

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	23/095 Cl. 5
Higher Education Institution:	Universitas Sumatera Utara
Location:	Medan, Indonesia
Study programme:	Bachelor programme of Indonesian Literature, (S.S.) Bachelor programme of Malay Literature, (S.S.) Bachelor programme of Chinese Language, (S.Li.)
Type of accreditation:	initial accreditation

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

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

Conditions:

- **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
- **Condition 2** (see chapter 4.4): The University establishes a plan for the acquisition and access to the most important literature, ensuring that main references in the course descriptions are 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.

Fulfilment of conditions

✓ All conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on June 19, 2026.

Thus, according to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited without any further conditions.

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 programmes:

1. Indonesian Literature
2. Malay Literature
3. Chinese Language

Qualification awarded on completion:

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

General information on the study programme

Brief description of the study programme:

Indonesian Literature:

The study programme focuses on linguistics and literary sciences, equipping graduates with academic skills in linguistic and literary theory and methodology. Graduates of this programme pursue careers as writers, teachers, linguists, translators, content creators, expert witnesses and researchers.

Malay Literature:

The Malay Literature study programme (MLSP) aims to produce graduates who excel in teaching, cultural management, and entrepreneurship.

Chinese Language:

The study programme focuses on equipping graduates with the knowledge, skills, and values required to excel in Chinese language professions locally and globally. The curriculum is designed to balance academic, professional, and ethical competencies to meet societal challenges.

Type of study programme:

Bachelor programme

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

Indonesian Literature: 4 years, 230,4 ECTS credits, 144 SKS credits

Malay Literature: 4 years, 230,4 ECTS credits, 144 SKS credits

Chinese Language: 4 years, 230,4 ECTS credits, 144 SKS credits

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:

Indonesian Literature: 100 - 200 students/year

Malay Literature: 20 - 50 students/year

Chinese Language: 40 - 60 students/year

Programme cycle starts in:

August

Initial start of the programme:

Indonesian Literature: 1964

Malay Literature: 1979
Chinese Language: 2007

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the bachelor programmes Indonesian Literature (S.S.), Malay Literature (S.S.) and Chinese Language (S.Li.) was concluded 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. The HEI has agreed with the chosen experts. The panel consisted of:

Assoc. Prof. Dr. Lay Hoon Ang

Universiti Putra Malaysia, Malaysia

Associate Professor, Faculty of Modern Languages and Communication

Chinese Studies, Chinese Language Translation, Applied Linguistics, Second Language Teaching and Learning

Dr. I Gusti Ayu Agung Triadnyani

Udayana University

Indonesian Literature

Country expert

Nadine Mathé

University of Hamburg

General Linguistics (MA)

Student representative

Darren Meng Yew Choy

Ines Enterprise / Transmedia Asia Sdn. Bhd.

Principal Consultant

Certified Translation, Written Translation, Oral Interpretation, Certified translation, Court Interpretation

Practice representative

Prof. Dr. Fritz Schulze

University of Göttingen (and Frankfurt)

Ass. Professor of Southeast Asian Studies and Islamic Studies

Southeast Asian Studies, in particular: Indonesian Studies, including History, Languages, Literatures, Cultures, Religions, Islamic Studies

FIBAA project manager:

Eva Seidel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on October 23-24 at USU's premises in Medan. At the end of the on-site visit, the panel has given 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 25, 2025. The statement on the report was given up on March 4, 2025. It has been taken into account in the report at hand.

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Summary

For Bachelor programmes

The bachelor programmes Indonesian Literature (S.S.), Malay Literature (S.S.) and Chinese Language (S.Li.) 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.

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
- **Condition 2** (see chapter 4.4): The University establishes a plan for the acquisition and access to the most important literature, ensuring that main references in the course descriptions are available.

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

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures USU takes to solve the identified problem are to be considered during the re-accreditation.

The panel members identified one area where **all programmes** could be further developed and **recommends**:

- keeping the literature up to date and to include more scientific articles which represent the international state of the art (see chapter 3.3);
- Intensifying measures to promote internationality of the student body (see chapter 3.4).

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

- Adding additional literature courses (see chapter 3.1).

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

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

- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)

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.

- Process organisation and administrative support for students and faculty (see chapter 4.2)

There is one criterion in which the **Indonesian Literature** programme and the **Chinese Language** programme exceed the quality requirements:

- Alumni Activities (see chapter 4.5)

There are two criteria in which the **Chinese Language** programme exceeds the quality requirements:

- International orientation of the student programme design (see chapter 1.2)
- Integration of theory and practice (see chapter 3.1)

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

Information

Information on the Institution

The Universitas Sumatera Utara (hereinafter referred to as USU) was initially established in 1952 under the name North Sumatra University Foundation. In 1957, it was officially recognized as the seventh State University in Indonesia. Since 2012, USU has been designated as a Legal Entity State University.⁵ USU is accredited as excellent by the National Accreditation Board for Higher Education (BAN-PT) since 2018.

USU strives to realize its vision “to become a university that has academic excellence as a barometer of scientific progress that is able to compete in the global world”.⁶ Currently, USU is embracing the theme of internationalization to achieve this vision, aiming to make USU locally distinctive yet globally competitive. Hence, USU has adopted the tagline “Transformation towards the Ultimate” reflecting its commitment to self-evaluation and continuous improvement.⁷ Based on input from all stakeholders, USU developed TALENTA as its competitive advantage, which emphasizes the potential of the North Sumatra region and the University. TALENTA encompasses Tropical Science and Medicine, AgroIndustry, Local Wisdom, Energy (sustainable), Natural Resources (biodiversity, forest, marine, mine, tourism), Technology, and Arts (ethnic).

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

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

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.

- b. Producing graduates who are agents of change and modernization in society, possessing strong scholarly competence, relevance, and competitiveness, along with ethical wisdom.
- c. 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 three study programmes from the Faculty of Cultural Sciences.

The **Faculty of Cultural Sciences** offers a wide range of academic programmes, consisting of 10 undergraduate study programmes: Indonesian Literature, English Literature, History, Malay Literature, Batak Literature, Arabic Language, Ethnomusicology, Library and Information Science, Chinese Language, and Japanese Literature. Additionally, there are 4 postgraduate study programmes: Master of Linguistics, Master of History, Master of Art Creation and Studies, and Master of English. The Faculty also offers a Doctoral programme in Linguistics.

The Faculty of Cultural Sciences plays an essential role in supporting the vision and mission of USU by:

- Providing relevant and up-to-date curriculum.
- Developing research programmes that contribute to the advancement of science.
- Collaborating with other institutions to enhance the quality of education and research.
- Organising training and workshops to improve students' practical skills.

Vision of the faculty

To become an institution of education, research, and community service in the field of culture, distinguished, leading, and internationally recognised, characterised by local excellence by 2024.

Mission of the faculty

- To implement and manage educational practices in a planned, integrated, and dynamic manner, increasing both the quantity and quality of graduates with superior knowledge and competitiveness at local, national, and international levels.
- To conduct research rooted in local and ethnic wisdom, with results published in national and international accredited journals and widely disseminated to stakeholders.
- To undertake planned, institutionalised, measurable, and dynamic community service, with a focus on the development and documentation of cultural values.

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

- To make the Faculty of Cultural Sciences USU a “home” that fosters graduates’ intellectual abilities and personality while strengthening the plurality of national cultural values.

Faculty Strategic Plan

The Faculty of Cultural Sciences has outlined a strategic plan to ensure its academic and institutional goals are achieved. This includes:

- Developing a curriculum that is aligned with the needs of industry and society.
- Building the capacity of lecturers through training and professional development programmes.
- Enhancing international co-operation to facilitate knowledge and experience exchange.

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 the other selection which is held by the University.

Table 1: Statistical data of Indonesian Literature

		1. Cohort 2019/2020	2. Cohort 2020/2021	3. Cohort 2021/2022	4. Cohort 2022/2023	5. Cohort 2023/2024
# Study Places offered by HEI		153	126	120	120	110
# Applicants	Σ	762	726	643	682	569
	f	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA
Application rate		498,04%	576,19%	535,83%	568,33%	517,27%
# First-Year Students (accepted applicants)	Σ	99	105	107	95	75
	f	82	85	86	84	66
	m	17	20	21	11	9
Rate of female students		83%	81%	80%	88%	88%
# 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		64,71%	83,33%	89,17%	79,17%	68,18%
# Graduates	Σ	73	36	NA	NA	NA
	f	63	31	NA	NA	NA
	m	10	5	NA	NA	NA
Success rate (students who finished their studies)		73,74%	34,29%	NA	NA	NA
Dropout rate (students who dropped their studies)		11,11%	5,71%	8,41%	NA	NA
Average duration of study		4 years	3 years 10 months	NA	NA	NA
Average grade of final degree		3,59	3,72	3,62	3,64	3,69

Table 2: Statistical data of Malay Literature

		2019	2020	2021	2022	2023
# Study Places offered by HEI		161	130	70	38	76
# Applicants	Σ	111	38	86	35	55
	f	N/A	N/A	N/A	N/A	N/A
	m	N/A	N/A	N/A	N/A	N/A
Application rate		68,94%	29,23%	122,86%	92,11%	72,37%
# First-Year Students (accepted applicants)	Σ	67	21	30	19	36
	f	36	15	23	12	24
	m	31	6	7	7	12
Rate of female students		54%	71%	77%	63%	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		41,61%	16,15%	42,86%	50,00%	47,37%
# Graduates	Σ	37	8	0	0	0
Success rate (students who finished their studies)		55,22%	38,10%	N/A	N/A	N/A
Dropout rate (students who dropped their studies)		0,00%	0,00%	N/A	N/A	N/A
Average duration of study		4 years 2 months	3 years 10 months	N/A	N/A	N/A
Average grade of final degree		3,6	3,75	N/A	N/A	N/A

Table 3: Statistical data of Chinese Language

		1. Cohort 2019	2. Cohort 2020	3. Cohort 2021	4. Cohort 2022	5. Cohort 2023
# Study places offered by HEI		62	66	70	50	87
# Applicants	∑	176	198	151	143	84
	f	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA
Application rate		283,87%	300,00%	215,71%	286,00%	96,55%
# First-year student (accepted applicants)	∑	50	51	61	45	56
	f	43	44	49	34	48
	m	7	7	12	11	6
Rate of male students		14,00%	13,73%	19,67%	24,44%	14,29%
Rate of female student		86,00%	86,27%	80,33%	75,56%	85,71%
# Foreign students	∑	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		80,65%	77,27%	87,14%	90,00%	64,37%
# Graduates	∑	39	36	NA	NA	NA
	f	36	33	NA	NA	NA
	m	3	3	NA	NA	NA
Success rate		78,00%	70,58%	NA	NA	NA
Dropout rate		5,00%	2,00%	NA	NA	NA
Average duration of study		4 years 3 months	4 years	NA	NA	NA
Average grade of final degree		3,53	3,55	NA	NA	NA

Appraisal

There was a drop of applications in Indonesian Literature and Chinese Language in 2023. 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 from the eight-semester programmes.

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

It's 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. KKNI is a reference in preparing the learning outcomes of graduates. This curriculum framework refers to the achievement of competencies which refer to learning outcomes.

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

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

Indonesian Literature (ILSP)

The Indonesian Literature study programme (ILSP) focuses on linguistics and literary sciences, equipping graduates with academic skills in linguistic and literary theory and methodology. As a member of PROBSI CENDIKIA (Association of Indonesian Language and Literature study programmes), ILSP aligns its learning outcomes with standards approved by the organisation, incorporating input from alumni and stakeholders through events such as alumni meetings and guest lectures.

Programme Educational Objectives (PEO) / Intended Learning Outcomes (ILO). Graduates are able to:

- think logically, critically, systematically, and innovatively in the context of science and technology development and implementation by considering and applying humanity values in accordance with linguistics and Indonesian literature;
- spread knowledge of language and literature in the transfer of knowledge of Indonesian language and literature, either formally or informally;
- implement the linguistic rules and principles of Indonesian language to produce academic writing, creative writing and business writing in proper and accurate Indonesian Language;
- study implications of knowledge and technology development and implementation by considering and applying humanity values in Indonesian language and literature field in accordance with scientific rules, procedures, and ethics in producing art solutions, ideas, designs, or criticism and expressing them in written form or reports;
- work together in teams, manage time, be responsible for achieving team work results, and supervise and evaluate the completion of work assigned to them and the workers under their responsibility;

- develop network with colleagues, peers, and other institutions in Indonesian language and literature basis;
- think critically, analyze, make appropriate decisions in the context of solving problems in the field of Indonesian language and literature, both in academic, social and cultural contexts based on the results of information and data analysis.

ILSP prepares graduates to:

Think critically and innovatively	Courses like syntax and morphology train students to analyse and develop linguistic and literary theories.
Serve as effective communicators	Broadcasting and rhetoric courses enhance public speaking and knowledge-sharing skills.
Produce quality written works	Literary and scientific writing courses teach proper techniques for academic, creative, and business writing.
Conduct research and solve problems	Research seminars encourage students to analyse and propose solutions grounded in scientific methodology.
Edit written content	The editing course trains students to identify and correct errors in various writing forms.
Work collaboratively and manage tasks	Group projects and team assignments build collaboration and leadership skills.
Build professional networks	Alumni activities and partnerships with institutions help students establish connections in their field.
Analyse and solve problems	Case studies and text analysis develop critical thinking and decision-making skills in academic, social, and cultural contexts.

ILSP offers courses such as literary writing, scientific writing, broadcasting, editing, syntax, morphology, semantics, research methods, and local wisdom. Students can also participate in the Freedom of Learning-Independent Campus (MBKM) programme in their sixth and seventh semesters, which includes opportunities like:

- Independent Student Exchange (PMM)
- Teaching Campus (KM)
- Certified Independent Study and Internship Programme (MSIB)

The University provides financial support for students participating in PMM and KM programmes. Through its comprehensive curriculum and unique focus on cultural studies, ILSP aims to produce graduates who excel in their chosen fields while preserving and promoting North Sumatra's rich cultural heritage.

Malay Literature (MLSP)

Programme Educational Objectives (PEO). Graduates are able to:

- be pious to the Almighty God, Innovative and Creative, tough and knowledgeable (BINTANG);
- apply theory and produce academic writing related to Malay language, literature and culture;
- think critically and conduct Malay cultural diplomacy, translate Malay Arabic characters in the form of old manuscripts, teach the language and management of Malay cultural productions and performances;
- cooperate in team, leadership, communication, collaboration, and self-management in the development of Malay language, literature and culture;

- have ethics of professionalism, integrity, honesty, responsibility in advancing entrepreneurship in the field of Malay language, literature, and culture;
- utilize various digital literacy media to dig data and information according to the development of the times.

Intended Learning Outcomes (ILO). Graduates are able to:

- develop social sensitivity and contribute to the improvement of the quality of life in the community, nation, state, and civilization based on Pancasila and Bintang values (Fearing God Almighty, Innovative with integrity, Resilient and Wise).
- apply the analysis and implementation model of the study of Malay language, literature, and culture in general and in particular by utilizing various digital literacy media to dig data and information.
- conduct research in the field of Malay language, literature and culture in order to enrich cultural and social knowledge based on local wisdom in the form of writing scientific works to be published or presented at local, national and international levels.
- be creative and innovate well in solving jobs and issues related to Malay language, literature and culture as a development of knowledge.
- apply managerial concepts and interpersonal skills as well as Malay cultural order and Malay performance art production management with techniques, methods, strategies and technological aids to preserve the Malay language, literature and culture.
- maintain and preserve the Malay language, literature, and culture at the local, national and international levels.

Graduate Profiles

Teacher/Educator (Widyaiswara)	Graduates can apply theory and produce academic works related to Malay language, literature, and culture.
Cultural Mediator (Telangkai, Philologist, Translator)	Graduates are equipped to critically engage in Malay cultural diplomacy, translate Malay Arabic scripts, manage cultural performances, and preserve traditions.
Entrepreneur	Graduates demonstrate professionalism, integrity, and creativity in promoting Malay language, literature, and cultural entrepreneurship.

Programme Objectives and Outcomes

Medium-term Goals	The curriculum enhances problem-solving and innovation skills, enabling students to adapt to evolving challenges.
Long-term Goals	MLSP prepares graduates for professional roles as teachers, cultural administrators, and entrepreneurs.

Chinese Language study programme (CLSP)

The Chinese Language study programme (CLSP) focuses on equipping graduates with the knowledge, skills, and values required to excel in Chinese language professions locally and globally. The curriculum is designed to balance academic, professional, and ethical competencies to meet societal challenges.

Programme Educational Objectives (PEO).

- Ability to use written and spoken Mandarin Chinese for Academic and business use at the level of HSK (Chinese Proficiency Test) 4 and HSKK (Chinese Speaking Proficiency Test) intermediate level.
- Ability to write academic, creative and innovative writings, and scientific publications in Mandarin by applying the value of humanities which are accordance with their field of expertise.
- Ability to work in teams and have skills of time management, leadership, interpersonal communication, and self-management in completing work.
- Ability to think critically and solve problems to analyse the cross-cultural phenomena between Chinese people and Chinese Indonesians in Indonesia.
- Ability to analyse cultural, linguistic and literary phenomena critically as well as develop networks and create synergies to encourage innovation in community empowerment.
- Ability to identify social problems, empathize, and contribute to society and the surrounding environment.

Intended Learning Outcomes (ILO). Graduates are able to:

- implement logical, critical, systematic, innovative thinking, have an ethical and aesthetic attitude, and the ability to communicate using spoken and written Mandarin in academic and business fields based on HSK 4 and HSKK intermediate level, so the fluency in Mandarin can be measured;
- implement technology and science development to create academic, creative and innovative writings as well as scientific publications in Mandarin by applying the value of humanities in accordance with their field of expertise which is based on academic values, norms and ethics;
- analyse cultural, linguistic and literary phenomena critically and develop networks and create synergy diplomatically to encourage innovation in community empowerment by respecting the diversity of cultures, views, religions and beliefs, as well as people's opinions or original findings;
- think critically and solve problems in analysing cross-cultural phenomena between Chinese and Chinese Indonesians in Indonesia based on socio-cultural knowledge and humanitarian principles;
- identify social problems, empathize and contribute to society and the surrounding environment as well as contribute to improving the quality of social, national, and state life as well as ethical civilization based on Pancasila.

Programme Objectives

Education and Teaching

- Produce graduates with strong moral values, guided by Pancasila principles, who are responsible and faithful.
- Develop competitive graduates proficient in Chinese language, literature, and culture at local, national, and international levels.
- Equip graduates with foundational knowledge to analyse and solve problems using scientific concepts.
- Foster graduates who are adaptable to developments in Chinese language, literature, and culture.
- Strengthen tripartite collaboration between academic communities, alumni, and service users.

- Build partnerships with businesses and institutions to enhance education quality.

Research

- Encourage research in Chinese language, literature, and culture.
- Promote collaborative research nationally and internationally.
- Publish research in accredited journals.
- Partner with businesses and institutions to support research quality.
- Apply research findings for the benefit of stakeholders.

Community Service

- Apply knowledge of Chinese language and culture to community initiatives.
- Collaborate with agencies in community service activities.
- Foster partnerships with businesses and institutions to enhance education, research, and community service.

Graduate Learning Outcomes

Hard Skills	Soft Skills
• Analyse cultural, linguistic, and literary phenomena critically. • Foster innovation through networks and collaboration, respecting cultural diversity and others' views. • Use technology to produce academic, creative, and innovative writing and publications, applying humanities principles ethically.	• Think critically and solve problems involving cross-cultural phenomena, especially in Chinese communities in Indonesia. • Promote societal empowerment while respecting cultural and religious diversity.

Appraisal:

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

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

	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)

The USU aims for wider international recognition, aligning with the Ministry of Education's national policy. As one of the targeted universities, USU integrates internationalisation into its academic and non-academic programmes.

Academic Programmes. USU encourages study programmes to organise IISMA and summer courses, enabling students to convert activity credits into transferable credits with partner universities. The entire academic community benefits from mobility programmes, field studies, internships, and community empowerment initiatives at both regional and global levels.

Non-Academic Programmes. USU promotes student participation in national and international cultural competitions and exchange programmes, including inbound and outbound activities.

The University's internationalisation strategy enhances students' soft skills by offering global exposure, broadening their understanding of foreign cultures, and improving professional competencies. It also provides international recognition and certification, strengthening students' competitiveness in the global job market.

At the faculty and study programme levels, internationalisation is implemented in alignment with USU's strategic vision and mission. Both academic and non-academic activities are designed to equip students with the necessary skills for international assignments. The orientation of these activities includes:

Indonesian Literature (ILSP)

A. Guest Lecturers and Staff Exchange

ILSP collaborates with international scholars and assistant professors, particularly from Hankuk University of Foreign Studies and Namseoul University (South Korea), to enhance global engagement.

B. International Conferences

Faculty members are encouraged to participate in international conferences to share research and expand networks. ILSP has attended conferences at Sultan Idris Education University (Malaysia), Namseoul University (South Korea, 2022), and University College of Pahang Foundation (Malaysia, 2023).

C. Student Exchange

ILSP supports student exchanges funded by national and international bodies. In 2020, it hosted a student from Japan, and in 2023, it welcomed students from Canada (University of Alberta) and Malaysia (Universiti Kebangsaan Malaysia/Universiti Sains Malaysia) through the International Summer Course. This programme includes Indonesian language learning and cultural experiences.

D. International Publications

ILSP lecturers publish in reputable international journals, including World Journal of English Language, Cogent Arts & Humanities, Asian Journal of Education and Social Studies, Journal of Physics: Conference Series, and Linglit Journal.

ILSP strategies for strengthening internationalisation are as follows:

BIPA Programme Expansion	ILSP lecturers teach Bahasa Indonesia for Foreign Speakers (BIPA) through the Partnership for Developing Countries Scholarship Programme, integrating Indonesian culture into language education. ILSP is committed to improving the quality and scope of this program, as well as opening more opportunities for students from various countries to join the BIPA program.
International Promotion	ILSP will continue actively promoting its study programmes abroad through conferences, research, and multilingual social media content.
BIPA Programme Development	The curriculum will include more cultural elements, particularly North Sumatran culture, to enhance international appeal.
Overseas Teaching Collaboration	Lecturers are encouraged to teach at foreign universities to strengthen academic partnerships.
Enhancing International Activities	ILSP will continue guest lectures, student exchanges, and conference participation while expanding international seminars and workshops.
Virtual International Classes	Plans are in place to introduce online courses on Indonesian language, literature, and culture, increasing accessibility for global students.

ILSP remains committed to expanding its international reach, strengthening global engagement, and achieving higher academic standards.

Malay Literature study programme (MLSP)

A. Guest Lecturers and Staff Exchange

MLSP collaborates with international scholars, including from Malaysia's NDLALA Foundation. It participates in the International Summer Course on Cultural Diversity, in partnership with Universitas Sumatera Utara, the University of Science Malaysia, the National University of Malaysia, and the University of Alberta. MLSP also hosted a World-Class Guest Lecture on The Identity of the Malay Nation from Universiti Kebangsaan Malaysia.

B. International Conferences

MLSP lecturers actively participate in international conferences, including:

- CoL XXVIII (2023) – Organised by Syiah Kuala University, focusing on Literature as a Source of Wisdom.
- 2nd Regional Undergraduate Seminar in Malay Literature (2023) – Sultan Idris Education University.
- 3rd International Seminar on Archipelago Literature (2022) – Sultan Idris Education University.
- ASEAN Malay Language, Literature, and Culture Seminar (2023) – Universitas Sumatera Utara.

C. Student Exchange

MLSP has nominated students for exchange programmes at Universiti Kebangsaan Malaysia and Sultan Idris Education University, scheduled for 2024.

D. International Publications

Lecturers publish in reputable journals, including the International Journal of Cultural and Art Studies, Review of International Geographical Education Journal, Malay Journal Cluster, and World Journal of English Language.

F. International Competitions

MLSP students are encouraged to participate in global competitions, such as:

- Macao International Innovation and Invention Expo (MiiEX 2022) – Silver Medal.
- OCIP World IP Fair (2021).
- World Invention Competition and Exhibition (2020, Malaysia) – Silver Medal.
- International Science and Invention Fair (2020, Indonesia) – Bronze Medal.

MLSP continues to expand its international presence, fostering academic and cultural exchange while enhancing global recognition.

Chinese Language study programme (CLSP)

A. Guest Lectures

Since its inception, CLSP has hosted native lecturers from Jinan University and Hanban. Over time, it became independent, recruiting top graduates as lecturers. In 2022, CLSP invited two guest lecturers from China, Nanjing Normal University and from Jinan University for team teaching collaborations.

B. International Exposure

CLSP offers student exchange programmes, short courses, conferences, publications, and competitions. Students participate in the IISMA (Indonesian International Student Mobility Awards) and the Huayu Enrichment Scholarship (HES) from Taiwan's Ministry of Education. CLSP also runs an outbound exchange at Qingdao City University for one semester. The programme is committed to maintaining international quality standards through certification and accreditation.

C. International Academic Conferences and Workshops

CLSP encourages staff to engage in global academic events, including APSMI (Association of Indonesian Chinese Language Study Programmes) seminars. It also invites international academics to contribute to its teaching system, ensuring faculty stay updated on the latest developments and expand their academic networks.

Appraisal:

The design of the three study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the **Chinese Literature** study programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks. The panel emphasises the international cooperation, the Chinese Proficiency Test (in Chinese; Hanyu Shuiping Kaoshi or HSK) and external help from Jinan University.

		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)		CLSP	ILSP MLSP		

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

All study programmes

Affordable Tuition Fees

USU offers more accessible tuition fees compared to other PTN BH (State Universities with Legal Basis) in Indonesia, making it a top choice in North Sumatra for quality education at a lower cost.

Indonesian Literature (ILSP)

ILSP excels in Indonesian Language and Literature, serving as a benchmark at both local and national levels. ILSP Positioning Based on Student Interest, in particular:

1. **Competent Graduates in Various Fields**
ILSP graduates work in diverse sectors, including research (BRIN), banking, culture, government, education, media, military, police, entrepreneurship, and creative industries, demonstrating their competitiveness.
2. **Highly Skilled Teaching Staff**
ILSP lecturers are recognised experts, often serving as forensic linguistics witnesses in North Sumatra, providing students with practical skills.
3. **The Only PTN BH in North Sumatra**
As the only Indonesian Literature study programme at PTN BH in North Sumatra, ILSP is a preferred choice for local students.
4. **Integration of Language, Literature, and Digital Media**
ILSP incorporates elements of art, culture, journalism, and broadcasting, aligning with digital advancements.
5. **Strong Alumni and Stakeholder Support**
Alumni and stakeholders contribute to curriculum development and student skill enhancement through regular evaluations.
6. **Commitment to Local Wisdom Studies**
ILSP focuses on North Sumatran culture, with lecturers actively involved in cultural traditions like Batak weddings and Mandailing Makkobar, distinguishing it from similar programmes. ILSP highlights North Sumatra's cultural heritage, led by faculty who are cultural performers in Bataknese and Mandailing traditions.

7. BIPA Course

The Indonesian Language for Foreign Speakers (BIPA) course introduces Indonesian and North Sumatran culture to international learners.

The main competitors of the study programme are:

- **Sumatra:** The main competitor is Andalas University (Unand), accredited A and by FIBAA (2021). Other competitors with B accreditation or lower exist in Riau, West Sumatra, and South Sumatra, totalling 5-7 in the region.
- **Outside Sumatra:** Strong national competitors include Universitas Airlangga and Universitas Gadjah Mada, both with A accreditation and high reputations.

Malay Literature (MLSP)

MLSP is the only state study programme in Indonesia focused on Malay language, literature, and culture, making it a key hub for Malay studies, particularly in North Sumatra. The Malay community in this region has unique characteristics, such as ethnic clans that still identify with Malay language and culture, distinguishing it from other Malay communities.

As the only PTNBH-status study programme in Indonesia specialising in Malay studies, MLSP holds a unique position at USU. To promote itself, MLSP conducts outreach in North Sumatra, maintains an informative website, and collaborates internationally. With its unique focus and academic contributions, MLSP strengthens its role as a leading centre for Malay language, literature, and cultural studies.

Chinese Language study programme (CLSP)

The Chinese Language study programme (formerly Chinese Literature) is one of the youngest at the Faculty of Cultural Sciences, Universitas Sumatera Utara (USU). It is the only such programme in North Sumatra, giving it a strong position in the education market. Nationally, it holds excellent accreditation from BAN PT, Ministry of Research, Technology, and Higher Education of Indonesia. It is also affiliated with the Association of Indonesian Chinese Language study programmes (APSMI).

USU collaborates with Jinan University, Guangzhou, China, under an MoU established on 27 September 2001 to support the launch of the Chinese Literature Undergraduate (S-1) programme. This partnership includes curriculum development, lecture facilities, and human resources.

The programme also works with the Faculty of Language and Literature at Makassar State University, the Faculty of Cultural Sciences at Universitas Padjadjaran, the Faculty of Teacher Training and Education at Universitas Tanjungpura, the Faculty of Language & Communication at Universitas Harapan Medan, as well as Glow Enterprise, PT. Pos Indonesia, and FPBB Universal. Additionally, it collaborates with all programmes under APSMI.

Currently, there are 16 Chinese Language undergraduate programmes in Indonesia, but only government-owned ones, including Universitas Indonesia, hold A-accreditation. The programme at USU has also achieved accreditation and established unique collaborations that set it apart.

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

Indonesian Literature (ILSP)

ILSP graduates have diverse career opportunities in both public and private sectors, including universities, schools, language institutions, media, broadcasting, banking, and government. Alumni surveys indicate an average job acquisition time of six months. Graduates from the class of 2019 predominantly pursued careers in the private sector over the public sector. In 2020, 69% of graduates secured employment within six months, with 88% working in roles aligned with their field of expertise.

Career Opportunities

ILSP graduates can pursue careers as writers, teachers, linguists, translators, content creators, expert witnesses, and researchers. The programme offers distinctive courses such as rhetoric and literary studies on North Sumatra’s ethnic traditions, synergising with university courses on local wisdom

Malay Literature study programme (MLSP)

Over the past three years, more than 50% of MLSP graduates secured employment within six months, demonstrating their strong marketability. This success is partly due to course content and alumni involvement as guest lecturers, particularly those working in the creative industry, who provide insights into job market demands and required skills.

Chinese Language study programme (CLSP)

CLSP collaborates with various institutions offering job opportunities and internships. It defines three graduate profiles: Research Assistant, Translator, and Communicator. However, surveys indicate most graduates pursue careers in education, teaching, and translation. Survey results highlight the need for enhanced expertise in specialised areas such as business, industrial, tourism, and office Chinese. Additionally, critical thinking, creativity, technological proficiency, and professional networking in the Chinese language field require further development. 63% of graduates from the class of 2019 were employed within six months. The percentage of graduates working in their field of expertise increased from 25% for the 2019 graduates to 56% for the 2020 graduates.

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

All study programmes

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 Indonesian Literature (ILSP), Malay Literature (MLSP) and Chinese Language (CLSP) play a key role in advancing Local Wisdom and Arts (Ethnic) as part of this vision.

Indonesian Literature (ILSP)

ILSP was founded to support the vision of the university. ILSP's mission in realising the university's vision includes:

- Organising higher education in the field of Indonesian-based language and literature studies.
- Providing character development education and fostering human resource professionalism, based on empowerment and the spirit of educational democracy. This approach acknowledges the plurality of languages and literatures in Indonesia with an educational orientation, while emphasising the search for alternative solutions to linguistic and literary challenges through scientific, moral, and conscientious studies.
- Preparing graduates with expertise in linguistics and literature who can serve as agents of change, contributing to modernisation within society. These graduates will possess strong competence in their field, maintain a high level of competitiveness, and uphold intelligence and ethical behaviour.
- Implementing, developing, and enhancing linguistic and literary education, fostering a research culture in these fields, and conducting community service programmes that positively impact and improve the lives of the wider community.
- Establishing and strengthening cooperation between institutions in the field of language and literature, both nationally and internationally, to enhance quality and academic excellence.

ILSP teaches Indonesian language courses to all university students through Compulsory Curriculum Courses (MKWK). It integrates local wisdom into its courses, such as Rhetoric and Ethnic Literary Studies of North Sumatra, preparing students for cultural roles like leading Bataknese and Mandailing wedding ceremonies. ILSP also conducts research and community service to support the university's vision.

ILSP offers the Indonesian Language for Foreign Speakers (BIPA) course to help international students learn Indonesian and understand its culture, particularly North Sumatra's heritage.

To support USU's internationalisation strategy, ILSP focuses on:

1. **Education:** BIPA courses introduce Indonesian language and culture to global students, fostering effective communication and cultural understanding.
2. **International Collaboration:** Partnerships with foreign institutions enhance education quality, research, and student exchange opportunities.
3. **Research & Community Service:** ILSP integrates research on Indonesian culture and language to address global and local issues, promoting Indonesia's rich heritage internationally.

Through these initiatives, ILSP strengthens USU's global presence, enhances graduate competitiveness, and fosters intercultural dialogue.

Malay Literature (MLSP)

MLSP formulates its own strategic plan based on USU's Quality Guidelines. MLSP plays a key role in this by promoting Malay language, literature, and culture, supporting USU's vision of academic excellence and global competitiveness.

Malay studies contribute to cultural preservation and development, reinforcing national identity. MLSP aspires to be a centre for Malay cultural studies in Indonesia.

Chinese Language CLSP)

Over the years, CLSP has maintained quality through teaching, research, and social engagement. Moving forward, it will strengthen both internal and external dimensions to uphold Indonesia's three pillars of higher education: teaching, research and publications, and community empowerment. Internally, it will enhance academic staff competence, curriculum development, and student intellectual and practical skills. Externally, it aims to expand collaborations with national and international institutions to meet global standards.

Appraisal:

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

The arguments in support of graduate employability¹⁰ 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. 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		

¹⁰ 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. SNBP¹¹

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. SNBT¹²

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. SMM¹³

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

IV. SBPU TALENTA¹⁴

¹¹ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

¹² <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

¹³ <https://penerimaan.usu.ac.id/smm/>, last accessed January 17, 2025.

¹⁴ <https://penerimaan.usu.ac.id/sbpu/>, last accessed January 17, 2025.

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 Barat¹⁵

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:

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.

¹⁵ <https://penerimaan.usu.ac.id/smmb/>, last accessed January 17, 2025.

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.

1.1 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 FAQ¹⁶ 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 socialization in Chapter 4. Information regarding study programmes in the Faculty of Cultural Sciences can be found on the website¹⁷. 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.

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).

¹⁶ <https://www.usu.ac.id/en/frequently-asked-questions>, last accessed January 17, 2025.

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

2.2 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 website¹⁸, 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.

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

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 websites¹⁹. Other than through the provided website, participants can also obtain information through the following help desk:

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

Alternatively, participants can also visit the Universitas Sumatera Utara 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 website²⁰ for the SNBP route and on the website²¹ 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.

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

²⁰ <https://pengumuman-snbp-snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025.

²¹ <http://pengumuman.usu.ac.id/>, last accessed January 17, 2025.

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		
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 USU possesses autonomy in designing its curricula under the regulations set forth by the Ministry of Higher Education, Culture, Research, and Technology.²²

To support this autonomy, USU has established an institution called LINKUP²³, 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 Decree²⁴, 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 KUMALA²⁵, an integrated online system for curriculum design, among other resources. It also regularly organizes a variety of workshops for curriculum implementation.

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

The undergraduate curriculum at USU consists of national compulsory courses, University compulsory courses (USU Internal Student Exchange MBKM), study programme compulsory courses, and electives. Bachelor's students must complete at least 144 SKS credits (230.4 ECTS credits). The curriculum aligns with the Indonesian National Qualifications Framework and USU's unique characteristics.

ILSP, MLSP and CLSP offer students learning opportunities across curricular, co-curricular, and extracurricular activities, both within and outside their study programme. This aligns with the Freedom of Learning – Independent Campus (MBKM) policy set by the Ministry of Education and Culture of Indonesia. Learning activities at USU are categorised as follows:

1. Within the same study programme at USU.
2. Across different study programmes at USU (MBKM).
3. Within the same study programme at other universities, domestically or internationally (MBKM).

²² No. 3/2020 regarding the National Standard of Higher Education, following Kemdikbudristek No. 53/2023 concerning Quality Assurance in Higher Education.

²³ [Home | Institute for Curriculum and Learning Innovation Universitas Sumatera Utara](#), last accessed December 12, 2024.

²⁴ No. 3288/UN5.1.R/SK/SPB/2024.

²⁵ <https://kumala.usu.ac.id>

4. Across different study programmes at other universities, domestically or internationally (MBKM).
5. At non-tertiary institutions, domestically or internationally (MBKM).

Three MBKM learning patterns are implemented at USU undergraduate programmes:

- 8-0-0: Eight semesters at the University.
- 5-2-1: Five semesters at the University, two outside, and the final one back at the university.
- 6-1-1: Six semesters at the university and two outside.

Students can choose MBKM programmes and courses based on their specialisation, offered openly via ministry, university, and faculty platforms. The Faculty of Cultural Sciences collaborates with institutions such as the National University of Malaysia (UKM) and Universiti Pendidikan Sultan Idris (UPSI), Malaysia, through seminars and co-writing initiatives. This expands students' opportunities to gain learning experiences beyond their home campus, ensuring they meet graduate learning outcomes (CPL).

Students must complete their core competencies within 5-6 semesters, while 1-2 semesters are allocated for MBKM activities, fostering character development, knowledge, and job-readiness. All learning activities at both tertiary and non-tertiary institutions are recognised and converted into semester credit units (credits) following regulations (Rector Regulation No. 9/2021 on MBKM Implementation and USU Presidential Decree No. 459/2023 on MBKM Guidelines). This also supports students in preparing their thesis or alternative final assignments to enhance job prospects. Course selections outside the study programme must be approved by academic advisors.

USU undergraduate curricula consists of:

- National compulsory courses
- University compulsory courses (USU Internal Student Exchange MBKM)
- Study programme compulsory courses
- Elective courses

USU integrates curriculum development with its vision, mission, study programme characteristics, and labour market needs to remain relevant to advancements in science, technology, and industry demands.

Indonesian Literature (ILSP)

The Indonesian Literature study programme (ILSP) at FIB USU has implemented a curriculum based on the Indonesian National Qualifications Framework (KKNI) since 2017. After four years, in 2021, the curriculum was reviewed, with several courses revised to better align with industry demands, the Industrial Revolution 4.0, the MBKM, and feedback from alumni and stakeholders.

The ILSP curriculum aims to produce graduates with strong knowledge and skills in Indonesian language and literature, along with additional competencies. It is divided into:

1. Compulsory Curriculum Subjects (MKWK) – focuses on religious and national insight.
2. Compulsory University Subjects (MKWU) – develops critical thinking, literacy, local wisdom, international perspectives, arts, and physical fitness.

3. Compulsory Study Programme Subjects (MKWP) – core Indonesian language and literature courses.
4. Concentration Subjects (MKKP) – specialisation in language or literature (each offering 34 SKS credits / 54.4 ECTS credits).

Table 4: Curriculum overview of Indonesian Literature

1st Semester		
Modul No.	Title of Module / Course Unit + Compulsory or Elecitive?	ECTS
M1	Module 1	32,00
M 1.1	Pancasila Education	3,20
M 1.2	Indonesian Language	3,20
M 1.3	Introduction to General Linguistics	3,20
M 1.4	Introduction to Literary Science	3,20
M 1.5	Introduction to Indonesian Phonology	3,20
M 1.6	Introduction to Philology	3,20
M 1.7	Introduction to Indonesian Poem Studies	3,20
M 1.8	Lexicography	3,20
M 1.9	History of Indonesian Linguistics and Literature	3,20
M 1.10	Folklore	3,20
2nd Semester		
M2	Module 2	33,6
M 2.1	Religious Education	3,2
M 2.2	Civics	3,2
M 2.3	Mathematics for Social and humanities	4,8
M 2.4	Introduction to Indonesian Morphology	3,2
M 2.5	Introduction to Indonesian Prose Studies	3,2
M 2.6	Introduction to Indonesian Syntax	3,2
M 2.7	Introduction to Indonesian Play Studies	3,2
M 2.8	Literary Appreciation	3,2
M 2.9	Academic Indonesian Language	3,2
M 2.10	Introduction to Rhetoric	3,2

	3rd Semester	
M3	Module 3	30,4
M 3.1	Local Wisdom	3,2
M 3.2	Internationalization (1)	3,2
M 3.3	Theory of Linguistics/ Theory of Literature	3,2
M 3.4	Scientific Paper Writing	4,8
M 3.5	Indonesian Phonology (Cont.)/ Indonesia Poem Studies (Cont.)	3,2
M 3.6	Linguistic Research Method/ Literature Research Method	3,2
M 3.7	Indonesian Morphology (Cont.)/ Indonesia Prose Studies (Cont.)	3,2
M 3.8	Sociolinguistics/Socioliterature	3,2
M 3.9	Comparative Historical Linguistics/ Comparative Literature	3,2
	4th Semester	
M4	Module 4	32,00
M 4.1	Internationalization (2)	3,2
M 4.2	Arts and Fitness	3,2
M 4.3	Philosophy of Language/ Philosophy of Literature	3,2
M 4.4	Introduction to Indonesian Semantics	3,2
M 4.5	Anthrop linguistics/ Anthrop literature	3,2
M 4.6	Dialectology/ North Sumatra Ethnic Literature Studies	3,2
M 4.7	Psycholinguistics/ Psycholiterature	3,2
M 4.8	Indonesian Syntax (Cont.)/ Indonesian Play Study (Cont.)	3,2
M 4.9	Discourse Analysis	3,2
M 4.10	Stylistics	3,2
	5th Semester	
M5	Module 5	28,8
M 5.1	Literacy Skill	4,8
M 5.2	Entrepreneurship	4,8
M 5.3	Indonesian Semantics (Cont.)/ Literature and Film	3,2
M 5.4	Ecolinguistics/ Ecoliterature	3,2
M 5.5	Neurolinguistics/ Literary Aesthetics	3,2
M 5.6	Language Typology/ Literary Criticism	3,2
M 5.7	Language Semiotics/ Literary Semiotics	3,2
M 5.8	Forensic Linguistics/ Study on Children Literature	3,2
	6th Semester	
M7	Module 6	32,00
M 6.1	Introduction to Indonesian Language for Foreign Speakers	4,8
M 6.2	Introduction to Editing	3,2
M 6.3	Indonesian Language Skills	3,2
M 6.4	Seminar on Linguistics/ Seminar on Literature	3,2
M 6.5	Journalistics	3,2
M 6.6	Pragmatics	3,2
M 6.7	Literary Work Writing	4,8
M 6.8	Language Ethics	3,2
M 6.9	Philology (Cont.)	3,2

7th Semester		
M7	Module 7	32,00
M 7.1	BIPA (Indonesian Language for Foreign Speakers)	3,2
M 7.2	Rhetoric	3,2
M 7.3	Indonesian language Skills (Cont.)	3,2
M 7.4	Literary Journalism	3,2
M 7.5	Field Research	6,4
M 7.6	State Art Management	3,2
M 7.7	Computerized Lexicography	3,2
M 7.8	Editing (Cont.)	3,2
M 7.9	Broadcasting	3,2
8th Semester		
M8	Module 8	9,6
M 8.1	Proposal Seminar	3,2
M 8.2	Undergraduate Thesis Examination	6,4
67	67	
Total		
Total Summation ECTS-credit		230,4
C	Colloquium	
BA	Undergraduate Thesis Examination	
MKWK	Compulsory Curriculum Course	
MKWP	Compulsory Study Program Course	
MKWU	Compulsory University Courses	
MKKP	Study Program Concentration Courses (Elective)	

Malay Literature (MLSP)

The MLSP offers courses in language, literature, and culture to support its academic objectives. The curriculum is structured into:

1. University Compulsory Courses (MKWU)
2. Study Programme Compulsory Courses (MKWP)
3. Elective Courses (specialising in Literature or Linguistics)

Apart from University Compulsory Courses (MKWU), all other courses fall under Study Programme Compulsory Courses (MKWP), including mandatory electives.

MLSP adopts the 8-0-0 curriculum structure, which is outlined as follows:

Table 5: Curriculum of overview Malay Literature

1st Semester		
Modul No.	Title of Module / Course Unit + Compulsory or Elective?	
	Module 1	32,00
M1.1	Pancasila Education	3,20
M1.2	Indonesian Language	3,20
M1.3	Malay Phonology	3,20
M1.4	Introduction to Malay Linguistics	3,20
M1.5	Linguistic Flow	3,20
M1.6	Introduction to Literature	3,20
M1.7	Read and Write Malay Arabic Script	3,20
M1.8	History of Malay Literature	3,20
M1.9	Malay Language Ability	3,20
M1.10	Islamic Malay Literature	3,20
2nd Semester		
	Module 2	33,60
M2.1	Islamic Education	3,20
	Protestant Christian Religious Education	
	Catholic Religious Education	
	Hindu Religious Education	
	Buddhist Education	
	Confucian Religious Education	
	Education of the Belief in God Almighty	
M2.2	Citizenship Education	3,20
M2.3	Mathematics for the Social Humanities	4,80
M2.4	Literary Theory	3,20
M2.5	Malay Arabic Transliteration	3,20
M2.6	History of Malay Culture	3,20
M2.7	Malay Folklore (MBKM)	3,20
M2.8	North Sumatran Malay Ethnicity	3,20
M2.9	Introduction to Cultural Studies	3,20
M2.10	Tunjuk Ajar Melayu	3,20

3rd Semester		
	Module 3	32,00
M3.1	East Sumatra Malay Kingdom	3,20
M3.2	Traditional Malay Ceremony	3,20
M3.3	Malay syntax	3,20
M3.4	Semantics of Malay	3,20
M3.5	Works and Authors of Malay Literature	3,20
M3.6	Philosophy of Science	3,20
M3.7	Dialectology	3,20
M3.8	Contrastive Linguistics	3,20
M3.9	Malay Morphology	3,20
M3.10	Semiotics	3,20
4th Semester		
	Module 4	32,00
M4.1	Structure of the Malay Society	3,20
M4.2	Malay Philology	3,20
M4.3	Research Method	3,20
M4.4	Pragmatic	3,20
M4.5	Creative Writing	3,20
M4.6	Lexicography	3,20
M4.7	Malay Performing Arts	3,20
M4.8	Malay Poetry Review	3,20
M4.9	Stylistics	3,20
M4.10	Criticism of Malay Literature	3,20
5th Semester		
M6	Module 5	32,00
M5.1	Internationalization (1)	3,20
M5.2	Literature and Film	3,20
M5.3	Malay Drama Review	3,20
M5.4	Discourse Analysis	3,20
M5.5	Study of Classic Malay Texts	3,20
M5.6	Study Malay Prose	3,20
M5.7	Rhyming and Poetry (MBKM)	3,20
M5.8	Anthropolinguistics (*)	3,20
	Literary Anthropology (*)	
M5.9	Psycholinguistics (*)	3,20
	Psycholiterature (*)	
M.10	Comparative Historical Linguistics (*)	3,20
	Comparative Literature (*)	
6th Semester		
M6	Module 6	30,40
M6.1	Internationalization (2)	3,20
M6.2	Literacy Skills	4,80
M6.3	Entrepreneurship	3,20
M6.4	Malay Archipelago Diaspora	3,20
M6.5	Neurolinguistics (*)	3,20
	Literary Feminism (*)	
M6.6	Malay Storytelling Tradition	3,20
M6.7	Musicology and Malay Dance**	3,20
M6.8	Ecolinguistics (*)	3,20
	Pascacolonialism (*)	
M6.9	Sociolinguistics (*)	3,20
	Sociology of Literature(*)	

7th Semester		
M6	Modul 7	28,80
M7.1	Scientific Works Seminar	3,20
M7.2	Scientific Writing and Publication	3,20
M7.3	Malay Culinary and Genealogy	3,20
M7.4	Broadcasting	3,20
M7.5	Malay Local Wisdom	3,20
M7.6	Malay Rhetoric	3,20
M7.7	Cultural Journalism	3,20
M7.8	Malay Innovative and Creative Product	3,20
M7.9	Malay Teaching Method (*)	3,20
	Teaching Method of Malay Literature (*)	
8th Semester		
	Module 8	9,60
M8.1	Colloquium	3,20
M8.2	Bachelor's Thesis	6,40
Total Summation ECTS-credit		230,40
*Elective modules (There are 7 elective courses in the study program that each students must take)		
Note. The total number of modules in the Malay literature study program are 77 modules, 70 regular modules and 7 elective modules taken by students according to the development of their interests in the field of Malay literature or language.		
MKWP	Compulsory Program Course	
MKWU	Compulsory University Course	

Chinese Language (CLSP)

Based on USU PERTOR NO.13 of 2022 on academic regulations for undergraduate, master's, and doctoral degrees, the CLSP curriculum aligns with the Freedom of Learning program and consists of:

- USU Compulsory Courses for undergraduate programmes
- Faculty Compulsory Courses (if applicable)
- Compulsory Study Program Courses
- Elective or Enrichment Courses

The Curriculum Structure serves as a guide for designing a Freedom of Learning curriculum. USU's mandatory courses (MKWU) include Religion and Indonesian Studies, Local Wisdom, Basic Science, Literacy Skills, Arts and Fitness, Internationalisation, Entrepreneurial Mindset, Study Program Learning Achievements, Enrichment Courses, and Freedom to Learn. CLSP offers three concentrations, namely Language, Literature, and Culture.

The CLSP follows:

- 8-0-0 pattern (all coursework within the University)
- 5-2-1 pattern (students engage in learning inside and outside the University)

Table 6: Curriculum overview of Chinese Language

1st Semester		
Modul No.	Title of Module / Course Unit + Compulsory or Elective?	
M1	Module 1	32
M1.1	Pancasila Education	3,2
M1.2	Indonesian Language	3,2
M1.3	Phonology	3,2
M1.4	Mandarin Chinese Characters	3,2
M1.5	Basic Grammar	3,2
M1.6	Basic Listening	3,2
M1.7	Basic Speaking	3,2
M1.8	Basic Reading	3,2
M1.9	Basic Writing	3,2
M1.10	Preparation of HSK Proficiency Test - Basic Level	3,2
2nd Semester		
M2	Module 2	32
M2.1	Protestant Religious Education	3,2
	Catholic Religious Education	
	Hindu Religious Education	
	Buddhist Religious Education	
	Confucian Religious Education	
M2.2	Civics	3,2
M2.3	Basic Grammar Cont.	3,2
M2.4	Basic Listening Cont.	3,2
M2.5	Basic Speaking Cont.	3,2
M2.6	Basic Reading Cont.	3,2
M2.7	Basic Writing Cont.	3,2
M2.8	Preparation of HSK Proficiency Test - Basic Level Cont.	3,2
M2.9	Hokkien language	3,2
M2.10	Chinese Musical Arts and Crafts	3,2
3rd Semester		
M3	Module 3	33,6
M3.1	Mathematics for Social Science and Humanities	4,8
M3.2	Arts and Fitness	3,2
M3.3	Intermediate Grammar	3,2
M3.4	Intermediate Listening	3,2
M3.5	Intermediate Speaking	3,2
M3.6	Intermediate Reading	3,2
M3.7	Intermediate Writing	3,2
M3.8	Preparation of HSK Proficiency Test - Intermediate Level	3,2
M3.9	Basic Mandarin Chinese (Conversation)*	3,2
M3.10	Mandarin Chinese Syntax	3,2
4th Semester		
M4	Module 4	34
M4.1	Literacy Skills	4,8
M4.2	Internationalization	3,2
M4.3	Intermediate Grammar Cont.	3,2
M4.4	Intermediate Listening Cont.	3,2
M4.5	Intermediate Speaking Cont.	3,2
M4.6	Intermediate Reading Cont.	3,2
M4.7	Intermediate Writing Cont.	3,2
M4.8	Preparation of HSK Proficiency Test - Intermediate Level Cont.	3,2
M4.9	Mandarin Chinese Semantics	3,2
M4.10	Mandarin Chinese - Indonesian Translation	3,2

5th Semester		
M5	Module 5	32
M5.1	Local Wisdom	3,2
M5.2	Internationalization	3,2
M5.3	Professional Mandarin Chinese	3,2
M5.4	Sociolinguistics	3,2
M5.5	Socioliterature	3,2
	Socioculture	
M5.6	Indonesian - Mandarin Chinese Translation	3,2
M5.7	Interpretation	3,2
M5.8	Preparation of HSK Proficiency Test - Advanced Level	3,2
M5.9	Language Research Methods	3,2
	Literary Research Methods	
	Cultural Research Methods	
M5.10	Mandarin Chinese for Tourism	3,2
6th Semester		
M6	Module 6	28,8
M6.1	Chinese Society Institutions / MBKM	3,2
M6.2	Public Communication / MBKM	3,2
M6.3	Chinese Martial Arts / MBKM	3,2
M6.4	Chinese Philology / MBKM	3,2
M6.5	Chinese History / MBKM	3,2
M6.6	Mandarin Chinese for Media / MBKM	3,2
M6.7	Chinese Drama and Films / MBKM	3,2
M6.8	Chinese Philosophy / MBKM	3,2
M6.9	Chinese Poetry and Prose / MBKM	3,2
7th Semester		
M7	Module 7	32
M7.1	Leadership / MBKM	3,2
M7.2	Entrepreneurship / MBKM	4,8
M7.3	Mandarin Chinese Computer / MBKM	3,2
M7.4	Internship / MBKM	4,8
M7.5	Chinese Painting and Calligraphy/ MBKM	3,2
M7.6	Museology / MBKM	3,2
M7.7	Mandarin Chinese Correspondence / MBKM	3,2
M7.8	Mandarin Chinese for Business / MBKM	3,2
M7.9	Teaching Methods / MBKM	3,2
8th Semester		
M8	Module 8	9,6
M8.1	Proposal Seminar	3,2
M8.2	Thesis	6,4
C	Colloquium	3,2
BA	Undergraduate Thesis	6,4
total		
	230,4	
MKWK	Compulsory Curriculum Course	
MKWU	Compulsory University Course	
MKWP	Compulsory Study Programme Course	
	Elective Compulsory Lectures in the Study Programm	

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

The naming of degrees and study programmes is regulated nationally and continuously updated to accommodate developments in science and education. The latest regulations include Decree No. 33/2018 on Nomenclature of Study Programmes in Higher Education and Decree No. 57/2019 on the Review of Programme Names.

Indonesian Literature (ILSP)

Initially part of the Faculty of Law and Society at USU, the ILSP was moved to the Faculty of Literature in 1965. The department underwent several name changes, becoming the Indonesian Language and Literature study programme in 1984, the Department of Indonesian Literature in 1996, and finally ILSP in 2011. In the same year, the Faculty of Literature was renamed the Faculty of Cultural Sciences.

Since 1993, graduates have been awarded the Bachelor of Literature (S.S.) degree. The programme covers Indonesian language, literature, and cultural studies, equipping graduates with skills applicable to teaching, research, writing, and creative industries.

Malay Literature (MLSP)

MLSP specialises in Malay language, literature, and culture, with its learning outcomes aligned to the general Malay reference framework. Established in 1979 as the Regional Literature Programme, it was divided in 1985 into Malay and Batak Literature. In 2016, MLSP became a standalone programme, receiving B accreditation, which was upgraded to Excellent in April 2023. The graduates are awarded the Bachelor of Literature (S.S.) degree.

Chinese Language (CLSP)

Formerly known as Chinese Literature, CLSP was initiated in 2007 and supported by Jinan University, Guangzhou. Its establishment was based on a 2001 Memorandum of Understanding (MoU) between USU and Jinan University. The programme began admitting students in 2007/2008, with 42 students enrolled.

In 2017, the programme received “B” accreditation, valid until 2022. In 2019, it was renamed Chinese Language in accordance with Ministerial Decree No. 257/M/KPT/2017. Graduates are awarded a Bachelor of Linguistics (S.Ling) degree, reflecting its focus on language proficiency and applied linguistics.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Indonesian Literature (ILSP)

ILSP students are encouraged to master their field while applying it practically. The curriculum provides theoretical, methodological, and practical skills, with soft skills such as discipline, honesty, communication, independence, and confidence embedded in assessments. Lecturers assess these through class participation, assignment punctuality, honesty in exams, and clarity in expressing ideas.

The curriculum blends theory and practice. In the “Literature and Film” course, students create short films. In “Rhetoric” they practice public speaking and debating, often linked to their ethnic backgrounds. In “Creative Writing” they produce poetry and short stories.

The integration of theory and practice is outlined in the following table:

N o.	Skills	Practical objectives	Samples of course
1	Research skills	Graduates are able to produce academic, creative, and business-related writing in Indonesian language correctly and effectively.	Literary Writing, Scientific Writing
2	Performing art skills	Graduates are able to implement technology in the field of language and literature.	Journalism, Literary Journalism, Lexicography, Lexicography Computerization, Broadcasting, Performing Arts Management
3	Creative writing skills	Graduates are able to edit academic, creative, and business writing.	Indonesian Language, Editing, Linguistics Seminar, Literature Seminar, Proficiency in Indonesian Language, Academic Indonesian Language, Indonesian Language for Foreign Speakers (BIPA)
4	Self-awareness and character building skills	Graduates are able to become individuals who are proud, love the homeland, and have a national spirit in every job endeavor.	Pancasila, Citizenship, Religion

Malay Literature (MLSP)

MLSP students are encouraged to master their field while applying it practically. The curriculum provides theoretical, methodological, and practical skills, with soft skills such as discipline, honesty, communication, independence, and confidence embedded in assessments.

Lecturers evaluate these skills through class participation, assignment punctuality, honesty in exams, and clarity in expressing ideas. The curriculum also integrates theory and practice, as outlined in the following table:

No.	Skills	Practical objectives	Samples of course
1	Teaching skills	Graduates are able to think critically and engage in Malay cultural diplomacy, translating Arabic-Malay script into ancient manuscripts, and teaching Malay language and literature.	Philology, History of Islamic Malay Literature, Language Teaching Methods, Literature Teaching Methods

2	Research skills	Graduates are able to provide critical responses to issues and produce scientific research.	Literary Criticism, Stylistics, Study of Classical Malay Texts, Philology, Research Methods.
3	Creative writing skills	Graduates are able to produce creative writing such as literary works.	Creative Writing, Journalism.
4	Performing art skills	Graduates are able to apply knowledge and skills in the field of performing arts.	Performing Arts, Drama Analysis, Film Literature, Malay Poetry and Pantun, Musicology, and Malay Dance.

Chinese Language (CLSP)

The CLSP curriculum equips students with theoretical, methodological, and practical skills, encouraging them to master and apply their knowledge. Instructors provide expertise in hard skills while fostering soft skills such as teamwork, responsibility, and communication.

The curriculum integrates speaking, listening, reading, writing, cultural understanding, and grammar, with practical applications:

- **Phonology:** Students learn about tones, consonants, and vowels, practising pronunciation through daily conversations and speech apps.
- **Chinese Language for Tourism:** Using Project-Based Learning (PBL), students study the 4A (Attraction, Accessibility, Amenities) theory and apply it in team projects, enhancing both language and soft skills.
- **Sociocultural Aspects:** Courses like Chinese history, drama, cinema, poetry, painting, and calligraphy teach cultural values and social norms, with practical engagement in discussions, creative activities, and cultural festivals.

By integrating theory and practice, the CLSP provides a holistic learning experience, preparing students for real-world communication. The integration is detailed in the following table:

No.	Skills	Practical Objectives	Sample of Courses
1.	Academic skills	Graduates are able to use Chinese language academically and in business both in written and oral forms at HSK (Chinese Proficiency Test) Level 4 and HSKK (Chinese Speaking Proficiency Test) intermediate level.	HSK (I-IV), Characters, Listening, Speaking, Reading, Writing, Grammar.

2.	Creative writing skills	Graduates are able to implement the development of science and technology in producing academic, creative, and innovative writings as well as Chinese language academic publications by applying appropriate humanities values based on academic principles, norms, and ethics.	Writing, Research Methods (Language, Literature, Culture), Grammar, Research Methods (Language, Literature, Culture).
3.	Soft skills	Graduates are able to collaborate in teams, time management, leadership, interpersonal communication, and self-management in completing tasks.	Leadership, Public Communication, Entrepreneurship, Professional Chinese Language.
4.	Analyse skills	Graduates are able to critically analyze cultural, linguistic, and literary phenomena and diplomatically develop networks and forge synergies to promote innovation in community empowerment by respecting cultural diversity, perspectives, religions, beliefs, as well as the original opinions or findings of others.	Sociolinguistics, Socio Literature, Sociocultural.
5.	Creative Thinking skills	Graduates are able to think critically and solve problems in analyzing cross-cultural phenomena of Chinese society and the Chinese community in Indonesia based on socio-cultural knowledge and humanitarian principles.	Fundamentals of Chinese Thought, Chinese History, Chinese Philology, Chinese Social Institutions, Hokkien Language.
6.	Identification skills	Graduates are able to identify social issues, empathize, and contribute to the community and the surrounding environment as well as contribute to the improvement of the quality of community life, nationality, statehood, and the progress of civilization based on Pancasila.	Civic Education, Pancasila Education, MBKM, Community Service Program (Kuliah Kerja Nyata/Kuliah Kerja Lapangan).

3.1.4 Interdisciplinary thinking

USU is committed to fostering interdisciplinary thinking through both curricular and extracurricular activities. Mandatory university-wide programmes, such as student orientation and community service, require students to collaborate across disciplines. Upon graduation, students receive a non-academic transcript highlighting extracurricular achievements.

USU provides Compulsory Curriculum Courses (MKWK) to ensure students have a basic understanding of the field of study.²⁶ MKWK is managed by the Basic and General Science Laboratory. It covers basic concepts, practical skills, and preparation for advanced courses. The subjects included in the MKWK are Religion, Pancasila (National Ideology), Civics, and Indonesian.

Indonesian Literature (ILSP)

ILSP students participate in the Student Creativity Programme (PKM), collaborating with peers from various disciplines to produce academic papers and practical solutions. The curriculum promotes interdisciplinary thinking with courses such as:

- “Psycholinguistics & Psycho Literary Studies” integrating Linguistics, Literature, and Psychology.
- “Rhetoric” linking rhetorical concepts with local wisdom.
- “Poetry, Drama, and Sociolinguistics” requiring analysis of history, sociology, and psychology.
- “Film Literature” involving scriptwriting and short film production.

Malay Literature (MLSP)

MLSP integrates project-based learning, preparing students for interdisciplinary collaboration. For example, “Entrepreneurship” requiring students to research, develop, and pitch a business startup, “Performing Arts & Literature and Film” involving drama productions and filmmaking and MLSP also offers academic freedom, allowing students to take courses from other programmes at USU.

Chinese Language (CLSP)

USU mandates general courses (MKWK) such as “Religion and Indonesian Identity”, aligning with Ministerial Regulation No. 3/2020 on National Higher Education Standards. The MBKM policy enables students to take courses outside their programme and engage in external activities. CLSP offers specialisation courses in language, literature, and culture, fostering critical thinking and cross-cultural analysis through subjects like “Chinese Thought, History, and Social Institutions”, “Hokkien Language”, “Chinese Music & Crafts”, and Calligraphy. These courses integrate Project-Based Learning (PBL), requiring students to create videos, infographics, or books. Community service programmes (KKN) provide opportunities for practical application.

3.1.5 Ethical aspects

USU upholds ethical standards in both academic and non-academic life. Government Regulation No. 30 of 2014 and USU Regulation No. 1365/J03/OT/2003 outline ethical norms for all academic members. Academic ethics are further governed by USU Senate Regulation No. 01/H3/SA/P/2008 and Rector Regulation No. 18/H3/PR/2009. Each faculty has an Ethics Board, and ethical principles are applied in teaching, research, and community service, with guidelines regularly communicated.

Indonesian Literature (ILSP)

Ethical aspects in ILSP are embedded in teaching, research, and community outreach, following syllabus guidelines. Courses such as “Indonesian Language”, “Research Methods”,

²⁶ Universities are obliged to provide these courses in accordance with the mandate of Law No. 12/2012.

“Proposal Writing”, “Poetry Studies”, “Drama Writing”, and “Literary Criticism” address plagiarism prevention. Thesis guidelines require a signed originality declaration to ensure integrity.

Malay Literature (MLSP)

MLSP publishes ethical regulations online and introduces them in a syllabus contract at the start of each course. Students must cite references in their work and follow academic integrity rules. Courses like “Research Methodology”, “Seminar on Scientific Work”, and “Creative Writing” emphasis ethics, with Turnitin checks ensuring theses remain below a 35% similarity index. Academic advisors reinforce ethical practices, and students must sign a declaration before thesis defence.

Chinese Language (CLSP)

CLSP integrates ethical aspects as per Rector’s Regulation No. 13 of 2022. Ethics policies are introduced during PKKMB (new student orientation) and published online. Scientific Writing Workshops help students prepare research proposals following thesis guidelines. Learning methods such as group discussions, case studies, and project-based learning promote ethical collaboration. Courses in language, culture, and literature incorporate cultural contexts to teach communication ethics and cultural sensitivity in Chinese society. This approach ensures students not only learn the language but also respect its ethical and cultural nuances.

3.1.6 Methods and scientific practice (Asterisk Criterion)

To enhance scientific practice, student-faculty interaction is encouraged both inside and outside the classroom, including seminars and internships. Study programmes provide facilities that foster an academic atmosphere, such as classrooms, discussion spaces, internet access in common areas, and reading rooms with print and electronic resources. All undergraduate programmes at USU require students to write a thesis based on their own research. From the first year, students are introduced to scientific practices through student-centred learning and research-based assignments.

Indonesian Literature (ILSP)

ILSP develops students’ competencies in methodological and scientific thinking through relevant courses and practical experiences. Courses such as “Theory of Language”, “Indonesian Literature”, research methods, and seminars promote scientific inquiry, while organised research projects allow students to collaborate with faculty. Some courses integrate fieldwork, such as “Ecolinguistics”, “Dialectology”, “Anthropological Linguistics”, and “Ethnic Literature”, enabling students to apply theories in real-life contexts. Practical fieldwork courses further reinforce learning, such as producing short films and documentary videos on ancient manuscripts. Language laboratories are essential for Indonesian Literature students, enhancing language skills, communication, and technological proficiency. Theatre is also integral, helping students develop theoretical knowledge and practical skills beneficial for their future.

Malay Literature (MLSP)

MLSP equips students with scientific skills through research-focused courses like “Sociolinguistics”, “Psycholinguistics”, “Literary Criticism”, and “Discourse Analysis”. Fieldwork elements enrich learning in theatrical performances, literary film, and documentary production. The “Research Methodology” course culminates in thesis preparation, integrating fieldwork

where students apply research techniques such as observation and interviews—for instance, studying code-switching in traditional markets. Students can also serve as research assistants in faculty-led projects.

MLSP promotes interdisciplinary thinking through project-based learning, such as entrepreneurship. Students collaborate on developing business start-ups, researching products, and formulating business plans using problem-based and case study methods. Beyond academic learning, students apply Malay language skills while developing problem-solving and business competencies. Academic freedom allows them to take courses across programmes at the University of Sumatera Utara. Additionally, Performing Arts and Literature & Film courses involve drama productions, script reading, and film-making, with hands-on training to bridge theoretical learning with creative output.

Chinese Language (CLSP)

Courses such as “Translation”, “Interpretation”, “Chinese for Tourism”, “Media”, and “Business”, as well as “Writing” and “Entrepreneurship”, emphasise collaboration through projects and practical experiences. Research methodology courses apply CML-based learning, preparing students for thesis proposals and enabling them to assist faculty research or align thesis topics with professors' interests. The programme encourages internships, community service, and entrepreneurship to apply theoretical knowledge in real-world settings. Various assessment methods, including exams, projects, presentations, and portfolios, ensure a comprehensive evaluation of student progress.

Practical applications are integral, such as in the Tourism Mandarin course, where theoretical instruction precedes fieldwork at tourist sites in Medan. Similarly, the Chinese Painting and Crafts course follows a project-based model, with students creating crafts showcased at the annual Chinese Cultural Festival. Basic language skills courses, such as “Listening”, use language labs to support learning.

3.1.7 Examination and final thesis (Asterisk Criterion)

Assessment guidelines for teaching and learning at USU follow the quality manual within the Integrated Management System. Examinations, including Mid-Semester and Final Semester Exams, are scheduled in the academic calendar and publicly accessible on the University website. Student performance is also evaluated through assignments, quizzes, oral presentations, and projects. All assessments align with expected Learning Outcomes (LO) and use the Criterion-Referenced Score (CRS) system, converted into seven letter grades: A (≥80-100), B+ (≥75-79), B (≥70-74), C+ (≥65-69), C (≥60-64), D (≥50-59), and E (<50). A minimum attendance of 80% is required to take the final exam, and students may have a maximum of 10% of their grades as D to pass. Thesis examinations follow set procedures.

Indonesian Literature (ILSP)

Assessment methods vary by course, including written and oral exams, portfolios, and creative work. Advanced Drama Studies requires students to analyse and internalise characters through script performance. To qualify for the thesis exam, students must achieve a minimum UKBI score of 450. Weighting follows academic guidelines:

- Assignment: 20%
- Quiz: 10%

- Midterm Exam(UTS):30%
 - Final Exam (UAS): 40%
- (Adjustments based on teaching methods apply.)

Assessments measure students' grasp of key concepts, using validated question grids aligned with SLO indicators. Alternative assessment methods, such as presentations, simulations, and practical tests, ensure comprehensive evaluation of learning outcomes.

Malay Literature (MLSP)

Assessment includes written/oral exams, reports, and projects. This is implemented by each course tailored to the specific characteristics of each field of study. Assessment components in each course mostly include assignments (such as quizzes, presentations, and reports), soft skill assessment, mid-term exams, and final exams. The evaluation system includes written exams, oral exams, and portfolios. For the assessment of the Performing Arts course, students are required to write a play script and perform an art show. This type of assessment is chosen for each course based on specific targeted Learning Outcomes (LOs). Every lecturer in MLSP has their own Semester Learning Plan (RPS) and has been checked with the authority such as head of study program also included in the curriculum. However, each course has different percentage components of assessment, depending on the course objectives and agreements among lecturers. Generally, the assessment system that is implemented is as follows:

1. Traditional system
 - Assignment: 20%
 - Quiz: 10%
 - Midterm Exam (UTS): 30%
 - Final Exam (UAS): 40%

or

2. New system
 - Assignment: 20%
 - Quiz: 5%
 - Midterm Exam (UTS): 10%
 - Case Method: 20%
 - Project-Based Learning: 30%
 - Final Exam (UAS): 15%

The assessment framework is explained in the first session. Thesis submission requires passing a plagiarism check, supervisor approval, and meeting faculty SOPs. Grades follow university regulations: A (≥80), B+ (≥75-79), B (≥70-74), C+ (≥65-69), C (≥60-64), D (≥50-59), and E (<50).

Chinese Language (CLSP)

CLSP applies the Benchmark Assessment System (PAP) to evaluate student progress, curriculum effectiveness, and programme delivery. The standard grading breakdown is:

- Quiz: 10%
- Assignment: 20%
- Midterm Exam (UTS): 30%
- Final Exam (UAS): 40%

Grades follow the university standard, with adjustments based on Problem-Based Learning or Case Learning Method. The grading system is outlined at the start of each course.

Appraisal:

The curricula of the **Malay Literature** and **Chinese Language** study programmes adequately reflect the qualification objectives of the study programme. While the curriculum of the **Indonesian Literature** programme as a whole adequately reflects the qualification objectives of the programme, the panel considers that it could benefit from a greater emphasis on literary content. For example, there is only one course unit that provides an introduction and overview of Indonesian literary history and literary periods. Only half of the unit is devoted to this, alongside general philology. The panel therefore **recommends** the **Indonesian Literature** programme adding additional literature courses.

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 **Indonesian Literature** and **Malay Literature** programmes could be misleading as the programmes are mainly language-based. Therefore, it would be better to call them Bachelor of Indonesian/Malay Language and Literature. However, the panel is aware of the government's restrictions. In Indonesia, a name like Indonesian Studies is reserved only for Master programmes. The programme management told the panel that the programmes were originally called Indonesian Language and Malay Language, but the government changed the names to Indonesian Literature and Malay Literature.

In the **Indonesian Literature** and **Malay Literature** programmes 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.

In the **Chinese Language** programme theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application (e.g. courses in teaching, translation, interpretation, mandarin for media and for business) complement each other in developing the students' qualification profile.

There is evidence that all three 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 able to do scientific work at the required level. They learn research methods, academic writing techniques and so on. The panel noted that the "Research Methods" course was among the students' favorite 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)		CLSP	ILSP MLSP		
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)

Student progress in all study programmes is measured using the Semester Credit Unit (SKS) system, regulated by Rector Regulation No. 27 of 2018. 1 SKS credit equals 170 minutes per week, comprising 50 minutes of classroom activities, 60 minutes of structured academic activities, and 60 minutes of independent study over 14 weeks per semester. This equates to 2,380 minutes (39.67 hours) per semester.

Since 1 ECTS credit equals 25 hours, 1 SKS credit is approximately 1.6 ECTS credits. Students must complete a minimum of 230 ECTS credits (144 SKS credits) to graduate, with a maximum study load of 38 ECTS credits (24 SKS credits) per semester, allowing them to finish in seven to 14 semesters. Most courses are weighted 3.2–4.8 ECTS credits (2–3 SKS credits), averaging 59.5 hours of study per week.

Indonesian Literature (ILSP)

Table 7: Modular Structure of Indonesian Literature

Projected study time	8 semesters / 4 Years
Number of credits (national credits and ECTS credits)	144 SKS credits / 230,4 ECTS credits
Workload per credit	1 SKS credit / 1.6 ECTS = 50 minutes

Number of modules/courses	Compulsory curriculum subjects: 5 courses (11 SKS credits / 17.6 ECTS credits) University compulsory courses: 6 courses (14 SKS credits / 22.4 ECTS credits) Compulsory Study Programme subjects: 38 courses (83 SKS credits / 132.8 ECTS credits) Specialization courses (literature and language) 18 courses: 36 SKS credits / 57.6 ECTS credits
Time required for processing the final thesis/project and awarded credits	1 semester (6 months), 4 SKS credits = 6,4 ECTS credits
Number of contact hours	1.680 Hours

ILSP provides a minimum of 144 and a maximum of 148 SKS credits which can be completed in eight semesters.

Malay Literature (MLSP)

Table 8: Modular Structure of Malay Literature

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	144 credits / 230,4 ECTS credits
Workload per credit	1 credit / 1,6 ECTS credits = 50 minutes
Number of modules/courses	University compulsory courses: 8 courses (18 SKS credits / 28.8 ECTS credits) Study Programme Compulsory Course: 55 courses (112 SKS credits / 179,2 ECTS credits) Specialization elective courses (literature and linguistics) 7 courses: 14 SKS credits / 22,4 ECTS credits
Time required for processing the final thesis/project and awarded credits	1 semester (6 months), 4 SKS credits = 6,4 ECTS credits
Number of contact hours	1.680 Hours

MLSP offers a minimum of 144 SKS and a maximum of 148 SKS credits which can be completed in eight semesters. The study programme courses consist of 130 SKS credits of compulsory subjects (university and study programme) and 14 SKS credits of compulsory elective courses. Students may take additional elective courses voluntarily according to their interest (literature or linguistics).

Chinese Language (CLSP)

Table 9: Modular Structure of Chinese Language

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	146 SKS credits/ 233,6 ECTS credits
Workload per credit	1 SKS credit / 1,6 ECTS credits
Number of modules/courses	Compulsory university courses (MKWU) 10 courses (22 SKS credits / 35.2 ECTS credits) Study Programme Compulsory Courses (MKWP): 60 Courses (126 SKS credits / 201.6 ECTS credits)
Time required for processing the final thesis/project and awarded credits	1 semester (6 months), 4 SKS credits = 6,4 ECTS credits
Number of contact hours	1.773 Hours

ILSP provides a minimum of 144 and a maximum of 148 credits which can be completed in eight semesters.

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.²⁷ 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 regulations²⁸ and is documented in the study programme's recognition report.

²⁷ As stipulated by the Rector's Regulation No. 13/2023.

²⁸ Rector's Decree No. 459/UN5.I.R/SK/SPB/2023.

3.2.3 Feasibility of study workload (Asterisk Criterion)

Undergraduate students must complete a minimum of 144 SKS credits (~230.4 ECTS credits). The maximum study load per semester is 24 SKS credits (~38.4 ECTS) credits, determined by the student's GPA.

Indonesian Literature (ILSP)

In the first semester, students must take a 20-credit course package, including university, curriculum, programme-specific, and concentration courses. Academic progress is supported through structured guidance and supervision, ensuring timely graduation. The key steps include:

- Establishing a regular meeting schedule with a supervisor.
- Organising consultation sessions.
- Developing a progress monitoring system.

Malay Literature (MLSP)

The curriculum requires 144–148 SKS credits (~230.4 – 236 ECTS) credits, with a maximum of 24 SKS credits per semester based on GPA. In the first two semesters, students are limited to 20 SKS credits per semester. Afterward, they can take up to 24 SKS credits, allowing completion in seven semesters. The study load consists of 35% lectures, 59% integrated lectures and practice, and 6% practical training, covering both general and specialised skills.

If students fail a course, they must retake it. However, the university allows students to substitute certain failed courses with MBKM activities, helping them stay on track for timely graduation.

Chinese Language (CLSP)

Students must complete 144–148 SKS credits (~230.4 – 236.8 ECTS credits) within 3.5 to 8 years, in line with Indonesian academic regulations. In the first two semesters, students must complete 40 credits (20 courses), including university, faculty, and programme requirements. After the second semester, they can take up to 24 SKS credits per semester, depending on GPA.

An interim semester runs throughout the year, divided into two semesters (odd and even), each lasting 8 weeks (16 sessions), with a maximum of 9 SKS credits per term.

3.2.4 Equality of opportunity

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 opportunities for student status, regardless of gender, age, ethnicity, or religion. Equal opportunities are also extended to students with disabilities. For example, the Malay Literature study programme has had students with disabilities including a deaf student who recently participated in the study programme. Faculty and administrative staff in the three 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 programmes consist of courses and assign 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 2015.²⁹

With the statement on the report, USU has included in the Diploma Supplement and in the Decree of the Rector of USU an ECTS credit grading table showing the conversion between USU grading and ECTS grading, but not a grade distribution table with a relative grade according to the ECTS User's Guide 2015.

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 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 organizations 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)

Teaching methods in the study programmes vary depending on the learning outcomes of each course. Lecturers use a combination of seminars, presentations, group discussions, and field practices. Each course follows a Semester Learning Plan (RPS), which includes planning,

²⁹ See [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

evaluation, learning agreements, and structured assignments. The syllabus outlines course credits, code, description, learning objectives, schedule, teaching team, and references.

Teaching strategies are continuously improved, integrating lectures, discussions, presentations, role plays, case studies, and project-based learning. Modern methods such as flipped learning and blended learning are also incorporated. Various assessment types are used, including written, oral, and practical exams, reports, projects, and presentations.

Indonesian Literature (ILSP)

ILSP follows SN-Dikti (National Higher Education Standards) Article 14, employing Student-Centred Learning (SCL) through group discussions, simulations, case studies, collaborative and cooperative learning, problem-based learning, and project-based learning. To adapt to Industry 4.0, ILSP blends traditional and online learning through e-learning platforms like Google Classroom, Google Meet, and Zoom, with at least 10% of course sessions conducted online.

Key learning activities include:

- Lectures (small/large classes, expert lectures)
- Tutorials (journal reading, presentations, discussions)
- Practice (demonstrations, supervised and independent practice)
- E-learning
- Internships (different from MBKM internships)
- Project-Based Learning
- Case Method

Problem-Based Learning (PBL) is widely applied, encouraging students to engage with real-world problems, enhancing critical thinking and problem-solving skills. For instance, in the Literature and Film course, students develop film projects from scriptwriting to production. Similarly, in the Introduction to Rhetoric course, students train as public speakers/orators, with regional cultural influences such as Makkobar culture integrated into the learning process.

Malay Literature (MLSP)

MLSP promotes active interaction between lecturers and students through lectures, group discussions, presentations, e-learning, exercises, role-playing, assignments, and case studies. Each course applies methods suited to its objectives. For instance, in Malay Culture and Society, problem-based learning is used, requiring students to:

- Discuss Filmmaking concepts in small groups.
- Present their ideas in class.
- Create a final video project as a visual presentation.

This approach enhances analytical thinking, oral and written communication, teamwork, and technical filmmaking skills, producing graduates with both theoretical knowledge and strong soft skills.

Chinese Language (CLSP)

CLSP applies Student-Centred Learning (SCL) with methods such as:

- Lectures

- Information Sharing (brainstorming, cooperative and collaborative learning, group discussions, panel discussions, debates, seminars, rolling snowball method)
- Experience-Based Learning (simulations, role plays, games)
- Outcome-Based Education (OBE) through Project-Based Learning (PBL) and Case Method Learning (CML)

PBL and CML are also key assessment components, alongside midterms, finals, quizzes, and assignments. Some courses, like Chinese for Tourism, allocate a higher PBL percentage due to the practical nature of the course outcomes, requiring students to develop projects and real-world applications.

3.3.2 Course materials (Asterisk Criterion)

Lecture materials for the three study programmes are available on the online Learning Management System (LMS). Both students and lecturers have accounts on the platform, which serves as a hub for course materials, discussions, assignments, and assessments.

Each lecturer is responsible for preparing and uploading course materials, which may include:

- Presentation slides (PPT files)
- Book chapters and documents
- Journal articles
- Videos and audio files
- URLs and external resources
- Learning contracts and study plans

Lecturers can update course materials as often as needed. Typically, materials are uploaded in advance, allowing students to study independently before class discussions, supporting the flipped learning method.

The LMS remains an essential part of modern education, ensuring flexibility, accessibility, and interactive engagement in the learning process. In addition, the LMS allows lecturers to:

- Create group discussions and interactive forums
- Assign coursework and quizzes
- Facilitate real-time and asynchronous communication

Students can participate in forum discussions and chats, encouraging peer learning and independent study. Additionally, the platform helps study programmes evaluate both lecturer and student performance, ensuring continuous improvement.

Since the COVID-19 pandemic, the use of online platforms for teaching and learning has significantly increased. Lecturers now integrate more online lectures and digital tools to enhance the learning experience.

3.3.3 Guest lecturers

The study programmes regularly invite guest lecturers, including alumni and non-alumni practitioners, to provide students with insights into their respective fields. The guest lectures cover various topics and contribute to students' academic and research development.

Indonesian Literature (ILSP)

ILSP invites guest speakers from diverse linguistic and literary fields, such as:

- Forensic Linguistics
- Comparative Literature
- Sociolinguistics

For instance, in a Comparative Literature guest lecture, students applied research methods to develop thesis proposals on comparative literature themes. Similarly, students interested in Forensic Linguistics gained insights that could be applied to their thesis research.

Malay Literature (MLSP)

MLSP hosts guest lectures covering:

- Malay Language, Literature, and Culture
- Scientific analysis of Malay literary works
- Research methods in Literature and Linguistics

For example, guest lectures on research methods have helped students refine their thesis proposals, generating research ideas and topics for their final projects.

Chinese Language (CLSP)

CLSP has invited Chinese native-speaking lecturers since 2007 and collaborates with universities in China for guest lectures. Speakers include lecturers and industry practitioners, enhancing students' expertise in Chinese language and culture. Examples of guest lecture collaborations include:

- "Translation Techniques in Thesis Writing" (with Jinan University, China, in the Chinese Language-Indonesian Translation course)
- "Chinese for Tourism" (in partnership with Nanjing Normal University, China)

These guest lectures provide students with practical applications, academic enrichment, and international exposure, supporting their learning and research development.

3.3.4 Lecturing tutors

The study programmes integrate peer tutoring and extracurricular activities to enhance writing, language, and academic skills. Senior students assist their peers, fostering collaborative learning and skill development.

Indonesian Literature (ILSP)

ILSP offers courses in creative writing, including (i) Poetry Writing and (ii) Prose Writing. These courses implement small-group tutoring, where lecturers select outstanding students as co-tutors. Co-tutors assist their peers throughout the writing process, providing feedback and discussions during writing exercises. This intensive tutoring supports students in developing their writing competencies, making tutors an integral part of the teaching process in the Indonesian Literature programme.

Malay Literature (MLSP)

MLSP implements peer tutoring, where senior students support new students in the programme. This system, known as peer-student tutoring, is particularly applied in creative writing courses, such as (i) Poetry Writing and (ii) Prose Writing. Lecturers select skilled students each semester to act as peer tutors, guiding their peers during writing practice and providing constructive feedback through discussions. This process is carried out intensively to strengthen students' writing abilities.

Chinese Language (CLSP)

With the support of the Chinese Language Student Association (Huashan), CLSP offers extracurricular activities to enhance Chinese language skills outside the classroom. Senior students organise small classes for new students, focusing on:

- Pronunciation
- Listening comprehension
- Speaking skills

These sessions reinforce content from courses in Pronunciation, Listening, and Speaking. In Chinese Poetry and Drama courses, senior students train and guide role-playing performances, which are later showcased at the annual Chinese Cultural Festival.

Additionally, in daily lectures, students assist instructors by helping distribute information, assignments, and classroom materials to their peers, ensuring an organised learning process.

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. They are user-friendly and encourage students to engage in further independent studies. Although the course materials are up to date and digitally accessible for the students, the literature in the module descriptions could profit from more up to date literature therefore the panel **recommends** keeping the literature up to date and to include more scientific articles which represent the international state of the art.

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.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	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		

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

Internationalisation has been a key part of USU's strategic plan for the 2012–2017 and 2016–2020 periods. As a result, USU encourages all study programmes to integrate international content and intercultural aspects into their curricula. The university also provides various services related to international relations for both students and lecturers. All three study programmes have implemented the MBKM programme since its approval at USU. Notably, a researcher from Malaysia, has conducted studies on poetry and pantun in Indonesia.

Indonesian Literature (ILSP)

Students are encouraged to participate in international conferences, exchange programmes, and competitions organised by universities and foreign institutions. Key internationalisation initiatives include:

- Summer Course Programmes led by ILSP lecturers.
- Guest lecturers (inbound & outbound) from international institutions.
- Seminars, conferences, and training sessions with global perspectives.
- English as a medium of instruction, with lecture materials presented in English-language PowerPoint slides.
- Foreign language references assigned for research and academic writing.
- APA citation style required for student papers.

Malay Literature (MLSP)

MLSP also incorporates international content to prepare students for global careers. Similar to ILSP, MLSP encourages participation in international conferences, exchange programmes, and competitions and aligns with international academic standards.

The programme's internationalisation efforts include:

- Summer Course Programmes with global guest lecturers.
- Inbound & outbound guest lectures by international academics.
- Seminars, conferences, and training sessions on international topics.

These initiatives aim to equip students with intercultural skills and international perspectives relevant to their professional fields.

Chinese Language (CLSP)

CLSP integrates internationalisation and local wisdom courses into its curriculum, encouraging students to master Chinese and other foreign languages while gaining cultural insights.

The 2023 Summer Course Programme featured international experts, including:

- One lecturer from the University of Alberta, Canada – Discussing Batak and Cultural Art.
- One lecturer from the Universiti Sains Malaysia – Presenting Pantun Melayu in Malaysia and Indonesia as a form of social interaction.

Chinese language students actively participated, providing a platform for engaging with local wisdom on an international level.

3.4.2 Internationality of the student body

While the study programmes do not currently have a full-time international student body, they are actively engaging in internationalisation efforts through student exchanges, international competitions, and collaborative programmes. The Faculty supports outbound and inbound programmes, allowing students to participate in global academic experiences.

Indonesian Literature (ILSP)

ILSP has expanded international interactions over the years through participation in international activities and competitions. The faculty's policy includes:

- Outbound programmes, enabling students to study abroad.
- Inbound programmes, where international students visit and study at USU through the Summer Course Programme.

Examples of international initiatives include student exchanges between study programmes and foreign universities, and participation in IISMA (the Indonesian International Student Mobility Awards), where students can apply for exchange opportunities abroad.

Malay Literature study programme (MLSP)

MLSP has been working towards internationalisation since 2012, increasing engagement in global academic activities. The faculty's approach includes:

- Outbound and inbound student programmes to encourage international collaboration.
- Participation in international competitions.

Similar to ILSP, MLSP facilitates student exchanges between study programmes and foreign universities, and participation in IISMA (the Indonesian International Student Mobility Awards), where students can apply for exchange opportunities abroad. There is also the Summer Course Programme, where international students visit and study at USU.

Chinese Language (CLSP)

CLSP has strengthened international engagement through outbound and inbound programmes, with students actively participating in global events. Notable activities include:

- IMT-GT (Indonesia, Malaysia, Thailand-Growth Triangle) participation.
- Extracurricular international activities, such as:
 - Winning a Bronze Award in an essay competition by the Royal Commonwealth Society.
 - Participation in the Chinese Bridge Competition, achieving 3rd place among non-Chinese participants at the national level.
 - Attending the Intensive Vocational Examination Syllabus Workshop organised by the Royal Academy of Dance, Malaysia.

CLSP students also engage with foreign university students through the Summer Course Programme at FIB (Faculty of Cultural Sciences). Additionally, through (i) MBKM IISMA (Indonesian International Student Mobility Awards) or (ii) Huayu Enrichment Scholarship (HES) from TETO Taiwan.

Students have the opportunity to study abroad in Taiwan and Malaysia, expanding their academic and cultural perspectives.

3.4.3 Internationality of faculty

The internationalisation of faculties at USU is facilitated by the Directorate of Internationalisation and Global Partnership, which promotes collaboration with foreign universities, expands international exposure, and enhances academic language and cultural proficiency. These initiatives enrich curricula, classroom discussions, and research collaborations, including joint research, writing, and publishing programmes.

The Faculty of Humanities regularly conducts Summer Course Programmes as part of its internationalisation strategy.

On 11 September 2023, the Faculty of Cultural Sciences organised an International Summer Course with the theme "Introducing the Cultural Diversity of Malay and Batak in North Sumatra." This event featured instructors from several universities, such as Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, University of Alberta, Canada and Institut Teknologi Medan.

Indonesian Literature (ILSP)

ILSP actively engages in international collaborations either by hosting guest lectures featuring international professors, or inviting international academics as part-time lecturers. For example, ILSP collaborates with one professor from Hankuk University of Foreign Studies, Seoul, Korea.

Malay Literature (MLSP)

MLSP invites international professors to serve as:

- Part-time lecturers
- Guest lecturers
- Workshop facilitators
- Writing clinic facilitators

MLSP collaborates with universities such as, Universiti Pendidikan Sultan Idris (UPSI), Malaysia, Universiti Sains Malaysia (USM) and Perpustakaan Negeri Pahang.

Chinese Language (CLSP)

CLSP enhances its international presence either by hosting guest lectures with international academics from China or inviting part-time lecturers from partner universities. Key collaborations include:

- Lecturers from Jinan University and Guangzhou, where one lecturer collaborates on the Translation Course, specifically the "Translation Techniques in Thesis Writing" programme. This initiative supports thesis writing in both Indonesian and Chinese.
- One lecturer from Nanjing Normal University, China, who works with CLSP lecturers in the Chinese Tourism Course.

3.4.4 Foreign language contents

According to Rector's regulations, students can choose internationalisation courses in various languages, including:

- English
- Chinese
- Arabic
- Japanese
- TOEFL Preparation
- IELTS Preparation
- Academic English
- Business English

Indonesian Literature (ILSP)

Foreign language content is integrated into literature, course materials, and lecture delivery. Regular classes are conducted in Indonesian and English, with most lectures delivered in Indonesian due to the programme's focus on Indonesian Literature. However, a significant portion of course materials and references is available in English.

Malay Literature (MLSP)

MLSP incorporates foreign language content in literature, lecture materials, and course delivery. Classes are conducted in Indonesian, Malay, and English. The programme focuses on regional and Indonesian Malay language, covering Malaysia, Thailand, Vietnam, and Brunei Darussalam. Additionally, many course materials and references are available in English. MLSP also offers foreign language subjects, including English.

Chinese Language (CLSP)

CLSP integrates Chinese language content into literature, materials, and instruction, with lectures delivered in Indonesian and Chinese. Many course materials and references are also available in English.

Students are encouraged to participate in international seminars to enhance their foreign language skills, knowledge, and academic insight. Additionally, CLSP theses are written in both Indonesian and Chinese, reinforcing bilingual proficiency.

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 USU's internationalisation plan is currently in its early stages. There are ongoing efforts to recruit international students, but a concrete strategy with measurable outcomes is still lacking. The panel **recommends** intensifying measures to promote internationality.

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 programmes.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

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 (MBKM³⁰) 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.

The Academic Directorate of USU has introduced the Diploma Accompanying Certificate (SKPI) to ensure that graduates acquire multidisciplinary competencies and essential skills, particularly in communication, public speaking, collaboration, and conflict resolution. These

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.

competencies are reflected in student transcripts, which document participation in organisations, scientific events, and competitions.

The SKPI is introduced during the new student orientation programme and later approved by the academic supervisor as a mandatory document for graduation applications. These multidisciplinary skills are an integral part of the learning process across all three undergraduate programmes.

Indonesian Literature (ILSP)

ILSP encourages students to participate in outbound programmes to expand their cultural and environmental awareness. Internally, the programme provides courses that emphasise multidisciplinary thinking and analysis, such as Poetry Studies and Drama Studies.

Beyond coursework, students are encouraged to engage in organisations and activities, including:

- Student Creativity Programme (PKM)
- Committees, seminars, and webinars
- Community involvement and fieldwork (documented in the Participation Credit Unit – SKP)

Additionally, ILSP incorporates the Nusantara and MBKM module programmes, equipping students with communication and public speaking skills.

Malay Literature (MLSP)

MLSP encourages students to participate in outbound programmes to gain some insights into different cultural and environmental aspects. The programme includes multidisciplinary courses such as Poetry Analysis, Drama Analysis and Film and Literature. These courses require students to integrate various scientific perspectives to develop critical decision-making skills. Students are also encouraged to engage in:

- Student Creativity Programme (PKM)
- Committees, seminars, and webinars
- Community service programmes and fieldwork (documented in the SKPI)

Additionally, MLSP offers the Nusantara module programme and MBKM initiative, broadening students' academic and cultural exposure.

Chinese Language (CLSP)

CLSP promotes multidisciplinary learning through courses such as

- Chinese Language Media
- Chinese for Tourism
- Chinese Language for Business and Professional Purposes
- Entrepreneurship

These courses require students to apply theoretical knowledge, develop public speaking skills through presentations, and enhance teamwork and communication ethics through discussions.

Language-based courses (speaking, writing, listening, and reading) enable students to showcase their skills in competitions, such as:

- Speech contests
- Storytelling competitions
- Chinese Drama and Cinema performances

Externally, students are encouraged to participate in:

- Student Creativity Programme (PKM – National Level)
- Community Service Programme (KKN)
- Outstanding Student Programme (PILMAPRES)
- Language Ambassador Programmes
- Committees, seminars, and community outreach programmes
- Chinese Bridge Competition, which assesses language proficiency and artistic skills

These activities are documented in the Student Competence and Performance Records (SKPI). Additionally, the MBKM programme enhances students' national insight and cultural awareness.

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)

The study programmes place significant emphasis on enhancing students' employability skills, integrating practical training and industry exposure into their curricula. Various courses and internship opportunities equip students with theoretical knowledge and hands-on experience, preparing them for diverse career paths.

Indonesian Literature (ILSP)

The Indonesian Literature study programme focuses on developing students' employability skills through courses such as:

- Journalism
- Editing
- Rhetoric
- Broadcasting
- Literature and Film

- Forensic Linguistics

In addition to theoretical knowledge, these courses provide students with opportunities to engage in practical experiences at:

- Local TV stations
- Schools
- Local newspapers
- National museums

Many ILSP students also participate in internships at various institutions, including remote areas, where they gain teaching experience in classrooms. Practical elements are integrated into the programme to prepare students for future career fields. Employability promotion runs as a continuous theme across all subjects. Additionally, the MBKM programme offers students further practical learning opportunities.

Malay Literature (MLSP)

The Malay Literature study programme also prioritises employability development, incorporating stakeholder input into its curriculum. Courses designed to enhance career readiness include:

- Indonesian Language for Journalism
- Language Editing
- Rhetoric
- Teaching Malay Language and Literature
- Manuscript Preservation

Students are required to engage in fieldwork at institutions such as:

- RRI TV stations
- Schools
- Local newspapers
- National museums

Several MLSP courses align with industry needs, such as Entrepreneurship, Creative Writing, and Rhymes and Poetry, equipping graduates with relevant competencies. As a result, many have successfully secured positions in various companies.

Most MLSP students also complete internships in schools, including in remote areas, where they teach Malay language and provide teacher training.

After graduation, students have employment opportunities in areas such as Malay songket craftsmanship, Malay culinary businesses or Malay craft enterprises.

Chinese Language (CLSP)

According to the 2023 tracer study, the majority of Chinese Language graduates secure jobs in Chinese private companies in Indonesia, primarily working as translators in companies such as:

- PT Yifang Cargo Mutiara Elektronik
- PT Conch Cement Indonesia
- PT Weda Bay Industrial Park (PT IWIP)

- PT Well Harvest Winning Alumina Refinery
- PT Aice Sumatra Industri

These companies are spread across various cities in Indonesia. The second largest employment sector for graduates is education, where many work as Chinese language teaching staff. Other fields employing Chinese language graduates include:

- Government agencies
- Tourism
- Economic and Creative Services
- Entrepreneurship

The alignment between graduates' jobs and their fields of study demonstrates the relevance of the CLSP curriculum to industry demands.

All three study programmes integrate practical training, internships, and real-world experiences to ensure students develop industry-relevant skills. By combining theoretical knowledge with hands-on practice, these programmes prepare graduates for varied career opportunities across multiple sectors.

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 10: Structure of faculty

	Indonesian Literature study programme	Malay Literature study programme	Chinese Language study programme
Full-time teaching staff	16	12	6
Part-time teaching staff incl. visiting/adjunct lecturers	2	3	6
Total number of teaching staff	18	15	12
Among them:			
Teaching staff with professional experience	15	12	6
Teaching staff with international experience	0	0	1
Number of professors	2	4	0
Number of associate professors	11	3	0
Number of assistant professors	2	3	0
Number of senior lecturers	14	2	5
Number of lecturers	2	3	1
PhD holders	6	9	1
Master degree holders	12	6	5
Guest lecturers	5	4	2

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.³¹ In addition, lecturers are required to have academic qualifications, competencies, educational certificates, be physically and mentally

³¹ Based on Law No. 14/2005.

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.

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.³² Results of the selection process are published online as well.³³ 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.³¹ The recruitment process varies between permanent lecturers and practitioner lecturers. Information on recruiting permanent study programme lecturers is available on the website, while practitioner lecturers are recruited through a Dean's Circular.

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

The University supports lecturers in advancing their academic qualifications by subsidising tuition fees for doctoral programmes at Universitas Sumatera Utara. Lecturers may also benefit

³² <https://rekutmen.usu.ac.id/> and <https://casn.kemdikbud.go.id/cpns/cpns2023>.

³³ <https://www.usu.ac.id/id/pengumuman/seleksi-penerimaan-dosen-tetap-di-lingungan-universitas-sumatera-utara-tahun-2023>.

from scholarships offered by third parties, including LPDP, Unggulan, Australia Awards, Fulbright, Qatar Government, and Royal Saudi Government 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.

Chinese Language (CLSP)

To enhance their pedagogical skills, lecturers participated in Chinese teacher training for foreign speakers, organised by the Taipei Economic and Trade Office (TETO), Hanban, and the Chinese Ministry of Education, in collaboration with the Indonesian Ministry of Education and Culture. This training aimed to support the development of Chinese language teaching competencies. Additionally, the professional competence of CLSP lecturers in their respective fields is strengthened through participation in competency certification programmes for writing scientific articles and non-fiction books at BNSP institutions.

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.

Indonesian Literature (ILSP)

ILSP lecturers have experience as expert witnesses in court and serve as Traditional Figures of the Angkola Sipirok and Sipiongot communities. Some lecturers are also engaged as language editors for books, theses, and dissertations, as well as resource persons in seminars held by both government institutions and private companies. They also act as study tutors, judges in language and literature competitions, and journalists. Additionally, several ILSP lecturers write books related to their courses, which are marketed nationally through online platforms.

Malay Literature (MLSP)

MLSP lecturers have extensive practical experience in Malay Literature. They engage in activities such as Malay script translation, script transliteration, and tour guiding, and frequently serve as judges in Malay arts competitions. Every year, they actively participate in Indonesian Malay arts at national and international levels, particularly in Southeast Asia, including

Malaysia. Their expertise extends beyond the arts into academia, where they conduct international paper reviews based on research on the Malay world. Some lecturers also manage independent businesses, while part-time lecturers work in various professions, including journalism, radio broadcasting, and literacy activism.

Chinese Language (CLSP)

CLSP lecturers engage in scientific activities to enhance their expertise in translation, proofreading, and teaching both standard and hybrid Chinese language, culture, and literature. They serve as language expert witnesses for the Binjai City Police, Medan Police, and courts, as well as translators for the North Sumatra Regional Police. Additionally, they act as interpreters for PT STTC, resource persons, and judges for Chinese language competitions such as IBBI Got Talent. They also contribute to events like colouring, singing, and dancing competitions at the Waisak Fair, Ra Kouling at Brawijaya University, and Chinese speech competitions at IBBI University and work as MCs.

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.

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.

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 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.

Lecturers from all 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 programme provides an Academic Advisor for each student who will monitor study progress from the beginning of the semester until the student completes their education. Academic Advisors help students choose courses through the student academic information system, provide consultation on fieldwork practices, or provide consultation on the title of their final project. Academic advisors can monitor the progress of student studies each semester. 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.³⁴

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

The university provides a counselling service platform through the website³⁵. Additionally, ILSP, MLSP, and CLSP also provide advice for students with academic issues. Students can typically consult with lecturers during working hours (08:00 to 16:00 WIB). Consultations also utilise technology such as instant messaging applications, enabling students and lecturers to communicate outside of office hours.

Indonesian Literature (ILSP)

At the beginning of each academic term, ILSP lecturers present a course contract outlining the face-to-face system, course materials, assignments, and assessment format. During the first meeting, lecturers also open a discussion with students regarding the contract to ensure it does not burden them in following the course. ILSP lecturers also facilitate student participation in various activities and competitions to broaden their knowledge. For example, students participating in scientific writing competitions, creative competitions, and poetry readings are given attendance leniency and arrangements to take exams on different days.

Lecturers also provide online platforms such as YouTube learning videos uploaded by lecturers, Zoom, and the USU e-learning platform to facilitate teaching without requiring offline attendance. In the USU e-learning platform, ILSP lecturers upload course materials for students to access and study if they are unable to attend class. When students express their interest in participating in such activities, the Indonesian Literature department assigns competent lecturers in their field to accompany them. Additionally, academic advisors assist students in ensuring smooth progress in their studies. Regarding administrative matters, the Indonesian Literature department facilitates student access to the ASA USU application to improve communication between students and educational staff.

³⁴ <https://poliklinik.usu.ac.id/id/layanan/poli-konseling>.

³⁵ <https://satu.usu.ac.id/>.

Malay Literature (MLSP)

MLSP lecturers consistently provide open support to all MLSP students, offering solutions and alternatives for academic counselling. Special meetings and designated times are scheduled for students requiring support and assistance. Additionally, students can seek help online via phone or electronic messages at any time.

Students are also supported in various programmes, such as Malay cultural arts practice, student exchange programmes to Malay-speaking countries, and MLSP scholarship programmes. Moreover, MLSP lecturers establish agreements with MLSP students regarding assessment criteria and class schedules. They also provide guidance on meeting arrangements between MLSP lecturers and students. This proactive approach ensures students receive the necessary support to excel academically.

Chinese Language (CLSP)

CLSP students are given opportunities to contact lecturers from Monday to Friday between 08:00 and 19:00 WIB. They have the flexibility to inquire about academic activities, guidance, and consultations. Additionally, students can meet lecturers directly through mutual agreement. If students do not adhere to the agreement, lecturers offer the opportunity to reschedule the meeting for another day.

Appraisal:

The structure and number of the faculty members correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and guest lecturers in **all three study programmes**, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study 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 **Indonesian Literature** programme, for example, are active as expert witnesses in court or journalists and can bring these experiences into the classroom. In the **Malay Literature** programme, faculty members work as practitioners in the field of Malay script translation, tour guiding, and frequently serve

as judges in Malay arts competitions. Some lecturers in the **Chinese Language** programme, for example, serve as language expert witnesses, translators and interpreters.

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. In addition, courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

	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.

Each study programme, including Indonesian Literature, Malay Literature and Chinese Language, 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:

Table 11: Information systems USU

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

	ASA USU	https://asa.usu.ac.id/
	SATU USU	https://satu.usu.ac.id/
	E-learning	https://elearning2.usu.ac.id/
Research Information System	SIMPEL USU	https://simpl.usu.ac.id/
	SIPUSTAHA	https://sipustaha.usu.ac.id/
	Talent Publisher	https://talentpublisher.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.

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.

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

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

4.3 Cooperation and partnerships

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

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.

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:

FIB collaborates with national institutions through MoAs, extending university-level 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.

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).

Table 12: Partner Universities of the study programmes

	Partner Universities
ILSP	University of College of Yayasan Pahang (Malaysia), Namseoul University (Korea Selatan), dan Chulalongkorn University (Thailand).
MLSP	Universiti Kebangsaan Malaysia (Malaysia), Universiti Pendidikan Sultan Idris (Malaysia), Universiti Sains Malaysia (Malaysia), Universiti Islam Pahang Sultan Ahmad Shah (Malaysia), Universiti Teknologi Mara (Malaysia), Hankuk University of Foreign Studies (Korea).
CLSP	Jinan University (China), Go Study Global Education (China).

Indonesian Literature (ILSP)

ILSP lecturers participate in international seminars at foreign universities, including University College of Yayasan Pahang. ILSP collaborates with Namseoul University, South Korea, by inviting its lecturers to deliver guest lectures at ILSP. Additionally, ILSP has explored collaboration with Songkla University, Thailand, which has sent lecturers and students to provide Indonesian language learning for students in Songkhla, Thailand. ILSP has signed an Implementation Arrangement with them.

Malay Literature (MLSP)

MLSP engages in collaborative activities with international universities by inviting professors and practitioners to deliver lectures at MLSP. Moreover, MLSP has signed an Implementation Arrangement with Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Universiti Pendidikan Sultan Idris, and Universiti Teknologi Mara. MLSP students are also given the opportunity to participate in Malay student exchange programmes, focusing on Malay literary studies to enhance their academic competence.

Chinese Language (CLSP)

CLSP leverages its collaborations by participating in guest lectures and staff mobility activities with Jinan University, Guangzhou. In this partnership, Jinan University teaching staff have taught at CLSP. Additionally, an educational consultancy called Go Study Global Education

has collaborated with the Chinese Language study programme to facilitate students who wish to undertake internships at Chinese companies, short courses, cultural exchanges, and the China-ASEAN Youth Talk.

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

USU engages in collaborations in both academic and non-academic fields.³⁶

ILSP, MLSP and CLSP also collaborate with business companies and organisations related to literary and cultural studies:

Table 13: Partner institutions of the study programmes

	Partner Institutions
ILSP	Badan Bahasa (Indonesia), Balai Bahasa Sumatera Utara (Indonesia), Museum Negeri Sumatera Utara, PT Kantor Pos Indonesia (Indonesia), Sekolah SD maupun SMP baik Negeri maupun swasta di wilayah Pulau Sumatera.
MLSP	Syair Nusantara Academy (Malaysia), Yayasan Karyawan Malaysia (Malaysia), Library of Tengku Luckman Sinar (Indonesia), Balai Bahasa Sumatera Utara (Indonesia), Medan Library (Indonesia), An Najah Syekh Silau School (Indonesia).
CLSP	Museum Tjong A Fie Mansion (Indonesia), Jade Music School (Indonesia), PT Pos Indonesia (Indonesia), SD Negeri 101842 Sikeben (Indonesia), Glow Enterprise (Indonesia), Program Studi Bahasa Jepang Universitas Harapan Medan (Indonesia), Universitas Brawijaya (Indonesia), Universitas Universal (Indonesia), Sanggar Anak Sungai Deli Kota Medan (Indonesia), SD Negeri 173537 Aek Bolon (Indonesia), Universitas Diponegoro (Indonesia), Fakultas Bahasa dan Sastra Universitas Negeri Makassar (Indonesia), Konsulat Jenderal Republik Rakyat Tiongkok (RRT).

Indonesian Literature (ILSP)

ILSP collaborates with the Language Agency to conduct the Indonesian Language Proficiency Test (UKBI), assessing students' mastery of Indonesian for future careers. It also partners with the North Sumatra State Museum, allowing students to study ancient manuscripts in the Philology course. Additionally, ILSP works with schools across Sumatra, sending students to teach as part of the MBKM Teaching Campus initiative. Schools from Kindergarten to Senior High School serve as partners for knowledge transfer in literature and language. Internship programmes further develop students' practical skills and teamwork.

Malay Literature (MLSP)

MLSP partners with professional institutions to enhance students' academic competence in Malay Archipelago Literature and Culture. It also offers opportunities for internships and community service, providing real-world academic experience.

³⁶ [Guidebook for Collaborations](#), last accessed January 23, 2025.

Chinese Language (CLSP)

CLSP collaborates with state elementary schools for campus teaching and community service. It also works with cultural institutions like the Tjong A Fie Mansion Museum and Jade Music School to enhance literacy in Chinese history and traditional music. Collaboration with universities in Indonesia with Chinese language programmes strengthens networking, student activities, and professional opportunities such as judging competitions and guest lectures.

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.

The scope and nature of cooperation with business enterprises and other institutions relevant to 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.

	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 neighborhood, 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.

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

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

Welfare (Guidance and Counselling, Scholarship Services, and Health Services), such as 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. In addition there is Scholarship Services³⁷ within the USU.

Health Services (accessible for all students), such as USU Polyclinic, Dental and Oral hospital, and USU hospital. Spiritual facilities, such as 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 three programmes are equipped with air conditioning, projectors, and comfortable lighting.

³⁷ <https://ditmawalumni.usu.ac.id/>.

4.4.2 Access to literature (Asterisk Criterion)

USU's Main Library occupies an area of 6,090 m² located in the middle of the USU Padang Bulan campus. Since 2006, the library has opened several branches located in the faculties. As of 2017, there have been 13 University libraries, faculty branches, and USU Hospital Branches that have been opened by implementing an integrated service system with the University library. This is possible with the support of available information technology infrastructure to develop an integrated library system with service point locations spread across campus. The opening of a branch library not only aims to bring services closer to users but also to overcome the limited space capacity of University libraries. In 2012, USU library was accredited with an "A" category by the National Library of the Republic of Indonesia. 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.³⁸ 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 14: 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 15: Selection of journals/databases³⁹

Springer Link
ScienceDirect
SAGE Journals
ProQuest

³⁸ <https://library.usu.ac.id/>, last access November 25, 2024.

³⁹ [E-Journals – USU Library](#), last accessed December 5, 2024.

JSTOR
SAGE research methods
Taylor & Francis Online
Emerald insight
Westlaw

The University 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 website⁴⁰ 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.⁴¹

Currently the University library⁴² and Faculty of Cultural Sciences have the following subscriptions, databases and archives such as OPAC USU (Open Public Access Catalog)⁴³, USU Repository⁴⁴, E-journal⁴⁵ and E-Book⁴⁶.

For **ILSP** there are the following additional subscriptions:

1. National Library of the Republic of Indonesia's Collection of Ancient Manuscripts⁴⁷.
2. Collection of Manuscript Journals through Manassa (Indonesian Manuscript Society).⁴⁸
3. KIMLI Journal Collection via MLI (Indonesian Linguistic Society).⁴⁹

For **MLSP** there are the following additional subscriptions:

1. Malay Literature Journal.⁵⁰
2. Language and Library Council.⁵¹
3. The Study of Traditional Malay Literature.⁵²

For **CLSP** there are additional subscriptions as follows:

1. CNKI (China National Knowledge Infrastructure) Journal.⁵³
2. The China Journal.⁵⁴
3. Society and Culture Journal Collection.⁵⁵

⁴⁰ <http://usuproxy.usu.ac.id>, last accessed November 25, 2024.

⁴¹ For more information on the faculty library see: https://docs.google.com/spreadsheets/d/1R5wYWp16qXaSaeLoONQmzml0_fNOLGRi/edit?gid=587051684#gid=587051684, last accessed January 23, 2025.

⁴² <https://library.usu.ac.id>.

⁴³ <https://digilib.usu.ac.id/>.

⁴⁴ <https://repositori.usu.ac.id/>.

⁴⁵ https://library.usu.ac.id/?page_id=4252.

⁴⁶ https://library.usu.ac.id/?page_id=4099.

⁴⁷ <http://khastara.perpusnas.go.id/>.

⁴⁸ <https://www.manassa.id/p/jurnal-manuskripta.html>.

⁴⁹ <https://www.mlindonesia.org/page/jurnal>.

⁵⁰ <https://myjurnal.mohe.gov.my/>.

⁵¹ <https://jurnal.dbp.my/index.php/MalayLiterature>.

⁵² <https://www.jstor.org/stable/41491893>.

⁵³ <https://www.cnki.net/>.

⁵⁴ <https://www.jstor.org/journal/chinaj>.

⁵⁵ <https://jmb.lipi.go.id/index.php/jmb>.

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. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals, as well as to digital media (e.g. electronic media, databases) is ensured, although it is not possible to search for Chinese literature using Chinese characters in the main library, as the script is not installed on the computers. The literature specifically required for the programmes is not fully available in the library and does not appear to be kept up to date. Therefore, the panel recommends accreditation under the following **condition**:

The University establishes a plan for the acquisition and access to the most important literature, ensuring that main references in the course descriptions are available.

In the statement USU showed efforts that have been made to improve access to literature. However, the panel notes the absence of key standard works, such as *Sejarah Sastra Indonesia Abad XX* by E. U. Kratz. Additionally, the representation of one of Indonesia's most prolific writers, Pramoedya Ananta Toer, in the USU Library remains inconsistent and incomplete. Notably, the works of North Sumatra's most significant poet, Sitor Situmorang, are almost entirely absent.

	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)				condition	

4.5 Additional services

4.5.1 Career counselling and placement service

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

The USU Career Expo⁵⁶ is organized by several companies and held at USU Pancasila building as a recruitment activity for USU students. There are exhibitions related to work, access to information and walk interviews that can be attended by students.

To enhance employability and ease the transition into the workforce the University and the faculty provide also these support initiatives:

Career Development Centre (CDC)

The University of North Sumatra's CDC offers:

- Job Skills Training: Workshops on CV writing, interview techniques, and job search strategies.
- Job Fairs: Regular events connecting graduates with employers from various industries.
- Internships & Industry Collaboration: Partnerships with companies to provide hands-on experience.

Public Lectures and Seminars with Industry Experts

Regular sessions with professionals provide insights into career trends and essential skills. Topics include:

- Careers in Language and Literature: Journalism, publishing, film, and digital media.
- Management & Entrepreneurship: Business skills for graduates in creative industries.
- Literature in Culture and Society: The role of graduates in arts and heritage.

4.5.2 Alumni Activities

The alumni network at USU is organized into three levels: University, Faculty, and programme levels.

At the University level, the alumni association is known as the Universitas Sumatera Utara Alumni Association (IKA USU). At the Faculty of Cultural Sciences (FIB) level, the alumni association is called the Faculty of Cultural Sciences Alumni Association (IKA FIB USU).

For the programme level following applies:

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 programmes 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 programmes.

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

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

- Alumni Gatherings which are held annually. These events foster connections among alumni, students, and faculty.
- Community Service and Seminars where alumni provide motivation and career insights for current students.
- Committee Meetings organized 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.

Indonesian Literature (ILSP)

ILSP holds alumni gatherings to strengthen professional networks, share career experiences, and explore job opportunities. Alumni contribute to curriculum development and serve as guest speakers. The Indonesian Literature alumni also have an association, KBABSI, fostering connections between alumni and the department.

Malay Literature (MLSP)

MLSP engages alumni in student activities such as guest lectures, networking events, and discussions on programme improvements to benefit students.

Chinese Language (CLSP)

CLSP hosts Alumni Gatherings with discussions, workshops, and networking activities. The Alumni Association of CLSP (IKA PSBM) supports professional connections and contributes feedback for academic and practical teaching improvements.

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.

Alumni activities especially in the **Indonesian Literature** programme and **Chinese Language** programme are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5.2	Alumni Activities	ILSP CLSP		MLSP		

4.6 Financing of the study programme (Asterisk Criterion)

USU'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 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 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 organizations or communities, and business ventures. Key contributors to this revenue include the USU Hospital, subsidiaries, and public service centres, which generate significant annual income.

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.

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.⁵⁷

For the 2023–2024 odd semester, a total of 8,176 students received scholarships, where 5,479 students were funded by the government and 195 students were funded by private sponsors.

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		

⁵⁷ <https://beasiswa.usu.ac.id/>.

5. Quality assurance and documentation

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

National regulations⁵⁸ mandate that all higher education units in Indonesia must implement the quality assurance system of Higher Education (SPM Dikti). USU follows this regulation⁵⁹ 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)⁶⁰ is carried out by USUs Quality Assurance Agency (BPM).⁶¹ 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

⁵⁸ Law No.12/2012 on higher education system, Article 51-53.

⁵⁹ USU PP statute No. 16/2014, Article 61.

⁶⁰ Regulated in USU Rector's Regulation Number 4/2021, Article 13.

⁶¹ [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 USU. Additionally, USU maintains social media accounts where up-to-date information is regularly shared.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to their contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis at the end of each semester and in accordance with a prescribed procedure. The outcomes are communicated to the students via blackboard and website and provide input for the quality development process. The panel comments that the publication of results should be more transparent, as not every student seems to know where to find them.

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

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

The content, curriculum and examination scheme of the three programmes have been suitably documented and published (e.g. course plan and exam regulations).

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Sumatera Utara (USU)

Bachelor programmes:

1. Indonesian Literature (ILSP)
2. Malay Literature (MLSP)
3. Chinese Language (CLSP)

		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)		CLSP	ILSP MLSP		
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)		CLSP	ILSP MLSP		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2* Study and exam regulations (Asterisk Criterion)				condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2* Course materials (Asterisk Criterion)			x		
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors			x		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2 Internationality of the student body				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					

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