

# Decision of the FIBAA Accreditation and Certification Committee



**18<sup>th</sup> Meeting on June 5, 2025**

## **PROGRAMME ACCREDITATION**

|                                      |                                                                                                                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 23/099 Cluster 1                                                                                                                                                                        |
| <b>Higher Education Institution:</b> | YARSI University                                                                                                                                                                        |
| <b>Location:</b>                     | Jakarta, Indonesia                                                                                                                                                                      |
| <b>Study programme:</b>              | Bachelor of Law – Legal Studies Programme<br>Master of Notary – Magister Notary Study Programme<br>Bachelor of Information Science – Library and Information<br>Science Study Programme |
| <b>Type of accreditation:</b>        | initial accreditation                                                                                                                                                                   |

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

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

Conditions:

- **Condition 1:** The University sets up an international strategy for the study programmes including milestones in line with the overall University strategy.
- **Condition 2:** The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.<sup>1</sup>

And for the **Bachelor of Law** and **Master of Notary**:

- **Condition 3:** The University ensures a variety of test formats among the courses and throughout the programme.

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

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

The FIBAA Quality Seal is awarded.

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<sup>1</sup> see ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

## Assessment Report

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**Higher Education Institution:**

YARSI University, Indonesia

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**Bachelor/Master programme:**

1. Bachelor of Law – Legal Studies Programme
2. Master of Notary – Magister Notary Study Programme
3. Bachelor of Information Science – Library and Information Science Study Programme

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**Qualification awarded on completion:**

1. Bachelor of Law – Sarjana Hukum (S.H.)
2. Master of Notary – Magister Kenotariatan (M.Kn.)
3. Bachelor of Information Science – Sarjana Sains Informasi (S.S.I)

# General information on the study programme

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

The **Bachelor of Law (BLP)** is a four-year study programme that aims to educate graduates who master theoretical concepts about characteristics, structure and theory of legal science, as well as sources, principles, legal norms and Indonesia's national legal system and the history of its development. Moreover, graduates shall master knowledge about the principles and steps for resolving problems or legal cases through the application of legal discovery methods.

The **Master of Notary (MNP)** is a two-year study programme that aims to educate graduates who are able to think analytically and critically about legal problems and develop notarial law according to Islam, as well as to apply notarial knowledge according to the needs of national and international society and answer legal problems.

The **Bachelor of Information Science – Library and Information Science Study Programme (BLISP)** is a four-year study programme that aims to educate graduates who master philosophy, theories and concepts as well as methods in developing information services, libraries and other information institutions. Moreover, graduates shall master theories, concepts and methods in managing, organising and developing libraries and other information institutions in accordance with developments in science and technology.

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## **Type of study programme:**

BLP: Bachelor programme

BLISP: Bachelor programme

MNP: Master programme

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

BLP: 8 semesters (4 years) / 144 SKS credits (216 ECTS credits)

BLISP: 8 semesters (4 years) / 144 SKS credits (216 ECTS credits)

MNP: 4 semesters (2 years) / 46 SKS credits (119.6 ECTS credits)

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## **Mode of study:**

For all study programmes: full-time

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## **Didactic approach:**

For all study programmes: study programme with obligatory class attendance

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

For all study programmes: no

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

For all study programmes: 1 parallel class per 1 subject/course

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## **Programme cycle starts in:**

BLP: September

BLISP: September

MNP: February and September

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**Initial start of the programme:**

BLP: 1989

BLISP: 2001

MNP: 2017

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**Type of accreditation:**

For all study programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Law (S.H.), Bachelor of Library and Information Science (S.S.I.) and Master of Notary (M.Kn.) was concluded between FIBAA and YARSI University on October 23, 2023. On March 15, 2024, the higher education institution (HEI) submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

**Prof. Dr. Nurul Barizah**

Universitas Airlangga, Indonesia  
Professor of Law and Legal Studies  
Head of Quality Assurance Board

**Prof. Dr. Vera de Hesselle**

University of Applied Sciences Bremen, Germany  
Professor of Business Law and Tax Law  
Vice Dean at the Faculty of Business Administration and Economics  
(Tax Law, Business Law, Business Mediation, Management, digital learning)

**Constance Dittrich**

University of Augsburg, Germany  
Directorate of the University Library  
(Library Science, Budget Law, Acquisitions, Historical Collections, Personnel Management, Publication Services, Open Access, Research Data Management, Classical Philology, Latin, History, Ancient Near Eastern Studies)

**Grischa Fraumann**

University of Copenhagen, Denmark & Häme University of Applied Sciences (HAMK), Finland  
External PhD Candidate / former PhD Fellow: Information Science & Grant Writer  
Completed: Master of Administrative Sciences, Master in Research and Innovation in Higher Education, Bachelor of Arts, Hispanic Studies, Sociology, History

**Prof. Dr. Stefan Gottwald**

HWR Berlin, Germany  
Professor of Real Estate Law, Retired Notary  
(Notary, Property Law)

**Prof. Dr. Claudia Lux**

Humboldt University Berlin, Germany  
Honorary Professor  
(Library Science, Information Science, Library Policy, Information Ethics, Marketing, Library Construction, Political Science, Social Science, Social Science Methods, Decision-Making Processes, Organizational Charts, Management, Political Structures and Associations, Digital

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

Teaching, Blended Learning, Digitisation Processes and Standards, Ethics of Artificial Intelligence)

FIBAA project manager:  
Friderike Uphoff

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 February 18 and 19, 2025 at the HEI's premises in Jakarta (Indonesia). At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 12, 2025. The statement on the report was given up on May 16, 2025. It has been taken into account in the report at hand.

# Summary

The **Bachelor of Library Information Science** and **Bachelor of Law** offered by YARSI University fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025, and finishing on June 4, 2030, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The **Master of Notary** offered by YARSI University fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025, and finishing on June 4, 2030, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>3</sup>: international orientation of the study programme design and study and exam regulations, as well as additionally for the Bachelor of Law and Master of Notary: examination and final thesis. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 1.2): The University sets up an international strategy for the study programmes including milestones in line with the overall University strategy.
- **Condition 2** (see chapter 3.2): The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.<sup>4</sup>

And for the **Bachelor of Law** and **Master of Notary**:

- **Condition 3** (see chapter 3.1): The University ensures a variety of test formats among the courses and throughout the programme.

Proof of meeting these conditions is to be submitted by March 4, 2026.

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

The panel members also identified areas where **all programmes** could be further developed and **recommend**:

- enhancing international cooperation with other HEIs (see chapter 4.3),

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

<sup>4</sup> see ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

- including the students in the quality assurance procedures and respective committees (see chapter 5.).

And additionally for the **Bachelor of Library and Information Science** and **Bachelor of Law** the panel **recommends**:

- adding more course content on research methodologies in order to have better preparation for the thesis and research (see chapter 3.1),
- inviting more international guest lecturers and more guest lecturers on a regular basis for the programmes (see chapter 3.3),
- setting up a strategy and a system to attract more foreign students in the future (see chapter 3.4),
- developing staff to increase the number of PhD holders and professors (see chapter 4.1),
- offering a website with all information on admission requirements in English for prospective international students as well as enhancing the information on the website (see chapter 5.).

And additionally for the **Bachelor of Law** only:

- deepening the scientific component of the 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 criteria in which all programmes exceed the quality requirements:

- Counselling for prospective students (see chapter 2.),
- Student support by the faculty (see chapter 4.1),
- Quantity, quality media and IT equipment of teaching and group rooms (see chapter 4.4),
- Information on activities during the academic year (see chapter 5.).

And additionally for the **Bachelor of Library and Information Science**:

- Objectives of the study programme (see chapter 1.1.),
- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Internal cooperation (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3).

And additionally for the **Bachelor of Law**:

- Cooperation with business enterprises and other organisations (see chapter 4.3).

And additionally for the **Master of Notary**:

- Practical business experience of faculty (see chapter 4.1),
- Internal cooperation (see chapter 4.1).

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

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# Information

## Information on the Institution

Universitas YARSI was established by the Indonesian Islamic Hospital Foundation (YARSI) initially as the YARSI Medical School on April 15, 1967. The University has a 2.5-hectare campus on Letnan Jenderal Suprpto Street, Cempaka Putih, Central Jakarta. It has five tower buildings, with 14 floors each, to support all educational, teaching, research and community service activities for 16 study programmes.

Universitas YARSI's vision is to "realise a reputable, authoritative, high-quality Islamic higher education institution capable of competing nationally and internationally."

Universitas YARSI commits itself to the development of the global education system, necessitating cooperation with international organisations to develop education, research and community service systems. Since 2022, Universitas YARSI has also participated in global university rankings through Times Higher Education and Universitas Indonesia (UI) Green Metric.

According to Times Higher Education, in 2022, Universitas YARSI ranked 1001+ globally and 26th in Indonesia. In 2023, there was an improvement, as Universitas YARSI reached a ranking of 801-1000 globally and 22nd in Indonesia. Universitas YARSI also ranked 1006 globally according to the UI Green Metric.<sup>5</sup>

Universitas YARSI adheres to credible, transparent, accountable, responsible and just governance when managing the organisation. Universitas YARSI has obtained ISO 21001:2018 certification for the Educational Organisation Management System (SMOP) from PT SGS Indonesia.

The **Bachelor of Law (BLP)** is one of the study programmes at Universitas YARSI with "B" accreditation from National Accreditation Agency for Higher Education (BAN-PT). The curriculum is evaluated based on input from graduate users, alumni and law college associations. BLP builds a curriculum based on the Outcome Based Education (OBE), the Indonesian National Qualifications Framework (KKNI) and National Higher Education Standards (SN DIKTI). Since its founding in 1989, BLP has undergone several curriculum changes. Currently, BLP is running with two curricula, namely the 2018 KKNI Curriculum for students entering before 2022 and the 2022 *Merdeka Belajar Kampus Merdeka* (MBKM)<sup>6</sup> Curriculum for the class entering since 2022.

The **Master of Notary (MNP)** is one of the Master level study programmes at Universitas YARSI Postgraduate School. In its first accreditation, MNP received "B" accreditation from BAN-PT. The curriculum was created based on an agreement made in a meeting with the

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<sup>5</sup> see: self-evaluation report p.2

<sup>6</sup> 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.

Indonesian Notary Association (INI), the Communication Forum for the Master of Notary Study Programme at Indonesian Private Higher Education (FK MKn PTS Indonesia). MNP became the 18th member of the FK MKn. MNP builds a curriculum based on the Outcome Based Education (OBE), the Indonesian National Qualifications Framework (KKNI), and the National Higher Education Standards (SN DIKTI). In preparing changes to the Curriculum with 54 semester credit units up to 72 semester credit units, MNP plans courses additional lecture material related to multi-disciplinary cross-cultural material and legal English (Legal English)<sup>7</sup>.

The **Bachelor of Library and Science Information (BLISP)** is one of the study programmes at the Faculty of Information Technology, which was founded in 2001. BLISP has an “A” accreditation rating from BAN-PT since 2015 and has carried out regular curriculum evaluations. In 2018, a change of the curriculum to the OBE-Based MBKM Curriculum aims to achieve international accreditation.

## Statistical data

**Table 1: Statistical data Bachelor of Law (BLP)**

|                                                    |          | <b>1. Cohort<br/>2019/2020</b> | <b>2. Cohort<br/>2020/2021</b> | <b>3. Cohort<br/>2021/2022</b> | <b>4. Cohort<br/>2022/2023</b> | <b>5. Cohort<br/>2023/2024</b> |
|----------------------------------------------------|----------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b># Study Places offered by HEI</b>               |          | 125                            | 125                            | 125                            | 125                            | 125                            |
| <b># Applicants</b>                                | $\Sigma$ | 532                            | 509                            | 393                            | 250                            | 188                            |
|                                                    | f        | 315                            | 321                            | 257                            | 129                            | 118                            |
|                                                    | m        | 217                            | 188                            | 136                            | 121                            | 70                             |
| <b>Application rate</b>                            |          | 426%                           | 407%                           | 314%                           | 200%                           | 150%                           |
| <b># First-Year Students (accepted applicants)</b> | $\Sigma$ | 117                            | 122                            | 81                             | 92                             | 76                             |
|                                                    | f        | 64                             | 62                             | 35                             | 46                             | 45                             |
|                                                    | m        | 53                             | 60                             | 46                             | 46                             | 31                             |
| <b>Rate of female students</b>                     |          | 0,55                           | 0,51                           | 0,43                           | 0,50                           | 0,59                           |
| <b># Foreign Students</b>                          | $\Sigma$ | 0                              | 0                              | 0                              | 0                              | 0                              |
|                                                    | f        | 0                              | 0                              | 0                              | 0                              | 0                              |
|                                                    | m        | 0                              | 0                              | 0                              | 0                              | 0                              |
| <b>Rate of foreign students</b>                    |          | 0                              | 0                              | 0                              | 0                              | 0                              |
| <b>Percentage of occupied study places</b>         |          | 94%                            | 98%                            | 65%                            | 74%                            | 61%                            |
| <b># Graduates</b>                                 | $\Sigma$ | 56                             | 71                             | 114                            | 74                             | NA                             |

<sup>7</sup> which is based on article 19 of the Minister of Education and Culture, Research and Technology Regulation Number: 53 of 2023.

|                                                           |   |        |        |        |        |    |
|-----------------------------------------------------------|---|--------|--------|--------|--------|----|
|                                                           | f | 39     | 52     | 82     | 52     |    |
|                                                           | m | 17     | 19     | 65     | 22     |    |
| <b>Success rate (students who finished their studies)</b> |   | 57,73% | 58,20% | 74,03% | 63,79% | NA |
| <b>Dropout rate (students who dropped their studies)</b>  |   | 0%     | 0%     | 0%     | 0%     | 0% |
|                                                           |   |        |        |        |        |    |
| <b>Average duration of study (months)</b>                 |   | 42     | 42     | 42     | 42     | 42 |
| <b>Average grade of final degree</b>                      |   | 3.27   | 3,27   | 3,37   | 3,49   | NA |

**Table 2: Statistical data Master of Notary (MNP)**

|                                                    |          | <b>2019/2020 Cohort</b> | <b>2020/2021 Cohort</b> | <b>2021/2022 Cohort</b> | <b>Cohort 2022/2023</b> | <b>Cohort 2023/2024</b> |
|----------------------------------------------------|----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b># Study Places offered by HEI</b>               |          | 30                      | 30                      | 30                      | 30                      | 30                      |
| <b># Applicants</b>                                | $\Sigma$ | 20                      | 60                      | 45                      | 107                     | 133                     |
|                                                    | f        | 9                       | 30                      | 21                      | 49                      | 79                      |
|                                                    | m        | 11                      | 30                      | 24                      | 58                      | 54                      |
| <b>Application rate</b>                            |          | 30.00%                  | 100.00%                 | 79.17%                  | 84.48%                  | 146.30%                 |
| <b># First-Year Students (accepted applicants)</b> | $\Sigma$ | 11                      | 59                      | 37                      | 29                      | 41                      |
|                                                    | f        | 6                       | 29                      | 20                      | 18                      | 21                      |
|                                                    | m        | 5                       | 30                      | 17                      | 11                      | 20                      |
| <b>Rate of female students</b>                     |          | 0.545454545             | 0.491525424             | 0.540540541             | 0.620689655             | 0.512195122             |
| <b># Foreign Students</b>                          | $\Sigma$ | 0                       | 0                       | 0                       | 0                       | 0                       |
|                                                    | f        | 0                       | 0                       | 0                       | 0                       | 0                       |
|                                                    | m        | 0                       | 0                       | 0                       | 0                       | 0                       |
| <b>Rate of foreign students</b>                    |          | 0                       | 0                       | 0                       | 0                       | 0                       |
| <b>Percentage of occupied study places</b>         |          | 36.67%                  | 196.67%                 | 123.33%                 | 96.67%                  | 136.67%                 |

|                                                             |          |             |             |             |             |             |
|-------------------------------------------------------------|----------|-------------|-------------|-------------|-------------|-------------|
| #Graduates                                                  | $\Sigma$ | 0           | 15          | 26          | 34          | 36          |
|                                                             | f        | 0           | 8           | 8           | 12          | 19          |
|                                                             | m        | 0           | 7           | 18          | 22          | 17          |
| Success rate ( <i>students who finished their studies</i> ) |          | 100.00%     | 100.00%     | 100.00%     | 100.00%     | 100.00%     |
| Dropout rate ( <i>students who dropped their studies</i> )  |          | 0.00%       | 0.00%       | 0.00%       | 0.00%       | 0.00%       |
| Average duration of study                                   |          | 4 semesters | 4 semesters | 4 semesters | 4 semesters | 4 semesters |
| Average grade of final degree                               |          | 3.71        | 3.71        | 3.62        | 3.67        | NA          |

**Table 3: Statistical data Bachelor of Library and Information Science (BLISP)**

|                                                |          | 1. Cohorts<br>2019/2020 | 2. Cohorts<br>2020/2021 | 3. Cohorts<br>2021/2022 | 4. Cohorts<br>2022/2023 | 5. Cohorts<br>2023/2024 |
|------------------------------------------------|----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| # Study Places offered by HEI                  |          | 60                      | 60                      | 60                      | 60                      | 60                      |
| # Applicants                                   | $\Sigma$ | 252                     | 191                     | 157                     | 173                     | 183                     |
|                                                | f        | 130                     | 114                     | 86                      | 117                     | 116                     |
|                                                | m        | 122                     | 77                      | 71                      | 56                      | 67                      |
| Application rate                               |          | 420.00%                 | 318.33%                 | 261.67%                 | 288.33%                 | 305.00%                 |
| # First-Year Students<br>(accepted applicants) | $\Sigma$ | 57                      | 61                      | 59                      | 46                      | 50                      |
|                                                | f        | 41                      | 43                      | 37                      | 32                      | 35                      |
|                                                | m        | 16                      | 18                      | 22                      | 14                      | 15                      |
| Rate of female students                        |          | 0.719298246             | 0.704918033             | 0.627118644             | 0.695652174             | 0.7                     |
| # Foreign Students                             | $\Sigma$ | 2                       | 0                       | 0                       | 0                       | 11                      |
|                                                | f        | 1                       |                         |                         |                         | 10                      |
|                                                | m        | 1                       |                         |                         |                         | 1                       |
| Rate of foreign students                       |          | 0.035087719             | 0                       | 0                       | 0                       | 0.22                    |
| Percentage of occupied study places            |          | 95.00%                  | 101.67%                 | 98.33%                  | 76.67%                  | 83.33%                  |
| #Graduates                                     | $\Sigma$ | 38                      | 40                      | 48                      | 46                      | NA                      |
|                                                | f        | 16                      | 25                      | 29                      | 38                      |                         |

|                                                           | m | 12        | 15        | 19        | 8         |    |
|-----------------------------------------------------------|---|-----------|-----------|-----------|-----------|----|
| <b>Success rate (students who finished their studies)</b> |   | 74.51%    | 85.11%    | 85.71%    | 80.70%    | NA |
| <b>Dropout rate (students who dropped their studies)</b>  |   | 0.00%     | 0.00%     | 0.00%     | 0.00%     | NA |
| <b>Average duration of study</b>                          |   | 48 months | 48 months | 48 months | 48 months | NA |
| <b>Average grade of final degree</b>                      |   | 3.36      | 3.33      | 3.49      | 3.62      | NA |

## Appraisal:

The statistical data show stable application rates for all three study programmes. Not all study places are taken in all years, showing the high entry requirements and selections procedure of the study programmes. The number of registrants based on statistical data for 2019-2020 is experiencing an increasing trend. The decline in the number of registrants occurred in 2021 at the beginning of the post-pandemic period. However, in the following year, it increased again.

There are no dropouts of the study programmes, however, some students are still enrolled in the programme after reaching the regular study time. In general, students in the BLP study 3.5 years, students in MNP study 2 years and students in the BLISP study 4 years.

In all three study programmes, there are at least 50 % female students. In the BLISP, the rate of female students is up to 70 % in some years.

There are no foreign students in the BLP and MNP, in the BLISP, in the 2019/2020 academic year, there were two foreign students from Universiti Sains Malaysia. In the even semester period 2023/2024, BLISP is holding an international short course, which is attended by various participants from both within and outside the country. The number of international students who took part in this activity was 11 international students from the University of South Africa, Kirinyaga University of Kenya, Aljamea-tus-Saifiyah (India), Universiti Teknologi MARA (UiTM) Puncak Perdana Campus (Malaysia), Elizade University (Nigeria) and Lead City University in Ibadan (Nigeria).

# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### Bachelor of Law Programme (BLP)

BLP is designed to educate students who are academically and practically capable as well as personalities who reflect the spirit of Islam by referring to the Indonesian National Qualifications Framework (KKNI) level 6.

The BLP has objectives as follows:

- Producing graduates who are able to apply logical, critical and systematic thinking as legal practitioners, academics and community leaders by upholding the spirit of Islam, the spirit of nationality and pluralism to face global challenges in government, the Industrial Business World (DUDI) and society through legal education those with national and international accreditation;
- Producing graduates who are able to apply their areas of expertise independently or in groups based on scientific legal reasoning that is recognised nationally and internationally and are responsible to society in efforts to increase welfare and legal awareness.

Based on the objectives of implementing the study programme, BLP determines the graduate profile described below.

**Table 4: Graduate Profile BLP**

| No | Graduate Profile | Description                                                                                                                                               |
|----|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Law Enforcement  | Graduates are able to act in an organised manner based on the legal system to enforce the regulations and norms that apply in society.                    |
| 2. | Legal Analyst    | Graduates are able to carry out legal analysis and evaluation activities in the government and private sectors.                                           |
| 3. | Legal Drafter    | Graduates are able to prepare, process and formulate draft regulations and other legal instruments into public and private legal documents.               |
| 4. | Law Consultant   | Graduates are able to provide professional legal advice, guidance and arguments in both the government and private sectors in the form of legal opinions. |

The determined graduate profile becomes the direction in formulating graduate learning outcomes which consists of attitudes, general skills, specific skills and knowledge as listed below.

**Table 5: Learning Outcomes BLP**

| No | LO       | Description                                                                                                          |
|----|----------|----------------------------------------------------------------------------------------------------------------------|
| 1. | Attitude | Becoming a Smart Muslim: intelligent and professional.                                                               |
|    |          | Becoming a Compassionate Muslim: conveying, having good morals, being grateful, forgiving, patient, polite and wise. |

|    |                |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                | Become a Reliable Muslim: responsible, strong, honest, true and trustworthy.                                                                                                                                                                                                                                                                                                                                               |
| 2. | Knowledge      | Mastering theoretical concepts about<br>a) characteristics, structure and theory of Legal Science;<br>b) sources, principles and legal norms;<br>c) Indonesia's national legal system and the history of its development.                                                                                                                                                                                                  |
|    |                | Mastering knowledge about the principles and steps for resolving problems or legal cases through the application of legal discovery methods, which are the basis for formulating several forms of elementary legal documents, namely in the form of legal memorandum documents, legal documents for proceedings, contract legal documents and legal documents that have a regulative function such as company regulations. |
|    |                | Mastering the techniques of designing regulations and contracts as an instrument for solving problems in society.                                                                                                                                                                                                                                                                                                          |
|    |                | Master the knowledge and techniques of procedural skills, including the skills of investigating, examining and completing files, prosecuting, implementing Court decisions and supervising the implementation of Court decisions.                                                                                                                                                                                          |
| 3. | General Skills | Able to demonstrate documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.                                                                                                                                                                                                                                                       |
|    |                | Able to maintain and develop a working network with supervisors, colleagues both inside and outside the institution.                                                                                                                                                                                                                                                                                                       |
|    |                | Able to use English in carrying out their profession.                                                                                                                                                                                                                                                                                                                                                                      |
|    |                | Able to apply basic skills as a Muslim.                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. | Special Skills | Able to develop concepts for solving problems or legal cases through the application of juridical thinking methods based on theoretical knowledge of legal sources, principles and norms from various fields of Indonesian positive law which is a basic skill for carrying out the legal profession.                                                                                                                      |
|    |                | Able to apply legal knowledge at an advanced level, both in specific areas of legal knowledge, including criminal law, civil/commercial law, state administration, procedural law and non-legal fields that are considered relevant to the specific field of duty as a professional judge.                                                                                                                                 |
|    |                | Able to make independent decisions in carrying out work as an advocate by applying judicial thinking methods so as to produce innovative works that are beneficial for the development of the professional field and aspects of entrepreneurship, in accordance with the professional code of ethics.                                                                                                                      |
|    |                | Able to contribute to law enforcement, order and justice for society without distinguishing between background, interests, social status and the like.                                                                                                                                                                                                                                                                     |

### Master of Notary (MNP)

MNP refers to the vision and mission of higher education which are described as follows:

1. Producing graduates who have skills in making deeds and have depth in legal knowledge, have a competitive spirit according to Islam and are able to compete nationally and internationally.
2. Producing graduates who are able to think analytically and critically about legal problems and develop notarial law according to Islam.
3. Producing competent graduates as prospective notaries who are able to apply notarial knowledge according to the needs of national and international society.
4. Producing graduates who are able to answer legal problems in society and provide direction for change in the context of development with an international dimension that is just and civilised in accordance with Islam.

For this reason, MNP provides education so that students achieve KKN level 8 qualifications and they are able to:

1. Develop notary professional knowledge and practice through research and laboratory practice, to produce innovative and tested work.
2. Solve notarial knowledge problems in his scientific field through an inter- and multi-disciplinary approach.
3. Manage research and development that is beneficial to society and science and able to gain national and international recognition.

The profile of MNP graduates achieved can be described in the table below:

**Table 6: Graduate Profile MNP**

| No | Graduate Profile         | Description                                                                                                                                                                                                                                                                         |
|----|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | General Officer          | MNP graduates are capable serving the public in certain matters because he participates in exercising a power that originates from the authority of the government.                                                                                                                 |
| 2. | Communicator/facilitator | MNP graduates are able to communicate and facilitate the deed service needs of the community in general and clients in particular with various agencies related to deed making in their work area.                                                                                  |
| 3. | Academics/Researchers    | The graduates are able to make themselves a professional and scientist at the same time, as well as being able to develop knowledge of notarial law and being able to develop themselves according to advances in science and technology through additional knowledge and research. |
| 4. | Creator and innovator    | The graduates are able to make analytical, critical and innovative legal solutions to notarial legal problems, have sensitivity to the need for legal services in making deeds in the environment to make legal changes and solutions.                                              |

The following are the Learning Achievements of MNP Graduates:

**Table 7: Learning Outcomes MNP**

| No | LO             | Description                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Attitude       | Becoming a Smart Muslim: intelligent and professional.                                                                                                                                                                                                                                                                                                                                                                                 |
|    |                | Becoming a Compassionate Muslim: conveying, having good morals, being grateful, forgiving, patient, polite and wise.                                                                                                                                                                                                                                                                                                                   |
|    |                | Become a Reliable Muslim: responsible, strong, honest, true and trustworthy.                                                                                                                                                                                                                                                                                                                                                           |
| 2. | General Skills | Able to demonstrate documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.                                                                                                                                                                                                                                                                   |
|    |                | Able to maintain and develop a working network with supervisors and colleagues both inside and outside the institution.                                                                                                                                                                                                                                                                                                                |
|    |                | Able to use English in carrying out their profession.                                                                                                                                                                                                                                                                                                                                                                                  |
|    |                | Able to apply basic skills as a Muslim.                                                                                                                                                                                                                                                                                                                                                                                                |
| 3. | Knowledge      | Mastering the field of Legal Science and Theory or jurisprudence in depth and completely, so that it can become a basis for thinking critically about the application of Indonesian Positive Law.                                                                                                                                                                                                                                      |
|    |                | Mastering the theory of the field of Notarial law which is the main study material in depth and in its entirety, as a development of the basic legal fields and being able to apply these legal fields in carrying out their duties and positions, including Marriage Law, Object Law, Land Law, Inheritance Law, Contract Law, Company Law, Guarantee Law, Banking Law, Business Law, State Administration Law and International Law. |
|    |                | Mastering normative or sociological legal research methods, either with an inter- or multidisciplinary approach.                                                                                                                                                                                                                                                                                                                       |
|    |                | Mastering the technique of writing legal scientific papers in the form of a thesis in accordance with academic ethics.                                                                                                                                                                                                                                                                                                                 |
|    |                | Mastering the Notary's Position Regulations which include the authority and responsibilities of the notary's position and duties, the notary's code of ethics and professional ethics.                                                                                                                                                                                                                                                 |
|    |                | Mastering the principles, structure, preparation procedures, techniques for formulating the interests of the parties into authentic deeds or valid notarial protocols and mastering English.                                                                                                                                                                                                                                           |
|    |                | Mastering the procedures for carrying out the technical tasks of administering deeds, which at least includes making a register of deeds, making reports to certain agencies, ratifying and affixing stamps to private deeds, safekeeping of legal documents, making a deed repertory in accordance with the provisions of statutory regulations.                                                                                      |
| 4. | Special skill  | Able to act as a public official who is independent, responsible, simple, honest, fair, has integrity and morals, is professional, maintains confidentiality of parties in legal actions, safeguards the                                                                                                                                                                                                                               |

|  |                                                                                                                                                                                                                                                                                                                                                            |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | interests of parties in legal actions, has entrepreneurial skills, applies the principle of prudence based on competency specifications and professional ethics contained in the notary's code of ethics.                                                                                                                                                  |
|  | Able to make independent decisions in carrying out the notary profession, by applying logical, critical, systemic and creative juridical thinking methods, so as to produce authentic deeds that are innovative and accommodate the interests of the parties, which is beneficial for the development of the notary profession or entrepreneurial aspects. |
|  | Able to formulate and communicate critical views on the work results made by notaries in the implementation of their work, whether done by themselves or by colleagues, in the context of developing or improving the quality of work results in the field of the notary profession.                                                                       |
|  | Able to lead a work team in collaboration with colleagues in solving problems related to the notary profession.                                                                                                                                                                                                                                            |
|  | Able to continuously improve professional notarial skills through training and work experience, developing and maintaining working networks with the professional community and clients.                                                                                                                                                                   |

#### Bachelor of Library and Information Science (BLISP)

The BLISP is a study programme under the Faculty of Information Technology and its curriculum refers to the Indonesian National Qualifications Framework (KKNI) level 6 in the field of Libraries. BLISP evaluates the ongoing curriculum based on legal grounds, national and institutional policies for higher education curriculum development, the results of discussions with graduate users, the results of discussions with experts, the results of tracer studies, literature reviews, and the latest developments in needs in the world of work. The results of the curriculum evaluation 2021 are updates to the Educational Objective (PEO) Programme, graduate profiles, and Graduate Learning Outcomes (CPL) contained in the BLISP MBKM Curriculum Book as an update to the 2018 BLISP KKNI Curriculum.

BLISP's vision is "To become a superior study programme in Library and Information Science at national level that is based on information technology, has Islamic characteristics and takes part in international forums." The mission of BLISP is to provide education and teaching in the field of Library and Information Science, carry out scientific research and publications that can contribute to the science of library and information, carry out community service activities by utilising information technology, managing study programmes that refer to the rules and regulations and establishing cooperation with various national and international institutions.

BLISP is designed to educate students to become information professionals with Islamic characteristics who are able to manage libraries and other information institutions so that they can meet users' information needs through services based on analysis, standards and optimisation of information and communication technology (ICT).

These graduates are expected to be able to:

1. Act as a professional with Smart, Compassionate and Reliable characteristics.

2. Master the philosophy, theories, concepts and methods in managing and providing information resource services at information institutions that utilise information and communication technology (ICT) based on user information needs.
3. Demonstrate measurable performance based on logical, critical, systematic and innovative thinking in solving problems or tasks individually or in groups.
4. Manage information sources and information institution services by utilising information and communication technology (ICT) based on user information needs.

The profile of BLISP graduates is obtained from needs analysis (market signals) and refers to the Decree of the Association of Library and Information Science Higher Education Providers (APTIP)<sup>8</sup>. The following is the profile of BLISP graduates:

**Table 8: Graduate Profile BLISP**

| <b>Graduate Profile</b>                | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expert Librarian</b>                | BLISP graduates are able to manage libraries and information sources through optimising information and communication technology (ICT) in order to provide services that meet the educational, research, preservation, information and recreational needs of their users. The distinctive characteristics of expert librarians who graduate from Universitas YARSI are Islamic characteristics and dominant competencies in the use of information technology so that they specialise in System Librarians, Digital Librarians, Open Data and Research Services Librarians. This professional workplace is in national libraries, public libraries, special libraries, university libraries and school libraries, both public and private.                                                                        |
| <b>Information Institution Manager</b> | BLISP graduates are able to manage information institutions so they can meet users' information needs through services based on analysis, standards and optimisation of information and communication technology (ICT). The distinctive characteristics of Information Institution Managers who graduate from Universitas YARSI are their Islamic characteristics and dominant competency in the use of information technology so that they specialise as Dynamic Records Managers, Document Controllers, Scientific Data Analysts and Scientific Publishing Managers. The workplace of this profession is in the archives, documentation and information centres at television stations, law firms, mass media, embassies, research institutions, oil companies, mining companies and other information centres. |

Moreover, the programme is based on the following Learning Outcomes:

**Table 9: BLISP Graduate Learning Outcomes**

| <b>No</b> | <b>LO</b> | <b>Description</b>                                   |
|-----------|-----------|------------------------------------------------------|
|           |           | Become a Smart Muslim: intelligent and professional. |

<sup>8</sup> No: 002/APTIPI/SK/2022 concerning Graduate Profiles and Learning Achievements of Library and Information Science Undergraduate Study Programmes

|    |                |                                                                                                                                                                                                                                                                 |
|----|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Attitude       | Become a Compassionate Muslim: conveying, having good morals, being grateful, forgiving, patient, polite and wise.                                                                                                                                              |
|    |                | Become a Reliable Muslim: responsible, strong, honest, true and trustworthy.                                                                                                                                                                                    |
| 2. | General Skills | Able to demonstrate documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.                                                                                            |
|    |                | Able to maintain and develop a working network with supervisors and colleagues both inside and outside the institution.                                                                                                                                         |
|    |                | Able to use English in carrying out their profession.                                                                                                                                                                                                           |
|    |                | Able to apply basic skills as a Muslim.                                                                                                                                                                                                                         |
| 3. | Knowledge      | Mastering philosophy, theories and concepts as well as methods in developing information services, libraries and other information institutions.                                                                                                                |
|    |                | Mastering theories, concepts and methods in managing information according to the functions of libraries and other information institutions.                                                                                                                    |
|    |                | Mastering theories, concepts and methods in the use and development of information and communication technology in libraries and other information institutions.                                                                                                |
|    |                | Mastering theories, concepts and methods in managing, organising and developing libraries and other information institutions in accordance with developments in science and technology.                                                                         |
|    |                | Mastering methodology and studies in the field of Library and Information Science.                                                                                                                                                                              |
|    |                | Mastering the basic rules and principles in the scientific profession, personal skills, cross-functional, social and cultural.                                                                                                                                  |
| 4. | Special skills | Able to manage information services in libraries and other information institutions to meet user needs according to developments in information and communication technology.                                                                                   |
|    |                | Able to manage information using methods that are appropriate to developments in science and technology based on analysis of the functions of libraries and other information institutions.                                                                     |
|    |                | Able to use and support the development of information and communication technology applied to the management of libraries and other information institutions based on analysis of user and institutional needs.                                                |
|    |                | Able to manage libraries and other information institutions with innovation in accordance with developments in science and technology based on applicable principles.                                                                                           |
|    |                | Able to analyse change and development that occurs through theoretical and applied studies to resolve library and information institutional problems, as well as their performance and impact using scientific methods through communication and collaboration. |
|    |                | Able to apply and develop rules, basic principles in scientific professions, personal skills, cross-functional, social and cultural.                                                                                                                            |

## Appraisal:

The qualification objectives of **all 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 of level 6 and 8. Moreover, in case of the BLISP, YARSI University systematically bases the qualification objectives of the programme on the specific requirements of the target group of library and information scientist. The qualification objectives based on the requirements by the Association of Library and Information Science Higher Education Providers and are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

|      |                                                        | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* | Objectives of the study programme (Asterisk Criterion) | BLISP       |                              | BLP, MNP                   |                                    |      |

## 1.2 International orientation of the study programme design (Asterisk Criterion)

The stages of internationalisation of BLP, BLISP and MNP refer to the Universitas YARSI Strategic Plan for 2020-2025.

### Bachelor of Law Programme (BLP)

In the first stage (2011-2015), BLP strengthened the education sector for internationally oriented courses. BLP began providing students with English language courses from semester 1 to semester 6. During this period, BLP used the 2012 curriculum which included the Comparative Civil Law course as a mandatory faculty subject for including international comparisons.

In the second stage (2016-2020), BLP carried out international-oriented expansion. BLP sought to increase the academic community's commitment to internationalisation by involving all lecturers in English language training. BLP has lecturers who published articles in books entitled Problems and Progress in Defining Terrorism in International Law with publishers from abroad, LAP LAMBERT Academic Publishing in 2016. BLP also assigned one of the lecturers to take part in the Bridging Programme at Tunghai University (China) in 2016 and following the Short Course in Social Sciences and Humanities on Globalisation and Citizenship in the Netherlands in 2018. BLP also invited a Professor from Ludwig Maximilian University of Munich (LMU) as a guest lecturer on the topic "Social Concept of Consumer Protection" in 2018. In this period, BLP also made curriculum changes based on user evaluations of graduates, alumni and Association of Indonesian Law Study Programme Organisers (APPSIHI) in accordance with KKN level 6. The use of the 2018 curriculum is based on the Decree of the

Dean of the Faculty of Law concerning the Curriculum for the Faculty of Law<sup>9</sup> which refers to the National Higher Education Standards (SN -DIKTI) and the Indonesian National Qualifications Framework (KKNI).

In the third stage (2021-2025), Universitas YARSI established an International Affairs Office (KUI). The presence of KUI is aiming to move towards an international standard campus.

BLP at this stage focuses more on programme development internationalisation as follows:

- BLP added a specialisation programme to the 2022 curriculum divided into six parts, namely Civil Law, Criminal Law, Constitutional Law, State Administrative Law, Procedural Law and International Law. Students majoring in International Law can take compulsory courses and elective courses in the International Law section. Compulsory courses in the International Law section consist of Humanitarian Law, International Treaty Law and International Maritime Law. Elective courses in the International Law section consist of Immigration Law, International Organisation Law, and Diplomatic and Consular Law. The percentage of courses related to international aspects in the 2018 curriculum is 4%, while in the 2022 curriculum it is 9.4%.
- BLP has recruited graduate lecturers from abroad to support teaching (such as from USA or Australia).
- BLP students followed International Credit Transfer (ICT) at the University of Malaya (Malaysia) in 2021.
- BLP students followed Indonesian International Student Mobility Awards (IISMA) at the University of Granada (Spain) as part of the MBKM Programme in 2022.
- BLP students took part in a seminar organised by KUI with guest speaker from World Health Innovation Summit in 2023.
- BLP graduates work at Qantas Head Office in Australia.
- BLP partners with Jawaharlal Nehru University (India), Universiti Kebangsaan (Malaysia) and Asia Centre Thailand.
- BLP co-host an international seminar in 2023.
- BLP held international journal writing training for lecturers in partnership with Universitas Sriwijaya (Indonesia) to increase lecturer publications in international journals.
- BLP lecturers followed Technical Guidance for Preparing International Scientific Articles in 2023.
- Mandarin language training attended by BLP education staff.

#### Master of Notary (MNP)

In the Stage 1 Strengthening Stage (Period 2016-2017), MNP, strategies were carried out by improving areas including administrative order, improving procedures, educational staff and students, readiness of everything related to the performance of Catur Dharma in Higher Education<sup>10</sup>.

In Stage 2 Expansion Stage (Period 2018-2019), the achievement strategies carried out are: (1) Developing publications in international journals; (2) Increasing the number of domestic and international collaborations, (3) Increasing the performance of the *Tri Dharma* of lecturers and (4) involving students in scientific and research activities and serving the lecturer community.

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<sup>9</sup> Number 785/DEH/KEP/VIII/2018

<sup>10</sup> which refers to the University's four main responsibilities of education, research, community service and the spirit of Islam.

In Stage 3 Internationalisation Stage (2020-2025) and (2025-2030), MNP is developing written publications in international journals, for both lecturers and students.

1. Increasing the number of collaborations with universities abroad,
2. Increasing the performance of Catur Dharma lecturers, including international scientific activities
3. Involving students in international scientific and research activities,
4. international seminar activities, international competitions.
5. In the next stage (2020-2025), MNP developed summer courses, student exchanges and lectures with credit transfer programmes.

In the internationalisation stage (2020-2025), the achievement strategy is:

1. Increasing the number of reputable research studies on an international scale;
2. Increasing the number of publications in reputable international journals that have a high impact factor,
3. Increasing guest lectures from abroad,
4. Increasing participation in international seminars, especially as presenters,
5. Organising international seminars involving students on the YARSI campus.

Apart from activities based on international cooperation, the involvement of lecturers in international forums, as well as international activities held on campus, the publication in Scopus indexed journals is also increasingly encouraged. The subjects include cross-cultural, comparative legal systems in contract law which are related to the comparison in the legal system between the Indonesian civil law system and common law in other countries. Lecturers have carried out self-development by participating in the development of international programmes from universities abroad which will be implemented domestically.

Moreover, MNP held several activities that lead to internationalisation, namely:

- MNP has collaborated with the Bali International Arbitration and Mediation Centre (BIAMC), with the topic "BIAMC LIVE ACTION SIMULATION On TAKING ARBITRATION ON THE STAGE", on October 30, 2019.
- MNP also collaborated on a webinar with the Faculty of Law, University of Melbourne, (Australia) with the topic: "Bilingual On Contract Drafting and Contract Language Requirements, Inconsistency and Lawyers", on February 24, 2023.
- MNP also held a seminar inviting a professor from LMU (Germany), with the theme "How to Create a Thesis with Chat GPT" on October 6, 2023.
- MNP held an Online Public Lecture from a professor from Austria on "International Arbitration" on October 7, 2023.
- MNP held a meeting with the Communication Forum for the Notarial Masters Study Programme of Private Universities throughout Indonesia at Universitas YARSI to discuss the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, which changes the curriculum for the Master of Notary programme, which previously had a Semester Credit System (SKS) of less than 53 SKS credits. Within three years it will be increased to a minimum of 53 to a maximum of 72 SKS credits.

### Bachelor of Library and Information Science (BLISP)

Steps for the internationalisation of BLISP, starting with mapping the internationalisation potential of BLISP, analysing strengths, weaknesses, opportunities and threats in the context

of internationalisation of study programmes, preparing a task force team responsible for planning and managing the internationalisation process, evaluating the curriculum to identify subjects courses relevant to internationalisation and identifying changes that may be needed in the curriculum and formulation of internationalisation policy development.

Moreover, BLISP's implemented international partnerships for student and lecturer exchanges, joint research activities including with Universiti Sains Malaysia (USM) and International Islamic University Malaysia (IIUM), KIST (The Korea Institute of Science and Technology), DSATM India, and Mahidol University (Thailand) in the field of research and implementation of PRAGMA students involving various universities in various countries. In 2019, there were two foreign students from University Sains Malaysia (USM) who took the summer course at BLISP. Besides the student exchange programme (at USM) and the lecturer exchange (at IIUM), BLISP actively participates in collaborative projects with international institutions such as the Tanoto Foundation, Lotte Foundation, World Bank for activities to increase the competency of school library staff as a form of community service activities.

BLISP also regularly invites guest lecturers from foreign universities to enable the exchange of knowledge and experience for students and lecturers through activities such as guest lectures, curriculum comparisons with IIUM and UiTM (University Teknologi Mara). BLISP encourages lecturers and students to publish their research in international journals and participate in international collaborative projects. In the research field, BLISP students have participated in various international events such as PRAGMA (one person), International Paper Competition STIRMA (eight persons), project presentation in India (six people).

## Appraisal:

The panel is of the view that the University has taken measures for the internationalisation of **all three study programmes**. However, there is no comprehensive conceptual framework for the internationalisation with regard to graduates' employability for the upcoming years. While there is international cooperation in individual study programmes, this cooperation needs to be implemented through a strategy for all study programmes. In its statement on the report, the University provided good approaches, however, the realisation and implementation with a timetable and meaningful milestones (time for outreach to foreign students, which countries, financing) is still missing. Therefore, the panel recommends the following **condition**:

- The University sets up an international strategy for the study programmes including milestones in line with the overall University strategy.

|      |                                                                              | 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) | Condition   |                              |                            |                                    |      |

## 1.3 Positioning of the study programme

The **Bachelor of Law (BLP)** was founded on September 21, 1989. YARSI University is ranked in the Times Higher Education (THE) Impact Rankings in position 801-1000 in the world,

ranked 22<sup>nd</sup> in Indonesia and ranked 3<sup>rd</sup> in Region III Higher Education Service Institutions (LLDIKTI) in 2023. The advantages of BLP among similar law study programmes are include that BLP won the Independent Campus Competition Programme (PKKM) consecutively in 2022 and 2023. Moreover, through the Dean, BLP becomes the central leadership element (Deputy Secretary General) of the Indonesian Law College Leadership Association (APPTHI) as an organisational forum for Law Faculty leaders from private universities throughout Indonesia. BLP is the only study programme that has special laboratory facilities for design which are supported by the Directorate General of Legislation and Regulations of the Ministry of Law and Human Rights, both in the form of support for learning materials and practitioner teachers. Furthermore, BLP has criminal justice system laboratory facilities. Through collaboration with Online Law institutions, it is one of the study programmes that has achieved more than 14 consecutive Special Education for the Advocate Profession (PKPA) and is the fifth study programme to receive the Online Law Corner facility in Jakarta. BLP graduates have advantages in the fields of knowledge and application of Islamic values. This is related to BLP's position as part of YARSI University which has a fourth dharma, namely Ruhul Islam.

There are 18 **Master of Notary (MNP)** programmes at private universities in Indonesia. Including state universities (PTN), there are 38 MNP study programmes throughout Indonesia. The small number of Master of Notary study programmes in Jakarta offers MNP UY an opportunity for development, allowing the number of prospective MNP UY students increases every semester.

MNP UY is located in Central Jakarta and therefore has a strategic position within Indonesia. There are many businesses and notary offices in Jakarta. Moreover, transportation facilities to reach campus are well available. Other universities in Central Jakarta do not have a Notarial Study Programme.<sup>11</sup>

MNP UY is at an Islamic University and therefore include Islamic characteristics. This is the only programme of its kind in the Central Jakarta area. Moreover, YARSI University MNP offers learning on Fridays and Saturdays, which attracts students that are already employed and would like to advance their careers. MNP provides an alternative to public education and offers a notarial-specific curriculum or teaching approach. The programme will serve adults and professionals seeking continuing education, skill development as Notaries. MNP provides opportunities for international students pursuing education in Indonesia by providing English-language teaching materials and educational programmes.

Furthermore, MNP offers technology-based solutions for teaching and learning, including online platforms, educational software and hardware, such as "SCREEN". The growth of online education has expanded the education market, allowing students to access learning resources remotely.

Until 2023, the **Bachelor of Library and Information Science (BLISP)** is still the only private University Library and Information Science Study Programme in Indonesia that has an accreditation from BAN-PT.<sup>12</sup> BLISP has characteristics in its graduate profile which differentiate it from similar study programmes. One distinctive characteristic is reflected in the focus on health information research, information technology-based libraries, Islamic libraries

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<sup>11</sup> see: self-evaluation report p.19

<sup>12</sup> see: self-evaluation report p.20

and information. BLISP is under the Faculty of Information Technology, with a vision to produce graduates who are able to compete in the field of information technology. This is in line with the very high growth in the need for graduates in the IT-based library sector. BLISP combines library and information science based on information technology in Indonesia. This is reflected in human resources, lecturers who are one of the references for similar study programmes for curriculum development in integrating IT in the field of library and information science. BLISP has lecturers who are developers of a library management system called SLiMS (Senayan Library Information Management System). BLISP lecturers are members of various professional organisations, including as administrators of APTIPI (Association of Higher Education Providers in Library and Information Science), Central Executive of the Association of Indonesian School Library Personnel, Drafter of National Accreditation Standards and instruments at the National Library of the Republic of Indonesia, resource person for Training activities for School Library Personnel/Islamic Senior High School at the Ministry of Education and Culture and the Indonesian Ministry of Religion and is actively involved in IASL (International Association of School Libraries).

#### Positioning of the study programme on the job market for graduates

The **Bachelor of Law (BLP)** has graduates who take part in accordance with the specified graduate profile. Based on 2022 data, 51% of graduates got jobs less than six months after graduating, 45.9% less than 18 months after graduating and the remaining 3.1% got jobs more than 18 months after graduating. Regarding the suitability of graduates' field of work, 35.7% of graduates work in fields that are quite closely related to the field of science they are studying, 29.6% are very closely related. Some graduates become advocates, some work in a law firm, and some set up their own law firm. Some graduates also work in government agencies such as the Ministry of Law and Human Rights, Attorney General's Office, Supreme Court, National Land Agency, and other ministries.

BLP has graduates who work in BUMN/BUMN such as Bank Mandiri, Bank BRI, Bank DKI, PT PLN Indonesia Power. BLP also has graduates working in multinational/international business entities such as PT Shopee Internasional Indonesia. There are also BLP graduates become lecturers and there are also those who after graduating immediately continue their studies at state or private universities (YARSI University, University of Indonesia, Brawijaya University, Gajah Mada University and Jayabaya University). Based on searches carried out, BLP also has graduates who work abroad. Graduates who work in national level business entities or are licensed entrepreneurs is 59.2%, 24.5% work in local or regional level business entities or are unlicensed entrepreneurs and 16.3% work in multinational or international level business entities.

The results of the tracer study for **Master of Notary (MNP)** so far show that 97 % of students graduated on time. MNP UY graduates enable graduates to work as Notaries/Land Deed Drafting Officials (PPAT), auction officials, advocates or in legal departments in a company. Apart from that, they also work in state-owned enterprises (BUMN)/ regional-owned enterprises (BUMD), as entrepreneurs, in private companies and government agencies. The most popular sectors for MNP Notary graduates are working in the service industry, banking and insurance, health, manufacturing and business.

From the results of the tracer study, the percentage of MNP students who graduated working in Notary Offices was 23% and students who worked in BUMN/BUMD were 9%, students who worked as entrepreneurs reached 27%, students who worked in private companies reached

25%, students who working in government agencies is 7 % and students who do not work are 7%. From this data, students who work in Notary Offices only account for 23% of the total employment of MNP UY students. Therefore, MNP UY has a wide diversification of work.

In the work aspect, graduates of the **Bachelor of Library and Information Science (BLISP)** are considered capable of working with a team and have adequate communication skills and demonstrate work behaviour with integrity. The results of the 2022 tracer study and graduate user assessments are used as a reference for assessing the position of study programme graduates. Based on data, most graduates get jobs in less than six months. Some graduates even stated that as many as 32% of graduates got jobs in the period before graduating, the remaining 46% of graduates got jobs after graduating within 0 - 6 months, and 22% within more than 6 months. This proves that graduates of the Library and Information Science study programme quickly get jobs.

Apart from the relatively short waiting time for graduates to get a job, it was also found that graduates got jobs related to the field of Libraries and Information Science. From the level of close relationship between the field of science studied and the work undertaken, as many as 70.8% of graduates work in fields that are very close to the field of science they study, 8.3% are quite close to the field of science they study. Graduates work in the field of library and information science spread across government agencies, foreign embassies, state-owned companies, private companies, universities and as independent entrepreneurs. The professions of graduates who work in the business and industrial world include young expert librarians, school librarians, college librarians, special library librarians, document controllers, as well as static and dynamic archive managers.

From the results of the tracer study, 44% of graduates work as librarians, metadata analysts, document control and archive managers in private companies. 15% of graduates work in school libraries, 11% state companies, 7% work in public and 7% in private universities, Meanwhile, another 4% in education sphere and 4% of graduates choose to run entrepreneurship to build their businesses.

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

YARSI University is an Islamic University that was first established as a medical University. The Strategic Plan 2020-2025 (RENSTRA) places the Spirit of Islam as the fourth dharma, apart from education, research and community service.

The **Bachelor of Law (BLP)** integrates the Spirit of Islam in the curriculum and human resources. Strengthening this focus is also oriented towards internationalisation aspects to position BLP as a study programme that can compete in the Southeast Asia region. For example:

- New students are required to take part in the TQM (Students of Tahsin Quran) programme;
- Islamic Religion courses are distributed throughout the semesters;
- In the student's final assignment/thesis there is a chapter that discusses aspects of Islam with regard to the research questions.

The establishment of the **Master of Notary (MNP)** is part of UY's strategic development. The existence of MNP can fulfil the community's need for authentic deeds made by state officials

as a condition. The basic strategies that will be used to achieve the vision, mission and goals are:

- Strengthening institutions through opening MNPs that are responsive to the dynamics of legal changes and the needs of the user community,
- Development of reliable and professional teaching staff in the field of civil law and notary law,
- Productive collaboration with higher education institutions, INI, Notary Offices and the government and private sector both domestically and abroad regarding the field of higher education.

The **Bachelor of Library and Information Science (BLISP)** is one of the study programme institutional units that support the achievement of Universitas YARSI vision and mission and strategy in advancing knowledge, technology and information services in higher education which is also committed to producing competent information professional graduates and contributing to the advancement of knowledge and development of society. BLISP prepares students with multiculturalism skills through inclusive and diverse learning experiences that can help students understand and appreciate cultural, ethnic and linguistic differences in international library and information environments, including through Information and Media Literacy courses, Information Services for User Groups, Library Automation, Internet and Web Technology.

BLISP uses various international references in compiling the curriculum so that it can compete in international forums. Apart from that, the existence of BLISP under the Faculty of Information Technology shows that BLISP prepares graduates who are proficient in information technology in the library field, understand the development of digital libraries, records and management of information institutions. This is in line with UY's strategy to integrate technology in education, research and community service. UY supports the sustainability of BLISP in providing adequate facilities and infrastructure, a library that has been accredited A by the National Accreditation Institute and a complete computer laboratory, qualified teaching staff who have experience in the field to produce quality and relevant teaching.

## Appraisal:

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

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth for **all three study programmes**. In case of the **BLISP**, there is a high need for graduates of this programme in Indonesia and worldwide. The University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme with its combination of library and technology. The uniqueness of the study programme in the overall education market in Indonesia, their digital approach and the high number of graduates work in accordance with their graduate profile.

The study programmes are convincingly integrated into the overall strategic concept of the University. The study programmes' qualification goals are in line with the 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") |             | BLISP                        | BLP, MNP                   |                                    |      |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept        |             |                              | X                          |                                    |      |

## 2. Admission

### **For all programmes**

New student admission requirements currently in effect at Universitas YARSI are based on the Rector's Circular Letter.<sup>13</sup> This Rector's Circular is issued every year and only applies to the current academic year. This is based on evaluations and needs that change every year. In its implementation, the admission process from registration to being declared as accepted is carried out by the New Student Admissions Service (LPMB) which is under the Integrated Service Centre (PLT). In this process, the study programme is involved in the selection stage of the prospective students.

Universitas YARSI has established several principles in selecting prospective students, namely transparency and accessibility. The first principle is realised in the form of transparency of the minimum qualification standards for prospective students, as well as processes and results that can be monitored by stakeholders through the admission website. The second principle is accessible, meaning that the admission process can be accessed, known, and followed easily by stakeholders through the University website. Since the pandemic, the principle of safety was also added, namely ensuring the minimum risk to the health and safety of the prospective students and Universitas YARSI's academic community.

New student admissions are carried out through the registration system<sup>14</sup> which is held centrally at University level. The admissions process from registration to being declared accepted is done by the New Student Admissions Service (LPMB) under the Integrated Service Centre (PLT). In this process, the study programme plays a role in selecting applicants. After the faculty evaluates the applicant's requirements and determines a decision (accepted or not), they will inform LPMB of the decision. LPMB then conveys the selection results to the prospective student concerned via the account that the prospective student already has in the online registration system.

For **BLP** and **BLISP**, a prospective student must fulfil the requirements:

1. having graduated from a general high school, Madrasah Aliyah (religious-based school) or Package C majoring in science or social sciences, and vocational high schools, or
2. is in the last grade of general high school, Madrasah Aliyah or Package C majoring in science or social sciences, and vocational high schools, that will graduate in the current year when the selection is carried out; or
3. has taken the National Test in the year the selection is made; or
4. has a diploma or certificate that is high school equivalent.

For **MNP**, requirements for registering as a student are:

1. graduate of the Faculty of Law or have a Sarjana Hukum (S.H.) Bachelor degree;
2. a minimum GPA of 2.75;
3. a minimum TOEFL score of 475.

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<sup>13</sup> namely Circular Letter No: 008/INT/SE/REKKU.10/12/2022 concerning New Undergraduate Students Admission Procedures at Universitas YARSI for the Academic Year of 2023/2024 and the Decree of the Dean No: 002/DEP/KEP/V/2023.

<sup>14</sup> see: <https://www.yarsi.ac.id/pmb/pendaftarant/> (last access April 28, 2025).

### Counselling for prospective students

The registration procedure for prospective students is socialised via the YARSI University website. All information related to each study programme, the registration process and new student acceptance can be downloaded on the website. Information can also be obtained via call centre or email: [pmb@yarsi.ac.id](mailto:pmb@yarsi.ac.id). Prospective students also come to the Integrated Service Centre (PLT) to obtain information directly from officers. These are available throughout the day on the campus of the University and might assist with the application. Moreover, the University is engaged in social media channels and provides information on its study programmes on its YouTube channel YARSI TV.

### Selection procedure

For **BLP** and **BLISP**, selection of prospective students is carried out based on high school accreditation ranking or equivalent, semester 4 and 5 report card grades, especially Indonesian, English and Mathematics subjects. Apart from that, Chemistry, Physics and Biology are added (for those from the Science major), as well as Economics, Sociology and Geography (for those from the Social Sciences major). All these subjects are considered to represent the basic logical knowledge and abilities needed to pursue higher education. The academic and non-academic achievements of prospective students are also considered in selecting prospective students. Universitas YARSI developed a fully online registration system via [www.yarsi.ac.id/registration](http://www.yarsi.ac.id/registration) based on the Chancellor's Decree March 2020.

For **MNP**, applicants must fulfil the requirements for registering as a student. Universitas YARSI also accepts foreign students who wish to join as regular students with the blended learning system programme. The prospective international students are required to take the following actions:

1. Follow the enrolment process (for foreign students in English language);
2. Fill out the International Student Application Form
3. Send all required documents to: [collaboration@yarsi.ac.id](mailto:collaboration@yarsi.ac.id)

### Ensuring foreign language proficiency

For the **Bachelor programmes**, new students' ability to communicate using English is measured using TOEIC (The Test of English for International Communication). The English language competency target that students must achieve is TOEIC 650 out of 990. To achieve this competency standard, Optima Language as a language institution at YARSI University organises six semesters of English classes. The English programme begins with a placement test with TOEIC by the International Test Centre (ITC) for first semester students. Based on the test results, students are grouped into levels. The English programme closes with an exit test by ITC. Exit test scores and English grades from semesters 1-6 are a requirement for taking the thesis exam at the end of the study period. In this way, graduates will have sufficient English language skills to enter society and the world of work.

The **Master of Notary (MNP)** provides a minimum TOEFL score of 475 in selecting prospective students. Apart from that, lecturers who teach in certain courses (International Trade Law, Capital Markets Law and others) use English in their teaching. To develop students' skills in English, students are trained to write, listen and read literature in English. MNP is exploring collaboration on Legal English courses with Cambridge Law Studies in Cambridge (United Kingdom). Many MNP students are interested in taking the course. This can motivate students to increase their enthusiasm for learning in an English-speaking

classroom environment and also improve their ability to write contracts, make agreements and communicate in English.

#### Transparency and documentation of admission procedures and decisions

Transparency, documentation of examination and assessment procedures as well as decision making for new student admissions are accessible on the website<sup>15</sup>. The PMB website consists of three menus, the registration menu contains the registration flow along with the conditions that must be prepared by prospective students to register, the PMB document menu contains brochures and manual guides and the PMB login menu contains the status of each prospective student to see the results of the admission test and whether be declared passed or not. Apart from going through the website, prospective applicants who have been declared to have passed based on their report card grades and supporting documents will receive notification via email or WhatsApp chat. The results of administrative selection and exams are sent to each prospective student's account. Prospective students are expected to check their respective accounts and contact LPMB if there are no results.

#### Appraisal:

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

Applicants can directly turn to a student counselling service, or to the helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail. A lot of information is available online on the website and via the social media channels. The University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements or preparatory language courses ensure that students are able to successfully complete the study programme.

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

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<sup>15</sup> see: <https://pmb.yarsi.ac.id> (last access April 28, 2025)

|        |                                                                                                                      | 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**

##### Bachelor of Law (BLP)

BLP carries out regular curriculum evaluations involving graduate users, alumni and law university associations. Based on the evaluation, BLP changed the 2018 curriculum to the 2022 curriculum.<sup>16</sup>

To produce graduates who can provide a legal consultation space for the community, the legal professional ethics course provides ethical substances in terms of graduates carrying out legal services to the community. Next, as a legal drafter, students receive courses in legal science and courses in drafting contracts/legislative regulations as a basis for mastering competencies in this field. BLP also distributes procedural law groups to produce graduates who are able to become instruments for solving legal (and social) problems both inside and outside the judiciary. BLP has a curriculum design through stages, namely: introduction to the basics of legal knowledge, the substance of the division of legal knowledge, and development of aspects of legal practice. In the first year (semesters 1 and 2) there is basic legal knowledge and material Indonesian law, in the second and third years (semesters 3-5) the focus is on learning formal law and the substance of the division of legal knowledge. Furthermore, the fourth year focuses on practical aspects of legal science and final assignments.

In the Islamic aspect in semester 1 the basic knowledge of Islamic law is concerned, for semesters 2-4 the focus is on Islamic legal theory. In semesters 5-7 there is the development of practical aspects. The MBKM curriculum applies learning methods by giving 7th semester students the freedom to choose activities outside the programme. The activities that students have participated in are internship activities at companies recommended by the Ministry of Education and Culture, private institutions and the Ministry of Law and Human Rights of DKI Jakarta which is a partner of BLP, Teaching Campus Activities (in this activity students are placed in elementary school level), Independent Student Exchange activities and Indonesian International Student Mobility Awards (IISMA) activities.

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<sup>16</sup> based on Dean's Decree Number 172/DEH/KEP/VIII/2022 concerning the Independent Campus Curriculum for the Undergraduate Programme at the Faculty of Law, YARSI University, which refers to the Chancellor's Decree Number 013/INT/SK/REK/UY/VI/2022 concerning the Determination of Guidelines for Preparing the Independent Learning Campus Curriculum Independence Based on Outcome Based Education.

**Table 10: Curriculum Bachelor of Law (BLP)**

| 1 <sup>st</sup> Semester |                                                            |                                   |     |    |    |    |    |    |                      |                         |
|--------------------------|------------------------------------------------------------|-----------------------------------|-----|----|----|----|----|----|----------------------|-------------------------|
| Modul No.                | Title of Module / Course Unit<br>+ Compulsory or elective? | Credit Points per Semester (ECTS) |     |    |    |    |    |    | Workload             |                         |
|                          |                                                            | 1.                                | 2.  | 3. | 4. | 5. | 6. | 7. | Hours<br>in<br>Class | Hours<br>Self-<br>Study |
| Basic Law                |                                                            | 31,5                              |     |    |    |    |    |    | 279,3                | 672                     |
| MKU131101                | Basics And Sources Of<br>Islamic Shari'a                   | 3                                 |     |    |    |    |    |    | 26,6                 | 64                      |
| MKU131102                | English Language                                           | 3                                 |     |    |    |    |    |    | 26,6                 | 64                      |
| MKU131103                | Indonesia Language                                         | 3                                 |     |    |    |    |    |    | 26,6                 | 64                      |
| MKU131104                | Pancasila Education                                        | 3                                 |     |    |    |    |    |    | 26,6                 | 64                      |
|                          |                                                            |                                   |     |    |    |    |    |    |                      |                         |
| MKK131101                | Introduction to Law                                        | 4,5                               |     |    |    |    |    |    | 39,9                 | 96                      |
| MKK131102                | Introduction To Indonesian<br>Law                          | 4,5                               |     |    |    |    |    |    | 39,9                 | 96                      |
| MKK131103                | General Theory Of State                                    | 4,5                               |     |    |    |    |    |    | 39,9                 | 96                      |
| MKK131104                | Legal Logic                                                | 3                                 |     |    |    |    |    |    | 26,6                 | 64                      |
| MKK131105                | Introduction To Sociology                                  | 3                                 |     |    |    |    |    |    | 26,6                 | 64                      |
|                          |                                                            |                                   |     |    |    |    |    |    |                      |                         |
| 2 <sup>nd</sup> Semester |                                                            |                                   |     |    |    |    |    |    |                      |                         |
| General Material Law     |                                                            |                                   | 30  |    |    |    |    |    | 266                  | 640                     |
| MKU131205                | Civics Education                                           |                                   | 3   |    |    |    |    |    | 26,6                 | 64                      |
| MKK131201                | Fiqh Of Worship And<br>Munakahah                           |                                   | 1,5 |    |    |    |    |    | 13,3                 | 32                      |
| MKK131203                | State Administrative Law                                   |                                   | 4,5 |    |    |    |    |    | 39,9                 | 96                      |

|           |                    |  |     |  |  |  |  |      |    |
|-----------|--------------------|--|-----|--|--|--|--|------|----|
| MKK131204 | Constitutional Law |  | 4,5 |  |  |  |  | 39,9 | 96 |
| MKK131205 | Civil Law          |  | 4,5 |  |  |  |  | 39,9 | 96 |
| MKK131206 | Criminal Law       |  | 4,5 |  |  |  |  | 39,9 | 96 |
| MKK131207 | Customary Law      |  | 3   |  |  |  |  | 26,6 | 64 |
| MKK131208 | International Law  |  | 4,5 |  |  |  |  | 39,9 | 96 |
| MKK131209 | Islamic Law        |  | 3   |  |  |  |  | 26,6 | 64 |

### 3rd Semester

| Special Material Law |                                                                |  | 33  |  |  |  |  | 212,8 | 512 |
|----------------------|----------------------------------------------------------------|--|-----|--|--|--|--|-------|-----|
| MKK131301            | Muamalah Jurisprudence and Methods of Establishing Islamic Law |  | 1,5 |  |  |  |  | 13,3  | 32  |
| MKK131303            | Contract Law                                                   |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131304            | Commercial Law                                                 |  | 4,5 |  |  |  |  | 39,9  | 96  |
| MKK131305            | Environmental Law                                              |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131306            | Criminology                                                    |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131307            | Cyber Law                                                      |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131308            | International Privet Law                                       |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131309            | Marriage & Inheritance Law                                     |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131310            | Sharia Economic Law                                            |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131311            | Regional Government Law                                        |  | 3   |  |  |  |  | 26,6  | 64  |
| MKK131312            | Law and Human Rights                                           |  | 3   |  |  |  |  | 26,6  | 64  |

#### 4th Semester

| Special Material Law & Formal Law |                                     |  |  |  | 34,5 |  |  |  | 305,9 | 736 |
|-----------------------------------|-------------------------------------|--|--|--|------|--|--|--|-------|-----|
| MKK131401                         | Da'wah Practicum                    |  |  |  | 1,5  |  |  |  | 13,3  | 32  |
| MKK131403                         | Civil Procedure Law                 |  |  |  | 4,5  |  |  |  | 39,9  | 96  |
| MKK131404                         | Code of Criminal Procedure          |  |  |  | 4,5  |  |  |  | 39,9  | 96  |
| MKK131405                         | Administrative Court Procedures     |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131406                         | Islamic Court Procedure             |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131407                         | Constitutional Court Procedural Law |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131408                         | Corporate Law                       |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131409                         | Legislative Drafting                |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131410                         | Collateral Law                      |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131411                         | Procurement Law                     |  |  |  | 3    |  |  |  | 26,6  | 64  |
| MKK131412                         | Agrarian Law                        |  |  |  | 3    |  |  |  | 26,6  | 64  |

#### 5th Semester

| Special Material Law & Methodology |                           |  |  |  | 30  |  |  |  | 266  | 640 |
|------------------------------------|---------------------------|--|--|--|-----|--|--|--|------|-----|
| MKK131501                          | Fiqh Akad and Aqarat      |  |  |  | 1,5 |  |  |  | 13,3 | 32  |
| MKK131503                          | Legal Research Methods    |  |  |  | 4,5 |  |  |  | 39,9 | 96  |
| MKK131504                          | Consumer Protection Law   |  |  |  | 3   |  |  |  | 26,6 | 64  |
| MKK131505                          | Legal Document Drafting   |  |  |  | 3   |  |  |  | 26,6 | 64  |
| MKK131506                          | Legal Professional Ethics |  |  |  | 3   |  |  |  | 26,6 | 64  |
| MKK131507                          | Banking Law               |  |  |  | 3   |  |  |  | 26,6 | 64  |

|                                     |                                                                                                  |  |  |  |  |   |  |  |      |    |
|-------------------------------------|--------------------------------------------------------------------------------------------------|--|--|--|--|---|--|--|------|----|
| MKK131508                           | Land & Ship Registration Law                                                                     |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131509                           | Tax Law                                                                                          |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131510                           | Labor Law                                                                                        |  |  |  |  | 3 |  |  | 26,6 | 64 |
| <b>Concentration Program Course</b> |                                                                                                  |  |  |  |  |   |  |  |      |    |
| MKK131501PE                         | Transport Law ( <i>Civil Law Concentration Course</i> )                                          |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502PE                         | Bankruptcy Law ( <i>Civil Law Concentration Course</i> )                                         |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501PI                         | Health Law ( <i>Criminal Law Concentration Courses</i> )                                         |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502PI                         | Economic Crime ( <i>Criminal Law Concentration Courses</i> )                                     |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HA                         | Public Service Law ( <i>Administration Law Concentration Courses</i> )                           |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HA                         | Bureaucracy and Good Governance ( <i>Administration Law Concentration Courses</i> )              |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HT                         | Elections and Parties ( <i>Constitutional Law Concentration Courses</i> )                        |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HT                         | Judicial Power ( <i>Constitutional Law Concentration Courses</i> )                               |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HH                         | Law of Arbitration and Alternative Dispute Resolution ( <i>Concentration in Procedural Law</i> ) |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HH                         | Juvenile Justice Procedural Law ( <i>Concentration in Procedural Law</i> )                       |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HI                         | International Law of the Sea ( <i>Concentration in International Law</i> )                       |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HI                         | Humanitarian Law ( <i>Concentration in International Law</i> )                                   |  |  |  |  | 3 |  |  | 26,6 | 64 |
| <b>Elective Courses</b>             |                                                                                                  |  |  |  |  |   |  |  |      |    |
| MKK131501PEP                        | International Trade Law ( <i>Elective Course in Civil Law</i> )                                  |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502PEP                        | Capital Market Law ( <i>Elective Course in Civil Law</i> )                                       |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501PIP                        | Victimology ( <i>Elective Course in Criminal Law</i> )                                           |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502PIP                        | Capita Selecta Criminal Law ( <i>Elective Course in Criminal Law</i> )                           |  |  |  |  | 3 |  |  | 26,6 | 64 |

|              |                                                                                              |  |  |  |  |   |  |  |      |    |
|--------------|----------------------------------------------------------------------------------------------|--|--|--|--|---|--|--|------|----|
| MKK131501HAP | Management of Coastal Areas & Small Islands ( <i>Elective Course in Administrative Law</i> ) |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HAP | State Financial Law ( <i>Elective Course in Administrative Law</i> )                         |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HTP | Independent State Institution ( <i>Elective Course in Constitutional Law</i> )               |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HTP | Political Science ( <i>Elective Course in Constitutional Law</i> )                           |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HHP | Ethical Justice Law ( <i>Elective Course in Procedural Law</i> )                             |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HHP | Procedural Law of Representative Lawsuits ( <i>Elective Course in Procedural Law</i> )       |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131501HIP | Law of International Organizations ( <i>Elective Course in International Law</i> )           |  |  |  |  | 3 |  |  | 26,6 | 64 |
| MKK131502HIP | Diplomatic & Consular Law ( <i>Elective Course in International Law</i> )                    |  |  |  |  | 3 |  |  | 26,6 | 64 |

#### 6th Semester

| M7                                  | Module 7                                                                  |  |  |  |  |  | 34,5 |  | 322,1 | 896 |
|-------------------------------------|---------------------------------------------------------------------------|--|--|--|--|--|------|--|-------|-----|
| MKK131601                           | Jinayah and Bayyinat Fiqh                                                 |  |  |  |  |  | 1,5  |  | 13,3  | 192 |
| MKK131603                           | Legal Proficiency Education and Training                                  |  |  |  |  |  | 9    |  | 96    | 192 |
| MKK131604                           | Intellectual Property Rights                                              |  |  |  |  |  | 3    |  | 26,6  | 64  |
| MKK131605                           | Philosophy of Law                                                         |  |  |  |  |  | 3    |  | 26,6  | 64  |
| MKK131606                           | Sociology of Law                                                          |  |  |  |  |  | 3    |  | 26,6  | 64  |
| MKK131607                           | Business Competition Law                                                  |  |  |  |  |  | 3    |  | 26,6  | 64  |
| MKK131608                           | Entrepreneurship                                                          |  |  |  |  |  | 3    |  | 26,6  | 64  |
| <b>Concentration Program Course</b> |                                                                           |  |  |  |  |  |      |  |       |     |
| MKK131601PE                         | Comparative Civil Law ( <i>Civil Law Concentration Course</i> )           |  |  |  |  |  | 3    |  | 26,6  | 64  |
| MKK131601PI                         | Forensics Sciences ( <i>Criminal Law Concentration Courses</i> )          |  |  |  |  |  | 3    |  | 26,6  | 64  |
| MKK131601HA                         | Natural Resources Law ( <i>Administration Law Concentration Courses</i> ) |  |  |  |  |  | 3    |  | 26,6  | 64  |

|                         |                                                                                    |  |  |  |  |  |   |  |      |    |
|-------------------------|------------------------------------------------------------------------------------|--|--|--|--|--|---|--|------|----|
| MKK131601HT             | Comparative Constitutional Law ( <i>Constitutional Law Concentration Courses</i> ) |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601HH             | Evidentiary Law ( <i>Concentration in Procedural Law</i> )                         |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601HI             | International Treaty Law ( <i>Concentration in International Law</i> )             |  |  |  |  |  | 3 |  | 26,6 | 64 |
| <b>Elective Courses</b> |                                                                                    |  |  |  |  |  |   |  |      |    |
| MKK131601PEP            | Investment Law ( <i>Elective Course in Civil Law</i> )                             |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131602PEP            | Insurance Law ( <i>Elective Course in Civil Law</i> )                              |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131603PEP            | Condominium And Real Estate Law ( <i>Elective Course in Civil Law</i> )            |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601PIP            | Comparative Criminal Law ( <i>Elective Course in Criminal Law</i> )                |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131602PIP            | Criminal Justice System ( <i>Elective Course in Criminal Law</i> )                 |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601HAP            | Drafting Local Legal Regulations ( <i>Elective Course in Administrative Law</i> )  |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601HTP            | Fiqh Siyasah Shar'iyah ( <i>Elective Course in Constitutional Law</i> )            |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601HHP            | Advocacy and Legal Aid ( <i>Elective Course in Procedural Law</i> )                |  |  |  |  |  | 3 |  | 26,6 | 64 |
| MKK131601HIP            | Immigration Law ( <i>Elective Course in International Law</i> )                    |  |  |  |  |  | 3 |  | 26,6 | 64 |

#### 7th Semester

| M7           |                             | Module 7 |    |    |      |    |      | 9   | 79,8   | 192  |
|--------------|-----------------------------|----------|----|----|------|----|------|-----|--------|------|
| MBB131701    | Community Service Program   |          |    |    |      |    |      | 4,5 | 39,9   | 96   |
| MKK131701    | History and Islamic Thought |          |    |    |      |    |      | 1,5 | 13,3   | 32   |
| MKK131703    | Internship                  |          |    |    |      |    |      | 3   | 26,6   | 64   |
| C            | Colloquium                  |          |    |    |      |    |      |     |        |      |
| BA MKK131702 | Bachelor's Thesis           |          |    |    |      |    |      | 9   |        |      |
| total        |                             | 31,5     | 30 | 33 | 34,5 | 30 | 34,5 | 18  | 1731,9 | 4288 |

### Master of Notary (MNP)

MNP created an adapted curriculum based on the Universitas YARSI OBE-Based MBKM Curriculum Preparation Guide and a curriculum formed based on an agreement within the Indonesian Notary Association (INI) and the Communication Forum for the Master of Notary Study Programme at Indonesian Private Universities (FK Prodi MKn PTS Indonesia). All courses are divided into Semester Credit Units (SKS). All courses consist of 46 SKS credits. This course has been designed to be taken completely by MNP students. All 1<sup>st</sup> semester students must take one package of compulsory courses consisting of seven compulsory courses (Legal Theory, Politics of Notarial Law, Deed Making Techniques, Engagement Law, Agrarian Law, Family Law and Marital Property). Next, in the 2<sup>nd</sup> semester, students take one package of mandatory courses consisting of seven courses (Deed Making Techniques II, Theory and Practice of Mortgage Guarantee, Scientific Research and Writing Methods, Tax Law, Company Law, Bankruptcy Law, Sharia Economic Law). In the 3<sup>rd</sup> semester, students will take six courses, consisting of four mandatory courses (Deed Making Techniques III, Good Governance and Notary Code of Ethics, Auction Regulations, Western and Islamic Inheritance Law) plus two elective courses, which can be chosen from eight available elective courses, namely from: IPR and KHI and Islamic Views, Capital Market Law and Sharia Capital Markets, Banking and Sharia Banking Law, Arbitration Law, Law Consumer Protection, Law and IT Notary Arrangements, International Trade Law, Social Agency Law and Ziswaf. All courses taken, both mandatory and optional, have a weight of two SKS credits. In the 4<sup>th</sup> semester, students must write a thesis in two stages, namely Research Seminar and Thesis Writing. Of the 46 SKS credits, there are 36 SKS credits of compulsory courses and four SKS credits of elective courses as well as six SKS credits of seminars and theses which are mapped into four semesters.

**Table 11: Curriculum Master of Notary (MNP)**

| 1 <sup>st</sup> Semester |                                                         |                                   |    |    |    |    |    |    |                |                  |
|--------------------------|---------------------------------------------------------|-----------------------------------|----|----|----|----|----|----|----------------|------------------|
| Modul No.                | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester (ECTS) |    |    |    |    |    |    | Workload       |                  |
|                          |                                                         | 1.                                | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |
| <b>M1</b>                | <b>Module 1</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220111_21                | Family Law and Marital Property                         | 3                                 |    |    |    |    |    |    | 26,7           | 64               |
| <b>M2</b>                | <b>Module 2</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220106_21                | The Politics of the Law of Kenotarianship               | 3                                 |    |    |    |    |    |    | 26,7           | 64               |
| <b>M3</b>                | <b>Module 3</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220107_21                | Deed Making Technique I                                 | 3                                 |    |    |    |    |    |    | 26,7           | 64               |
| <b>M4</b>                | <b>Module 4</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220110_21                | Notary Public Act                                       | 3                                 |    |    |    |    |    |    | 26,7           | 64               |
| <b>M5</b>                | <b>Module 5</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220108_21                | Law of Engagement                                       | 3                                 |    |    |    |    |    |    | 26,7           | 64               |
| <b>M6</b>                | <b>Module 6</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220109_21                | Agrarian Law                                            | 3                                 |    |    |    |    |    |    | 26,7           | 64               |
| <b>M7</b>                | <b>Module 7</b>                                         |                                   |    |    |    |    |    |    |                |                  |
| 220105_21                | Legal Theory                                            | 3                                 |    |    |    |    |    |    | 26,7           | 64               |

## 2<sup>nd</sup> Semester

| Modul No.  | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester (ECTS) |    |    |    |    |    |    | Workload       |                  |
|------------|---------------------------------------------------------|-----------------------------------|----|----|----|----|----|----|----------------|------------------|
|            |                                                         | 1.                                | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |
| <b>M10</b> | <b>Module 10</b>                                        |                                   |    |    |    |    |    |    |                |                  |
| 220215_21  | Tax Law                                                 |                                   | 3  |    |    |    |    |    | 26,7           | 64               |
| <b>M12</b> | <b>Module 12</b>                                        |                                   |    |    |    |    |    |    |                |                  |
| 220216_21  | Company Law                                             |                                   | 3  |    |    |    |    |    | 26,7           | 64               |
| <b>M14</b> | <b>Module 14</b>                                        |                                   |    |    |    |    |    |    |                |                  |
| 220212_21  | Deed Making Technique II                                |                                   | 3  |    |    |    |    |    | 26,7           | 64               |
| <b>M15</b> | <b>Module 15</b>                                        |                                   |    |    |    |    |    |    |                |                  |
| 220214_21  | Legal Research Methods                                  |                                   | 3  |    |    |    |    |    | 26,7           | 64               |
| <b>M17</b> | <b>Module 17</b>                                        |                                   |    |    |    |    |    |    |                |                  |
| 220217_12  | Insolvency Law                                          |                                   | 3  |    |    |    |    |    | 26,7           | 64               |
| <b>M17</b> | <b>Module 17</b>                                        |                                   |    |    |    |    |    |    |                |                  |
| 220231_21  | Sharia Economic Law                                     |                                   | 3  |    |    |    |    |    | 26,7           | 64               |

## 3<sup>rd</sup> Semester

|            |                                               |  |  |   |  |  |  |  |      |    |
|------------|-----------------------------------------------|--|--|---|--|--|--|--|------|----|
| <b>M17</b> | <b>module 18</b>                              |  |  |   |  |  |  |  |      |    |
| 220318_21  | Deed Making Technique III                     |  |  | 3 |  |  |  |  | 26,7 | 64 |
| <b>M18</b> | <b>Module 19</b>                              |  |  |   |  |  |  |  |      |    |
| 220329_21  | Law and IT Notary Filing                      |  |  | 3 |  |  |  |  | 26,7 | 64 |
| <b>M19</b> | <b>Module 20</b>                              |  |  |   |  |  |  |  |      |    |
| 220319_21  | Good Governance and the Notary Code of Ethics |  |  | 3 |  |  |  |  | 26,7 | 64 |
| <b>M20</b> | <b>Module 21</b>                              |  |  |   |  |  |  |  |      |    |
| 220320_21  | Auction Rules                                 |  |  | 3 |  |  |  |  | 26,7 | 64 |
| <b>M20</b> | <b>Module 21</b>                              |  |  |   |  |  |  |  |      |    |
| 220321_21  | Inheritance Law                               |  |  | 3 |  |  |  |  | 26,7 | 64 |
| <b>M21</b> | <b>Module 22</b>                              |  |  |   |  |  |  |  |      |    |

## 4<sup>th</sup> Semester

|            |                  |  |  |  |    |  |  |  |     |     |
|------------|------------------|--|--|--|----|--|--|--|-----|-----|
| <b>M23</b> | <b>module 23</b> |  |  |  |    |  |  |  |     |     |
| 220423_21  | Thesis           |  |  |  | 12 |  |  |  | 107 | 256 |

## Bachelor of Library and Information Science

The BLISP curriculum is designed to prepare students to become information professionals with Islamic characteristics who are able to manage and serve information based on analysis,

management and optimisation of technology in accordance with standards and user needs.<sup>17</sup> The BLISP programme emphasises theoretical and practical learning processes to solve information management problems in information institutions such as libraries and archive centres at professional level. The curriculum content is divided into: National and Faculty Compulsory, Compulsory Fields of Interest, and Selected Fields of Interest. To support the programme objectives, there are 150 SKS credits divided into eight fields of study extracted from the Indonesian National Qualification Framework Standards (SKKNI) and IFLA's LIS Foundational Knowledge Areas (FKAs) Model, namely: Information in society, Basics of the Library Profession and Information Science, Information and Communication Technology, Research and Innovation, Management of Information Resources, Management for Information Professionals, Information and Service Needs of Users, as well as Literacy and Education.

**Table 12: Curriculum Bachelor of Library and Information Science (BLISP)**

| Modul No.       | Title of Module / Course Unit + Compulsory or elective?                  | Credit Points per Semester |     |    |    |    |    |    |    | Workload       |                  |
|-----------------|--------------------------------------------------------------------------|----------------------------|-----|----|----|----|----|----|----|----------------|------------------|
|                 |                                                                          | 1.                         | 2.  | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study |
| <b>code</b>     | <b>Semester 1</b>                                                        |                            |     |    |    |    |    |    |    |                |                  |
| KK1501<br>10_22 | Foundations of Social Science - Compulsory                               | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| KK1502<br>10_22 | Introduction to Library, Archives, and Information Sciences - Compulsory | 4,5                        |     |    |    |    |    |    |    | 39,9           | 96               |
| KK1503<br>10_22 | Foundations of Information Technology - Compulsory                       | 4,5                        |     |    |    |    |    |    |    | 39,9           | 96               |
| KK1505<br>10_22 | Foundations of Information Organization - Compulsory                     | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| KK1508<br>10_22 | Soft Skills 1: Learning Skills - Compulsory                              | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| KU1500<br>11_22 | Basic and Sources of Islamic Shari'a - Compulsory                        | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| KU1500<br>20_22 | Bahasa Indonesia - Compulsory                                            | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| KU1500<br>30_22 | English - Compulsory                                                     | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| KU1500<br>40_22 | Pancasila - Compulsory                                                   | 3                          |     |    |    |    |    |    |    | 26,6           | 64               |
| <b>M2</b>       | <b>Semester 2</b>                                                        | <b>5</b>                   |     |    |    |    |    |    |    | <b>80</b>      | <b>70</b>        |
| KK1503<br>20_22 | Database Management - Compulsory                                         |                            | 4,5 |    |    |    |    |    |    | 39,9           | 96               |
| KK1503<br>30_22 | Office Automation - Compulsory                                           |                            | 3   |    |    |    |    |    |    | 26,6           | 64               |
| KK1505<br>20_22 | Metadata for Information Retrieval - Compulsory                          |                            | 4,5 |    |    |    |    |    |    | 39,9           | 96               |
| KK1505<br>30_22 | Knowledge Taxonomy and Classification - Compulsory                       |                            | 4,5 |    |    |    |    |    |    | 39,9           | 96               |
| KK1508<br>20_22 | Information and Media Literacy - Compulsory                              |                            | 4,5 |    |    |    |    |    |    | 39,9           | 96               |
| KK1508<br>30_22 | Reading Culture Development - Compulsory                                 |                            | 3   |    |    |    |    |    |    | 26,6           | 64               |

<sup>17</sup> This design is contained in the OBE-MBKM Curriculum Book which is stipulated in the Decree of the Dean of the Faculty of Information Technology, Universitas YARSI Number 0006/DET/KEP PP.20.07/IX/2022 concerning the Curriculum for the Undergraduate Library and Information Science Study Programme, Faculty of Information Technology, Universitas YARSI.

|                 |                                                                |           |     |     |     |   |  |  |  |  |      |    |
|-----------------|----------------------------------------------------------------|-----------|-----|-----|-----|---|--|--|--|--|------|----|
| KU1500<br>12_22 | Fiqh of Worship - Compulsory                                   |           | 1,5 |     |     |   |  |  |  |  | 13,3 | 32 |
| KU1500<br>50_22 | Civic Education - Compulsory                                   |           | 3   |     |     |   |  |  |  |  | 26,6 | 64 |
| <b>M3</b>       | <b>Semester 3</b>                                              | <b>5</b>  |     |     |     |   |  |  |  |  |      |    |
| KK1501<br>30_22 | Information Security - Compulsory                              |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1503<br>40_22 | Information Technology Applications - Compulsory               |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1503<br>50_22 | Graphics and Multimedia Technology - Compulsory                |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1504<br>10_22 | Academic Writing - Compulsory                                  |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1505<br>40_22 | Controlled Vocabularies - Compulsory                           |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1505<br>50_22 | Information Preservation and Media Conservation - Compulsory   |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1505<br>60_22 | Information Resource Management - Compulsory                   |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KK1506<br>10_22 | Management of Information Institutions - Compulsory            |           |     | 4,5 |     |   |  |  |  |  | 39,9 | 96 |
| KK1507<br>10_22 | Information Repackaging and Marketing - Compulsory             |           |     | 3   |     |   |  |  |  |  | 26,6 | 64 |
| KU1500<br>13_22 | Fiqh of Muamalah and Munakahah - Compulsory                    |           |     | 1,5 |     |   |  |  |  |  | 13,3 | 32 |
| <b>M4</b>       | <b>Semester 4</b>                                              | <b>5</b>  |     |     |     |   |  |  |  |  |      |    |
| KK1501<br>20_22 | Information Professional Communication and Ethics - Compulsory |           |     |     | 4,5 |   |  |  |  |  | 39,9 | 96 |
| KK1501<br>40_22 | Legal Aspects of Information - Compulsory                      |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KK1503<br>60_22 | Integrated Library System - Compulsory                         |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KK1503<br>70_22 | Internet and Web Technology - Compulsory                       |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KK1504<br>20_22 | Statistics - Compulsory                                        |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KK1505<br>70_22 | Indexes and Abstracts - Compulsory                             |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KK1507<br>20_22 | Information Behavior - Compulsory                              |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KK1507<br>30_22 | Reference and Information Services - Compulsory                |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| KU1500<br>14_22 | History and Islamic Thought - Compulsory                       |           |     |     | 1,5 |   |  |  |  |  | 13,3 | 32 |
| KU1500<br>60_22 | Entrepreneurship - Compulsory                                  |           |     |     | 3   |   |  |  |  |  | 26,6 | 64 |
| <b>M5</b>       | <b>Semester 5</b>                                              | <b>10</b> |     |     |     |   |  |  |  |  |      |    |
| KK1503<br>11_22 | Digital Library Management - Compulsory                        |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |
| KK1503<br>80_22 | Management Information System - Compulsory                     |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |
| KK1503<br>90_22 | Information Network and Cooperation - Compulsory               |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |
| KK1504<br>30_22 | Qualitative Research Methods - Compulsory                      |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |
| KK1504<br>40_22 | Quantitative Research Methods - Compulsory                     |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |
| KK1505<br>80_22 | Records Management - Compulsory                                |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |
| KK1506<br>20_22 | Knowledge Management - Compulsory                              |           |     |     |     | 3 |  |  |  |  | 26,6 | 64 |

|                 |                                                                 |           |           |           |           |           |           |           |  |             |             |
|-----------------|-----------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|-------------|-------------|
| KK1507<br>40_22 | Information Services for Library User Groups - Compulsory       |           |           |           |           | 4,5       |           |           |  | 39,9        | 96          |
| KK1508<br>40_22 | Education and Training Management - Elective                    |           |           |           |           | 3         |           |           |  | 26,6        | 64          |
| KK1509<br>10_22 | Tahsin                                                          |           |           |           |           | 1,5       |           |           |  | 13,3        | 32          |
| <b>M6</b>       | <b>Semester 6</b>                                               | <b>5</b>  |           |           |           |           |           |           |  |             |             |
| KK1503<br>12_22 | Technology Management of Information Institutions - Elective    |           |           |           |           | 13,5      |           |           |  | 119,7       | 288         |
| KK1504<br>50_22 | Final Project Proposal                                          |           |           |           |           | 3         |           |           |  | 26,6        | 64          |
| KK1505<br>11_22 | Data Intelligence for Librarians - Elective                     |           |           |           |           | 13,5      |           |           |  | 119,7       | 288         |
| <b>M7</b>       | <b>Semester 7</b>                                               | <b>5</b>  |           |           |           |           |           |           |  |             |             |
| KK1504<br>60_22 | Internship Program - Compulsory                                 |           |           |           |           |           | 4,5       |           |  | 39,9        | 96          |
| KK1504<br>70_22 | Community Service Program - Compulsory                          |           |           |           |           |           | 4,5       |           |  | 39,9        | 96          |
| KK1505<br>90_22 | Organisational Information and Document Management - Compulsory | ...       | ...       | ...       | ...       | ...       | 13,5      |           |  | 119,7       | 288         |
| KK1506<br>30_22 | Information Governance - Compulsory                             |           |           |           |           |           | 4,5       |           |  | 39,9        | 96          |
| KK1506<br>40_22 | Soft Skills 2: Life Skill - Elective                            |           |           |           |           |           | 3         |           |  | 26,6        | 64          |
| <b>M8</b>       | <b>Semester 8</b>                                               | <b>5</b>  |           |           |           |           |           |           |  |             |             |
| KK1504<br>80_22 | Final Project                                                   |           |           |           |           |           |           | 9         |  | 79,8        | 192         |
| KK1506<br>50_22 | Library Building and Interior Design - Elective                 |           |           |           |           |           |           | 3         |  | 26,6        | 64          |
| KK1507<br>50_22 | Health Information - Elective                                   |           |           |           |           |           |           | 3         |  | 26,6        | 64          |
| KK1509<br>20_22 | Tahfidz and Tadabbur                                            |           |           |           |           |           |           | 1,5       |  | 13,3        | 32          |
| <b>C</b>        | <b>Colloquium</b>                                               |           |           |           |           |           |           | <b>1</b>  |  |             |             |
| <b>BA</b>       | <b>Bachelor's Thesis</b>                                        |           |           |           |           |           |           | <b>11</b> |  |             |             |
| <b>total</b>    |                                                                 | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> |  | <b>2100</b> | <b>4200</b> |

### Rationale for degree and programme name

The naming of BLP, BLISP and MNP refers to the following regulations:

1. Law Number 12 of 2012 concerning Higher Education.
2. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education.
3. Minister of Education, Culture, Research and Technology Regulation Number 32 of 2021 concerning Naming Study Programmes in Higher Education.
4. Decree of the Directorate General of Higher Education, Research and Technology of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 163/E/KPT/2022 concerning Names of Study Programmes in the Types of Academic Education and Professional Education.
5. Universitas YARSI Statutes 2020-2025.

The change in the name of the BLISP study programme from "Undergraduate Library Science Programme" to "Undergraduate Library and Information Science Study Programme" refers to the Decree of the Minister of Education and Culture Number 541/M/2020. The title awarded changed from "Bachelor of Library Science" (S.IP.) to SSI "Bachelor of Information Science".

This is in line with the profile of graduates who can not only have a career as expert librarians but also as managers of other information institutions.

#### Integration of theory and practice

The **Bachelor of Law (BLP)** curriculum helps students implement the theory gained in practice through Legal Skills Training Education (PLKH) activities, Legal Drafting and KKN courses and religious subjects Fiqh Siyasah and Da'wah. The implementation of theory and practice is also seen in MBKM activities. Students can implement theory and practice through internship activities. Students can apply the knowledge gained in a work environment and even gain practical experience to develop their competencies. They can choose internship programmes provided by the government or with partners who collaborate with YARSI University.

The **Master of Notary (MNP)** has mandatory courses that can be implemented directly in the laboratory. Deed Making Techniques I, II, III courses are skills courses. MNP also has courses that are the centre of lectures, such as courses on Contract Law, Agrarian Law and Theory and Practice of Mortgage Guarantee which are the legal basis for mastering the Deed Making Techniques course. This study of Engagement Law is done by analysing Supreme Court decisions which have permanent legal force (*inkracht van gewijsde*) which are used and applied in cases in court. Family Law and Marital Property and Inheritance Law (Western Inheritance and Islamic Inheritance) teach how to calculate inheritance based on western law and Islamic law. This is a course that contains theory and practice. The Corporate Law course is also a course that combines theory and practice. The theory-oriented Auction Regulations course can be applied outside campus with direct practice at the State Property and Auction Services Office (KPKNL). The Auction Regulations will be related to their implementation at the KPKNL, and at the Auction Hall as Class I and II Auction Officials. Bankruptcy law is also a theoretical and practical subject related to decisions in the Commercial Court. Tax Law is a practical course that is directly applied to tax reporting.

The **Bachelor of Library and Information Science (BLISP)** curriculum integrates theory and practice so that students are better prepared to face the challenges of the complex world of work in the library and information sector. In implementing learning activities, the comparison of implementation in the classroom and outside the classroom for both theory and practicum courses is 11.7 hours/semester in the classroom and 28 hours/semester studying outside the classroom. Several partners have been involved in field learning methods that have been implemented at BLISP, including internships and field practice in libraries and information institutions at the Indonesian Ministry of Finance, National Library of the Republic of Indonesia, Radio Republik Indonesia, MNC TV, Kompas, GMF, Partner Schools, Libraries Village, etc. Apart from that, in several lectures, students apply case-based learning where students are asked to analyse practical situations in managing village archives, then apply the theories they have learned to solve problems and design appropriate solutions. In the Library Automation, Digital Library Management, Information Repackaging courses, BLISP students apply project-based assessments. In this activity, students carry out library automation activities in Community Reading Parks and in school libraries which still operate libraries manually, students repackage information in school library services. BLISP has also facilitated the implementation of various MBKM programmes for students such as Independent Student Exchange activities, Internships, and Building Information Governance in Bantarsari Village, which is one of the University's partners.

### Interdisciplinary thinking

In the **Bachelor of Law (BLP)**, interdisciplinary thinking is developed through special courses which are an integration between various fields of science such as:

- Health Law which content accommodates the fields of health science and the field of legal science with the aim of graduates having competence in directing the legal aspects of professions in the health service sector.
- Investment Law, the content of which accommodates the fields of economics and law, aims to ensure that graduates have competence in directing the legal aspects of the consulting profession in the investment field; And
- Telematics Law, which content accommodates information technology and legal science, aims to ensure that graduates have competence in directing the legal aspects of the consulting profession in telematics security.

Special courses developed at BLP are tailored to the needs of the government and society and are integrated with MBKM. This course can be offered to cross-disciplinary students within and outside the University. The logical framework for thinking about interdisciplinary content material is contained in the Semester Learning Plan (RPS) which refers to the division of material in each meeting between theoretical and practical content.

Most of the courses of the **Master of Notary (MNP)** have interdisciplinary thinking between Law and Economics, Civil Law and Agrarian Law, Civil Law and Economic Law, Civil Law and Islamic Law, both Western Law and Islamic Law, which are interrelated. Multidisciplinary applications are included in the Master of Notary courses. The Engagement Law course teaches the similarities and differences in engagement law in the Civil Law and Common Law legal systems which have different approaches and theories and practices used. The Law of Contracts is also linked to Financial Reports on Intellectual Property Rights which require value to be obtained through negotiations and strengthened by a binding agreement between the parties. In legal theory, Economic Analysis of Law is also taught, which makes law the object of economic analysis.

The interdisciplinary thinking of **Bachelor of Library and Information Science (BLISP)** is developed through special courses such as Information and Media Literacy, Health Information, Basic Social Sciences, Non-technical Skills 1 and 2, Information Institute Technology Management, Organisational Information and Document Management, Entrepreneurship, Legal Aspects in Information, Information Behaviour, and Information Governance. The logical framework for thinking about interdisciplinary content material is contained in the Semester Learning Plan (RPS) which refers to the division of material in each lecture meeting between theoretical content material and practical content material.

Moreover, entrepreneurship courses are included in the curriculum in all study programmes at YARSI University. For its application at BLISP, entrepreneurial skills in addition to student interests are also integrated with several courses such as Library Automation courses, Information reference services and in National Competition held by the Indonesian Government entitled Student Creativity Programme (PKM-Programme Kreativitas Mahasiswa) entrepreneurship. In 2023, BLISP students won the National Competition: Student Creativity Programme by making Tranparan.in bag innovation products.

### Ethical Aspects

BLP, BLISP and MNP are committed to developing abilities and forming character and academic culture with dignity and noble character to make the nation's life intelligent through higher education. Coaching is carried out as an effort to develop academic culture and quality based on the implementation of academic integrity values at Universitas YARSI based on:

- Minister of Research, Technology and Higher Education Regulation Number 39 of 2021 concerning Academic Integrity in Producing Scientific Work;
- Universitas YARSI Statutes 2020 as the basis for providing education within Universitas YARSI;
- The value of the Islamic Spirit as the fourth dharma which is unique to Universitas YARSI under the control of Vice Chancellor V (five); Minister of Research, Technology and Higher Education Regulation Number 39 of 2021 concerning Academic Integrity in Producing Scientific Work;
- Decree of the Chancellor of Universitas YARSI Number 002/REK/KP.40.01/I/2023 concerning the Establishment of the YARSI University Student Disciplinary Commission for the 2023-2027 Period;
- Universitas YARSI Regulation Number 001/REK/PER/IX/2017 Concerning Campus Life Rules for Students of Universitas YARSI;
- 2015 Student Code of Ethics Book;
- 2015 Lecturer Code of Ethics Book;
- Universitas YARSI Chancellor's Decree Regarding the Establishment of the Universitas YARSI Student Disciplinary Commission for the 2023-2027 Period. Number 002/REK/KP.40.01/I/2023 (Specifically for BLISP).

BLP, MNP and BLISP uphold ethical aspects which are reflected in efforts to avoid plagiarism practices in writing assignments, scientific papers and research. This ethical aspect is implemented in teaching, research and community service. For example, by implementing a similarity checker with Turnitin on each thesis (for BLP and BLISP) and Thesis (for MNP). In addition, the entire academic community is encouraged to comply with copyright and ethics regarding all use of information resource materials, both printed and electronic.

### Methods and scientific practice

In the **Bachelor of Law (BLP)**, research-based student learning experiences are developed through legal research methods courses. In this course, apart from studying the cognitive aspects of research methods, students also prepare research proposals as an outcome of student participation. Furthermore, students can adequately prepare their thesis independently with assistance from the supervisor. Apart from that, some students were able to record greater outcomes in the form of student publications in scientific journals. Students can conduct research in groups such as those held by the Student Senate and students can also be involved in lecture research.

In the **Master of Notary (MNP)**, lecturers conduct research which results in articles published in national and international journals as part of implementing higher education. Previously, lecturers conducted research through cases decided by the Supreme Court or decisions that had permanent legal force. Lecturers also conduct normative research.

Moreover, the methods used in the research are also empirical in the field. Lecturers carry out community service by providing education to the community about certain knowledge that can

be applied. Meanwhile, students in their own research will use Research Methodology and Legal Theory as a basis for creating a thesis. Students do this together with the direction of their supervisor in applying the research methodology and legal theory used. Furthermore, students and their supervisors also write articles together which will be published in the National Journal with the student as the first author. The guidelines for writing a thesis also follow the methods taught in the Research Methods and Legal Theory course. Students are required to follow these guidelines when writing a thesis. The Research Methodology and Legal Theory courses are based on guidelines for making a thesis into an integrated unit. The topics chosen are adapted to Notarial Science and its practice in the field and are also based on judges' decisions which have permanent legal force. This is part of the case study method in making a thesis at MNP.

In the **Bachelor of Library and Information Science**, the development of research-based student learning experiences is carried out through courses included in the Research and Innovation study area. In total, there are 24 SKS credits consisting of 9 theory SKS credits and 15 SKS practical credits starting in 3<sup>rd</sup> Semester through the courses Academic Writing, Statistics (4<sup>th</sup> Semester), Quantitative Research Methods (5<sup>th</sup> Semester), Qualitative Research Methods (5<sup>th</sup> Semester), Final Project Proposal Writing (Semester 6), Field Work Practice (Semester 7), Real Work Lecture (Semester 7), Final Assignment (Semester 8), as well as Final Assignment Report and Publication (Semester 8). In semester 3-5 courses, students form basic knowledge about research methods. In the following semester, through the Final Project Proposal Writing course, students also create research proposals as an output of student participation in this course (Project-based Learning). Thus, students are expected to be able to adequately prepare research proposals for Field Work Practices (Semester 7), Real Work Lectures (Semester 7), Final Assignment (Semester 8), as well as Final Assignment Report and Publication (Semester 8) with assistance from the supervisor. Moreover, several students were able to record greater outcomes, in the form of publications by students and lecturers at conferences and scientific journals such as PRAGMA, KOBAIN and the Periodical Journal of Library Science.

#### Examination and final thesis

The assessment of learning outcomes in the **Bachelor of Law (BLP)** is based on Dean's Decree Number 277/DEH/KEP/II/2021 concerning Revision of Assessment of Learning Outcomes for Students of the Undergraduate Law Study Programme (S1) at the Faculty of Law. The exam is carried out two times, namely the Mid-Semester Exam (UTS) and the Final Semester Exam (UAS). The exam consists of a theory exam and a practical exam. Courses that have a large theoretical substance will have theoretical exams. As for courses with practical substance, the exam will be held as a practical exam. The components of the final score for the theory exam and their proportions are 1) UTS: 30%, 2) UAS: 30%, Assignments: 25%, and Attitude: 15%. The assessment range is the same as the assessment range in the thesis trial.

The final study assignment at BLP is based on the Dean's Decree Number 2176/DEH/KEP/XI/2021 concerning Preparation of a Thesis. Thesis preparation is carried out by students in 7<sup>th</sup> semester with a weight of 6 SKS credits. In general, the stages of preparing a final assignment in the form of a thesis are 1) Registration of Thesis Proposal; 2) Thesis Proposal Seminar; 3) Thesis Guidance; 4) Thesis Trial and 5) Thesis submission. Assessment during the thesis trial includes oral presentation, writing techniques and systematics, written content, and questions and answers. The following table lists the BLP rating ranges.

**Table 13: Range of Learning Outcomes Assessment in BLP**

| Value Range |        |        | Meaning                  |
|-------------|--------|--------|--------------------------|
| Range       | Number | Letter |                          |
| 80-100      | 4.00   | A      | (Excellent)              |
| 77-79.99    | 3.75   | A-     | (Nearly Excellent)       |
| 73-76.99    | 3.50   | AB     | (Nearly Very Good)       |
| 69-72.99    | 3.25   | B+     | (Very Good)              |
| 65-68.99    | 3.00   | B      | (Good)                   |
| 62-64.99    | 2.75   | B-     | (Nearly Good)            |
| 58-61.99    | 2.50   | BC     | (Nearly Very Sufficient) |
| 54-57.99    | 2.25   | C+     | (Very Sufficient)        |
| 50-53.99    | 2.00   | C      | (Sufficient)             |
| 47-49.99    | 1.75   | C-     | (Nearly Sufficient)      |
| 43-46.99    | 1.50   | CD     | (Nearly Fair)            |
| 39-42.99    | 1.25   | D+     | (Nearly Very Fair)       |
| 35-38.99    | 1.00   | D      | (Very Fair)              |
| 0-34.99     | 0.00   | E      | (Fail)                   |
|             |        | TL     | (Incomplete)             |

In the **Master of Notary (MNP)** The assessment items consist of attitude scores, task/skill scores, Mid-Semester Examinations (UTS) and Final Semester Examinations (UAS). A thesis guide determines the assessment for the final thesis in MNP.

**Table 14: Range of Learning Outcomes Assessment in MNP**

| Range  | Value Range |        | Meaning  |
|--------|-------------|--------|----------|
|        | Number      | Letter |          |
| 90-100 | 4.00        | A      | Passed   |
| 85-89  | 3.75        | A-     | Passed   |
| 80-84  | 3.50        | AB     | Passed   |
| 75-79  | 3.25        | B+     | Passed   |
| 70-74  | 3.00        | B      | Passed   |
| 65-69  | 2.75        | B-     | Passed   |
| 60-64  | 2.50        | BC     | Passed   |
| 55-59  | 2.25        | C+     | Passed   |
| 50-54  | 2.00        | C      | Not pass |
| 45-49  | 1.75        | C-     | Not pass |
| 40-44  | 1.50        | CD     | Not pass |
| 35-39  | 1.25        | D+     | Not pass |
| 30-34  | 1.00        | D      | Not pass |
| 0-29   | 0.00        | E      | Not pass |

Students will be accompanied by a supervisor who has qualifications and expertise in accordance with the topic to be written, the supervisor in question is appointed with an assignment letter in the form of a decision letter (SK) by the MNP manager/head of the study programme. The stages of preparing a thesis are as follows:

1. Proposal seminar (SEMPRO);
2. Mentoring;
3. Results Seminar (SEMHAS); and
4. Thesis Examination/Examination.

The **Bachelor of Library and Information Science (BLISP)** applies an OBE approach in exam evaluation and final thesis assessment to ensure the achievement of optimal educational outcomes. The evaluation of learning outcomes is expected to:

1. Encourage the reduction of Mid-Semester Examinations (UTS) and Final Semester Examinations (UAS) and increase the number of formative tests so that student learning motivation, which prioritises the student-centred concept, can improve and increase the effectiveness of the teaching and learning process.
2. Increase the number of case studies and project assignments so students can apply the concepts they have learned and actualise them in real life. The assessment process percentage is at least 50% of the final score.

Assessment of learning outcomes is carried out in the domain of attitudes, knowledge and skills, which is explained in detail as follows: Assessment of the domain of attitudes is carried out through observation, self-assessment, assessment between students (students assess the performance of their colleagues in one field or group), and assessment of personal aspects that emphasise aspects have faith, noble character, self-confidence, discipline and responsibility in interacting effectively with the social environment, natural surroundings, as well as the world and its civilization and the YARSI value aspect, namely SCORE. Assessment of the realm of knowledge through various forms of written and oral tests which technically can be carried out directly or indirectly. Directly means lecturers and students meet face to face during assessments, for example during seminars, thesis exams. Meanwhile, indirectly, for example using written exam question sheets. Skill domain assessment through performance assessments which can be held through practicums, practice, simulations, field practice, which allows students to improve their skills.

**Table 15: Range of Learning Outcomes Assessment in BLISP**

| Value Range     |        |        | Meaning |
|-----------------|--------|--------|---------|
| New Lower Bound | Weight | Letter |         |
| 80 - 100        | 4.00   | A      | Passed  |
| 76.25 - 79.99   | 3.75   | A-     | Passed  |
| 72.5 - 76.24    | 3.50   | AB     | Passed  |
| 68.75 - 72.49   | 3.25   | B+     | Passed  |
| 65 - 68.74      | 3.00   | B      | Passed  |
| 61.25 - 64.99   | 2.75   | B-     | Passed  |

|               |      |    |          |
|---------------|------|----|----------|
| 57.5 - 61.24  | 2.50 | BC | Passed   |
| 53.75 - 57.49 | 2.25 | C+ | Passed   |
| 50 - 53.74    | 2.00 | C  | Passed   |
| 46.25 - 49.99 | 1.75 | C- | Not pass |
| 42.5 - 46.24  | 1.50 | CD | Not pass |
| 38.75 - 42.49 | 1.25 | D+ | Not pass |
| 35 - 38.74    | 1.00 | D  | Not pass |
| 0 - 34.99     | 0.00 | E  | Not pass |

BLISP students are required to carry out a final assignment in the form of a thesis with a weight of six SKS credits. The thesis is written based on independent research, carried out by a student under two supervisors or collaboratively. Students must defend their thesis in front of three examiners. The assessment rubric includes writing skills, presentation, scientific understanding, thesis understanding and related knowledge. Thesis writing guidelines can be accessed online on the University websites and e-learning platforms. Students can receive their bachelor's degree during the "Judisium" (Graduation) ceremony, after passing all courses, submitting a thesis report and publishing a research article.

## Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation and electives enable students to acquire additional competences and skills. For the **BLP**, the choice of electives appears a bit confusing, therefore the panel suggest simplifying the number and display.

The degree and programme names are determined by the Ministry and correspond to the contents of the curricula and the programmes' objectives.

Theoretical questions are, where possible, explained by means of practical examples in **all three study programmes**. For the MNP, this includes learning how to make the Notary Seal. For the BLISP, the panel is of the view that theoretical aspects could be strengthened, since the programme is very practically oriented with focusing on data collection and bibliography, and not only data management and long-term data preservation.

The programme could increase support for research into notarial activity. At present, Scopus does not recognise critical scientific considerations are recognisable, as is the theoretical aspect of scientific publications. The theories in the scientific publication sector should be strengthened and reflected more critically and scientifically in the future. The panel therefore **recommends** that the scientific component of the courses be deepened.

There is evidence that the study programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of juridical ways of thinking and acting) are appropriately communicated. Islamic values are present throughout the programmes.

Students acquire methodological competences and are enabled to do scientific work on the required level. There is research course in all three study programmes. However, for the **BLP** and **BLISP**, the panel **recommends** adding more course content on research methodologies in order to have better preparation for the thesis and research.

For the **BLISP**, 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. For the **BLP** and **MNP**, there is a lot of written exams and there is no monitoring or coordination regarding the variety of test formats. The lecturers choose primarily the test format which results in mainly written examinations. In its statement on the report, the University referred to a coordination procedure that is in place to ensure that the exam format is in line with the course unit. Also, the University referred to other exam formats, such as case studies, paper presentation and moot court simulations that are already used in some courses. However, the panel is of the view that the number of written exams is not significantly replaced by other exams. In order to prepare students better for their final thesis and research papers, the panel recommends the following **condition**:

- The University ensures a variety of test formats among the courses and throughout the programmes.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

## 3.2 Structure

### Bachelor of Law

|                              |                                    |
|------------------------------|------------------------------------|
| Projected study time         | 4 years (8 semesters)              |
| Number of Credit Points (CP) | 216 ECTS credits / 144 SKS credits |

|                                                              |                                       |
|--------------------------------------------------------------|---------------------------------------|
| Workload per CP                                              | 1 ECTS credits = 30 hours             |
| Number of courses                                            | 77 courses                            |
| Time required for processing the final thesis and awarded CP | 6 months (1 semester), 9 ECTS credits |
| Number of contact hours                                      | 1,732 hours                           |

The minimum mandatory study load is 144 SKS credits with a duration of 7 and a maximum of 14 semesters, while students who wish to take more than that are provided with elective courses with a maximum number of up to 160 SKS credits. The curriculum includes: 1) General Courses (18 SKS credits); 2) Scientific Courses (99 SKS credits); 3) Creative Skills and Skills Course (12 SKS credits); 4) Specialty Courses (6 SKS credits); 5) Elective Courses (6 SKS credits); 6) Community Life Course (3 SKS credits). Apart from the Compulsory Study Programme and Specialty Compulsory Subjects, students can take concentration elective courses and cross-concentration courses.

#### Master of Notary

|                                                              |                                                        |
|--------------------------------------------------------------|--------------------------------------------------------|
| Projected study time                                         | 2 years (4 semesters)                                  |
| Number of Credit Points (CP)                                 | 119.6 ECTS credits / 46 SKS credits                    |
| Workload per CP                                              | 77.33 hours                                            |
| Number of modules/courses                                    | 20 courses                                             |
| Time required for processing the final thesis and awarded CP | 6 months (1 semester), 4 SKS credits / 12 ECTS credits |
| Number of contact hours                                      | 587.6 hours                                            |

MNP offers a minimum of 36 SKS credits of compulsory courses, 6 SKS credits of thesis and 4 SKS credits (compulsory / elective) which can be completed within four semesters. Learning Objectives are guided by the Assessment Process Manual. CPMK for all subjects is outlined in the Curriculum Guidebook, RPS and Learning Contract.

#### Bachelor of Library and Information Science

|                                                              |                                            |
|--------------------------------------------------------------|--------------------------------------------|
| Projected study time                                         | 4 years (8 semesters)                      |
| Number of Credit Points (CP)                                 | 216-225 ECTS credits / 144-150 SKS credits |
| Workload per CP                                              | 1 ECTS credits = 30 hours                  |
| Number of modules/courses                                    | 59 modules                                 |
| Time required for processing the final thesis and awarded CP | 6 months (1 semester), 12 ECTS credits     |
| Number of contact hours                                      | 2,100 hours                                |

BLIPS offers a minimum of 144 SKS credits and a maximum of 150 SKS credits (compulsory / elective) which can be completed within 8 semesters. The maximum study load for each semester is 24 SKS credits. There are 124 SKS credits of compulsory courses or the equivalent of 186 ECTS credits and 26 SKS credits of elective courses or 39 ECTS credits that students can take.

#### Study and examination regulations

The assessment of **BLP** learning outcomes is based on Dean's Decree number 277/DEH/KEP/II/2021 concerning Revision of Assessment of Learning Outcomes for Undergraduate Law Study Programme (S1) Students, Faculty of Law, Universitas YARSI.

Evaluation of student development plays an important role as the main element and becomes a benchmark for assessment. The documents available are the Academic Guidebook, Curriculum Book and Thesis Preparation Guidebook. One of the aspects of evaluating student eligibility is proof of course participation which is implemented through 70% attendance. The exam is carried out two times, namely the Mid-Semester Exam (UTS) and the Final Semester Exam (UAS).

The components of the final score for the exam and their proportions are UTS: 30%, UAS: 30%, Assignments: 25% and Attitude: 15%. Not only exams in summative form, but several courses also have learning evaluation designs designed through non-summative activities, for example making projects and essays. For example, the Sociology of Law course is held with a learning evaluation by assessing student work as an activity equivalent to the mid-semester exam and final semester exam.

Learning in the **MNP** is carried out in a room with complete facilities (classroom, chairs, projector screen, projector, whiteboard, markers). Lecturers can use PPTs or videos to explain the course material being taught. Each course has 14 meetings, one mid-semester exam and one final semester exam. Every student is required to attend lectures. The exam is carried out in the classroom with full supervision from the lecturer. For the Land Deed Making Techniques course, practice in the MNP Laboratory available can also be a place for project implementation and practical assessment assignments.

The assessment method in the **BLISP** is guided by the Curriculum Book and determined in the RPS and agreed upon through the lecture contract.

Assessment methods include:

- Assignments given by lecturers on certain topics;
- Quiz to determine students' readiness and/or understanding of certain CPMK;
- Work report that must be submitted after carrying out a series of activities or work practicum;
- Pre- and post-test at the beginning and end of class to measure student understanding as a learning outcome;
- Seminars in which students present their learning on a particular topic and discuss it with other students;
- Soft skills assessment;
- Practice exam;
- Mid semester and final semester exams.

#### Feasibility of study workload

##### **Bachelor of Law Programme (BLP)**

|                  | <b>SKS Credits</b> | <b>%</b> | <b>ECTS credits</b> |
|------------------|--------------------|----------|---------------------|
| <b>Lectures</b>  | 125                | 86.21    | 187.5               |
| <b>Practical</b> | 20                 | 13.79    | 30                  |
| <b>Total</b>     | 145                | 100      | 217.5               |

The Indonesian SKS credit point system can be converted into the European Credit Transfer System. One credit consists of 170 minutes (about 3 hours) per week, namely (50 minutes of

face-to-face lectures, 60 minutes of structured academic activities, 60 minutes of independent learning activities.) 1 SKS credit = 170 minutes (about 3 hours) x 16 weeks (about 3 and a half months) = 2720 minutes (45.3 hours)/semester – 1 ECTS credit = 30 hour. So, the credit equivalent is: 45 hours/30 hours = 1.5 ECTS credits.

The **Master of Notary** of Universitas YARSI can be completed in four semesters or two years. Workload is adjusted to the circumstances of working students. Student lectures are held every Friday 16.20 – 21.50 and Saturday 08-30 – 15.50. Study Programme Learning Outcomes have been determined in the Semester Learning Plan (RPS), which is adapted to the KKNL.

|                 | SKS Credits | %     | ECTS credits |
|-----------------|-------------|-------|--------------|
| <b>Lectures</b> | 40          | 86.9  | 64           |
| <b>Thesis</b>   | 6           | 13.1  | 9            |
| <b>Total</b>    | 46          | 100.0 | 236.8        |

For the MNP, one SKS credit consists of 77.33 minutes per week, namely (50 minutes of face-to-face lectures, 240 minutes of structured and independent academic activities), all times 16 meetings. 1 SKS credit = 13.33 hours + 64 hours = 77.33 hours. So, the credit equivalent is: 77.33/30 hours = 2.6 ECTS credits. In four semesters or two years, students complete 46 SKS credits x 2.6 ECTS = 119.6 ECTS credits.

#### Library and Information Science (BLISP)

|                  | SKS Credits | %     | ECTS credits |
|------------------|-------------|-------|--------------|
| <b>Lectures</b>  | 92          | 61.33 | 138          |
| <b>Practical</b> | 58          | 38.67 | 87           |
| <b>Total</b>     | 150         | 100.0 | 225          |

#### Equality of Opportunity

The **Bachelor of Law (BLP)** carries out selection for new student admissions based on YARSI University Chancellor's Regulation Number 004/INT/PER/REK/UY/IV/2020 concerning Guidelines for New Student Admissions for Undergraduate and Postgraduate Programmes, in a professional, inclusive and accountable manner. BLP guarantees open access and equal opportunities for every student to improve their competence through Certified Internship, Teaching Campus, Indonesian International Student Mobility Awards (IISMA), Independent Student Exchange, Building Villages (Thematic KKN). Students also have the chance to receive scholarships openly from internal and external sources. In the context of gender equality, BLP guarantees fair participation as a student. The Chair of the Student Senate was twice led by women, as was the case with the Student Representative Body (BPM).

**The Master of Notary (MNP)** does not differentiate between race, religion, gender, age or social origin. All students receive equal treatment and the same opportunities. This is expressed in equality and equal opportunities. Equality and equal opportunities for students of the Master of Notary study programme are two concepts that are often associated with the context of equality and justice in education. Equality refers to the principle that all students as individuals should be treated equally, without discrimination or special treatment. Equality of opportunity is the concept of providing equal access or opportunities to all students, regardless

of background or factors that are not related to their ability or business. This means that every student must have the same opportunity to achieve their goal of getting an education. MNP UY accepts students from different religions from year to year.<sup>18</sup>

The **Bachelor of Library and Information Science (BLISP)** guarantees equality of opportunity as stated in the student admission requirements. All prospective students have the same opportunity to enter and complete their studies at Universitas YARSI. In practice, BLISP supports those who are poor by providing scholarships. BLISP also accepts students from non-Islamic religions and provides equal learning opportunities for students to continue carrying out their respective religious obligations and beliefs. Universitas YARSI has also provided facilities for people with disabilities. BLISP inclusively accepts students with special needs. Through academic and student guidance, BLISP supports students with special needs to adapt to the educational climate on campus and follow the course of lectures well. Then, BLISP also supports developing the interests and skills of students with special needs by facilitating them to compete and perform on stage. In 2023, BLISP has graduated one student with special needs while still paying attention to quality graduate output.

## Appraisal:

The programmes' structures support the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy with the Lisbon Recognition Convention; the recognition of periods of practical work is also defined. There are legally binding study and exam regulations which contain necessary rules and procedures and take into account national requirements. However, the Diploma Supplement does not show a grade distribution table. Therefore, the panel recommends the following **condition**:

- The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.<sup>19</sup>

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. However, when reviewing the workload, the University does not take into account student feedback (see chapter 5.).

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<sup>18</sup> This is stated in Universitas YARSI Chancellor's Regulation Number 004/INT/PER/REK/UY/IV/2020 concerning Guidelines for Accepting New Students for Undergraduate and Postgraduate Programmes, professionally Universitas YARSI Regulation and Universitas YARSI Chancellor's Regulation Number 001/Rek/Per/IX/ 2017 concerning Campus Life Rules for Universitas YARSI Students.

<sup>19</sup> see ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

YARSI University ensures gender equality and non-discrimination. Students with disabilities are provided with special support. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

### 3.3 Didactical concept

BLP, BLISP and MNP strive to provide an effective learning environment for students studying remotely. This is an important part of ensuring that graduates have quality learning experience and can compete at an international level. BLP, BLISP and Master of Notary have a holistic approach to student support at various stages of learning, from registration to graduation. With adequate technological support, students are expected to overcome technological problems faced during the distance learning process. In terms of access to materials and information resources, BLP, BLISP and MNP provide easy access to learning materials, textbooks, journals and other resources. It also pays attention to licensing of digital resources and online libraries. In terms of interaction between Lecturers and Students, BLP, BLISP and MNP facilitate it by using online discussions, forums and various features on screen, as well as webinars that enable collaboration and discussion.

The **Bachelor of Law (BLP)** uses a learning method that focuses on students (Student Centre Learning / SCL). This method is implemented through the application of case and project-based studies which open opportunities for students to develop their potential and DUDI-based competencies, so that BLP goals can be achieved. The course that has implemented project based and case application is the Legal Skills Training Education (PLKH) course. Furthermore, it can be explained: First, the learning outcomes of PLKH students are able to practice Criminal Justice, able to practice Civil Justice, able to practice Constitutional Court Justice, able to practice State Administrative Court, able to practice Religious Court, Legal Office Management Skills; Second, the PLKH learning method is contextual learning, discussion, drill and practice, role play, trial simulation and regular involvement of expert lectures; and Third, the PLKH assessment method is moot court practice (Moot Court Competition). The Semester Learning Plan (RPS) is designed carefully and efficiently with a high assessment of class activities (active student participation) and is oriented towards achieving learning goals. Each Subject can propose invited professors/scholars selected based on expertise and from various jobs such as judges, public prosecutors, high-ranking police and other related positions both nationally and internationally.

In the **Master of Notary (MNP)**, the constructive alignment framework is represented in the approach recommended by the Indonesian Notary Association (INI), the Communication Forum for Higher Education MKn Study Programmes (PTS) throughout Indonesia (FK Prodi MKn PTS Indonesia) and MNP for unit design:

1. Identify expected learning outcomes;
2. Design assessment tasks to measure achievement of learning outcomes;
3. Plan learning activities to enable students to develop the skills, knowledge and understanding described in the desired learning outcomes and measured by assessments.

MNP Learning Outcomes outline what students must understand or achieve at the end of the learning experience through creating a Semester Learning Plan (RPS). Selection of curriculum materials, resources, and topics to be discussed in courses. Instructional methods in class by providing lectures or assignments that make students more active in mastering the material. The strategies and techniques used to present information and involve students in the learning process are based on a project basis. MNP provides an offline and online learning environment where learning takes place. MNP has a classroom design, online platform, and use of technology. Students who come from different regions have different abilities, the programme addresses and differentiates these by adapting instruction to meet the diverse needs of students, including those with different abilities, learning styles and backgrounds. Lecturers will provide feedback to students so that they can find their strengths and weaknesses, so that areas of weaknesses can be improved. However, students are also assessed for their behaviour in taking courses. MNP has practical courses consisting of Deed Making Techniques I, Deed Making Techniques II, and Deed Making Techniques III. This course is a course that teaches how to make an authentic deed.<sup>20</sup> The TPA course is implemented in the Laboratory owned by MNP. The uniqueness of learning in MNP is the making of authentic deeds which still use conventional methods related to authentic deeds which are considered perfect evidence in court, so that the minutes of the original deed must be kept in the Notary's protocol. The parties bound by the Notarial deed only receive a copy. Apart from that, MNP invites experts who are competent in their fields, especially materials related to notary, both domestic and foreign experts. MNP also expands students' knowledge by taking part in notarial deed making competitions, legal debates and article writing competitions. Constructive alignment is used widely in curriculum design and teaching practice, especially in MNP.

To achieve the CPL set by the study programme, the **Bachelor of Library and Information Science (BLISP)** uses a student-focused learning method (Student Centre Learning /SCL). This method is implemented by applying case and project-based studies to existing courses to create learning experiences relevant to the learning material that students have received. Examples of courses implementing project-based and case studies include Library Automation (Integrated Library System).

Learning outcomes for the Library Automation course are:

1. Students can prepare and create an automation design that suits library conditions.
2. Students are competent in selecting an integrated library system that meets the library's specific requirements.
3. Students are skilled in preparing Requests for Proposals (RFP) and proposal documents.

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<sup>20</sup> based on the provisions on the form of an authentic deed as outlined in Law Number 30 of 2004 in conjunction with Law Number: 2 of 2014 concerning the Position of Notary.

4. Students can prepare and demonstrate the correct installation of a library automation application if asked to do so.
5. Students are capable of executing the implementation of an integrated library system.
6. Students are capable of assessing the effectiveness of applications utilized in library automation processes.

The course forms the third Graduate Learning Outcome (CPL), namely students can use and support the development of information and communication technology applied to the management of libraries and other information institutions based on analysis of user and institutional needs. To achieve this goal, the learning method chosen is project-based learning where students are asked to work in groups automating school libraries and community libraries which are still managed as a final course project. Thus, the assessment method for this course consists of assessing project results (50%), proposal presentation (20%), written exam (15%) and observation (15%). The Semester Learning Plan (RPS) is designed effectively and efficiently with a high assessment of class activities (active student participation) and is oriented towards achieving learning goals.

#### Course materials

Mixed learning can not only be used to improve the quality of student learning but also has the potential to be applied in facilitating the learning process when students take part in activities outside the study programme. Through the University's online learning platform SCREEN, many teaching and learning methods can be used such as group discussions, interactive discussions, assignments and quizzes. The content of the material is managed and updated regularly at the beginning of each semester. Course materials may include presentation slides, book chapters, e-books, journal articles and videos that can also be accessed via [www.layar.yarsi.ac.id](http://www.layar.yarsi.ac.id). All lecturers are required to upload lecture material to the YARSI SCREEN. Each course has a semester learning plan (RPS) which allows students to know the learning objectives, topics that will be discussed in the course during a minimum of sixteen meetings (including mid-term and final exams), references that serve as references for the lecturer when discussing the material, and student assessment rubrics.

In the **Bachelor of Law (BLP)**, learning materials are prepared through a comprehensive process involving relevant stakeholders (alumni, graduate users, associations, government), through curriculum formation and development. The graduate profile refers to the KKNi, with the content of the lecture material reviewed periodically by the study programme. Next, reading materials are also supported by a learning approach oriented towards student-centred learning. The development of collaborative and participatory learning processes through case studies is also often used in most courses. For example, Antimonopoly Law and Business Competition uses case studies in the form of decisions of the Business Competition Supervisory Commission (KPPU) of the Republic of Indonesia.

In the **Master of Notary**, learning materials are prepared based on the KKNi which is included in the expert area, and follow the standards agreed upon in the Private Higher Education Notarial Study Programme Communication Forum (FK PS MKn PTS) through the formation and development of the curriculum. Periodic reviews are carried out by FK PS MKn PTS based on needs. Currently, the Master of Notary curriculum refers to KKNi level 8 for the Master of Notary which is adapted to the lecture material and reviewed to achieve the learning objectives. Moreover, the Master of Notary uses case studies from Supreme Court decisions which have permanent legal force.

The **Bachelor of Library and Information Science (BLISP)** ensures a strong connection between course material and CPL because it determines material based on study materials, CPMK and Sub CPMK. This is intended so that BLISP graduates have skills, knowledge and abilities that match the graduate profile, industry expectations and KKN level 6. Course materials can be accessed online via the learning platform managed by the YARSI Distance Learning Directorate (DPJJ). This allows for a blended learning approach or often called hybrid learning, which is a combination of conventional classroom-based or face-to-face learning and online learning.

#### Guest lecturers

The **Bachelor of Law (BLP)** regularly invites professional speakers to give lectures which are not only attended by participants from certain courses but are also intended for all students. The academics and practitioners presented were directed to develop the latest material to increase student competence both theoretically and practically. Expert lectures that have been conducted include e.g., Police Commissioner for the Legal Skills Training Education (PLKH) course on the topic Indonesian National Police (POLRI) in a Collaborative and Participatory Based Integrated Criminal Justice System in 2023, Directorate General of Legislative Regulations, Ministry of Law and Human Rights of the Republic of Indonesia, public lecture on the topic of Legal Design on September 26, 2023; Acting Director General of the Ministry of Law and Human Rights of the Republic of Indonesia) for the Legislative Science course with the topic Improving the Quality of the Formation of Legislative Regulations Post Law Number 13 of 2022 on December 7, 2022.

The **Master of Notary (MNP)** invites guest lecturers to teach in student classes so that students have additional knowledge appropriate to the courses they have. The plan to replace teaching lecturers has been carried out with lecturers from the Bandung Islamic University (UNISBA) MKn Study Programme. Lecturers who are experts, including professors in their fields, are also invited to the class to teach their subject material, namely:

- Professor from the Faculty of Law, University of Indonesia teaches Intellectual Property Law;
- Professor Universitas Airlangga teaches Engagement Law;
- Professor from Universitas Airlangga teaches Engagement Law;
- Head of the Master of Notary Programme at Narotama University, teaches Auction Regulations;
- Doctor from the Master of Notary Programme, UNISBA teaches Law and IT Notary Filing;
- Professor from CCI France Malaysia and Bali International Arbitration and Mediation Centre (BIAMC) teaches International Arbitration Law;
- Professor from the University of Melbourne, Australia teaches Bilingual on Contract Drafting And Contract Language Requirements, Inconsistency and Lawyers;
- Professor from The Universität der Bundeswehr München, Germany teaches Using GPT Chat to Write a Thesis.

In the **Bachelor of Library and Information Science (BLISP)**, guest lecturers are regularly involved and planned in the Budget Activity Plan (RKAT) programme. Each course may nominate invited professors/scholars once. In general, guest lectures can be divided into two groups.

- National - Invited professors/scholars are selected based on expertise and from various jobs such as librarian, archivist, records manager and other related positions.
- International - These are guest lecturers invited from foreign universities using the faculty scheme (inbound mobility) or PKKM scheme (Independent Campus Competition Programme) which was granted to BLISP.

This scheme includes the following guest lectures:

**Table 16: Guest Lecturer BLISP**

| Year | Institutions                                                                 | Country         | Course/Topic                                                                                                            |
|------|------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------|
| 2021 | TEMPO                                                                        | Indonesia       | Repackage Information                                                                                                   |
| 2021 | ANRI (National Archives of the Republic of Indonesia)                        | Indonesia       | Preservation and conservation of media                                                                                  |
| 2021 | Universitas Pendidikan Indonesia (UPI)                                       | Indonesia       | Information and Media Literacy                                                                                          |
| 2021 | Universitas Indonesia                                                        | Indonesia       | Web Semantics                                                                                                           |
| 2021 | Bogor Library                                                                | Indonesia       | Best Practice for Processing Library Materials Using the UDC Classification System                                      |
| 2021 | Population Research Centre Researcher, Research and Innovation Agency (BRIN) | Indonesia       | Application of Knowledge Management in Health Research Management                                                       |
| 2022 | Centre for International Forestry Research                                   | Indonesia       | Implementation of Knowledge Management at Cifor                                                                         |
| 2022 |                                                                              | Indonesia       | Introduction to Big Data                                                                                                |
| 2021 | International Islamic University Malaysia                                    | Malaysia        | Library and Information Science Introduction                                                                            |
| 2021 | RMIT University                                                              | Australia       | PIPIK                                                                                                                   |
| 2023 | FHM University of Applied Sciences                                           | Germany         | Research Methods/ The Role of Culture and Human Factors on Technology Through the 5th Wave Theory                       |
| 2023 | Dayananda Sagar Academy of Technology and Management                         | Bangalore India | Internet and Web technologies                                                                                           |
| 2023 | UiTM-Malaysia                                                                | Malaysia        | "Bibliometric Fundamentals For Librarians"                                                                              |
| 2024 | Chulalongkorn                                                                | Thailand        | The challenges, barriers, and opportunities of information intermediaries in time of exponential growth of information" |
| 2024 | Universiti Teknologi Mara (UiTM)                                             | Malaysia        | Digital transformation: Big data and other emerging technology for libraries                                            |
| 2024 | International Islamic University Malaysia                                    | Malaysia        | Exploring the Power of Semantic Web: Enhancing Information Discovery and Knowledge Integration                          |
| 2024 | Lead City University, Ibadan                                                 | Nigeria         | Fostering a Vibrant Reading Culture: Nurturing Literacy, Empathy, and Knowledge"                                        |

#### Lecturing tutors

The **Bachelor of Law (BLP)** opens opportunities for students who have met certain qualifications to be recruited as assistants to assist with the lecture process in proposed

courses with centralised control from the lecturer teaching the course. The assistance programme that has been agreed upon by the lecturer in charge of the course provides guidance regarding the assistance provided so that learning objectives can be achieved.

The **Master of Notary (MNP)** provides lecturers with the opportunity to use a teaching approach that combines traditional lecture elements with tutoring techniques. This approach involves delivering learning material through lectures while providing individual support and guidance to students. Lecture tutors act as both lecturers and tutors aiming to engage students in active learning and improve their understanding of the subject matter.

The **Bachelor of Library and Information Science (BLISP)** has student assistants recruited through the YARSI University Library and Information Science Student Association (HIMAPY). The study programme opens a recruitment process for student assistants to obtain competent assistants to teach other students. Mentoring activities are carried out periodically with core subjects for the Undergraduate Library and Information Science Study Programme under the supervision of lecturers who are the target subjects and programme managers. The mentoring activity schedule is determined based on an agreement between the tutor and the student. Some tutors must teach specific courses for each class in the mentoring programme to particular courses. This activity helps students improve their understanding and competence in a subject. As a result, CPMK achievements from mentoring activities will be more optimal compared to classes without mentoring. This activity helps students do assignments, provides practice and prepares for mid-semester and final semester exams.

## Appraisal:

The didactical concept of the study programmes are described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects, as well as Moot court. Students are encouraged to take an active role in creating the learning process via the student-centred learning approach.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the respective required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. In the **MNP**, there are frequent guest lectures, including a professor from Germany regularly coming into the programme. With regard to further internationalisation, the panel **recommends** for the **BLP** and **BLISP** inviting more international guest lecturers and more guest lecturers on a regular basis for the programmes. Also, the panel suggest coordinating among the programme regarding the inclusion of guest lecturers.

In the **BLP** and **BLISP**, 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                          |                                    |      |
| 3.3.3 Guest lecturers                                                        |             |                              | X                          |                                    |      |
| 3.3.4 Lecturing tutors                                                       |             |                              | BLISP,<br>BLP              |                                    | MNP  |

### 3.4 Internationality

The **Bachelor of Law (BLP)** provides access to the development of international and intercultural aspects in the sense that the courses have also international content. In particular such as International Law, Legal Drafting, International Trade Law, Comparative Civil Law, Environmental Law. Furthermore, in the aspect of language use, efforts have been made to use foreign literature and communication languages.

In the **Master of Notary (MNP)**, the course material presented is material that comes from foreign books, in English and domestically. Because the material taught is not entirely related to local regulations, but also international regulations that are global in nature, such as international taxes included in the tax law course. In the Contract Law course, there is a comparison of contract law between Common Law and Civil Law in the Dutch era. The International Commercial Law course related to International Arbitration as a forum of choice in contracts that can overcome differences in local legal and cultural systems that collide with each other.

The **Bachelor of Library and Information Science (BLISP)** has included internationalisation as an important aspect in the curriculum. For example, BLISP uses various international references in compiling the curriculum so that it can compete in international forums, including IFLA (International Federation of Library Associations and Institutions), ARMA International which is an international non-profit organisation that focuses on information and records management. This organisation is mainly concerned with electronic document management and digital records. Besides the fact that the discussion of various cases (national and international) is embedded in the learning process, BLISP provides various courses in which students are positioned to explore practices using international standards (such as metadata standards, classification standards). To ensure an intercultural environment, the programme increases the mobility of guest lecturers and participates in and organises international conferences. To support the implementation of international learning experiences and help students understand and appreciate global perspectives within and outside the library and information environment, BLISP establishes international partnerships and collaborations, with IIUM University Malaysia, DSATM India, UiTM and Mahidol University Thailand.

#### Internationality of the student body

The **Bachelor of Law (BLP)** openly accepts foreign students to join in lecture activities. Planning is done through digital information development by offering student exchange programmes, international seminars, visiting professors and summer courses. The University plans steps to internationalise BLP student interactions with student exchanges. One of these

is the ongoing programme, namely Indonesian International Student Mobility Awards (IISMA). Furthermore, an international summer course programme has been planned in BLP for the future to provide new experiences for foreign students who come to Indonesia and gain a new perspective on law in Indonesia.

The **Master of Notary (MNP)** opens a summer course for international students from various countries. Indonesia as a tropical country will be an attraction for international students to study in MNP. Student exchange programmes are also carried out so that they mix with local culture and can learn about Indonesia's diverse culture. The summer course is designed for a short period of time, so that international students from other countries in groups can take part in learning in the Master of Notary.

The **Bachelor of Library and Information Science (BLISP)** has taken internationalisation steps to increase interactions with international students over the years, for example with universities from Malaysia, India and Thailand. The faculty policy regarding this issue is to hold student outbound programmes and student exchange programmes. In early 2019, there were two USM students who took part in foreign student exchange at BLISP. Apart from that, students also participate in international competitions, e.g., in PRAGMA in 2023. On the other hand, there is also an inbound student programme where students from foreign universities come to Universitas YARSI to study. These inbound and outbound activities ensure reciprocity between study programmes and partners. In the end of semester 2023/ 2024 BLISP is holding an international short course, which is attended by various participants from both within and outside the country. The number of international students who took part in this activity was eleven international students from the University of South Africa, Kirinyaga University of Kenya, Aljamea-tus-Saifiyah (India), Universiti Teknologi MARA (UiTM) Puncak Perdana Campus, Elizade University (Nigeria) and Lead City University in Ibadan (Nigeria) and twelve professional librarians from abroad.

#### Internationality of faculty

In the aspect of human resources (HR), **BLP** encourages and facilitates the development of lecturer competencies through the *Tri Dharma* of higher education abroad, namely:

1. Giving assignments to lecturers to carry out short course programmes to improve teaching quality to international standards.
2. Providing overseas student exchange information services to students.
3. Providing access to essay writing assistance as a requirement for international student exchange selection.

Policies towards internationalisation have been initiated and implemented. There are several main internationalisation activities carried out, in particular recruitment of graduate lecturers from well-known foreign universities, namely Michigan University, Sheffield University, Northwestern University, Dallas University, Melbourne University, Al-Azhar University (Egypt), Islamabad University Pakistan. Furthermore, BLP co-hosted an international seminar featuring guest speakers from abroad from New York University, Utrecht University, Universiti Kebangsaan Malaysia, Hankuk University of Korea, Jawaharlal Nehru University, Universiti Teknologi MARA.

At student level, various international activities have been carried out in the form of International Credit Transfer at the University of Malaya (Malaysia) as well as the Indonesian International Student Mobility Awards 2022 programme at Centro de Lenguas Modernas de la Universidad de Granada (Spain).

BLP encourages lecturers in its environment to continue their further education in the field of Law at universities abroad and supports lecturers in publishing in international scientific journals and presenting at international conferences.

The **Master of Notary** carries out collaboration for internationality of staff. There are MoUs signed between Master of Notary from all Master of Notary programmes of other private universities. In addition, there is a MoU signed with Bali International Arbitration and Mediation Centre (BIAMC). This has also been held and realised in the form of instructions on stage which brought together various international arbitrators from all over the world.

Moreover, MNP is exploring collaboration with the Faculty of Law, University of Melbourne, (Australia) by starting a joint webinar on "Contract Language Requirements, Inconsistency and Lawyers", as well as a collaboration with Cambridge Law Studio for Legal English, which received ASIC accreditation. MNP has carried out internationalisation by holding certain lectures, such as Engagement Law with comparative material on international arbitration engagement law and others in English with books, journals and materials on the internet in foreign languages. To increase understanding, MNP invites foreign lecturers who have knowledge of international law.

Moreover, MNP has lecturers who have received Master's Education (S-2) with a Master of Business Administration (MBA) from Oklahoma City University, USA and a Master of Management (M.Mgt) from the University of Dallas, USA and have a Master of Law (LL.M) from the University of Melbourne (Australia).

The **Bachelor of Library and Information Science (BLISP)** has taken steps to create an international student learning experience and achieve faculty internationality. This includes sending lecturers for Doctoral studies abroad such as International Islamic University Malaysia (IIUM) and Universiti Teknologi MARA (UiTM). This diversity is the first step to bridge further collaboration with foreign universities in addition to the small scope of international exposure as well as to increase abilities in terms of language and academic culture. This capital is then used to enrich international content in the curriculum and discussions in classroom learning. Moreover, the programme is collaborating with several universities. With this framework, guest lecturers become part of the curriculum every semester to support lectures, writing training and research collaboration. Apart from that, the Faculty of Information Technology also sends lecturers to outbound programmes abroad, for example to India. BLISP also regularly invites guest lecturers from foreign universities to enable the exchange of knowledge and experience for students and lecturers through activities such as guest lectures, curriculum comparisons with IIUM (International Islamic University Malaysia) and UiTM (University Teknologi Mara). Moreover, BLISP UY encourages lecturers and students to publish their research in international journals and participate in international collaborative projects.

#### Foreign language contents

The **Bachelor of Law (BLP)** encourages the use of foreign languages in lectures in material and foreign literature, particularly English. Even though it has not yet reached the level of using English as the language of instruction in lectures, several courses have utilised the support of reference sources in English and there are also lecturers who give assignments to their students to present assignments made in English. This is one of the foundations for efforts to internationalise study programmes in the following stages. Apart from that, lecturers in the study programme have also published several papers, in the form of books and journal articles

published in English. Due to the connection with teaching activities in courses in the study programme, the lecturer's work is also included in the semester learning plan for the course concerned.

In the **Master of Notary (MNP)**, legal materials and course materials, such as presentation slides are provided in English. Some lectures are also fully or partly delivered in English language. Therefore, students must be able to understand and speak English to follow the course. The courses in English are e.g., the courses in Contract Law, Legal Theory, International Trade Law, and others, totalling 13 courses out of the 20 existing courses.

In the **Bachelor of Library and Information Science (BLISP)**, foreign language content is implemented using literature, lesson materials and during lectures. For example, such courses as Internet and Web Technology, Information and Media Literacy, Information Services for User Groups, Library Automation and Non-Technical Skills. Likewise, when USM students join the BLISP and the international short course in 2024, the lecture activities are delivered in English.

## Appraisal:

International contents (such as international law, international contract drafting) 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.

For the **BLP** and **BLISP**, there are only a few international incoming. The panel **recommends** setting up a strategy and a system to attract more foreign students in the future. Since the **MNP** is a national and very specific study programme, the panel views the internationality of the student body as not relevant.

The international composition of the faculty for **all three study programmes** (lecturers with international academic and professional experience, such as from USA and Australia) 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. They use English literature, English presentation slides, as well as include English language courses throughout the 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                                   |             |                              |                            | BLISP,<br>BLP                      | MNP  |
| 3.4.3 Internationality of faculty                                            |             |                              | X                          |                                    |      |
| 3.4.4 Foreign language contents                                              |             |                              | X                          |                                    |      |

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

#### Bachelor of Law (BLP)

BLP encourages increased competency and multidisciplinary by specifically placing the role of Field I (Education) in issuing Diploma Accompanying Certificates (SKPI), to support graduates in achieving multidisciplinary competency and skills, especially in terms of communication (public speaking), collaboration and advocacy. After holding public speaking training through a programme jointly organised by BLP and ESQ Consulting, students can apply their speaking skills in front of an audience through several learning media, for example presentations of student projects and scientific work. One structured activity that can be used as an example is a thesis proposal seminar as one of the stages stipulated in the Regulation of the Dean of the Faculty of Law concerning Preparation of Theses which allows students to utilise their ability to carry out interpersonal communication to convey the substance of their research proposal.

#### Master of Notary (MNP)

The Master of Notary also requires expertise in sewing copies of authentic certificates. Stitching a Deed is a job carried out by a Land Deed Making Officer which aims to make it easier to differentiate between a copy and a minuta deed (notary's original deed) and a deed that can be arranged. The deed that needs to be stitched is the deed that has been read and signed. The original deed will be kept by the Notary in a Notary Protocol. The ability to sew deeds needs to be trained and familiarised with the format determined.<sup>21</sup> Moreover, students of the programme constantly have assignments and activities to train their presentation, discussion and mediation skills.

#### Bachelor of Library and Information Science (BLISP)

By issuing the Achievement Credit Unit (SKP Achievement Credit Unit) by the YARSI University Academic Directorate, BLISP can encourage its graduates to achieve multidisciplinary competencies and skills, especially in terms of communication, public speaking, cooperation and conflict handling. Scientific practice, assessment and multidisciplinary competencies and skills are a vital part of the entire learning process. To improve students' ability to communicate and speak in public, many courses require students to work in groups and create presentations. These courses include Digital Library Management, Reading Culture Development, Applied Communication and Information Repackaging and Marketing. Moreover, leadership, cooperation and conflict resolution skills are also included in community service (KKN) and Field Work Practice courses. Apart from courses, every student can take part in extracurricular activities offered such as the YARSI University Library and Information Science Student Association (HIMAPY), Student Senate, and Student Executive Board (BEM) as well as improving students' abilities in leadership, public communication and cooperation.

#### 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 (such as group works and practical

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<sup>21</sup> based on the provisions in Law (UU) Number 2 of 2014 concerning Amendments to Law Number 30 of 2004 concerning the Position of Notary.

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

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

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

#### Bachelor of Law (BLP)

BLP has introduced legal professions to students. Collaborative introduction of professions by alumni (alumni sharing session) also involves student organisations under the guidance of the faculty (Student Senate) to ensure that the content delivered from activities can be informatively received by students. Some of the professions that have been promoted in this activity are judges, prosecutors and advocates. In the future, with the realisation of the construction of an Integrated Criminal Justice System laboratory, students will increase their insight into the legal profession in this system, namely police and/or civil servant investigators (PPNS). Moreover, the study programme includes case studies, literature of laws and regulations, as well as current cases. The Moot court offers students the possibility to conduct simulations of court trials. Students might also participate in legal drafting activities that can become actual law in their region.

#### Master of Notary (MNP)

Students of the Master of Notary must find a Notary office that is willing to accept them to do a two-year internship after graduation in order for them to become a Notary. The University might support the students in finding an adequate Notary office. Moreover, alumni from the study programme provide information about training, exams and placements to prepare for this process. In addition, some students in the programme are already employed in the legal field. Thus, they already bring their experience into class. Moreover, the courses constantly include case studies and practical examples and assignments.

#### Bachelor of Library and Information Science (BLISP)

To ensure that alumni occupy jobs that are appropriate to their field, the study programme regularly reviews the curriculum and evaluates the learning process by involving alumni. Several other activities involving alumni include sharing sessions with alumni about the world of work, graduate briefings that invite speakers from alumni. Apart from that, the results of tracer studies from alumni are also used as input in curriculum development and revision. From this activity, the study programme received input regarding what should be taught to students, including the integration of theory and practice to anticipate the needs of the dynamic world of work. The existence of elective and future-oriented courses in the courses offered allows students to gain expertise in new things and develop their skills in the future. The courses of the study programme include practical examples of library and information science, the programme has many cooperations with libraries in the region and include students into practical experiences to prepare them for their future occupations.

## Appraisal:

The promotion of employability runs as a common thread of the study programmes through all 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

The **Bachelor of Law Programme (BLP)** has 18 permanent lecturers with one professor, 13 lecturers have the functional academic position of lecturer, four lecturers have the functional position of expert assistant. There are nine BLP lecturers who have Doctoral degrees and nine lecturers who have Master's degrees, both from national and international universities. Twelve lecturers have a lecturer certificate issued by the Ministry of Education, Culture, Research and Technology. BLP has two educational staff.

The BLP lecturer recruitment process begins with the announcement of the acceptance of new lecturers to the wider community through the media. Next, a selection process is carried out to obtain competent human resources. The lecturer recruitment process is done by the Human Resources Centre under Deputy Chancellor IV. All permanent lecturers are tasked with providing lectures every semester based on an assignment letter from the Dean. The average number of assignments for permanent lecturers in one semester is two courses. Recruitment of non-permanent lecturers is done by considering the availability of permanent lecturers with the courses presented and meeting the ratio of the number of lecturers to the number of students each semester. BLP lecturers with expertise in legal practice in court and in drafting legislative regulations support learning goals and objectives. Lecture activities by guest lecturers with legal expertise backgrounds (Notaries and Advocates) and legal practice experience from government agencies (Office of the Ministry of Law and Human Rights, Supreme Court, Police, Prosecutor's Office) and the private sector are held to broaden students' insight into the world of work.

In the **Master of Notary (MNP)**, the lecturer recruitment process begins with an announcement to the public through YARSI media, the selection process is carried out so that competent human resources are obtained. This recruitment process is carried out by the Universitas YARSI Human Resources Centre which carries out verification procedures. The MNP has a core team with permanent lecturer status. The total number of permanent Master of Notary lecturers is ten lecturers. The MNP also has non-permanent lecturers, each semester there are an average of two part-time lecturers who come from industry who are experts in their fields and one staff. Many permanent lecturers have completed lecturer certificates or are currently taking part in workshops and training programmes to increase their capacity and capability. The MNP is also supported by advisors or companions in lecturer career development, who at certain times of the year provide training and advice.

In the **Bachelor of Library and Information Science (BLISP)**, the permanent lecturer recruitment process begins with disseminating information to the public through websites and social media. The selection process is carried out at an early stage by the YARSI University human resources centre. This process is carried out starting from data verification, academic potential tests, English and interviews with related parties. This process also applies to the recruitment of non-permanent lecturers, the priority being practical experience competency. This is also related to the skills possessed by prospective non-permanent lecturers. In general, BLISP lecturers have main qualifications in the field of library and information technology. Currently, BLISP has eleven permanent lecturers and six non-permanent lecturers who are practitioners in the field of libraries and information technology. BLISP lecturers teach 59

courses in the MBKM curriculum. Collaborative learning processes are also carried out with external institutions, either in the form of learning from practitioners in several meetings or providing direct learning experiences to students through observation.

#### Academic qualification of faculty

The **BLP** lecturers must meet the minimum academic qualifications for a Master's degree (S2) according to Law Number 14 of 2005 concerning Teachers and Lecturers. BLP lecturers must pass the psychological test and TOEFL test and have the ability to read the Koran and understand Islamic religious knowledge. Furthermore, after becoming a permanent lecturer, the permanent lecturer must immediately fulfil the academic position of at least expert assistant. The process of promotion to academic positions for lecturers refers to the provisions set by the Ministry of Education and Culture. Every lecturer is obliged to take further studies to the Doctoral level and take part in various training to support increasing lecturer competence in teaching and developing lecturer careers such as *PEKERTI* training.

BLP has three lecturers who have advocate licenses who can support legal practice learning for students and twelve lecturers who have lecturer certification. Faculties and universities have held activities related to fulfilling functional lecturer positions such as workshops on filling functional academic positions, facilitating lecturers with higher education repositories to be able to store catur dharma performance, and accompanying lecturers in filling out SIJALI applications (Academic Position Information System LLDIKTI Region III). Lecturers are given training in preparing research proposals and preparing journal articles. Research funding support is provided every year in the form of internal research grants amounting to 10-15 million rupiah per research. Support is also provided in the form of community service funding grants in the amount of 10-25 million per activity. The BLP lecturers have produced scientific works published in national journals indexed by Sinta, international journals indexed by Scopus and other reputable international journals. BLP lecturers have also published books used as references for courses in Consumer Protection Law, Intellectual Property Law, Commercial Law, International Law and State Administrative Law.

Qualifications of lecturers in the **Master of Notary** must meet the academic qualifications to teach in the Master's study programme (S-2) and must have a Doctorate degree. Furthermore, permanent lecturers and non-permanent lecturers are expected to have fulfilled the minimum functional position of lector and the specialty for non-permanent lecturers is to have practical experience in government and non-government legal institutions. Every lecturer is obliged to improve their abilities and skills in the field of Tridharma of higher education by taking further studies to the Doctoral level or taking part in training that is relevant to their knowledge. There are two lecturers who have a Notary Decree from the Minister of Law and Human Rights of the Republic of Indonesia who can support practical learning as a notary profession for students. The award from the Government for the Lecturers, including the Master of Notary Lecturers, was the receipt of teaching certificates for nine lecturers.

In addition, lecturers also take part in various trainings to support increasing lecturer competency in teaching and developing lecturer careers, such as Functional Position training organised by Universitas YARSI. Several lecturers have produced scientific works published in indexed national and international journals. Moreover, Universitas YARSI Master of Notary lecturers also could teach in other places and additional credit points for YARSI University Master of Notary lecturers (KUM) can be transferred to YARSI. On the other hand, Master of

Notary lecturers from outside Universitas YARSI who teach at Universitas YARSI, their university can accept KUM from Universitas YARSI Master of Notary.

Permanent lecturers in **BLISP** have educational qualifications in the fields of library and information technology. BLISP has eleven permanent lecturers. Based on education, one lecturer is a Doctoral graduate, and three lecturers are pursuing their Doctoral degree. A total of eight lecturers are Masters graduates in library science. Additionally, there are two multidisciplinary lecturers in the fields of cultural studies and spiritual/religious literacy. Based on academic positions, there are five permanent lecturers with the position of lector, as well as seven expert assistants.

Based on their scientific fields, lecturers are spread across the fields of information technology, library management, information institutions, archives, information literacy and digital libraries. BLISP lecturers have experience as both academics and practitioners in various fields both in government and private agencies. Apart from that, BLISP lecturers have experience outside the library field, such as entrepreneurship and organisations. BLISP lecturers take part in various certifications and training, such as six lecturers who have been certified educators, as well as two competency assessors. BLISP lecturers also produce publications for scientific journals published nationally and internationally accredited, as well as being presenters at national and international conferences. Lecturers also publish works in various scientific, popular and intellectual property rights publication media.

#### Pedagogical / didactical qualification of faculty

**BLP** lecturers must fulfil didactical competency in the legal field which is aimed at educational certificates. The study programme improves lecturers' facilities by including training that specifically work on teaching methods in the scientific fields. To improve the quality of lecturers, study programmes, both independently and in collaboration with the University and external parties, provide training in the field of teaching, including learning methodology training, PEKERTI, PELITA (pedagogical provision provided by the Directorate of Distance Learning at YARSI University). Training in the field of research is held in the form of training in preparing research proposals for internal grants, DIKTI grants and international funding research which has been carried out in collaboration with the ASIA Centre Thailand (2023). Likewise, trainings are offered in community service and other trainings at the initiative of the lecturer concerned.

**Master of Notary** lecturers must have appropriate educational qualifications in their respective fields. They must have at least a relevant Doctoral degree (S3). Every MNP lecturer has a long period of teaching experience with a history of effective teaching and positive student outcomes which are valuable assets for YARSI University. This experience can be gained through a teaching assistantship, a part-time or adjunct position, or as a full-time lecturer. Every MNP lecturer has theoretical experience at other universities and practical experience. Universitas YARSI also provides "PEKERTI" training aimed at lecturers. This training helps them develop effective teaching strategies, design engaging curricula and use modern teaching technology. MNP lecturers are involved in continuous professional development to stay up to date on teaching methods, technology and best practices. This can be done by attending workshops, conferences, or pursuing additional degrees in education.

In accordance with Law Number 14 of 2005, **BLISP** lecturers must have a minimum qualification of Master's degree education. To develop pedagogy, lecturers have taken part in Basic Instructional Engineering Skills Improvement Training (PEKERTI) in stages. Through

PEKERTI, lecturers can improve their competence in carrying out functional positions, especially in improving pedagogical skills and developing teaching methods. Apart from that, lecturers also take part in PELITA (pedagogical training provided by DPJJ Universitas YARSI), to improve lecturers' skills in designing lectures. To improve pedagogical abilities, lecturers also take additional certifications to update in their scientific fields.

#### Practical business experience of faculty

The majority of **BLP** lecturers have experience as legal practitioners both in government and other legal institutions. Several lecturers have legal practice experience as lawyers/advocates (three lecturers), drafters of legislation, legal consultants and public policy (three lecturers), expert consultant (four lecturers) in government and the private sector as well as researchers. This is in accordance with the focus of institutional development on lecturer recognition such as being a resource person, expert, holding public office, so that they can integrate theoretical and practical knowledge to be implemented with students. Lecturers are required to do research and community service activities by applying their knowledge to real problems in society. This activity is carried out through legal education activities for community members, assistance in processing permits, trademark registration and access to capital. Lecturer research activities are carried out in accordance with scientific development and the study programme's research master plan. Study programmes and universities provide training in learning methods, research methods and journal writing training for lecturers. Various trainings that have been held such as public speaking training and drafting of legal regulations for lecturers.

In **MNP**, there are two permanent lecturers with active Notary professions, who teach specific knowledge contained in the Notary profession. There is one lecturer who has a civil law concentration and has practical experience as a corporate lawyer or litigation lawyer in court. Therefore, the knowledge given is more practical knowledge. Two lecturers have a concentration in administrative law and constitutional law, who work on government projects. Both also have practical experience with government regulation making and teaching practitioners. All permanent lecturers in the Universitas YARSI Master of Notary Study Programme are practitioner lecturers.

**BLISP** lecturers have practical experience to provide substantial benefits to students in the LIS field. BLISP lecturers enriches student learning experiences, e.g., by being part of the developer of a library automation application called SLiMS (Senayan Library Information Management System). Apart from being used on a national scale, SLiMS has also been used in various foreign countries such as Pakistan and Thailand. Moreover, two lecturers are the central administrators of ATPUSI (Association of Indonesian School Libraries) as well as active members of the International Association of School Libraries (IASL). Two other lecturers are practitioners from perspective as a library manager. Another two lecturers are administrators of professional institutional associations such as APTIPI (Association of Higher Education in Library and Information Science) in the field of curriculum development and research in the field of LIS.

#### Internal cooperation

**BLP's** internal scope of cooperation is carried out by lecturers who teach courses in the specialisation programme, namely the specialisation in Criminal Law, Civil Law, State Administrative Law, Constitutional Law, International Law and the specialisation in Procedural Law. Activities carried out in the fields of teaching, research, publication of activities and

community service are among the knowledge groups in the specialisation programme. In the field of teaching, lecturers from the International Law specialisation programme can give lectures in the Procedural Law specialisation programme.

The curriculum of the **Master of Notary** requires the expertise of lecturers from different fields. In the Politics of Law course, MNP needs lecturers who can teach civil law material but also lecturers who have mastery of administrative law and state administration. Moreover, the MNP will require lecturers who have knowledge and experience of notarial cases in court which can be provided in engagement law courses and a variety of other courses that require different expertise. MNP lecturers also teach at the Faculty of Law, Faculty of Economics and Business, UY Hospital Administration Master's Study Programme and UY Biomedical Doctoral Study Programme. Likewise, lecturers at the Faculty of Law and Master of Management at Universitas YARSI teach in the Master of Notary.

**BLISP** holds regular meetings every week to coordinate with teaching staff and the Faculty of Information Technology. There is coordination related to the implementation of academic activities such as Mid-Semester Exams, Final Semester Exams, student status, theses and lecture schedules. To coordinate courses with specialisations, BLISP has a course cluster coordinator consisting of information technology, services, information organisation and research clusters.

#### Student support by the faculty

The three study programmes provide academic advisors or supervisors to guide and ensure that lectures run according to plan for the students they supervise. The task of the Academic Supervisor is to guide and provide consultation regarding student studies and help students solve their study problems. This activity helps students complete their studies on time and meet learning outcomes. Furthermore, the Thesis Commission is responsible for directing students about the thesis by appointing a supervisor and thesis research topic. For internal and external fields, students are facilitated by the Deputy Dean I for Education regarding activities and developing student competencies. The programmes also support students to succeed in achievements and publishing articles. Lecturers are responsible for supporting students' academic processes as academic supervisors, internship supervisors, KKN supervisors and MBKM supervisors.

Students in **MNP** are also supported in studying through the notarial laboratory available on the 7th Floor of the YARSI Building. Moreover, students can practice the lecture material directed by the notary lecturer in carrying out practice in the UY MNP laboratory, so that students have a concrete picture of the Notary profession in society. Apart from that, MNP also provides guidance on how to make authentic deeds which require special skills in the MNP UY Laboratory. Students also receive support in putting their knowledge into practice, since students receive direct guidance from lecturers from an academic perspective. This is in the form of thesis guidance so that students can prepare their thesis well and are ready to take part in the thesis examination.

#### Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the

programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of permanent and non-permanent lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The programmes fulfil the national requirements regarding the lecturer-to-student-ratio.

The academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. YARSI University 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. For the BLISP programme, the panel learnt that the University currently cannot take any more students, since there is not more staff available to hire. Therefore, YARSI needs to educate their own staff to advance the programme. Also, for the **BLP** and the **BLISP**, the panel is of the view that there should be more PhDs and professors in the programme. Therefore, the panel **strongly recommends** developing staff to increase the number of PhD holders and professors. This would also support further internationalisation efforts.

The pedagogical and didactical qualification of the faculties correspond to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure, especially via the government certification. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented by the study programmes and University assessment centre.

The practical business experience of the faculties corresponds to the requirement of the programmes to integrate theory and practice. In case of the **MNP**, there are two Notary professionals who are working full-time at the University. Therefore, the panel is of the view that the faculty members have above-average business experience and use them in their teaching activities.

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 case of the **BLISP** and **MNP**, there is a lot of cooperation, such as team-teaching and joint research.

Student support is an integral part of the services provided by the faculty for **all three study programmes**. It is offered on a regular basis and serves to help students study successfully. Support by a supervisor is also offered e.g., for applying for internships. The faculty members are constantly available for the students. The students are fully content with the support they receive.

|                                                                                                                                           | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 Faculty                                                                                                                               |             |                              |                            |                                    |      |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)                                      |             |                              | X                          |                                    |      |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion)                                                                             |             |                              | X                          |                                    |      |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)                                                             |             |                              | X                          |                                    |      |
| 4.1.4 Practical business experience of faculty                                                                                            |             | MNP                          | BLP, BLISP                 |                                    |      |
| 4.1.5* Internal cooperation (Asterisk Criterion)                                                                                          |             | BLISP, MNP                   | BLP                        |                                    |      |
| 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

The organisational structure at YARSI University Faculty level consists of the Dean, Deputy Dean I for Education, Deputy Dean II for Research, Deputy Dean III for Community Service, Study Programme Secretary, Head of Laboratory, and the Quality Control Group. The Dean holds regular coordination meetings in teaching with the Deputy Dean, Study Programme Secretary, Head of Laboratory, Quality Control Group, all Lecturers and Education Personnel, and work partners. BLP is the only study programme at the Faculty of Law, YARSI University, so Deputy Dean I is the ex-officio Chair of BLP. The MNP is under the UY Postgraduate Programme. Meanwhile, BLISP is part of the Information Technology faculty.

The duties of the Deputy Dean I are regulated in Article 88 of the 2020 YARSI University Statutes. The Deputy Dean I is the leader who represents the Dean and holds the functions of planning, implementing, monitoring, evaluating and making oral and written reports in the field of Education. Deputy Dean I is also responsible for the following matters:

- Develop planning, implementation, monitoring, evaluation, curriculum development, teaching and learning processes, evaluation of learning outcomes, management of educational facilities and infrastructure and academic innovation.
- Develop planning, development and coaching for students, alums and career affairs, which the student, career and alums centre manages.
- Develop planning and coaching, actual work-study activities and internships managed by the real work study (KKN) and internship centres.
- Develop planning, implementation and development of educational administration as well as development of the opening of new study programmes.
- Develop data collection and management in the education sector, students, lecturers and education staff and submit it to the University.
- Create a policy for Accepting New Students.
- Encourage, direct and coordinate student interests and talents.

- Coordinate planning, implementation, monitoring and evaluation, and educational innovation.

YARSI University Statutes 2020 regulates that the head of the study programme carries out the functions of planning, implementing, monitoring, evaluating and making oral and written reports in education, research and community service. The head of the study programme has the following tasks:

- To lead all education, research and community service activities at study programme level;
- To foster and develop collaborative relationships with similar study programmes;
- To submit the Strategic Plan and Annual Budget Work Plan at study programme level to the YARSI Foundation;
- To submit monthly activity reports in the form of a Monthly Report (MORE) to the Dean to be forwarded to the Chancellor and the YARSI Foundation; and
- At the end of each academic year, submit an annual activity report in the form of an Annual Report (ANRE) to the Dean, who will forward it to the Chancellor and the YARSI Foundation.

Moreover, the head of the study programme coordinates with the Dean as head of the faculty, Deputy Dean I for Education, Deputy for Division 2 for research, Deputy for Division III for Community Service, as well as the head of study programme, Head of ICT and GKM to ensure that the study programme runs with a guarantee system of quality through the fulfilment of regular quality assurance procedures and evaluations, namely internal audits, external audits and accreditation. The head of the study programme leads the secretary of the study programme. In case of the BLISP, the head of study programme is also head of the Information Governance Lab and head of the Library Innovation Lab.

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

Educational personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units.<sup>22</sup>

**BLP** has an educational staff that supports all student and lecturer activities ranging from academic to non-academic and information technology. Education staff provide services to students, starting from the lecture process (presence, classroom and laboratory), preparation for internships and actual work courses, scholarship information, preparation for student graduation and all student and alumni activities. Education staff provides services to lecturers, from the learning process, finances and personnel to research activities and community service. At the University, BLP is facilitated by the Integrated Service Centre in terms of promotions, new student admissions, and academic and non-academic needs.

**MNP** is under the YARSI University Postgraduate School, which consists of the Postgraduate School Director and the Postgraduate School Secretary. There are three Educated Personnel who assist the study programme and other study programmes under the Postgraduate School. This personnel consists of two people with a Master's degree and one person with a Bachelor's degree.

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<sup>22</sup> according to Article 39 Paragraph (1) of Law Number 20 of 2003 concerning the National Education System.

Administratively, **BLISP** is supported by six staff members from the Faculty of Information Technology. It consists of supporting staff in the computer laboratory, administration and service. The staff facilitates students in academic areas such as preparation for the learning process (attendance list, room and lab), student status, students' preparation for the MBKM programme, internships, actual work lectures and student thesis administration. Staff also assist lecturers in several activities, such as preparation for research and community service, administration of registration of intellectual property rights and administration of preparation for collecting lecturer credit scores when applying for functional positions.

Administrative staff of all three study programmes can submit proposals for further education. This is included in the HR budget and might refer to English courses, training for management building or certification as internal auditor. Moreover, staff members might also continue to study in one of the study programmes of YARSI University. The faculty is obliged provide a mapping for the development of staff that is based on internal discussion.

## Appraisal:

The head of each study programme coordinates the activities of everyone involved in the programme and ensures that the respective programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Responsibilities are clearly defined. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development.

|                                                                                | 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

The **Bachelor of Law (BLP)** places cooperation and partnerships as the focus of institutional development to improve the quality of students, lecturers and educational staff. The realisation of cooperation from 2023/2024 is listed in the following table.

**Table 17: Cooperation and Partnership BLP 2023/2024**

| Partner Name                         | Collaborative Activities         | Time                | Benefits That Have Been Obtained           |
|--------------------------------------|----------------------------------|---------------------|--------------------------------------------|
| University Kebangsaan Malaysia (UKM) | International Conference Speaker | 22-26 July 22, 2023 | Proceeding of the international conference |

|                                                              |                                                                                                |                    |                                                                                                           |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------|
| University of Warmadewa                                      | International Conference Speaker                                                               | July 22-26, 2023   | Proceeding of the international conference                                                                |
| Islamic Senior High School of Dian Didaktika Depok           | Introduction to the Legal Profession for Students                                              | February 10, 2023  | community service                                                                                         |
| SMAIT Attauhid Babelan Bekasi Regency                        | Enhancing the Understanding of the Urgency of Water Resources Conservation for Female Students | 2023               | community service                                                                                         |
| Universitas Sriwijaya                                        | The Speaker of State Administrative Law Expert Lecture and Podcast                             | August 19, 2023    | The exchange of guest lecturers and giving information to each other in the teaching and learning process |
| Mandarin Language Centre of University of Al Azhar Indonesia | Mandarin Language Training                                                                     | February-June 2023 | Skill improvement                                                                                         |
| University of Perpetual Help System Dalta Philippines        | Short Course                                                                                   | March 18-22, 2024  | Foreign Student                                                                                           |

The **Master of Notary (MNP)** has collaborated with MNP Bandung Islamic University (UNISBA) to exchange guest lecturers. MNP has also collaborated with the Indonesian Notary Association (INI), which is a mandatory collaboration. MNP has signed collaborations with similar study programmes from other private Indonesian universities, including: Universitas Tarumanegara, Universitas Islam Sultan Agung, Universitas Islam Indonesia, Universitas Marwadewa, Universitas Muhammadiyah Sumatra Utara, Universitas Pasundan, Universitas Prima Indonesia, Universitas Narotama Surabaya, Universitas Ubaya, Universitas Pelita Harapan. Moreover, MNP has also collaborated with the Association of Teachers and Researchers of Islamic Economic Law (APPHEISI) and has signed twelve Memorandums of Understanding with MNP at private universities in the Tri Dharma Collaboration between HEIs.

The **Bachelor of Library and Information Science (BLISP)** collaborates with allied study programmes at other universities in Indonesia through APTIPI (Association of Higher Education Providers in Library and Information Science) Indonesia. BLISP was one of the initiators of the formation of APTIPI in 2014. Being active in APTIPI helps the BLISP continue to update developments in the field of library and information science in Indonesia. Furthermore, BLISP contributes to sharing curriculum with other universities in APTIPI. Starting 2023, BLISP established collaborative communication on the tridharma of higher education with the BLISP programmes from other universities in the *Jabodetabek* area. In this forum, joint implementation of the MBKM curriculum, publications and solutions for community service are discussed.

Collaboration with foreign universities is also carried out to improve the quality of Tri Dharma. BLISP participated in a focus group discussion related to the OBE curriculum project assignment with the Information Technology Study Programme at Universitas YARSI, Florida University (USA) and Thammasat University (Thailand). BLISP lecturers become resource persons abroad and conversely, the BLISP also holds seminars for both students and fellow colleagues of similar study programmes with resource persons from overseas universities.

**Table 18: Cooperation and Partnership BLISP 2022-2024**

| Partner Name                                           | Collaborative Activities                             | Time        | Benefits That Have Been Obtained                        |
|--------------------------------------------------------|------------------------------------------------------|-------------|---------------------------------------------------------|
| <b>National</b>                                        |                                                      |             |                                                         |
| Universitas Indonesia                                  | Tri Dharma (Education, Research, Community Services) | Nov, 2023   | Joint Research<br>Visiting Lecturer                     |
| Universitas Islam Negeri Syarif Hidayatullah           | Tri Dharma (Education, Research, Community Services) | Nov, 2023   | Joint Research                                          |
| SMK 46 Jakarta                                         | Internship -MBKM                                     | Sep, 2023   | Internship -MBKM                                        |
| SMAN 8 Jakarta                                         | Internship -MBKM                                     | Sep, 2023   | Internship -MBKM                                        |
| SMAN 21 Jakarta                                        | Internship -MBKM                                     | Sep, 2023   | Internship -MBKM                                        |
| SMK Daarul Ulum                                        | Internship -MBKM                                     | Sep, 2023   | Internship -MBKM                                        |
| Sekolah Tinggi Hukum Militer                           | Internship -MBKM                                     | Feb, 2024   | Internship -MBKM                                        |
| <b>International</b>                                   |                                                      |             |                                                         |
| Dayananda Sagar Academy of Technology and Management   | Tri Dharma (Education, Research, Community Services) | June 2022   | Visiting Lecturer                                       |
| THAMASAT UNIVERSITY THAILAND                           | Tri Dharma (Education, Research, Community Services) | June 2022   | Exchange of students, scholars, researchers, and staff  |
| Lab-Semantik International Islamic University Malaysia | Tri Dharma (Education, Research, Community Services) | Jan 2024    | International Workshop: Bibliometric for librarian      |
| Lead City University, Ibadan                           | Tri Dharma (Education, Research, Community Services) | March, 2024 | Exchange of students, scholars, researchers, and staff  |
| Universiti Teknologi Mara (UiTM) Malaysia              | Tri Dharma (Education, Research, Community Services) | 2023        | Exchange of students, scholars, researchers, and staff. |

### Cooperation with business enterprises and other organisations

The **Bachelor of Law (BLP)** also collaborates with the DKI Jakarta Regional Office of the Ministry of Law and Human Rights, the Ministry of Education, Culture, Research and Technology, Asia Centre Thailand, Hukum Online, ESQ and Journal Clinic. Collaboration with Hukum Online is beneficial for lecturers and students in the form of easy access to statutory regulations, legal journals and updates on legal developments for students and lecturers. Collaboration with the journal clinic helps improve the quality of management of the ADIL Law Journal and the writing skills of lecturers. Collaboration with ESQ is useful in improving the quality of students and lecturers in general communication techniques and advocacy for the community.

**Table 19: BLP cooperations with other organisations since 2023 (examples)**

| <b>Partner Name</b>                                                                               | <b>Collaborative Activities</b>                                                                                                        | <b>Time</b>                                                  | <b>Benefits That Have Been Obtained</b>                                      |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------|
| Asia Centre Thailand                                                                              | Workshop on Strategies for Preparing Research Proposals for International Funding                                                      | Sept 01, 2023                                                | useful in improving the quality of lecturers in Preparing Research Proposals |
| PT. Justika Broadcast Publica (HUKUMONLINE.COM)                                                   | Implementation of Special Education for the Advocate Profession (PKPA) and Clinic Partners, Legal Corner                               | 2022- 2023,                                                  | Skill improvement (PKPA) and Community service (Mitra Klinik)                |
| Directorate General of Legislation, Ministry of Law and Human Rights of the Republic of Indonesia | Legal Drafting Training                                                                                                                | 3-7 October 2022 (Students) and 18-19 Sept. 2023 (Lecturers) | Skill improvement                                                            |
| ESQ                                                                                               | Public Speaking Training for lecturers and students                                                                                    | 9-10 August 2022 and 22-23 September 2023                    | Skill improvement                                                            |
| MSMEs Association of Anugrah Sukses Mandiri                                                       | Research Partners                                                                                                                      | LPDP Rispro Dikti 2021/2022, PTUPT 2021-2023                 | Research                                                                     |
| Orphanage of Bina Netra and Deaf Speech Cahaya Batin DKI Jakarta                                  | Counselling on the Fulfilment of Disability Rights in Social Institutions for the Blind and Deaf and Hearing, Cahaya Batin DKI Jakarta | 2023                                                         | Community service                                                            |
| PT. Professional Mainstay Pasqapro                                                                | Organising International Conference and Call for Papers                                                                                | 2023                                                         | Organising events                                                            |

|                                                                                                                                  |                                                                                                           |                                                                    |                                        |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------|
| Directorate of Institutions, Directorate General of Higher Education, Ministry of Education and Culture, Research and Technology | Independent Campus Competition Programme (PKKM) in 2022, Independent Campus Competition Programme in 2023 | PKKM I: 11 July-15 December 2022, PKKM II: 6 June-15 December 2023 | Awarding PKKM funds                    |
| National Zakat Amil Agency                                                                                                       | Student Scholarships                                                                                      | 2023                                                               | Providing scholarships to law students |
| Jami Mosque of YARSI                                                                                                             | Organising the Tahsin Programme for Staff and Lecturers                                                   | 28 October 2022-27 September 2023                                  | Skill improvement                      |

The **Master of Notary (MNP)** signed a Collaboration Agreement with two other private Universities Notarial Masters study programmes which were carried out in the Communication Forum for the Private Universities Notarial Masters Study Programme (F KPS MKn PTS). Meanwhile, F KPS MKn PTS regularly holds meetings to discuss the development of the Notarial profession in Indonesia every year. F KPS MKn PTS also offers competitions and debates in order to increase competition which will advance the Notary profession. From F KPS MKn PTS, MNP has realised collaboration with MNP Bandung Islamic University (UNISBA) through teaching courses as a guest lecturer (Guest Lecture). Apart from that, MNP UY also collaborates with INTI International University, Malaysia in research and is also exploring collaboration with Fujian Polytechnic Normal University, China regarding joint webinars, joint seminars and guest lecturer exchanges.

In the period 2019-2023, the **Bachelor of Library and Information Science (BLISP)** has collaborated with approximately 70 partners with other institutions (both state and private institutions) who are partners in the fields of education, research and community service.

Moreover, institutions that use BLISP graduates could provide input for improving the curriculum and improving the quality of graduates. One important achievement of BLISP is its participation in the development of the SliMS (Senayan Library Management System) application; namely a web-based open-source library automation system. This application has made it easier to manage school libraries throughout Indonesia.

**Table 20: BLISP cooperation with other organisations 2022-2024**

| Partner Name                                 | Collaborative Activities                             | Time      | Benefits That Have Been Obtained  |
|----------------------------------------------|------------------------------------------------------|-----------|-----------------------------------|
| <b>National</b>                              |                                                      |           |                                   |
| University of Indonesia                      | Tri Dharma (Education, Research, Community Services) | Nov, 2023 | Joint Research, Visiting Lecturer |
| Syarif Hidayatullah State Islamic University | Tri Dharma (Education, Research, Community Services) | Nov, 2023 | Joint Research                    |
| SMK 46 Jakarta                               | Internship -MBKM                                     | Sep, 2023 | Internship -MBKM                  |
| SMAN 8 Jakarta                               | Internship -MBKM                                     | Sep, 2023 | Internship -MBKM                  |

|                                                         |                                                      |                      |                                                         |
|---------------------------------------------------------|------------------------------------------------------|----------------------|---------------------------------------------------------|
| SMAN 21 Jakarta                                         | Internship -MBKM                                     | Sep, 2023            | Internship -MBKM                                        |
| SMK Daarul Ulum                                         | Internship -MBKM                                     | Sep, 2023            | Internship -MBKM                                        |
| College of Military Law                                 | Internship -MBKM                                     | Feb, 2024            | Internship -MBKM                                        |
| <b>International</b>                                    |                                                      |                      |                                                         |
| Dayananda Sagar Academy of Technology and Management    | Tri Dharma (Education, Research, Community Services) | Jun 22               | Visiting Lecturer                                       |
| THAMASA T UNIVERSITY THAILAND                           | Tri Dharma (Education, Research, Community Services) | Jun 22               | Exchange of students, scholars, researchers, and staff. |
| Lab-Semantics International Islamic University Malaysia | Tri Dharma (Education, Research, Community Services) | Nov, 2023            | International Workshop: Bibliometrics for librarians    |
| Kiwontech                                               | Tri Dharma (Education, Research, Community Services) | June 2023- June 2025 | Co-research, education seminar                          |

Moreover, the programme has cooperation with the Indonesian Fairy Tale Community, the ASEAN Centre for Energy, the DKI Jakarta Provincial Library and Archives Service, the Indonesian Higher Education Library Forum (FPPTI), I-News, the Library of the House of Representatives of the Republic of Indonesia, the Kalbis Institute Library, the Ministry and Culture Library of the Republic of Indonesia, the Library Ministry of Maritime Affairs and Fisheries, Ministry of Finance Library, Supreme Court Library, University of Indonesia Library, National Library of the Republic of Indonesia, Ministry of Environment and Forestry, Ministry of Law and Human Rights (DITJEN Corrections), DKI Jakarta Provincial Library and Archives Service, Trisakti University FTSP Library, Institute Government Goods/Services Procurement Policy, Republic of Indonesia Business Competition Supervisory Commission (KPPU), Tanoto Library, Bhayangkara University Library, Greater Jakarta, Ministry of Maritime Affairs and Fisheries, Ministry of Education and Culture, "Djadajat" Maritime Academy, Library, National Museum of Indonesia, Agency Library Statistics Centre, PT. Relife Property, BPK RI Library, DPR RI Archives. UI Archives Office, Library of the Directorate General of Immigration, Ministry of Law and Human Rights (KEMENKUMHAM), Reading Library in Tebet, Archivelago KKP Library, Centre for Preservation and Conservation of Library Materials National Library of the Republic of Indonesia, Ternate City Regional Library Service, Radio Republik Indonesia (RRI), MNC Indonesian Portal, PT Atlas Adjusting Indonesia, YARSI University Library, Ciseeng Village Government and Bantarsari Village Government.

## Appraisal:

The scope and nature of cooperation with universities, other academic institutions and networks relevant for the programme 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 programme. All such activities contribute to the development of the students' qualification and skills. However, with regard to the further development of the study programmes, the panel **recommends** enhancing international cooperation with other HEIs.

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. In case of the BLISP and BLP, cooperation with business enterprises and other organisations is actively promoted. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. legal drafting for government laws or contact to municipalities and village libraries), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

|                                                                                                                                                             | 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) |             | BLISP, BLP                   | MNP                        |                                    |      |

## 4.4 Facilities and equipment

BLP, MNP, BLISP are located in the centre of Jakarta, at the Universitas YARSI Tower. Various facilities are provided for students. Apart from teaching and learning facilities, there is also an Auditorium, Computer Based Test (CBT) Room, seminar rooms, sports facilities, library, clinic, food court, Mosque. All seminar rooms are equipped with AC, PC, projector, unlimited Wi-Fi as well as a high technology-based learning system. Moreover, YARSI University has the YARSI Hospital and YARSI Dental and Oral Hospital that is offered to students. The building is accessible for wheelchair users. The University offers special facilities for blind people. Moreover, the website is also available for students with special needs.

With regard to technology, all programmes use SCREEN as Learning Management System (LMS)<sup>23</sup> which is intended for YARSI University students. This means that all features and content on the screen can only be accessed by the YARSI University Academic Community who have an account. SCREEN is also a learning medium such as storing material, discussions, sharing learning resources and taking exams. Students are also given facilities to improve non-academic abilities. Furthermore, **BLP and MNP** have a moot court laboratory, an integrated legal drafting laboratory and a criminal justice system laboratory.

To support the learning process, IT-based learning facilities have been provided, such as the Academic System available on the YARSI University website and which can be accessed by lecturers and students to monitor lecture activities. The SCREEN facility is an IT-based learning facility that can be accessed by lecturers to store learning materials and students can download lecture materials and communicate with lecturers regarding student assignments and exams. The e-Library can be used by lecturers and students to access books and journals provided by the YARSI University Library unit. Furthermore, there is the *Hukum online* Corner

<sup>23</sup> see: <https://layar.yarsi.ac.id/> (last access April 28, 2025).

which is a computer device as a medium for accessing the complete *Hukum online* content service easily and freely.

Furthermore, **MNP** has four classrooms on the 7<sup>th</sup> Floor of the YARSI Tower which are sufficient to accommodate 4 x 30 students. **BLISP** has rooms and laboratory facilities to support the learning process. For the practical learning process, there are six computer labs, which accommodates up to 60 students. Apart from that, the Computer Lab also provides computers with capacity and software that supports lectures. To improve student skills, there is also a Studio Lab, Library Lab and Information Governance Lab. This lab is used for library practice, discussions and to support distance learning.

#### Access to literature

Universitas YARSI has a library with A accreditation. Students can access books in the library by accessing it via the website.<sup>24</sup> Universitas YARSI Library central services are integrated on the website: <https://lib.yarsi.ac.id/>.

Universitas YARSI Library provides Pro Quest as a reading source in the form of E-books and E-Journals which can be accessed online.

1. E-Books: <https://ebookcentral.proquest.com/lib/univyarsi-ebooks/home.action>
2. E-Book Guide: <https://lib.yarsi.ac.id/panduan-e-book/>
3. E-Journal: <https://www.proquest.com/>
4. E-Journal Guide: <https://lib.yarsi.ac.id/panduan-e-journal/>.
5. National Library E-Resources: <https://e-resources.perpusnas.go.id/>

Universitas YARSI guarantees the provision of access to literature to students and lecturers through the provision of the Universitas YARSI Library which has self-service services. Borrowing books can be done independently through the Independent Lending Platform with a borrowing period in accordance with applicable regulations. After carrying out a book borrowing transaction, proof of the borrowing transaction will be sent to the borrower's email address. This independent lending service is available at the Central Library and East Building Library on Floor 2.

The Universitas YARSI Library uses a Dropbox to return books to the library. The Dropbox location is on the Ground Floor. Universitas YARSI Library provides free internet access for the academic community and visitors from outside the YARSI community. At the beginning of the semester, the library collects data on literature sources used by the study programme and then submits them for procurement of library collections. In addition, students are given access not only to the library's collections but also to databases subscribed to by the library and accessed free of charge. The library also periodically conducts information literacy training for students and lecturers to be able to access various available databases.

#### Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The teaching rooms and labs are equipped with state-of-the-art technology. For special

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<sup>24</sup> see: <https://perpustakaan.yarsi.ac.id/>. (last access April 28, 2025).

contents of the curriculum (e.g. Moot court, etc.), the University possesses appropriate rooms which possess the specific technical components needed. Moreover, the rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available, including computer rooms.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The University has an "A" grade in accreditation by the national library. The literature expressly required for the study programme is available in the library and also kept up to date. However, YARSI University only has ProQuest as an own subscription, access to other databases is provided by the national library.

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

## 4.5 Additional services

The **Bachelor of Law (BLP)** coordinates with the Student, Career and Alumni Centre to produce graduates who are able to compete in the business and industrial world, nationally and internationally. Graduates are given guidance and training to face the world of work and are provided with information regarding job vacancies. The University Career Centre carries out several activities in the World of Work Orientation (ODK) series. In general, the activities held for graduates include material that can substantially help graduates become more competitive in the market and the world of work. So far, the Career Centre has held two training activities for graduates in 2021 and 2022 respectively, inviting experienced speakers.

At the 2021 event, the Career Centre chose the topic of creating a Curriculum Vitae (CV) which was accompanied by a clinic discussing the CVs of randomly selected participants. The following year, ODK was held again and raised the title "Personal Branding".

The **Master of Notary (MNP)** together with alumni or PERSALUNY provide counselling to students and provide information about all the requirements needed to become a Notary and Land Deed Drafting Officer (PPAT). To become a Notary, graduates must take part in placements that are open in certain areas. Information from alumni will be needed by MNP graduates. PERSALUNY also provides the opportunity to apply and do an internship at a Notary's office as a requirement to become a Notary.

Career counselling services for the **Bachelor of Library and Information Science (BLISP)** students are supported by the Centre of Learning Management System which is managed by the Directorate of Distance Education at YARSI University. This form of service is a development of the Student Affairs, Career and Alumni Centre work programme. This programme focuses on providing information regarding career opportunities, graduate preparation training and entrepreneurship. Before graduation, BLISP together with the student

association holds graduate training involving alumni and practitioners in the information sector. Apart from that, career counselling services are also provided at the study programme level with alumni coordination, such as sharing information about career opportunities.

### Alumni Activities

YARSI University has set up an alumni network called *PERSALUNY* for all its study programmes. Alumni act as contributors to the study programmes.

**BPL** alumni contribute in the form of:

- providing input for changes to increase curriculum content materials;
- giving knowledge and experience as a practitioner in the Legal Training and Skills Education (PLKH) course;
- giving donations to improve laboratory facilities;
- providing guidance to students in moot court training;
- giving opportunities for students to intern at the law firm;
- explaining the alma mater campus to prospective new students and providing motivation to new students in their introduction to campus life;
- being a resource person in seminars organised by the student senate; and
- becoming legal staff at the YARSI Foundation because they have the qualifications needed to be given a certain mandate.

**MNP** together with its alumni provides counselling to students and provides information about all the requirements needed to become a Notary and Land Deed Drafting Officer (PPAT). To become a Notary, Universitas YARSI MK graduates must take part in placements that are open in certain areas. Information from MNP alumni will be needed by graduates.

The **BLISP** alumni forum is called *PERSALUNY* IP. The role of alumni for study programmes is felt in the form of academic activities such as providing student internships, sharing scientific activities, information on job vacancies, contributions for curriculum development and changes to the vision and mission of study programmes, both in meetings with study programmes and via alumni WhatsApp groups and sharing experiences.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability (e.g., support for internships). The University provides sufficient resources. However, the panel remarks that the students during the interviews did not know about the career centre, therefore they should promote it more to fostering students' careers.

Moreover, an alumni organisation has been set up that includes input from alumni into the development of the programmes, as well as provide students with networking opportunities.

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

## 4.6 Financing of the study programmes (Asterisk Criterion)

The source of internal funding comes from the YARSI foundation. The latest internal funding sources are stated in the Decree of the YARSI Foundation Management Number 266/PEN/KEP/XI/2022 concerning Provisions for Tuition Fees for the Faculty of Law and Faculty of Information Technology, YARSI University for the 2023/2024 Academic Year.

Internal funding sources are centred on the YARSI foundation through budget planning which is submitted to the University and forwarded to the foundation. External funding sources are also obtained from the government (through competition grants), the community and non-governmental organisations. Every academic year, all study programmes prepare an Annual Budget Work Plan (RKAT) which contains funding requirements for one year. This funding is implemented in education, research and community service activities.

### Appraisal:

The study programmes are funded by the YARSI foundation and therefore for the entire accreditation period so that students will be able to complete their studies.

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

## 5. Quality assurance and documentation

The quality assurance system is managed at University level by the Quality Assurance and Accreditation Database Directorate (PDJAMA) and then coordinated at Faculty level through the Quality Control Group (GKM). In managing the quality assurance system, PDJAMA establishes University quality policies which must be implemented by all work units, especially faculties and study programmes, in implementing the Tri Dharma.

The quality policy is formulated to ensure achieving the University's Vision. Thus, YARSI University is carrying out such quality assurance measures, in particular:

1. Implementing a Quality Assurance System in accordance with Minister of Education and Culture, Research and Technology Regulation Number 53 of 2023 concerning the Higher Education Quality Assurance System as an internal quality assurance framework and minimum Quality Standards or Key Performance Indicators (IKU).
2. Making the University's vision, mission, goals, stakeholder input, needs and expectations of interested parties as a reference in formulating Additional Quality Standards or Additional Performance Indicators (IKT).
3. Striving to improve quality to exceed National Higher Education Standards (SN DIKTI) and exceed the needs and expectations of interested parties through a cycle of determination, implementation, evaluation, control and improvement (PPEPP) to achieve accreditation with the title "Excellent" as well as international accreditation or ranking.
4. Striving to increase the effectiveness of the internal quality assurance system through integrating the internal quality assurance system (SPMI) with the ISO 21001:2018 based Educational Organisation Management System.
5. Ensuring the realisation of a quality assurance system that is effective, efficient, transparent, accountable and responsible in implementing catur dharma to meet the needs and expectations of interested parties.
6. Involving all interested parties in implementing the quality standards set as work standards for all academics at YARSI University.
7. Carrying out Internal Quality Audits in a systematic and planned manner to ensure that all quality assurance systems and quality standards are running well and can meet the expectations and needs of interested parties.

The implementation of this policy is the formulation of various quality procedures for managing the content, processes and output of education, research and community service. Procedures for guaranteeing the quality of educational content, processes and outcomes are contained in procedures for designing and developing curriculum and learning in accordance with Universitas YARSI Chancellor's Regulation<sup>25</sup>. The document refers to graduate competency standards. According to this document, quality is controlled in the following:

- (1) Competence of graduates. The study programme must determine the profile of the graduates produced based on the results of a study of tracer study results, job market needs required by the government and the business and industrial world, as well as the need to develop science and technology. The profile of study programme graduates must be prepared by a group of similar study programmes/study programme associations, so

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<sup>25</sup> Regulation No. 001/INT/PER/REK/UY/VII/2020 concerning Evaluation, Curriculum Development and Learning for Undergraduate, Professional and Postgraduate Programmes.

that there is an agreement that can be accepted and used as a reference nationally; preparing study programme profiles involving stakeholders who can contribute to achieving convergence and connectivity between educational institutions and stakeholders who will use student results, to ensure the quality of graduates; determining graduate abilities must include four elements to make it a graduate learning achievement (CPL), which includes elements of attitude, knowledge, general skills and special skills; identify local/regional advantages or wisdom to build the uniqueness of the study programme.

- (2) Learning Content. Learning content is a minimum criterion for the level of depth and breadth of learning material. The depth and breadth of learning material refers to the learning outcomes of graduates. The depth and breadth of learning material in professional and postgraduate programmes must utilise research results and community service results. The level of depth and breadth of learning material for each educational programme is formulated by referring to the description of the learning outcomes of graduates from the KKNl. The level of depth and breadth of learning material must be stated in study materials structured in the form of courses.
- (3) Learning process. The learning process determined by the study programme must include: (i) characteristics of the learning process, (ii) learning process planning, (iii) implementation of the learning process; and student learning load.

Learning process planning is prepared for each course and presented in a semester learning plan (RPS) or other terms. Semester learning plans (RPS) or other terms are determined and developed by lecturers independently or together in expertise groups in a field of science and/or technology in the study programme. The semester learning plan (RPS) for each course must be reviewed and adjusted periodically considering the developments in science and technology. Learning methods that can be chosen for implementing course learning include group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning or other learning methods, which can effectively facilitate the fulfilment of graduate learning outcomes. Forms of learning can take the form of: studying, responses and tutorials, seminar, practicum, studio practice, workshop practice, or field practice, research, design, or development, military training, student exchange, apprenticeship; businessman, and/or another form of Community Service.

Learning assessment of student learning processes and outcomes to fulfil graduate learning outcomes include: assessment principles, techniques and instruments; and assessment mechanisms and procedures. Furthermore, it includes implementation of assessments, assessment reporting; and student graduation.

Assessment mechanism includes:

- a. preparing, delivering, agreeing on stages, techniques, instruments, criteria, indicators and assessment weights between assessors and those assessed in accordance with the learning plan;
- b. carrying out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators and assessment weights which contain the assessment principles;
- c. providing feedback and opportunities to question assessment results to students; and
- d. documenting the assessment of student learning processes and outcomes in an accountable and transparent manner.

The assessment implementer is:

- a. a teaching lecturer or team of teaching lecturers;
- b. a teaching lecturer or a team of teaching lecturers including students; and/or
- c. teaching lecturer or team of teaching lecturers by including relevant stakeholders.

To ensure the implementation of content, process and output quality policies in accordance with the Chancellor's Decree at the faculty and study programme level, the study programme formulates content using procedure document Number SPMI-WRI-SOP1-01 SOP Curriculum Planning and Development. For process management, refer to document number SPMI-WRI-SOP1-05 Lecture and Practicum Procedures, for output management refer to documents SPMI-WRI-SOP1-06 concerning Examination and Assessment Procedures, SPMI-WRI-SOP1-07 concerning Internship Procedures, SPMI-WRI-SOP1-08 concerning Thesis Procedures.

Responsibility in implementing the internal quality assurance system for faculties and study programmes are defined as follows:

| Responsible person/unit                   | Responsible for:                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dean                                      | <ul style="list-style-type: none"> <li>Ensuring the implementation of SPMI at faculty level according to university policies,</li> <li>Supervising and evaluating the implementation of academic and non-academic quality standards,</li> <li>Providing resource support for academic quality improvement and faculty governance,</li> <li>Reporting the quality evaluation results to the Rector.</li> </ul>                                                     |
| Vice Dean I (Academic Affairs)            | Developing and evaluating educational standards that align with University standards including curriculum teaching and learning, facilities and infrastructure and educational innovation, development and guidance of student, alumni and career affairs, real work study activities and internships.                                                                                                                                                            |
| Vice Dean II (Research Affairs)           | Developing and evaluating quality of research, scientific publications and IPR research results, research facilities and infrastructure align with University standards.                                                                                                                                                                                                                                                                                          |
| Vice Dean III (community service Affairs) | Developing and evaluating quality of community service, facilities and infrastructure for community service.                                                                                                                                                                                                                                                                                                                                                      |
| Head of study programme                   | Developing and evaluating the content, processes, output of education standards, research and community service standards align with faculty standards and their science.                                                                                                                                                                                                                                                                                         |
| Control Unit (GKM)                        | <ul style="list-style-type: none"> <li>Facilitating and mentoring faculties and study programmes that will develop quality standards,</li> <li>Ensuring the internal evaluation of academic and non-academics quality standards in faculty and study programme,</li> <li>Providing recommendations to faculty and study programme leaders for quality improvement. Coordinating with the University's Quality Assurance in overall quality evaluation.</li> </ul> |

### Evaluation by students

Each study programme evaluates the learning process every semester. The purpose of learning evaluation is to find out the extent of the process and results of the teaching and

learning implementation carried out by the study programme at YARSI University. The evaluation results can be used as input in determining the work programme for the following semester. Evaluations are carried out by students to evaluate the teaching performance of lecturers, learning facilities and infrastructure, as well as student academic services. Evaluation by students in the learning process Lecturer Evaluation by Students (EDOM) is an instrument for assessing the performance of lecturers which is carried out at the end of each semester. The Teaching Lecturer Evaluation Output is useful for lecturers as information to improve themselves if there are deficiencies in learning, as well as developing their potential and strengths. Evaluation by students of facilities and infrastructure and student information services is an instrument for assessing the quality, adequacy and suitability of facilities and infrastructure supporting the learning process and performance of academic information service staff which is carried out at the end of each semester.

#### Evaluation by faculty

The learning evaluation process starts from the planning and implementation stages of the learning process. Evaluations are carried out periodically every semester. At the planning stage, evaluation by the faculty begins with an evaluation meeting regarding the previous semester and preparations for the upcoming semester. Adjustments are made accordingly. Lecturers can provide feedback on processes and facilities. The results are used for the following semester and to find solutions to routine problems that arise.

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

Each study programme carries out evaluations by listening to alumni, employees and third parties. External evaluation by alumni, employers, and third parties is a component in the quality assessment and assurance process in educational institutions. In connection with the preparation of the curriculum, an evaluation is carried out every four years by inviting alumni sources, graduate users and associations. This external perspective provides insight into the effectiveness of educational programmes, graduates' readiness to enter the workforce and the institution's overall reputation. The following is an overview of how external evaluation by these stakeholders can be beneficial:

1. Alumni Evaluation: Feedback on Programme Impact: Alumni can provide feedback on how well the educational programme prepared them for their careers and personal development. This includes assessing the relevance of the curriculum, the quality of teaching and the skills and knowledge acquired.
2. Long-Term Results: Alumni can provide insight into the long-term impact of their education, including their career development, achievements and contributions to society. Alumni Networking and Engagement: Institutions can leverage feedback from alumni to strengthen alumni engagement, build networks and foster a sense of community among graduates.
3. Employer Evaluation: Graduate Skills Assessment: Employers can evaluate graduates' skills and competencies in the workplace. These assessments can help institutions align their programmes with industry needs.
4. Curriculum Relevance: Employers can provide feedback on the relevance of the curriculum and suggest areas for improvement to ensure that graduates are well prepared for the world of work.
5. Graduate Employability

### Programme description

The study programme delivers a description of the curriculum programme in the form of a study programme curriculum book. According to the University's OBE-Based MBKM Curriculum Guide document, the minimum standards for programme curriculum documents include: Study Programme Identity, Curriculum Evaluation and Tracer Study, Foundations for Curriculum Design and Development, Formulation of Vision, Mission, Goals, Strategies and Values, Determination of Study Materials, Formation of Courses Lectures (MK), Curriculum Matrix and Maps, Semester Learning Plans (RPS), Implementation Plans for Student Learning Rights, Management and Curriculum Implementation Mechanisms, Learning Strategies and Evaluation.

Information regarding BLP, BLISP, and MNP can be accessed via the website.<sup>26</sup> Apart from that, students can also access academic information services from the Information system SISAKAD<sup>27</sup>, which contains information regarding the academic calendar, updates regarding lecture activities and payment of tuition fees. All implementation and evaluation are documented and updated regularly. In general, the documentation is divided into the following three main parts:

1. Information for the general public: Content includes faculty and programme profiles, academic guidelines, curriculum structure and content, details of exam regulations, academic conduct and regulations, facilities etc. located on the website.
2. Internal Information: The contents include student data, academic data, study plans, academic supervisors, financial data, academic supervision, evaluations, study plans and others.
3. Special data managed by the Distance Learning Centre (PPJJ) contains all e-learning processes and documentation.

BLP, BLISP and MNP curriculum documentation related to lectures can be accessed at SISAKAD and LAYAR. Access to the two websites can be done via the intranet for all academic members.

### Information on activities during the academic year

BLP, MNP, and BLISP convey all activities during the current year in the Management Review Meeting (RTM) report submitted to the Chancellor of YARSI University. The academic activities presented in the RTM report include the results of the learning process evaluation, the suitability of the learning process with the RPS, the suitability of learning assessment instruments, and the results or output of the student learning process. General information and activities during the academic year for all study programmes can also be accessed via the YARSI University website.

Information about **BLP** activities can be seen on the Instagram<sup>28</sup> page and the programme website.

**MNP** documentation is published and stored on the YARSI University website: <https://www.yarsi.ac.id/?s=Magister+Kenotariatan>.

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<sup>26</sup> see: <https://www.yarsi.ac.id/> (last access April 28, 2025).

<sup>27</sup> see: <https://sisakad.yarsi.ac.id/index.php> (last access April 28, 2025).

<sup>28</sup> <https://www.instagram.com/fh.yarsi/>.

Various **BLISP** activities can be accessed at <https://www.yarsi.ac.id/akademik/fakultas-technology-information/ilmu-perpustakaan/>.

Moreover, the University has an own YouTube Channel that informs stakeholder about University events: <https://www.youtube.com/@YARSITV>.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, student workload, success rate and graduate employment. Responsibilities are clearly defined. For the overall process, the panel **recommends** including the students in the quality assurance procedures and respective committees.

Evaluation by the students, quality control by the faculty and external evaluation (such as tracer studies) 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 study programme's content, curriculum and examination scheme have been suitably documented and published. With regard to the **BLISP** and **BLP**, the panel **recommends** offering a website with all information on admission requirements in English for prospective international students as well as enhancing the information on the website.

The University regularly publishes current news and information about the study programmes. Press relations and network communication are actively maintained, such as YARSI TV, Instagram, YouTube. Current events are documented; information is available soon after events. Moreover, in its annual report the YARSI University presents a summary of the activities of the academic year.

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

# Quality profile

HEI: YARSI University, Indonesia

Bachelor / Master programme: BLISP, BLP, MNP

|          |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r.             |
|----------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------------------|
| <b>1</b> | <b>Objectives</b>                                                                                                    |             |                              |                            |                                    |                  |
| 1.1*     | Objectives of the study programme (Asterisk Criterion)                                                               |             | BLISP                        | BLP, MNP                   |                                    |                  |
| 1.2*     | International orientation of the study programme design (Asterisk Criterion)                                         |             |                              |                            | <b>Condition</b>                   |                  |
| 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")                                 |             | BLISP                        | BLP, MNP                   |                                    |                  |
| 1.3.3    | Positioning of the study programme within the HEI's overall strategic concept                                        |             |                              | X                          |                                    |                  |
| <b>2</b> | <b>Admission</b>                                                                                                     |             |                              |                            |                                    |                  |
| 2.1*     | Admission requirements (Asterisk Criterion)                                                                          |             |                              | X                          |                                    |                  |
| 2.2      | Counselling for prospective students                                                                                 |             | X                            |                            |                                    |                  |
| 2.3*     | Selection procedure (if relevant)                                                                                    |             |                              | X                          |                                    |                  |
| 2.4(*)   | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | X                |
| 2.5*     | Ensuring foreign language proficiency (Asterisk Criterion)                                                           |             |                              | X                          |                                    |                  |
| 2.6*     | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             |                              | X                          |                                    |                  |
| <b>3</b> | <b>Contents, structure and didactical concept</b>                                                                    |             |                              |                            |                                    |                  |
| 3.1      | Contents                                                                                                             |             |                              |                            |                                    |                  |
| 3.1.1*   | Logic and conceptual coherence (Asterisk Criterion)                                                                  |             |                              | X                          |                                    |                  |
| 3.1.2*   | Rationale for degree and programme name (Asterisk Criterion)                                                         |             |                              | X                          |                                    |                  |
| 3.1.3*   | Integration of theory and practice (Asterisk Criterion)                                                              |             |                              | X                          |                                    |                  |
| 3.1.4    | Interdisciplinary thinking                                                                                           |             |                              | X                          |                                    |                  |
| 3.1.5    | Ethical aspects                                                                                                      |             |                              | X                          |                                    |                  |
| 3.1.6*   | Methods and scientific practice (Asterisk Criterion)                                                                 |             |                              | X                          |                                    |                  |
| 3.1.7*   | Examination and final thesis (Asterisk Criterion)                                                                    |             |                              | BLISP                      | BLP, MNP                           | <b>Condition</b> |
| 3.2      | Structure                                                                                                            |             |                              |                            |                                    |                  |
| 3.2.1*   | Modular structure of the study programme (Asterisk Criterion)                                                        |             |                              | X                          |                                    |                  |

|          |                                                                                                                                  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.2*   | Study and exam regulations (Asterisk Criterion)                                                                                  |             |                              |                            | Condition                          |      |
| 3.2.3*   | Feasibility of study workload (Asterisk Criterion)                                                                               |             |                              | X                          |                                    |      |
| 3.2.4    | Equality of opportunity                                                                                                          |             |                              | X                          |                                    |      |
| 3.3      | Didactical concept                                                                                                               |             |                              |                            |                                    |      |
| 3.3.1*   | Logic and plausibility of the didactical concept (Asterisk Criterion)                                                            |             |                              | X                          |                                    |      |
| 3.3.2*   | Course materials (Asterisk Criterion)                                                                                            |             |                              | X                          |                                    |      |
| 3.3.3    | Guest lecturers                                                                                                                  |             |                              | X                          |                                    |      |
| 3.3.4    | Lecturing tutors                                                                                                                 |             |                              | BLP, BLISP                 |                                    | MNP  |
| 3.4      | Internationality                                                                                                                 |             |                              |                            |                                    |      |
| 3.4.1*   | International contents and intercultural aspects (Asterisk Criterion)                                                            |             |                              | X                          |                                    |      |
| 3.4.2    | Internationality of the student body                                                                                             |             |                              |                            | BLP, BLISP                         | MNP  |
| 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                                                                                         |             | MNP                          | BLISP, BLP                 |                                    |      |
| 4.1.5*   | Internal cooperation (Asterisk Criterion)                                                                                        |             | BLISP, MNP                   | BLP                        |                                    |      |
| 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                          |                                    |      |

|          |                                                                                                                                                    | 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) |             | BLISP, BLP                   | MNP                        |                                    |      |
| 4.4      | Facilities and equipment                                                                                                                           |             |                              |                            |                                    |      |
| 4.4.1*   | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)                                                         |             | X                            |                            |                                    |      |
| 4.4.2*   | Access to literature (Asterisk Criterion)                                                                                                          |             |                              | X                          |                                    |      |
| 4.5      | Additional services                                                                                                                                |             |                              |                            |                                    |      |
| 4.5.1    | Career counselling and placement service                                                                                                           |             |                              | X                          |                                    |      |
| 4.5.2    | Alumni Activities                                                                                                                                  |             |                              | X                          |                                    |      |
| 4.6*     | Financing of the study programme (Asterisk Criterion)                                                                                              |             |                              | X                          |                                    |      |
| 5        | Quality assurance and documentation                                                                                                                |             |                              |                            |                                    |      |
| 5.1*     | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)                                    |             |                              | X                          |                                    |      |
| 5.2      | Instruments of quality assurance                                                                                                                   |             |                              |                            |                                    |      |
| 5.2.1    | Evaluation by students                                                                                                                             |             |                              | X                          |                                    |      |
| 5.2.2    | Evaluation by faculty                                                                                                                              |             |                              | X                          |                                    |      |
| 5.2.3    | External evaluation by alumni, employers and third parties                                                                                         |             |                              | X                          |                                    |      |
| 5.3      | Programme documentation                                                                                                                            |             |                              |                            |                                    |      |
| 5.3.1*   | Programme description (Asterisk Criterion)                                                                                                         |             |                              | X                          |                                    |      |
| 5.3.2    | Information on activities during the academic year                                                                                                 |             | X                            |                            |                                    |      |