

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	23/095 Cl. 2
Higher Education Institution:	Universitas Sumatera Utara
Location:	Medan, Indonesia
Study programme:	Bachelor of Sociology (S.Sos.) Bachelor of Social Welfare (S.Sos.) Bachelor of Social Anthropology (S.Sos.)
Type of accreditation:	initial accreditation

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

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

- **Condition 1** (see chapter 3.2):

The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.

Proof of meeting this condition is to be supplied by December 11, 2025.

Period of Accreditation: March 12, 2025, until March 11, 2030.

The FIBAA Quality Seal is awarded.

Fulfilment of condition

✓ The condition has been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on March 27, 2026.

Thus, 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 without any further conditions.

Period of Accreditation: March 12, 2025, until March 11, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Sumatera Utara, Indonesia

Bachelor programmes:

1. Bachelor of Sociology
2. Bachelor of Social Welfare
3. Bachelor of Social Anthropology

Qualification awarded on completion:

Bachelor of Social Affairs (Sarjana Sosial (S.Sos.))

General information on the study programme

Brief description of the study programme:

Bachelor of Sociology:

The objective of the Sociology undergraduate programme is to produce excellent and competitive graduates in social research, community empowerment, and social and development planning consultancy. Graduates possess independence, critical thinking, discipline, and strong competitiveness.

Bachelor of Social Welfare:

Supported by competent teaching staff, students are honed to have the ability to apply social work theories and techniques and produce academic writing in the field of social welfare science. Graduates of the undergraduate programme in Social Welfare have job prospects in social welfare as social researchers, teaching staff, and social entrepreneurs in various agencies such as the Ministry of Social Affairs, social services, and community institutions.

Bachelor of Social Anthropology:

Students are taught to have sensitivity and willingness to overcome anthropological problems in society, such as poverty, climate change, social conflict, and marginalized communities, with the assistance of lecturers who are well educated and nationally certified. Graduates can pursue careers as ethnographers with specifications as young researchers, consultants, community developers, cultural entrepreneurs, technocratic bureaucrats or inspirers of cultural promotion.

Type of study programme:

Bachelor programme

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

All study programmes: 4 years, 144 SKS credits / 230,4 ECTS credits

Mode of study:

Full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

No

Enrolment capacity:

- | | | |
|----|----------------------------------|--------------|
| 1. | Bachelor of Sociology: | 120 students |
| 2. | Bachelor of Social Welfare: | 120 students |
| 3. | Bachelor of Social Anthropology: | 120 students |
-

Programme cycle starts in:

August

Initial start of the programme:

Bachelor of Sociology and Bachelor of Social Anthropology: 1980

Bachelor of Social Welfare: 1983

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the bachelor programmes Sociology (S.Sos.), Social Welfare (S.Sos.), and Social Anthropology (S.Sos.) was concluded between FIBAA and Universitas Sumatera Utara (USU) on December 13, 2023. On 28 February 2024, USU 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 panel¹. USU has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Sonja Drobnic

University of Bremen
Professor of Sociology

Karim Hamza

Alice Salomon University of Applied Sciences Berlin
State-recognized Social Worker,
State-approved Educator Pestalozzi-Fröbel-Haus Berlin
(Practice representative)

Dr. M. Falikul Isbah

Gadjah Mada University
Lecturer at the Department of Sociology
(Country expert)

Theo Pach

Friedrich Schiller University, Jena
M.A. Education - Culture - Anthropology
(Student representative)

Prof. Dr. Hendrik Reismann

Ravensburg-Weingarten University of Applied Sciences
Professor of Social Welfare

Dr. Victoria Sakti

Max-Planck-Institute for the Study of Religious and Ethnic Diversity
Postdoctoral fellow for Social and Cultural Anthropology

FIBAA project manager:
Lisa Lubomierski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on October 23–24, 2024 at USU's premises in Medan, Indonesia. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of USU.

¹ The panel is presented in alphabetical order.

The resulting assessment report was delivered to USU for comments on February 18, 2025. USU submitted its statement on the report on February 25, 2025. This feedback has been taken into account in the present document.

Summary

The bachelor programmes Sociology (S.Sos.), Social Welfare (S.Sos.), and Social Anthropology (S.Sos.) offered by Universitas Sumatera Utara (USU) fulfil the FIBAA quality requirements for bachelor programmes with one exception. They can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years, from March 12, 2025, to March 11, 2030, subject to a condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect:² Structure. They recommend the accreditation for **all programmes** on condition of meeting the following requirement:

- **Condition 1** (see chapter 3.2): The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.³

Proof of meeting these conditions is to be submitted by December 11, 2025.

Furthermore, the quality requirement that has not been fulfilled – the internationality of the student body in the Bachelor of Sociology and Bachelor of Social Anthropology (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures taken by USU to solve the identified problem will be considered during the re-accreditation.

The panel members also identified several areas where **all three programmes** could be further developed and therefore **recommends**:

- Enhancing their international orientation and placing greater emphasis on developing students' intercultural and international competencies (see chapter 1.2).
- Reviewing the English language admission requirements to ensure that all admitted students can follow the material (see chapter 2).
- keeping the conceptual coherence in mind when integrating courses on scientific methods and scientific writing, and English language instructions (see chapter 3.1).
- Further fostering the international qualifications of lecturers (see chapter 3.4).
- Placing an emphasis on the further qualification of faculty and encouraging them to pursue doctoral degrees (see chapter 4.1).
- Ensuring the anonymity of results from the very beginning of the evaluation process (see chapter 5).
- Ensuring that course descriptions and guidebooks are accessible and easy to follow (see chapter 5).

For the **Bachelor of Sociology**, the panel strongly recommends additionally:

- repositioning method courses earlier in the curriculum to ensure students gain a strong foundational knowledge for applying these skills in subsequent coursework. Also, a greater emphasis on quantitative methods is advised (see chapter 3.1).

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

³ See [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

For the **Bachelor of Sociology** and **Bachelor of Social Anthropology**, the expert panel recommends:

- Implementing a clear structure for internationalisation (see chapter 3.4).
- Developing a more systematic roadmap to internationalisation, implementing measures to create a welcoming environment for foreign students (see chapter 3.4).

The measures taken by USU to implement the panel's recommendations will be evaluated during the re-accreditation process.

There are many criteria in which **all programmes** exceed the quality requirements:

- Integration of theory and practice (see chapter 3.1),
- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Alumni Activities (see chapter 4.5).

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

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Information

Information on the Institution

The Universitas Sumatera Utara (hereinafter referred to as USU) was initially established in 1952 under the name North Sumatra University Foundation. In 1957, it was officially recognized as the seventh State University in Indonesia. Since 2012, USU has been designated as a Legal Entity State University.⁴ USU is accredited as excellent by the National Accreditation Board for Higher Education (BAN-PT) since 2018.

USU strives to realize its vision “to become a university that has academic excellence as a barometer of scientific progress that is able to compete in the global world”.⁵ Currently, USU is embracing the theme of internationalization to achieve this vision, aiming to make USU locally distinctive yet globally competitive. Hence, USU has adopted the tagline “Transformation towards the Ultimate” reflecting its commitment to self-evaluation and continuous improvement.⁶ Based on input from all stakeholders, USU developed TALENTA as its competitive advantage, which emphasizes the potential of the North Sumatra region and the University. TALENTA encompasses Tropical Science and Medicine, AgroIndustry, Local Wisdom, Energy (sustainable), Natural Resources (biodiversity, forest, marine, mine, tourism), Technology, and Arts (ethnic).

Universitas Sumatera Utara has two main campuses located in the provincial capital of North Sumatra. The main campus is strategically situated in the centre of Medan City, while the second campus, known as USU Kwala Bekala, is approximately 13km from the main campus. USU comprises 15 faculties, one vocational faculty, and one graduate school. It offers 14 diploma programmes, 51 undergraduate programmes, 68 postgraduate programmes, and 31 professional and specialist programmes. Currently around 42,500 students are enrolled in the study programmes of USU.⁷

USU has established collaborations with educational institutions worldwide, including regions in Asia, Europe, Australia, and America. Collaborations include partnerships with Chiba University of Commerce (Japan), Chulalongkorn University (Thailand), Nirwana Education Group (Malaysia), Thuyloi University Southern Campus (Vietnam), Universiti Teknologi Mara (Malaysia), Yonsei University (South Korea), University of Warsaw (Poland), Sieć Badawcza Łukasiewicz, Poznań Institute of Technology (Poland), University of Rhode Island (USA), James Cook University (Australia), National University of Singapore, and more.

In realizing its vision, USU embraces the following missions:

1. Conducting higher education based on autonomy, serving as a platform for the development of character and professionalism in human resources. It is grounded in empowerment with a spirit of democratizing education, acknowledging diversity, and emphasizing education oriented toward seeking alternative solutions to current problems based on scientific, moral, and conscientious considerations.

⁴ Following Law No. 12/2012 concerning Higher Education.

⁵ [About USU | Universitas Sumatera utara](#), last accessed November 18, 2024.

⁶ [Transformation towards Ultimate, Strategy for World Class Universitas Sumatera Utara | Universitas Sumatera utara](#), last accessed November 18, 2024.

⁷ [About USU | Universitas Sumatera utara](#), last accessed November 18, 2024.

2. Producing graduates who are agents of change and modernization in society, possessing strong scholarly competence, relevance, and competitiveness, along with ethical wisdom.
3. Implementing, developing, and enhancing education, cultural research, and community service programs to improve academic quality by developing excellent knowledge for the betterment of society.

USU is ranked 18th nationally and 62nd on Asian level.⁸ The main competitors for USU are the Universiti Sains Malaysia (USM) and Universiti Kebangsaan Malaysia (UKM) which are geographically close. At the national level, USU's main competitors are universities that are also State Universities (PTNBH) such as Gadjah Mada University (UGM), University of Indonesia (UI), Padjadjaran University (UNPAD), Andalas University (UNAND).

This report addresses the accreditation process for three study programmes within the Faculty of Social Science and Political Sciences.

Faculty of Social Science and Political Science

The Faculty of Social Science and Political Science (FISIP) was established in 1980. Currently, FISIP has seven undergraduate study programmes, five postgraduate programmes, and two doctoral programmes. All undergraduate programmes have received an excellent accreditation from BAN-PT.

⁸ [Universitas Sumatera Utara : Rankings, Fees & Courses Details | Top Universities](#), last accessed November 18, 2024.

Statistical data

Student application and enrolment numbers are currently falling due to the change in admission regulations set by the Ministry of Education. For example, according to the new policy, students who have passed the national examination, are no longer eligible to apply through the University's separate selection procedure.

Bachelor of Sociology

Table 1: Statistical data of Bachelor of Sociology

		2017	2018	2019	2020	2021	2022	2023
# Study Places offered by HEI		80	105	115	126	120	120	124
# Applicants	Σ	1426	2002	1268	1111	1378	1216	440
	f	823	1302	821	782	987	912	312
	m	603	700	447	329	391	304	128
Application rate		1782,50%	1906,67%	1102,61%	881,75%	1148,33%	1013,33%	354,84%
# First-Year Students (accepted applicants)	Σ	80	95	99	117	107	111	87
	f	54	58	61	65	81	74	62
	m	26	37	38	52	26	37	25
Rate of female students		68%	61%	62%	56%	76%	67%	71%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		100,00%	90,48%	86,09%	92,86%	89,17%	92,50%	70,16%
# Graduates	Σ	65	69	59	44	0	0	0
	f	42	42	45	33	0	0	0
	m	23	27	14	11	0	0	0
Success rate (students who finished their studies)		81,25%	72,63%	59,60%	37,61%	NA	NA	NA
Dropout rate (students who dropped their studies)		18,75%	27,37%	40,40%	62,39%	NA	NA	NA
Average duration of study		4,4	4,3	3,9	3,5	NA	NA	NA

Average grade of final degree		3,42	3,52	3,66	3,72	NA	NA	NA
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The Sociology study programme was established as a department on July 1, 1980.⁹ Along with the change in the status of USU in 2003, the department was changed into a study programme.

Bachelor of Social Welfare

Table 2: Statistical data of Bachelor of Social Welfare

		2017	2018	2019	2020	2021	2022	2023
# Study Places offered by HEI		119	112	124	126	120	120	112
# Applicants	Σ	1476	1965	1264	1501	1484	1310	451
	f	992	1321	1012	1102	1237	969	315
	m	484	644	252	399	247	341	136
Application rate		1240,34%	1754,46%	1019,35%	1191,27%	1236,67%	1091,67%	402,68%
# First-Year Students (accepted applicants)	Σ	104	98	110	124	118	111	102
	f	67	65	73	85	78	74	72
	m	37	33	37	39	40	37	30
Rate of female students		64%	66%	66%	69%	66%	67%	71%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		87,39%	87,50%	88,71%	98,41%	98,33%	92,50%	91,07%
# Graduates	Σ	94	81	91	69	0	0	0
	f	66	59	58	54	0	0	0
	m	28	22	33	15	0	0	0
Success rate (students who finished their studies)		90,38%	82,65%	82,73%	55,65%	NA	NA	NA
Dropout rate (students who dropped their studies)		9,62%	17,35%	17,27%	44,35%	NA	NA	NA

⁹ Based on the Directive of the Rector of Universitas Sumatera Utara No. 1181/PT.05/C.80.

Average duration of study		3,9	3,8	3,8	3,5	NA	NA	NA
Average grade of final degree		3,57	3,61	3,7	3,73	NA	NA	NA

The programme was established at the Faculty of Social and Political Science in 1983.¹⁰ In 2017, the Department of Social Welfare was changed to the Social Welfare study programme.

Bachelor of Social Anthropology

Table 3: Statistical data of Bachelor of Social Anthropology

		2017	2018	2019	2020	2021	2022	2023
# Study Places offered by HEI		91	87	104	126	120	120	116
# Applicants	Σ	1060	1257	1073	608	812	711	278
	f	773	915	955	333	554	490	172
	m	287	342	118	275	258	221	106
Application rate		1164,84%	1444,83%	1031,73%	482,54%	676,67%	592,50%	239,66%
# First-Year Students (accepted applicants)	Σ	73	73	89	106	112	90	79
	f	45	42	58	55	72	59	52
	m	28	31	31	51	40	31	27
Rate of female students		62%	58%	65%	52%	64%	66%	66%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		80,22%	83,91%	85,58%	84,13%	93,33%	75,00%	68,10%
# Graduates	Σ	52	57	74	51	0	0	0
	f	38	35	48	33	0	0	0
	m	14	22	26	18	0	0	0
Success rate (students who finished their studies)		71,23%	78,08%	83,15%	48,11%	NA	NA	NA

¹⁰ Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0535/0/83.

Dropout rate (students who dropped their studies)		28,77%	21,92%	16,85%	51,89%	NA	NA	NA
Average duration of study		3,6	4,2	4,3	3,5	NA	NA	NA
Average grade of final degree		3,3	3,3	3,29	3,61	NA	NA	NA

The Social Anthropology study programme was established in 1980 at the Faculty of Letters. On May 14, 1986, it was officially moved to the Faculty of Social and Political Science, where it is currently located.¹¹

Appraisal:

There was a significant drop of applications in all three programmes in 2023. The University explained that this drop is due to a change in national admission regulations.¹² This explanation is deemed satisfactory by the expert panel.

On average, it takes students approximately 3,5-4,5 years to complete the eight-semester programmes. Drop-out rates were relatively high in 2020, which can be explained by the outbreak of the COVID-19 pandemic.

Efforts need to be made to attract foreign students in all three study programmes. Currently, no foreign students are enrolled in any of the programmes. Female students, however, are well represented, comprising 60-70% in the cohorts of the three programmes.

¹¹ Based on the Directive of the Rector of USU No. 163/PT.05/SK/Q/1986.

¹² For example, if the students have passed the national examination, then they cannot apply for the other selection which held by the university.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Graduate student profiles are prepared by referring to the Indonesian National Qualifications Framework (KKNI) which was ratified based on national regulations. KKNI is a reference in preparing the learning outcomes of graduates. This curriculum framework refers to the achievement of competencies which refer to learning outcomes.

Learning outcomes are in line with the vision and mission at the University-, Faculty-, and study programme levels and can then be used as a teaching guide in the classroom. In the KKNI concept, every graduate must meet standards to have main competencies, supporting competencies and other competencies required by industry according to the profile of their respective study programme. Each study programme sets Programme Educational Objectives (PEO) and Intended Learning Outcomes (ILO) which are mapped to Performance Indicators (PI). All study programmes additionally include the BINTANG values of USU for academics: 1. Being devoted to an almighty god, 2. being innovative and having integrity, and 3. Being resilient and wise.

The objectives are outlined for each of the three programmes in the following.

Bachelor of Sociology

Programme Educational Objectives (PEO)

Graduates are able to:

1. Produce national and international scientific publications by applying the research paradigm of sociology and its derivatives that pay attention to and implement humanities values in accordance with their fields of expertise.
2. Produce social mapping for the development of innovation and entrepreneurial which is capable of overcoming socio-economic problems in the community.
3. Develop networks and mobilize synergies to provide public education and utilize sociological knowledge information for community empowerment.
4. Communicate in minimally one foreign language and or cross-linguistically both orally and textually in formal and informal domains.

Intended Learning Outcomes (ILO)

Graduates are able to:

1. compile a scientific description of the results of studies in the field of sociology in the form of a thesis or final project report, and upload it on the institutional repository by showing independent performance, resilience and integrity so as to produce quality researchers, measurable research competence and avoid plagiarism;
2. examine the implications of the development or implementation of science and technology that pay attention to and implement humanities values in accordance with their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas or designs that lead to the development of an entrepreneurial spirit;

3. Self-evaluate the work groups under their responsibility through independent learning and developing networks with supervisors, colleagues, peers both within and outside their institutions;
4. Make appropriate decisions in the context of problem solving in their field of expertise, based on the results of information and data analysis and good communication processes.

Prospective Bachelors of Sociology from FISIP possess expertise in doing social research, community empowerment, and consulting. The graduates of the programme are spread throughout North Sumatra Province and Indonesia and work in a variety of professions. Based on the profile of sociology graduates, there are three leading professions as:

Consulting	For example, graduates are able to analyse social impacts, rotate how new policies will affect society as a whole. One exemplary question where graduates could act as consultant is “Does the CSR program have an impact on society?”
Research	For example, graduates can research changes in family values in the modern era. This research can examine how traditional family values transform along with social and cultural changes.
Community empowerment	For example, graduates are able to identify problems using qualitative methods such as interviews and FGDs and using quantitative methods such as surveys. Students and graduates can facilitate group discussions to reach agreement on priorities and solutions.

Therefore, graduates work in NGOs, BRIN, and as government consultant, civil servant, content creator, and social entrepreneur. Further, graduates of Sociology are recorded working in international organisations such as WALHI and YOSL.

Graduates are equipped with both general and specialized skills. They demonstrate the ability to work with clients across micro, mezzo, and macro levels. In terms of hard skills, alumni are proficient in

1. Classical Sociological Theory to Postmodernism Theory including empowerment theory, conflict theory and conflict resolution and
2. Quantitative and qualitative methodologies. Quantitative hard skills include SPSS, STATA, and SEM tools. Whereas in qualitative methods obtained are the basics of qualitative paradigms and NVIVO tools.

Furthermore, the students acquire soft skills during their study. For example, they attend the public speaking trainings. Other soft skills such as time management, leadership, conflict resolution are taught in course sections such as Field Work Practices, where they must be able to work internally with fellow teams as well as cooperate with PKL partners personnel.

Bachelor of Social Welfare

Programme Educational Objectives (PEO)

1. Graduates shows creative leadership quality, ethics, integrity, and entrepreneurial spirit in various organizations.
2. Graduates are able to analyse social regulation and policy to make policy changes and innovation to solve social problems.
3. Graduates are able to creatively use instruments of qualitative and quantitative social research, analysing the collected data with software support, and process the results in scientific publications.

4. Graduates are able to manage and collaborate with teams and supervise Human Services Organization (HSO) in order to support social services which are both national and international humanitarian-based agencies.

Intended Learning Outcomes (ILO)

Graduates are able to implement:

1. Social policy analysis models through a systematic formulation, implementation, and evaluation.
2. The concept of social work into socio-cultural, economic, ecological, spiritual, and human rights perspectives.
3. Logical, critical, systematic and innovative thinking using information technology in conducting social research in order to solve social problems.
4. Management concepts of social service organizations and policy arrangements, as well as the planning, implementation, monitoring and evaluation of the performance of social service organizations.
5. Bintang values in performing the duties as social workers, psychosocial counsellors, social policy advocates, as well as perform managerial work in a Human Service Organization.

Prospective Bachelors of Social Welfare possess expertise in dealing with PPKS (Social Welfare Service Users) at the micro, mezzo, and macro levels. They use core methodologies such as case work, group work, community organization and community development. Further they have mastered additional methods such as welfare administration, social welfare research, evaluation, and social activities. They can use SPSS to process data. For the micro level, the soft skills obtained in the study program are communication, foreign language skills, and the ability to use technology, while for the mezzo and macro levels, the soft skills obtained are leadership, and teamwork.

Career opportunities are increasing for graduates of the Social Welfare study programme. In 2019, Law No. 14/2019 concerning Social Workers was enacted to regulate the Social Worker profession and the implementation of social work in Indonesia. This law plays a crucial role in ensuring and safeguarding the professionalism of social work services provided to the community.¹³ Consequently, all social service agencies are required to have a social worker. Considering the number of existing social welfare facilities, these regulations lead to an increasing demand for professional social workers.

Bachelor of Social Anthropology

Programme Educational Objectives (PEO)

Graduates are able to:

1. Become ethnographers and researchers who are qualified in implementing research principles in the field of social and cultural anthropology.
2. Serve as effective consultants / community development managers, capable of addressing socio-cultural issues within communities.
3. Promote local cultures through cultural entrepreneurship initiatives that align with global developments.

¹³ Resnawaty et al. (2022) Public Knowledge of Law Number 14 of 2019 on Social Worker and the Implementation of Social Work in Indonesia, ASEAN Social Work Journal.

4. Work in the field of technocrats to implement anthropological approaches in improving work quality.

Intended Learning Outcomes (ILO)

Attitude	i. Graduates demonstrate self-confidence and a proactive attitude toward self-development ii. Graduates have an attitude of accepting differences and are willing to work together interpersonally and between groups
Knowledge	i. Graduates are able to master theoretical foundation in biology, socio-cultural studies, language, and archaeology, enabling them to develop a comprehensive understanding of anthropology. ii. Graduates are able to explain the dimensions and various applications of anthropology and its current developments.
General Skills	i. Graduates are able to apply an anthropological approach to identify, analyse, and develop strategies for solving social-cultural problems. ii. Graduates are able to immerse themselves in the socio-cultural context faced when studying and implementing anthropology. iii. Graduates are able to work in cross-cultural teams to understand and solve socio-cultural problems.
Specific skills	i. Graduates are able to apply the local wisdom approach, focusing on TALENTA (Tropical Sciences and Medicine, Agroindustry, Local Wisdom, Energy (Sustainable), Natural Resources (Biodiversity, Forest, Marine, Mine, Tourism), Technology (Appropriate), and Art (Ethnic) to analyse and recommend solutions to socio-cultural issues. ii. Graduates can present the results of socio-cultural analyses using appropriate ethnographic methods and relevant scientific and technological tools. iii. Graduates are able to implement anthropological approaches to support and organize community development initiatives iv. Graduates can design cultural promotion strategies that respect local values while being oriented towards a global context.

Graduates are able to work in specific professional fields, for example, as ethnographers and researchers, consultants/community development managers, initiators of cultural entrepreneurs, and technocratic staff. These jobs offer career opportunities for both government and private sector, including NGOs. An example is an anthropology alumnus of 2011 who works for the non-governmental organization (NGO) WALHI¹⁴ North Sumatra as executive director. WALHI North Sumatra is a forum of civil society organization groups consisting of non-governmental organizations, nature lovers and non-governmental groups established as a reaction and concern over injustice in the management of natural resources and sources of life, as a result of development paradigms and processes that do not favour sustainability and justice.

Graduates have a variety of technical competencies, including applying anthropological knowledge to a variety of situations. Its aim is to enable graduates to adapt to different social situations in the field of work. Students are taught special skills such as implementing

¹⁴ [Wahana Lingkungan Hidup Indonesia – Sumatera Utara – Wahana Lingkungan Hidup Indonesia – Sumatera Utara](#), last accessed January 23, 2025.

anthropological research approaches, presenting reports, and developing theoretical methods for problem solving (also subject to government regulations). The curriculum also includes efforts to improve soft skills competency.

Hard skills acquired by students during their studies include ability to:

1. collect data through in-depth interviews, FGDs and observation,
2. probe for information well and precisely, conduct probing, note taking and explore problems using tools (documents and primary data),
3. make observations on qualitative data,
4. analyse and interpret qualitative data - both manually and using NVivo or SPSS software.

In addition to hard skills, students are also taught soft skills which include:

5. Interpersonal approach to others or research subjects
6. Ability to build relationships with others
7. Ability to organize teams and skills
8. Ability to write down research and observation results

Opportunities beyond the classroom, such as utilizing the podcast room at the Faculty of Social Science and Political Sciences, support students in developing soft skills related to effectively communicating science to the public.

Hard skill and soft skills are obtained through all courses offered to students, student activities and student involvement in study programme and faculty activities. For example, anthropology students participate as research assistants who have cooperation between the faculty and third parties. As research assistants, students are involved in several activities consisting of:

- Desk Research
- Field Preparation Workshop
- Field Live-In
 - During the field live-in, students spend two months in three separate locations to collect field data.
- Data Collection and Processing
 - Students collect and process field data (verbatim, diary, fieldnote)
- Data coding, merchandising and writing research reports as well as finalizing the thesis.
- Shared access to data

Appraisal:

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

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

		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)

Internationalization programmes are listed as a goal from university level to study programme level. This is reflected in the vision and mission developed by the University, departments and study programmes. Measures taken towards internationalization include the preparation of internationally accredited study programmes. Further, all students of USU get the chance to learn an additional language in the Internationalization course (English, Korean, Mandarin, French, etc.).

To invite students to USU, the Faculty of Social Sciences and Political Sciences hosted a summer course in 2023 with the topic “Glocalizing Development in North Sumatera”.

Bachelor of Sociology

Some aspects showing the international orientation of the programme are:

- Courses like Multiculturalism (Local Wisdom).
- The organization and availability of multidisciplinary and transdisciplinary curriculum, combining class and field practice-based education design.
- The involvement of lecturers in the structure of Association of all Sociology Study Programmes throughout Indonesia.
- The involvement of lecturers in the structure of Association of Sociology of Indonesia in the regions of North Sumatera Province.

Bachelor of Social Welfare

The Social Welfare study programme integrates an international perspective into its curriculum design and strategic planning, aligning with the program's vision and mission. Efforts to enhance students' global understanding and skills are implemented through lectures, work practices, internships, and student exchange programmes (inbound and outbound), enabling students to compete both nationally and internationally.

Beyond university-facilitated partnerships, the Social Welfare programme utilizes the networks of its faculty and alumni to provide students with international opportunities. This includes participating in student exchanges with other universities and securing internships at global organizations such as the Gwangju International Centre (GIC)¹⁵.

These networks and experiences are also instrumental in helping graduates secure employment at international institutions. The placements reflect the diverse focus areas of Social Welfare studies. For instance, students specializing in social action or rural development may work with La Via Campesina¹⁶, which supports agrarian movements, agroecology, and

¹⁵ [From Medan to Gwangju: Sister City Collaboration in the Spirit of Friendship and International Cooperation - Gwangju News](#), last accessed January 23, 2025.

¹⁶ [Home : La Via Campesina](#), last access January 23, 2025.

cooperative economies. Those focusing on child welfare may join organizations like Save the Children¹⁷, addressing social issues faced by minors. Similarly, students with an emphasis on social planning and development may find roles at Habitat for Humanity¹⁸, contributing to the construction of liveable communities.

International contents are part of some courses. For example, the compulsory course International Social Work is offered in the fifth semester and aims to enable students to apply social work concepts into socio-cultural, economic, ecological, spiritual, and human rights perspectives.

Lecturers of the programme are involved in:

- Association of all Social Welfare Study Programmes in South-eastern Asia – International Association of Schools of Social Work (IAASW)
- Regional Association in Asia Pacific by becoming a member of Association of Professors of Social Work (APSW)
- ASPEKSI (Indonesian Association of Social Welfare Education)
- IPSPI (Indonesian Association of Professional Social Workers).
- Summer Course FISIP USU Empowerment Practices for Disadvantaged People

Bachelor of Social Anthropology

The international orientation of the programme become apparent through the following:

- Courses like Globalization and Socio-Cultural Change
- The involvement of students in international summer courses, for example:
 - 7th International Summer Course on Family, Child, and Consumer Issue: “Family Resilience and Climate Change: Challenges and Strategies” in August 2023
- The involvement of lecturers in the structure and being members of AAI (Indonesian Association of Anthropology), ADJASI (Association of all Anthropology Departments throughout Indonesia), Ethnographic Research Centre, and American Association of Anthropology.
- The publications of lecturers’ research in SCOPUS and SINTA –indexed international journals.
- The roles played by the lecturers of Social Anthropology in either national or international events, such as workshop, public courses as moderator, and speaker.
- Inviting lecturers at international level to participate in the teaching-learning activities.
- An integrated team to verify proposals of customary forest in Tapanuli Utara regency.
- Guest lecturer at University Vienna Austria.
- Summer Course Maritime Culture Studies in Indonesia.

Appraisal:

The design of the **three programmes** appropriately takes into account the required international aspects, with respect, too, to graduates’ employability. To advance the internationalisation of the three programmes in line with the mission and vision of the University, the panel **recommends** enhancing their international orientation and placing

¹⁷ [Save the Children International | Save the Children International](#), last accessed January 23, 2025.

¹⁸ [Habitat For Humanity | Asia and the Pacific](#), last accessed January 23, 2025.

greater emphasis on developing students' intercultural and international competencies.

In their statement on the report, USU elaborates that in order to develop students' soft skills in intercultural communication, the HEI directs the study programme to establish a work plan and budget that support the implementation of activities such as study tours, scientific meetings, or international competitions at foreign universities. This commitment is outlined in the 2025 Performance Agreement signed between the Faculty Dean and the Rector of Universitas Sumatera Utara which has been handed in with the statement on the report. This performance agreement will be delegated to the study programme level for implementation. In this contract, the development of students' soft skills is a faculty priority, reflected through student participation in international competitions and the achievement of internationally recognized competency certificates. To achieve this performance target, the study programme must develop and mentor students to enable them to interact in a multicultural environment, particularly in academic settings. Academic activities involving international practitioners, scientist webinars, and the organization of summer courses are also part of the faculty's performance contract, which is delegated to the study programmes for implementation.

		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

Positioning of the study programme on the educational market

In general, USU is one of the leading universities in Indonesia, which is why it attracts the attention of many students. Furthermore, it is generally associated with lower educational costs and successful graduates. The Faculty of Social Science and Political Science ranks fourth at national level considering the factors of accreditation and faculty performance. The consistency of prospective students' interest in admission to all three study programmes can be seen in the statistics tables above.

Bachelor of Sociology

The programme was the first sociology study programme in North Sumatra therefore establishing itself as a pioneer in the establishment of sociological studies in the region. Students primarily choose Sociology study programme because it is accredited as excellent by the national accreditation board (BAN-PT) since 2022. Additionally, the programme has achieved ISO 9001:2005 certification.

The national competitors of the Sociology study programme come from Universitas Indonesia and Universitas Gadjah Mada. At the international level, the main competitor for the Sociology study programme is University of Science Malaysia.

The Sociology study programme has unique features, such as the availability of special courses that examine the social dynamics of society in courses such as Disaster Mitigation, Multiculturalism, Maritime Sociology, Sociology of Plantation Communities, and Virtual

Community Sociology, Welfare, and Elderly Issues. Apart from that, to foster creativity and critical thinking, the Sociology study programme organizes Sociology Olympiad activities for high school students across the country every year.

Bachelor of Social Welfare

Students choose the Social Welfare study programme because this study programme has received excellent accreditation from BAN-PT. There are 32 social welfare programmes at universities throughout Indonesia. To facilitate coordination with all study programmes, they are divided into three regions, namely the Western, Central and Eastern regions. The Social Welfare study programme of the USU itself is the coordinator of the western region.¹⁹ As the coordinator of the western region, the programme established itself as a reference for producing prospective social workers. Association activities (ASPEKSI) are held at the University of North Sumatra as the gateway to the western region for social welfare study programmes.

National level competitors are the social welfare study programmes of the University of Indonesia and Padjajaran University. The national level competitors come from the Social Welfare study programmes of Universitas Indonesia and Universitas Padjadjaran. At the international level, the main competitor is Universiti Sains Malaysia.

Bachelor of Social Anthropology

Across Indonesia, 21 Anthropology programmes exist. USU is the only university offering an undergraduate degree programme in the North Sumatra Province. The national level competitors are Universitas Indonesia, Universitas Padjadjaran, and Universitas Gadjah Mada. At the international level, its competitor is Universiti Sains Malaysia.

The programme focuses on local wisdom as part of TALENTA and offers its students courses such as local genius and local wisdom, gender anthropology, linguistic anthropology, community development, globalization and social cultural change, inter-ethnic relations, etc.

Positioning of the study programme on the job market for graduates ("Employability")

Market analysis is carried out by conducting satisfaction surveys among graduate users which can provide information about the organization's needs for labour market developments and graduate quality.

The University identified a growing need for sociologists in Indonesia's development and argues that the future of recruiting graduates of **Sociology** study programme is therefore very promising.²⁰ Apart from this career path, sociology graduates also have the opportunity to become educators in high schools that have courses in sociology.

As of 2019, all social service agencies need to employ social workers. The University states that this ensures that the job market for graduates of the **Bachelor of Social Welfare** offers many opportunities for employment.²¹ This was corroborated by the graduates during the interview session with the expert panel.

¹⁹ The western region includes University of North Sumatra, Muhammadiyah University of North Sumatra, Uin Ar-Raniry Aceh, Bengkulu University, and Candradimuka University.

²⁰ See SER p. 15.

²¹ See SER p. 10.

The **Anthropology** study programme aims to produce experts in cultural sciences, especially those related to local culture in North Sumatra. The programme monitors the job market and surveys show that all graduates work in non-academic fields in particular and in the public sector in general. Thus, it is indicated that the employment possibilities of graduates are manifold.

Positioning of the study programmes within USU's overall strategic concept

As outlined above, Universitas Sumatera Utara aims to become an internationally standard university with local excellence characteristic. The Faculty of Social Science and Political Science developed a vision derived from USU's vision, namely: "To become an international standard faculty with local excellence in the fields of social sciences and political sciences that is able to compete at the global level by 2024." The faculty's vision is reduced to the vision and mission of each study programme. Part of the strategic concept of USU is the focus on TALENTA. Of these seven areas, the three study programmes in this accreditation procedure place their focus on Local Wisdom. This positions each study programme within the overall strategic concept of USU.

Appraisal:

The rationale for the positioning in the educational market of the **three study programmes** is sound. The University has established TALENTA, using its location in the multicultural society of the North Sumatera Province as its unique selling point. This focus can be found in all three study programmes, setting them apart from competing programmes.

The arguments in support of graduate employability²² on the basis of the stated qualification objectives are convincingly presented. The prospective employment fields for graduates are plausibly outlined.

The study programmes are convincingly integrated into USU's overall strategic concept of TALENTA. The study programmes' qualification goals are in line with USU'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 USU's overall strategic concept			x		

²² Chapter 3.6 will outline employability of graduates in the three programmes further.

2. Admission

Admission requirements (Asterisk Criterion)

Universitas Sumatera Utara (USU) is a public higher education institution in Indonesia. It follows national standards and regulations for undergraduate admissions. The university implements three admission schemes, consisting of two nationally implemented schemes, one regionally applied scheme, and one special scheme for international students (KNB).

I. SNBP²³

SNBP (Seleksi Nasional Berbasis Prestasi) translates to National Achievement-Based Selection. It is the first wave of undergraduate admissions. SNBP is a student admission scheme that involves a portfolio analysis managed directly by the Technical Implementation Unit (UPT) of the Education Testing and Management Centre (BP3). In the SNBP pathway, prospective students are encouraged to possess holistic and interdisciplinary competencies. Participant requirements are based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 regarding the Admission of New Students to Diploma and Undergraduate Programmes at State Universities. The selection process considers the suitability of applicants based on the performance reports of the last five semesters in high school, their portfolio, and the accreditation of the high school they come from.

II. SNBT²⁴

SNBT (Seleksi Nasional Berbasis Tes) translates to National Test-Based Selection. It is the second wave of undergraduate admissions. SNBT is managed by the Education Testing and Management Centre (BP3) in collaboration with state universities (PTN). In the SNBT pathway, state universities utilise a nationally standardised written exam pattern. The SNBT exam is carried out on a computer basis. The exam material consists of the Scholastic Potential Test (TPS), Mathematical Reasoning, Literacy in Indonesian and literacy in English.

III. SMM²⁵

SMM USU (Seleksi Mahasiswa Mandiri USU) translates to Independent Student Selection at the Universitas Sumatera Utara (USU). It is the third wave of undergraduate admissions organised independently by USU. This selection process is conducted to support the quota for new student admissions after the SNBT and SNBP pathways. It is specifically intended for recent high school graduates or equivalent, enabling them to pursue undergraduate programmes at USU. The exam material consists of the Scholastic Potential Test (TPS), Mathematical Reasoning, Literacy in Indonesian and literacy in English.

IV. SBPU TALENTA²⁶

SBPU Talenta USU (Talent-Based Outstanding Achievement Selection at the Universitas Sumatera Utara) is an undergraduate admission program established regionally by the Universitas Sumatera Utara. SBPU Talenta USU is a screening programme for prospective USU students who demonstrate excellence in academic and non-academic fields or possess special talents recognised at the national or international level. The aim is to identify high-

²³ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

²⁴ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

²⁵ <https://penerimaan.usu.ac.id/smm/>, last accessed January 17, 2025.

²⁶ <https://penerimaan.usu.ac.id/sbpu/>, last accessed January 17, 2025.

achieving students with distinctive characters and accomplishments in their areas of interest and talent. According to the Universitas Sumatera Utara (USU) Rector's Regulation No. 5 of 2022 on the Admission of New Students through the Talent-Based Outstanding Achievement Selection (SBPU TALENTA) USU pathway, it is clarified that the results are officially approved through the Rector's Decree and organized by the university-level committee. Assessment is determined based on portfolio. Apart from that, interviews and competency tests were also carried out by the Selection Team from Universitas Sumatera Utara.

V. SMMPTN Barat²⁷

SMMPTN Barat is a self-admission pathway to enter state universities (PTN) in the western region of Indonesia. The Universitas Sumatera Utara (USU), along with 24 other state universities in the Western Region of Indonesia, organizes SMMPTN Barat with the aim of allowing prospective students to participate in independent admissions selection. This provides an opportunity for them to choose from 25 participating campuses and become students, particularly at the Universitas Sumatera Utara (USU). These regulations are based on the Decision of the Rector of the Universitas Sumatera Utara Number 368 of 2023 and are in accordance with national regulations.

The exam material includes the following components:

1. Scholastic Potential Test (TPS):

This measures cognitive abilities deemed essential for success in formal education, particularly in Higher Education. The areas assessed in the TPS include:

- General reasoning ability.
- Quantitative ability, encompassing knowledge and mastery of basic mathematics.
- General knowledge and understanding.
- Reading comprehension and writing skills.

2. Mathematical Reasoning:

This evaluates the ability to think critically using mathematical concepts, procedures, facts, and tools to solve everyday problems. The problems presented cover various contexts relevant to individuals as both Indonesian citizens and global citizens.

3. Literacy in Indonesian and English:

This assesses the ability to understand, use, evaluate, and reflect on a variety of texts. It aims to develop individual capacities as Indonesian and global citizens, enabling productive contributions to society.

The capacity for each faculty or study programme is determined through a request letter signed by the Vice Rector I, considering faculty-to-student ratios and available teaching facilities. The approved capacities are finalised and published in a Rector's Decree.

Counselling for prospective students

Universitas Sumatera Utara offers both online and offline help desks to assist prospective students with admissions, registration, and general inquiries. Students can access information through the university's website or directly contact the help desk with working hours Monday-Thursday (08:00-16:00 WIB) and Friday (08:00-16:30 WIB). For international students, an information centre is available at jao@usu.ac.id or by phone (+62) 618219768.

²⁷ <https://penerimaan.usu.ac.id/smmb/>, last accessed January 17, 2025.

For local inquiries, prospective students can reach the registration helpdesk at:

- Phone: +628216889060
- Call Centre: +628216889060
- Email: info@usu.ac.id
- Website: USU's admission site
- Instagram: [official.usu](https://www.instagram.com/official.usu)

The Integrated Service Unit (ULT) at the Central Administration Bureau also provides in-person assistance during business hours. For 24-hour service, prospective students can visit the FAQ section at USU FAQ²⁸ or contact the university's social media, where staff will forward messages to the central admission office.

Visa Registration Information for Foreign Students

The Universitas Sumatera Utara (USU) International Affairs Office (IAO) provides services to assist international students and academic staff in arranging immigration documents. These include Study Permits, Student Visas, Working Visas for Academic Staff, and Stay Permits. Each international student is required to enter Indonesia with a Student Visa. The IAO facilitates the visa processing for all international students. Once the Study Permit and Visa processes are completed, students must obtain an approval letter—commonly referred to as a telex visa—from the Directorate General of Immigration in Jakarta. This approval letter is required to obtain the Limited Stay Permit (KITAS).

Selection procedure (if relevant)

National Admission

Universitas Sumatera Utara (USU), as a state university, follows admission regulations set by the Ministry of Education. Admissions are conducted through the SNBP and SNBT processes, which are regulated by the Higher Education Entrance Test Institute (LTMPPT). Additionally, USU holds independent and regional selection processes to meet capacity targets and ensure that study programmes attract high-quality candidates.

- **SNBP Admission:** The SNBP process is based on student and school indexes. To maintain transparency, schools participate in evaluating these indexes. Schools rank students based on their academic performance, such as grades in school subjects and student portfolios. The school index evaluates the institution's overall performance, including achievements in academic and non-academic competitions, school accreditation, and education management. As SNBP involves both students and schools in the process, the final results are determined by the combined performance portfolio of the students and the schools. The official SNBP committee website serves as the primary platform for schools and prospective students to monitor the admissions process.
- **SBPU TALENTA USU:** This regional selection process, conducted by Universitas Sumatera Utara, evaluates candidates based on achievement certificates and student portfolios.
- **SNBT, West PTN SMM, and SMM Admission:** For the SNBT, West PTN SMM, and SMM pathways, candidates must complete a computer-based exam. The SNBT process is facilitated by the Educational Testing Management Centre (BP3) and held at universities appointed by the SBMPTN committee or locations near the candidate's

²⁸ <https://www.usu.ac.id/en/frequently-asked-questions>, last accessed January 17, 2025.

residence. Since the test is computer-based and supervised, results are directly linked to the candidate's exam performance.

The West PTN SMM and SMM processes are conducted independently by universities, including USU, and follow a similar computer-based format. These tests are managed autonomously, with eligibility criteria specified on USU's official admissions website.

Registration and Selection Process

USU's admissions are conducted entirely online via the university's website. Registration closes once the deadline has passed, and no late registrations are accepted. Exam location and schedules are communicated through participant cards, which candidates print before the test. For the SBPU TALENTA pathway, an additional interview test is required. Once the selection processes are completed, national admission results are announced through each participant's SPMB account. SMM results are published on the website²⁹, and participants can follow the instructions provided to check their results.

Ensuring foreign language proficiency (Asterisk Criterion)

In all national entrance exam pathways to state universities, English is consistently included as one of the subjects in the examination.

Once participants are accepted and commence their education at Universitas Sumatera Utara, they will be provided with opportunities to develop their foreign language proficiency. Mandatory university English courses are widely offered and are frequently taken by students from various study programmes. These include TOEFL preparation, IELTS preparation, and English for Office and Banking. Furthermore, several programmes at USU offer international classes.

USU also operates a Language Centre as a dedicated unit that provides language-related facilities, including courses, training, translation services, and other language-related services. Through the foreign language courses provided, it is expected that participants will achieve the specified foreign language proficiency standards by the end of their study period.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)

New Student Admission Procedures (PMB) are stated in the Rector's Regulations and Standard Operational Procedures for each New Student Admission Route. Participants can obtain information regarding admission requirements through the websites³⁰. Other than through the provided website, participants can also obtain information through the following help desk:

1. Call Centre: 08216889060
2. Email: info@usu.ac.id
3. Instagram: <https://www.instagram.com/official.usu/?hl=id>

Alternatively, participants can also visit the Universitas Sumatera Utara and directly go to the Integrated Service Unit (Integrated Service Unit or ULT) located at the Central Administration

²⁹ <https://announcement.usu.ac.id/smm>, last accessed January 17, 2025.

³⁰ <https://www.usu.ac.id/> or <http://penerimaan.usu.ac.id>, last accessed January 17, 2025.

Bureau of USU. The selection results announcement can be checked directly by participants through the website³¹ for the SNBP route and on the website³² for the SMM route.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented conclusively, and USU adheres to all state-mandated procedures.

Applicants can directly turn to the student counselling service or other helpdesks at USU, for clarification on specific questions, personal aptitude, career prospects etc. Personal interaction between applicants and USU is provided through defined office hours, telephone consultations, and via e-mail communication.

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

The admission requirements regarding required language proficiency level or required test result are designed to ensure that students can successfully complete the study programmes. This is regulated on national level, as one part of the national admission procedure is an English proficiency test of students. Nonetheless, given that some teaching materials are provided in English, the expert panel **recommends** reviewing the English language admission requirements to ensure that all admitted students can follow the material.

In their statement on the report, USU explains that English proficiency has become part of the university entrance examination process for national students, although it is not an absolute requirement that could prevent prospective students from entering higher education. This is because the Indonesian education system is obligated to ensure that everyone has the opportunity to pursue higher education, even without excellent English skills. They note that once students are admitted to university, institutions facilitate the enhancement of their English proficiency. English is offered as a Compulsory University Course (MKWU). Specifically, courses such as Basic English Grammar, Basic Reading Comprehension, Basic Listening, and IELTS Preparation are provided. For international students, USU sets the following English proficiency requirements: Own Admission Test 500+ / TOEFL 61+ / IELTS 5.5+ / CATS 498+.

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

	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

³¹ <https://pengumuman-snbp-snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

³² <http://pengumuman.usu.ac.id/>, last accessed January 17, 2025.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence (Asterisk Criterion)

As a legal entity, the University of Sumatera Utara (USU) possesses autonomy in designing its curricula under the regulations set forth by the Ministry of Higher Education, Culture, Research, and Technology.³³

To support this autonomy, USU has established an institution called LINKUP³⁴, which stands for the Institution of Curriculum and Learning Innovation. LINKUP assists study programmes in swiftly responding to current regulations and policies related to curriculum design, ensuring adherence to the standards set by the Ministry. For example, USU has issued a Rector's Decree³⁵, which outlines the Curriculum Improvement Mechanism for all study programmes at USU. Additionally, the University has developed a Guidebook for Curriculum Development, a Guidebook for Course Syllabus Design, and KUMALA³⁶, an integrated online system for curriculum design, among other resources. It also regularly organizes a variety of workshops for curriculum implementation.

Furthermore, the study programmes actively involve various stakeholders in the curriculum development process, including faculty members, industry representatives, alumni, and current students. This collaborative approach ensures that the curricula remain relevant and practical. USU regularly reviews and updates its curricula based on feedback, educational trends, and advancements in various fields and commits to perform continuous improvement to providing high-quality education. Ultimately, this autonomy enables USU to tailor its programmes to meet the needs of its students, the labor market, and societal demands.

The three study programmes of FISIP offer their students the outcome-based education Merdeka Curriculum designed to provide flexibility for students to study according to their interests and talents. Students are empowered to choose courses, learning methods and activities outside of class according to their interests and talents.

The Independent Learning Curriculum is also linked to Intended Learning Outcomes (ILO) to ensure that students have the competencies needed to enter the world of work or continue their education to a higher level. ILO is a set of abilities that students must have after completing their studies.³⁷

Courses are structured with the strategic orientation of the study programme. Preparation of courses starts from determining the graduate profile and learning outcomes of the study programme. The formulation of the ILOs is guided by the national standards. Intended

³³ No. 3/2020 regarding the National Standard of Higher Education, following Kemdikbudristek No. 53/2023 concerning Quality Assurance in Higher Education.

³⁴ [Home | Institute for Curriculum and Learning Innovation Universitas Sumatera Utara](#), last accessed December 12, 2024.

³⁵ No. 3288/UN5.1.R/SK/SPB/2024.

³⁶ <https://kumala.usu.ac.id>

³⁷ The ILOs of the three study programmes are outlined in chapter 1.1.

Learning Outcomes serve as the foundation for Course Learning Outcomes (CPMK). The course development process then entails selecting appropriate study materials, which are organized into the courses offered by the study programme. If mapping is carried out between ILO, CPMK and courses, a proportional distribution is formed. Each ILO has two to four CPMK distributed across courses. This shows that one ILO can be achieved through more than one course, so that the possibility of students achieving the desired study programme achievements is greater.

To graduate as a bachelor, students are required to complete 144 SKS credits, with 152 SKS credits offered. The subject groups are divided into: Compulsory Curriculum Subjects (MKWK) and Compulsory University Subjects (MKWU) totalling 11-15 SKS credits, scientific courses of the study programme (91-107 SKS credits), and elective courses for the study programme (12-30 SKS credits).

Bachelor of Sociology

Table 4: Curriculum overview Bachelor of Sociology

Semester	Course Code	ECTS credits	Course Name
I	University courses		
	USU1101	3,2	Islamic Religious Education
	USU1102		Protestant Christian Religious Education
	USU1103		Catholic Religious Education
	USU1104		Hindu Religious Education
	USU1105		Buddhism Education
	USU1106		Confucian Religious Education
	USU1107		Education for Belief in God Almighty
	USU1108	3,2	Citizenship Education
	Study programme courses (compulsory)		
	SOS1101	3,2	Indonesian Political System
	SOS1102	4,8	Introduction to Sociology
	SOS1103	3,2	Indonesian Social System
	SOS1104	3,2	Social Statistics (Literacy Skills)
	SOS1105	4,8	Social Research Methods
	ANT1101	4,8	Introduction to Anthropology
II	University courses		
	USU1201	3,2	Pancasila Education
	USU1202	3,2	Indonesian Language
	USU1203	4,8	Mathematics for Social and Humanities
	Study programme courses (compulsory)		
	SOS1201	4,8	Social Mapping
	SOS1202	3,2	Multiculturalism (Local Wisdom)
	SOS1203	4,8	Classical and Contemporary Sociological Theories1
	SOS1204	3,2	Intergroup Relations
	SOS1205	4,8	Sociology of Education

III	Study programme course (compulsory)		
	SOS2101	3,2	Maritime Sociology (Local Wisdom)
	SOS2102	4,8	Sociological Theory of Critical and Postmo 2
	SOS2103	4,8	Political Sociology
	SOS2104	4,8	Sociology of Religion
	SOS2105	4,8	Rural Sociology
	SOS2106	4,8	Sociology of Development
	SOS2107	4,8	Economic Sociology
IV	University course		
		3,2	Art and Wellness
	Study programme courses (compulsory)		
	SOS2201	4,8	Communication Skills/Public Speaking
	SOS2202	4,8	Sociology of Gender
	SOS2203	4,8	Quantitative Research Methods and Practices 3)
	SOS2204	4,8	Urban Sociology
	SOS2205	4,8	Sociology of Virtual Society
V	University course		
		3,2	Internationalization (English)
	Study programme courses (compulsory)		
	SOS3101	4,8	Social Entrepreneurship (Entrepreneurship)
	SOS3102	4,8	Qualitative Research Methods and Practices 4)
	SOS3103	4,8	Sociology of Human Ecology
	SOS3104	4,8	Participatory Research Methods
	SOS3105	4,8	Social and Cultural Change
VI	University course		
		3,2	Internationalization (Korean, Chinese, French, etc.)
	Study programme courses (compulsory)		
	SOS3201	4,8	Practical Field Course I
	Study programme courses (5 electives)		
	SOS3202	4,8	Sociology of Tourism
	SOS3203	4,8	Sociology of Law
	SOS3204	4,8	Sociology of Social Movements
	SOS3205	4,8	Problems and Empowerment of the Elderly
	SOS3206	4,8	Food Security
	SOS3207	4,8	Sociology of Industry and Labor
	SOS3208	4,8	Digital Research Methods and Big Data
	SOS3209	4,8	Sociology Capita Selecta
	SOS32010	4,8	Urban Transportation Problems

	SOS32011	4,8	Sociolinguistics
VII	Study programme courses (compulsory)		
	SOS4101	4,8	Practical Field Course II
	Study programme courses (5 electives)		
	SOS4102	4,8	Sociology of Population
	SOS4103	4,8	Sociology of Health
	SOS4104	4,8	Sociology of Plantation Society
	SOS4105	4,8	Planning and Public Policy
	SOS4106	4,8	Poverty Reduction Strategy
	SOS4107	4,8	Gender Analysis Techniques
	SOS4108	4,8	Social and Development Planning
	SOS4109	4,8	Social Pathology
	SOS41010	4,8	Corporations and CSR
	SOS41011	4,8	Social Psychology
VIII	Study programme courses		
	SOS4297	1,6	Colloquium
	SOS4298	1,6	Thesis Defence
	SOS4299	6,4	Bachelor Thesis

Bachelor of Social Welfare

Table 5: Curriculum overview Bachelor of Social Welfare

Semester	Course Code	ECTS credits	Course Name
I	University courses		
	USU1101	3,2	Islamic Religious Education
	USU1102		Christian Religious Education
	USU1103		Catholic Religious Education
	USU1104		Hindu Religious Education
	USU1105		Buddhist Religious Education
	USU1106		Confucian Religious Education
	USU1108	3,2	Civics
	Study programme courses (compulsory)		
	ANT1101	4,8	Introduction to Anthropology
	POL1201	4,8	Introduction to Political Science
	SOS1101	4,8	Introduction to Sociology
	KES1101	4,8	Introduction to Social Work and Social Welfare Science
	KES1102	3,2	Psychology for Social Welfare/ Social Work
	KES1103	3,2	Philosophy of Social Welfare
II	University courses		
	USU1201	3,2	Pancasila Education
	USU1202	3,2	Indonesian Language

	MAT1200	4.8	Mathematics for Social Humanities
	Study programme courses (compulsory)		
	KES1201	4.8	Social Work Methods
	KES1202	4.8	Sociological Theory for Social Welfare
	KES1203	4.8	Social Service Management
	KES1204	3.2	Sociology of Family for Social Welfare
	KES1205	3.2	Poverty Studies
III	Study programme courses (compulsory)		
	KES2101	4.8	Social Statistics
	KES2102	4.8	Practice of Social Welfare Planning
	KES2103	4.8	Law and Development
	KES 2104	4.8	Analysis of Social Welfare Problems
	KES 2105	4.8	Social Policy and Planning
	KES 2106	3.2	Economic System of Indonesia
	KES 2107	4.8	Social Work Ethics
IV	University courses		
			Internationalization
	Study programme courses (compulsory)		
	KES 2201	4.8	Social Laws and Regulations
	KES 2203	4.8	Social Welfare Business System
	KES 2204	4.8	Psychology and Mental Health
	KES 2205	4.8	Social Impact of Development
	KES 2206	4.8	Community Organization and Community Development (COCD)
	KES 2207	4.8	Human behaviour and social environment
V	Study programme courses (compulsory)		
	KES3101	3.2	International Social Work
	KES3102	4.8	Social Welfare Organization and Administration
	KES3103	3.2	Development Institutions
	KES3104	4.8	Social Research Methods
	KES3105	4.8	Theory of Consultation and Supervision
	KES3106	4.8	Theory and Practice of Social Work
	KES3107	3.2	Social Pathology and Criminology
	KES3108	3.2	Entrepreneurship
VI	Study programme courses (compulsory)		
	KES3201	4.8	Practicum I (Individual and Group)
	KES3202	3.2	Micro Interventions
	KES3203	3.2	Medical Social Worker
	KES3204	4.8	Substance Use Disorders
	KES3205	3.2	Village and City Community Development

	KES3206	3.2	Development Policy and Strategy
	KES3207	4.8	Social Welfare Research (Evaluative Research)
	KES3208	4.8	Research Proposal Seminar
VII	Study programme courses (electives)		
	KES4101	4.8	Disaster Management
	KES4102	3.2	CSR Governance
	KES4103	4.8	Insurance and Social Security Systems
	KES4104	3.2	Community Assistant Skills
	KES4105	4.8	Participatory Planning in Community Interventions
	KES4106	4.8	Gender and Women's Empowerment
	KES4107	3.2	Development of Underdeveloped Communities
	KES4108	3.2	Social Services for Elderly
	KES4109	4.8	Dynamics of Rural Society
	KES4110	3.2	Comparison of Social Welfare Service Systems
	KES4111	3.2	Capita Selecta of Social Welfare
	KES4112	4.8	Labor Issues
	KES4113	4.8	Rural and Urban Sociology
	KES4114	4.8	Health and Welfare Issues
VIII	Study programme courses (compulsory)		
	KES 4201	9,6	Undergraduate Thesis Examination

Bachelor of Social Anthropology

Table 6: Curriculum overview Bachelor of Social Anthropology

Semester	Course Code	ECTS credits	Course Name
I	University courses		
	USU1101	3,2	Islamic Religious Education
	USU 1102		Christian Religious Education
	USU 1103		Catholic Religious Education
	USU 1104		Hindu Religious Education
	USU 1105		Buddhist Religious Education
	USU 1106		Confucian Religious Education
	USU 1107	3,2	Education of Beliefs in God Almighty
	USU 1109	3,2	Civic Education
	Study programme courses (compulsory)		
	ANT 1101	4,8	Introduction to Anthropology
	SAE 1102	4,8	English Language
	BIO 1101	4,8	Biology
	ANT 1102	4,8	Ethics, Aesthetics and Hygiene
	MAT 1100	4,8	Mathematics for Social Humanities
	IAP 1104	4,8	Introduction to Public Administration

II	University courses		
	USU 1207	3,2	Indonesian Language
	USU 1007	3,2	Pancasila Education
	Study programme courses (compulsory)		
	FAK 1211	4,8	Philosophy of Science
	ANT 1203	4,8	Socio-Cultural Anthropology
	ANT 1204	4,8	Anthropology Research Methods I
	ANT 1205	4,8	Ethnographic Studies
	ANT 1206	4,8	Anthropological Theory I
	ANT 1207	4,8	Anthropology Literature Review
III	Study programme courses (compulsory)		
	ANT 2308	4,8	Anthropological Theory II
	ANT 2309	4,8	Anthropological Research Methods II
	ANT 2310	4,8	Globalization and Socio-Cultural Change
	ANT 2311	4,8	Kinship System and Social Organization
	ANT 2312	4,8	Local Genius & Traditional Wisdom
	ANT 2313	4,8	Dynamics of Indigenous Peoples
	ANT 2314	4,8	Companies and Social Responsibility (CSR)
IV	Study programme courses (compulsory)		
	ANT 2415	4,8	Interethnic Relations
	ANT 2416	4,8	Anthropology of Development
	ANT 2417	4,8	Political Anthropology
	ANT 2418	4,8	Economic Anthropology
	ANT 2419	4,8	Health Anthropology
	ANT 2420	4,8	Traditional Architecture and Ethno-Design
	ANT 2421	4,8	Community Development
V	Study programme courses (compulsory)		
	ANT 3122	4,8	Religious Anthropology
	ANT 3123	4,8	Gender Anthropology
	ANT 3124	4,8	Tourism Anthropology
	ANT 3125	4,8	Psychological Anthropology
	ANT 3126	4,8	Organizational Culture
	ANT 3127	4,8	Anthropology and Cultural Heritage Preservation
	ANT 3128	4,8	Visual Anthropology and Ethnovideography
VI	University courses		
		3,2	Literacy skills
	Study programme courses (electives)		
	ANT 3252	4,8	Seminar on Research Plan Preparation
	ANT3229	4,8	Ethnobotany & Ethnofood
	ANT 3230	4,8	Policy Anthropology
	ANT 3231	4,8	Reproductive Health Anthropology
	ANT 3232	4,8	Population Anthropology
	ANT 3233	4,8	Biological Anthropology
	ANT 3234	4,8	Personal Development, Leadership and Communication

	ANT 3235	4,8	Semiotics
	ANT 3236	4,8	Forestry Anthropology
	ANT 3237	4,8	Agricultural Anthropology
	ANT 3238	4,8	Maritime Anthropology
	ANT 3239	4,8	Ecological Anthropology
	ANT 3240	4,8	Natural Resource Conflict
VII	University courses		
		3,2	Literacy skills
		3,2	internationalization
	Study programme courses (electives)		
	ANT 4141	4,8	Legal Anthropology
	ANT 4142	4,8	Entrepreneurship and Culture-Based Creative Economy
	ANT 4143	4,8	Media Anthropology
	ANT 4144	4,8	Ethnoarchaeology and Historiography
	ANT 4145	4,8	Urban Anthropology
	ANT 4146	4,8	Anthropology of the Arts
	ANT 4147	4,8	Descriptive Statistics
	ANT 4148	4,8	Linguistic Anthropology
	ANT 4149	4,8	Ethno-aesthetics
	ANT 4150	4,8	Law and Local Communities
VIII	Study programme courses (compulsory)		
	ANT 4253	4,8	Practical Field Work
	ANT 4254	9,6	Bachelor Thesis

Rationale for degree and programme name (Asterisk Criterion)

Bachelor of Sociology

The Sociology programme was officially established as a Sociology Department in 1980. In line with the change in USU's status, in 2003 the Department was changed to a study programme. Following a rector decree³⁸, the degree of graduates was changed to Bachelor of Social Affairs (S.Sos.).

Bachelor of Social Welfare

The Social Welfare programme was first opened in 1986 and as the Department of Social Welfare Sciences. The Department changed its name to the Social Welfare study programme based on a decision by the Ministry of Research, Technology and Higher Education in 2017. The current title for graduates of the Social Welfare study programme is Bachelor of Social Affairs (S.Sos.) reflecting the correct scientific field of the programme.

Bachelor of Social Anthropology

The name of the Bachelor of Social Anthropology has changed three times. It was established as the Department of Anthropology. In 1986, the Department of Anthropology changed its name to the Department of Social Anthropology along with the move from the Faculty of Letters

³⁸ Rector's Decree Number 042/UN5.1.R/SK/SPB/2012 concerning the determination of academic degrees and a term for graduates of Universitas Sumatera Utara.

to the Faculty of Social Science and Political Sciences.³⁹ In 1996 the name of the Department changed to the Social Anthropology study programme.⁴⁰ The current title for graduates of the study programme is Bachelor of Social Affairs (S.Sos.) reflecting the correct scientific field of the programme.

Integration of theory and practice (Asterisk Criterion)

In general, the learning outcomes of each course state which practical skills are expected from class participants at the end of the semester. This integration of theory and practice is outlined in OBE guidelines for all lecturers in the three programmes. The connection between theoretical concepts and practical examples in courses is emphasized through the use of case studies and Project-Based Learning, which constitute at least 50% of the course content. Lecturers with practical experience enhance the learning process by integrating real-world insights and examples into their teaching. Additionally, students engage in activities such as strengthening the capacity of social institutions, as well as visiting state institutions, regional government bodies, and villages within and around North Sumatra.

For example, in the course Substance Abuse and Narcotics in the **Bachelor of Social Welfare** programme, lecturers provide material through lecture, discussions, case studies and student projects. Then this theory is applied by students in the form of research and community service with lecturers. This is the case in courses such as Research Methods courses. Here, students can conduct research in the field with lecturers in the form of data collection, interviews, data analysis techniques to writing research reports and research outputs such as YouTube videos, mass media articles, and research and service journals.

Students of the three programmes also apply their theoretical knowledge in their thesis, where they are encouraged to relate their research to existing social phenomena and actors in their surrounding environment. The integration of theory and practice is evident in the learning outcomes and assessments, which include a combination of quizzes, case studies, Project-Based Learning tasks, assignments, mid-semester exams, and final exams. This approach ensures that students develop both academic and practical skills to address real-world challenges.

Further, to meet students' needs for practical experience, the study programmes employ practitioners and teachers from the industrial world. The study programmes also encourage permanent lecturers to be directly involved in collaborations with industry as researchers and experts.

To bring students closer to practical experience in industry and society, the Faculty actively encourages students to take part in the MBKM programme initiated by the government, especially the certified internship and independent study programme. In this programme, students can gain experience working within the industrial and welfare sector.

³⁹ Based on Rector's Decree No. 163/PT.05/SK/Q/1986 concerning the establishment of a social anthropology department at the Faculty of Social Science and Political Sciences, Universitas Sumatera Utara.

⁴⁰ In accordance with the Decree of the Ministry of Education and Culture of the Republic of Indonesia No. 208/DIKTI/Kep/1996

Interdisciplinary thinking

USU provides Compulsory Curriculum Courses (MKWK) to ensure students have a basic understanding of the field of study.⁴¹ MKWK is managed by the Basic and General Science Laboratory. It covers basic concepts, practical skills, and preparation for advanced courses. The subjects included in the MKWK are Religion, Pancasila (National Ideology), Civics, and Indonesian.

Interdisciplinary thinking skills are also implemented in several mandatory or elective courses for each study programme in the Faculty of Social Science and Political Sciences.

Bachelor of Sociology

The Sociology study programme has an elective course in Social Psychology. This course has conducted field study activities at the UPT Tuna Susila Social Services in Berastagi. The application of interdisciplinary activities carried out is as follows:

- Social Psychology and Sociology:
 - Study the social norms and stigma associated with the sexually impaired.
- Social Psychology and the Law:
 - Analyse legal policies related to the sexually impaired and their impact on individuals and society.
 - Evaluate the legal process experienced by clients and their rights.
- Social and Health Psychology:
 - Study the mental health problems that are often experienced by the sexually impoverished.
 - Evaluate access to available health and social support services.
- Social and Economic Psychology:
 - Analyse the economic factors that drive people into prostitution.
 - Evaluate the economic empowerment program aimed at groups of prostitutes.
- Social Psychology and Gender:
 - Analyse how gender influences the experience of being a prostitute.

Bachelor of Social Welfare

Interdisciplinary skills are linked to several compulsory courses that provide a perspective on the problems that occur in society. This is deepened through several courses related to social welfare for example the Law and Development course. In this course, one of the learning outcomes is being able to classify the relationship between law and development policy. This is discussed through the analysis of the application of law in problems that occur in development. Students are assigned to take one example of a development problem that occur in society. Students look for various literature related to the issues raised and are associated with applicable legal regulations, then analyse them through social work methods both at the macro and mezzo levels.

One of the cases studied by students is the Rempang case on the dynamics of development and legal issues on Rempang Island: A review of policies and their impact on indigenous peoples. Rempang Island, located in the Riau Islands, Indonesia, has been the centre of attention in the context of rapid economic and social development. Since the designation of Pulau Rempang as an industrial, tourism and settlement area, the impact of this policy on the community has been considerable. Indigenous peoples, particularly the Orang Darat, is

⁴¹ Universities are obliged to provide these courses in accordance with the mandate of Law No. 12/2012.

increasingly evident. Although there are laws that are supposed to protect the rights of indigenous peoples, their implementation is often ineffective, so that indigenous peoples do not get adequate protection for their customary rights. Students are able to understand and apply the law on social work as a basis for practicing social work in analysing the development problems studied.

Further courses in which interdisciplinary thinking is fostered are:

- Introduction to Social Welfare
- Social Worker Methods
- Social Psychology
- Social Pathology
- Behaviour and Social Environment
- Health and social welfare issues
- Micro Interventions
- Childhood and Developmental Disorders (COCD)
- Social Welfare Planning
- DRUGS
- Elderly Services
- Labor Issues
- Poverty Studies
- Social Research Methods
- International Social Worker

Bachelor of Social Anthropology

The application of interdisciplinary thinking in the Social Anthropology study programme is implemented, for example, in the Visual Anthropology and Video Ethnography course. In this course students are given an understanding of the development and introduction to visual culture, theoretical approaches related to visual culture in contemporary culture, approaches to colonialism and postcolonialism in the context of visual culture, intertextuality analysis in visual culture and group assignments in ethnographic film practice. Direct field practice is carried out to supplement classroom learning.

Further courses in which students acquire interdisciplinary knowledge are:

- Anthropology of Reproductive Health
- Anthropology of Health
- Political Anthropology
- Gender Anthropology
- Legal Anthropology
- Population Anthropology
- Urban Anthropology
- Media Anthropology
- Maritime Anthropology
- Anthropology of Religion
- Tourism Anthropology
- Psychological Anthropology
- Biological Anthropology
- Ecological Anthropology
- Policy Anthropology
- Forestry Anthropology

Ethical aspects

Ethical aspects are included in several courses on the University level, such as Religious Education, Citizenship Education, and Pancasila Education.

Bachelor of Sociology

The ethical aspect plays an important role in the Sociology study programme, which can be seen in several Sociology courses such as the Introduction to Sociology, Classical and Contemporary Sociological Theories, Critical and Postmodern Sociological Theory, Social Research Methods, Qualitative Research Methods, and Quantitative Research Methods. The application of ethical aspects in these courses is expected to enable students to apply professional ethics when becoming a social researcher, community empowerment, or beginner

consultant for social planning and development. One example is the Social Research Methods Course. In this course, students learn scientific ways of collecting, analysing, and interpreting social data. Students are taught to consider ethical aspects in the research process, such as the importance of informed consent from research participants, maintaining data confidentiality, and avoiding bias or data manipulation. This teaches students about the moral responsibility of conducting research that does not harm the individuals or groups involved in the study.

Bachelor of Social Welfare

In the Social Welfare study programme, the ethical aspect is covered in the Social Work Ethics course. The ethical aspect plays an important role in the Social Welfare study programme and therefore it is also part of several additional courses such as Social Work, Social Welfare Philosophy, Human Behaviour and the Social Environment, Social Work Practices, Social Welfare Policy, Social Welfare Theories, and Human Service Organizations.

Bachelor of Social Anthropology

The formation of ethics is important in curriculum preparation. In an anthropology study programme, the ethical dimension ensures that students not only demonstrate respect toward themselves and the discipline, but, most importantly, towards the communities they engage with. Therefore, ethics is formed through the formation of attitudes and in the implementation of learning.

Ethics as a prospective anthropologist, who holds professional ethics when becoming an ethnographer, consultant/community developer, cultural entrepreneur, or technocrat staff, is formed by providing courses related to their future professional ethics. These courses include Aesthetic Ethics and Cleanliness, Inter-Ethnic Relations, Community Development, Kinship Systems and Social Organization, Self-Development, Leadership and Communication, Local Genius and Traditional Wisdom, Organizational Culture, Gender Anthropology, Interpersonal Relations, Ethnicity, and Globalization and Socio-Cultural Change.

One concrete example are research ethics where students are asked to compile ethical documents and maintain ethics during research taught in the Anthropology Research Methodology course. In addition, the course also covers the ethics of interpersonal relationships and the norms that must be adhered to in case studies, especially when talking about local contexts. In the Local Genius course students are taught about the importance of respecting one culture that may be different from other cultures. This course also studies the cultural nuances of other countries to include an international context in terms of ethics.

Methods and scientific practice (Asterisk Criterion)

Methodological competencies are taught in the three study programme curricula to improve academic skills. The curriculum structure of each study programme consists of special courses that focus on methodology, such as Research Methods Course, Research Seminar and Thesis. In addition, each course assignment shows students' mastery of research theory and methods, which helps them improve their ability to create scientific work. Training on tools to improve methodological skills is also given to students, such as training on NVivo software for qualitative analysis, and software such as SPSS for quantitative analysis. This is in line with the Indonesian National Qualifications Framework where students are required to be able to apply their areas of expertise and utilize knowledge, technology and/or art in their field to solve problems and adapt to various situations. Students are mastering theoretical concepts in a

particular field of knowledge in general and theoretical concepts in specific parts of that field of knowledge in depth. Ultimately, this proficiency enables individuals to make informed decisions based on thorough information and data analysis, as well as to offer guidance in selecting from various alternative solutions, both independently and within group settings.

All three study programmes have a Research Methods Practicum course. One of the objectives of this course is to develop qualitative data analysis skills that students have obtained from the previous conditional course, namely qualitative research methods. Another goal is to integrate the theory and practice of field research. The practicum activities include case studies, field research and data analysis. Students are asked to write and deliver policy recommendations based on their research findings.

Case Example:

- Topic: The influence of social media on teenagers' consumption behaviour.
- Methods: In-depth interviews with teenagers, social media content analysis, and participatory observation in public spaces.
- Results: Students are able to analyse how social media shapes teenagers' perceptions of certain products, as well as its influence on purchasing decisions.
- Policy Recommendations: Students can develop policy recommendations related to digital literacy for youth and consumer protection.

The following are several courses in each study programme that cover methodological competence and scientific practice:

Bachelor of Sociology

Table 7: Methods and scientific practice in Bachelor of Sociology

Semester	Course	SKS credits
I	Social Statistics	2
I	Social Research Methods	2
II	Social Mapping	3
IV	Quantitative Research Methods and Practices	3
V	Quantitative Research Methods and Practices	3
V	Participatory Research Methods	3
VIII	Research Proposal Seminar	1
VIII	Research Results Seminar	1
VIII	Thesis	4

Bachelor of Social Welfare

Table 8: Methods and scientific practice in Bachelor of Social Welfare

Semester	Course	SKS credits
III	Social Statistics	3
IV	Social Research Methods	3
VI	Social Welfare Research (Evaluative Research)	3
VI	Proposal Seminar	3
VIII	Thesis	6

Bachelor of Social Anthropology

Table 9: Methods and scientific practice in Bachelor of Social Anthropology

Semester	Course	SKS credits
II	Anthropological Research Methods I	3
II	Ethnographic Studies	3
II	Review of Anthropological Literature	3
III	Anthropological Research Methods	3
V	Gender Anthropology	3
VI	Seminar on Preparing Research Plans	3
VIII	Thesis	3

For example, in the Gender Anthropology course, in the first six meetings, lecturers convey the theory and local context of the relationship between gender and anthropology. In the next five meetings, students are given assignments to analyse problems in the form of case studies. In the last meeting, students are asked to be present their results. In 2024, one presentation was held on the topic of gender analysis and human behaviour that looked at national and international films and novels.

Examination and final thesis (Asterisk Criterion)

Faculty of Social Science and Political Science

Assessment of learning outcomes in the three programmes is carried out continuously by monitoring the process, progress and improvement of learning outcomes in the form of quizzes, assignments, mid-semester and final semester exams. In carrying out assessment of learning outcomes, it is necessary to pay attention to the existing principles regulated in the curriculum. Lecturers can carry out various kinds of assessment techniques that complement each other according to the competencies being assessed and the specifics of each course. Freedom to use assessment techniques must be in accordance with the objectives and standards set out in the Semester Learning Implementation Plan (RPS).

The assignment method is adjusted to the Graduate Learning Achievements (ILO).⁴² In general, study programmes use the following main techniques in assessment:

1. Observation is an effort to find out things that happen in the field related to the learning process in the classroom,
2. Tests in the form of written tests or oral tests,
3. Practical exams for practicum-based courses,
4. Performance in report format, printed portfolio or digital portfolio,
5. Project based aims to produce collaboration among class participants,
6. Case studies aim to encourage collaborative discussions among class participants for problem solving

Generally, the assessment method used by the programmes is an exam consisting of a mid-semester exam and final semester exam, daily quizzes, structured assignments carried out in groups or individually, and field practice observations. Students have one week to raise objections to their grades after assignment by the lecturer.

In the study programmes a thesis is used as a method for assessing students' final achievement.⁴³ Final assignment writing guidelines are contained in the thesis writing guidelines that have been prepared by the study programmes. The final assignment exam is carried out as an assembly in a closed forum attended by the examiner team. Students can take the final exam after completing the administrative requirements in the form of study load requirements (number of credits) that have been obtained and the minimum GPA permitted (2.00), as well as approval from the supervisor of the final assignment draft.

The assessment of final exam results for undergraduate programmes is determined by the ability to think in the context of development and implementation, understand the implications of science and technology logically, critically, systematically and innovatively, and describe the results of research, as well as be able to analyse information and data by paying attention to and applying values. Selected final assignments will usually be published in journals or included in national conferences.

Appraisal:

The curriculum adequately reflects the qualification objectives of the **Bachelor of Sociology**, **Bachelor of Social Welfare**, and **Bachelor of Social Anthropology**. The contents of the courses in the programmes are well-balanced, logically structured, and oriented towards the intended learning outcomes. The inclusion of elective courses allows students to acquire additional competences and skills. The panel **recommends** keeping the conceptual coherence in mind when integrating courses on scientific methods and scientific writing, and English language instructions.

⁴² See chapter 1.1.

⁴³ Final thesis examinations and assessments are carried out based on the Regulation of the Rector of Universitas Sumatera Utara No. 10/2021 concerning Academic Regulations for Bachelor's, Master's and Doctoral Programmes at Universitas Sumatera Utara, and Guidelines for Exams and Theses for Study Programmes.

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

Where possible, theoretical concepts are explained through practical examples, ensuring a strong connection between theory and application. Throughout the curriculum, theory and practice are systematically interwoven, complementing each other in shaping students' qualification profile. The panel commends the well-balanced approach, where many courses transition from theoretical instruction to hands-on fieldwork. This ensures that students not only develop conceptual understanding but also acquire practical skills and real-world experience.

There is evidence that the three programmes qualify students for interdisciplinary thinking. Students are able to select courses from other disciplines and in **Social Welfare** many of the compulsory courses are from other fields. Students seem excited about this opportunity.

Ethical implications (for example those related to economic or legal perspectives on thinking and decision-making) are appropriately addressed. The three programmes offer specific courses that cover ethical considerations in the respective fields. In the **Bachelor of Sociology**, courses like Social Research Methods, Qualitative Research Methods, and Quantitative Research Methods provide instruction on research ethics. Given the significance of ethics in the prospective jobs of graduates, the **Bachelor of Social Welfare** programme has a separate Social Work Ethics course. Ethics is also an integral component of the **Bachelor of Social Anthropology** programme, integrated in many of its courses.

Students develop methodological competences and acquire the necessary skills to conduct scientific work on the required level. For the **Bachelor of Sociology**, the panel **recommends** repositioning method courses earlier in the curriculum to ensure students gain a strong foundational knowledge for applying these skills in subsequent coursework. Also, a greater emphasis on quantitative methods is advised. Additionally, introducing an early academic writing course, with assignments designed to prepare students for thesis work while incorporating academic ethics, is advised.

In their statement on the report, the study programme points out that it has set several prerequisite courses at the beginning of the semester as a foundation for students in building a sociological framework. Among the prerequisite courses are Introductory Sociology, Classical Sociological Theory, Modern Sociological Theory, Post Modern Sociological Theory, Quantitative and Qualitative Methods, and Social Statistics. In research methods courses, students receive training on using software such as NVivo for qualitative research and SPSS for quantitative analysis, along with guidance on conducting data analysis effectively.

All exams, as outlined for courses, are appropriately designed in format and content to assess the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a variety of test formats. Final theses are evaluated based on previously published and consistently applied criteria, rules, and procedures. In their theses, students demonstrate their ability to conduct independent 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

Modular structure of the study programme (Asterisk Criterion)

Table 10: Modular structure

Projected study time	8 semesters
Number of credits (national credits and ECTS credits)	Sociology: 144 SKS / 230.4 ECTS credits Social Welfare: 144 / 230.4 ECTS credits Social Anthropology: 144 / 230.4 ECTS credits
Workload per credit	170 minutes (60 minutes independent study, 60 minutes assignment, 50 minutes contact hours)
Number of modules/courses	Sociology: 62 Social Welfare: 61 Social Anthropology: 62
Time required for processing the final thesis/project and awarded credits	Sociology: 6 months / 4 SKS credits / research: 1 SKS credit seminar proposal, seminar results. Social Welfare: 6 months / 6 SKS credits Social Anthropology: 6 months / 6 SKS credits
Number of contact hours	1920 contact hours

Following national regulations, the total number of credits for the undergraduate education level is 144-148 SKS distributed over eight semesters.

The Semester Credit Unit System (SKS) can be equated with ECTS in accordance with a Decree of the Rector of Universitas Sumatera Utara.⁴⁴ For undergraduate programmes, conversion of credits to ECTS is as follows:

⁴⁴ No. UN5.1.R/SK/SPB/2023 concerning Guidelines for Calculating the European Credit Transfer and Accumulation System (ECTS) Conversion of Student Study Loads at USU.

Table 11: Conversion SKS credits to ECTS credits

Amount credits	Conversion Calculation	Information
1 credit	= 170 minutes/week/ semester = 170 minutes x 14 weeks = 2,380 minutes = 39.7 hours	1. One credit consists of: a. 50 learning process activities minutes per week per semester; b. structured assignment activities 60 minutes per week per semester; and c. 60 minutes independent activity per week per semester 2. One semester = 16 weeks including two weeks for midterms and exams end of semester.
	= 39.7 hours/ 25 hours = 1.6 ECTS credits	
144 credits	= 144 x 1.6 ECTS credits = 230.4 ECTS credits	Minimum curricular activities = 144 SKS/ 230.4 ECTS credits

Study and exam regulations (Asterisk Criterion)

The distribution of assessments refers to the Rector's Regulation of the Universitas Sumatera Utara Number 13 of 2022 concerning the Academic Regulations for Bachelor's, Master's and Doctoral programmes at Universitas Sumatera Utara, which utilises the Benchmark Assessment System (*Penilaian Acuan Patokan* or PAP) following the type of curricular activities. The study programme implements this assessment system based on the academic regulations of the study programme and the Standard Operational Procedures (SOP) for learning assessments, which is part of the Quality Assurance System (SPMI). Moreover, the Internal Quality Assurance Document, which includes policies, standards, manuals and forms determines the Learning Assessment Standards. The faculties conduct periodic briefings for all lecturers to implement the PAP assessment system through circulars on final exams for each semester. It is also detailed in the student handbook of the respective faculty. The graduation standards for students in the study programmes follow the Academic Regulations of Undergraduate Programmes at the Universitas Sumatera Utara.⁴⁵ The study programmes also implement the graduation standards based on the Standard Operational Procedures (SOP). A diploma supplement is issued to the student at the time of graduation.

The study programmes provide opportunities for students to pursue various educational developments through the Independent Campus Learning Programme⁴⁶, such as internship

⁴⁵ As stipulated by the Rector's Regulation No. 13/2023.

⁴⁶ This format provides options for students to manage their study load and learning experience during the lecture period.

1. 5-2-1 format:

- Students take five semesters (Ten semesters if the study programme is eight semesters) of courses in their study programme.
- Two semesters are used for off-campus activities, such as internships, independent studies, or research projects.
- One semester is used for more flexible activities, which could be student exchange, entrepreneurship, or other activities relevant to interests and talents.

2. Format 8-0-0:

- Students take eight semesters of courses in their study programme.
- No semester is used for off-campus activities.
- This format is suitable for students who want to focus on on-campus studies and complete their studies in a shorter period of time.

activities that align with the study programme's independent curriculum. The recognition of prior learning processes aligns with the university's regulations⁴⁷ and is documented in the study programme's recognition report.

Each course is carried out in one semester and consists of 16 sessions, including Mid-Semester Exams and Final Semester Exams. Lectures are scheduled in the academic calendar with the following conditions:

- **Mid-term exams** are held once in one semester and **final semester exams** are held only one time at the end of the semester provided there are no follow-up exams. (Students who are unable to take the final semester exams for courses taken for justifiable reasons will not be taken into account in determining the semester achievement index (GPA).
- For students who cannot take the final semester exams for all courses for justifiable reasons, in the following semester the student is allowed to take a credit load equal to the credit load in the previous semester.
- Course exam scores are determined from the results of midterm exams, semester exams, and grades for assignments or other structured activities with a weighting ratio set by each faculty.

Students can receive necessary information at the Study Programme Secretariat. Each study programme in the Faculty provides two educational staff in each programme room where students can ask about the academic process as well as supporting documents related to academic mobility, course catalogue which can be accessed in academic guidebooks, Academic Transcripts etc. Further, each student can ask their Academic Advisor regarding information concerning their studies. Students can contact Education Staff and Academic Advisors via USU E-Learning, Email, or WhatsApp. All information regarding academic matters can be accessed through the academic information system website provided by Universitas Sumatera Utara.⁴⁸ On this website students can see the Semester Achievement Index, Cumulative Achievement Index, Final Course Grades, and Grade Distribution Table.

The study programmes provide opportunities for students to study abroad through programmes such as MBKM, MSIB Independent Study, Independent Student Exchange, Independent Entrepreneurship, Indonesian International Student Mobility Awards (IISMA), and Teaching Practitioner. Final grades are given using relative grades or the ECTS assessment table.⁴⁹ The results of these scores are equated to SKS credits and are recognized in courses in the study programmes.

3. **Format 6-1-1:**

- Students take six semesters of courses in their study programme.
- One semester is used for off-campus activities.
- One semester is used for more flexible activities. This format provides a balance between on-campus studies and off campus experiences.

Students who want to take part in this programme must get approval from the Head of the Study Programme, as to assess whether it is feasible or not if they want to take part in this programme. If it is feasible and students have participated in the activities, then the credits of the internship can be recognized in the programme. Students who want to find information about independent learning on independent campuses or register can go to the website <https://mbkm.usu.ac.id/> (last accessed January 23, 2025).

⁴⁷ Rector's Decree No. 459/UN5.I.R/SK/SPB/2023.

⁴⁸ www.satu.usu.ac.id

⁴⁹ Based on the Decree of the Chancellor of Universitas Sumatera Utara Number UN5.1.R/SK/SPB/2023 concerning Guidelines for Calculating European Credit Transfer and Accumulation System (ECTS)

Feasibility of study workload (Asterisk Criterion)

USU uses the Semester Credit Unit (SKS) system, with student study loads and teaching staff workloads expressed in credits. This system is regulated in a USU Rector's Decree.⁵⁰ Every even semester, the University sends an evaluation of student SKS achievements to both the study programme and the student concerned. Evaluation is given to students who have not obtained at least 22 SKS at the end of semester two who pass; at least 45 SKS at the end of semester four; at least 72 SKS at the end of semester six and at least 96 SKS at the end of semester eight. The evaluation letter is followed up by the study programmes by providing academic advice through the student's academic advisor. For students who have not yet taken a thesis, the guidance process is intensively handled by the study programme. This is done to make it easier and ensure that the students concerned complete the series of final assignments according to the specified deadline.

In general, the student study workload each semester is 20 SKS (semesters 1–7). However, according to academic regulations, students can take a maximum study load of 24 SKS, if their semester GPA is more than 3.00. To determine how much the study load should be and what courses to choose, students must consult with the academic supervisor, so that a plan can be prepared from the start so that students can graduate on time. Apart from that, students can also consult with the academic supervisor if they experience problems in the lecture process. USU also opens Intermediate Semester classes which are held during the even semester holidays every academic year, so that students can immediately improve if there are unsatisfactory course grades.

To monitor study workload further, USU conducts an evaluation on students learning load including questions on time spend on independent work as well as time allocation for assignments.⁵¹

Equality of opportunity

The educational process at the Universitas Sumatera Utara prioritizes equality regardless of students' differences in religion, race, gender, social or economic status.

1. The selection process for new students is carried out openly, where prospective students can take part in the admissions process at USU without distinguishing between religion, race or gender of prospective students.
2. To ensure that all economic strata can study at the Universitas Sumatera Utara, USU implements a Single Tuition Fee (UKT) system in accordance with regulations set by the government. The UKT amount is determined by considering the economic capacity of the student, parents or other party paying the tuition.

USU also provides a portion of new student admissions to prospective students who come from remote (disadvantaged, frontier and outermost) areas.

For people with disabilities, there are several policies that are tailored to the needs of each study programme. Republic of Indonesia Government Regulation No. 13/2020 concerning

Conversions and the Decree of the Chancellor of Universitas Sumatera Utara Number 2329/UN5.1.R/SK/SPB/ 2022 concerning Guidelines for Implementing the Independent Learning Programme at Universitas Sumatera Utara.

⁵⁰ No. 2325/UN5.1.R/SK/SPB/2022.

⁵¹ Survey accessible for students at: <https://akademik.usu.ac.id/>.

Appropriate Accommodations for Students with Disabilities is a reference for handling disabilities at the national level. The Universitas Sumatera Utara is committed to providing access and empowering people with disabilities. This commitment was marked by the signing of an MoU with the National Disability Commission. To realize this commitment, USU provides a Disability Services Office in the USU Integrated Services Unit.

At the study programme level, lecture activities for students with disabilities are fully carried out on the first floor. The construction process of the new building conforms to the standards regulated nationally.⁵² This regulation (although the articles do not specifically mention disabilities), contains building reliability including safety, health, comfort and convenience.

For handling sexual violence, USU has followed the guidelines of Minister of Education and Culture Regulation No.31/2021 concerning the prevention and handling of sexual violence in higher education environments. This was marked by the formation of the PPKS task force at the University and faculty levels. For complaints, USU provides a Whistle Blower System (WBS) service, where victims of sexual violence can report cases of harassment they experienced to the site, to be processed by the university through the Sexual Violence and Protection Task Force.⁵³

Appraisal:

The structure of **the three programmes** supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Each programme consists of courses that are assigned credits based on the required student workload. Where applicable, practical components are designed and integrated in such a way that allows students to earn credits. 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, taking into account, where applicable, national requirements. The study programmes are structured to enable students to study for a certain time at other higher education institutions (HEIs) or complete internships without extending their overall study duration. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention⁵⁴. Likewise, the recognition of periods of practical work is also clearly defined. However, the Diploma Supplement that is issued to the graduates does not contain a grading table with relative grades. Therefore, the panel recommends the following **condition**:

The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.⁵⁵

The feasibility of the workload in the study programmes is ensured by a suitable curriculum design, a realistic workload calculation, an adequate number and frequency of examinations,

⁵² Regulated in Government Regulation No. 16/2010.

⁵³ <https://wbs.usu.ac.id/>, last accessed November 28, 2024.

⁵⁴ List of countries that ratified the Lisbon Recognition Convention:
<https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>.

⁵⁵ See [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

and appropriate support services, including academic and general student counselling. Each student is assigned an academic advisor helping them to select courses for the upcoming term in accordance with their current GPA.

USU is committed to gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programmes and examinations. Additional assistance is also provided to students in special circumstances, such as single parents, international students, or those from migrant and non-academic backgrounds.

	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)					Condition
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		

3.3 Didactical concept

Logic and plausibility of the didactical concept (Asterisk Criterion)

The learning process uses an active learning strategy that places lecturers as facilitators and students as learning subjects. In line with MBKM, the learning process places students as subjects who have the freedom to explore student interests to learn creatively and independently. Learning does not only occur in the classroom but is developed using a learning model outside the classroom by utilizing all learning resources in the surrounding environment. Some programmes from the MBKM that have been established are Teaching Campus⁵⁶, MSIB Internship⁵⁷, MSIB Independent Study, Independent Student Exchange, Independent Entrepreneurship, Indonesian International Student Mobility Awards (IISMA)⁵⁸, Teaching

⁵⁶ Students learn through teaching assistance in educational units such as elementary, middle, and high schools. Teaching practices can be located in schools in urban or remote areas.

⁵⁷ Internships and Certified Independent Study (MSIB—Magang dan Studi Independen Bersertifikat) are designed to provide students with practical learning experiences outside the campus environment through cooperation between the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and various industry partners, organizations, and educational institutions.

1. Independent Student Exchange, which consists of:
a. Student exchange between study programmes at the same university.
b. Student exchange within the same study programme at different universities.
c. Student Exchange between Study Programmes at different universities.
2. Independent Entrepreneurship
The objectives of the entrepreneurial activities programme include: 1) to provide students interested in entrepreneurship to develop their businesses early and guided, and 2) to deal with unemployment problems that produce intellectual unemployment among graduates.

⁵⁸ IISMA is a government-funded flagship scholarship programme centrally managed by the Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology, to fund Indonesian undergraduate students for mobility programmes at top partner universities overseas.

Practitioner⁵⁹, Bangkit (Build Indonesian Human Quality)⁶⁰, and GERILYA (Solar Electricity Initiative Movement)⁶¹.

Every study programme at Universitas Sumatera Utara has implemented the student-centred learning (SCL) method. Many learning approaches can be used in this approach, such as collaborative, cooperative, competitive, case-based and problem-based learning. This method was chosen because it can help foster students' sense of self-confidence and independence. This includes important elements such as students' ability to analyse and utilize data, and conduct research. By using the SCL method students are encouraged to learn independently and actively. In addition to lectures, students can learn through a variety of means, including individual or group presentations, field work, simulations, film screenings, case studies, guest lectures, practical, projects, and internships. Students are encouraged to gain new knowledge and experiences. They also have the ability to expand and share their knowledge with others.

The Independent Campus National Programme provides opportunities for students to carry out blended learning/distance learning. Technology-based learning systems have been implemented through several online platforms such as USU E-Learning, Zoom, Google Meet, YouTube, Instagram, WhatsApp, etc.

Course materials (Asterisk Criterion)

To take part in classes, students must enter the USU e-learning system, for attendance and to obtain lecture materials. USU's e-learning system can be accessed online.⁶²

In the learning process, students receive a Semester Learning Plan (RPS). The RPS contains information about the lecture materials, intended learning outcomes, indicators and assessment criteria and techniques, learning methods and assessment weights. It is determined and developed independently by the lecturers and is designed in groups of expertise in certain fields of science in the study programmes. A summary of lecture material from the RPS is delivered to students at the beginning of the lecture meeting.

The types of material provided by teachers for students include modules, textbooks, research literature, learning videos, case studies, learning projects, practical materials, etc. which can be accessed by students through USU e-learning. For example, in the course Anthropology of Health, students receive teaching videos to study before the face-to-face course is delivered.

⁵⁹ This programme involves practitioners or experts from work teaching or sharing direct experiences with students. This activity aims to bridge academic theory with practice in the world of work, for example, through guest lectures, practice-based projects, or specialized skills training. Students benefit from practical insights, real-world experience, and professional networking opportunities.

⁶⁰ The Bangkit programme is also part of the MSIB program offered to students. It is a collaborative initiative between the Ministry and technology companies such as Google, Gojek, Tokopedia, and Traveloka. It aims to improve student competencies in technology, particularly in machine learning, Android development, and cloud computing. The programme is expected to produce digital talents who can accelerate Indonesia's digital economy.

⁶¹ The programme, which is part of MSIB, is an initiative of the Ministry of Energy and Mineral Resources (ESDM) that aims to improve the competence of student human resources through technical and practical briefings and experiences that include planning, commercialization, and installation of solar power plants that are currently in demand by the business world and the industrial sector. This programme is called the Solar Electricity Initiative Movement (Gerakan Inisiatif Listrik Tenaga Surya – GERILYA).

⁶² satu.usu.ac.id, last accessed December 2, 2024.

During the course, students have access to e-learning resources, student application to view learning projects and case studies, and international journal articles.

Guest lecturers

To support the achievement of learning outcomes, USU invites guest lecturers from various universities, institutes, and the public and private sectors who are invited to seminars, workshops, or join classes to share their work experiences with students.

In study programmes at the Faculty of Social and Political Sciences, guest lecturers teach in public lecture activities that can be equated with one lecture meeting (2 x 50 minutes). Some public lectures that have been carried out:

Bachelor of Sociology

- Visiting Lecturer from Australian National University. *Social Protection: International Perspective and Practices in Indonesia* (March 20, 2023).
- Visiting Lecturer from Australian National University. *Food Security and Social Protection* (March 9, 2023).
- Visiting Professor from UKM Indonesia. *Political Policy in Strengthening Disaster Information Systems in an International Perspective* (October 18, 2024).

Bachelor of Social Welfare

- Lecturer from University of Philippines Diliman. *Stand With Palestine and The Regional Resistance*.
- Postdoc from Universiti Sains Malaysia. *International Social Workers and Disadvantaged people*.
- Professor from University Putra Malaysia. *Exploring the of welfare and civilization development*.
- Professor from Universiti Sains Malaysia. *Slum Area*.
- Associate Professor from Universiti Sains Malaysia. *Social Welfare in Penang Malaysia*.

Bachelor of Social Anthropology

In the Social Anthropology study programme, in 2023, a gender expert from the University of Amsterdam was chosen to deliver a lecture due to her research competence on gender in the Asian region and because the University of Amsterdam has a very high reputation. The professor was assigned for four out of 14 meetings held.⁶³

Appraisal:

The didactical concept of the study programmes is defined, coherent, and aligned with the programme objectives. It allows for the application of different teaching and learning methods, for instance, case studies or practical projects, allowing for diverse learning experiences. Students are encouraged to take an active role in shaping their learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. All courses provide students with a Semester

⁶³ The proposal was submitted to the university leadership through the World Class Visiting Professor Programme.

Learning Plan, including detailed lecture material. These materials are regularly updated and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel wants to encourage the programmes to continue to ensure that materials remain up to date and reflect the state of the art in the field.

Guest lecturers are invited and contribute to the students' qualification process with their specialized experience. Their contributions stem from professional practice, academic research, as well as cultural and political perspectives, further enriching the qualification process.

	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 (Asterisk Criterion)

At the Faculty level, international activities of an intercultural nature are reflected in the international programmes that have been held, namely summer courses, international seminars and conferences such as ICOSOP (International Conference on Social and Political Development) 4, ICOPOSDEV (International Conference on Public Policy, Social Computing and Development), outbound student exchange to UiTM, IISMA⁶⁴, inbound Swiss participants, World Class University (WCU) research, international service, ISO, and sabbatical leave. The study programme members are involved in these activities both as committee members and participants.

Bachelor of Sociology

In the courses international journal articles are used as references. Students are required to analyse international journal articles published in leading journals. These articles often examine social theories and practices that apply in different countries and global phenomena.

Bachelor of Social Welfare

The implementation of the curriculum in Social Welfare in the case method and project-based learning emphasizes the use of international literature sources in an effort to see how social intervention practices are implemented in various countries. For example, in Social Policy and Planning Lectures, students will be directed to analyse how social policy models in countries that are politically controlled by conservative, social democratic and neo-radical groups, where the literature sources allowed to be used are limited to Scopus indexed journals. This is also reinforced by encouraging student interaction with academics from outside Indonesia (students and lecturers), through international activities, such as summer courses and student exchanges. The summer course activities involving international students and students of the

⁶⁴ Indonesian International Student Mobility Awards.

Social Welfare study programme, have facilitated them as working groups in short research during field trips.

Bachelor of Social Anthropology

In Social Anthropology international materials are implemented by integrating materials in English and with international capacity. In the Anthropology Literature Review course, students are expected to have the skills to make reviews on anthropological topics. To achieve this, the RPS is prepared by including English references. During the learning process, the lecturer using international journal and book references and delivered some material in English. The output of the course is also expected to use a mixture of Indonesian and English reviews. To produce such work, students in anthropology classes are given a joint culture-based assignment. In the Local Genius course, students are asked to think about local cultures that they know or where they come from. A case study is then selected, and students analyse it as part of an assignment, which may take the form of a research project or a community education initiative. This is then presented in front of all students so that each student knows the culture and traditions of other tribes.

Internationality of the student body

Bachelor of Sociology

Currently, there are no foreign students enrolled in the programme. However, the Sociology study programme has included students in several international activities, one of which was participating in a student music contest held in Tokyo, Japan. International programmes such as visiting professors, visiting lecturers and summer courses are routinely held in the programme every year.

Bachelor of Social Welfare

There are no foreign students enrolled in the Social Welfare study programme. Nonetheless, the programme involves students in several international activities, namely student exchange which is part of sister city activities between Medan City and Gwangju City in South Korea, the Summer Course Programme which is organized by USU's FISIP and presents participants from various countries such as Malaysia, the Philippines, Australia and Africa. Additionally, students have the opportunity to conduct field work practices in the Philippines.

Bachelor of Social Anthropology

While there are currently no foreign students enrolled in the Social Anthropology study programme, the programme involves its students in several international activities such as student exchange at sister city activities held by PEMKO (city government) Medan or summer course programmes (Topic: Maritime Culture Studies in Indonesia) with presenters from various countries such as Australia, Malaysia, Pakistan, Philippines and China. Apart from that, several students from the study programme also play an active role in national and international competitions.

Internationality of faculty

FISIP encourages lecturers to continue their education to a higher level abroad and participate in various international research collaborations. The university has an Office of International Affairs (KUI) which supports the internationalization of faculty in the fields of student affairs, research and education.

Bachelor of Sociology

Two lecturers in the programme have degrees from abroad. One lecturer completed his Doctor of Philosophy at the Australian National University while another lecturer completed her doctoral degree at the University of Malaya.

Bachelor of Social Welfare

In the Social Welfare programme, there are two lecturers who have international journal publications as first authors. Two lecturers have also conducted collaborative research with a Professor of Agrarian Studies at the International Institute of Social Studies Erasmus University. In addition, one of the lecturers in the programme has also been a presenter at the "International Conference: Global Land Grabbing" in Bogota, Colombia (Universidad de los Andes) on March 19-21, 2024.

Bachelor of Social Anthropology

Three lecturers in the programme have published articles which have been published in international journals. For example, articles have been published in the:

- Christian Journal for Global Health,
- Indian Journal of Public Health Research and Development,
- Global Journal For Research Analysis,
- International Journal of Economic Research,
- AIP Conference Proceedings,
- International Journal of Supply Chain Management.

Foreign language contents

The students have the opportunity to study foreign languages through the Internationalization course (2 SKS credits) given in the second semester. Students can choose one of the Internationalization courses offered including: English (Conversation), Mandarin (Conversation), Arabic (Conversation), Japanese (Conversation), TOEFL Preparation, IELTS Preparation, Business English, and Academic English.

Some courses in the three study programmes use bilingual teaching materials. Some of the student activities that are increasing in foreign languages are the English debate club.

Appraisal:

International contents are an integral part of the curriculum in **all three programmes**, ensuring that students are prepared for the challenges in an international working environment. Through practical examples, students develop the skills necessary to act in an intercultural environment. The panel highlights the importance of exposure to international literature and diverse global contexts, particularly for the students in the **Bachelor of Social Anthropology**, as graduates pursue careers in international NGOs. Therefore, the panel **strongly recommends** implementing a clear structure for internationalisation in both the **Bachelor of Social Anthropology** and **Bachelor of Sociology**. Examples could be organising at least one course using English as medium of instruction which can be listed as options for prospective international students as well. The study programmes could further encourage faculty members to invite international guest lecturers in their courses. This should enable students to engage meaningfully with broader global issues during their studies. A structured roadmap

should be created outlining the integration of internationality as a core element in the two programmes. Connections between local wisdom and global academic discourse should be fostered to broaden scholarly outlook. Even when student projects focus on local studies, discussions including global perspectives should be actively encouraged. The **Bachelor of Social Welfare**, on the other hand, focuses on local/national issues and students are encouraged to work in institutions within Indonesia. Therefore, the international alignment of study content, teaching staff and career prospects is not as important as in the other two programmes. However, international perspectives on social issues should not be undervalued or underrepresented.

Currently, there are no international students enrolled in the three programmes. This composition of the student body corresponds to the concept of the **Bachelor of Social Welfare** programme. However, students in the **Bachelor of Sociology** and **Bachelor of Social Anthropology** would benefit from a more internationally diverse student body. The panel sees a clear potential for these study programmes to attract more international students. Existing initiatives, such as the summer school and the available facilities are positive steps toward greater internationalization. The panel **recommends** developing a more systematic roadmap to internationalisation, implementing measures to create a welcoming environment for foreign students. For instance, offering at least one course in English each semester could be an effective strategy. Additionally, the programmes' emphasis on local wisdom could be further highlighted as a distinctive feature and unique selling point. Additionally, strengthening the International Affairs Office by enhancing its role in organizing promotional events, expanding outreach efforts, and providing easily accessible information for prospective international students and partners would further support these internationalisation goals.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) enhances students' acquisition of international competences and skills. While the measures taken are goal-oriented, the panel nonetheless **strongly recommends** further fostering the international qualifications of lecturers. This can be achieved by encouraging and supporting faculty members to gain overseas experience through study or research stays abroad and by actively participating in international conferences. Such experiences would provide valuable global exposure and enrich their professional development.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. National and international literature is appropriately used to support general theoretical knowledge, supplemented by national literature dealing with country-specific challenges. As mentioned above, the panel **suggests** offering at least one course per semester in English. This would serve a double purpose: supporting national students in the acquisition of their academic English skills while also creating opportunities for international students to enrol in these courses.

	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		WEL	SOS ANT	
3.4.3	Internationality of faculty		x		
3.4.4	Foreign language contents		x		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students achieve multidisciplinary competencies and skills through elective courses outside the study programmes at Universitas Sumatera Utara and opportunities for learning beyond the study programmes through the Independent Learning-Campus Independent (MBKM⁶⁵) approach. In semesters 1-5, students have the opportunity to take elective courses outside the study programmes within the faculty and Universitas Sumatera Utara. In semester 6, students can engage in MBKM learning, including internships or industrial practices, village projects, student exchanges, research or studies, entrepreneurship, independent studies or projects, humanitarian projects, or teaching in schools, as per the study programme's policies. This multidisciplinary learning also provides experiences in effective teamwork, leadership skills, public speaking, group dynamics, negotiation skills, conflict resolution skills and exposure to the international arena.

Each study programme encourages students to take part in extra-campus activities such as conferences, seminars, research dissemination, debates, community service, etc. so that students gain direct experience and practice their skills. USU's Employment Services Centre (PJK) regularly organises workshops and short courses to develop student's abilities.

Bachelor of Sociology

Apart from these university wide possibilities, aspects of multidisciplinary competence and skills are implemented in specialization subjects of the programme such as Social Statistics, Qualitative Research Methods, Quantitative research methods, Social Research Methods, Participatory Research Methods, and Big Data Research Methods. Students are also given the opportunity to gain practical experience in real-world settings through the Field Work Practice I and Field Work Practice II courses.

One example of how multidisciplinary skills are taught in the programme is the Social Psychology field course. It involves hands-on activities conducted at the Social Service. Students are first divided into groups, each assigned a specific discussion topic such as social cognition, social cohesion, or affection. During field visits, students interact with relevant parties, including agency representatives, individuals with mental health challenges (ODGJ), and rehabilitated commercial sex workers. Through this fieldwork, students develop competencies such as critical thinking to analyse social issues, honing public speaking skills during interviews, and interpreting social problems within the context of the Social Service and related organizations. The course culminates in a comprehensive report reflecting on the field study's implementation.

In addition, the programme offers a Communication Skills course designed to enhance students' ability to convey messages effectively, both orally and in writing. This academic course focuses on teaching various communication techniques and strategies applicable across different contexts, including daily life, professional settings, and broader societal

⁶⁵ In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

interactions. While primarily a core course in communication science study programme, in the Sociology study programme, it serves as a foundational course, equipping students with essential communication skills to excel as sociologists.

Bachelor of Social Welfare

Aspects of multidisciplinary competence and skills are implemented in study programme specialization courses such as Social Psychology, Law and Development, Introduction to Political Science, Introduction to Sociology, Introduction to Anthropology, English, Social Mathematics, Indonesian Economic System, Indonesian Political System, Entrepreneurship. These courses enrich students' knowledge in the context of scientific, cultural and industrial collaboration. Students also receive work practical training in industry through Field Work Practices I and Field Work Practices II.

The multidisciplinary skills are implemented for example in the Substance Abuse course. In this course, one of the abilities and knowledge provided to students is to conduct screening and assessment of individuals with substance abuse issues. During the lectures, students are taught how to use a screening tool called ASSIST (Alcohol Smoking Substance Use Involvement Screening Test). To ensure that students are able to conduct screening, the instructor provides a PowerPoint presentation on ASSIST and forms for practice filling out the tool, as well as gives case studies for completing the ASSIST, scoring, analysing the results, and presenting the findings from the screening process. Some steps taken to apply interdisciplinary thinking skills include:

1. Providing theory about ASSIST through a Power Point presentation (Please see the attached example of the presentation material).
2. Conducting practice in filling out the ASSIST using case studies. (Please see the attached example of the case study material for screening).

Bachelor of Social Anthropology

Field activities in Visual Anthropology and Videoethnography courses begin with the division of groups by discussing cultural wisdom in society, analysing visual production and artifacts, cross-cultural studies of visual production in terms of social, cultural and historical perspectives, studies of the relationship between cultural and visual perceptions, forms of social organization around the planning, and production and use of visual symbolic forms. As results of this field activity students produce videos according to the specified theme.

Skills in using cameras for photography and videography are essential, particularly in visual anthropology, where these abilities must evolve alongside advancements in technology. This includes proficiency in using digital cameras, video cameras, smartphones, and computer software to create and apply visual effects. Visual anthropology, as a branch of anthropological study, inherently requires collaboration with other disciplines such as art studies, photography, videography, cinematography, gender studies, archaeology, and cognitive anthropology. This interdisciplinary approach enriches the field by integrating diverse perspectives and methods to better understand and represent human cultures and societies visually.

Appraisal:

Students acquire communication and public-speaking skills, as well as cooperation and conflict handling skills, in accordance with the course descriptions. These competencies are fostered through appropriate 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)

As mentioned above, the study programmes provide students with the opportunity to do internships in the MBKM programme. In addition to theoretical knowledge, the study programmes at the Faculty of Social Science and Political Sciences provide experience and provision of hard skills as well as soft skills through the Project Based Learning (PBL) method applied in courses. In addition to PBL provision in courses, preparation for abilities in the world of work is also implemented through Field Work Practice courses.

Bachelor of Sociology

In the PKL course, students are given the opportunity to practice in two institutions, namely institutions that focus on:

1. research (such as BPS and study institutions/think tanks such as survey institutions),
or
2. community empowerment such as local and national NGOs.

In research institutions, such as BPS, students are involved in poverty measurement surveys in Medan City, for example, or become surveyors to determine the criteria for poor households as recipients of government assistance.

Bachelor of Social Welfare

Students who engage in practicum activities focused on social work have the potential to secure employment at the institutions where they complete their practice. For instance, students who conduct their practicum at a drug addiction social rehabilitation centre may be offered roles as drug addiction counsellors.

Bachelor of Social Anthropology

Practicum opportunities for students include engaging with community institutions to conduct ethnographic studies. In these settings, students analyse the cultural practices and traditions present within a society. For instance, they may work with communities dedicated to preserving the culture and customs of the Batak tribe, gaining firsthand experience in understanding and documenting the unique cultural heritage and societal dynamics.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread throughout the study programmes. The panel particularly appreciates the initiative of using WhatsApp groups to share job opportunities with students, facilitated by alumni.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

According to the rules and guidelines for national accreditation of Higher Education Institutions, lecturers consist of three categories: permanent lecturers, non-permanent lecturers, and external lecturers. Permanent and non-permanent lecturers teach full-time. All permanent and non-permanent lecturers are required to carry out the *Tridharma* activities of higher education.⁶⁶ The table below shows how many faculty members the three study programmes at FISIP have.

Table 12: Structure and quantity of faculty

	Bachelor of Sociology	Bachelor of Social Welfare	Bachelor of Social Anthropology
Full-time teaching staff	13	14	13
Part-time teaching staff incl. visiting/adjunct lecturers	1	4	11
Total number of teaching staff	14	18	24
Among them:			
Teaching staff with professional experience	13	13	13
Teaching staff with international experience	13	13	13
Number of professors	2	0	2
Number of associate professors	3	4	7
Number of assistant professors	5	4	5
Number of senior lecturers	3	2	0
Number of lecturers	0	4	0
PhD holders	6	4	8
Master's degree holders	7	10	5
Guest lecturers	14	26	5

Academic qualification of faculty (Asterisk Criterion)

National regulations state that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service.⁶⁷ In addition, lecturers are required to have academic qualifications, competencies, educational certificates, be physically and mentally healthy, and have the ability to realize national education goals. Additionally, they need to meet the qualifications required by the higher education unit where they work. Based on this, lecturers teaching in undergraduate programmes must have the minimum academic

⁶⁶ In the context of Indonesian higher education, *Tridharma* refers to the "Three Principles of Higher Education." These principles are fundamental to the mission and activities of universities and higher education institutions in Indonesia. The *Tridharma* encompasses education, research, and community service.

⁶⁷ Based on Law No. 14/2005.

qualifications of being graduates of Master's programmes, and lecturers in postgraduate programmes must be graduates of doctoral programmes.

Therefore, the requirements to becoming a lecturer in the Bachelor programmes at USU are:

1. Having academic qualifications of a master's degree which must be in line with the Bachelor and obtained from a university with a minimum B accreditation according to the area of expertise/competence,
2. Cumulative Assessment Index (GPA) of at least 3.00 (scale 4) for domestic graduates.

The lecturer recruitment process begins with the University writing to the Faculty regarding the needs of lecturers in the study programmes. The Faculty then conducts a meeting with the study programme to determine the required number of lecturers. Subsequently, the study programme completes a form provided by the University outlining these needs.

The recruitment process is announced through official platforms.⁶⁸ Results of the selection process are published online as well.⁶⁹ The selection process for teaching staff includes multiple stages: Administrative Screening, Academic Potential Test, Field Competency Test, Psychological Assessment, Interview, and Teaching Demonstration.

Lecturers who are recruited for the needs of the study programme, are placed in the study programme and undergo a trial period for a minimum of one and a maximum of two years and participate in pre-service before becoming civil servant lecturers. Apart from that, Permanent Lecturers at USU are also given the opportunity and support to continue their education with study assistance and scholarships, especially for lecturers who wish to continue their Doctoral education. This includes participating in post-doctoral programmes through DIKTI (Directorate General of Higher Education) scholarships, LPDP (Education Fund Management Institution), assistance from the University or continuing education at their own expense.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

The criteria for pedagogical and didactical qualifications required to become teaching staff at USU are detailed online.³¹ The recruitment process varies between permanent lecturers and practitioner lecturers. Information on recruiting permanent study programme lecturers is available on the website, while practitioner lecturers are recruited through a Dean's Circular.

Pedagogic qualifications pertain to the essential skills lecturers must acquire to effectively facilitate student learning. These qualifications are enhanced through programs such as Basic Instructional Engineering Skills (PEKERTI) and Applied Approach (AA) Training, conducted by the Education Development Unit (UPP). Additionally, coaching clinics are organized by the Scientific Writing Innovation and Intellectual Property Right Board (LPHKI) to support article writing, while training sessions on preparing research proposals for funding are provided by the Research Institute (LP) at USU and other higher education institutions.

At the Faculty of Social Science and Political Science (FISIP), lecturer development is carried out through curriculum training, SPSS training, Data visualization training using Tableau. The Faculty provides full support and funding for the development of lecturers, among others, by

⁶⁸ <https://rekruitmen.usu.ac.id/> and <https://casn.kemdikbud.go.id/cpns/cpns2023>.

⁶⁹ <https://www.usu.ac.id/id/pengumuman/seleksi-penerimaan-dosen-tetap-di-lingungan-universitas-sumatera-utara-tahun-2023>.

attending training held by the Education Development Unit (UPP) of the Universitas Sumatera Utara such as PEKERTI training (Improving Basic Skills for Instructional Techniques), PA Lecturer training (Academic Companion), Applied Approach (AA) training, training in writing articles for publication in journals, and making research proposals for funding both provided by the USU research institute (LP) and DIKTI. FISIP helps with the funding in terms of ticket purchases, accommodation, etc. Similar funding also applies to seminars, conferences, and workshops which are conducted both domestically and abroad. Young lecturers also receive advice, direction, and guidance to take the lecturer certification exam. FISIP aims for all lecturers to obtain certification as soon as possible to ensure the highest level of qualification and competence among its teaching staff.

Practical business experience of faculty

Lecturers at FISIP are trusted to cooperate with the government or companies, both as experts for academic studies, resource persons, and facilitators of activities. To stay up to date and to get closer to the industry, FISIP involves practitioners from companies and government agencies to become practitioner lecturers. In addition to teaching, practitioner lecturers have the responsibility to help develop networks at the national and international levels, to build cooperative relationships for student practicum networks and work networks for graduates, and to be involved in seminars, conferences, and training for students. Some examples of practical experience of faculty are listed below:

Bachelor of Sociology

- Chairman of the Association of Sociology Study Programmes throughout Indonesia,
- Guest speaker at national and international scientific events,
- Local and national development planning expert team,
- Expert in local and national institutions,
- National social experts or observers,
- Expert in planning research related to government programmes,
- Advisory Board member at the Indonesian Sociology Association of North Sumatra Region.

Bachelor of Social Welfare

- Chairman of IPPSI (Indonesian Social Work Education Association),
- Guest speaker at national and international scientific events,
- Local and national development planning expert team,
- Expert in local and national institutions,
- National social experts or observers,
- Expert in planning research related to government programmes,
- Consultant on government and private programmes,
- Advisor to social institutions (social service centres).

Bachelor of Social Anthropology

- Chief Editor at the management of Indonesian Journal of Medical Anthropology,
- Integrated team verifies customary forest proposal in North Tapanuli District,
- Guest lecturer at University Vienna Austria,
- Interviewee of TV programme,
- Chairman and board of the Indonesian Anthropology Association (AAI),
- Consultant on government and private programmes,
- Expert in government and private institutions.

Internal cooperation (Asterisk Criterion)

The *Tridharma* of Higher Education consists of three main entities: teaching, research, and community service. The academic community is required to collaborate in the implementation of these activities. Below is a brief explanation of the processes applied at the University of North Sumatra, particularly in the Faculty of Social Science and Political Sciences.

1. Teaching Collaboration

The teaching and learning process is conducted in a team-teaching format. This means that a course is generally taught by two or more lecturers. For instance, in the **Bachelor of Sociology**, the course Theory of Critical Sociology and Postmodernism is taught by two lecturers. The first lecturer handles the first eight sessions until the mid-term exam, and the second lecturer takes over from the ninth to 16th session or until the final exam. This method is generally applied across study programmes of FISIP. In addition, teaching collaboration can also involve inviting practitioners or alumni from relevant fields. For example, the Sociology programme invited a practitioner to teach in the Entrepreneurship course and a practitioner to give a lecture on Disaster Mitigation.

2. Research Collaboration

The research programmes are divided into several categories, including internal university grants and national grants from the Ministry of Higher Education, Science, and Technology. For internal university research, lecturers are required to collaborate in teams of at least two to four people, while national grants consist of teams of three.

University internal research comprises various schemes that can be followed by all lecturers at USU, allowing collaboration not only within USU but also with government agencies, as well as national and international university partners. For instance, in the basic and applied research scheme, lecturers can collaborate with fellow USU lecturers either within the same or across different study programmes. Similarly, in the reputable research scheme, lecturers may choose a collaboration model such as government collaboration, where lecturers partner with government institutions, as was done by a lecturer from the **Bachelor of Social Welfare** with a project on Social Protection for the Independence of People with Disabilities in Tanjung Balai City.

Moreover, there is the Higher Education Collaboration Research scheme, which allows lecturers to collaborate with peers from other universities in Indonesia, and the International Affiliation Research scheme, which opens opportunities for lecturers to collaborate globally. An example is the research conducted by a lecturer from the **Bachelor of Social Welfare** programme in collaboration with the School of Science, Universiti Sains Malaysia, titled A Comparative Study of Handling Beggar in Medan, Indonesia and Penang, Malaysia.

The mandatory outcome of such collaborative research is the publication of scholarly articles in both national and internationally reputable journals. FISIP lecturers have published several collaborative articles, such as a lecturer from the **Anthropology** programme, who co-authored the article *Assessing the Entrepreneurial University Framework: A Model for Institutional Self-Sufficiency*.⁷⁰ Another publication includes a work by a lecturer from the **Bachelor of Social Welfare**, titled *Analysis of Local Heritage Tourism Development Strategy in Indonesia: Case Study in Purbayan Village*.⁷¹

3. Community Service Collaboration

Community service activities include various schemes such as Economic and Social Services, Disaster Mitigation, Health Services, as well as National and International Collaborative Services. As with teaching and research, community service also requires lecturers to collaborate in teams of two to four members, both within USU and on a national or international scale. One example of a national service project is a **Sociology** lecturer, who collaborated with the Sociology study programme at the National University of Jakarta on the project *Integration of Female Former Migrants to Improve Social, Legal, and Economic Resilience*. Additionally, there are internal schemes like the Economic and Social Service Project led by a Social Welfare lecturer, titled *Women's Welfare as Household Heads through the Utilization of Home Gardens*. Likewise, an Anthropology lecturer participated in the Environmental Benefits scheme with a project titled *Implementation of Clean and Healthy Living in the Raya Village Community, Berastagi District, Karo Regency*. The outcome of community service projects also mandates lecturers to publish scholarly articles in reputable national journals and media outlets.

The members of the study programmes also cooperate in the general organisation of the programmes. At the faculty level, annual meetings are conducted to facilitate development planning and Faculty Work Meetings, serving as a platform for exchanging information, networking, and sharing practical experiences. The outcomes of these deliberations and meetings are further refined at the study programme level, where they are translated into actionable operational activities. Additionally, the faculty organizes a "Coffee Morning" programme, providing an informal setting for lecturers to connect and engage with one another following the morning ceremony. Coffee mornings are held in commemoration of national holidays, such as Education Day, Pancasila Day, and Independence Day.

Student support by the faculty (Asterisk Criterion)

To ensure the learning process runs smoothly, the study programme provides an Academic Advisor for each student who will monitor study progress from the beginning of the semester until the student completes their education. Academic Advisors help students choose courses through the student academic information system, provide consultation on fieldwork practices, or provide consultation on the title of their final project. Academic advisors can monitor the progress of student studies each semester on USU's academic portal.

Every student has an advisor who can help them with anything related to their education. For example, they can help them choose courses through the Academic Information System, provide consultation on fieldwork practice, or provide consultation on their final project title.

⁷⁰ Published in the *Journal of Ecohumanism*, 2024, 3(4), pp. 871–885.

⁷¹ Published in *IOP Conference Series: Earth and Environmental Science*, 2024, 1352(1), 012106.

Advising usually starts with an in-class meeting where all advised students are present. In addition, academic supervisors can be contacted outside of office hours through personal communication media such as phone, WhatsApp, and SMS. Each lecturer makes a general policy for flexible out-of-hours guidance.

If there are students who have problems in learning and show psychological conditions that interfere with the learning process, the students can be referred to the Polyclinic of Universitas Sumatera Utara.⁷²

Forms of support are also provided in the form of scholarships for outstanding students and scholarships for students who come from underprivileged families, as well as open opportunities for cross-institutional cooperation for student scholarship programmes. In addition, support is also provided to students in the form of financial support for activities organized by internal campus organizations, as well as financial assistance for individuals who participate in national and international competitions.

Appraisal:

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

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. USU verifies faculty qualification through an established procedure. Specific measures for the further qualification of the faculty members are in place. The panel **recommends** placing an emphasis on the further qualification of faculty and encouraging them to pursue doctoral degrees.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. USU verifies faculty qualifications through an established procedure. USU ensures that assessors are familiar with existing testing and examination methods and provides support in developing their own skills in this field. During the on-boarding process, new faculty members receive guidance on developing teaching and testing materials. Specific measures for the further qualification of the faculty members are implemented. USU offers, for example, Basic Instructional Engineering Skills and Applied Approach Training.

The faculty's practical business experience corresponds to the requirement of the programmes to integrate theory and practice. In the **Bachelor of Sociology**, lecturers have experience as experts in planning research related to government programmes. Lecturers in the **Bachelor of Social Welfare** programme have worked as advisors to social institutions, such as social service centres. The Chief Editor at the management of Indonesian Journal of Medical Anthropology also teaches in the **Bachelor of Social Anthropology** programme.

Faculty members collaborate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, courses, research, and community service are conducted cooperatively.

⁷² <https://poliklinik.usu.ac.id/id/layanan/poli-konseling>.

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. Each student is assigned an academic advisor aiding them in the organization of their study. Faculty members are also available for the students outside the specified office hours via WhatsApp groups. Students express high levels of satisfaction with the support they receive.

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

4.2 Programme management

Programme Director (Asterisk Criterion)

FISIP institutionally has a Strategic Plan 2020-2024, which is still valid with most of its programmes, activities and achievements having been successfully realized. Following national regulations⁷³ the Faculty is led by the highest leadership, namely the Dean, assisted by three Vice Deans, namely Vice Deans I, II and III. Then, there is the Administration Division and several head of programmes for each study programme of FISIP each with a quality assurance unit.

1. The Dean has the task of leading and managing the implementation of education in accordance with the rector's policy. In carrying out the duties of the Dean assisted by three vice deans. The vice deans consist of:
 - a. Vice dean for Academic Affairs, Student Affairs and Alumni who is responsible for assisting the Dean in the implementation of academic education, student affairs and alumni
 - b. Vice Dean for Financial Administration, Human Resources and assets who is responsible for assisting the Dean in the implementation of activities in the field of planning and budget execution, accounting, and financial reporting, facility and infrastructure management, human resources, and assets.

⁷³ Based on Article 42 of Government Regulation No. 16/2014 concerning the statute of Universitas Sumatera Utara.

- c. Vice dean for Research, Community Service and Cooperation who is responsible for assisting the Dean in the implementation of activities in the field of Research, Community Service and Cooperation, and;
2. A study programme is led by the Head, under and responsible to the Dean. The study programme is responsible for running its programme in one discipline of science.
3. Administration is led by the Head of Division, under and responsible to the Dean. The administration section has the task of carrying out general administrative services.
4. FISIP also has Academic, Student Finance and equipment sections. Each sub-section also has a Head (Kasubbag).

FISIP ensures that the organization and work procedures run in accordance with the job description and functions consistently to achieve the expected results in accordance with the planning that has been done, as evidenced by evaluating the work procedures and main tasks and functions of each field at the end of each month to develop FISIP USU.

Process organization and administrative support for students and faculty

Various useful information systems for students and alumni to facilitate academic activities. Information System of Universitas Sumatera Utara consists of administrative, academic, and academic fields. Administratively, all study programmes use the SATU website in providing information related to lectures, lecture schedules and also mid-semester evaluation and semester evaluation. In addition, Satu USU is also a medium for registration of final assignments for each study programme, registration for graduation, filling out documents and also related to tuition payment reports. The Faculty of Social Science and Political Sciences has enhanced its administrative services by developing the ASA (One Roof Application) website, which operates through an online system. This innovative platform, launched in 2018, makes the Faculty the only one at USU utilizing an online system for correspondence. The ASA website application is specifically designed to streamline academic administrative processes, enabling students to conduct correspondence and manage administrative tasks online. With 24-hour accessibility, the ASA platform eliminates the need for students to visit campus for correspondence. Universitas Sumatera Utara also provides an Accessible Information System Guide to facilitate the use of available information systems, as follows:

Table 13: Information systems USU

Information System	Types of Information	Links
Academic Information System	USU directory	https://direktori.usu.ac.id/
	Academic Portal	https://portal.usu.ac.id/login/login.php
	USU repository	https://repositori.usu.ac.id/
	ASA USU	https://asa.usu.ac.id/
	SATU USU	https://satu.usu.ac.id/

	E-learning	https://elearning2.usu.ac.id/
Research Information System	SIMPEL USU	https://simpl.usu.ac.id/
	SIPUSTAHA	https://sipustaha.usu.ac.id/
	Talent Publisher	https://talentapublisher.usu.ac.id/
	Library Catalog	https://digilib.usu.ac.id/
	Electronic Journals	https://library.usu.ac.id/e-journals/
	Electronic Books	http://buku-el.usu.ac.id/
Alumni Information System	USU Green Campus	https://greencampus.usu.ac.id/index.php/id/
	IKA USU	https://ikausu.or.id/
	World Class University	https://wcu.usu.ac.id/en/
	SDGs Centre	https://sdgs.usu.ac.id/
Lecturer Information System	SIMSDM USU	https://simsdm.usu.ac.id/
	USU presence	https://presensi.usu.ac.id/#/

Most of the services have been implemented through an information system so that students and lecturers can get services from anywhere. Additionally, students and lecturers can come to the office or workspace related systems to get further services.

The Faculty of Social Science and Political Science employs 56 administrative staff supporting the three study programmes.

Appraisal:

Each of the three programmes has a director who coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

Opportunities for electronic service-support are used to complement personal one-to-one counselling. The administrative staff acts as a service provider for students and faculty. Additionally, USU offers the administrative staff members opportunities for continuous professional development.

		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

Universitas Sumatera Utara has consistently carried out cooperation with national-level universities including, for example, Gadjah Mada University, University of Indonesia, Padjadjaran University, and Jakarta State University.

Universitas Sumatera Utara has also collaborated with international educational institutions such as, Chiba University of Commerce Japan, University of Warsaw, Republic of Poland, University of Nicosia, Cyprus, National University of Singapore and many more.

All cooperative relationships are part of efforts to achieve the vision and mission of Universitas Sumatera Utara and the responsibility of achieving key performance indicators. The establishment of cooperation provides opportunities for scientific development, facilities and infrastructure, and networks. The benefits received by the study programmes include becoming a guest lecturer, resource person, summer course participant, exchange student, etc.

On study programme level, the cooperation with other universities and academic institutions are as follows:

Bachelor of Sociology

- Five cooperations with national universities;
- Three cooperations with international universities;
- Five cooperations with research institutions and other academic institutions.

Table 14: Benefits of cooperations

Activities	Benefits for students
LABSO-sio's collaboration with Clean Air Asia (CAA) Philippines and SEI York University in 2023-2024.	International Experience Students can interact with international institutions and understand University global challenges related to clean air and sustainable transportation. Increased Professional Network Students can expand professional connections with various related institutions. Involvement in Collaborative Projects Students learn to work in interdisciplinary teams and collaborate with various stakeholders on a large project.
Google Timeline Survey of 250 Residents in Medan Area (2023)	Practical Experience in Data Collection Students acquire skills in field data collection, data processing, and analysis of survey results. Technology Capability Enhancement Using technology tools such as Google Timeline in the context of research. Analytical Skill Development Students can analyse citizen mobility patterns and provide data-based recommendations for better urban transportation planning.
Pilot Study of Personalized Travel Plan (PTP) and Work-Based Travel Plan (WTP) (2024)	Application of Academic Concepts in the Real World Students learn to design and implement personalized and work-based travel plans to solve mobility problems in urban areas. Enhanced Research and Problem-Solving Skills Sharpen students' skills in designing effective pilot studies and making evidence-based policy recommendations. Environmental Awareness Introduce students to sustainable transportation solutions that support emissions reduction and air quality improvement.
Field Experience and Community Interaction	Social and Cultural Skills Students learn to interact directly with the community, gaining insight into the needs and habits of the community regarding transportation. Empathy and Understanding of Local Context Students can understand the local context to provide relevant and applicable solutions in sustainable transportation planning.

Social Welfare

- One cooperation with a national university;
- One cooperation with an international university (Universiti Teknologi Mara);
- 13 cooperations with schools or educational institutions in North Sumatra in the context of implementing the Teaching Campus, Merdeka Learning Campus Merdeka (MBKM) programme.

Through collaboration with schools or educational institutions students can practice there for four months to implement their knowledge by creating innovative programmes that can be beneficial for schools or educational institutions.

Bachelor of Social Anthropology

Since 2022 there are two cooperation agreements with two national universities: the Anthropology study programme at Andalas University and the Anthropology programme at Padjajaran University. Through the collaboration with Andalas University, the programme is engaged in joint research activities, academic publications, and visiting lecturer exchanges. Meanwhile, the partnership with Padjajaran University focuses on participation in the MBKM programme, facilitating student exchange opportunities between the two institutions.

Cooperation with business enterprises and other organisations

On university-level, USU has consistently collaborated with companies and organizations both nationally and internationally such as for example:

- | | |
|---|---|
| • PT Pelabuhan Indonesia (Persero), | • PT Verse Pharmaceutical Laboratories, |
| • PT Ozone Lazuardi Raya, | • PT Japan Air Filter Indonesia (JAFI), |
| • WALHI, | • Financial Services Authority (OJK), |
| • Don Shudar International Workforce PTE LTD, | • PT Kimia Farma, |
| • PT Enseval Medika Prima, | • PT Unilever Oleochemical Indonesia, |
| • PT Programme Studia Utama, | • Djarum Foundation, and others. |
| • Astmilcorp, Co., | |
| • Ltd, Schneider Electric, | |
| • Reclea Brick, | |

The programmes at the Faculty of Social Science and Political Sciences have collaborated with various business institutions to improve students' academic and non-academic skills. MoUs are signed between the parties, such as collaborating with study centres, social institutions, government agencies, and several companies in the form of joint research and service.

The **Bachelor of Sociology** programme collaborates with eleven companies. One example is the cooperation agreement between Sarulla Operations Ltd (SOL) and the Sociology Laboratory of the Faculty of Social and Political Sciences (LABSOSIO or CONSULTANT) for the purpose of conducting surveys in preparation for the preparation of RKL and RPL in meeting AMDAL requirements. This collaboration provides an opportunity for students to engage in the process of collecting and analysing field data. They can hone their research methodology skills, such as interviewing, observation, and research report preparation.

The **Bachelor of Social Welfare** collaborates with 20 companies. In addition to building collaborations with schools and educational institutions, the programme also collaborates with government institutions and companies in order to provide a forum for students to gain professional internship experience through the MBKM programme. One example is the collaboration with Fajar Sejahtera Indonesia Foundation where students will gain internship experience and get a forum to implement social work practices by creating community service programmes.

The **Bachelor of Social Anthropology** programme has established six collaborations with companies. For example, the programme collaborates with the Samosir District Government on community service initiatives. One notable activity involves supporting the development of traditional architecture and ethno-design by transforming the traditional "Jabu Bolon" house into a homestay. This initiative educates tourists about the cultural significance and traditional architecture of the 150-year-old structure. Students benefit from this activity as it provides an opportunity to apply their knowledge of ethnographic studies in an international architectural context.

Appraisal:

The scope and nature of cooperations with higher education institutions (HEIs), other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperations are documented. The cooperations are actively pursued and have a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperations with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperations are documented. The cooperations are actively pursued and have a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

To support the student learning process, USU provides public facilities that can be used primarily by students and the academic community, to support learning activities and as a means of supporting other non-academic activities. As for public facilities in the USU neighbourhood, they are USU parking lot, USU Pancasila building, USU Park, USU student dormitory, USU Auditorium, USU Mini Stadium and Disability Services Office. All student services provided by Universitas Sumatera Utara can be easily accessed by all active students of USU by showing an active Student Identity Card (KTM) and for alumni by showing an alumni letter from their study programme. All students have free access to the internet.

The Faculty of Social Science and Political Science (FISIP) offers a variety of facilities to the students of its study programmes. Facilities have adopted international standards and safety. Classes are equipped with chairs, tables, TV, projectors, whiteboards to support learning activities. Internet access, APAR, evacuation routes, sign board facilities, disabled friendly facilities, public spaces, places of worship, sports venues, canteens, media labs etc are provided. The Faculty facilities can also be used for the purposes of extracurricular activities of students. Rooms, projectors, computers, and all existing facilities can be used by students for various activities such as writing competitions, response lectures, FGDs, leadership training, friendly meetings with alumni, and seminars.

The continuous improvement of the facilities is part of the Faculty Strategic plan. In the last three years, FISIP has made investments by adding, renewing, and revitalizing facilities used for learning purposes in lecture halls, public facilities, lecturer rooms and administrative rooms that support academically as well as support research and community services. The Faculty is following the needs of online learning and the need for international standard classes. FISIP has provided facilities in the lecture room that can facilitate learning in a hybrid or synchronous/asynchronous manner.

In addition to these facilities, USU offers student services that can be accessed by students at the University.

1. Interest and Talent

Reasoning, interest and talent services can be accessed by students through Student Activity Units (UKM) spread across the Universitas Sumatera Utara, among others:

- Sports, namely USU Archery UKM and USU Field Tennis UKM,
- Field of Martial Arts, namely USU Taekwondo UKM,
- In the field of spirituality, namely Buddhist UKM, Christian Student Service UKM USU and Islamic UKM in the form of Islamic student activity units (UKMI),
- Organizational Field, namely Kopas UKM, USU Gamadiksi UKM, Sharia Economics UKM, USU Menwa UKM, SAHIVA Volunteer UKM,
- Debate and Language Field, namely UKM Debate and Public Speaking,
- Music and Literature, namely UKM Theater "O", UKM USU Choir, UKM USU Marching Band,
- The field of press and journalism, namely UKM student press Suara USU, UKM Photography.

2. Welfare (Guidance and Counselling, Scholarship Services, and Health Services).
 - Guidance and Counselling Services are provided by the Bureau of Guidance and Counselling Psychology of the Universitas Sumatera Utara and can be accessed by all active students.
 - Scholarship Services⁷⁴ within the Universitas Sumatera Utara can be accessed through the USU website.
3. Health Services (accessible for all students)
 - USU Polyclinic,
 - Dental and Oral hospital,
 - USU hospital.

Access to literature (Asterisk Criterion)

USU's Main Library occupies an area of 6,090 m² located in the middle of the USU Padang Bulan campus. Since 2006, the library has opened several branches located in the faculties. As of 2017, there have been 13 University libraries, faculty branches, and USU Hospital Branches that have been opened by implementing an integrated service system with the University library. This is possible with the support of available information technology infrastructure to develop an integrated library system with service point locations spread across campus. The opening of a branch library not only aims to bring services closer to users but also to overcome the limited space capacity of University libraries. In 2012, USU library was accredited with an "A" category by the National Library of the Republic of Indonesia.

Information about the resources owned by the University Library can be accessed through the library's website.⁷⁵ On this site, there are several links to various information sources and learning resources provided by the library and other units within the USU environment, such as the online library catalogue (OPAC), scientific e-journals, scientific e-books, USU Institutional Repository, Resource Guides and USU e-learning. The University library has 82 public-access computer units for users to search electronic information resources.

Table 15: Resources of the USU Library

Sources	All study programmes
Book Catalogue	492,252
E-Book	10,479
E-Journal	53,616
Proceedings	3,902
Theses	750,000
Dissertations	800,000
Total	2,231,194 items

Table 16: Selection of journals/databases⁷⁶

Springer Link
ScienceDirect

⁷⁴ <https://ditmawalumni.usu.ac.id/>

⁷⁵ <https://library.usu.ac.id/>, last access November 25, 2024.

⁷⁶ [E-Journals – USU Library](#), last accessed December 5, 2024.

SAGE Journals
ProQuest
JSTOR
SAGE research methods
Taylor & Francis Online
Emerald insight
Westlaw

The University library can be accessed using the USU Proxy application. Members of the USU academic community can access all e-journals and e-books databases from outside the campus network without requiring an ID and password. This can be done by accessing the website⁷⁷ and then logging in using the Single Sign-On (SSO) provided by USU.

The Faculty of Social Science and Political Science has a library branch located in their facilities. All literature listed in the Semester Lecture Plan (RPS) is made available through the Universitas Sumatera Utara library. Each year, the study programmes follow a mechanism to request any necessary book data to ensure that the literature remains up to date.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even when accounting for the resource needs of other study programmes. The rooms are adequately equipped for disabled students and provide barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The teaching rooms and labs are equipped with state-of-the-art technology. For specific curriculum content, USU possesses appropriate rooms that are equipped with the necessary technical components. While the experts are impressed by the facilities, they hope the faculty ensure that all facilities (Labs etc.) are fully accessible to students.

The opening hours of the library take students' needs sufficiently into account. However, the panel **suggests** considering extending opening hours. 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 is regularly updated.

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

⁷⁷ <http://usuproxy.usu.ac.id>, last access November 25, 2024.

4.4 Additional services

Career counselling and placement service

Student Services for career guidance and entrepreneurship is provided by Universitas Sumatera Utara through the Cikal unit and Entrepreneurship Incubator that trains students for entrepreneurship and business training such as product, packaging, and marketing. Career guidance can be accessed by students through PJK USU (Labor Service Provider of Universitas Sumatera Utara) which provides information on job vacancies and training to alumni of Labor candidates in accordance with market demand.

The USU Career Expo⁷⁸ is organized by several companies and held at USU Pancasila building as a recruitment activity for USU students. There are exhibitions related to work, access to information and walk interviews that can be attended by students.

Alumni Activities

To improve the role of alumni, various efforts were made, such as updating tracer alumni survey data, building a tracer system who uses software or ITC, and forming the alumni Association.

Alumni also participate in study programme development activities:

1. Alumni are involved as practitioner lecturers.
2. Alumni provide input on improving the competence of graduates including filling out tracer study questionnaires and alumni gathering activities.
3. Alumni are involved in the curriculum revision process through the curriculum revision FGD.
4. Alumni provide information about job openings.
5. Some alumni become partners in student activities such as PLP-KKN activities.
6. Alumni Gathering Activities.
7. Bazaars and Job fairs.
8. Provision of Fieldwork Practice Locations.
9. Provision of Research and Community Service Sites.
10. Provision of donations.

Alumni of the Faculty of Social and Political Sciences have a forum to share experiences and information through an alumni organization called Ikatan Keluarga alumnus (IKA) FISIP USU. Each study programme also has its own alumni association⁷⁹, so that the relationship between alumni and their respective study programmes is maintained.

Appraisal:

Career counselling and placement services are offered to the students and graduates to enhance their employability. Students have access to the university-wide corporate network

⁷⁸ [USU Career Expo and Car Boot Sale 2024 | Universitas Sumatera utara](#), last accessed December 5, 2024.

⁷⁹ Faculty of Social and Political Sciences USU, IKA KESOS Faculty of Social and Political Sciences USU, IKA Sociology Faculty of Social and Political Sciences USU, Anthropology Bachelor Association (INSAN) Faculty of Social and Political Sciences USU.

(PJK USU). USU brings its graduates in contact with representatives from business enterprises at regular events such as the Career Expo and provides sufficient resources for this.

An alumni organisation has been set up with the aim of developing an alumni network for each study programme. The panel applauds the active engagement of alumni, evidenced by their contributions to funding, facilities, and their involvement as lecturers within the programmes.

		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		

4.5 Financing of the study programme (Asterisk Criterion)

The Universitas Sumatera Utara has various streams of income. Funds are obtained from several sources such as state budget funds, PNB (Non-Tax State Revenue) funds, BPPTN-BH (Legal Entity State University Funding Assistance), BOPTN (State University Operational Assistance), higher education research grants, education costs such as tuition fees, endowment Management, University Business, *Tridharma* collaboration, state property management provided by the central and local governments for the development of higher education, donations from non-binding third parties and other legitimate sources.

Universitas Sumatera Utara's annual budget is made of public funds with percentage of 32,7%, tuition fees 42,9%, third-party grants 7,2% and revenue generating activities 17,2%. Allocation of the public funds have been guaranteed by the central government as long as Universitas Sumatera Utara operates as state university whereas tuition fees, third-party grants and income from revenue generating activities are allocated based on Universitas Sumatera Utara ability to collect and generate annually. Based on data in the last ten years Universitas Sumatera Utara has increased its annual budget especially from the third-party grants and revenue generating activities and stable income from tuition fees.

The allocation of funds to organs and units within USU is determined by the rector and revenue planning is included in the Annual Work Plan and Budget. The management of funds originating from the Government is organized in an integrated manner with funds that do not originate from the Government in the USU Budget Ceiling.

The Faculty of Social Science and Political Science (FISIP) has a management unit in each study programme which conducts planning, expenditure and management of financial resources to support, maintain and improve the quality of study programme services.

Appraisal:

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

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

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

National regulations⁸⁰ mandate that all higher education units in Indonesia must implement the quality assurance system of Higher Education (SPM Dikti). USU follows this regulation⁸¹ and established:

- a. USU organizes a quality assurance system in the form of systematic activities to improve the quality of USU in a planned and sustainable manner;
- b. Quality assurance is carried out through planning, implementation, evaluation, control and improvement of standards;
- c. Quality assurance is based on USU Quality Assurance System and national standards of Higher Education.

The implementation of the Internal Quality Assurance System (SPMI)⁸² is carried out by USUs Quality Assurance Agency (BPM).⁸³ Quality assurance is implemented at multiple levels, including the university, faculty, and study programme levels. This approach ensures that development within both the faculty and study programmes is conducted in a systematic, structured, and measurable manner. The agency carrying out quality assurance activities at the university level is BPM. At the faculty and graduate school level, the Quality Assurance Group, as well as at the Study Programme level is the quality control group are responsible.

Within each quality control cycle, multiple evaluations are conducted, including: (1) Monitoring and Evaluation (Monev) and (2) Internal Quality Audits. Monev encompasses various types of evaluations: formative evaluation, which is carried out while an activity is ongoing; diagnostic evaluation, which is conducted to identify the current condition; and summative evaluation, which assesses completed activities. USU has several quality auditors who have obtained certification from the Ministry. Those auditors can certify other staff members to be quality auditors for internal quality audits. Internal quality auditors are appointed through the Rector's decree which shows the independence and conflict-free interest of quality auditors. Academic activity units such as study programmes, faculties/Graduate Schools are audited by quality auditors, while non-academic activity units such as bureaus, directorates, agencies, and institutions are audited by internal supervisory bodies.

Internal Quality Audit is carried out through the stages of System Audit and Conformity Audit, namely:

- 1. System Audit**
Review, assess the availability of documents, data and information presented by the Study Programme and/or faculty in the audit documents that have been previously submitted, before conducting a suitability audit (field assessment) to the study Program/faculty to be audited.
- 2. Compliance Audit or field assessment**

⁸⁰ Law No.12/2012 on higher education system, Article 51-53.

⁸¹ USU PP statute No. 16/2014, Article 61.

⁸² Regulated in USU Rector's Regulation Number 4/2021, Article 13.

⁸³ [Home | Quality Assurance Agency Universitas Sumatera Utara](#), last accessed December 9, 2024.

Examination and assessment in place (Study Program/faculty) conducted by the Auditorium to verify, validate, and complete the data and information presented by the Study Programme or faculty in the audit documents that have been previously submitted.

Quality assurance in the study programme is the responsibility of the head of the study programme assisted by the Quality Control Group (GKM) study programme. GKM coordinates with Quality Control Group (GJM) in the faculty. The entire series of phases of the quality cycle in the study programme is carried out by GKM of the study programme by always reporting it to the head of the study programme. In each cycle, statistical data from each study programme is checked. The data examined using internal quality audit instruments include those related to students, lecturers, curriculum and learning process.

The results of internal quality audits are documented in reports. Follow-up actions are implemented continuously as outlined in the follow-up plan for each cycle, based on findings from the internal quality audits.

5.2 Instruments of quality assurance

Evaluation by students

Students in the study programmes at USU participate in various evaluations, among others they assess their overall satisfaction with the education process, their courses, and their learning load. Further, a coordinated survey is conducted to check and evaluate key performance indicators periodically. The test results are announced to students and then followed by a follow-up plan by the study programme. In addition, the evaluation results are also listed on the website in connection with the achievement of key performance indicators, especially on student standards

The evaluation of courses is done with a questionnaire which is disseminated to students after their final semester exam. The study programme assists the GKM recap and analyses the results of this questionnaire. The examination related to the adequacy of the study load of each course is carried out by the curriculum team in the study programme. The results of this recapitulation are analysed by GKM and discussed at the study programme meeting.

Evaluation results are analysed by teams formed both at the study programme and faculty levels. At the study programme level, it is discussed in the study programme work meeting. As for the faculty level, a faculty working meeting is held attended by all heads and secretaries of study programmes as well as faculty heads. After the evaluation meeting at the faculty and study programme level decides on follow-up steps, the faculty leadership instructs the relevant parties to carry them out. Meanwhile, if the follow-up is on the level of the study programme, the head of the study programme instructs the secretary to coordinate the implementation of measures that must be taken. Students are notified regarding the results and the measures taken through announcements posted on the bulletin board on each study programme and uploaded on the website.

Evaluation by faculty

All lecturers can provide input in the form of corrections and suggestions at the evaluation meeting in each study programme held at the end of the semester. At the beginning of the semester the study programme conducts preparatory meetings for the upcoming semester.

On this occasion, all lecturers can also provide views and input on the implementation of the upcoming semester.

The minutes of the evaluation meeting at the end of the semester and the preparatory meeting at the beginning of the semester are studied by the head and secretary of the study programme to decide which proposals can be directly followed up at the study programme level and which proposals will be brought to the faculty work meeting to be discussed with the heads of the faculty. All follow-ups discussed in this meeting are sent back to the study programmes in the form of meeting minutes. These follow-ups are then displayed on the bulletin board in the lecturers' meeting room and uploaded to the website for wider accessibility.

External evaluation by alumni, employers and third parties

Through the Alumni Association of the study programme and meetings with alumni, which are usually held at least once a year, the study programme asks for input from alumni about all aspects of the study programme. If a faculty has a faculty alumni association, they usually ask for input from alumni through alumni meetings or when alumni are visiting the faculty. Partners at the level of study programmes and faculties are usually asked for input during meetings. The results of input from alumni and partners are recorded and will be brought to the faculty working meeting and study programme working meeting to be discussed and decided on the steps taken

For the follow-up of the proposal of alumni and partners, which includes the scope and authority of the study programme is directly decided by the head of the study programme. Through the secretary of the study programme, appropriate and coordinated steps will be taken. For the follow-up which is the scope and authority of the faculty, the faculty leaders and their staff will decide about necessary steps in the faculty work meeting.

The study programme and faculty will send a follow-up letter to the management of the Alumni Association of the study programme and the faculty alumni association and relevant partners. In addition, the results of the follow-up are uploaded on the website of the study programme and faculty.

5.3 Programme documentation

Programme description (Asterisk Criterion)

All information related to the study programme and faculty is accessible through their respective websites. Additionally, inquiries can be directed to relevant divisions at Universitas Sumatera Utara, such as the academic bureau or the integrated service centre, via phone or email.

Academic and programme-related information, as well as activities conducted by study programmes, are also available to the public through websites and social media platforms like Instagram and TikTok. If necessary, this information is documented and printed by USU Press, while the public relations department disseminates it through relevant print media.

Information on activities during the academic year

The University publishes an annual academic calendar to serve as a guideline for the entire academic community. This calendar outlines schedules for registration, semester exams, and

other key activities at Universitas Sumatera Utara. Additionally, USU maintains social media accounts where up-to-date information is regularly shared.

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 clearly defined.

Evaluation by the students is carried out on a regular basis at the end of each semester and in accordance with a prescribed procedure. The outcomes are communicated to the students via blackboard and website and provide input for the quality development process. While the panel appreciates that results are kept anonymous, they **recommend** ensuring the anonymity of results from the very beginning of the evaluation process. This could be done by using codes to decipher participants.

Quality control by the faculty is carried out on a regular basis as evaluation meetings at the end of each semester in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process.

External evaluations for alumni are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process.

The content, curriculum and examination scheme of the three programmes have been suitably documented and published (e.g. course plan and exam regulations). The panel **recommends** ensuring that course descriptions and guidebooks are accessible and easy to follow. English versions would ensure that foreign students have access to the same information as national students.

USU regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		

Quality profile

HEI: Universitas Sumatera Utara

Bachelor programmes:

1. Bachelor of Sociology
2. Bachelor of Social Welfare
3. Bachelor of Social Anthropology

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			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 USU's overall strategic concept			x		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		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)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2* Course materials (Asterisk Criterion)			x		
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors			x		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2 Internationality of the student body			WEL	SOS ANT	
3.4.3 Internationality of faculty			x		
3.4.4 Foreign language contents			x		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6* Skills for employment / Employability (Asterisk Criterion)			x		
4. Academic environment and framework conditions					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4 Practical business experience of faculty			x		
4.1.5* Internal cooperation (Asterisk Criterion)		x			
4.1.6* Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			x		
4.2.2 Process organisation and administrative support for students and faculty		x			
4.3 Cooperation and partnerships					

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