

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	23/095 Cl. 4
Higher Education Institution:	Universitas Sumatera Utara
Location:	Medan, Indonesia
Study programme:	Bachelor programme of Arabic Literature, (S.S.) Bachelor programme of English Literature, (S.S.)
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 two conditions.

For all programmes:

- **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 2015.¹

Additionally, for Bachelor programme of English Literature:

- **Condition 2** (see chapter 5.3): All course descriptions for the Bachelor programme in English Literature need to be available.

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

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

The FIBAA Quality Seal is awarded.

¹ See [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

Assessment Report

Higher Education Institution:

Universitas Sumatera Utara, Indonesia

Bachelor/Master programme:

1. Arabic Literature
2. English Literature

Qualification awarded on completion:

1. Bachelor of Arts/Sarjana Sastra (S.S.)
2. Bachelor of Arts/Sarjana Sastra (S.S.)

General information on the study programme

Brief description of the study programme:

Arabic Literature:

This programme aims to provide knowledge in Linguistics and Literature, Arab Culture, and a general understanding of cultural studies. Graduates of this program pursue careers as educators, translators, interpreters, literary figures, journalists, content writers, language and literature researchers, cultural researchers, tour guides, writers, Islamic arts practitioners, staff in foreign institutions, and staff in government institutions.

English Literature:

This programme aims to provide knowledge in Linguistics, English Literature, and a general understanding of cultural studies. Graduates of this program find employment as teachers/professors, PR and marketing professionals, journalists, copywriters, publishers, translators, English language experts, editors, writers, interpreters, tour guides, and diplomats.

Type of study programme:

Bachelor programme

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

1. Arabic Literature: 4 years, 230,4 ECTS, 144 sks
2. English Literature: 4 years, 230,4 ECTS, 144 sks

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

1. Arabic Literature: 100 – 150 students/year
2. English Literature: 100 – 200 students/year

Programme cycle starts in:

August

Initial start of the programme:

1. Arabic Literature: 1980
2. English Literature: 1965

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the bachelor programmes Arabic Literature (S.S.) and English Literature (S.S.) was made between FIBAA and Universitas Sumatera Utara (USU) on December 13, 2023. On February 28, 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 panel². USU has agreed with the chosen experts. The panel consisted of:

Prof. Diah Ariani Arimbi

Universitas Airlangga, Indonesia
Head of Language and Multicultural Center
Country expert

Prof. Dr. Alexander Bergs

University of Osnabrück
Professor of English Linguistics

Elisa Knief

Leibniz University Hanover
Student of English-Speaking Cultures & Hispanic Studies (M.A.)
Student representative

Dr. rer. publ. HSG Mathias Meyer-Schwarzenberger

AENEA Project AG St. Gallen
Board of Director
Linguistics, International Relations, Political Science, Social Sciences, Business Administration, Economics incl. related Discipline
Practice representative

Dr. Jose Ignacio Sanchez Sanchez

Universidad de Castilla-La Mancha
Senior Lecturer & Senior Researcher
(Arabic Studies, Islamic Studies, Arabic Studies, History, Comparative Literature)

FIBAA project manager:
Eva Seidel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid conference. The hybrid conference took place on October 16-18 via the video conferencing tool *Zoom* while five panel members including the project manager were present at USU's premises in Medan. At the end of the hybrid conference, the panel has given a short feedback on its first impressions to representatives of USU.

² The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 11, 2025. The statement on the report was given up on February 18, 2025. It has been taken into account in the report at hand.

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Summary

For Bachelor programmes

The Bachelor programmes Arabic Literature (S.S.) and English Literature (S.S.) offered by Universitas Sumatera Utara (USU) fulfil the FIBAA quality requirements for bachelor programmes with few exceptions. They can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 12, 2025, and finishing on March 11, 2030, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Accreditation with conditions

The panel members identified need for improvement regarding the following aspects:³ Contents and Structure. They recommend the accreditation for **all programmes** on condition of meeting the following requirements:

- **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 2015.⁴

For the **Bachelor programme of English Literature**, the panel recommends the following condition additionally:

- **Condition 1** (see chapter 5.3): All course descriptions for the Bachelor programme in English Literature need to be available.

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

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body (see chapter 3.4) and Evaluation by students (see chapter 5.2) – are not an asterisk criteria and therefore do not lead to conditions. The measures USU takes to solve the identified problem are to be considered during the re-accreditation.

The panel members identified two areas where **the two programmes** could be further developed:

- expanding international mobility opportunities (see chapter 1.2),
- incorporating a variety of learning methods to meet the needs of each course (see chapter 3.3.2).
- intensifying measures to promote internationality of the student body which are goal oriented (see chapter 3.4).
- publishing the results of the student evaluation for all participants (see Chapter 5.2).

For the **Arabic Literature** programme, the panel recommends additionally:

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

⁴ See [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

- adding an additional literature course (see chapter 3.1)

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

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

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 recognised as the seventh State University in Indonesia. Since 2012, USU has been designated as a Legal Entity State University.⁵ USU is accredited as excellent by the National Accreditation Board for Higher Education (BAN-PT) since 2018.

USU strives to realise 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”.⁶ Currently, USU is embracing the theme of internationalisation 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.⁷ Based on input from all stakeholders, USU developed TALENTA as its competitive advantage, which emphasises 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.⁸

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 realising 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 democratising education, acknowledging diversity, and emphasising education oriented toward seeking alternative solutions to current problems based on scientific, moral, and conscientious considerations.

⁵ Following Law No. 12/2012 concerning Higher Education.

⁶ [About USU | Universitas Sumatera utara](#), last accessed November 18, 2024.

⁷ [Transformation towards Ultimate, Strategy for World Class Universitas Sumatera Utara | Universitas Sumatera utara](#), last accessed November 18, 2024.

⁸ [About USU | Universitas Sumatera utara](#), last accessed November 18, 2024.

2. Producing graduates who are agents of change and modernisation 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.⁹ 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).

The accreditation process covered in this report involves two study programmes from one faculty: the Faculty of Cultural Sciences.

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature is one of the programmes offered by the Faculty of Cultural Sciences. This programme aims to provide knowledge in Linguistics and Literature, Arab Culture, and a general understanding of cultural studies. Graduates of this program pursue careers as educators, translators, interpreters, literary figures, journalists, content writers, language and literature researchers, cultural researchers, tour guides, writers, Islamic arts practitioners, staff in foreign institutions, and staff in government institutions.

The Bachelor programme in Arabic Literature has been accredited as excellent by the National Accreditation Board for Higher Education (BAN PT) under accreditation number 2207/SK/BAN/PT/AK-ISK/S/IV/2022, reflecting strong collaboration between lecturers and students. The Head of the programme encourages faculty participation in professional organisations like IMLA Indonesia and IQLAB Indonesia and supports student involvement in national Arabic language organisations (ITHLA). Achievements include:

- Success in Arabic language debate, speech, and Barjanzi Reading Art competitions.
- Collaboration with foreign universities for international seminars and workshops via IMLA Indonesia.
- Administrative excellence recognised with an award from USU in 2023 for a 100% DIKTI report completion.

Bachelor programme in English Literature (BEL)

The Bachelor programme in English Literature is a discipline within the literature department of the Faculty of Cultural Sciences. This programme aims to provide knowledge in Linguistics, English Literature, and a general understanding of cultural studies. Graduates of this program find employment as teachers/professors, PR and marketing professionals, journalists,

⁹ [Universitas Sumatera Utara : Rankings, Fees & Courses Details | Top Universities](#), last accessed November 18, 2024.

copywriters, publishers, translators, English language experts, editors, writers, interpreters, tour guides, and diplomats.

The English Literature programme became the first in Sumatra who has been accredited as excellent by the National Accreditation Board for Higher Education (BAN PT) under accreditation number 2401/SK/BAN-PT/AK-ISK/S/IV/2022. Key achievements include:

- Awards for a 100% PDDIKTI reporting rate in 2023.
- Students excelling in the USU 2023 PIlmapres competition and receiving scholarships to the University of Newcastle and the University of Pisa.
- Recognition of students at the national level, including as Putri Taruna Nusantara in 2022.
- Increased faculty publications, with 90% of lecturers having Scopus IDs and publishing in Q1–Q4 Scopus-indexed journals in 2023.

These accomplishments highlight the programme dedication to academic and professional excellence.

Statistical data

The student numbers are currently falling due to the change of the admission regulations from the Ministry of Education regarding the students' admission's requirements. For example, if the students have passed the national examination, then they cannot apply for another selection pathway which is held by the University.

Table 1: Statistical data of Arabic Literature

		2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
# Study Places offered by HEI		189	129	120	107	148
# Applicants	Σ	371	319	225	197	167
Application rate		196,30%	247,29%	187,50%	184,11%	112,84%
# First-Year Students (accepted applicants)	Σ	112	105	87	86	103
	f	88	73	58	63	80
	m	24	32	29	23	23
Rate of female students		78,57%	69,52%	66,67%	73,26%	77,67%
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		59,26%	81,40%	72,50%	80,37%	69,59%
# Graduates	Σ	46	13	0	0	0
	f	42	10	0	0	0
	m	4	3	0	0	0
Success rate (students who finished their studies)		41,07%	12,38%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		0,89%	2,85%	0,00%	0,00%	0,00%
Average duration of study		4,01	3,11	0	0	0
Average grade of final degree		3,65	3,61	0	0	0

Table 2: Statistical data of English Literature

		1. Cohort 2019	2. Cohort 2020	3. Cohort 2021	4. Cohort 2022	5. Cohort 2023
# Study places offered by HEI		151	146	100	100	191
# Applicants	Σ	1654	1776	1558	1424	947
	f					
	m					
Application rate		1095,36%	1268,57%	1558,00%	1424,00%	495,81%
# First-year student (accepted applicants)	Σ	121	146	100	93	167
	f	88	119	80	66	129
	m	32	27	20	27	38
Rate of male students		27,28%	18,49%	20,79%	29,03%	22,75%
Rate of female student		72,73%	81,51%	79,21%	70,97%	77,25%
# Foreign students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0,00%	0,00%	0,00%	0,00%	0,00%
Percentage of occupied study places		80,13%	104,29%	101,00%	93,00%	87,43%
# Graduates	Σ	71	75	NA	NA	NA
	f	62	68	NA	NA	NA
	m	9	7	NA	NA	NA
Success rate		58,67%	51,36%	NA	NA	NA
Dropout rate		9,91%	6,84%	NA	NA	4,19%
Average duration of study		4 years 2 months	3 years 10 months	NA	NA	NA
Average grade of final degree		3,57	3,66	NA	NA	NA

Appraisal

There was a drop of applications in all two programmes in 2023, of which especially English Literature was effected significantly. The University explained that this drop is due to a change in the admission regulations on national level. This explanation is satisfactory for the expert panel.

In general, it takes students approximately four years to graduate the eight-semester programmes.

Efforts need to be made with regards to the foreign student population in all three study programmes, see also chapter 3.4. Currently, no foreign students are enrolled in any of the programmes. Female students are well represented. The female students outnumber the male in both study programmes.

It is not possible to give a complete picture of drop-out rates because not all students have completed their studies. Some are still studying.

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.¹⁰ 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.¹¹

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

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature (BAL) is the only non-education study programme in the North Sumatra region. Its vision is to become an excellent institution in education, research, and community service, both nationally and internationally, in the fields of Arabic language, literature, and culture. This vision aligns with Universitas Sumatera Utara's (USU) TALENTA focus areas: Tropical Science and Medicine, Agroindustry, Local Wisdom, Sustainable Energy, Natural Resources (biodiversity, forest, marine, mine, tourism), Appropriate Technology, and Ethnic Arts.

The mission of BAL is to provide education, develop high-quality research, compete at national and international levels, and deliver community service based on TALENTA's local character. The programme also seeks collaboration with industries and institutions, both domestic and international. The vision and mission of BAL are aligned with those of the Faculty of Cultural Sciences and Universitas Sumatera Utara.

Graduates of BAL are skilled in Arabic language, literature, and culture, characterised by the values of *Believer, Innovative, Resilient, and Wise* (Beriman, Inovatif, Tangguh, dan Arif/BINTANG [STAR]). They are also equipped with leadership skills and a strong sense of social responsibility.

¹⁰ Presidential Regulation No. 08/2012 concerning the Indonesian National Qualifications Framework (KKNI).

¹¹ [About USU | Universitas Sumatera utara](#), last accessed December 18, 2024.

Programme Educational Objectives (PEO):

- Ability to communicate in Arabic at maharah level both verbally and in writing in academic and non-academic fields.
- Ability to perform professional attitude as a scientist, writer and researcher of Arabic language, literature and culture.
- Ability to lead, empathise and be managerial and digitally literate as well as the ability to innovate in solving socio-cultural problems and contributing to society.
- Ability to diplomacy in the socio-cultural context, think critically, and have an Indonesian perspective.
- Ability to translate spoken and written Arabic and teach Arabic in formal and informal institutions.
- Have sociopreneurship competence in the fields of Arabic entrepreneurship and tourism.

Intended Learning Outcomes (ILO):

- Graduates are able to analyse linguistic phenomena, literary works and dynamics of Arabic culture logically, systematically and critically, which is based on theoretical concepts of Arabic language science, Arabic literature and cultural studies, using science and technology to help solve the multicultural society problems.
- Graduates are able to work independently, develop work networking, communicate both in Arabic, Indonesian and English by implementing values of humanity.
- Graduates are able to be disciplined as well as to collaborate and adapt to complete the work both independently and in groups in order to show a number of alternative solutions faced by oneself and others.
- Able to describe scientifically the results of independent and group studies regarding the diversity of Arab and Indonesian cultural relations, especially in linguistic, literature and cultural fields as well as geopolitics of the Arab region by upholding religious attitudes, professionalism and scientific ethics.
- Able to study the implementation and implications of cultural diversity development using theories of linguistics and Arabic literature and cultural study theory in general to provide solutions, ideas and design the advancement of national culture which is oriented towards developing a strong and wise sociopreneurship spirit.
- Be responsible and able to take correct decisions based on information and data analysis in dealing with problems of ethnic and cultural diversity which are based on social-humanities studies to produce quality, measurable and innovative interdisciplinary research with integrity.

The curriculum, reviewed annually to maintain relevance, is designed to prepare students for careers as teachers, translators, language experts, researchers, writers, literary critics, language consultants, and entrepreneurs.

Bachelor programme in English Literature (BEL)

The Bachelor programme in English Literature (BEL) is part of the Faculty of Cultural Sciences at Universitas Sumatera Utara. It has produced accomplished graduates who work as translators, teachers, researchers, and writers. BEL focuses on the artistic, aesthetic, and authentic qualities of English literary texts, supported by a nationally certified team and an integrated curriculum. The programme aims to equip students to excel in English language and literature and compete globally. Graduates can pursue careers in translation, public relations, tourism, and international organisations.

Vision: To become a leading cultural study centre in English language and literature, producing competitive graduates regionally, nationally, and internationally by 2025.

Programme Educational Objectives (PEO):

- Graduates have the ability to use academic and business English orally at the Upper Intermediate level.
- Graduates have the ability to produce academic, creative and business-related writing in Upper Intermediate English.
- Graduates have the ability to work in teams, time management, leadership, interpersonal communication, and self-management in completing work.
- Graduates have the skills of cultural diplomacy, translating, teaching English and management of cultural productions and performances.
- Graduates have the ability to critically analyse cultural, linguistic, and literary phenomena to encourage change and innovation in society.

Intended Learning Outcomes (ILO):

- Graduates are able to apply rules, principles, grammar, and oral and written communication techniques which include the four language skills: listening, reading, listening, and speaking supported by various media utilising digital literacy.
- Graduates are able to write scientific articles or literary works in English to be published or presented at the local, national or international level.
- Graduates are able to apply the basic principles of leadership, knowledge of communication engineering management, work in teams and be responsible for the work and achievement of teamwork results by utilising technology operating systems to create innovations in completing work.
- Graduates are able to use cultural diplomacy techniques and strategies both orally and in writing in English, Indonesian or other foreign languages in formal or informal, academic or non-academic situations in discussing issues related to culture, language, and literature to encourage change and innovation for the development of science.
- Graduates are able to think logically and rationally in identifying, solving problems or finding solutions and developing assessments of something to bring up new ideas.
- Able to apply the concepts of translation theory: essence, types, techniques, methods, strategies, tools, processes (editing), and translation quality with the use of linguistic rules and principles to translate written and spoken texts from Indonesian to in English or vice versa.
- Able to conduct teaching and training based on need analysis by applying approaches, methods, techniques, and teaching and learning strategies and making lesson plans,

tests, assessments and teaching results reports for the development of English language service users.

Mission:

- Provide excellent education in English language, literature, and culture, integrating blended learning to meet language industry needs.
- Create a supportive academic environment to produce high-quality graduates.
- Apply interdisciplinary studies in English culture, language, and literature for the development of social, economic, cultural, and local wisdom in Indonesia.
- Conduct research and scientific work to develop innovative studies based on new paradigms in science and technology, with English cultural, language, and literature learning based on TALENTA.
- Implement community service in the field of English literature, language, and culture based on TALENTA to improve the quality of education in Indonesia.
- Establish collaborations with various national and international institutions in the development of English culture, language, and literature.

To achieve these missions and visions, BEL offers various topics related to knowledge, skills, abilities, and values. BEL is proportionally and rationally designed to prepare graduates to complete their studies or progress both at the national and global levels. In this regard, BEL's objectives are as follows:

In the Field of Education and Teaching:

- Produce graduates with noble character, embodying the spirit of the national ideology “Pancasila”, who are faithful and devoted to God and have a sense of responsibility.
- Produce graduates with high competitiveness in English language, literature, and culture at local, national, and international levels.
- Produce graduates who can apply the basic principles of leadership, communication management techniques, teamwork, and responsibility in working and achieving team results, utilising technology operation systems to create innovations in completing tasks, and are able to have a career anywhere.

In the Field of Research:

- Foster academic communities to research English language, literature, and culture.
- Encourage academic communities to collaborate on research in English language, literature, and culture.
- Publish research findings in nationally and internationally accredited journals.
- Establish cooperation with businesses and other institutions, both domestically and internationally, that support the quality of research in English language, literature, and culture.
- Apply research findings to stakeholders.

In Community Service:

- Implement the direct application of English language and culture knowledge to society.
- Collaborate with relevant agencies in carrying out community service activities.

- Establish cooperation with businesses and other institutions, both domestically and internationally, that support the quality of education/teaching, research, and community service in English language and culture.

To achieve these goals, BEL continues to develop courses, methods, and learning outcomes that respond to societal challenges. The balance between knowledge, skills, and values in the curriculum is continually reviewed and evaluated. In this regard, BEL integrates the scholarly content of literature and linguistics, oriented towards the local wisdom of North Sumatra from a global perspective through interdisciplinary courses such as:

- **"Overview of World Literature"**: Exploring Middle Eastern and East Asian literature and history to understand global cultural impacts.
- **"Feminist Studies and Indonesian Context"**: Merging literature, gender studies, and Indonesian culture.
- **"Children's Literature and Education"**: Focusing on children's literature concepts in education.
- **"Mathematics for Social Humanities"**: Applying logical thinking, statistics, and humanities concepts.

Appraisal:

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

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

	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)

USU has a strategic plan to gain broader international recognition, aligning with the Ministry of Education's National Policy. As a target university, USU actively designs academic and non-academic programmes to meet these goals.

Academic Programmes

USU encourages study programmes to organise IISMA and Summer Course programmes, offering credit transfer opportunities with partner universities. Mobility programmes,

internships, field studies, and community empowerment activities further enhance the global readiness of students and staff.

Non-Academic Programmes

USU promotes student participation in national and international competitions and cultural exchanges. These initiatives aim to develop soft skills, broaden cultural awareness, and provide international certifications to prepare students for the global job market.

Bachelor programme in Arabic Literature (BAL)

- **Visiting Lecturers:** BAL collaborates with institutions such as LIPIA, King Saud University, and universities in Egypt, Sudan, and Morocco. Lecturers have participated in short courses in Egypt and international associations.
- **International Conferences:** Lecturers attended key conferences, including IMLA VII Congress and ISLAGE 4, collaborating with global organisations like IRCICA.
- **Student Exchange:** Students participated in the Erasmus Plus Project and International Youth Leader events in Turkey.
- **International Certification:** BAL is working towards international accreditation.
- **Publications:** Research published in journals such as *Arabi*, *Journal of Education Yala Rajabhat University*, and *Budapest International Research and Critics Institute-Journal*.
- **Competitions:** Students excelled in international championships like WSEEC 2021 and martial arts events, winning gold medals.
- **Adopted Village:** BAL managed a community project in Hamparan Perak, North Sumatra.

Bachelor programme in English Literature (BEL)

- **Guest Lecturers:** BAL invited international experts from American University of Paris and Universiti Utara Malaysia for lectures on various topics.
- **International Conferences:** Faculty participated in seminars like ESAI and TEFLIN, with global speakers including from Nihon University.
- **Student Exchange:** BAL hosted students under the IISMA Awardee programme.
- **International Certification:** Pursuing compliance with international standards.
- **Publications:** Research featured in journals such as *World Journal of English Language* and *Asian EFL Journal*.
- **Adopted Village:** Faculty contribute to sustainable development projects in Dolok Ilir I Village, Simalungun Regency.

USU's comprehensive internationalisation strategy ensures students and staff gain valuable global exposure, fostering competitiveness in international academic and professional arenas.

Appraisal:

The design of the two study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The expert panel **recommends** expanding international mobility opportunities, as students are currently not participating in overseas programmes. Students have expressed a strong desire for more such opportunities. Specifically, **BAL** students wish to be sent to Arabic-speaking countries.

		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

1.3.1 Positioning of the study programme on the educational market

Bachelor programme in Arabic Literature (BAL)

Since 1980, the Faculty of Cultural Sciences at USU has offered the Bachelor programme in Arabic Literature (BAL) based on the Decree of the Director General of Higher Education No. 131/DIKTI/KEP/1984, dated 2 November 1984, and extended further by Decree No. 208/DIKTI/KEP/1986. The programme was awarded an A grade for the period 2020–2025, as per Decree [SK BAN PT Nomor 3329/SK /BAN-PT/Ak-PPJ/S/VI/2020](#) along with an ISO Certificate for 2016. In 2022, based on Decree [SK BAN PT Nomor 2207/SK/BAN/PT/AK-ISK/S/IV/2022](#), BAL officially achieved the Accreditation of UNGGUL (EXCELLENT).

The programme has 15 permanent teaching staff, all holding S2 or S3 qualifications from domestic and international institutions. Among them, three are Professors, five are Senior Lecturers, six are Lecturers, and one is an Assistant Lecturer. BAL attracts a substantial number of applicants, with 167 students applying in 2023 and 124 being accepted. Students come from both within and beyond Sumatra.

The programme's uniqueness lies in being the only non-education programme at university level in the Sumatra region. Additionally, BAL stands out for its focus on language, literature, and culture, offering students the option to specialise in one of these areas when proposing their research topics. This distinctiveness is further reflected in courses such as the Arabic dialect course.

Bachelor programme in English Literature (BEL)

The Bachelor programme in English Literature (BEL) at Universitas Sumatera Utara (USU) is a flagship department under the Faculty of Cultural Sciences. Renowned for its excellence, BEL has achieved exceptional accreditation from BAN-PT and is recognised nationally alongside similar programmes at UI and UGM. BEL collaborates with the Association of English Studies in Indonesia (ESAI) and excels in research, particularly in Systemic Functional Linguistics (Discourse Analysis) and Translation, with faculty expertise reflected in these fields.

As the only Bachelor programme in English Literature in Sumatra accredited with EXCELLENT status, BEL produces graduates equipped for diverse careers, including language research, translation, language entrepreneurship, general office roles, and education. Its curriculum adapts to industry needs through Focused Group Discussions (FGDs) involving students, alumni, faculty, and stakeholders. Courses developed through this process include Creative

Writing, English for Office and Banking, English for Journalism and Diplomacy, Translation as a Profession, Children's Literature, and Film Studies.

BEL also hosts guest lecturers from prestigious universities as part of the World Class University Program, including North University Malaysia, De La Salle University (Philippines), Southern Cross University (Australia), and The American University of Paris (France). It has an International Agreement (IA) with University College of Foundation, Pahang (UCYP), Malaysia, enabling students to participate in lectures and events at other universities as speakers or attendees.

BEL maintains collaborations with institutions and industries such as SMAN 2 Plus Sipirok, PT POS Indonesia, Bank Sumut, ADZKIA, PT Orbit Ventura Indonesia, PT Zona Edukasi Nusantara, and Glow Enterprise. These partnerships provide internships that enhance students' technical and soft skills. BEL also supports community initiatives in North Sumatra, mentors schools at Pondok Pesantren Darul Arafah Medan, and fosters research and service programmes through its partnerships.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Both the Arabic Literature programme (BAL) and the Bachelor programme in English Literature (BEL) at USU are designed to prepare graduates for the job market. Annual Tracer Studies serve as benchmarks to assess graduate quality and alignment with industry needs.

USU's Employment Services Center, established in 1991, bridges the gap between graduates and employers by offering job placement, internships, recruitment, training, and consulting services. This initiative supports both BAL and BEL graduates in navigating the job market effectively.

Bachelor programme in Arabic Literature (BAL)

The tracer study¹² reveals that BAL alumni work across various sectors, including government, private companies, entrepreneurship, and legislative bodies. Over 50% of graduates find employment within six months, with 55% working in roles related to their competencies. Career paths include researchers in language, literature, and culture; writers; educators; translators; tour guides; journalists; content writers; staff in foreign institutions and government agencies; interpreters; and Islamic arts performers. Courses such as Journalism and Translation are tailored to align with market demands, bridging the gap between education and employment.

Bachelor programme in English Literature (BEL)

¹²

https://docs.google.com/spreadsheets/d/1b9WbqoYPg3LXu_1_KGCj3qLM5ZeFHkoU/edit?gid=911658895#gid=911658895, last accessed January 16, 2025.

A three-year survey¹³ indicates that over 50% of BEL graduates secure jobs within six months, with 55% working in fields relevant to their expertise. Demand for English Literature graduates is growing in areas such as IT, creative media, international law, tourism, and journalism. To meet these needs, BEL has updated its curriculum to include courses in literacy skills, local wisdom, arts and fitness, and internationalisation. These courses align with Competency Points Learning (CPL), equipping graduates to work in multinational companies, international institutions, government agencies, journalism, teaching, and banking. Many alumni have also ventured into entrepreneurship, establishing translation agencies, fashion businesses, and private English courses.

1.3.3 Positioning of the study programme within the HEI's overall strategic concept

USU's Strategic Plan, updated every five years, outlines the university's operational and developmental goals for achieving international standards, with a focus on excellence in the TALENTA fields (Tropical Science and Medicine, Agroindustry, Local Wisdom, Energy, Natural Resources, Technology, and Arts). The Bachelor programmes in Arabic Literature (BAL) and English Literature (BEL) play a key role in advancing Local Wisdom and Arts (Ethnic) as part of this vision.

Bachelor programme in Arabic Literature (BAL)

BAL contributes to TALENTA, focusing on Local Wisdom and Arts (ethnic). Established by a Professor of Malay ethnicity, BAL was founded to address market demands and changing times. Initially supported by instructors from Indonesia and abroad, including Baghdad, Libya, Madinah, and Damascus, BAL has grown significantly.

In 2022, BAL achieved an Excellent Accreditation and won Key Performance Indicator (IKU) 7. The programme adheres to Internal Quality Audit (AMI) standards and prioritises research, quality improvement, publication, community service, and institutional collaboration. BAL engages in research on literature, language, and culture, partners with institutions involved in humanitarian activities, and provides public services in these areas.

Bachelor programme in English Literature (BEL)

BEL, established in 1965, also aligns with TALENTA, contributing to Local Wisdom and Arts (ethnic). Formed to meet market demands and adapt to evolving needs, BEL initially attracted instructors and students from within and outside Indonesia.

In 2022, BEL earned Excellent Accreditation and met AMI standards. It emphasises research, quality enhancement, publications, community service, and institutional collaboration. Like BAL, BEL undertakes research in literature, language, and culture, collaborates with humanitarian organisations, and provides public services in related fields.

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https://docs.google.com/spreadsheets/d/1Y2xL4PT0gpj73dgb7sXuGs5_doHk_mi/edit?gid=1219785867#gid=1219785867, last accessed January 16, 2025.

Both BAL and BEL contribute significantly to USU's strategic goals through their focus on Local Wisdom and Arts while maintaining high academic and operational standards.

Appraisal:

The reasons given for the positioning in the educational market of the two study programmes are plausible. The University has established TALENTA, using its location in the multicultural society of the North Sumatera Province as its unique selling point. This focus on the local wisdom and art can be found in all two of the study programmes, setting them apart from competing programmes.

The arguments in support of graduate employability¹⁴ on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

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 the HEI's overall strategic concept			x		

¹⁴ Chapter 3.6 will outline employability of graduates in the two programmes further.

2. Admission

2.1 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. SNBP¹⁵

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 Center (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. SNBT¹⁶

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. SMM¹⁷

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.

¹⁵ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

¹⁶ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

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

IV. SBPU TALENTA¹⁸

SBPU Talenta USU (Talent-Based Outstanding Achievement Selection at the Universitas Sumatera Utara) is an undergraduate admission programme 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-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 organised 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 Barat¹⁹

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, organises 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:

¹⁸ <https://penerimaan.usu.ac.id/sbpu/>, last accessed January 17, 2025.

¹⁹ <https://penerimaan.usu.ac.id/smmb/>, last accessed January 17, 2025.

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.

2.2 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. The University's address is Jl. Dr. T. Mansur No. 9, Kampus Padang Bulan, Medan, 20155, North Sumatera, 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 iao@usu.ac.id or by phone (+62) 618219768.

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
- Address: Jl. Dr. T. Mansur No. 9, Kampus Padang Bulan, Medan, 20155, North Sumatera
- 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 FAQ²⁰ or contact the university's social media, where staff will forward messages to the central admission office.

Additionally, the university has multiple collaborations at various levels, formalised through Memoranda of Understanding (MoU), Memoranda of Agreement (MoA), and Institutional Agreements (IA). The diverse collaborations carried out by the programmes are explained as a form of socialisation in Chapter 4. Information regarding study programmes in the Faculty of Cultural Sciences can be found on the website²¹. High school visits to the programmes are regularly organised to provide prospective students with the necessary information.

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.

²⁰ <https://www.usu.ac.id/en/frequently-asked-questions>, last accessed January 17, 2025.

²¹ <https://fib.usu.ac.id/en/academic>, last accessed January 17, 2025.

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).

2.3 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 (LTMP). 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 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 website²², and participants can follow the instructions provided to check their results.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

Since the study programmes are all bachelor programmes, this criterion is not relevant.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Foreign language proficiency at the undergraduate level in the Faculty of Cultural Sciences does not require participants to submit documents such as foreign language proficiency certificates. However, 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. Basic English language courses are included in the early semesters of the study programme. 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.

2.6 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 websites²³. Other than through the provided website, participants can also obtain information through the following help desk:

²² <https://announcement.usu.ac.id/smm>, last accessed January 17, 2025.

²³ <https://www.usu.ac.id/> or <http://penerimaan.usu.ac.id>, last accessed January 17, 2025.

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 at the following address: Jl. Dr. T. Mansur No. 9, Padang Bulan Campus, Medan, 20155, North Sumatra, and directly go to the Integrated Service Unit (Integrated Service Unit or ULT) located at the Central Administration Bureau of USU. The selection results announcement can be checked directly by participants through the website²⁴ for the SNBP route and on the website²⁵ for the SMM route.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented conclusively, and USU follows all processes required by the state.

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

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

The admission requirements regarding required language proficiency level or required result in a concrete language test ensure that students are able to successfully complete the study programmes at hand. This is regulated on national level, as one part of the national admission procedure is an English proficiency test of students.

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
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			X		

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

²⁵ <http://pengumuman.usu.ac.id/>, last accessed January 17, 2025.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 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.²⁶

To support this autonomy, USU has established an institution called LINKUP²⁷, 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 Decree²⁸, 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 KUMALA²⁹, an integrated online system for curriculum design, among other resources. It also regularly organises 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 labour market, and societal demands.

The curricula for the Bachelor programmes in Arabic and English Literature are developed based on the National Higher Education Standards (Ministry of Education and Culture Regulation No. 53 of 2023, Level 6 of the Indonesian National Qualifications Framework - KKNI), USU Quality Management Standards, Academic Regulations, and Outcome-Based Education (OBE) guidelines. They aim to strengthen students' BINTANG character and integrate TALENTA excellence unique to USU.

Student progress is measured through the Semester Credit Unit (SKS) system (Rector's Regulation No. 13 of 2022), where 1 SKS equals 170 minutes per week over 14 learning weeks (plus exams), equivalent to 39.67 hours or 1.6 ECTS. The 2021 OBE-oriented curriculum includes university and programme-mandated courses, as well as electives that can be taken

²⁶ No. 3/2020 regarding the National Standard of Higher Education, following Kemdikbudristek No. 53/2023 concerning Quality Assurance in Higher Education.

²⁷ [Home | Institute for Curriculum and Learning Innovation Universitas Sumatera Utara](#), last accessed December 12, 2024.

²⁸ No. 3288/UN5.1.R/SK/SPB/2024.

²⁹ <https://kumala.usu.ac.id>

within the programme or through the MBKM³⁰ (Independent Learning Campus) programme. Students can specialise in language, literature, or culture, ensuring they acquire all necessary skills and competencies.

Graduate profiles target roles such as language researchers, literary critics, translators, creative writers, and language teachers. Students complete 20-24 SKS per semester for 7 semesters, with a final 6-SKS project in semester 8. The curriculum and courses are reviewed every 5 years, incorporating feedback from stakeholders, labour market surveys, and trends in industry. This is supported by periodic online surveys and annual alumni gatherings.

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature offers courses in three concentration areas: language, literature, and culture. These are organised into University Mandatory Courses (MKWU), Curriculum Mandatory Courses (MKWK), Programme Mandatory Courses (MKWP), and MBKM. The courses are logically and conceptually structured, as outlined in the module descriptions and Curriculum Overview.

The curriculum is regularly reviewed to align with stakeholder feedback, market demands, and labour trends. Surveys and alumni focus group discussions indicate that most graduates find employment in government agencies, private companies, educational institutions, and language-related fields such as consultancy, content writing, translation, research, and teaching. As a result, the programme emphasises developing strong Arabic language skills. The structure of the curriculum reflects this strategic focus.

³⁰ 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.

Table 3: Curriculum overview Arabic Literature

Course Code	ECTS credits	Course Name
M1		Module 1 : Semester 1
USU1108	3,2	Pancasila Education
USU1110	3,2	Indonesian Language
SAA1101	3,2	Communication and Etiquette
SAA1102	3,2	Introduction to Cultural Studies
SAA1103	3,2	Introduction to Arabic Linguistics
SAA1104	3,2	Muhadasah Li Al-Mubtadi'in
SAA1105	3,2	Istima' Li Al-Mubtadi'in
SAA1106	3,2	Phonology (Ashwat)
SAA1107	3,2	Morphology (Sarfi Muyassar)
SAA1108	3,2	Syntax (Nahwi Muyassar)
M2		Module 2 : Semester 2
USU1109	3,2	Civics
USU1101	3,2	Religious Education
SAA1201	3,2	Jawi writing
SAA1202	3,2	Introduction to Arabic Language History
SAA1203	3,2	Muhadasah Li Al-Mutawassitin
SAA1204	3,2	Istima' Li Al-Mutawassitin
SAA1205	3,2	Science of Tajwid
SAA1206	3,2	Morphology (Intermediate)
SAA1207	3,2	Syntax (Intermediate)
SAA1208	3,2	Introduction to Arabic Literature
M3		Module 3 : Semester 3
SAA2101	3,2	Arabic Lexicology
SAA2102	3,2	Arabic Literary Theory
SAA2103	3,2	Muhadasah Li Al-Mutaqaddimin
SAA2104	3,2	Istima' Li Al-Mutaqaddimin
SAA2105	3,2	Overview of Arab Culture
SAA2106	3,2	Morphology (Advanced)
SAA2107	3,2	Syntax (Advanced)
SAA2108	3,2	Arabic - Indonesian Translation
SAA2109	3,2	Communicative Arabic Conversation
MAT1100	4,8	Mathematics for Social Humanities
M4		Module 4 : Semester 4
SAA2201	3,2	Arabic Pragmatics
SAA2202	3,2	Arabic Discourse Analysis
SAA2203	3,2	Insya' Muwajjah
SAA2204	3,2	Arabic Semantics
SAA2205	3,2	Indonesian - Arabic Translation
SAA2206	3,2	Ma'ani Science
SAA2207	3,2	Institutions of Arab Society
SAA2208	3,2	Geopolitics of the Middle East Region
	4,8	Literacy Skill

M5		Module 5 : Semester 5
SAA3101	3,2	Badi' Science
SAA3102	3,2	Insya' Al Hurr
SAA3103	3,2	Naqdul' Arabiy
SAA3104	3,2	Qira'atul Kutub
SAA3105	3,2	Arabic calligraphy art
SAA3106	3,2	Language, Literature, and Culture Research Method
SAA3107	3,2	Editing of Arabic Translation
	3,2	Arts and Fitness
	3,2	Internationalization
M6		Module 6 : Semester 6
SAA3201	3,2	Planning and Evaluation of Arabic Language learning/Credit Transfer
SAA3202	3,2	Arabic Language for Media/Credit Transfer
SAA3203	3,2	Scientific Paper Writing Technique/Credit Transfer
SAA3204	3,2	Language Entrepreneurship and Creative Ideas/Credit Transfer
SAA3205	3,2	Islamic Culture Studies/Credit Transfer
SAA3206	3,2	Epistemology/Credit Transfer
SAA3207	3,2	Computational Linguistics/Credit Transfer
SAA3208	3,2	Psycholinguistics/Credit Transfer
SAA3209	3,2	Al-Fanniyyah Al-'Arabiyyah/Credit Transfer
SAA3210	3,2	Development of Arabic Islamic Thought/Credit Transfer
M7		Module 7 : Semester 7
SAA4101	3,2	Anthropolinguistics/MBKM
SAA4102	3,2	Sociolinguistics/MBKM
SAA4103	3,2	Semiotics/MBKM
SAA4104	3,2	Rhetoric/MBKM
SAA4105	3,2	Interpretation/MBKM
SAA4106	3,2	Journalism/MBKM
SAA4107	3,2	Cross-Cultural Studies/MBKM
SAA4108	3,2	Translation Criticism/MBKM
SAA4109	3,2	Arabic dialect/MBKM
SAA4110	3,2	Arabic Language Teaching Methods/MBKM
M8		Module 8 : Semester 8
SAA4297	3,2	Proposal Seminar
SAA4299	6,4	Undergraduate Thesis Examination
University courses		

Bachelor programme in English Literature (BEL)

Job market surveys and alumni discussions reveal that most graduates of the Bachelor programme in English Literature (BEL) work in communicative and language-related fields such as translation, literary criticism, and English language teaching. To meet these demands, compulsory courses focus on developing key English skills: speaking, reading, writing, and listening. Elective courses further enhance competencies in communication (e.g., English for Journalism and Diplomacy) and business (e.g., English for Office and Banking). Additionally, compulsory and elective courses are offered in translation and English language teaching.

To address evolving knowledge and job market requirements, the curriculum integrates new skills and competencies through (1) creating new modules, (2) improving existing modules, and (3) offering guest lectures and workshops. The 2021 OBE-oriented curriculum includes courses like Simultaneous Translation, TESP and TEFL, Western Mythologies, Fairy Tales

and Folklore, and specialised modules such as English for Office and Banking and English for Journalism and Diplomacy. Some course names have been updated to reflect specific skill focuses, such as Paragraph Writing (formerly Writing I) and Basic Reading (formerly Reading I).

Compulsory Curriculum Courses (MKWK) and University Courses (MKWU) align with the MBKM programme and are mandatory for all students. For further details, refer to the curriculum table.

Table 4: Curriculum overview English Literature

Course Code	ECTS credits	Course Name
M1		Module 1 : Semester 1
USU1108	3,2	National Ideology (Pendidikan Pancasila)
USU1110	3,2	Indonesian Language
SAE1101	3,2	Basic Listening
SAE1102	3,2	Basic Speaking
SAE1103	3,2	Basic Reading Comprehension
SAE1104	3,2	Paragraph Writing
SAE1105	3,2	Basic English Grammar
SAE1106	3,2	Introduction to Linguistics
SAE1107	3,2	Introduction to Literature
SAE1108	3,2	Cultural Awareness
M2		Module 2 : Semester 2
USU1101	3,2	Religion Studies (Islam)
USU1109	3,2	National Ideology (Pendidikan Kewarganegaraan)
MAT1100	3,2	Mathematics for the Social Humanities
SAE1201	3,2	Intermediate Listening
SAE1202	3,2	Intermediate Speaking
SAE1203	3,2	Intensive Reading
SAE1204	3,2	Genre Writing
SAE1205	3,2	Intermediate English Grammar
SAE1206	3,2	Phonetics and Phonology
SAE1207	3,2	Comparative Literature

M3		Module 3 : Semester 3
MKWU	4,8	Literacy skills
SAE2101	3,2	Advanced Listening: Academic Listening and Note Taking
SAE2102	3,2	Advanced Speaking: Public and Media Speaking
SAE2103	3,2	Extensive Reading
SAE2104	3,2	Creative Writing
SAE2105	3,2	Morphology
SAE2106	3,2	Theories of Literature I
SAE2107	3,2	The Development of English Literature and Culture I
SAE2108	3,2	Introduction to Translation
M4		Module 4 : Semester 4
MKWU	3,2	Seni & Kebugaran
SAE2201	3,2	Simultaneous Translation
SAE2202	3,2	TESP and TEFL
SAE2203	3,2	Syntax
SAE2204	3,2	Semantics and Pragmatics
SAE2205	3,2	Western Mythologies, Fairy Tales, and Folklore
SAE2206	3,2	Theories of Literature II
SAE2207	3,2	Introduction to Research Methods
SAE2208	3,2	TOEFL Preparation
SAE2209	3,2	The Development of English Literature and Culture II
M5		Module 5 : Semester 5
MKWU	3,2	Local wisdom (Kearifan Lokal)
MKWU	3,2	Internasionalisasi
SAE3101	3,2	Curriculum Design and Language Testing
SAE3102	3,2	English for Office and Banking
SAE3103	3,2	Discourse Analysis
SAE3104	3,2	English for Journalism and Diplomacy
SAE3105	3,2	Semiotics
SAE3106	3,2	Kritik Sastra
SAE3107	3,2	Scientific Publication
SAE3108	3,2	IELTS Preparation
M6		Module 6 : Semester 6 (Elective Courses)
SAE3201	3,2	Computational and Corpus Linguistics
SAE3202	3,2	Psikolinguistik
SAE3203	3,2	Stylistics
SAE3204	3,2	Translation as Profession
SAE3206	3,2	Socioliterature and Cultural Studies
SAE3207	3,2	Perkembangan Kesusastraan dan Kebudayaan Amerika
SAE3208	3,2	Literary and Cultural Studies: Films
SAE3209	3,2	Children Literature and Education
SAE3210	3,2	Poetry and Performance Studies
SAE3211	4,8	KKN (Student Community Service-Community Empowerment)
SAE3212	3,2	Systemic Functional Grammar
SAE3213	3,2	Comparative Linguistics

M7		Module 7 : Semester 7 (Elective Courses)
SAE4101	6,4	Translation Internship
SAE4102		Language Teaching Internship
SAE4103		Literature Internship
SAE4104	3,2	Cyber Discourse
SAE4105	3,2	Sosiolinguistik (Sociolinguistics)
SAE4106	3,2	Teaching English for Young Learners
SAE4107	3,2	Functional Varieties
SAE4108	3,2	Critical Genre Analysis
SAE4109	3,2	Overview of World Literature: Middle-Eastern Literature
SAE4110	3,2	Overview of World Literature: East Asian Literature
SAE4111	3,2	Orientalism and Postcolonialism
SAE4112	3,2	Feminist Studies and the Indonesian Context
SAE4113	3,2	Literary and Cultural Studies: Popular Culture
M8		Module 8 : Semester 8
SAE4297	3,2	Seminar Proposal (Proposal Seminar)
SAE4299	6,4	Skripsi (Thesis)
University courses		

The courses in the Bachelor programme in English Literature consist of MKWP, MKWU, MKWK, and MKPP. Each student must take a minimum of 144 credit hours to complete their studies. However, students are also given the opportunity to take additional credit hours. Therefore, the Bachelor programme in English Literature offers several elective courses (MKPP), resulting in a total of 155 credit hours.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature was established under the Decree of the Director General of Higher Education No. 131/DIKTI/KEP/1984 on 2 November 1984³¹ and renewed through Decree No. 208/DIKTI/KEP/1996³². It has been accredited by the National Accreditation Board for Higher Education, earning an "A" Accreditation Grade for 2020–2025 (Decree No. 3329/SK/BAN-PT/AkPPJ/S/VI/2020³³) and achieving "Unggul" (Excellent) accreditation in 2022 (Decree No. 2207/SK/BAN-PT/AKISK/S/IV/2022). The programme also holds the ISO 9001:2015 Quality Management System Certification (2016)³⁴.

³¹ <https://drive.google.com/file/d/103pjUfDHfeoZhmp-oOJWmh5AIO55xdbS/view>, last accessed January 20, 2025.

³² https://drive.google.com/file/d/1_bMNLNjnZ0MzeCl_FNdLvP3Xdr3N60W7/view, last accessed January 20, 2025.

³³ <https://drive.google.com/file/d/1Ib9bUOTTEOnesSkSEsHt1rn5AiADxxye/view>, last accessed January 20, 2025.

³⁴ <https://drive.google.com/file/d/1JJpMn0oEKPj-3q9yBkkovqK9NKvNZFtN/view>, last accessed January 20, 2025.

The programme awards a Sarjana Sastra (S.S) degree, reflecting its focus on Arabic literature and skills, in line with the Nomenclature of Programme Study Names (Decree No. 163/E/KPT/2022³⁵) issued by the Ministry of Education, Culture, Research, and Technology.

Bachelor programme in English Literature (BEL)

The Bachelor programme in English Literature (BEL) at USU, part of the Faculty of Cultural Sciences, has been established since 1965. In 1978, BEL was divided into two programmes: English Literature and English Language Studies. These were later merged in 1996 under the Bachelor programme in English Literature (Decree No. 208/Dikti/Kep/96), awarding graduates the Sarjana Sastra (S.S) degree. The programme has retained its original nomenclature.

In Indonesia, study programme names and degrees are regulated nationally and updated to reflect advancements in education and science. BEL's degree, Bachelor of Arts in Literature (S.S), reflects its focus on English linguistics and literature, adhering to Regulation No. 163/E/KPT/2022³⁶ by the Ministry of Education, Culture, Research, and Technology. The programme emphasises foreign language skills, aligning with the Common European Framework of Reference for Languages (B2 level) as part of its graduate outcomes.

While the degree title is Bachelor of Arts in Literature, BEL's curriculum integrates both English Literature and English Linguistics. This inclusion is essential to provide students, many of whom are non-native English speakers, with foundational knowledge of the English language before engaging deeply with English literature. Linguistics courses support students in developing the language skills needed to explore literary works in greater depth.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Bachelor programme in Arabic Literature (BAL)

The curriculum of the Bachelor programme in Arabic Literature combines theory and practice, offering complementary courses each semester. For example, theoretical courses like Nahwu (Syntax) and Sharaf (Morphology) are paired with practical courses such as Muhadasah (Conversation), progressively taught in the first three semesters, as outlined in the Curriculum Overview.

The government's Independent Campus Learning Programme (MBKM) enhances practical learning through internships, where students apply their knowledge in offices or companies. Activities include public speaking, translating documents, and office tasks. For instance, a student interning at the Ministry of Religious Affairs may guide Hajj and Umrah pilgrims, using practical vocabulary tailored to community needs.

Teachers support this learning by engaging in off-campus roles such as consultants, facilitators, journalists, reviewers, preachers, and translators, aligning with specific courses.

³⁵ <https://drive.google.com/file/d/1A3824LKx39ZTODoojhIbKIZvoTAoWYC/view>, last accessed January 20, 2025.

³⁶ <https://drive.google.com/file/d/1A3824LKx39ZTODoojhIbKIZvoTAoWYC/view>, last accessed January 20, 2025.

For instance, a rhetoric course can be applied to preaching or reviewing, while translation courses focus on practical translation skills.

Student achievements are assessed through tasks, quizzes, mid-term (UTS) and final exams (UAS), project-based learning, and the case method. These assessments ensure a balance between theory and practice, supporting the realisation of graduate outcomes.

Bachelor programme in English Literature (BEL)

The curriculum of the Bachelor programme in English Literature integrates theory and practice through courses offered each semester. In the early semesters (I-III), the focus is on theoretical subjects like Introduction to Literature and Introduction to Linguistics. In semesters IV-VII, the emphasis shifts to practical courses such as TEFL and TESP, Translation as a Profession, Semantics and Pragmatics, English for Office and Banking, English for Journalism and Diplomacy, and Discourse Analysis. Students can also intern through the Ministry of Education and Culture's MBKM Campus Teaching programme or USU's partner teaching programmes, reinforcing skills in language teaching, curriculum design, and language testing.

Teachers enhance the curriculum by applying their professional experience. For example, members of the Indonesian Translators Society bring expertise to courses like Translation as a Profession and Simultaneous Translation. Similarly, teachers from the Southeast Asian Language Teachers Association incorporate their background in language teaching into courses like TEFL, TESP, and children's literature. These real-world insights enrich students' learning through practical examples and case studies.

Assessment combines theoretical and practical evaluation, with 25% allocated to mid-term exams (UTS), 25% to final semester exams (UAS), and 50% to project-based assignments (PB). This ensures a balanced integration of theory and practice. Course distribution and assessments are structured as follows:

- **Semesters I-II:** Foundational theoretical courses with written exams and mini-projects.
- **Semesters III-V:** Problem-based learning with case methods and written exams.
- **Semesters V-VII:** Project-based learning with individual projects.

This approach ensures the integration of theory and practice, enabling students to achieve the intended graduate learning outcomes.

3.1.4 Interdisciplinary thinking

USU provides Compulsory Curriculum Courses (MKWK) to ensure students have a basic understanding of the field of study.³⁷ MKWK is managed by the Basic and General Science Laboratory. It covers basic concepts, practical skills, and preparation for advanced courses.

³⁷ Universities are obliged to provide these courses in accordance with the mandate of Law No. 12/2012.

The subjects included in the MKWK are Religion, Pancasila (National Ideology), Civics, and Indonesian.

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature emphasises interdisciplinary thinking, reflected in courses like Geopolitics of the Middle East, which explores connections between geography, politics, language, culture, and literature. The Arabic Pragmatics course integrates language and cultural practices, while Cross-Cultural Studies examines relationships between religions, cultures, and genders, highlighting its interdisciplinary nature.

The programme incorporates project-based learning to foster interdisciplinary skills. For instance, the Arabic Calligraphy Art course culminates in a student exhibition featuring collaborative works in Naskhi and Contemporary styles, adhering to Arabic calligraphy standards. In Mathematics for Social Humanities, students apply logical reasoning, statistics, and humanities concepts. The Journalism course focuses on field practice in news reporting, while the Entrepreneurship course requires students to collaboratively create a business plan, including product design, market analysis, and development.

Internship opportunities are available from the fifth semester, allowing students to gain practical experience. For thesis writing, students may adopt interdisciplinary approaches, such as using Ma'ani and Badi' sciences for analysing Arabic literary works. This integrated approach equips graduates with diverse skills and perspectives.

Bachelor programme in English Literature (BEL)

The Bachelor programme in English Literature promotes interdisciplinary thinking through initiatives such as the Independent Campus Learning Programme (MBKM) by the Ministry of Education, Culture, Research, and Technology. This includes Certified Internships, Independent Student Exchange (PMM), and Campus Teaching, enabling students to collaborate with peers from diverse institutions and disciplines on workplace, societal challenges, or product development.

The curriculum encourages interdisciplinary approaches through courses like English for Journalism and Diplomacy, connecting English, Communication, and International Relations; Sociolinguistics, linking Linguistics and Sociology; Overview of World Literature: Middle-Eastern/East Asian Literature, combining Literature, Language, and History; Feminist Studies and Indonesian Context, blending Literature, Gender Studies, and Indonesian Culture; and Children's Literature and Education, integrating Children's Literature and Education. Mathematics for Social Humanities applies logical thinking, statistics, and humanities concepts.

Project-based learning also fosters interdisciplinary skills. For instance, Poetry and Performance Studies culminates in a student-led performance where groups select titles, write or adapt scripts, assign roles, design costumes, and rehearse scenes. Students may also use interdisciplinary methods in their theses, such as Corpus Linguistics (language and computer technology), Socioliterature (sociology and literature), and Stylistics (literature and linguistics). These approaches enhance analytical and creative thinking across disciplines.

3.1.5 Ethical aspects

Bachelor programme in Arabic Literature and Bachelor programme in English Literature

Ethical principles are vital in both academic and non-academic life at Universitas Sumatera Utara (USU). According to the Rector's Regulation No. 13 of 2022, the academic community must not discriminate based on religion, ethnicity, race, gender, age, social status, region, physical condition, or economic ability. Students in both study programmes come from various regions in North Sumatra and beyond, including those paying tuition independently and scholarship recipients (e.g., KIP, Baznas, BCA). Norms and academic ethics are outlined in Rector's Regulations No. 1177/H5.1.R/SK/KMS/2008 and No. 1179/H5.1.R/SK/SDM/2008, with ethical behaviour applied in teaching, research, and community service, regularly communicated and accessible.

Both study programmes address academic regulations, violations, and ethics during the Introduction to New Student Campus Life (PKKMB) and integrate these principles into courses like Pancasila Education, Indonesian Language, Communication and Etiquette, and Research Methods in Language, Culture, and Literature. Students submitting proposals must ensure authenticity via Turnitin (plagiarism under 20-25%), supervised by their Academic Advisor. For field research, a research permit letter from the Vice Dean III of the Faculty of Humanities is required. These measures ensure adherence to ethical standards across academic activities.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Bachelor programme in Arabic Literature and Bachelor programme in English Literature

To develop critical thinking skills and prepare for thesis writing, students take courses such as Research Methods, Scholarly Publication, Academic Writing Techniques, and Academic Writing. In the Scientific Writing Techniques course, students learn stages of research, from identifying a subject to determining the research object and type. For studies involving respondents, students must use a consent form to ensure ethical standards.

The research process culminates in a thesis proposal, a graduation requirement. Additionally, students are taught how to write scientific articles, identify target journals, use reference managers, and submit articles for publication. Students are encouraged to collaborate with professors on research and publish joint works based on thesis sections. These collaborations often result in publications in national journals, conference proceedings, or reputable international journals. Examples include student works published in a Scopus-indexed journal.

3.1.7 Examination and final thesis (Asterisk Criterion)

Bachelor programme in Arabic Literature and Bachelor programme in English Literature

The teaching and assessment guidelines for all study programs at USU follow the Quality Assurance System outlined in the Quality Manual. Examinations, including Midterm and Final Exams, are conducted per university regulations and assessed based on the intended learning outcomes (LOs) for each course. Mandatory course coordinators ensure exams align with course LOs, program objectives, and KKN Level 6. Assessments also include assignments, quizzes, case methods, and project-based learning in various formats such as written, oral, practical exams, papers, or portfolios.

Students must complete proposals and thesis exams, guided by FIB and program-specific thesis writing regulations. Proposal and thesis results are graded on a scale from A to E, with a minimum of C required to pass. A D or E grade requires a retake within 14 days. Theses are weighted at 6 credits, and seminar proposals at 2 credits. Seminar proposal exams are open to the public, while thesis exams are closed.

Students may opt for an equivalent final project, such as publishing in scientific journals or excelling in the national Student Creativity Week (PKM), as permitted by USU Rector regulations. For example, two students from the English Literature program are preparing publications in SINTA 3-indexed journals.

Appraisal:

While the curriculum as a whole adequately reflects the qualification objectives of the **Arabic Literature** and **English Literature** programmes, the panel considers that the **Arabic Literature programme** could benefit from a little more emphasis on literature-related content. The panel therefore **recommends** that an additional literature course be added. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degrees and programmes' names correspond to the contents of the curricula and the programmes' objectives. The panel notes that the names of the two programmes could be misleading as the programmes are mainly language-based, especially the **Arabic Literature** programme. Therefore, it would be better to call it a Bachelor of Arabic Language and Literature. However, the panel is aware of the government's restrictions. In Indonesia, a name like Arabic Studies is reserved only for Master programmes. The programme management told the panel that the programmes were originally called Arabic Language and English Language, but the government changed the names to Arabic Literature and English Literature. Students also start with a limited knowledge of Arabic or English, so they need more introduction to the language.

Theoretical questions are, where possible, explained by means of practical examples such as project-based learning and internships where students teach the language in schools.

There is evidence that both study programmes qualify for interdisciplinary thinking, for example with content such as Business English and Community Service.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. USU emphasises local wisdom, especially in the MBKM programme, and has regulations on the use of AI and how to deal with plagiarism.

Students acquire methodological competences and are enabled to do scientific work on the required level. They learn research methods, academic writing techniques and so on. One student mentioned that Research Methods was one of her/his favourite courses.

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

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

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

	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

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Bachelor programme in Arabic Literature and Bachelor programme in English Literature

The Rector's Regulation (No. 13/2022) governs the credit system (SKS) at USU, alongside regulations on diploma supplements, ECTS, and the Faculty of Cultural Sciences' undergraduate thesis guidebook. Each SKS equals 50 minutes of weekly class time, 60 minutes of structured assignments, and 60 minutes of independent study per semester. One SKS corresponds to 1.6 ECTS, with 1 ECTS equal to 25 hours (1500 minutes). To graduate, students must complete a minimum of 230 ECTS (144 SKS) within eight to 14 semesters, with a maximum study load of 38 ECTS (24 SKS) per semester. Course weight is determined by its learning objectives, with most courses ranging from 3.2 to 4.8 ECTS (2 to 3 SKS), and students typically completing 59.5 study hours weekly.

To achieve graduate outcomes, the Bachelor programmes in Arabic and English Literature structure courses as follows:

- **Year 1 (Semesters 1–2):** Mandatory basic courses.
- **Year 2 (Semesters 3–4):** Mandatory core courses.
- **Year 3 (Semester 5):** Advanced core courses; **Semester 6:** Elective/MBKM courses.
- **Year 4 (Semester 7):** Elective/MBKM courses; **Semester 8:** MBKM participation or thesis

Bachelor programme in Arabic Literature (BAL)

Table 5: Modular Structure of Arabic Literature

Projected study time	8 Semesters / 4 Years
Number of credits (national credits and ECTS credits)	144 SKS/ 230,4 ECTS
Workload per credit	1 SKS/ 1,6 ECTS = 25 Hours 1 SKS = 1,6 ECTS
Number of modules/courses	1. University-Level Compulsory Course (MKWU): 4 Courses (8 SKS/12,8 ECTS) 2. Programme Compulsory Courses (MKWP): 63 Courses (126 SKS/137,6 ECTS) 3. Internal MBKM Program for Student Exchange: 4 Courses (10 SKS/16 ECTS)
Time required for processing the final thesis/project and awarded credits	1 semester (6 Month), 4 SKS = 6,4 ECTS
Number of contact hours	1 ECTS = 25 Hours. Total ECTS = 230,4 ECTS Total = 5760 Hours.

The Bachelor programme in Arabic Literature requires students to complete 70 courses (144 SKS/230.4 ECTS) over eight semesters. This includes university mandatory courses (MKWU), program mandatory courses (MKWP), MBKM courses, and the Proposal and Thesis in Semester 8. Teaching is guided by the academic handbook and learning contract.

Bachelor programme of English Literature (BEL)

Table 6: Modular Structure of English Literature

Projected study time	8 Semesters / 4 Years
Number of credits (national credits and ECTS credits)	144 SKS/ 230.4 ECTS

Workload per credit	1 SKS/ 1.6 ECTS = 25 Hours 1 SKS = 1.6 ECTS
Number of modules/courses	• Compulsory 45 Courses (92 SKS equal to 147.2 ECTS) • Compulsory Elective 22 Courses (47 SKS equal to 75.2 ECTS) • Minor-Compulsory 4 Courses (8 SKS equal to 12.8 ECTS) • Electives 3 Courses (6 SKS equal to 9.6 ECTS)
Time required for processing the final thesis/project and awarded credits	1 Semester (6 months), 4 SKS = 6.4 ECTS
Number of contact hours	1 ECTS = 25 Hours. Total ECTS = 230.4 ECTS Total = 5760 Hours.

BPL students must complete 52 courses totalling 106 SKS (169.6 ECTS), divided into three categories:

- **Compulsory Courses:** 3 courses (6 SKS, 9.6 ECTS).
- **Minor-Compulsory Courses:** 4 courses (8 SKS, 12.8 ECTS).
- **Compulsory Elective Courses:** 45 courses (92 SKS, 147.2 ECTS).

In semesters 6 and 7, students select approximately 19 elective courses (38 SKS, 60.8 ECTS) from 22 available electives (47 SKS, 75.2 ECTS), meeting the 144-credit graduation requirement. These electives guide students toward research areas for their final projects (6 credits in semester 8), focusing on literary studies, linguistic studies, or translation studies.

3.2.2 Study and exam regulations (Asterisk Criterion)

All regulations and procedures related to learning and exams at USU have been stipulated in the Rector's Regulation of Universitas Sumatera Utara Number 13 of 2022.

The distribution of assessments refers to the Rector's Regulation of the Universitas Sumatera Utara Number 3 of 2017 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.³⁸ 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 Programme, such as internship activities that align with the study programme's independent curriculum. The programme, which is based on Outcome Based Education (OBE), places these activities in the seventh semester. The recognition of prior learning processes aligns with the university's regulations³⁹ and is documented in the study programme's recognition report.

3.2.3 Feasibility of study workload (Asterisk Criterion)

Bachelor programme of Arabic Literature and Bachelor programme of English Literature

In the undergraduate programmes, students must complete a minimum of 144 credit units (SKS) or 230.4 ECTS to graduate, typically within three and a half to eight years, in line with Indonesian curriculum standards. Academic Regulations⁴⁰ ensure students earn the required credits and complete their degree within this timeframe. The Study programme at USU sets the maximum SKS limit based on the student's GPA from the previous semester.

During the first and second semesters, students must complete 40 SKS (20 courses), including mandatory courses from the University, Faculty, and Study programme. After the second semester, students may take up to 24 SKS per semester, depending on their GPA. An interim semester, consisting of eight weeks (16 sessions) of face-to-face learning, allows for a maximum load of 9 SKS.

Course types and content are determined by the faculty and study programme, supported by facilities such as classrooms, electricity, internet, libraries, language and music laboratories, workspaces, and exhibition areas.

Graduation involves stages such as the seminar proposal and thesis defence. Students must propose a thesis title and secure two advisors approved by the Dean. The proposal includes problem formulation, objectives, methodology, and a literature review. After completing the proposal, students present it at a seminar before two advisors and two examiners. Revisions must be made based on their feedback before proceeding to the Thesis Defence.

The thesis consists of background, problem formulation, objectives, methodology, results, discussion, and conclusions. The Thesis Defence, the final research stage, is conducted before two advisors and two examiners. This process follows Rector's Decision No. 2326/UN5.1.R/SK/SPB/2022. If issues arise during thesis supervision, such as the unavailability of an advisor, the Head of the Study programme assigns a replacement.

³⁸ As stipulated by the Rector's Regulation No. 13/2023.

³⁹ Rector's Decree No. 459/UN5.1.R/SK/SPB/2023.

⁴⁰ No. 2325/UN5.1.R/SK/SPB/2022.

Each student at Universitas Sumatera Utara is assigned an Academic Advisor (Dosen PA) per Rector's Decision No. 2325/UN5.1.R/SK/SPB/2022. The Academic Advisor monitors progress, approves study plans, provides curricular and extracurricular guidance, and addresses any issues. Students use an Academic Guidance Form and Study Plan Card to communicate with their advisor.

The 144 SKS study load is designed to be completed in 8 semesters (4 years), with a maximum of 24 SKS per semester under the advisor's guidance.

Graduation requires passing proposal and thesis defence exams. The thesis writing process can typically be completed in one semester (6 months), with two weeks allocated for revisions after each stage. Writing the proposal and completing the proposal defence can take about three months, with another three months for revisions and the thesis defence, supported by advisors and the examination committee.

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.⁴¹

3.2.4 Equality of opportunity

Bachelor programme of Arabic Literature and Bachelor programme of English Literature

Universitas Sumatera Utara (USU) promotes inclusive education, ensuring gender equality and non-discrimination, as outlined in Rector's Decree NUMBER 13 OF 2022 regarding admission requirements. Equal educational opportunities are guaranteed by Laws Number 2 of 2012, Government Regulation Number 4 of 2014, and Minister of Research, Technology, and Higher Education Regulation Number 126 of 2016. This ensures all prospective students have an equal opportunity to enrol, register, and complete their studies.

USU supports students from low-income or vulnerable families by granting waivers for the single tuition fee (UKT). These students can apply for relief through three types of requests:

1. Changing the Single Tuition Fee (UKT) group.
2. Instalment payments for Institutional Development Contributions (SPI) or Academic Completeness Fund (DKA).
3. Instalment payments for Single Tuition Fees (UKT) or Education Development Contributions (SPP).

Additionally, students holding the Kartu Indonesia Pintar (KIP) for Merdeka Campus are provided opportunities, including policies on education and living expenses for selected recipients.

USU also offers PPA and BBM scholarships for economically disadvantaged students. The Faculty of Cultural Sciences implements non-discrimination in rights, obligations, and

⁴¹ Survey accessible for students at: <https://akademik.usu.ac.id/>.

opportunities for student status, regardless of gender, age, ethnicity, or religion. Equal opportunities are also extended to students with disabilities. For example, the Bachelor programme in Arabic Literature includes one active student with disabilities, while the Bachelor programme in English Literature has a visually impaired student who joined in 2018. Faculty and administrative staff in both programmes are committed to supporting all students equally in their learning. Students with disabilities are treated the same as others, with this commitment closely monitored by the University. At the study programme level, lecture activities for students with disabilities are fully carried out on the first floor.

Undergraduate admissions at USU are conducted through the following processes:

- (a) National selection based on a nationwide joint entrance examination under applicable regulations.
- (b) Invitations for national entrance selection based on academic and non-academic achievements, portfolios, or other special talent criteria.
- (c) Selection for outstanding achievements (TALENTA).
- (d) Independent student selection.
- (e) International programme selection.
- (f) Other specific selection methods.

Admissions under (a) follow Ministerial Regulation, while those under (b), (c), (d), (e), and (f) are governed by the Rector's Decision.

Appraisal:

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

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention, the recognition of periods of practical work is also clearly defined. However, the Diploma Supplement that is issued to the graduates does not contain an ECTS grading table with a relative grade, so that 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 2015.⁴²

The feasibility of the workload in the study programmes is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student

⁴² See [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

counselling. Each student has an academic advisor helping them to select courses for the upcoming term in accordance with their current GPA.

USU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. USU provides a variety of student organisations dedicated to different religious groups, a feature that is valued by the student body. These organisations create an environment where students can express their beliefs and participate in community-building activities.

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

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Bachelor programme of Arabic Literature and Bachelor programme of English Literature

The didactic concept of the Bachelor programmes in Arabic and English Literature is structured in line with the Outcome-Based Education (OBE) Curriculum, as mandated by the Directorate General of Higher Education in Indonesia, Ministry of Education and Culture, 2020. This is outlined in the Rector's Decree on MBKM implementation, the Guidelines for Developing Higher Education Curricula in the Era of Industry 4.0, and the USU MBKM Module. The Independent Learning Campus (MBKM) programme, initiated by the Ministry, is student-centred and promotes exposure to real-world experiences through initiatives such as teaching in public schools⁴³, internships, independent research, and student exchanges over two semesters. Curriculum development adheres to the National Standards for Indonesian Higher Education, focusing on graduate profiles and course outcomes (CP).

The programmes employ a blended learning approach, combining synchronous (offline/online lectures utilising methods like communicative language learning, modelling, case studies, and fieldwork) and asynchronous (discussion forums, independent study, and interactive modules) methods. Collaborative Learning (CM) is implemented in courses from semesters 3 to 7, while Project-Based Learning (PjBL) is applied in semesters 5, 6, and 7. Examples of CM courses

⁴³ 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.

include Jawi Writing and Arabic Language Teaching Methods in the **Arabic Literature** programme, and English for Office and Banking (Sem. 5), Creative Writing (Sem. 3), and Stylistics (Sem. 3) in the **English Literature** programme. Using the PjBL method, Literary Criticism (Sem. 5)

Assessment methods align with the intended course outcomes (CO) and learning outcomes (LO). Year 1 foundational courses, primarily theoretical, are assessed through written exams (mid-term and final) and mini-projects, such as presentations. Year 2 and 3 courses (semesters 3–5) incorporate case studies alongside written exams to evaluate individual student proficiency. Higher-level skills in Year 3 and 4 (semesters 5–7) are assessed through project-based learning.

Teaching platforms include the USU Learning Management System (LMS), Google Classroom, and Zoom, facilitating both collaborative and independent learning.

3.3.2 Course materials (Asterisk Criterion)

Lecture materials for the Departments of Arabic and English Literature are delivered through face-to-face sessions, with many lecturers utilising the E-learning Platform at kelas.usu.ac.id⁴⁴, where both lecturers and students have accounts. Materials prepared by lecturers include presentation slides, book chapters, documents, videos, audio files, URLs, journal articles, and learning contracts/study plans. Journals can be accessed via a provided subscription link.

Materials are typically uploaded in advance to support blended learning, allowing students to review content before discussing it in class. Lecturers can update materials as needed and use the platform to create group discussions, assignments, and quizzes. Features like forums and chats facilitate interactive discussions and independent study among students, while the platform also aids in evaluating lecturer and student performance. Content is maintained and updated periodically before classes commence, and online lectures can also be conducted through the platform.

During the pandemic, the use of online platforms to share materials increased significantly (almost 100%). In offline situations, materials may also be distributed as hardcopies. Some lecturers additionally use platforms such as Google Classroom, Zoom, and Google Meet to support teaching.

3.3.3 Guest lecturers

The World Class Visiting Professor/Guest Lecturer Programme at Universitas Sumatera Utara (USU) enables academic programmes to invite foreign scholars to participate in teaching and academic activities. These scholars act as guest lecturers, contributing to courses offered each semester. The programme aims to enhance USU's academic reputation and improve the competence, capabilities, and educational quality of its faculty and students. Guest lecturer initiatives operate at both University and programme levels.

⁴⁴ <https://kelas.usu.ac.id/>, last accessed January 22, 2025.

Bachelor programme of Arabic Literature (BAL)

The programme organises 3–4 public lecture sessions per semester, featuring both national and international guest speakers. National lecturers, invited for their expertise in business or academics, provide students with practical insights. International guest lecturers specialise in Arabic Studies and Balaghah, delivering lectures via Zoom. For the Arabic Calligraphy course, practitioners provide specialised instruction on the art of calligraphy. Additionally, the programme collaborates with the Institute of Islamic and Arabic Sciences (LIPIA), affiliated with the Islamic University of Imam Muhammad bin Saud in Riyadh, to conduct public lectures.

Bachelor programme of English Literature (BEL)

The programme regularly hosts guest lectures to update knowledge for students and lecturers. In 2023, four guest lecturers were invited:

- A lecturer from American University of Paris, France for the English Literature programme.
- A lecturer from Universiti Utara Malaysia for Intensive Reading.
- A lecturer from De La Salle University, Philippines for Syntax.
- A Assoc. Prof. from Southern Cross University, Australia for Literary Theory II.

At the University level, guest lecturers often come from non-academic institutions but may also include academic speakers covering topics such as economics, business, law, politics, technology, and more. Faculty-level guest lectures focus on interdisciplinary themes. Information about these programmes is shared via the university's website and social media channels. For students in English Literature, these sessions provide valuable global perspectives, enhancing their understanding and fostering a spirit of lifelong learning.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. All courses provide students with a Semester Learning Plan including detailed lecture material. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Based on the material provided, it appears that the accompanying learning materials had similar learning methods, therefore the panel **recommends** that the programme should incorporate a variety of learning methods to meet the needs of each course.

This variety will provide students with different learning experiences, leading to more comprehensive learning outcomes.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also from culture and politics.

	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

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Bachelor programme of Arabic Literature (BAL)

The Arabic Literature curriculum integrates international content to prepare students for global work environments. Courses such as Communicative Arabic Conversation focus on developing multicultural awareness and communication skills in Arabic. Collaboration with LIPIA provides guest lectures by native speakers, enhancing students' proficiency. The programme offers courses tailored to multinational work needs, including Arabic Dialects, which familiarises students with regional dialects and cultures, supported by Cross-Cultural Studies.

Students are encouraged to participate in international events such as conferences, exhibitions, and Arab Day celebrations. Additionally, Dutch language courses are available as electives to strengthen foreign language skills. Opportunities for international exposure include summer courses organised by the Faculty of Humanities at USU, improving students' Arabic proficiency further.

Bachelor programme of English Literature (BEL)

USU's strategic plan incorporates international education as a key component, aiming to establish itself as a leading university nationally and globally. The English Literature programme offers courses like English Office and Banking, Cyber Discourse, Feminist Studies, and Computational Linguistics, equipping graduates for both local and international markets. The programme supports participation in international academic and non-academic initiatives,

including cultural exchanges, competitions, and double degree programmes with universities in the Netherlands, Australia, and Taiwan.

The programme has hosted the annual ICELLIC (International Conference on English Language, Literature, and Culture) since 2020, providing a platform for students and faculty to share research on global issues in language, culture, and literature. Faculty and students are also encouraged to publish research in international journals and collaborate with global universities.

USU promotes inbound programmes to attract international instructors and students and outbound initiatives to provide its faculty and students with study-abroad opportunities. The Double Degree Programme with Australia is a key initiative, fostering knowledge exchange and international collaboration.

3.4.2 Internationality of the student body

Bachelor programme of Arabic Literature (BAL)

The internationalisation programme, implemented by USU and the Faculty of Humanities, extends to the Bachelor programme in Arabic Literature (BAL). Efforts include FIBAA registration and internal and external improvements to enhance global engagement. BAL facilitates interactions with international students through classroom and extracurricular activities. Arabic Literature students actively participate in the ITHLA organisation (Itihadut Thalabah Al-Lughah Al-Arabiyyah), promoting interest in Arabic studies.

To support internationalisation, the programme encourages student exchanges and coordinates with universities to promote international studies. USU has established the International Affairs Centre to support foreign language learning and international initiatives. Through IISMA (Indonesian International Student Mobility Award) and DIKTI programmes, USU accommodates undergraduate, master's, and doctoral students from developing countries across all faculties and programmes.

Bachelor programme of English Literature (BEL)

Aligned with USU's vision of becoming a world-class university, the Bachelor programme in English Literature collaborates with the University College of Foundation Pahang (UCYP) in Malaysia, formalised through an MoU. This partnership aims to enhance human resource quality in higher education and provides insights into culture and language, fostering skills and creativity. It also prepares graduates to meet labour market demands.

English Literature students participate in the Indonesian International Student Mobility Awards (IISMA), a scholarship scheme from the Ministry of Education, Culture, Research, and Technology. This programme allows students to study for a semester at renowned international universities, such as the University of Pisa, National Taiwan University of Science and Technology, and Newcastle University. Participants can transfer up to 20 credit hours (SKS) to relevant courses.

The programme's curriculum includes internationally oriented courses such as Cultural Awareness, Western Mythologies, Fairy Tales and Folklore, English for Journalism and Diplomacy, IELTS Preparation, and Literary and Cultural Studies: Popular Culture. USU has

established rules for credit transfer systems, allowing up to 75% of the undergraduate study load to be completed through domestic and international learning experiences.

3.4.3 Internationality of faculty

Bachelor programme of Arabic Literature and Bachelor programme of English Literature

Lecturers from both programmes participated in the Faculty of Humanities' (FIB) regular Summer Course Program at Universitas Sumatera Utara (USU). On 11 September 2023, FIB USU held an International Summer Course titled "Introducing the Cultural Diversity of Malay and Batak in North Sumatra," with participants joining both online and offline. The event featured instructors from Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, the University of Alberta, and Institut Teknologi Medan.

The USU Back Home programme also involves alumni in supporting their alma mater, fostering camaraderie while contributing to internationalisation efforts. A similar alumni meeting at the faculty level serves the same purpose. Lecturers from the Bachelor programme in English Literature served as the organising committee for these events.

Additionally, lecturers from both programs actively participate in international collaborative research. This includes co-authoring articles in Scopus-indexed proceedings with Universiti College Yayasan Pahang and publishing in National Journals in collaboration with Fatoni University, Thailand.

3.4.4 Foreign language contents

Bachelor programme of Arabic Literature (BAL)

The Bachelor programme in Arabic Literature follows the MBKM curriculum, ensuring graduates are proficient in Arabic. Around 80% of courses are taught in Arabic, covering subjects such as Nahwu, Sharaf, Muhadasah, Istima', and Insya'. The remaining 20% of courses are taught in English, Dutch, or Indonesian, with subjects like Pendidikan Pancasila and Bahasa Indonesia conducted in Indonesian.

Bachelor programme of English Literature (BEL)

The Bachelor programme in English Literature also follows the MBKM curriculum, producing graduates proficient in English. Approximately 80% of courses are taught in English, while the rest are in Indonesian and selected foreign languages (Mandarin, Japanese, and French). Courses taught in Indonesian include basic subjects such as Bahasa Indonesia, Religion, Citizenship, and Physical Education.

Appraisal:

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

The international composition of the student body does not correspond to the programme concepts. The study programmes do not have international students, but they do have exchange students. However, the panel recognises that the internationalisation plan of USU is currently in its first stages. They **recommend** intensifying measures to promote internationality which are goal oriented, for example, by inviting international universities.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

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 (MBKM⁴⁵) 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.

⁴⁵ 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.

Bachelor programme of Arabic Literature (BAL)

The Bachelor programme in Arabic Literature offers various courses that develop students' competencies in both academic and non-academic fields. For example, the Rhetoric course enhances public speaking skills, preparing students for Arabic speech competitions and debates like MTQMN. Students can apply these skills in activities such as delivering Friday sermons, conducting study sessions, and mentoring. The Muhadasah course develops conversation skills for seminars, welcoming foreign guests, and guiding tours. The Student Association (HMJ) also collaborates with other organisations to improve leadership, public speaking, and other skills. Additionally, students acquire interdisciplinary skills through mandatory university courses on local wisdom (Jawi script), critical thinking (Mathematics for Social Humanities), Literacy Skills, and Internationalisation.

Bachelor programme of English Literature (BEL)

The Bachelor programme in English Literature provides courses that develop students' skills in both academic and non-academic areas. For instance, courses such as English for Office and Banking, English for Journalism and Diplomacy, Literary and Cultural Studies: Film, and Children's Literature and Education equip students with multidisciplinary skills in journalism, filmmaking, child education, and banking. The English Literature Student Association (IMSI) collaborates with other organisations to enhance leadership, public speaking, TOEFL preparation, and managerial skills. Students also gain interdisciplinary skills through mandatory courses on local wisdom, critical thinking (Mathematics for Social Humanities), Literacy Skills, and Arts and Fitness.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

As mentioned above, the study programmes provide students with the opportunity to do internships in the MBKM programme. Further, each programme imparts further skills for employment to its students.

Bachelor programme of Arabic Literature (BAL)

According to the 2021-2023 tracer study, 80% of graduates from the Bachelor programme in Arabic Literature work in the education sector, particularly in Islamic schools, reflecting the

programme's focus on preparing teachers through courses like Teaching Methods of the Arabic Language, Istima', Nahwu, Sharaf, and other linguistics subjects. Graduates also pursue careers as tour guides, employees in Arab companies, or translators, aided by courses in Muhadasah, Communicative Arabic Conversation, and Arabic-Indonesian Translation. The remaining 20% work in non-educational sectors, such as government agencies, industries, and entrepreneurship, benefiting from courses in entrepreneurship, rhetoric, and public speaking. The programme also offers MBKM opportunities, such as the Campus Teaching Programme, Internship Programme, and Certified Independent Study, to help students prepare for post-graduation.

Bachelor programme of English Literature (BEL)

In the 2021-2023 tracer study, 40% of graduates from the Bachelor programme in English Literature work in the education sector, particularly in foreign language guidance centres and schools. To cater to various career paths, the programme offers courses such as Theories of Literature, Socioliterature and Cultural Studies, and Literary Criticism for those pursuing writing or literary critique. Translation enthusiasts can take courses in Translation as a Profession and Simultaneous Translation, while those aiming to become educators can benefit from Teaching Methodology, Curriculum Design, and Teaching English for Young Learners. The remaining 60% work in non-educational sectors like government, industry, and entrepreneurship. The programme offers courses in entrepreneurship, social humanities mathematics, and more. MBKM opportunities, such as the Campus Teaching Programme, Internship Programme, and Certified Independent Study, also prepare students for post-graduation.

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 of the study programmes through all their courses.

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

4. Academic environment and framework conditions

4.1 Faculty

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

The table below shows how many faculty members the two study programmes at USU have.

Table 7: Structure of faculty

	Arabic Literature Study programme	English Literature Study programme
Full-time teaching staff	15	24
Part-time teaching staff incl. visiting/adjunct lecturers		
Total number of teaching staff	15	24
<i>Among them:</i>		
Teaching staff with professional experience		
Teaching staff with international experience		
Number of professors	3	7
Number of associate professors	5	8
Number of assistant professors	6	6
Number of senior lecturers	1	2
Number of lecturers		1
PhD holders	10	16
Master degree holders	5	8
Guest lecturers		4

4.1.2 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.⁴⁶ 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 qualifications of being graduates of Master's programmes, and lecturers in postgraduate programmes must be graduates of doctoral programmes.

⁴⁶ Based on Law No. 14/2005.

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.⁴⁷ Results of the selection process are published online as well.⁴⁸ 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.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

The criteria for pedagogical and didactical qualifications required to become teaching staff at USU are detailed online. 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 programmes such as Basic Instructional Engineering Skills (PEKERTI) and Applied Approach (AA) Training, conducted by the Education Development Unit (UPP). Additionally, coaching clinics are organised 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.

Each lecturer must enhance their pedagogical knowledge and skills, with opportunities for certifications such as translation (for **Arabic Literature** and **English Literature**) and TEFL (for **English Literature**). The University supports lecturers in advancing their academic qualifications by subsidising tuition fees for doctoral programmes at Universitas Sumatera Utara. Lecturers may also benefit from scholarships offered by third parties, including LPDP, Unggulan, Australia Awards, Fulbright, Qatar Government, and Royal Saudi Government

⁴⁷ <https://rekrutmen.usu.ac.id/> and <https://casn.kemdikbud.go.id/cpns/cpns2023>.

⁴⁸ <https://www.usu.ac.id/id/pengumuman/seleksi-penerimaan-dosen-tetap-di-lingungan-universitas-sumatera-utara-tahun-2023>.

scholarships. Additionally, Universitas Sumatera Utara provides sabbatical leave and opportunities for international mobility for staff and post-docs.

USU promotes academic excellence by facilitating lecturers in publishing articles and obtaining Intellectual Property Rights (HKI) through the Institute for Scientific Writing Innovation and Intellectual Property Rights (LIPIHKI). It also supports lecturers in acquiring expertise certifications issued by the National Professional Certification Agency (BNSP).

USU has adopted an e-learning platform to complement traditional learning methods. This platform enables lecturers to integrate digital tools and materials into their teaching. Notably, one Professor from the Bachelor programme in English Literature, received recognition as the third-best lecturer for online teaching via USU e-learning.

Student feedback on teaching quality is gathered through surveys conducted each semester via the academic portal. These results help Study programme and Faculty leaders continually improve learning quality.

4.1.4 Practical business experience of faculty

All lecturers are required to undertake community service activities as part of the Tri Dharma (three pillars of higher education, including education and teaching, research and development as well as community service). These activities apply lecturers' expertise to benefit the community and are conducted periodically in various forms. USU supports these efforts by allocating funding for community service initiatives.

Bachelor programme in Arabic Literature (BAL)

Lecturers in this programme actively contribute as managers of Hajj and Umrah travel, preachers, Arabic language consultants for schools and private institutions, translators of Arabic and Jawi scripts, and advisors in legal cases involving land ownership disputes (Grant Sultan). These activities enrich classroom teaching by providing real-life scenarios, aligning with the programme's vision and mission. Integration of theory and practice is reflected in courses such as muhadatsah (conversation) on Hajj and Umrah topics, journalism, language entrepreneurship, creative ideas, and Jawi (Arabic-Malay) writing.

Bachelor programme in English Literature (BEL)

Lecturers in this programme engage in professional activities as translators, language education assessors, and expert witnesses. These roles provide valuable case studies for courses like introduction to translation, translation as a profession, simultaneous translation, discourse analysis, systemic functional grammar, TEFL, curriculum design, and language testing. Real-life experiences from these activities enhance classroom learning and are incorporated into course syllabi and materials, strengthening the integration of theory and practice.

4.1.5 Internal cooperation (Asterisk Criterion)

To maintain the quality of education and administration, the Faculty of Cultural Sciences holds regular meetings for all lecturers at least once a semester, as well as meetings specific to each study programme. Minutes of these meetings are documented to ensure accountability.

Team-Teaching Approach:

Nearly all courses are delivered through team-teaching. Teaching teams are appointed at the start of each semester, led by a course coordinator, and collaborate on course preparation, delivery, evaluation, and material development. Teams hold regular meetings before, during, and after the semester to refine the learning process, incorporating feedback from staff and students. Informal meetings, often via social media, help align learning objectives, weekly topics, and references. Lecturers also collaborate in teaching specific topics based on their expertise.

Collaborative Academic Activities:

Beyond teaching, lecturers participate in collaborative research, joint publications, module development, community service, staff exchanges, and training programs. These activities foster a positive work environment and provide professional development opportunities. Thesis supervision also reflects collaboration, with supervisors, co-supervisors, and examiners providing guidance and input throughout the process.

Socialisation and Research:

Socialisation and research activities involve both lecturers and students. Examples include joint research projects under USU's World Class University grant (2022) with Bengkulu University, Medan State Polytechnic, and Blitar State Community Academy, as well as collaborative research with Brawijaya University through Equity funds. Nearly all research and community service initiatives are team-based, requiring cooperation among members and active student involvement.

University-Level Collaboration:

Lecturers from both programmes contribute to internal university activities, such as serving as Field Study and Community Service (KKN) supervisors, Field Assistant Lecturers (DPL) for the MBKM programme, and members of teaching teams for Compulsory University Courses (MKWU).

4.1.6 Student support by the faculty (Asterisk Criterion)

To ensure the learning process runs smoothly, the study programmes provide 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. Monitoring is done through WhatsApp, as well as face-to-face meetings.

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.⁴⁹

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 organised by internal campus organisations, 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 programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consist of full-time and guest lecturers in **Arabic Literature** and full-time lecturers in **English Literature**. Although there are no part-time lecturers on either programme, the panel is satisfied that both academic standards and the requirements of professional practice are fully met.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. USU follows national regulations and verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. USU verifies the qualifications of the faculty members by means of an established procedure. USU ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. During the on-boarding process, new faculty members are shown how teaching and testing materials are developed. 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 practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice. Some lecturers in the **Arabic Literature** programme, for example, are active as managers, preachers, Arabic language consultants or translators and can bring these experiences into the classroom. In the **English Literature** programme, faculty members work as practitioners in the field of translation, language education assessors, and language expert witnesses.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

⁴⁹ <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.

	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

4.2.1 Programme Director (Asterisk Criterion)

According to USU Board of Trustees Regulation No. 1 of 2022, the Dean oversees faculty-level education, while the Head of the Study programme manages program-level activities, reporting directly to the Dean. The Head's responsibilities include planning, implementation, development, and evaluation of teaching activities to achieve the program's vision and mission. Supported by a program secretary and one educational staff member, the Head's duties include:

- Planning and coordinating lectures, practical work, and evaluation of learning outcomes.
- Monitoring the teaching and learning process to align with the curriculum and program objectives.
- Coordinating education, research, and community service at the programme level.
- Budgeting and activity planning for the programme.
- Proposing lecturer, facility, and infrastructure needs.
- Reporting accountability to the Dean and executing additional assigned tasks.

Coordination with the Dean's Office (Vice Deans I, II, III) and Administration ensures smooth governance and academic services.

4.2.2 Process organisation and administrative support for students and faculty

The Faculty of Cultural Sciences is supported by 126 lecturers and 51 educational staff, ensuring academic and administrative services. These services, covering student affairs and

academics, are managed under the guidance of the Dean, the Dean's Office, and the Head of Administration.

Administrative Support for Study programmes

Each study programme, including Arabic Literature and English Literature, has one administrative staff member assisting the Chair and Secretary in managing academic administration. They utilise systems like the Academic Portal and SIA (Integrated Academic Information System) to streamline services. Staff assist lecturers with:

- Attendance records, class schedules, and BKD (Workload) summaries.
- Grade entry, official letters, and data input into the SISTER system.

Staff also assist students with:

- Course registration (KRS), graduation data input, and resolving administrative issues.
- Preparing documents for thesis defenses and guiding alumni for the tracer study.
- Synchronising student data with PDDikti via SIA Feeder.
- Supporting MBKM programme participation, including providing templates and facilitating communication.

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. Universitas Sumatera Utara also provides an Accessible Information System Guide to facilitate the use of available information systems, as follows:

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://simpler.usu.ac.id/
	SIPUSTAHA	https://sipustaha.usu.ac.id/
	Talent Publisher	https://talentapublisher.usu.ac.id/
	Library Catalogue	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.

Training and Development

The faculty invests in staff development through training in areas such as computer skills, archiving, and English language proficiency. Lecturer development is supported through professional certification from the National Professional Certification Agency (BNSP). The faculty remains proactive in improving human resources by providing information and support to enhance overall performance.

Appraisal:

Each of the two study 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 programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. Additionally, USU offers the administrative staff 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

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

Universitas Sumatera Utara (USU), as a Legal Entity State University (PTNBH) in Indonesia, has actively implemented its Phase II design (2020–2024) for sustainable internationalisation, blending local excellence with partnerships at national and international levels. These collaborations span academic and non-academic domains.

Partnership management is strategically planned, adhering to the Long-Term Plan (RJP), Strategic Plan (Renstra), Key Performance Indicators (IKU-PTN), and performance contracts at various institutional levels. A guide for partnership management is available to support collaboration efforts across the university.

Faculty-Level Collaboration Management

At the faculty level, Work Unit III (WD III) manages collaborations with other universities and industry partners. WD III facilitates the creation of Memoranda of Agreement (MoA) and Implementation Arrangements (IA), signed by the Dean. At the Faculty of Cultural Sciences (FIB), collaborations focus on two main categories:

1. National-Level Collaborations:

FIB collaborates with national institutions through MoAs, extending university-level Memoranda of Understanding (MoUs). These partnerships align with academic and professional development goals, enhancing education, teaching, research, and community service. Key activities include:

- Team teaching initiatives

- Joint conferences.
- Establishment of adopted villages.
- Kampus Merdeka (Independent Learning Campus) activities, such as student exchanges, internships, and teaching placements.

2. International-Level Collaborations:

FIB engages in global partnerships to enhance faculty and student quality. The World Class University (WCU) programme, now EQUITY (Enhance Quality Education for International University), is central to these efforts. Activities include:

- Guest lectures and top scientist webinars.
- International staff mobility and sabbatical leave programmes.
- Student exchanges under the Indonesian International Student Mobility Award (IISMA).

Collaboration documents such as MoUs, MoAs, and IAs are being pursued for further realisation, with many activities already underway.

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature (BAL) aligns with the University and Faculty's vision by fostering collaborations with institutions locally and abroad.

Domestic Partnerships:

Key partners include Faculty of Humanities Universitas Hasanuddin (FIB UNHAS), Faculty of Humanities Universitas Diponegoro (FIB UNDIP), Faculty of Humanities Universitas Mulawarman (FIB UNM), and Faculty of Tarbiyah and Teacher Training (FITK) Maulana Malik Ibrahim Malang.

International Collaborations:

BAL has invited guest lecturers, including lecturers from:

- Canal Suez University, Egypt.
- Universiti Utara Malaysia.
- Universiti Kebangsaan Malaysia.
- Minnesota University, Turkey.

To enhance Arabic language education, BAL sent four lecturers to Egypt for a short course under a partnership with ADPISI. Future continuation of this programme is planned to benefit both students and faculty.

Bachelor programmer in English Literature (BEL)

The Bachelor programme in English Literature has established collaborations with various domestic and international institutions.

Guest Lecturers:

The programme has hosted scholars from:

- Universitas Utara Malaysia.
- De La Salle University, Philippines.
- Southern Cross University, Australia.
- The American University of Paris, France.
- Aligarh Muslim University, India.
- The University of Hong Kong.

Institutional Agreements:

An Institutional Agreement (IA) was signed with University College of Yayasan Pahang (UCYP), Malaysia, enabling student participation in academic seminars and other activities.

Collaborative Activities:

The programme has promoted:

- Joint publications by faculty members with domestic and international partners, focusing on topics like discourse analysis, creative writing, and TEFL & TESP. These publications are integrated into the curriculum.
- Joint community service with the Faculty of Language and Linguistics (FLL), Universiti Malaya, Malaysia, in 2023.

These collaborations have significantly enriched the academic experience of both faculty members and students, while enhancing the programme's standing.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Universitas Sumatera Utara (USU), as a higher education institution in Indonesia with the status of a Legal Entity State University (PTNBH), engages in collaborations in both academic and non-academic fields.⁵⁰

Bachelor programme in Arabic Literature (BAL)

The Bachelor programme in Arabic Literature (BAL) has established partnerships with several non-academic organisations at the national and international levels.

National Collaborations:

BAL collaborates with the following institutions:

- Glow Enterprise, the Indonesian Translators Association (HPI), and the Language Centre of North Sumatra Province.
- Local governments and cities in North Sumatra, including Medan, Binjai, Tebing Tinggi, Langkat Regency, Deli Serdang, Asahan, Batubara, and Humbang Hasundutan. These partnerships provide locations for Real Work Lecture (KKN) activities for Arabic Literature students.

⁵⁰ [Guidebook for Collaborations](#), last accessed January 23, 2025.

International Collaborations:

BAL has partnered with:

- Ittihadu Mudarrisi Lughah Al-Arabiyyah (IMLA) Indonesia, an internationally recognised organisation representing Arabic language instructors, particularly in the Middle East.
- Ittihadu Aqşam Lughah wa Adabiha (IQLAB) Indonesia, which represents Arabic language and literature programmes. BAL faculty members are actively involved in these organisations, with some holding leadership positions.

Exploratory Collaborations:

The programme is currently exploring partnerships with:

- Concepto.id, a company operating in the culinary and beauty industry.
- Al Falah Umrah & Haji Tour and Travel, a provider of Hajj and Umrah pilgrimage services with links to agencies in the Middle East.

These collaborations aim to enhance the quality and opportunities available to students, faculty members, and graduates of BAL.

Bachelor programme in English Literature (BEL)

The Bachelor programme in English Literature (BEL) has implemented collaborative programmes with academic institutions and industry partners, focusing on education, internships, and professional development.

National Collaborations:

- Academic Institutions: BEL collaborates with SMAN 2 Plus Sipirok, Darul Arafah Islamic Boarding School, and SMA Negeri 1 Sei Suka, providing students with opportunities for research, Community Service Programmes (PKM), and employment.
- Industry Partnerships: BEL works with PT POS Indonesia, Bank Sumut, ADZKIA, PT Orbit Ventura Indonesia, PT Zona Edukasi Nusantara, and Glow Enterprise. These partnerships offer internship placements to help students develop both skills and soft skills.

Community Development:

BEL conducts community development activities across North Sumatra and has adopted schools, including Darul Arafah Islamic Boarding School in Medan, to strengthen educational initiatives.

Professional Certification:

BEL collaborates with professional certification bodies to enhance graduate profiles in areas such as fiction writing and editing. A significant percentage (75%) of BEL faculty members have obtained certifications in scientific article writing and reviewing. These qualifications strengthen their ability to guide students in research methodology, scientific publication, and final project supervision, contributing to graduate success in language research and literary criticism.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

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	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

4.4.1 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.

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),
 - Organisational 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 Services⁵¹ 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.
- 4. Spiritual facilities**
- Mosque,
 - Prayer room.

At the faculty level, various academic and non-academic facilities are available to students free of charge to support the learning process. These facilities include:

- Language laboratories,
- Auditorium,
- Faculty rooms,
- Gazebos,
- Parking lots,
- Nurul Ilmi Mosque,
- Classrooms equipped with projectors, air conditioning, fans, and whiteboards,
- Volleyball courts,
- USU Library,
- FIB Branch Library,
- Mini Library for BAL (Reading Corner),
- Corridor classrooms serving as waiting rooms between classes and student discussion areas, equipped with EDUROAM Wi-Fi services,
- Stone discussion tables,
- Green ASRI gardens.

Additionally, all classrooms in the **English Literature** and **Arabic Literature** programmes are equipped with air conditioning, projectors, and comfortable lighting.

⁵¹ <https://ditmawalumni.usu.ac.id/>

4.4.2 Access to literature (Asterisk Criterion)

Universitas Sumatera Utara'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. The USU Library operates from Monday to Friday, offering extended hours on Tuesdays to Fridays. The library opens at 8:00 AM on Mondays, 7:30 AM on Tuesdays to Thursdays, and 7:30 AM to 4:30 PM on Fridays.

Information about the resources owned by the University Library can be accessed through the library's website.⁵² 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.

USU library has a variety of information resources in both print and electronic collections and also subscribes to a number of online journal databases. More than 80 % of the library's collection is electronic. The total volume of USU Library collection is 2,231,194 items. The total printed book collection is 492,252 items consisting of 139,012. titles with an average increase of about 13,000 items per year. Electronic books (E-books) are 10,479 titles, electronic journals (e-journals) are 53,616 titles, proceedings (e-Proceedings) are 3,902 titles, theses are 750,000 and dissertations are 800,000 titles in all subject areas managed by USU.

Table 8: 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 9: Selection of journals/databases⁵³

Springer Link
ScienceDirect
SAGE Journals

⁵² <https://library.usu.ac.id/>, last access November 25, 2024.

⁵³ [E-Journals – USU Library](#), last accessed December 5, 2024.

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 website⁵⁴ and then logging in using the Single Sign-On (SSO) provided by USU.

In the Faculty of Cultural Sciences, students and faculty members have access to reading materials in the faculty library, which houses a collection of over 5,000 titles.⁵⁵

In addition to the University and Faculty library services, **Arabic Literature** students can access resources from the mini-library located within the BAL office. This office houses a collection of hundreds of Arabic language literature pieces, which students can read directly in the programme's office. Furthermore, there are well-organised collections of proposals and theses stored in two cabinets, which students can use as a foundation for their academic work.

English Literature and **Arabic Literature** students can also obtain literature from the small libraries in their respective programmes. These libraries house hundreds of collections of English language books, including linguistic and literary reference books as well as dictionaries, which are available for students to read. Additionally, there is a well-organised collection of theses stored in three cabinets, providing students with a valuable reference source for producing academic work or completing their theses.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. The panel would like to positively highlight the digital learning centre with innovative roleplaying games.

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g., business games, role-playing game, virtual elements), the HEI possesses appropriate rooms which possess the specific technical components needed.

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

⁵⁴ <http://usuproxy.usu.ac.id>, last access November 25, 2024.

⁵⁵ For more information on the faculty library see:

https://docs.google.com/spreadsheets/d/1R5wYWp16qXaSaeLoONQmzmI0_fNOLGRi/edit?gid=587051684#gid=587051684, last accessed January 23, 2025.

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

4.5 Additional services

4.5.1 Career counselling and placement service

The USU Job Center was established in 1991 with initial support from USAID (United States Agency for International Development) through the HEDS (Higher Education Development Support) Project for the first five years. Since the issuance of the Rector's Decree No. 474/PT05.H/SK/C/1995 on April 14, 1995, the USU Job Center has been independently managed under the Community Service Institution (LPPM).

The workforce at the Job Center consists of five individuals, including senior management (a head and a secretary, both Civil Servants) and supporting staff focused on:

- Administration for job seekers and alumni,
- Operational administration, and
- Company administration.

Services Offered

The USU Job Center provides the following services to students and alumni:

1. Job Fairs for USU Alumni

The Job Fair/ USU Career Expo⁵⁶ is a signature programme designed to help alumni connect with job opportunities through recruitment events and job vacancy information shared by various companies. These events are held three times a year, including:

- USU Career Expo 2023 (March),
- Career Expo USU 2023 (May), and
- USU Job Fair 2023 (August).

For more information about student career development, visit: <http://pjk.usu.ac.id>.

2. Advertisements

To further support job seekers, the USU Job Center shares job-related information through various media channels:

- **Print Media:** Ads in *Analisa* and *Tribun Medan* newspapers.

⁵⁶ [USU Career Expo and Car Boot Sale 2024 | Universitas Sumatera utara](#), last accessed December 5, 2024.

- **Radio:** Announcements via Kiss FM.
- **Printed Materials:** Posters, flyers, and brochures distributed at universities and popular public spaces in Medan.
- **Banners and Billboards:** Placed at strategic locations both on and off the USU campus.
- **Social Media:**
 - Facebook: <https://web.facebook.com/PJKusu>
 - Instagram: <https://www.instagram.com/pikusu>

The USU Job Center remains committed to facilitating the career success of its students and graduates through innovative programmes and extensive networks.

4.5.2 Alumni Activities

The alumni network at Universitas Sumatera Utara (USU) is organised into three levels: University, Faculty, and programme levels.

1. **University Level:** At the University level, the alumni association is known as the Universitas Sumatera Utara Alumni Association (IKA USU).
2. **Faculty Level:** At the Faculty of Cultural Sciences (FIB) level, the alumni association is called the Faculty of Cultural Sciences Alumni Association (IKA FIB USU).
3. **Programme Level:**
 - The Arabic Language Alumni Association (IKABA USU) represents graduates of the Arabic Language programme.
 - The English Literature Alumni Association (IKALSI USU) represents alumni of the English Literature programme.

IKA USU

The Universitas Sumatera Utara Alumni Association (IKA USU) serves as a platform for communication and collaboration among USU alumni. Its mission is to unify alumni efforts in contributing to the Tri Dharma of Higher Education and to support national development through community dedication.

Key work programs aimed at enhancing career opportunities for students and alumni include:

- Seminars and workshops on job market trends.
- Development of a tracer study system for alumni data analysis.
- Establishment of information systems and services for student activities and career-related programs.

IKA FIB USU

The Faculty of Cultural Sciences Alumni Association (IKA FIB USU) oversees alumni from FIB and works closely with the faculty to organise events such as alumni gatherings.

Key activities include:

- **Alumni Gatherings:** Held annually, these events foster connections among alumni, students, and faculty.
- **Community Service and Seminars:** Alumni provide motivation and career insights for current students.
- **Committee Meetings:** Organised regularly, with committee members selected every five years.

Distinguished alumni are often invited to share their experiences and inspire future graduates from the Faculty of Cultural Sciences.

IKABA USU (Arabic Language Alumni Association)

IKABA USU represents alumni of the Arabic Language programme. The association regularly organizes events such as the Grand Deliberation and Grand Reunion, where alumni meet faculty and students to share ideas, career experiences, and programme insights.

Key activities include:

- **Grand Deliberation:** Election of a new alumni chairman.
- **Networking Events:** Maintaining alumni connections through WhatsApp groups to share job opportunities and updates.
- **Programme Development:** Alumni provide feedback on curriculum planning and programme improvements.
- **Guest Lectures:** Alumni are invited to give motivational talks and lectures to students.

IKALSI USU (English Literature Alumni Association)

IKALSI USU supports English Literature graduates through similar networking and development initiatives.

Key activities include:

- **Alumni Talk:** Alumni share their success stories and career experiences to motivate current students.
- **Alumni Gatherings:** Alumni, lecturers, and students meet to exchange ideas and discuss career opportunities. These events often include the election of a new alumni chairman.
- **Programme Development:** Alumni contribute to curriculum planning and programme improvement discussions.

Both associations—IKABA and IKALSI—focus on building strong networks among alumni and fostering collaboration between alumni and the university to support career development and academic growth.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. USU brings its graduates in contact with representatives from business enterprises at regular events such as the Career Expo. USU provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. The panel commends USU's efforts in engaging alumni through various activities and encourages further integration of alumni into programme initiatives. Specifically, the panel suggests inviting alumni to share their experiences and insights by speaking to classes, fostering stronger connections between current students and graduates.

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

4.6 Financing of the study programme (Asterisk Criterion)

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 funding of study programmes at Universitas Sumatera Utara (USU) is governed by the Rector's Decree No. 906/UN5.1.R/SK/KEU/2023 on the Determination of the Amount of Single Tuition Fee (Uang Kuliah Tunggal/UKT) per Semester for Undergraduate (S1) Students, as well as USU's Annual Budget Draft. Currently, USU has three main revenue streams:

1. Income from the State Budget (APBN)

Funds from the APBN are allocated for the following purposes:

- Civil servant salaries,
- Meal allowances,
- Professional allowances for lecturers, professors, and honorary professors,
- Grants and subsidies,
- Facility acquisition costs,
- Cooperation/partnership funds, including research and community service funding.

2. Income from Public Funds

Public funds are collected in exchange for goods or services provided for the public benefit. These include grants and tuition fees from public or private institutions. The revenue from these sources is allocated to services provided by the university.

3. Revenue from Services and Businesses

USU generates revenue through employment contracts, services provided to organisations or communities, and business ventures. Key contributors to this revenue include the USU Hospital, subsidiaries, and public service centres, which generate significant annual income.

Budgeting and Programme Funding

USU's budgeting policy ensures that all study programmes receive adequate funding to support their operations. Funding allocations are based on programme fees, staffing levels, and strategic plans. Key points include:

- No study programme has ever been cancelled due to financial issues.
- In the unlikely event that a programme cannot meet national criteria and must be terminated, USU has an emergency policy in place to manage the situation.
- Each year, study programmes submit their activity plans as part of the Planning and Development Conference (MUSRENBANG). These plans, detailed in the Budget Activity Plan (RKA), outline activities aligned with USU's vision and mission.

To date, all study programmes have been consistently funded, with no closures attributed to financial difficulties.

Scholarships for Students

USU offers scholarships to support students, particularly those from disadvantaged backgrounds, to complete their education. Scholarships may be awarded based on financial need, academic merit, or extracurricular achievements. Students can apply for both internal and external scholarships through the following channels:

- KIP Kuliah Scholarships: Specifically for students from low-income families.
- Additional scholarship opportunities are available on the USU scholarship website: <https://beasiswa.usu.ac.id/>.

For the 2023–2024 odd semester, a total of 8,176 students received scholarships:

- 5,479 students were funded by the government.
- 195 students were funded by private sponsors.

Student Payments

Student payments are a key component of funding for study programmes. These payments are determined by the Rector's Decree No. 906/UN5.1.R/SK/KEU/2023, which sets the amount of the Single Tuition Fee (UKT) per semester for undergraduate (S1) students.

Appraisal:

The income related to the programme 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 regulations⁵⁷ mandate that all higher education units in Indonesia must implement the quality assurance system of Higher Education (SPM Dikti). USU follows this regulation⁵⁸ 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)⁵⁹ is carried out by USUs Quality Assurance Agency (BPM).⁶⁰ 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 programme/faculty to be audited.

2. Compliance Audit or field assessment

⁵⁷ Law No.12/2012 on higher education system, Article 51-53.

⁵⁸ USU PP statute No. 16/2014, Article 61.

⁵⁹ Regulated in USU Rector's Regulation Number 4/2021, Article 13.

⁶⁰ [Home | Quality Assurance Agency Universitas Sumatera Utara](#), last accessed December 9, 2024.

Examination and assessment in place (Study programme/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

5.2.1 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.

5.2.2 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.

5.2.3 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

5.3.1 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.

5.3.2 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 its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Contrary to the information given to the other clusters, during the on-site visit the administrative staff and members of the quality management department informed the panel that it was up to the programmes to decide whether or not they want to show the results to the students. As the results must be made public for the participants, the panel **recommends** publishing the results of the student evaluation for all 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 panel comments that a closer relationship like with employers could be established for example by inviting them to participate in an evaluation.

The content, curriculum and examination scheme of the three programmes have been suitably documented and published (e.g. course plan and exam regulations). As USU provided for the **English Literature (BEL)** study programme only 52 of 76 course descriptions, the panel recommends the following **condition**:

All course descriptions for the Bachelor programme in English Literature need to be available.

USU regularly publishes current news and information – both quantitative and qualitative – about the study programmes for example via WhatsApp groups divided by student age.

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

Quality profile

HEI: Universitas Sumatera Utara

Bachelor programmes:

1. Arabic Literature
2. English Literature

		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 the HEI's overall strategic concept			x		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			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					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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				x	
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			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					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
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)			BAL	BEL condition	
5.3.2	Information on activities during the academic year			x		