							4,98	12,00	S	
2	Tool of Financial Management							2,49	6,00	S	
3	Present Value							2,49	6,00	S	
4	Value of The Firm							2,49	6,00	S	
5	Financial Decisions							2,49	6,00	S	
6	Financial Policy							7,47	18,00	S	
7	Financial Leverage							2,49	6,00	S	
8	Relationship between Financial Management and Capital Market Theory							4,98	12,00	S	
9	Basic Theories of Finance							4,98	12,00	S	
10	Mid & Final Test							4,98			Mid Test (Case Based) - 2hr & Final Test (Case Based) - 2 hr
<b>80050013</b>	<b>Entrepreneurship</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	The Entrepreneurial Perspective							4,98	12,00	L	
2	From Idea To The Opportunity							4,98	12,00	L	
3	From The Opportunity To The Business Plan							7,47	18,00	L	
4	From The Business Plan To Funding The Venture							4,98	12,00	L	
5	From Funding The Venture To Launching, Growing, and Ending The New Venture							7,47	18,00	L	
6	Cases							4,98	12,00	L	
7	Mid & Final Test							4,98			Mid Test (Project Presentation) - 2hr & Final Test (Project Presentation) - 2 hr
<b>80054111</b>	<b>Research Proposal Seminar</b>							<b>1,5</b>			Project Presentation 2.5 hr
<b>80054121</b>	<b>Research Result Seminar</b>							<b>1,5</b>			Project Presentation 2.5 hr
<b>80054132</b>	<b>Research Proposal Seminar</b>							<b>3</b>			Project Presentation 2.5 hr
<b>80054024</b>	<b>Final Project</b>							<b>6</b>			Project Presentation 2.5 hr
<b>Elective Modules</b>											
<b>82150383</b>	<b>Import Export Management</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	The Global Supply Chain							17,43	42,00	L	
2	Export Operations							4,98	12,00	L	
3	Import Operations							12,45	30,00	L	
4	Mid & Final Test							4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Presentation Examination) - 2 hr
<b>82159113</b>	<b>Tourism Management</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	Managing the Tourism System							9,96	24,00	L	
2	Managing Tourism Businesses							7,47	18,00	L	
3	Managing Tourism in Its Environment							4,98	12,00	L	
4	Contemporary Issues in Tourism Management							12,45	30,00	L	
5	Mid & Final Test							4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Project Presentation Examination) - 2 hr
<b>80059011</b>	<b>Job Training</b>					<b>1,5</b>					
1	Job Training Report									S	
<b>82150513</b>	<b>Airline Management</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	Introduction To SMS							2,49	6,00	L	
2	History and Evolution of Safety							2,49	6,00	L	
3	Principles of Quality Management							4,98	12,00	L	
4	Hazardss and Risks							4,98	12,00	L	
5	Controls and Taxonomies							4,98	12,00	L	
6	Process-Based Safety Risk Management/Safety Assurance							2,49	6,00	L	
7	Managing the SMS							2,49	6,00	L	
8	Tools, Analysis Methods, and Implementing an SMS							9,96	24,00	L	
9	Mid & Final Test							4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination) - 2 hr
<b>82150523</b>	<b>Islamic Banking</b>					<b>4,5</b>		<b>39,84</b>	<b>84,00</b>		
1	Intoduction To Islamic Bank, Riba, and Interest							4,98	12,00	L	
2	Operational Concepts and Product Development of Islamic Banks							2,49	6,00	L	
3	Islamic Bank Marketing Management							2,49	6,00	L	
4	Islamic Bank Capital and Fund Management							4,98	12,00	L	
5	Islamic Bank Human Resource Management							2,49	6,00	L	
6	Islamic Bank Risk Management							2,49	6,00	L	
7	Budgeting and Basic Concepts of Islamic Bank Financial							4,98	12,00	L	
8	Bank Health							2,49	6,00	L	
9	Corporate Governance in Islamic Banks							2,49	6,00	L	
10	Islamic Banking Accounting and Calculation of Profit Sharing Margin							4,98	12,00	L	
11	Mid & Final Test							4,98			Mid Test (Case Based Examination) - 2hr & Final Test (Case Based Examination) - 2 hr



**Curriculum Overview**  
**Master of Management Study Programme, 4 Semesters**

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course (L), Tutorial (T), seminar (S)	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>Compulsory Modules</b>														
<b>82360003</b>	<b>Finance Management</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Introduction to Financial Management and Course Overview (6JP)									4,98	12	L		
2	Financial Tools (9JP)									7,47	18	S		
3	Valuation and Securities (9JP)									7,47	18	T		
4	Risk and Return (12JP)									9,96	24	T		
5	Long Term Financing Decision (6JP)									4,98	12	L		
6	Mid and Final test (6JP)									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360023</b>	<b>Operation Management</b>	<b>4,5</b>								<b>90</b>				<b>4,5 / 61,5</b>
1	Operations Management & Value Chain (9JP)									7,47	18	L		
2	Forecasting And Demand Planning (12JP)									9,96	24	T		
3	Technology And Operations Management (9JP)									7,47	18	L		
4	Services Management (6 JP)									4,98	12	S		
5	Quality Control Management (9JP)									7,47	18	L		
6	Mid and Final test (6JP)									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360033</b>	<b>Marketing Management</b>	<b>4,5</b>								<b>37,35</b>	<b>90</b>			<b>4,5 / 61,5</b>
1	Customer Relation (9JP)									7,47	18	S		
2	Customer Value & Advanced Marketing Strategy (9JP)									7,47	18	L		
3	Product Development, Pricing, Distribution & Promotion (12JP)									9,96	24	L		
4	Public relation and Business Ethics (6JP)									4,98	12	S		
5	Direct & Digital Marketing (9JP)									7,47	18	T		
6	Mid and Final test (6JP)									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360013</b>	<b>Human Resource Management</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	HR Strategy and Globalization (9JP)									7,47	18	L		
2	Organization Development & HC Acquisition (9JP)									7,47	18	L		
3	Human Capital Engagement & People Development (12JP)									9,96	24	L		
4	Human Reward Management (6JP)									4,98	12	T		
5	Safety and Healthy Working Environment (6JP)									4,98	12	L		
6	Mid and Final test (6JP)									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360043</b>	<b>Strategic Management</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Strategy formulation (9JP)									7,47	18	T		
2	Strategy in action (12JP)									9,96	24	L		
3	Decision making (6JP)									4,98	12	L		
4	Implementing strategy (9JP)									7,47	18	S		
5	Strategy evaluation (6JP)									4,98	12	L		
6	Mid and Final test (6 JP)									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360053</b>	<b>Research Method</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Theoretical framework and Hypotheses									7,47	18	L		
2	Quantitative and qualitative data analysis									9,96	24	T		
3	Variable measurement									4,98	12	T		
4	Sampling technique									7,47	18	L		
5	Data collection and screening									4,98	12	L		
6	Mid and Final test									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360083</b>	<b>Leadership</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Leadership and management									4,98	12	L		
2	Leadership traits and requirement									9,96	24	L		
3	the art of Leadership and ethics									4,98	12	L		
4	contingency leadership									7,47	18	L		
5	communication and leadership									7,47	18	T		
6	Mid and Final test									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82361003</b>	<b>Digital Business</b>		<b>4,5</b>							<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Web advertising									7,47	18	T		
2	E-commerce infrastructure and network									7,47	18	L		
3	Programming									9,96	24	T		
4	Mobile Commerce and E-supply chains									4,98	12	L		
5	E-commerce security and ethics									4,98	12	L		
6	Mid and Final test									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
	<b>Theses</b>				<b>12</b>					<b>106,24</b>	<b>32,00</b>			<b>12 / 61,5</b>
<b>Elective Modules</b>														
			<b>9</b>	<b>4,5</b>										
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course (L), Tutorial (T), seminar (S)	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>82360043</b>	<b>Financial Statement Analysis</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Financial Statement and Valuation									7,47	18	L		
2	The Analysis of Financial Statements									7,47	18	T		
3	Forecasting and Valuation Analysis									6,64	16	L		
4	Accounting Analysis									6,64	16	T		
5	Risk and Return Analysis									6,64	16	S		
6	Mid and Final test									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360123</b>	<b>Investment Management</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5 / 61,5</b>
1	Introduction									7,47	18	L		
2	Portfolio Theory and Practice									7,47	18	T		
3	Equilibrium in Capital Markets									6,64	16	T		
4	Fixed Income Analysis									6,64	16	S		
5	Security Analysis									6,64	16	T		
6	Mid and Final test									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>82360123</b>	<b>International Finance</b>	<b>4,5</b>								<b>39,84</b>	<b>84</b>			<b>4,5/61,5</b>
1	International financial environment									7,47	18	L		
2	Exchange rate behavior (9 JP)									7,47	18	T		
3	Exchange rate risk management (8 JP)									6,64	16	T		
4	Long term asset and liabilities management (8 JP)									6,64	16	S		
5	Short term asset and liabilities management (8 JP)									6,64	16	S		
6	Mid and Final test									4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	



82360193	<b>Strategic Marketing</b>	4.5						39,84	84			4.5 / 61.5
1	Introduction to Strategic Marketing (6JP)							4,98	12	L		
2	Markets, Segments, and Customer Value (6JP)							4,98	12	S		
3	Market-Driven Strategies (9JP)							7,47	18	L		
4	Market-Driven Program Development (9JP)							7,47	18	L		
5	Implementing and Managing Market-Driven Strategies (12JP)							9,96	24	L		
6	Mid and Final test (6JP)							4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
82360203	<b>Consumer Behavior</b>	4.5						39,84	84			4.5 / 61.5
1	Introduction to the Consumer Behavior (6JP)							4,98	12	L		
2	The Consumer as an Individual (6JP)							4,98	12	L		
3	Consumers in Their Social Setting (9JP)							7,47	18	S		
4	Consumers in Their Cultural Setting (12JP)							9,96	24	S		
5	Consumer's Decision-Making Process (9JP)							7,47	18	L		
6	Mid and Final test (6JP)							4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
82360203	<b>Entrepreneurship and Innovation</b>	4.5						39,84	84			4.5 / 61.5
1	Entrepreneurial Goals & Context							7,47	18	L		
2	Recognizing The Opportunity							9,96	24	L		
3	Finding The Resources							4,98	12	L		
4	Developing The Venture							7,47	18	L		
5	Creating Value							4,98	12	T		
6	Mid and Final test							4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
82360203	<b>Business Simulation</b>	4.5						39,84	84			4.5 / 61.5
1	Business Analysis & Strategy							4,98	12	L		
2	Preparing and Writing A Business Plan							9,96	24	L		
3	Resources and Financial Analysis for Business Plan							4,98	12	T		
4	Risk, Opportunity and Sensitivity							7,47	18	L		
5	Using The Business Plan							7,47	18	L		
6	Mid and Final test							4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
82360203	<b>Business Feasibility Study</b>	4.5						39,84	84			4.5 / 61.5
1	Introduction of Business Feasibility Study							9,96	24	L		
2	Market Environment and Competition							7,47	18	T		
3	Operating and Personnel Requirements							4,98	12	L		
4	Regulations/ Environmental Issues							4,98	12	L		
5	Financial Projections							7,47	18	L		
6	Mid and Final test							4,98			Mid test - Case Examination (2 hours) and Final Test - Project Presentation (2 hours)	
<b>total ECTS</b>	61,5	18	18	14	12			502	968			