



AQAS

Agency for Quality Assurance through the Accreditation of Study Programmes



UNIVERSITAS NEGERI PADANG
2022

AQAS

(Agency for Quality Assurance through the Accreditation of Study Programmes)
(Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen)

SELF EVALUATION REPORT

Bachelor Program of Elementary School Teacher Education
Bachelor Program of Special Education
Bachelor Program of Non-Formal Education
Bachelor Program of Educational Technology
Doctoral Program of Educational Sciences
Doctoral Program of Technical Vocational Education



UNIVERSITAS NEGERI PADANG
2022

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Cover Sheet

A. Bachelor Program of Elementary School Teacher Education (BPESTE)

University	Universitas Negeri Padang
Department/Faculty	Faculty of Science Education
Director (Dean)	Prof. Dr. Rusdinal, M.Pd.
Contact in the department (name, address, telephone, fax, email)	Dra. Yetti Ariani., M.Pd, Jalan Prof. Hamka Air Tawar Padang, +6285363367055, email: yettiariani@fip.unp.ac.id
Title of the study program	Bachelor Program of Elementary School Teacher Education
Final degree	Bachelor of Education
Scientific category	<input type="checkbox"/> Language and Cultural Studies <input type="checkbox"/> Social Sciences, Law and Economics <input type="checkbox"/> Art, Music, Design, Architecture <input type="checkbox"/> Natural Sciences, Mathematics <input type="checkbox"/> Engineering, Informatics <input checked="" type="checkbox"/> Educational Sciences
The standard time to degree in semesters	<input checked="" type="checkbox"/> Undergraduate/First Degree <input type="checkbox"/> Graduate <input type="checkbox"/> Doctorate <input type="checkbox"/> Other
When did the study program start?	1 September 2006
Planned admission number and admission cycle for the study program	298 students per year
Type of studies	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Distance studies <input type="checkbox"/> Career-integrated <input type="checkbox"/> Cooperative education <input type="checkbox"/> Other (s):... .
Tuition fees	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program website	http://pgsd.fip.unp.ac.id/

B. Bachelor Program of Special Education (BPSE)

University	Universitas Negeri Padang
Department/Faculty	Faculty of Science Education
Director (Dean)	Prof. Dr. Rusdinal, M.Pd.
Contact in the department (name, address, telephone, fax, email)	Dr. Nurhastuti., M.Pd Jalan Prof. Hamka Air Tawar Padang, +6282120060068 email: nurhastutii@fip.unp.ac.id
Title of the study program	Bachelor Program of Special Education
Final degree	Bachelor of Education
Scientific category	<input type="checkbox"/> Language and Cultural Studies <input type="checkbox"/> Social Sciences, Law and Economics <input type="checkbox"/> Art, Music, Design, Architecture <input type="checkbox"/> Natural Sciences, Mathematics <input type="checkbox"/> Engineering, Informatics <input checked="" type="checkbox"/> Educational Sciences
The standard time to degree in semesters	<input checked="" type="checkbox"/> Undergraduate/First Degree <input type="checkbox"/> Graduate <input type="checkbox"/> Doctorate <input type="checkbox"/> Other
When did the study program start?	11 July 1996
Planned admission number and admission cycle for the study program	174 students per year
Type of studies	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Distance studies <input type="checkbox"/> Career-integrated <input type="checkbox"/> Cooperative education <input type="checkbox"/> Other (s):... .
Tuition fees	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program website	https://plbfipunp.ac.id/

C. Bachelor Program of Non-Formal Education (BPNFE)

University	Universitas Negeri Padang
Department/Faculty	Faculty of Science Education
Director (Dean)	Prof. Dr. Rusdinal, M.Pd.
Contact in the department (name, address, telephone, fax, email)	Dr. Ismaniar, M.Pd., Jalan Prof. Hamka Air Tawar Padang, +6281371889717, email: ismaniar.js.pls@fip.unp.ac.id
Title of the study program	Bachelor Program of Non-Formal Education
Final degree	Bachelor of Education
Scientific category	<input type="checkbox"/> Language and Cultural Studies <input type="checkbox"/> Social Sciences, Law and Economics <input type="checkbox"/> Art, Music, Design, Architecture <input type="checkbox"/> Natural Sciences, Mathematics <input type="checkbox"/> Engineering, Informatics <input checked="" type="checkbox"/> Educational Sciences
The standard time to degree in semesters	<input checked="" type="checkbox"/> Undergraduate/First Degree <input type="checkbox"/> Graduate <input type="checkbox"/> Doctorate <input type="checkbox"/> Other
When did the study program start?	July 1979
Planned admission number and admission cycle for the study program	100 students per year
Type of studies	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Distance studies <input type="checkbox"/> Career-integrated <input type="checkbox"/> Cooperative education <input type="checkbox"/> Other (s):
Tuition fees	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program website	http://pls.fip.unp.ac.id/

D. Bachelor Program of Educational Technology (BPET)

University	Universitas Negeri Padang
Department/Faculty	Faculty of Science Education
Director (Dean)	Prof. Dr. Rusdinal, M.Pd.
Contact in the department (name, address, telephone, fax, email)	Dr. Abna Hidayati, M.Pd., Jalan Prof. Hamka Air Tawar Padang, +6285374716105, email: abnahidayati@fip.unp.ac.id
Title of the study program	Bachelor Program of Educational Technology
Final degree	Bachelor of Education
Scientific category	<input type="checkbox"/> Language and Cultural Studies <input type="checkbox"/> Social Sciences, Law and Economics <input type="checkbox"/> Art, Music, Design, Architecture <input type="checkbox"/> Natural Sciences, Mathematics <input type="checkbox"/> Engineering, Informatics <input checked="" type="checkbox"/> Educational Sciences
The standard time to degree in semesters	<input checked="" type="checkbox"/> Undergraduate/First Degree <input type="checkbox"/> Graduate <input type="checkbox"/> Doctorate <input type="checkbox"/> Other
When did the study program start?	8 December 1983
Planned admission number and admission cycle for the study program	100 students per year
Type of studies	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Distance studies <input type="checkbox"/> Career-integrated <input type="checkbox"/> Cooperative education <input type="checkbox"/> Other (s):... .
Tuition fees	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program website	https://ktp.fip.unp.ac.id

E. Doctoral Program of Educational Sciences (DPES)

University	Universitas Negeri Padang
Department/Faculty	Post Graduate Program
Director	Prof. Yenni Rozimela, M.Ed., Ph.D.
Contact in the department (name, address, telephone, fax, email)	Prof. Dr. Ahmad Fauzan., M.Pd., M.Sc. Jalan Prof. Hamka Air Tawar Padang, +6281363790020, email: ahmadfauzan@fmipa.unp.ac.id
Title of the study program	Doctoral Program of Educational Sciences
Final degree	Doctor
Scientific category	<input type="checkbox"/> Language and Cultural Studies <input type="checkbox"/> Social Sciences, Law and Economics <input type="checkbox"/> Art, Music, Design, Architecture <input type="checkbox"/> Natural Sciences, Mathematics <input type="checkbox"/> Engineering, Informatics <input checked="" type="checkbox"/> Education
The standard time to degree in semesters	<input type="checkbox"/> Undergraduate/First Degree <input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Doctorate <input type="checkbox"/> Other
When did the study program start?	7 May 2003
Planned admission number and admission cycle for the study program	20 students per year
Type of studies	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Distance studies <input type="checkbox"/> Career-integrated <input type="checkbox"/> Cooperative education <input type="checkbox"/> Other (s):... .
Tuition fees	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program website	http://s3ip.pps.unp.ac.id/

F. Doctoral Program of Technical Vocational Education (DPTVE)

University	Universitas Negeri Padang
Department/Faculty	Faculty of Engineering
Director (Dean)	Dr. Fahmi Rizal, M.Pd, MT.
Contact in the department (name, address, telephone, fax, email)	Prof. Dr. Ambiyar, M.Pd., Jalan Prof. Hamka Air Tawar Padang, +6281311106955, email: ambiyar@ft.unp.ac.id
Title of the study program	Doctoral Program of Technical Vocational Education
Final degree	Doctor
Scientific category	<input type="checkbox"/> Language and Cultural Studies <input type="checkbox"/> Social Sciences, Law and Economics <input type="checkbox"/> Art, Music, Design, Architecture <input type="checkbox"/> Natural Sciences, Mathematics <input type="checkbox"/> Engineering, Informatics <input checked="" type="checkbox"/> Educational Sciences
The standard time to degree in semesters	<input type="checkbox"/> Undergraduate/First Degree <input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Doctorate <input type="checkbox"/> Other
When did the study program start?	15 January 2013
Planned admission number and admission cycle for the study program	20 students per year
Type of studies	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Distance studies <input type="checkbox"/> Career-integrated <input type="checkbox"/> Cooperative education <input type="checkbox"/> Other (s):... .
Tuition fees	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program website	https://pps.ft.unp.ac.id/

CHAPTER 1

EMBEDDING OF THE PROGRAMME IN THE HIGHER EDUCATION

UNP is the result of conversion IKIP Padang became a university, which was initially named *Perguruan Tinggi Pendidikan Guru* (PTPG). Since its founding on 23 October 1954, UNP has undergone many changes. These changes can be classified into five periods, namely the PTPG Batusangkar period, the FKIP period of Andalas Bukittinggi University in Batusangkar, the FKIP period of Andalas Padang University, the IKIP Jakarta Padang Branch period, the IKIP Padang period and the UNP period. UNP had the status of Public Service Agencies (BLU) in 2015. This change was based on [the Decree of the Minister of Finance of the Republic of Indonesia Number 335/KMK.05/2015 dated 17 February 2015](#), the status of Universitas Negeri Padang had been legalized BLU. On 25 November 2021, it changed to PTN BH based on [PP No. 114 of 2021](#) on State Universities Legal Entity of Universitas Negeri Padang.

UNP organizes the tri dharma or "three pillars" of education, teaching, research, and community service. [UNP has a vision of](#) "Becoming an Internationally Dignified and Reputable University". [UNP's missions](#) are (1) Implementing international quality education; (2) Conducting innovative research and global publications; (3) Performing community service to solve problems and contribute to the development of the Indonesian nation; (4) Implementing world-class university governance, and (5) Implementing international cooperation.

The organizational structure and work procedures of UNP are led by the Rector and assisted by four Vice-Rectors, namely: Vice-Rector for Academic Affairs, Vice-Rector for General and Finance, Vice-Rector for Student and Alumni Affairs, and Vice-Rector for Cooperation and Information Systems. The organizational structure and working procedures of UNP are shown in Figure 1.1.

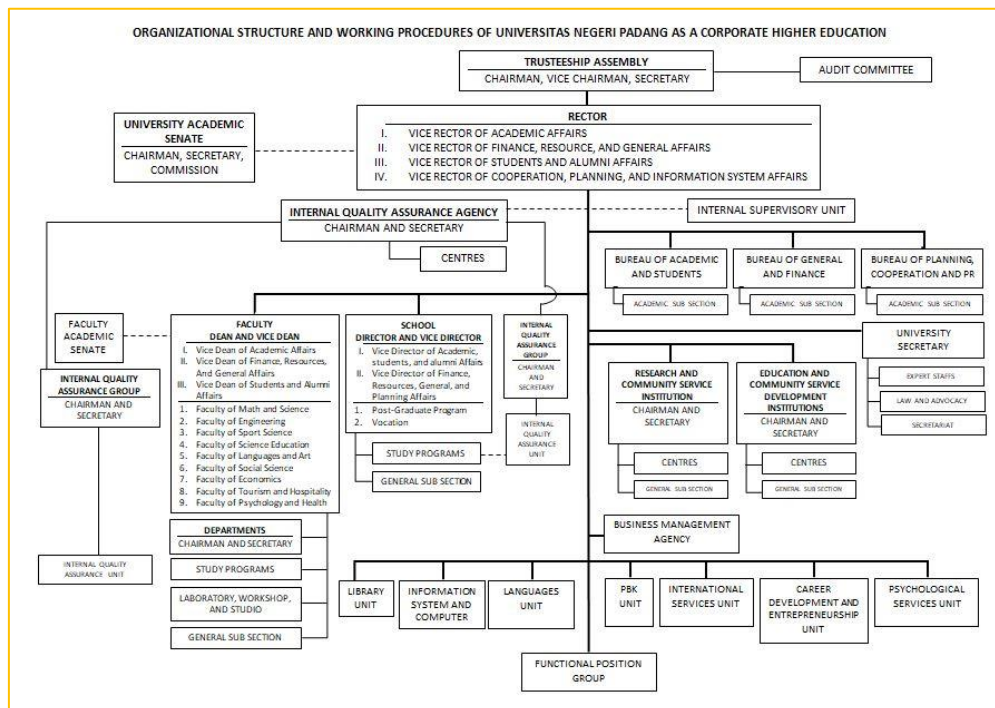


Figure 1. 1 Organizational Structure and Working Procedures of UNP

UNP main campus is [located](#) at Jalan Prof. Dr. Hamka, Air Tawar Padang and is supported by other campuses located in [Lubuk Buaya](#), [Limau Manis](#), [Ulu Gadut](#), [Bukittinggi](#), [Pariaman](#), [Painan City](#). Currently, new campuses are being built in [Pasaman](#), [Sawahlunto](#)

[Regency](#), and [Payakumbuh City](#). UNP is committed to providing the best service to students through various campus infrastructure facilities: comfortable representative classrooms, equipped with multimedia facilities, [digital library](#), laboratory, [hotel](#), [student dormitory](#), [sports facilities](#), [business center/bank](#), [information center and services integrated](#), [meeting building](#), [arts](#), [mosque](#) and [printing](#), [health center and clinic](#), [student activity facilities](#), [Guidance and Counseling Services Unit](#), [Career & Entrepreneurship Development Technical Implementation Unit](#), [International Services Unit](#), [canteen](#), and adequate parking facilities.

UNP has [nine faculties and 107 study programs](#) consisting of 17 study programs of Associate degree, four study programs of Four Year Associate Degree, 53 study programs of bachelor degree, 22 study programs of master's degree, eight study programs of doctor's degree, and two study programs of teacher certification program. In addition, monodisciplinary master's and doctoral programs are [held](#) in the faculty (six doctoral programs and 20 master's programs), and multidisciplinary are held in the Postgraduate Program (two doctoral and three master's programs). Currently, the entire program [serves 43,902 students](#) supported by [1,245 lecturers and 695 staff](#). The distribution of students per faculty can be seen in Table 1.1.

Faculty	Number of Students
Education	7,149
Language and Arts	5,189
Mathematics and Natural Sciences	6,483
Social Sciences	5,605
Engineering	5,780
Sciences	4,181
Economics	3,017
Tourism and Hospitality	4,470
Graduates	378
Psychology and Health	1,650
Total	43,902

Until 2021, the number of study programs in UNP is 107 with details [Accreditation A](#) as many as 50 study programs, [Accreditation B](#) as 49, [Accreditation "very good"](#) as many as one program, [Accreditation "Good"](#) as many as four programs, and ["minimal"](#) as many as three programs. The number of internationally accredited study programs at UNP is 20 with details of eight study programs certified by Asean University Network Quality Assurance (AUN-QA), 8 ASIIN accredited study programs (Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik), and four study programs are awaiting the results of ASIIN accreditation and one faculty has been accredited ISO 9001: 2015.

Internal Quality Assurance Agency ([BPMI](#)) is responsible for the UNP quality assurance system based on the ruling of the Rector of UNP number 127/J41/KP/2004 on establishing the UNP Internal Quality Assurance Agency (BPMI). Quality assurance work refers to [quality policies](#), [manuals](#), [standards](#), and Operational Standards Procedures. UNP strives to improve excellent service to stakeholders systematically and sustainably. At the university level, the quality assurance system is managed by the Quality Assurance Unit (SPM), which implements the External Quality Assurance System (SPME) and the Internal Quality Assurance System (SPMI).

The study program follows these mechanisms as the smallest structural, institutional unit under a university. Internally, the university forms an Internal Quality Assurance Agency (BPMI) at the university level, an Internal Quality Assurance Division (GPMI) at the faculty/school level, and an Internal Quality Assurance Unit (UPMI) at the study program level. Externally, the academic quality assurance system is conducted through national institutions,

namely National Accreditation Board for Higher Education (BAN-PT), and international institutions, namely ISO 9001, AUN-QA, and ASIIN.

The mechanism and financial distribution in UNP are sourced from the State Revenue and Expenditure Budget and Non-Tax State Revenue (PNBP). Financial distribution is based on faculty and study program work programs created each year. Therefore, it is inseparable from the direction and policy of the university. The total income of UNP for the last three years was Rp.1.623,273,207,515. The funds are distributed for routine expenses (salaries, resources, and services), capital expenditure costs (purchase of investment items), social costs, and costs of academic activities (learning, research, and community service).

CHAPTER II

EMBEDDING OF THE PROGRAMME IN DEPARTMENT/FACULTY

FoE began with the establishment of PTPG Batusangkar (1954-1956), and the period of FKIP Universitas Andalas Bukittinggi in Batusangkar (1956-1958). Then, it was developed as FKIP Andalas Padang University (1958-1964). In this period, several new majors opened, including the education guidance major, the forerunner of Faculty of Education (FoE). From 1964 to 1965, IKIP Jakarta Padang Branch was established, and four faculties were set up, namely FoE, Faculty of Exact Science, Faculty of Social Sciences, and Faculty of Literature and Art. From 1965 to 1999, IKIP Jakarta Padang Branch became an independent institution named IKIP Padang. In 1999 IKIP Padang received an extension of its mandate to become UNP. FoE IKIP Padang also changed into FoE UNP based on Presidential Decree of the Republic of Indonesia No. 93/1999 dated 24 August 1999.

Currently, [FoE](#) coordinates 13 Study Programs on bachelor, master, and doctor and 1 Counselor Profession Education. [The total number of FoE students](#) enrolled in the July-December 2021 semester was 7,149, with 1,564 enrolled in BPESTE, 844 enrolled in BPSE, 560 enrolled in BPNFE 703 enrolled in BPET. All study programs in FoE have been accredited A from BAN-PT. In addition, the Guidance and Counseling program at FoE has been certified by AUN-QA since 2021. For the next period of external quality assurance, the study program aims to obtain AQAS accreditation.

Postgraduate School (PGS) UNP pioneered the organization of postgraduates since 1981, under the name of Credit Collector Activities (KPK), under the auspices of the Postgraduate Faculty of IKIP Jakarta, which is marked by the organization of the Education Administration program. On 31 December 1992, based on the Decree of the Director-General of Higher Education No. 517/DIKTI/KEP/1992, held a Master's Study Program (S2) in Education Administration at UNP. KPK status was upgraded to a separate study program in PGS. PGS manages three master's programs and two doctoral programs.

Since its inception, PGS has graduated with more than 3,000 master's degrees and 381 doctoral degrees. In the academic year 2021, PGS organized three master's programs with 186 students consisting of 31 students in Educational Technology, 96 students in Social Sciences, 59 students in Environmental Sciences, Doctoral program students with 192 students consisting of 157 Educational Sciences students, and 35 Environmental Science students.

Faculty of Engineering (FoEng) consists of six Diploma III study programs in electronics, electricity, machinery, automotive, civil building, and mining, two Diploma 4 study programs in electro industry and animation media, ten bachelor study programs in mechanical engineering education, mechanical engineering (non-education program), automotive engineering education, mining engineering, civil engineering, building engineering education, electrical engineering education, informatics engineering education, and informatics engineering. Furthermore, it also involves one master's study program and one doctoral study program in technology and vocational education. Bachelor study program in informatics engineering just obtained an operating license in 2021 and accepted new students in August 2021. FoEng has five bachelor study programs accredited A, four study programs accredited B, and two accredited "Good" from BAN-PT. Each study program in Diploma 4 study programs is accredited B and "Good." In the Diploma 3 study program, there are five accredited study programs B. A master's program is accredited, and a doctoral program is accredited B.

[FoE's vision](#) is "To become an Internationally Dignified and Reputable Faculty in the development of education by applying science technology and art to produce educators, educational and non-educational staff based on faith and piety." [Therefore, the mission of the FoE](#) is (1) providing superior and dignified education; (2) conducting quality research in the field of science, technology, and art based on faith and piety; (3) transforming research results

to improve the quality of life and prosperity of the community; (4) implementing governance effectively and efficiently; and (5) developing cooperation at domestic and abroad.

[PGS's vision](#) is "To be a dignified and internationally reputable graduate school in a multidisciplinary field." [The mission of PGS](#) is (1) providing superior education to the community in various fields of science, technology, sports, and art based on faith and piety; (2) Conducting superior research to the community in various fields of science, technology, and art based on faith and piety; (3) Organizing superior community service to the community in various fields of science, technology, and art based on faith and piety; (4) Producing master's and doctoral graduates who are educated, creative, competitive and religious (or who are based on faith and piety); (5) Being a quality assurance center in the implementation of master and doctoral programs within UNP.

[FoEng](#) is "To be a prestigious and internationally reputable faculty in the field of technology and vocational education." [FoEng's mission](#) is (1) providing quality education and learning; (2) conducting innovation-based research; (3) transforming research results to improve the quality of life and prosperity of the community; (4) implementing good university governance; and (5) maintaining productive and globally reputable collaborations.

The study program also pays attention to the relevant field of scientific criteria. Based on UNP's academic guidelines, the undergraduate study program consists of at least 144 credits with maximum study period of 14 semesters. The study load of the master's program is 36-42 credits with a study period of 4-8 semesters, while the study load of the doctoral program is 42-48 credits with a study period of 6-14 semesters, according [to UNP Rector Regulation No. 02/2018](#) on the Regulation of Academic Activities of Universitas Negeri Padang.

FoE organizes BPESTE, BPSE, BPNFE, and BPET. FoE offers the Independent Campus, Freedom to learn (Merdeka Belajar Kampus Merdeka - MBKM) [based on Minister of Education and Culture Regulations No. 3/2020](#) on National Standards of Higher Education. One of the policies of MBKM is to give students the right to study for three semesters outside the study program that has been determined. Students can take courses offered by other study programs in the UNP or similar at other universities (maximum two semesters). MBKM activities include student exchanges, internships/practices, teaching assistants in schools, research, humanitarian projects, entrepreneurial activities, independent studies/ projects, and community service. MBKM also allows for the exchange of lecturers.

BPESTE, BPSE, BPNFE, and BPET have implemented [the MBKM curriculum](#). Before MBKM, the department or study program prepares cooperation agreements with other study programs to facilitate cross-disciplinary student enrollment. MBKM in master's and doctoral programs is done through joint lectures on specific subjects.

The implementation of learning at UNP takes place with a blended learning system. Representative classrooms are located in each study program, for general course and faculty held in the lecture hall. Each study program specifically manages the learning system in UNP, and for general course is managed by Institute of Educational Development ([LP3M UNP](#)). The [online learning](#) at UNP is implemented through a particular website. UNP lecturers have an account and can carry out their learning in the virtual classroom on this website. Lecturers already have standardized learning tools, namely module/course description, handbooks, and evaluation rubrics. All these components are uploaded to the [online learning system](#). In addition, before the semester started, lecturers are provided with [workshops](#) to improve the quality of learning in the current semester.

Collaboration between FoE, FoEng, and PGS in research can form a group of lecturers who research in the same interest. Coordination is intended to (1) conduct quality and productive research; (2) publish it at the national and international levels; (3) expand networks with national and international scientific communities; (4) apply the principles of good management to create an excellent academic atmosphere.

Research on FoE, FoEng, and PGS was conducted following [the research master plan](#) set by The Ministry of Higher Education and UNP. The PGS roadmap is used to lead (1) directly students to conduct design research (development research) to produce innovative learning products and models and (2) directly students to develop IT-based learning tools learning systems for online learning (flipped classroom, blended learning, and e-learning). In particular, research on PGS also leads to education and teaching issues, as well as digital learning

DPTVE research roadmap includes vocational teacher education, curriculum and evaluation of TVET, career development, leadership and management of TVET, profession certificate and industrial relationship, complex skill and soft skill development, machine and model learning development, entrepreneurship.

In terms of community service, coordination by FoE, FoEng, and PGS is done to facilitate the provision of grants and facilitate the cooperation of lecturers and students in the socialization of activities. Meanwhile, in FoE publications, FoEng and PGS collaborate in organizing seminars, international conferences, and scientific publications. FoE, FoEng, and PGS coordinate with each other in academic, research, and community service programs conducted according to the level of their respective study programs, including in student admissions programs, scheduling (exams and lectures), and curriculum.

UNP has signed MoUs with several universities at the regional, international levels, and with foreign embassies/governments in the last three years. The MoU is the basis for faculty and study programs to coordinate internationally. MoUs at the university level are followed up through MoAs at the faculty level and MoIs at the program level. In addition, to facilitate international coordination, UNP has an [International Office](#).

In the last three years, international partnership has been carried out under the coordination of FoE, namely: South East Asia Teacher Program (SEA Teacher) and SouthEast Asia Technical and Vocational Education (SEA TVET), Student Mobility Program, Student Exchange, research collaboration, Joint seminars, publications, and journals. In addition, coordination has been established with universities and governments abroad, especially QS 100 World University Ranking, such as National University of Singapore (NUS), Nanyang Technological University (NTU), University of Malaya (UM), National Taiwan University (NTU) and several international universities. Others include OHIO State University (OSU), the University of Illinois at Urbana-Champaign, Republic Polytechnic of Singapore, UKM, UPSI, UPM, UTM, UiTM, SWU, NUS.

PGS works with ten institutions in the country, namely with the University of Cologne, Germany, Deakin University, Australia, Leiden University, The Netherlands National Institute of Education Singapore, Universiti Sains Malaysia, University Putra Malaysia, Universiti Kebangsaan Malaysia, University Malaya Malaysia, University UPSI Malaysia, Universiti Teknologi Malaysia. The cooperations are conducted in research, publication, exchange of experts, external examiners, and student exchange.

[Guidance and Counseling Services](#) are under the coordination of UNP. Academic guidance and counseling are accessible to students throughout the semester, beginning when students enroll. In addition, each student has an academic advisor lecturer. The ratio of supervisor lecturer and student for the undergraduate program is 1:20 and 1: 4 for the master and doctoral programs. Registration is done online by students.

The learning assessment system at UNP is credible and transparent. Each student participates in the evaluation after carrying out the learning process, managed directly by the lecturer of each subject. Evaluation of learning is conducted at least twice, namely the middle of the semester and the end of the semester. There is also a formative evaluation in each subject by conducting learning quizzes and a final project evaluation on project-based learning. Each student can obtain the assessment by viewing the evaluation results through [the UNP portal](#) in each student's account. Students can make complaints systematically by contacting their

respective lecturers. Through these lecturers, they will revise the assessment through [the Academic and Student Affairs Bureau](#), which is the academic responsibility of UNP. Transcripts and diplomas of students at UNP are bilingual, namely Indonesian and English, making it easier for students to continue their education at home and abroad.

Lectures at UNP are divided into two parts, namely theory and practice lectures. Theory lectures are conducted in representative classes and online through the UNP e-learning system. At the same time, practical lectures are held in laboratories managed in an integrated manner by the university and laboratories managed by each study program. The course lecturer guided the practical lectures and accompanied a laboratory assistant. Each program at UNP currently has a specific laboratory so that graduates have competencies following PEO. BPESTE, BPSE, BPNFE, and BPET students follow lecture practicums by the characteristics of the study program, and [Educational Field Internship Program](#).

FoE, FoEng, and PGS coordinate human resources, guest lecturers, scholarships, and finance. FoE, FoEng, and PGS have professional staff with the academic qualifications and skills required for each program of study. All lecturers who teach in the undergraduate and graduate programs teach in full accordance [with UNP academic rules](#).

FoE and FoEng are led by a dean assisted by three vice-deans responsible for academics, human resources, facilities, finance, and student and alumni areas. Each head of the department is assisted by a secretary and the head of the laboratory. At the same time, each study program is led by a coordinator. Another unit responsible for implementing the quality assurance at faculty level (FoE and FoEng) is the Internal Quality Assurance Division (GPMI). [FoEng](#) has 184 lecturers and 70 staffs, 9 Professors, 10 Head Lecturers, and 48 lecturers with doctoral degrees.

PGS is headed by a Director assisted by two vice-directors for academics and student affairs and finance, facilities, and human resources. PGS is supported by the Thesis and Dissertation Quality Assurance Commission unit, International Relations Office, Scientific Publication Verification Team, Journal Management, Online Learning Development, and other academic and student support units. PGS has 55 lecturers (27 Professors and 28 Head Lecturers) and 15 staff.

The total expenditure of FoE and FoEng funds over the last three years was 76.5 Billion, allocated for educational facilities, teaching, academic, cultural development activities, and human resource development in study programs. The distribution of funds is 15% for operational funds, 5% for business travel, 35% for teaching, 10% for students, 25% for human resource development programs, and 10% for maintenance. PGS over the last three years has received a total of 93.6 Billion with an allocation of 15% for operational funds, 5% for business travel, 35% for teaching, 10% for students, 25% for human resource development programs, and 10% for maintenance. FoE, FoEng, PGS coordinate financial management centrally. However, all study programs have the authority to plan and manage operational budgets. The implementation of the budget plan is approved by the Rector and registered in the accounting (SAI) UNP.

CHAPTER III

EMBEDDING OF THE STUDY PROGRAMME

1. QUALITY OF CURRICULUM

1.1 Bachelor Program Curriculum (S1)

The design and development of the bachelor program curriculum at the Faculty of Education UNP, refers to the Indonesian Qualification Framework (IQF) at level 6. IQF level 6 position is equivalent to level 5 on ASEAN Qualification Reference Framework (AQRF) and level 6 European Qualification Framework (EQF). Competencies that must be possessed at this level are to master the concept of science, apply the field of expertise, utilize science and technology in the field, and solve problems with appropriate decision-making.

The curriculum is developed based on Outcome Based Education (OBE), which emphasizes the sustainability of the learning process in innovative, interactive, and effective manner. OBE affects the entire educational process from curriculum design, formulation of learning goals and achievements, educational strategies, design of learning methods, assessment procedures, and educational environment/ ecosystem. The OBE-based curriculum was developed to facilitate the improvement in quality of graduates. In the curriculum, Learning Outcomes has been formulated, which consists of aspects of attitude (A), knowledge (K), general skills (GS), and special skills (SS).

The undergraduate program curriculum at the Faculty of Education UNP, adopts the implementation system of the Independent Campus, Freedom to Learn (Merdeka Belajar Kampus Merdeka/MBKM) concept announced by the Indonesian Ministry of Education and Culture. MBKM is defined as allowing students to take courses outside the study program within the same college, or take courses at the same study program at different colleges, or study outside the study program. Programs offered are student exchanges, internships/ practices, teaching assistants in the Education unit, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and thematic Field Study and Community Services. The value conversion process recognizes 20 credits/semester for each student's MBKM program.

Modul/course description contains the identity of the course, PLO, and CLO of the course and is equipped with lecture methods, assessment, and references that are the primary reference in the lecture. Modul/course description are used as guidelines in organizing lectures in one semester. A team of lecturers prepares and renews the modul/course description at the beginning of each semester. There are several ways to develop it. First, the lecturers evaluate the CLO and PLO achievement at the end of the semester. Second, a team of course lecturers performs focus group discussion to reformulation of CLO from subjects that support the achievement of PLO. The last is dissemination in academic meetings just before the beginning of the semester. Implementing the module/course description in lectures is monitored simultaneously at the beginning, mid, and end of the semester by examining the completeness of documents and lecture infrastructure facilities.

Calculation of student workloads in Indonesia uses the semester credit system (SKS). Referring to Regulation of Minister of Research, Technology, and Higher Education No. 44 of 2015, one credit consists of 50 minutes of face-to-face, 60 minutes of structured assignments, and 60 minutes of independent assignments. Each lecture in Indonesia consists of 16 meetings. So each credit is defined as 170 minutes x 16 meetings: 60 minutes = 45.3 hours of study per semester. Meanwhile, in the ECTS system, the student workload is around 30 hours of study per semester. Educational field practice courses consisting of 4 credits. For more information regarding the implementation of educational field practices by BPESTE, BPSE, and BPET, see the guidelines issued by UNP (Attachment [1.1.1](#)). While the educational field practice guide carried out by BPNFE can be downloaded here (Attachment [1.1.2](#)).

1. 1.1 Bachelor Program of Elementary School Teacher Education (BPESTE)

Graduates of the BPESTE will be excellent teacher candidates in Elementary School. Therefore, to achieve this, formulating the Outcome Based Education curriculum is based on analyzing the demands of the development of science and science and analyzing employment needs and input from stakeholders and stakeholders through curriculum development and strengthening activities.

The Program Educational Objective (PEO) program is divided into four parts: graduates who can develop themselves as professional primary school teachers in the field of elementary school, graduates who can solve complex problems related to the field of an elementary school in the community, graduates who can show professional performance in the field of elementary school, and graduates who can develop their potential by continuing their education to a higher level.

Table 1.1. 1 Description and Indicators Program Educational Objective (PEO) of BPESTE		
PEO	Description	Indicators
PEO -1	Graduates who are able to develop themselves as professional elementary school teachers in the field of elementary school.	<ol style="list-style-type: none"> 1. Obtaining a professional certificate as an elementary school educator. 2. Working as an elementary school teacher. 3. Actively involved in making learning innovations that are fun for students. 4. Become an outstanding teacher at both local and national levels.
PEO -2	Graduates who are able to solve complex problems related to the field of elementary school in society.	<ol style="list-style-type: none"> 1. Carry out research in the field of elementary school. 2. Actively involved in professional organizations to elementary school and in the community. 3. Carry out reflection in the learning process.
PEO -3	Graduates who are able to demonstrate professional performance in the primary school field	<ol style="list-style-type: none"> 1. Become an instructor/resource person at local and national level in the field of elementary school. 2. Become a driving teacher. 3. Be actively involved as a leader in the field of basic education.
PEO -4	Graduates who are able to develop their potential by continuing their education to a higher level.	<ol style="list-style-type: none"> 1. Continuing master's studies at a reputable university. 2. Mastering foreign languages, especially English, both active and passive. 3. Get a further study scholarship.

The Program Learning Outcome (PLO) is formulated to achieve PEO, referring to the Indonesian Primary School Teacher Education Lecturers Association (HDPGSDI). PLO of BPESTE consists of one aspect of attitude (A1), three aspects of knowledge (K1, K2, K3), two aspects of general skills (GS1, GS2), dan three aspects of special skills (SS1, SS2, SS3).

Table 1.1. 2 Learning Outcomes of BPESTE	
1. ATTITUDE	
A1	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the quality of life in society, nation and state based on academic norms and ethics.
2. KNOWLEDGE	
K1	Mastering the theoretical concepts of education which include curriculum development, educational learning theories and principles, approaches, strategies, models, methods, techniques, teaching materials, innovative learning media and resources, process evaluation techniques and learning outcomes, and counseling and guidance services in elementary schools .
K2	Mastering theoretical concepts across fields of study in elementary schools including Indonesian, Mathematics, Science, Social Sciences, PPKn, and SBdP in depth in accordance with the development of science and technology by paying attention to local wisdom.
K3	Mastering basic concepts and research procedures that can formulate solving educational problems in elementary schools.

3. GENERAL SKILLS	
GS1	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of elementary school.
GS2	Able to integrate the development of science and technology as demonstrated by independent, quality, and measurable performance to become lifelong learners.
4. SPECIAL SKILLS	
SS1	Implement and develop curricula, theories and learning principles that educate, approaches, strategies, models, methods, techniques, teaching materials, media and innovative learning resources in accordance with the characteristics of student development, evaluation of learning processes and outcomes through the design and implementation of learning in schools basic and apply guidance and counseling services according to the problems of students.
SS2	Apply knowledge across fields of study in elementary schools which include Indonesian, Mathematics, Natural Sciences, Social Sciences, Pancasila and Citizenship Education, and Cultural Arts and Crafts in depth in accordance with the development of science and technology by paying attention to local wisdom through design and implementation learning.
SS3	Able to design and carry out research in the field of elementary school education scientifically, report and publish it.

PLO of BPESTE is blended into study materials and subjects in general courses, pedagogical courses, Elementary School Teacher Education content, integrated Elementary School Teacher Education content, and research. PLO of BPESTE are proportionally achieved by courses. The courses offered are classified into five groups, namely general courses (26 credits), pedagogical courses (6 credits), elementary school teacher education content courses (105 credits), integrated elementary school teacher education course (6 credits), and research courses (14 credits). Below is the data on the distribution of study materials and details of courses to achieve the PLO. The detailed distribution of BPESTE courses to achieve PLO can be seen in Table 1.1.3.

Table 1.1. 3 Detailed distribution of BPESTE course to achieve PLO

No.	Study Materials	Programme Learning Outcome Distribution								
		A1	K1	K2	K3	GS1	GS2	SS1	SS2	SS3
1.	General Course	12	0	0	0	0	0	0	0	0
2.	Pedagogical Course	3	3	0	0	3	0	1	0	3
3.	Elementary School Teacher Education Content	42	3	39	0	34	8	3	39	0
4.	Integrated Elementary School Teacher Education Content	2	2	2	0	0	0	2	2	0
5.	Research	5	0	0	5	3	2	0	0	5

The courses offered are classified into five groups, first general courses consist of 24 SKS compulsory course and 2 SKS elective course. Pedagogical courses consist of 4 SKS compulsory course and 2 SKS elective course. Elementary School Teacher Education Content consist of 95 SKS compulsory course and 2 SKS elective course. Integrated Elementary School Teacher Education Content, consist of 4 SKS compulsory course. Research courses consist of 14 SKS compulsory course.

Table 1.1. 4 Curriculum Structure BPESTE

Subject	SEMESTER						
	1 st Year		2 nd Year		3 rd Year		4 th Year
	1	2	3	4	5	6	7
General Course	Religion Education	Pancasila Education	English	Educational Psychology			
	Indonesian Language	Civic Education	Guidance and Counseling	Administration and Supervision Education			
	Introduction to Entrepreneurship	Introduction to Coding					
		The Basics of Education					
			Arabic*				
			Japanese*				
Pedagogical Course			Mandarin*				Philosophy of Education

							Inclusive Education
					Curriculum and Learning**		
Elementary School Teacher Education Content	Languages Study	Global Perspective	Music for ES	Indonesian Language Learning for ES	Innovation in Indonesian Language Learning Digital-based for ES	Learning Evaluation Digital-based for ES	English for ES
	Basic Mathematics for ES	Theory and Appreciation Children's Literature Elementary	Social Studies Education for ES	Development of Digital-Based Learning Media	Innovation in Social Studies Learning Digital-based for ES	Classroom Management for ES	Basics of Communication and Public Speaking
	Basic Concepts of Physics for ES	Geometry and Measurement for ES	Pedagogy of Mathematics for ES	Pancasila and Citizenship Education for ES	Innovation in Mathematics Learning Digital-based for ES	Craft for ES	
	Fine Arts Learning	Basic Concepts of Biology for ES	Basic Concepts of Earth, Space and Chemistry	Science Education for ES	Innovation in Science Learning Digital-based for ES	Dance for ES	
	Introduction to Social Sciences for ES	Music for ES	Basic Concepts of Civics for ES	Integrated Thematic Learning	Innovation in Civic Education Learning Digital-based for ES	Micro Teaching	
	Learning Developments of ES Students		Learning Strategy for ES		Innovation in Art and Cultural Creativity Learning Digital-based for ES	Minangkabau Natural Culture	
			Values and Moral Education			Pragmatics for ES ***	
						Cartography***	
						Mathematics Problem Solving and Literacy for ES ***	
						Democracy and Human Rights*** Thematic Ethnoscience***	
Integrated Elementary Teacher Education Content							Community Service Program
							Field Practice in Education
Research				Research Education		ES Seminar	Thesis
						Statistics Education	
						Writing Scientific	





Note:

* = elective general course

** = elective Pedagogical Course

*** = elective Elementary School Teacher Education Content

ES = Elementary School

	General Course		Pedagogical Course		ESTE Content		Integrated ESTE Content		Research
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The curriculum structure at BPESTE has 147 credits that must be taken in 7 semesters. Number of credits for BPESTE students = 45.3: 30 x 147 credits = 221.97 ECTS. The tuition load of this study is in line with the tuition load for the Undergraduate program (180-240 ECTS) in Europe. The ideal number of BPESTE credits taken each semester can be seen in Table 1.1.5.

Table 1.1. 5 The ideal number of BPESTE credits

Period Credit to take	Semester							Total
	1	2	3	4	5	6	7	
	24	21	23	19	20	20	20	147

1. 1.2 Bachelor Program of Special Education (BPSE)

Graduates of BPSE will be excellent teacher candidates and developers of learning technology in the field of education for children with special needs. So to achieve this, the process of formulating the OBE curriculum is done based on the analysis of the demands of the development of science and the analysis of employment needs and input from stakeholders and stakeholders through curriculum revitalization activities.

PEO is divided into four sections. First, graduates can continue their education at reputable national universities and abroad in special education and scientific fields. Second, graduates can advance their careers as professional teachers and become excellent educational resources. Third, graduates can use advances in technology and information to solve problems for children with special needs creatively and innovatively as a professional accomplishment. Fourth, graduates can create a variety of business opportunities and jobs in the field of special education and other businesses as a social accomplishment.

Table 1.1. 6 Description and Indicators Program Educational Objective (PEO) BPSE

PEO	Description	Indicators
PEO -1	Graduates who are able to continue their education at leading universities both in Indonesia or abroad in the field of Special education and equivalent scientific fields.	<ol style="list-style-type: none"> 1. Continuing education in Magister Program of Special Education or cognate fields. 2. Get opportunities to obtain continuing scholarships higher education from national and international institutions.
PEO -2	Graduates who are able to develop themselves as professional teachers and become a source of reference in the field of Special education.	<ol style="list-style-type: none"> 1. Working as a practitioner in the field of Special Education. 2. Obtaining a professional certificate as a Special Education educator. 3. Able to communicate research results at regional, national and international scientific forums that are relevant to the science of Special Education. 4. Occupy leadership positions in organizations both in government and non-government in accordance with the field of Special Education.
PEO -3	Graduates who are able to take advantage of advances in technology and information in solving problems for children with special needs creatively and innovatively.	<ol style="list-style-type: none"> 1. Creating technology prototypes that can help overcome the problems of children with special needs. 2. Develop and/or modify the design of learning media according to the needs and characteristics of children with special needs. 3. Become a professional who is able to apply adaptive and assistive technology.
PEO -4	Graduates who are able to create various business opportunities and employment opportunities in the field of special education and other businesses.	<ol style="list-style-type: none"> 1. Become the founder of special schools and/or therapeutic institutions for children with special needs. 2. Become managers of foundations or schools for children with special needs.

To achieve PEO, Learning Outcomes is formulated, referring to the Indonesian Association of Special Education Professions. Learning Outcomes BPSE consists of one aspect of attitude (A1), three aspects of knowledge (K1, K2, K3), three aspects of general skills (GS1, GS2, GS3), and three aspects of special skills (SS1, SS2, SS3).

Table 1.1. 7 Learning Outcomes BPSE

1. ATTITUDE	
A1	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the quality of life in society, nation and state based on academic norms and ethics.
2. KNOWLEDGE	
K1	Mastering concepts, theories, principles, philosophy, foundations and facts about education for children with special needs to become lifelong learners.
K2	Mastering the concepts, theories, principles, and procedures of research methodology, identification and assessment as well as curriculum development, implementation of information and communication technology-based learning.
K3	Mastering the concepts, theories, philosophies, principles, procedures, and management of special education management and inclusive education for children with special needs.
3. GENERAL SKILLS	
GS1	Able to demonstrate independent, quality, and measurable performance, apply logical, critical, systematic, and innovative thinking, implement science, information and communication technology,

	and examine the implications of developing science, information and communication technology.
GS2	Able to perform research/study in the development and implementation of science, information and communication technology as well as compiling scientific descriptions of study results whose validity is guaranteed in the form of scientific thesis and articles by paying attention to and applying humanities values in accordance with their field of expertise.
GS3	Able to be responsible, supervise and evaluate the achievement of group work results under their responsibility and ability to establish, maintain and develop cooperative networks with other agencies.
4. SPECIAL SKILLS	
SS1	Able to identify and assess children with special needs, develop and manage curriculum for the benefit of planning, implementing, and evaluating academic learning and compensatory services for children with special needs by applying information and communication technology to create an inclusive learning environment as part of a lifelong learning process.
SS2	Able to conduct research, assessment, assessment or development of innovative work and disseminated to improve the quality of learning and the development of special education.
SS3	Able to design, pioneer, manage and develop educational institutions for children with special needs as well as carry out continuous collaboration with parents, other professions and various related stakeholders.

PLO of BPSE is blended into study materials and subjects in general courses, pedagogical courses, special education content, integrated special education content, and research. PLO of BPSE are proportionally achieved by courses. The courses offered are classified into five groups, namely general courses (26 credits), pedagogical courses (6 credits), special education content courses (93 credits), integrated special education content course (6 credits), and research courses (14 credits). Detailed distribution of BPSE to achieve PLO can be seen in Table 1.1.8.

No.	Study Materials	Programme Learning Outcome Distribution									
		A1	K1	K2	K3	GS1	GS2	GS3	SS1	SS2	SS3
1.	General Course	12	0	0	0	0	0	0	0	0	0
2.	Pedagogical Course	3	1	1	1	3	0	0	1	0	1
3.	Special Education Content	37	37	24	2	37	6	3	36	4	5
4.	Integrated Special Education Content	2	1	1	1	2	1	2	1	1	1
5.	Research	4	3	3	1	3	4	1	1	4	1

The courses offered are classified into five groups, first general courses consist of 24 SKS compulsory course and 2 SKS elective course. Pedagogical courses consist of 4 SKS compulsory course and 2 SKS elective course. Special education content courses consist of 87 SKS compulsory course and 6 SKS elective course. Integrated special education content course, consist of 6 SKS compulsory. Research courses consist of 14 SKS compulsory course.

Category	SEMESTER						
	1 st Year		2 nd Year		3 rd Year		4 th Year
	1	2	3	4	5	6	7
General Course	Citizenship Education	Basic Science Education	Guidance and Counseling	Arabic*/ Japanese*/ Mandarin *			
	Indonesian	Religion Education	Administration and Supervision Education				
	English	Pancasila Education					
	Educational Psychology	Introduction Coding					
		Introduction to Entrepreneurship					
Pedagogical Course	Educational Philosophy			Inclusive Education		Pedagogy**/ Community Education**/ Curriculum and Learning**	

Special Education Content	Anatomy Physiology Genetics and Neurology	Perspectives on Education and Learning of Deaf	Children with Learning Disabilities	Children with special needs	Children with ADHD	Orientation and Mobility	
	Perspectives on Education and Learning of Blind	Perspectives on Education and Learning of Children with Disabilities	Children with Autism	Child Development	Learning for Children with Learning Difficulty	Stimulation of Talent and Creativity	
	Children Children with Special Intelligence and Talent	Perspective on Education and learning of children with special needs	Build Communication Sound Perception and Rhythm	Education of Adaptive Physically	Learning for Autism	Learning of Scientific for Children with Special Needs	
	Orthopedagogy	Assessment	Perspective Education and learning specifics for children with disabilities	Learning of Bahasa for Children with Special Needs	Building of Movement	Learning of Social Science for Children with Special Needs	
			Braille	Development of special education curriculum	Personal and Social Construction	Learning of vocational and Art of Culture for Children with Special Needs	
			Activity Daily Living	Management of Special Education	Building of Speak	Laboratory Technique of Special Education	
					Learning of Civics for Children with Special Needs	Adaptive and Assisitive Technology***	
					Learning of Mathematics for Children with Special Needs	Individualized Educational Program***	
						Augmentative and Alternative Communication***	
Integrated Special Education Content						Community Service Program	
						Educational Field Practice	
Research	Scientific Write		Research Methods in Special Education	Statistic of Education		Thesis	
Note: * = elective course **= faculty elective course ***= study program elective course							



Based on the distribution of study materials and BPSE subjects, the number of credits for BPSE is 45.3: $30 \times 145 \text{ SKS} = 218.9 \text{ ECTS}$ taken in 7 semesters. Therefore, the tuition load of this study is in line with the tuition load for the Undergraduate program (180-240 ECTS) in Europe. The ideal number of BPESTE credits taken each semester can be seen in Table 1.1.10.

Table 1.1. 10 The ideal number of BPSE credits

Period Credit to take	Semester							Total
	1	2	3	4	5	6	7	
	22	23	22	23	20	23	12	145

1. 1.3 Bachelor Program on Non-Formal Education (BPNFE)

Graduates of BPNFE are prepared for professional educators in non-formal education, creative, innovative, and able to use information technology in carrying out its duties and functions in various community empowerment activities. Therefore, the OBE curriculum formulation process is based on analyzing the demands of the development of science, analyzing employment needs and input from stakeholders and stakeholders through curriculum development and strengthening activities.

PEO is divided into three parts, namely, (1) graduates who can develop their potential to become non-formal education academics who are actively involved in various studies and research so that they can find various formulas, designs, models, innovative strategies in the implementation of non-formal education and publish them in scientific forums, (2) graduates who can develop their potential and demonstrate performance in managing non-formal education program activities at institutions/companies and (3) graduates who can create various business opportunities and employment opportunities in other non-formal education sectors.

Table 1.1. 11 Description and Indicators Program Educational Objective (PEO) BPNFE		
PEO	Description	Indicators
PEO -1	Graduates who are able to develop their potential as non-formal education academicians actively involved in various studies and research to find various formulas, designs, models, innovative strategies in the implementation of non-formal education and publishing them in scientific forums.	<ol style="list-style-type: none"> 1. Continuing education in a master's program in the field of non-formal education and other relevant education fields. 2. Be actively involved in scientific forums, both local, national, and international relevant to the field of Non-Formal Education
PEO -2	Graduates who are able to develop their potential and demonstrate performance in managing non-formal education program in related institutions/companies.	<ol style="list-style-type: none"> 1. Work as tutor and/or Non-Formal Education assessor. 2. Work as a training manager and/or community education developer in an institution/company. 3. Occupying organizational leadership positions in the Non-Formal Education community.
PEO -3	Graduates who are able to create various business opportunities and and job vacancies in non-formal education fields.	Become a business actor in the Non-Formal Education field who is honest and responsible and can create job opportunities for the community.

To achieve PEO, BPNFE is formulated in line with the vision and mission of the department to become an excellent and dignified non-formal education study program in Southeast Asia in 2025. The preparation of Learning Outcomes also refers to (1) Law of the Republic of Indonesia Number 12 of 2012 on Higher Education; (2) Presidential Regulation of the Republic of Indonesia Number 8 of 2012 on IQF; (3) Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 on National Standards for Higher Education; and (4) Recommendations from the Academic Association Educators (IKAPENFI) are also considered in the formulation of the PLO.

Learning Outcomes BPNFE consists of one aspect of attitude (A1), three aspects of knowledge (K1, K2, K3), two aspects of general skills (GS1, GS2), and five aspects of special skills (SS1, SS2, SS3, SS4, SS5).

Table 1.1. 12 Learning Outcomes of BPNFE	
1. ATTITUDE	
A1	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the quality of life in society, nation and state based on academic norms and ethics.
2. KNOWLEDGE	
K1	Master the theory and concept of non-formal education
K2	Master the theory and concept of managing non-formal education
K3	Master the theory and concept of non-formal learning
3. GENERAL SKILLS	
GS1	Be able to implement logical, critical, systematical, and innovative thinking in the context of development and implementation of science and technology complying with and applying value of humanities in line with areas of expertise of non-formal education in unit and program level.
GS2	Be able to make a decision appropriately in the context of problem solving in the areas of expertise of non-formal education in unit and program level based on the analysis results of information and data.
4. SPECIAL SKILLS	
SS1	Be able to implement theory and concept of non-formal education
SS2	Be able to apply the theory and concept of managing unit, program, and activities of non-formal education
SS3	Be able to apply learning theory and concept of non-formal education
SS4	Be able to design a program of non-formal education
SS5	Be able to tackle with problems in the context of non-formal education

PLO of BPNFE are proportionally achieved by courses. The courses offered are classified into five groups, namely general courses (26 SKS), pedagogical courses (6 SKS), non-formal education content courses (81 SKS), integrated non-formal education content course (16 SKS), and research courses (18 SKS). Which consists of university elective courses of 2 SKS, faculty elective courses of 2 SKS and study programs elective courses with a specialization in community empowerment 18 SKS, specialization in education and training 18 SKS and specialization in early childhood education 18 SKS. For practical courses, it consists of several courses such as 4 credits of Internship, 3 credits of Productive Economic Skills, 4 credits of Field Work Course of Non-Formal Education, and 4 credits of Educational Field Practice. For more complete information, see the guidelines at the following link (Attachment [1.1.3](#)).

PLO of BPNFE is blended into study materials and subjects in general courses, pedagogical courses, non-formal education content, integrated non-formal education content, and research. Detailed distribution of BPNFE to achieve Learning Outcomes can be seen in Table 1.1.13.

Table 1.1. 13 Detailed distribution of BPNFE course to achieve Programme Learning Outcomes






No.	Study Materials	Programme Learning Outcome Distribution										
		A1	K1	K2	K3	GS1	GS2	SS1	SS2	SS3	SS4	SS5
1.	General Course	12	0	0	0	0	0	0	0	0	0	0
2.	Pedagogical Course	3	0	0	0	0	0	0	0	0	0	0
3.	Non-Formal Education Content	40	23	21	25	35	18	20	19	26	19	23
4.	Integrated Non-Formal Education Content	7	1	4	3	5	5	1	4	4	2	2
5.	Research	5	5	2	3	4	3	3	1	2	3	4

Table 1.1. 14 Curriculum Structure of BPNFE

Subject	SEMESTER											
	1 st Year		2 nd Year				3 rd Year			4 th Year		
	1	2	3	4	5	6	7					
General Course	Indonesian	Civics	English	Psychology Education								
	Religious Education	Basics of Educational Science	Guidance and Counseling	Administration and Supervision of Education								
	Introduction to Entrepreneurship	Pancasila Education	Arabic/ Japanese/ Mandarin*									
		Introduction Coding										
Pedagogical Course	Educational Philosophy		Curriculum and Learning**	Inclusive Education								
Non-Formal Education Content	Community Development	English in NFE Context	Pedagogy	NFE Education Counseling Guidance	Information and Communication Technology of NFE***	Microteaching						
	Basic Concept of NFE	Needs Assessment and Learning Resources of NFE	ECE Programs	Media and Teaching Materials of NFE	Community Empowerment Facilitators***	NFE Program Assessment						
	Sociology	Social Psychology	NFE Program Planning	Program Management of NFE	Community Empowerment Program Management***	Productive Economic Skills						
	Andragogy	NFE Profession	NFE Learning Planning	NFE Learning Methods and Strategies	Community Empowerment Models and Strategies***	Capita Selecta of NFE						
	Social Anthropology	Family Education		Assessment of Learning Outcomes	Community Empowerment Seminar***							
	Persuasive Communication	NFE for Disabilities			Empowerment of Rural and Urban Communities***							
					Education and Training Needs Analysis***							
					Education and Training Program Planning***							
					Management of ECE Units***							
					Education and Training Learning Models and Strategies***							

Subject	SEMESTER						
	1 st Year		2 nd Year		3 rd Year		4 th Year
	1	2	3	4	5	6	7
					Education and Training Development Seminar***		
					Management of Education and Training Programs***		
					Educational Game Tools***		
					Management of ECE Units***		
					Parenting***		
					Integrative Holistic ECE***		
					ECE Development Seminar***		
Integrated Non-Formal Education Content			Real Work Lecture		Internship Community Empowerment		Field Practice Education
					Internship Training		Field Work Lecture PLS
					Internship Management ECE		
Research			Writing Scientific Writing	Educational Research 1		Statistic	Thesis
						Educational Research 2	

Note: * = university elective course ** = faculty elective course *** = study program elective course

NFE= Non Formal Education	ECE=Early Childhood Education
 General Course	 Pedagogical Course
 NFE Content	 Integrated NFE Content
 Research	

PLO details for each BPNFE course are published via the page and can be accessed at (Attachment [1.1.4](#)). The PLO-based curriculum currently used was developed in February 2018 by a team consisting of the chair of the study program, the Internal Quality Assurance Division (GPMI), and all BPNFE. The curriculum structure at BPNFE has 147 credits that must be taken in 7 semesters. The number of credits for BPNFE is 45.3: 30 x 147 credits = 221.97 ECTS. The tuition load of this study is in line with the tuition load for the Undergraduate program (180-240 ECTS) in Europe.

Table 1.1. 15 The ideal number of BPNFE credits

Period Credit to take	Semester							Total
	1	2	3	4	5	6	7	
	24	24	24	24	20	17	14	147

1.1.4 Bachelor Program of Educational Technology (BPET)

Profile of BPET is an Educational Technology Developer. Graduates can analyze, design, develop, manage, implement, and evaluate various learning resources and learning programs adapted to information and communication technology development by upholding religious, nationalist, integrity, independent, innovative, creative, responsible values of character. Furthermore, they can compete regionally and globally. The OBE curriculum is formulated based on analyzing the demands of the development of science and science, analysis of employment needs, and input from stakeholders and stakeholders through curriculum revitalization activities.

PEO is described into three parts, namely 1) Graduates can increase competence in the field of educational technology and continue to higher levels of education both locally and abroad, 2) Graduates who can show professional performance in the field of educational technology, 3) Graduates who can develop potential himself in the field of educational technology by developing an entrepreneurial spirit. PEO BPET can be seen here (Attachment [1.1.5](#)).

Table 1.1. 16 Description and Indicators Program Educational Objective (PEO) BPET		
PEO	Description	Indicators
PEO -1	Graduates are able to improve their competence in the field of Educational Technology and they are able to continue to higher education levels both at home country and abroad.	<ol style="list-style-type: none"> 1. Continuing education to master degree in educational technology or relevant educational program. 2. Obtaining scholarship or funding competitively to continue the study in Indonesia or abroad.
PEO -2	Graduates are able to demonstrate professional performance in the field of Educational Technology.	<ol style="list-style-type: none"> 1. Become an educational technology developer in educational institutions. 2. Become an analyst in educational program development. 3. Become an analyst in education and training program development in government institution and society. 4. Become a curriculum analyst.
PEO -3	Graduates are able to develop their potential in the field of Educational Technology by developing the spirit of entrepreneurship.	<ol style="list-style-type: none"> 1. Be actively involved in the Indonesian Educational Technology Professional Association. 2. Become a creative, innovative, and responsible entrepreneur in educational technology.

To achieve PEO, Programme Learning Outcomes is formulated regarding applicable regulations and recommendations from the Indonesian Educational Technology Study Program Association. Learning Outcomes BPET consists of one aspect of attitude (A), three aspects of knowledge (K1, K2, K3), two aspects of general skills (GS1, GS2), and three aspects of special skills (SS1, SS2, SS3). The relationship matrix between PEO, PLO, and IQF can be seen on page (Attachment [1.1.6.](#)).

Table 1.1. 17 Learning Outcomes BPET	
1. ATTITUDE	
A1	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the quality of life in society, nation and state based on academic norms and ethics.
2. KNOWLEDGE	
K1	Understanding the concept of educational technology.
K2	Understanding the domains of educational technology namely design, development, implementation, management, and evaluation.
K3	Understanding the concept of research methodology in the scope of educational technology.
3. GENERAL SKILLS	
GS1	Having the ability to innovate, integrate the learning and life skills, and master the information, communication, and technology.
GS2	Having the ability to apply the scientific and innovative thinking in the process of knowledge and technology development which is relevant to educational technology.
4. SPECIAL SKILLS	
SS1	Formulating the problem solving in educational technology issues found in learning and training activities.
SS2	Conducting the activities of design, development, implementation, management, and evaluation in the scope of educational technology.
SS3	Conducting the research and dissemination of research result in the scope of educational technology.

PLO of BPET are proportionally achieved by courses. The courses offered are classified into five groups, namely general courses (26 credits), pedagogical courses (6 credits), educational technology content courses (90 credits), integrated educational technology content course (10 credits), and research courses (16 credits).

Learning Outcomes is formulated into study materials and subjects, namely general course, pedagogical course, educational technology content, integrated educational technology course, and research. The detailed distribution of BPET courses to achieve Programme Learning

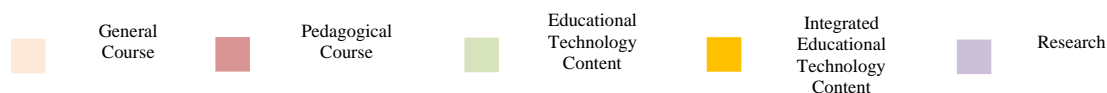
Outcomes can be seen in Table 1.1.18.

No.	Study Materials	Programme Learning Outcome Distribution								
		A1	K1	K2	K3	GS1	GS2	SS1	SS2	SS3
1.	General Course	12	0	0	0	0	0	0	0	0
2.	Pedagogical Course	3	1	1	1	3	0	1	0	1
3.	Educational Technology Content	42	10	30	3	12	31	11	30	3
4.	Integrated Educational Technology Course	3	0	3	0	0	3	0	3	0
5.	Research	6	0	3	3	0	5	0	3	3

Subject	SEMESTER						
	1 st Year		2 nd Year		3 rd Year		4 th Year
	1	2	3	4	5	6	7
General Course	Religious	Pancasila Education	English	Educational Psychology			
	Indonesian	Citizenship Education	Guidance and Counseling	Administration and Educational Supervision			
	Introduction to Entrepreneurship	Introduction Coding	Arabic*/ Japanese*/ Mandarin*				
		Fundamental of Education					
Pedagogical Course			Educational Philosophy	Inclusive Education		Pedagogical**	
Educational Technology Content	Basics of Education Technology	Audio and Radio Media Development	Development of Video and Television	Innovative Learning Designs and Models	Human Resources Development	Analysis of Secondary Curriculum	
	Basics of Curriculum	Graphic Design	Learning Evaluation	Teaching Material and Textbooks Development	Training System Management	Micro Teaching	
	Basics of Communication	Analysis of Primary Curriculum	Computer Network	Program Evaluation	Digital Printscreen Media Development	IT-Based Entrepreneurship	
	Computer and Operating System	Learning Resource Development	Programming Language	Educational Technology Profession	Photography	Educational Technology Seminar	
	Media and Digital Literacy		Learning Strategies	E-Learning Development	Library Management	Virtual and Augmented Reality	
	Teaching and Learning Theory			Animation	English Resource Development	Computer Based Learning	
				Development of Instructional System	Computer of Multimedia		
Integrated Educational Technology Course					Community Service Program**		Educational Technology Internship
							Educational Field Practice
Research	Scientific Writing Methods	Descriptive Statistic	Inferential Statistic		Quantitative Research	Qualitative Research	Thesis

Note: * = university elective course

**= faculty elective course



A Gantt chart of the BPET curriculum structure can also be seen here (attachment [1.1.7.](#)) The curriculum structure at BPET has 148 credits that must be taken in 7 semesters. Number of credits for BPET students=45.3: 30 x 148 credits=223.48 ECTS. The tuition load of this study is in line with the tuition load for the Undergraduate program (180-240 ECTS) in Europe.

Educational Field Practices are carried out in schools as teacher partners who focus on learning design development activities, learning content development, learning models and media development, and learning evaluation development. Further information regarding the implementation of PLK can be seen here (attachment [1.1.8.](#)). Educational Technology Internship activities focus on developing learning resources in the business and industrial world.

So that students gain practical experience in the field related to the field of cultivation, learning design, developers, managers, users of various media and learning resources and researchers in the field of Educational Technology. Further information regarding the implementation of the Educational Technology Internship can be seen on the following page (Attachment [1.1.9](#)).

Table 1.1. 20 The ideal number of BPET credits

Period Credit to take	Semester							Total
	1	2	3	4	5	6	7	
	23	22	23	24	24	18	14	148

1.2 Doctoral Program Curriculum

Design and development of Doctoral Program Curriculum of UNP refer to the Indonesian Qualification Framework (IQF) at level 9. IQF position level 9 is equivalent to level 8 ASEAN Qualification Reference Framework (AQRF) and level 8 European Qualification Framework (EQF). Competencies that must be possessed can develop new knowledge, technology, and or art in science or practice through research to produce creative, original, and tested work. Able to solve science, technology, or art problems in science through interdisciplinary, multidisciplinary, and transdisciplinary approaches. Able to manage, lead, and develop research and development beneficial to science and the welfare of humanity and gain national and international recognition.

1.2.1 Doctoral Program of Educational Sciences (DPES)

The Learning Outcomes Doctoral Program emphasizes understanding the strengths and weaknesses of research methods, appropriate methods to generate new knowledge in education, develop new scientific theories/concepts/ideas, and contribute to the development and practice of science and technology. In the field of expertise, lectures on doctoral programs are based on research. Achievement of Competencies that students of DPES can see through the results of lectures, dissertation research results and scientific publications.

Table 1.1. 21 Description and Indicators Program Educational Objective (PEO) DPES

PEO	Description	Indicators
PEO -1	Produce graduates who are professional in developing new knowledge in the field of education.	<ol style="list-style-type: none"> 1. Become a Lecturer or Widyaiswara who is innovative and creative in developing educational knowledge. 2. Become an education consultant who is able to provide updates and solutions in the field of education. 3. Become a researcher who is able to produce innovative work in the field of education.
PEO -2	Produce graduates who are able to develop research in solving problems in the field of education.	<ol style="list-style-type: none"> 1. Conducting continuous research in the field of education. 2. Solve problems in the field of education creatively and innovatively that are beneficial for the benefit of society. 3. Produce scientific papers published through scientific forums at the national and/or international level, as well as in accredited national journals and/or reputable international journals.
PEO -3	Produce graduates who have a leadership attitude, are responsible, work together and have a spirit of independence.	<ol style="list-style-type: none"> 1. Manage or lead educational units or institutions in a responsible manner and in the spirit of independence. 2. Cooperate with colleagues and professional organizations in developing education.

There are 6 learning outcomes which are broken down into four categories, namely attitudes, knowledge of general skills and specific skills. Because learning outcomes are

comprehensive, they cannot be achieved with one course alone, but each learning outcome is the result of several courses. The following figure presents how courses contribute to the achievement of programme learning outcomes.

Table 1.1. 22 Programme Learning Outcomes of DPES

1. ATTITUDE	
A1	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the quality of life in society, nation and state based on academic norms and ethics.
2. KNOWLEDGE	
K1	Develop various theories, concepts, and educational approaches in line with the development of science and technology in order to produce innovative work oriented to solving educational problems.
K2	Develop various approaches, models, methods, learning strategies based on the philosophy of education in solving learning problems.
3. GENERAL SKILLS	
GS1	Develop innovative, effective, up-to-date, advanced research for the benefit of society through an interdisciplinary, multidisciplinary, or transdisciplinary approach, in accordance with the developed research roadmap.
GS2	Communicating scientific work orally and in writing at national and international levels.
4. SPECIAL SKILLS	
SS1	Formulate and develop educational innovations and policies by utilizing educational theories, concepts, and approaches.

PLO of DPES are proportionally achieved by courses. Although the number of courses looks unbalanced, in terms of credits, it is evenly distributed. The doctoral program curriculum supports the development of education and research. The courses offered are classified into four groups, namely general courses (4 credits), basic pedagogical courses (9 credits), educational sciences content (9 credits), research courses (20 credits).

Details of compulsory courses and elective doctoral programs can be found in the curriculum. The Modul is reviewed annually based on an evaluation conducted by the Quality Assurance Group and approved by the Head of the Study Program. Most of the learning process in the doctoral program uses the case method and project based learning. This learning is very supportive of the quality of doctoral program graduates.

The detailed distribution of DPES courses to achieve Programme Learning Outcomes can be seen in Table 1.1.23.

Table 1.1. 23 Detailed distribution of DPES course to achieve Learning Outcomes

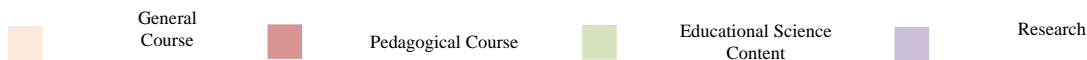
No.	Study Materials	Learning Outcome Distribution					
		A1	K1	K2	GS1	GS2	SS1
1.	General Course	2	2	0	0	0	0
2.	Pedagogical Course	4	4	3	1	1	2
3.	Educational Science Content Course	4	3	2	1	0	2
4.	Research	8	1	1	7	4	0

Table 1.1. 24 Curriculum Structure of DPES

Subject	SEMESTER					
	1 th Year		2 nd Year		3 th Year	
	1	2	3	4	5	6
General Course	Science philosophy	Statistical				
Pedagogical Course	Theory and foundations of educational science	Development of counseling services and guidance				
	Psychology of education and learning	Development of model, design, and evaluation of learning				
Doctoral Educational Sciences Content	Evaluation of educational programs	Comparative education				
	Analysis and curriculum development	Analysis of educational management and policy				

Research	Methodology of Research	Education Problems	Literature review	Publication I and research results seminar	Publication II and closed exam dissertation	Open exam dissertation
			Individual Study in Education Dissertation proposal seminar			

Note: *= elective course (students choose 3 courses in accordance with the field of science)



If the SKS credit system is changed to the ECTS system, the workload that must be borne by a DPES student is = 45.3: 30 X 42 SKS = 63.42 ECTS. The ideal number of DPES credits taken each semester can be seen in Table 1.1.23.

Period Credit to take	Semester						Total
	1	2	3	4	5	6	
	12	14	6	3	5	2	42

1. 2.2 Doctoral Program of Technical and Vocational Education (DPTVE)

DPTVE accepts students with non-educational backgrounds. Students with a non-education are given additional courses (matriculation) namely: 1) TVET Foundations, 2) TVET Indonesia's Contemporary Issues, and 3) TVET Teaching. All three additional courses are taken for 1 month, with 1 course conducted 4 times lecture. There are no different requirements for students with educational and non-educational backgrounds in terms of the admission and in learning process. The only difference is that there are matriculation courses for students from non-educational backgrounds. They do not take a certain number of courses.

Learning outcome of DPTVE emphasizes the philosophy of understanding vocational education, developing vocational education in Indonesia, generating new knowledge about vocational education, developing theory and practice of vocational education, and appropriate research methods to produce new knowledge and problem-solving in vocational education. Thus, lectures study program emphasizes the implementation of research conducted by students. Student learning outcomes are oriented to mastery of learning materials, the implementation of research, and scientific publications. Road maps of research in vocational education are developed following the phenomenon and reality of the development needs of the world of industry and education in Indonesia. Clear research road maps produce original, tested and innovative work that is collaborated in the DPTVE curriculum. The DPTVE curriculum contains attitude, knowledge, general skills, and special skills indicators. Learning outcome orientation is divided into two, namely, on science and research development.

Details of compulsory courses and doctoral program options can be seen on the curriculum. Modul is reviewed annually based on an evaluation conducted by a quality assurance group and approved by the head of the study program. Most of the learning processes in vocational engineering doctoral programs use project-based learning. Therefore, this study supports the quality of the vocational engineering doctoral program graduates.

PEO	Description	Indicators
PEO -1	Graduates are able to become Excellent professional educators in the field of Technology, Vocational and Vocational Education, mastering educational disciplines, progressive towards progress and competent in developing science and technology through research with a Multi-Trans disciplinary approach to provide comprehensive and	<ol style="list-style-type: none"> 1. Become an educator in undergraduate and master's programs. 2. Develop yourself to become a learning expert in the field of Technology, Vocational and Vocational education. 3. Development of competence towards the career ladder for professors. 4. Become a national and international

PEO	Description	Indicators
	integrative solutions, so that there are a number of formulations of research results to support improving the quality of learning in the field of Technology, Vocational and Vocational Education.	widyaswara.
PEO -2	Researchers who are able to analyze and use various research methodologies in generating innovations and solutions to complex problems in the fields of technology, vocational, and vocational education; have the ability to plan, design, manage, and carry out research to develop models/media/assessments/ inventory through systematic, creative, original and scientifically tested research; able to publish research results through reputable scientific forums and media.	<ol style="list-style-type: none"> 1. Able to publish research results in reputable journals. 2. Disseminate research results, findings and scientific works in the field of technology, vocational, and vocational education at the national and international levels. 3. Able to produce Intellectual Property Rights in the fields of technology, vocational, and vocational education. 4. Able to participate and contribute to national and international research in the fields of technology, vocational, and vocational education.
PEO -3	Graduates are able to become consultants and professional practitioners in the fields of Technology, Vocational, Vocational education, produce innovative solutions through research, develop entrepreneurship, and are skilled in solving complex problems.	<ol style="list-style-type: none"> 1. Become a professional consultant in technology, vocational, and vocational education. 2. Become a leader in private and government institutions. 3. Become a resource person in models, media, learning assessments for Technology, Vocational and Vocational Education. 4. Consultants who provide considerations, suggestions, and conclusions on solving problems in technology, vocational, and vocational education.

PLO of DPTVE consists of one aspect of attitude (A1), three aspects of knowledge (K1, K2, K3), three aspects of general skills (GS1, GS2, GS3), and three aspects of special skills (SS1, SS2, SS3).

Table 1.1. 27 Programme Learning Outcomes of DPTVE

1. ATTITUDE	
A1	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the quality of life in society, nation and state based on academic norms and ethics.
2. KNOWLEDGE	
K1	Mastering philosophy in the fields of technology, vocational, and vocational education.
K2	Mastering the principles and applications of technology to support research in the fields of technology, vocational, and vocational education.
K3	Mastering the concepts and principles of application of various learning approaches, management in curriculum management, evaluation of learning, in the fields of technology, vocational and vocational education.
3. GENERAL SKILLS	
GS1	Able to find, create, and develop innovations and new ideas in the fields of education, technology, vocational and vocational education.
GS2	Able to find solutions to the problems of the teaching profession in the fields of technology, vocational and vocational education.
GS3	Able to build collaborative networks with various educational institutions and the world of work that are relevant to the fields of education, technology, vocational and vocational sciences.
4. SPECIAL SKILLS	
SS1	Able to conduct in-depth and broad studies in the field of new science and technology through research that contributes to the development and solving of educational problems and publish them in reputable international journals.
SS2	Able to formulate policies and develop strategies with interdisciplinary, multidisciplinary, and

	transdisciplinary approaches to contribute to solving educational problems.
SS3	Able to develop educational theories and concepts through collaborative networks both at home and abroad.

The detailed distribution of DPTVE courses to achieve Programme Learning Outcomes can be seen in Table 1.1.27.

No.	Study Materials	Learning Outcome Distribution								
		A1	K1	K2	K3	GS1	GS2	SS1	SS2	SS3
1.	General Course	4	4	2	2	2	2	2	2	2
2.	Pedagogical Course	8	8	8	8	8	8	8	8	8
3.	Doctorate Program of Technical and Vocational Education Content	12	12	12	12	12	12	12	12	12
4.	Research	19	19	19	17	17	17	17	17	17

Subject	SEMESTER					
	1 th Year		2 nd Year		3 th Year	
	1	2	3	4	5	6
General Course	Philosophy and principles TVE					
	Multivariate Analysis					
	TVE Leadership Management and Policy					
Pedagogical Course		Curriculum Management				
		TVE and Multimedia Learning Model				
		TVE program evaluation				
Doctorate Program of Technical and Vocational Education Content	Technical and Vocational Education Leadership Management and Policy		Career development			
			Entrepreneurship			
Research	Advanced Research Methodology And Needs Analysis		Individual and Project Studies (Engineering Only)	Publication I and Result seminar dissertation	Publication II and Closed exam dissertation	Open exam dissertation
			Proposal seminar Dissertation			

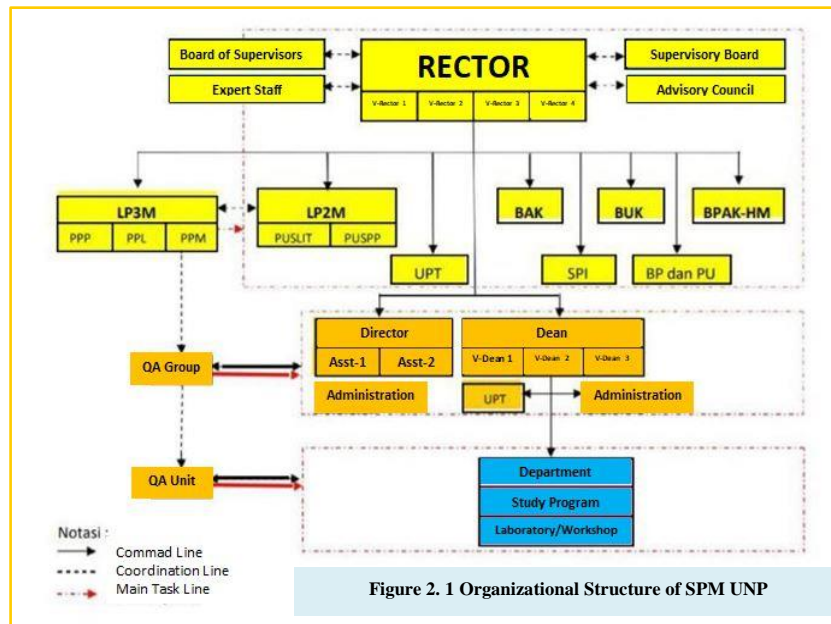
General Course
 Pedagogical Course
 Educational Technology Content
 Research

Student of DPTVE must taken 45.3: 30 X 43 SKS = 64.93 ECTS. The ideal number of DPTVE credits taken each semester can be seen in Table 1.1.30.

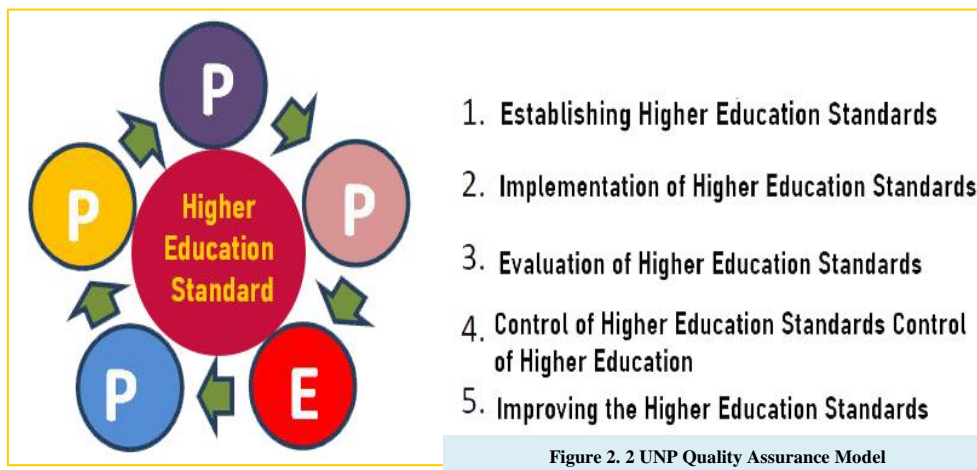
Period Credit to take	Semester						
	1	2	3	4	5	6	Total
	12	14	5	4	4	4	43

2. PROCEDURE FOR QUALITY ASSURANCE

Quality Assurance of Study Programs at Universitas Negeri Padang is implemented based on the Decree of the Rector of UNP Number 127/J41/KP/2004 on establishing the Internal Quality Assurance Agency (BPMI) UNP. UNP's Internal Quality Assurance System (SPMI) is implemented starting from the university level with the name Quality Assurance Center (PPM), the faculty level named Internal Quality Assurance Division (GPMI), to the study program level with the name Internal Quality Assurance Unit (UPMI). In more detail, the position of the UNP PPM in the UNP structure can be seen in Figure 2.1.



The function of the Quality Assurance Center is to ensure that the quality assurance system is implemented consistently and sustainably by referring to the PPEPP model (Determination, Implementation, Evaluation, Control, Improvement). This model can be seen in Figure 2.2.



Standard setting is carried out by academic implementing elements determined by the Rector's Decree (Attachment 2.1). The UNP Assurance System follows the UNP quality policy (Attachment 2.2). Input quality assurance is conducted by monitoring the workload of lecturers, the number of credits taken by students, and the ratio of lecturers to students. Process quality assurance is tailored by monitoring the implementation of learning process, student satisfaction and study period, as well as lecturer satisfaction. Assurance of learning quality at the study

program is carried out four times in a semester by UPMI through monitoring and evaluating the lecturers' learning implementation. The monitoring and evaluation results are reported to GPMI and PPM to measure the performance of the implementation of the study program in the current semester. Quality assurance at the university level is carried out every year.

The quality assurance of the learning process at the study program level is also carried out by the head of the study program. The head of the study program monitors and evaluates all activities related to teaching and learning at the study program, in coordination with the Internal Quality Assurance Unit (UPMI). The results of monitoring and evaluation are recapitulated by the head of the study program, validated by UPMI, and continued to GPMI as the implementer of quality assurance at the faculty level. If the results of monitoring and evaluation, both by UPMI and the head of the study program, are found to be non-compliant with the standards, a management review meeting at the faculty level will be held, to be controlled so that the non-achievement of standards can be addressed immediately, and standard compliance is achieved.

Furthermore, the quality assurance of the learning process at the university level is carried out through the Auditor, which is held once a year. This quality audit is carried out by an internal auditor. Auditor verifies the data by examining the documents and their supporting data that have been inputted into <http://penjamu.unp.ac.id>, to see the conformity between the quality standards/criteria that have been set and what the study program is implementing. If there is a discrepancy between what is being done and the quality standards/criteria that have been set, the quality assurance audit will provide suggestions to the study program regarding the discrepancy. Each finding is recorded on a checklist and written on an audit report signed by the auditor and the auditee, and witnessed by the head of the study program.

Quality assurance processes related to monitoring student satisfaction are carried out by measuring student satisfaction on the success of their lectures, lecturers' learning implementation, and facilities, through questionnaires (portals); while the student study period is monitored by reviewing the documents in the Academic and Student Affairs Bureau. Student satisfaction and study period are measured at the end of each semester. The results of the feedback on student satisfaction and study period are used by the study program to improve the quality of learning and academic services. The progress of the evaluation results can be accessed in [Attachment 2.3](#). The instrument used to measure student satisfaction can be seen here [Attachment 2.4](#). Process quality assurance is also carried out by measuring lecturer satisfaction. The instrument used to measure the satisfaction of lecturers and supporting units toward the services provided can be seen here [Attachment 2.5](#).

Output quality assurance is conducted by measuring the satisfaction of graduates, graduate users, and institution partners. Related to the quality of output, UNP facilitates students and graduates by providing the services of the Career Development Center (CDC) to assist students in their career development plans (<http://uftpkk.unp.ac.id>). CDC provides career development services through provision of information, career counseling, scholarships, and training. CDC also conducted a tracer study to see the career development of graduates. The tracer study was carried out by distributing the instrument through the website (<https://uftpkk.unp.ac.id/>). The summary results of the tracer study can be seen in Table 2.1.

Table 2. 1 Summary of Tracer Study Results

No	Indicators	BPESTE	BPSE	BNFE	BPET	DPTVE	DPES
1	Waiting Time for the First Job						
	≤ 6 month	68,88%	86,9%	85,03%	92,94%	90,9%	91,7%
	> 6 month	31,12%	13,1%	14,97%	7,06%	9,1%	8,3%
2	Wage received						
	≤ Regional Minimum Wage	87,48	63,24%	81,48%	93,59%	4%	0%
	> Regional Minimum Wage	12,52%	44,76%	18,52%	6,41%	96%	100%
3	Start working						
	Before Graduate	21,55%	9,02%	22,20%	9,10%	98,55%	91%
	After Graduate	78,50%	90,98%	77,80%	90,90%	1,5%	9%

The results of the tracer study ([Attachment 2.6](#)) are analyzed and used to formulate strategic steps for graduates to have global competitiveness. In addition, in the quality assurance process, the study programs (BPESTE, BPSE, BPNFE, BPET, DPES, and DPTVE) also benchmark with other universities in Indonesia and abroad.

All quality audit results and stakeholder satisfaction are followed-up by University Leaders, starting from the study program, faculty, and university levels. UNP can work with stakeholders every year through tracer study activities to get input on system improvements and find out how competent graduates are in the job market. The evidence for the follow-up can be seen in [Attachment 2.7](#). UNP provides an integrated information system to ensure quality assurance. The information system can be used to monitor student profiles and academic progress (<http://portal.unp.ac.id/>), students register for courses, survey teaching and learning evaluations, and view final grades of courses. While for the online learning process, UNP uses Learning Management System (<http://elearning2.unp.ac.id>) equipped with a course module. There are also other information systems, such as Community Services Program (KKN) (<https://kkn.unp.ac.id>); and Educational Field Internship Program (PLK) (<https://simpl.unp.ac.id>). Other information is also available here ([Attachment 2.8](#)).

3. LEARNING, TEACHING, AND ASSESSMENT

3.1 Bachelor Program

The learning, teaching, and evaluation programs in the Bachelor Program of Elementary School Teacher Education (BPESTE), Bachelor Program of Special Education (BPSE), Bachelor Program of Non-Formal Education (BPNFE), and Bachelor Program of Educational Technology (BPET) refer to the UNP Academic Guidelines (Attachment 3.1). Following university academic guidelines, the teaching and learning methods applied to BPESTE, BPSE, BPNFE, and BPET are student-oriented learning activities using active and innovative approaches such as quizzes and case methods and project-based learning at each study program. Apart from that, to gain hands-on experience from the field, some courses require students to undertake field studies such as field trips, school, industry visits, and internships mentored jointly by lecturers and practitioners.

The teaching method applied in each lesson is not the same. It is adjusted to the learning needs and PLO of each subject. For groups of subjects in general courses, pedagogical courses, and scientific courses, the teaching methods applied are discussion, quizzes, case methods, and project-based learning. In contrast, teaching methods are applied only to project-based learning for subjects included in research study materials. In addition, learning activities in school observations and teaching simulations are a part of preparing students for practicum. Practicum and field experience are the two main types of courses to develop student competencies. Furthermore, to facilitate online learning, UNP has prepared an online learning platform (<https://elearning2.unp.ac.id/>), an online library that can be accessed from home.

Lectures in BPESTE, BPSE, BPNFE, and BPET study programs use the Semester Credit System (SKS). Some courses are presented each semester, and each subject has a weight stated in Semester Credit Units (SKS). In practice, one credit for theory courses is carried out 1 x 50 minutes face-to-face, 1 x 60 minutes structured assignments, and 1 x 60 minutes of independent activities. As for practical courses in the form of face-to-face (seminar and thesis) 1 x 100 minutes, independent study 1 x 70 minutes, and one credit for field courses is 170 minutes. The number of meetings for each subject is 16 meetings (including midterm and final semester exams).

The module handbook lists the types of exams used to assess student achievement. This document is available in an online lecture database that students can access, and the lecturer also communicates this information at the beginning of the semester. The type of exam is based on the Programme Learning Outcome (PLO) and the Subject's aims. The exams include written tests for theory courses and performance tests for practical courses. Elements in the assessment include Middle and final examination, quizzes, case methods, and Project Base Learning. It follows what is stated on the UNP academic portal (<https://portal.unp.ac.id/login/index>).

Meanwhile, lecturers use assessment guidelines (rubrics) in planning assessment activities according to the elements assessed in determining the final assessment. The assessment guide (rubric) is used as a learning evaluation instrument to measure each PLO in learning activities. Then these values are accumulated according to the assessment weights that have been determined in the UNP academic regulations.

UNP has a policy of openness in the rating scale and uses an integrated information system for lecturers to deliver grades and students to access them. Lecturers input the student scores online through the UNP Portal-Student Values>Login (<https://portal.unp.ac.id/>), and students can access their grades through the UNP Portal. Academic calendar is issued by university at the beginning of the academic year, the exam schedule, grade input, changes, and updates of grades are scheduled, and all lecturers must meet the deadline for this assessment input. After the score entry schedule has ended, students can see their scores and complain about the scores they get. In making a complaint, students can use the form provided by the University. The lecturer concerned the form is filled out, known by the Study Program

Coordinator and Deputy Dean 1. Then the filled form is given to Bureau of Academic Administration and Student Affairs UNP. Next, students wait for the process of changing grades on the portal. Mid-semester examinations and final examinations follow the academic calendar issued by the University. The mid-semester exam is held in the 8th week, while the final exam is held in the 16th week. The schedule and technical exams are delivered at the first-week meeting at the beginning of the semester.

Students take a thesis exam to complete the undergraduate program in each study program. After the thesis trial, the chief examiner announces the student's graduation status. The following process is the head examiner filling out the thesis assessment sheet, which will be given to the study program coordinator for entry into the academic portal. To get the final score for the thesis, students must fulfill all the feedback suggested by all examiners.

Especially for the BPSE, the method of implementing the assessment varies based on the characteristics of each student. For students with visual impairments (blind), course assignments are given in several variations, namely a written test and an oral test. The written test can be done with a computer with the JAWS application installed and a screen reader so that the system can read out the questions. It makes it easier for students to work on written questions. For blind students who choose an oral test, assignments, and exams will be carried out directly (face to face) or by collecting voice notes (voice recordings).

Regulation of inspection and supervision of learning activities regularly is carried out by the Internal Quality Assurance Unit (UPMI). UPMI follows standard rules and procedures applied at the university level. The quality group reviewed and validated the alignment of exams and course content. At the same time, the practice and implementation of this system in study programs are monitored at the faculty level by UPMI. UPMI can provide input from the evaluation results and supervision to the head of the study program as feedback to be followed up.

3.2 Doctoral Program of Educational Sciences and Doctoral Program of Technical Vocational Education

The implementation of teaching and learning in the Doctoral Program of Educational Sciences (DPES) and Technical Vocational Education (DPTVE) is developed to lead students to achieve the LO of study programs in a healthy academic culture. The teaching and learning methods applied for DPES and DPTVE include discussion, case method, and project-based learning. These three methods are applied to courses that fall within general courses, pedagogical courses, and scientific courses. However, specifically for learning in subjects included in research study materials, the method used is only project-based learning. In courses on research study materials, students no longer have theoretical lectures but go straight to practice.

The implementation of teaching and learning at DPES and DPTVE is the same as the bachelor program, using the Semester Credit System (SKS) which is in each semester, some courses are presented, and it has a weight stated in SKS. However, it is only in theory courses which include of face-to-face meeting is 1 x 50 minutes, structured assignments is 1 x 60 minutes, and independent activities is 1 x 60 minutes. Meanwhile, there are no practical and field courses. The number of meetings for each subject is also the same as for the Bachelor program. Here, the number of meetings for each subject is 16 meetings (including midterm and final semester exams).

Respecting and serving the diverse needs of students is something that needs to be considered in the learning and teaching process at DPES and DPTVE. Therefore, the path of completing doctoral studies by course and by research is offered. However, UNP Postgraduate still offers a system by course in completing doctoral studies. For new students who have a non-educational background, the briefing is provided in compulsory general education courses form.

In addition, UNP also seeks to meet the various needs of students by providing learning facilities for students in the form of study rooms for lectures, libraries, and independent study rooms for doctoral students. Class schedules are adjusted to make it easier for students who are working. Student-based learning is reflected in the provision of various skill orientations that students can choose from in the second semester to accommodate the individual needs. Then, to facilitate students who do not have an educational background, students will get the basic knowledge of education through general compulsory subjects in the first semester. To support the performance of lecturers and students, the University provides an online library to access the latest research results and scientific works in the Learning Management System (LMS) available at EBSCO, <http://library.unp.ac.id/>, and Proquest.

In order to encourage academic progress, supervision is carried out by the quality assurance unit (UPMI) in each study program. Besides that, it is also supported by research conducted by DPES and DPTVE lecturers. This supervision and research need to be done to improve the lecturer's learning and teaching quality in each subject.

Assessment rules are available in periodicals that are socialized to students. The assessments process and the students' learning outcomes is processed in the various assessment methods. Aspects of independence and skills are assessed through presentations, independent assignments, article analysis, and group assignments. Students must write papers, journal reviews, learning media, practicum kits, mini-research, portfolios, and dissertations for the doctoral program. Then, the implementation of the assessment given by the lecturer refers to the assessment instrument (rubric) following the PLO of the course.

The exam schedule and regulations related to assessment follow the academic calendar, which is distributed to all students and lecturers at the beginning of each academic year (Attachment 3.2). Assessment of students is carried out starting from the beginning of the lecture and throughout the learning process. The Postgraduate Program supports lecturers in improving their assessment skills through workshops such as online-based assessments. The reference for assessing student success for each course is based on the standards issued in the implementation of UNP education. Furthermore, the University facilitates lecture feedback (learning, assessment, etc.) through an online questionnaire (<http://evaluasi.unp.ac.id/>).

The procedure for conducting the dissertation exam, which consists of 4 stages: (1) research proposal seminar, (2) research results seminar, (3) closed session, and (4) open session/doctoral promotion. Publication of scientific articles in reputable international proceedings is required to attending proposal seminars and dissertation research results seminars. Meanwhile, scientific articles in reputable international journals are used as a requirement to participate in closed sessions and doctoral promotions. In addition, another additional requirement is to attach a TOEFL certificate issued by the UNP Language Center Technical Implementation Unit.

Regarding the dissertation exam at the proposal and the results seminar in the DPES and DPTVE doctoral study programs, there is an organizational structure who are responsible for implementing it. The responsible structure consists of a promoter and co-promoter (as well as an examiner), the chief examiner, and two examiner members. Then, at the closed and open examination stages, the organizational structure and those in charge are the Chancellor (as chair of the session), postgraduate director/dean (as session secretary), study program coordinator, promoter and co-promoter, external examiners from universities in Indonesia, outside UNP and three internal examiners from UNP (as the examiners). The minimum passing grade (GPA) for Doctoral students is 3.00.

The UNP assessment system has a basic policy that is fair and transparent as a formal procedure if there are complaints from students regarding to the exam results. UNP establishes online and integrated student academic archive information to support this policy. Similar to the bachelor programs, lecturers input student scores by online through the UNP Academic Portal-

Lecturer Score>Login (<https://portal.unp.ac.id/>), and students access their scores using their respective accounts. The schedule for inputting grades by lecturers is announced in the academic calendar issued by the University at the beginning of the academic year. Changes and updates to grades are also scheduled, and all lecturers must meet this schedule. Before the final score, students can see their scores and submit the complaints or appeals to their respective lecturers. If the problem has not been resolved, students can contact the head of the study programme to follow up on the problem.

The policy related to the dispensation for completing the DPES and DPTVE studies is for two semesters outside the maximum study period (maximum study period is 14 semesters). The relief in the exam, especially in the achievement of the "Delay" score, is given the opportunity for students for two months to complete it, while for students who are unable to take the exam due to an emergency obstacle (accompanied by a certificate) are allowed to take a follow-up exam. Then, students who can take the semester exam must fulfill the learning with minimum attendance of 80% (excluding permission and illness).

Learning and assessment activities at DPES and DPTVE also have regulations on inspection and supervision by UPMI and GPMI as also implemented in the Bachelor program. Then, the results of the inspection and supervision become evaluations and inputs to be followed up by the Rector. This follow-up aims to develop a better learning and assessment process for DPES and DPTVE.

4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

4.1 Admission

4.1.1 Student Admission for Bachelor Program

Admission to the bachelor program must follow the rules set by the university. In general, the admission of students to all state universities in Indonesia is handled by the University Admission Test Institution (LTMPT) [/https://ltmpt.ac.id](https://ltmpt.ac.id). There are two pathways of student admission organized by LTMPT: national selection based on academic achievement of students in secondary schools (SNMPTN) and national selection based on exams (SBMPTN). In addition, UNP also independently conducts student selection (SPMB *Jalur Mandiri* or University Selection) UNP. The proportions of SNMPTN, SBMPTN, and Independent Selection are 30%, 40%, and 30%, respectively. UNP student admission information can be accessed at <https://spmb.unp.ac.id/>. Meanwhile, a recapitulation of the number of enthusiasts and students accepted at Universitas Negeri Padang can be accessed at <http://sie.unp.ac.id/>. In addition, complete student data in the form of the academic year, capacity, number of student admissions (registrant, accepted, registered), GPA, and gender can be accessed on the page <http://sia2.unp.ac.id/>.

There are three types of college entrance pathways. First, through the SNMPTN pathway, which is one of the entrances to higher education via the selection of report cards and academics. Second, through the SBMPTN pathway, namely the PTN selection pathway which is held openly and uses a written test-based selection. Third, through the *Jalur Mandiri* selection, which is the entrance system which is specifically tailored by UNP. These three PT entrance routes are carried out every year but at different times. Usually, the SNMPTN pathway is carried out earlier, then followed by the SBMPTN and the last is the Independent exam for students who do not take or do not pass the two previous paths. Each of these PT selection pathways has almost the same requirements but there are different specific requirements. The SNMPTN entry requirements are as follows: 1) applicants are senior high school/vocational school/Senior Islamic High School(MA)/high school equivalency program students of the last class (grade 12) who have excellent achievements, namely having academic achievements and the requirements determined by UNP; 2) has a National Student Identification Number and is registered in the School and Student Database; 3) have report cards for semesters 1 to 5 which have been entered in the School and Student Database; 4) Participants who choose the arts and sports study program are required to upload a portfolio. Furthermore, the requirements to take part in the SBMPTN entrance selection are as follows: 1) having an LTMPT account (National entrance exam organizer); (2) Senior high school/vocational school/Senior Islamic High School(MA)/high school equivalency program students with a maximum age of 25 years as of 1 July of the consecutive year; 3) participants who will choose the Science and Technology study program, should take the Scholastic Potential Test, English, and Science and Technology Academic Basic Competency Test; 4) participants who choose Sosial study program, should take the Scholastic Potential Test, English, and Sosial Academic Basic Competency Test; 5) participants who will choose a mixed study program (Science and Social Sciences) should take the Scholastic Potential Test, English, Science and Technology Academic Basic Competency Test, and Sosial Academic Basic Competency Test; 6) the results of the Computer-Based Written Exam are only valid for the current year, and 7) pay for the Computer Based Writing Exam. Furthermore, the requirements to take part in the independent selection are senior high school/vocational school/Senior Islamic High School(MA)/high school equivalency program graduated in the last three years and having a report card for semesters 1 to 5, achievements and scores for SBMPTN/Computer-Based Written Examination (no-exam) with a maximum choice of 3 programs. The minimum study is in 2 faculties. Specifically, only the SBMPTN pathway carried out written exams with scholastic potential test materials, general English tests, and academic ability tests. Meanwhile, there is no interview stage in the three selections.

In high school, there are two concentrations namely social science concentration and natural science concentration. In SBPMTN, both concentrations free to choose either social science or natural science study programme in university with specific requirements. Particularly, for natural science concentration is able to choose social science study programme, but not vice versa. Further information concerning the admission process of new students in UNP can be seen here (Attachment [4.1](#)).

4.1. 1. 1 Admission of the Bachelor Program of Elementary School Teacher Education

Student data for the bachelor program of Elementary School Teacher Education (BPESTE) are organized based on students’ interests, capacity, and the number of enrolled students. These data are displayed in the last three years, from 2019 to 2021. The capacity of new students is seen in the entrance of SNMPTN, SBMPTN, and *Jalur Mandiri*. Based on the data obtained in the table, the number of enthusiasts enrolling in the BPESTE in 2020 decreased compared to 2019. The significant decrease is due to the Covid-19 pandemic. On the other hand, the number of students accepted and enrolled has continuously increased each year to meet the needs of elementary school teachers in the schools.

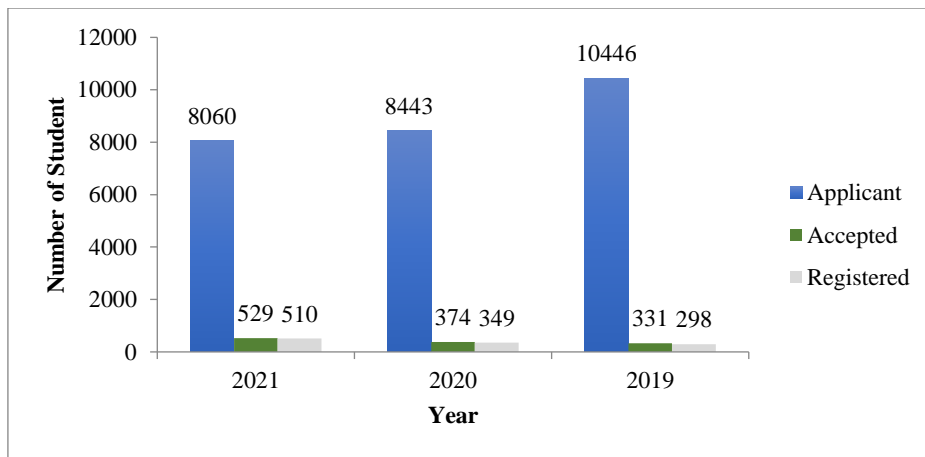


Figure 4. 1 The number of applicants, students accepted, and registered in BPESTE Year 2019-2021

4.1. 1. 2 Admission of Bachelor Program of Special Education

Figure 4.2. shows the competitiveness to enter BPSE in the last three years (2019-2021). The number of students accepted varies depending on the availability of resources and ratio of lecturers to students. In 2019 the number of students accepted was around 10% of the number of applicants, and for the next two years it increased to 14% and 25% as resources increased. Based on the picture, the competition to enter BPSE is quite high.

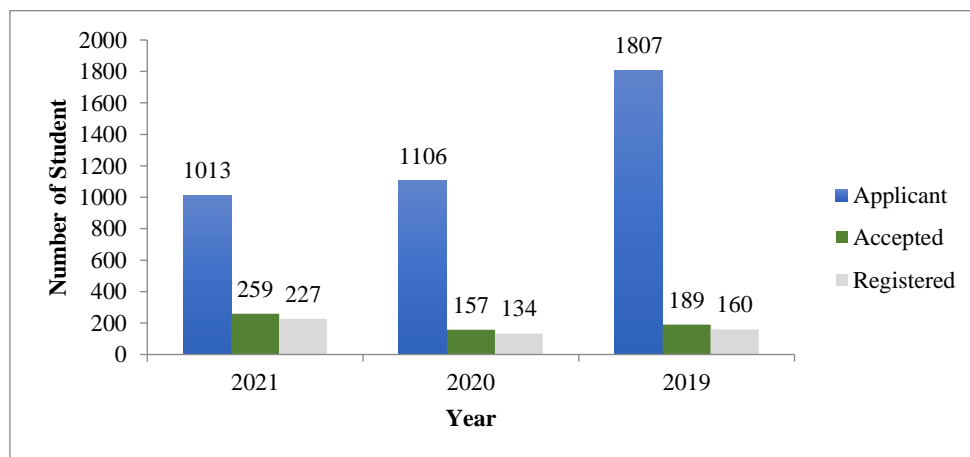


Figure 4. 2 The number of applicants, accepted, and registered students in BPSE Year 2019-2021

4.1.1.3 Admission of Bachelor Program of Non-Formal Education

BPNFE maintains the number of students accepted between 105-150. Due to the high number of registrants, the competition to study at BPNFE is fierce. Figure 5.3 shows the number of interests, capacity, and students enrolling in the last three years. In 2020, the number of registrants decreased due to the pandemic.

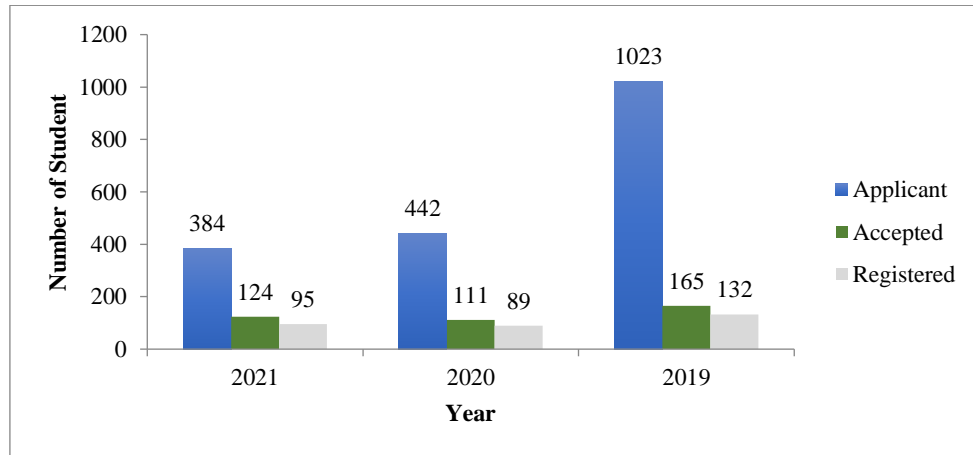


Figure 4.3 The number of applicant, students accepted, and registered in BPNFE Year 2019-2021

4.1.1.4 Admission of Bachelor Program of Educational Technology

In the last three years (2019-2021), the average number of new students in the Study Program Educational Technology is 120 from three entry points, namely SNMPTN, SBMPTN, and *Jalur Mandiri*. Figure 5.4 demonstrates three categories: the number of enthusiasts, registrants who passed the entrance exam, and students who pre-registered for the Educational Technology study program. From the picture, it can be explained that the number of registrants decreased quite significantly due to the pandemic situation. However, the number of students accepted is still relatively stable, as is the number of active and re-registering students.

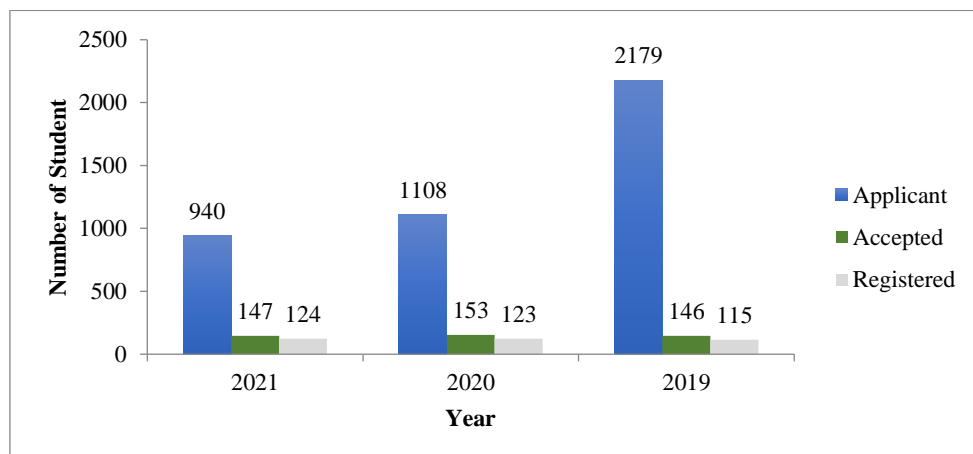


Figure 4.4 The number of applicants, students accepted, and registered in BPET Year 2019-2021

4.1.2 Student Admission for Doctoral Program

Admission of new students in the UNP Postgraduate is processed through an Independent Selection path under the Decree of the Rector of Universitas Negeri Padang Number 814/UN35/AK/ 2020 on the Admission of New UNP Graduate Student Candidates. Formal documents on the management policy of UNP Graduate students include recruitment methods, selection system, and student services in the Academic Regulations of Universitas Negeri Padang contained in the Decree of the Rector of UNP Number: 05/2018 dated February 19,

2018, on the Admission of New Students for Diploma, Bachelor, Master, Doctor at Universitas Negeri Padang.

The decision-making system for student admissions is carried out through coordination meetings that present UNP leaders, Postgraduate leaders, and Heads of Study Programs. In the meeting, an evaluation will be carried out on the results that have been recapitulated from the UNP Postgraduate Admissions Selection Team, which include: TOEFL and TPA test results, interview test results, and evaluation results on CV, Portfolio (including scientific works that have been produced) by prospective students), and a dissertation proposal plan. Admission of new UNP doctoral students is integrated with the Graduate Program admission system based on the Decree Director of UNP Graduate Program Number 5 the Year 2018. Admission of new students in the UNP Postgraduate environment is made through the SPMB admission path, which can be downloaded through the page <https://spmb.unp.ac.id/>. For the admission process of new prospective students, the Doctoral Program accepts prospective students who have a Master's degree (S-2) qualification.

4.1.2.1 Admission of Doctoral Program of Educational Sciences

In the last three years (2019-2021), the average number of new students in DPES is 33 people from one entrance, non-regular test. Figure 5.5 describes three categories: the number of enthusiasts, registrants who passed the entrance exam, and students who pre-registered for the DPES. From the picture, it can be explained that the number of registrants decreased quite significantly due to the pandemic situation. However, the number of students accepted is still relatively stable, as is the number of active and re-registering students.

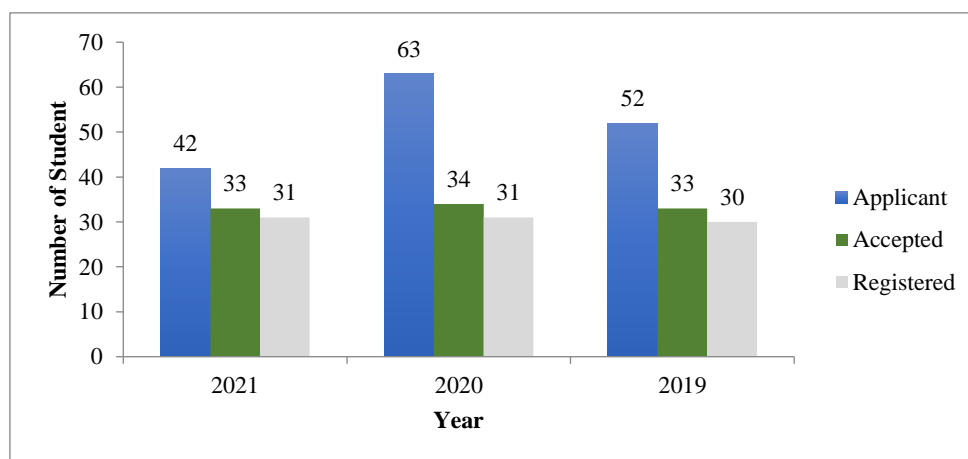


Figure 4. 5 The number of applicants, students accepted, and registered in DPES Year 2019-2021

4.1.2.2 Admission of Doctoral Program of Technical and Vocational Education

Student data of doctor's degree Doctoral Study Program-Technology and Vocational Education Faculty of Engineering UNP based on aspects the number of interested students, the number of students accepted, and the number of registered students. This data is seen in Figure 5.6.

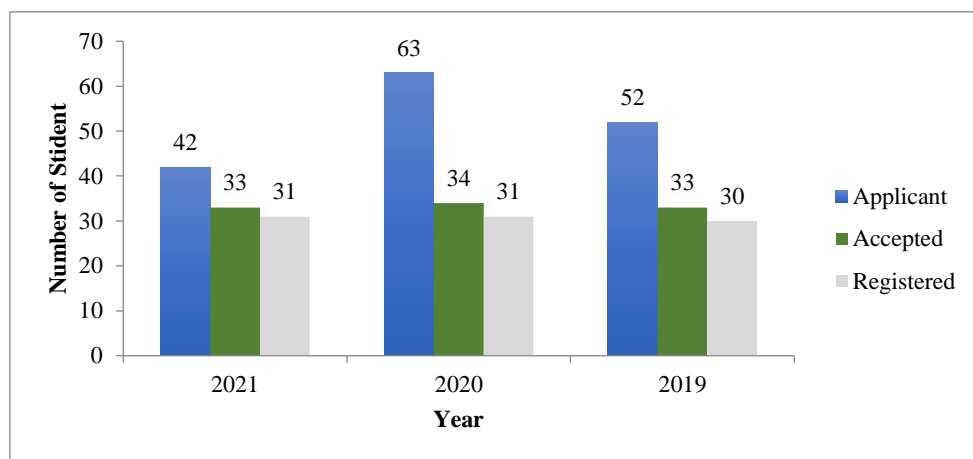


Figure 4. 6 The number of applicants, students accepted, and registered in DPTVE Year 2019-2021

4.2 Development, Recognition, and Certification of Students

4.2. 1 Development of Bachelor Program

Development of students from registration to graduation is monitored through academic guidance and online monitoring systems (<https://sia2.unp.ac.id/>). Assigned academic tutors do academic tutoring in the first semester. Student learning progress is monitored through academic guidance reviewed at the end of each semester. The ratio of academic counselors to the student population is 1:20. Academic coaching can be done in person and online. The counseling process covers potential academic and non-academic issues. Academic Advising Lecturers can utilize the information available on the system to identify student study problems. GPA and other details can be accessed online by each student and lecturer at <https://portal.unp.ac.id/>. This system can identify student learning problems to provide immediate support. Direct (face-to-face) guidance is provided for matters that require in-depth discussion, such as research plans. Depending on the nature of the problem, academic counselors can provide guidance, support, and motivation.

Mentoring and counseling services are available during studies until graduation. Coaching sessions are planned at least three times per semester, but the coaching can vary depending on the student's needs. The student portal page at <https://portal.unp.ac.id/> automatically shows the number of credits students can take each semester based on their GPA and prerequisite subjects. Academic guidance must be conducted at least three times a semester in face-to-face meetings or by telephone or electronic message (e.g.: Whatsapp, email). However, face-to-face sessions between students and academic counselors are mandatory and are scheduled at least at the end of the semester. Discussions of academic guidance include: (a) the making of credit contracts; (b) overall development monitoring; (c) assessment of students' GPA; (d) providing initial support to students with academic problems. UNP also provides guidance and counseling run by professional psychologists. In addition, BPNFE will also provide career guidance before graduation. Through career guidance, graduates are prepared to enter the world of work.

Table 4.1 shows the average study period and student GPA over the last three years. The average study period is 4.54 years, and the average GPA obtained by students is 3.54. The UNP Strategy 2015-2019 for undergraduate and graduate programs sets an average GPA of 3.37. It means that the average GPA has reached the strategic target. By considering the characteristics of the study program in BPESTE, BPSE, BPNFE, and BPET, the average GPA achieved is good. However, various efforts need to be made to increase the average GPA in each program, especially in some non-educational programs.

Table 4. 1 Average Study Period and Graduate GPA in the Last Three Years of Students for each Undergraduate Study Program administered by FoE UNP.

No.	Study Program Study	Study Period	GPA
1	BPESTE	4.28	3.52
2	BPSE	4.63	3.48
3	BPNFE	4.46	3.32
4	BPET	4.69	3.49
Average GPA obtained from 4 study programs		4.52	3.45

UNP strongly supports the internationalization and mobilization of students for academic and non-academic activities. Therefore, the university has a special section that handles international activities, namely the International Office of Universitas Negeri Padang, which can be accessed at <http://io.unp.ac.id/>.

4.2. 2 Recognition of Bachelor Program

Recognition of student achievement is regulated in university regulations on MBKM. The recognition mechanism for informal education activities is under the direction of UNP (Regulation of the Rector of Universitas Negeri Padang Number 2 of 2021 on Guidelines for the Implementation of Independent Campus Freedom to Learn at Universitas Negeri Padang), which can be accessed here (Attachment 4.2). The regulations recognize students' achievement and involvement in various programs, for example, student exchanges, teaching in schools, research, entrepreneurial activities, research aid, village development, guidance grant programs. Then, they convert such participation into credits so that students do not have to take relevant courses.

Credit transfers are made as set out in the MoU between participating universities. Educational programs conducted by students are analyzed whether they are formal or informal. If formal, the number of activity hours will be converted to charge/credit hours.

4.2. 3 Bachelor Program Certification

Graduates of undergraduate study programs will be awarded a Bachelor of Education (S.Pd.) degree. In addition, graduates will receive a diploma, academic transcript, and supplementary documents describing the student's achievements during the program of study. Before graduation, students are asked to submit a list of achievements and evidence. Prospective graduates who get achievements must input data on achievements achieved during their time as students at <http://sipresma.unp.ac.id/> to obtain a Diploma Supplement.

The highest recognition "*cum laude*" is intended for graduates who complete studies on time, publish articles in journals with ISSN, and obtain a GPA of 3.51 – 4.00. In addition, to obtain a diploma, graduates must have a minimum score of 400 on the TOEFL Prediction test at UPT Language Center UNP.

Holders of a Bachelor's Degree in Education have the right to teach in educational institutions, both formal and non-formal. In addition, graduates can also work as educators, designers, training executors, scholars, study assistants, assessors, educational practitioners in the social field, and therapists.

In the last three years, as many as 1.599 people have completed their studies with a Bachelor of Education degree. Almost 42.65% of alumni have gotten jobs related to their field of study. Usually, they work in government or private education and training institutions. In addition, some continue their studies at state universities at home and abroad.

4.2. 4 Development of Doctoral Program

The doctoral program in Educational Sciences UNP was established based on the Decree of the Director-General of Higher Education in 2003 No.940/D/T/2003, dated May 7, 2003, can be seen at the link/website <http://www.pps.unp.ac.id>. Meanwhile, UNP's doctoral program in

Technology and Vocational Education was established based on SK Director General of Higher Education in 2013 with SK No. 16/E/0/2013, which can be viewed at <https://pps.ft.unp.ac.id/>.

The development of postgraduate students' learning progress is monitored through a quality assurance system. The implementation of quality assurance starts from monitoring, evaluation of the learning process, and management review. In the Study Program, there is a Quality Assurance Unit (UPM) conducting the review evaluation of curriculum and learning methods under Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia number 67 of 2016 and Universitas Negeri Padang Statute based on the Decree of the Director of Graduate Programs UNP /UN35.15 /AK /2020 on the Determination of the Standard Book of the Internal Quality Assurance System of the UNP Graduate Program.

Student progress is also monitored through exams. The study load of the Doctor's Degree of Science Education and Doctor's Degree of Technology and Vocational Education programs is forty-two (42) credits. Each semester students take a maximum of 15 credits. Length of study for doctoral programs is 6 (six) to 14 (fourteen) semesters according to Permendikbud RI Number 3 of 2020 on the National Standards of Higher Education (SN-PT) article 17 paragraph g on the efficiency of lectures in doctoral education programs. Comprehensive testing stages are set out in the Standard Operational Procedure (SOP). The Doctoral Program Qualification Exam ranges from a comprehensive exam to an open-ended exam defending the dissertation.

Dissertation writing is guided by dissertation writing based on the Decree of the Director of the Postgraduate Program on dissertation writing guidelines in 2021. Students write a dissertation proposal followed by a proposal seminar, research seminar, and dissertation closed exam. After declaring that they had passed the closed exam, the doctoral candidate student (called Promovendus) is decided to take the open exam or Doctoral Promotion. The implementation is regulated through SOP number 20/UN35.9/AK/2018. The Dissertation Open Examination is held at the student's request with the approval of the Promoter Commission and the Lecturer Discussant/Examiner. Under the rules of Rector's Decree Number 02 of 2020. All preliminary information related to the structure and process of the doctoral program is accessible through the web (Attachment [4.3](#)).

Table 4. 2 Average Study Period and GPA of Graduates in the Last Three Years of Students for each Study Program managed by UNP Graduate Students.

No.	Study Program Study	Period	GPA
1	Doctoral Program of Science Education	3.71	3.61
2	Doctoral Program of Technical Vocational Education	4.55	3.81
Average GPA obtained from 2 study programs		4.58	3.71

4.2. 5 Recognition of Doctoral Program

Recognition of student learning outcomes doctoral programs in education and technology and vocational education are indicated by several cooperation programs with various campuses both national and abroad per the MoU. Cooperation is done with foreign universities such as the University of Cologne Germany, University UPSI Malaysia, Universiti Teknologi Malaysia. Cooperation with domestic universities includes Sumatra, Java, Bali, Sulawesi, State Islamic University, and Muhammadiyah University. This cooperation is done to improve the quality of the DPES. It is stated in the Rector's regulation number 06 of 2019.

4.2. 6 Certification of Doctoral Program

Graduates of the Doctor of Science in Education and Technology and Vocational Education program (Doctor/Dr.). The highest "cum laude" recognition is given to graduates who complete their studies on time, publish articles in Scopus -indexed journals, and obtain a GPA of > 3.75. The Rector signs the degree.

5. TEACHING STAFF

5.1 Recruitment and Selection of Teaching Staff

5.1.1 Recruitment of Teaching Staff

The lecturer recruitment process is conducted by considering the number of lecturers to students. The ideal ratio of lecturers to students in the undergraduate program is 1:20 (Science), 1:30 (Social and humanities), and 1:10 (doctoral programs). This policy is based on the Letter of the Minister of Research and Technology and Higher Education Number 105/M/VI/2015 of 2015 and Law of the Republic of Indonesia Number 12 of 2012 on Higher Education. Recruitment of lecturers is following the national system recruitment based on (1) Permenristekdikti Number 2 Year 20 16 on Amendments to the Regulation of the Minister of Research, Technology, and Higher Education Number 26 of 2015 on the Registration of Educators in universities; (2) Regulation of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia Number 38 of 2016 on Procedures for Appointment and Dismissal of Lecturers and Educational Staff as Government Employees with Employment Agreements in Thirty-Five New State Universities; (3) Academic Regulations of Universitas Negeri Padang in 2015. To meet the needs of lecturers, permanent lecturers (civil servants), non-civil servants permanent lecturers, and External Lecturers are recruited through registration process follows the mechanism organized. The recruitment system is implemented based on the transparency and fairness principles. Recruitment of lecturers, including academic requirements and experience, placement, coaching, development, and termination of lecturers and staff conducted to ensure the quality of academic activities. Especially about the determination of the lecturer's homebase based on the needs of the study program as contained in the SOP of the Working Unit of the Public and Finance Bureau of Universitas Negeri Padang (Attachment [5.1](#)).

5.1.2 Selection Process of Teaching Staff

The Selection Team carries out the selection process for Lecturers for the civil servants and non-civil servants conducted in an integrated manner through committees formed at the Faculty and University levels. The selection committee prepares the necessary announcements and formations based on the planning and formations available, especially for Civil Servants; the administrative selection stage and the basic competency examination are conducted nationally. Meanwhile, for the Field Competency exam and interviews conducted by UNP under the coordination of Vice-Rector II for Personnel and Finance.

The national committee determines the final result of the selection for Civil Servants based on the values managed by the UNP Team to the Ministry of PAN-RB. Placement: a) Each lecturer has the authority to teach in undergraduate to doctoral programs under their academic qualifications, academic positions, and areas of expertise. Lecturers qualified to teach at the undergraduate level must have a minimum academic qualification of a masters. To teach at the master's level, the Lecturer must have a doctoral qualification. Meanwhile, to teach at the doctoral level, the Lecturer must have a minimum doctoral qualification and the rank of associate professor. Based on these criteria, each lecturer can be placed in one or more study programs or at different levels related to their field of expertise. b) Possess educator certification and qualifications equivalent to level 6 IQF in undergraduate programs and level 9 IQF in doctoral programs, as regulated in UNP Rector's Regulation Number: 891/UN35/AK/2019 on Guidelines for Human Resource Management.

5.2 Teaching Staff and Its Development

The lecturer staff of each study program can be seen in the following table.

No	Qualification	Number of Lecturers Per Prodi					
		BPESTE	BPSE	BPNFE	BPET	DPES	DPTVE
1	Master's Degrees	32	14	9	14	0	0
2	Doctor's Degrees	8	6	6	6	3	8

3	Professor	1	2	3	1	20	10
Total		41	22	18	21	30	18

Complete data of lecturers can be seen at the following links: [BPESTE](#), [BPSE](#), [BPNFE](#), [BPET](#), [DPES](#), and [DPTVE](#). Lecturers obtain teaching assignments following their field of expertise following the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers Article 72 on Workload. In addition, lecturers are also tasked in guiding students, both academically and final assignment guidance. The maximum number of final assignment guidance students for each lecturer is ten people per semester. It is regulated in [Rector's Regulation No. 09 of 2018](#) on implementing students' final assignment at UNP. In addition, each lecturer reports the performance of each semester which includes performance in teaching, research, and service, as well as performance on related tasks through system (Attachment [5.3](#)).

Lecturer development by the university is conducted by: (1) continuing studies or short courses; (2) improving English language through IELTS and TOEFL training and courses; (3) training activities to improve the quality of research proposals and service to the community, (4) support the preparation of scientific articles and design patents/intellectual property rights; (5) conduct research annually and receive grant funds; (6) conduct educational field practice in collaboration with students; (7) attending scientific seminars, workshops, and training; (8) promote post-doctoral. (9) Innovation of teaching methods and use of new technologies is done through various training and supported by online learning management system; and (10) acceleration of professors is done by coaching clinic publication and preparation of credit scores based on credit point assessment: (11) Human resource development policies are carried out by supporting doctoral study for lecturers who are still Masters, undergoing vocational training, and education for educators aimed at improving the competence of lecturers and education staff as evidenced by the acquisition of lecturer competency certificates and tenders. The competency certificates held by lecturers from the six study programs are as follows: [BPESTE](#), [BPSE](#), [BPNFE](#), [BPET](#), [DPES](#), and [DPTVE](#). Policies for planning, recruitment, selection, placement, development, retention, dismissal, and retirement of civil servant lecturers follow the laws and regulations that apply to civil servants. The policy on planning, recruitment, selection, placement, coaching, retention, dismissal, and retirement of non-civil servant Permanent Lecturers follows the provisions stipulated in PP PTN-BH, Ministerial Regulations, and UNP Rector's Regulations. (12) Development of new teaching staff is regulated in Rector's Regulation No. 7739/UN40/HK/2015. Professional development training of new staff is implemented through education and training. Types of training are related to qualifications, competencies, performance appraisal, and the needs of the work unit.

5.3 Publication and Research of Teaching Staff

Lecturers in each study program have conducted research and published their papers in reputable national and international journals for the past five years. The lecturers' publications of each study program in the last five years can be seen in Table 5.2.

Academic Year	BPESTE		BPSE		BPNFE		BPET		DPES		DPTVE	
	National	International	National	International	National	International	National	International	National	International	National	International
2017	35	29	14	16	14	4	31	14	142	63	32	19
2018	310	44	39	11	186	9	38	25	262	257	40	21
2019	196	108	132	33	144	29	57	51	283	356	104	32
2020	258	46	87	14	122	15	39	12	273	243	73	79
2021	300	17	190	26	93	9	31	10	411	152	43	67

Furthermore, lecturer publications also can be seen in the staff handbook of the study program [BPESTE](#), [BPSE](#), [BPNFE](#), [BPET](#), [DPES](#), and [DPTVE](#). Lecturers conduct activities with

the support of funds obtained from university-level competitive fund and national level. This activity aims to improve the quality of research towards global research. Some research schemes are cooperate between abroad universities/ institutions/colleges. Some examples of collaborative research that have been conducted over the last five years in collaboration with domestic and foreign partners are:

1. *BPESTE is in collaboration with the Graduate School of Education Hiroshima University (Japan), Universiti Kebangsaan Malaysia, Sultan Idris University of Education (Malaysia), Consortium of Asia Pacific Education, Universitas Malaysia, Kyoto University, The University of the Philippines, and SEAMEO*
2. *BPSE cooperates with: Graduate School of Education Hiroshima University (Japan), Universiti Kebangsaan Malaysia, Sultan Idris University of Education (Malaysia), Consortium of Asia Pacific Education Universitas Malaysia, Kyoto University, The University of the Philippines, and SEAMEO*
3. *BPNFE collaborate with Srinakharinwirot University (Thailand), Universitas Negeri Malang, Universitas Negeri Semarang, Universitas Negeri Yogyakarta, Universitas Negeri Surabaya, Universitas Negeri Medan, Universitas Negeri Gorontalo, Universitas Negeri Makassar, Non-Formal Education Unit SKB Regional I Padang City, and HIMPAUDI West Sumatra Province.*
4. *BPET is in collaboration with CV. TRUST System Indonesia, UPI Educational Technology Department, Radio Media Development Center for Yogyakarta Ministry of Education and Culture, Open University, STEKOM University, PGRI, Baringin District, and Sawahlunto City*
5. *DPES collaborates with the University of Cologne Germany, University UPSI Malaysia, and Universiti Teknologi Malaysia.*
6. *DPTVE conducts research collaborations with Universite Laval Quebec-Canada and Universiti Tun Hussein Onn Malaysia.*

5.4 Guest Lecturers

To improve the quality of learning and particular competencies in education and science, the study program brings guest lecturers to teach in the study program and contribute to the student guidance process. In addition, guest lecturers also contribute to improving the quality of lecturer research in the form of research writing assistance and scientific work. Guest lecturers can come from other universities that have established cooperation in MoUs and MoAs Guest lecturers are at [Guest Lecturers](#).

6. LEARNING RESOURCES AND STUDENT SUPPORT

6.1 Funding for Study Programme, Tuition, Scholarship, and Tuition Fee Waivers

The Government Regulation of Republic of Indonesia Number 114 of 2021 stipulates that UNP is a state university with a legal entity (PTN-BH). UNP is given flexibility and independence in financial management. Based on these rules, the autonomy that UNP has is not only concerning academics but also in its financial management. The autonomy in the planning, allocation, management, and accountability in the finance of the study program. The funding is obtained based on the allocation from UNP.

The public affairs and finance vice-rector manage all academic funding at UNP. UNP's sources of funds come from the the State Revenue and Expenditure Budget, domestic and foreign cooperation, businesses carried out by UNP, and funds from the public. Community contributions in the form of tuition are paid by students each semester. Then UNP uses and distributes the funds for each study program with the principle of "Top-down planning and bottom-up distribution." To implement these things, each study program has a Budget Plan (RKA-K/L), which must be under UNP strategic plan. RKA-K/L for each study program is determined based on the number of registered students.

Tuition fee from each student varies based on parent's income. However, students from the independent selection have to pay more when attending the study program. Details of tuition each semester for the following study programs can be seen in Table 6.1.

Table 6. 1 Details of Tuition Fee (UKT) for Each Semester

No.	Study Program	Tuition Fee(Rp)	Tuition Fee (USD)
1.	BPESTE	IDR 500.000-4.000.000	35-282 USD
2.	BPSE	IDR 500.000-4.000.000	35-282 USD
3.	BPNFE	IDR 500.000-4.000.000	35-282 USD
4.	BPET	IDR 500,000-4,000,000	35-282 USD
5	DPES	IDR 10,500,000	740.47 USD
6	DPTVE	IDR 10,000,000	694 USD

Several scholarships are available for undergraduate students, including Academic Achievement Enhancement scholarships (PPA), Bank Indonesia (BI) scholarships, PT. Rajawali, Baznas scholarships, Van Deventer-Maas Indonesia, Bank Rakyat Indonesia (BRI), and Bank Nagari. There are also several scholarships for the postgraduate program (doctor's degree), including LPDP, Outstanding Scholarship from the Ministry of Education, and others. The registration process and scholarship information are available at <http://sib.unp.ac.id/>. In addition, the government also provides Bidik Misi scholarships for students from low-income families. Regardless of the scholarship, UNP provides a temporary exemption of tuition, reduction of tuition, change of tuition group, or payment of tuition in installments for students experiencing economic decline. Guidelines for applying a reduction in tuition fees are available in [Attachment 6.1](#).

UNP provides and allocates the scholarship from the university budget to grant of the Academic Achievement Improvement (PPA) scholarships. It prioritized for students with academic achievement and special scholarships for students from certain provinces. Furthermore, UNP also offers scholarships for students through the National Postgraduate Education Scholarship (BPP-DN) program and scholarship programs for students who work as teachers/ lecturers at the Ministry of Education and Culture external scholarships.

6.2 Material Sources

6.2.1 University Facilities

Learning Center

At the university level, UNP provides facilities that can be used by the entire academic community (educators, students, and academic staff). UNP has the facilities to support its commitment as a prestigious and internationally reputable university. Facilities to support the learning process include:

1. Digital Library

UNP has a library at the university level (main library), faculty, and department. University-level libraries have online access to search for books digitally through the link <http://opac.unp.ac.id/> which is open-access to the academic community. In addition, university-level libraries have various textbooks, magazines, and scientific works.

2. Integrated Laboratories

UNP's integrated laboratories provide testing services to the public with professional service standards and valid results. Services in this laboratory have been following ISO/IEC 17025: 2017.

3. Publishing

UNP has a publisher and book printer [UNP Press](#) registered as a member of IKAPI.

4. [Micro Teaching Room](#)

This Micro Teaching is located in the PPG UNP Building on the 4th floor. All prospective teacher students use this labor at UNP.

Language Center

This unit providing services in language development to the UNP community and the general public, both institutionally, such as high schools, colleges, boarding schools, offices, and companies. Types of services provided include foreign language training (English and Japanese), foreign language proficiency tests (paper-based and computer-based TOEFL and paper-based IELTS), interpreter training texts and documents (from English into Indonesian and vice versa), and technical language laboratory assistance. [UNP Language Center](#) has various classrooms, language laboratories, and highly representative multimedia equipment to support their services.

Information and Technology Support

Technical Implementation Unit for Information and Communication Technology Development ([UPT PTIK](#)) is a unit in charge of implementing, developing, managing, and providing information and communication technology services and information system management. UPT PTIK provides services such as providing domain and web hosting for the internal needs of the university, creating an email account domain unp.ac.id for educators, academic staff, and students, serving network connections to the backbone Data Center UNP. UPT PTIK UNP also facilitates UNP's academic community with several applications, such as UNP [Single Sign-On Portal](#) (New Sipeg, Remun, Siskama, E-Office, Simkeu, Simonev, tuition), executive information system, digital library, webinar management.

UNP currently has a fiber-optic network backbone. In general, 90% of work units are connected to the university network. Applications SMART campus and internet facilities are placed in the Server Room of Universitas Negeri Padang. Almost all of these servers are Dedicated Built-Up designed explicitly for server purposes so that they can function around the clock, 24 hours a day, seven days a week.

Student Services

UNP have many services to facilitate students such as, [student dormitory](#), a container for developing student skills and creativity in the Student Activities Unit and Guidance and Counseling Services Unit. The Guidance and Counseling Service Unit (UPBK) was established on September 23, 1985, based on the Decree of the Rector of IKIP Padang Number: 87/C.III/PT.37/1985. Since then, UPBK has provide guidance and counseling services for students, campus residents, and other community members. The Guidance and Counseling Services Unit ([UPBK](#)) support the implementation of the Three Dharma of the University, which is more towards providing psycho-pedagogical assistance services for students, UNP academic community, and community-wide. UPBK provides online and offline services. Some of the services provided by UPBK, such as orientation, placement, content mastery, individual counseling, group counseling, group counseling, consulting, mediation, and advocacy services.

Sports and Arts

Sports [facilities](#) available at the UNP such as football field, swimming pool, badminton court, basketball court, tennis court, rock climbing wall, sports center, futsal court, volleyball court, and fitness center. UNP also have a theater which is open to performances of various arts.

Public Facilities

UNP has several facilities that open for public, such as the [Al-Azhar mosque](#), which functions as a place of worship, a center for discussion and development of knowledge in the field of Islam, [UNP Hotel & Convention](#), which functions as a meeting place as well as lodging, [polyclinic](#), [auditorium](#) with 5000 people capacity is available for hosting international seminars, workshops, and other academic activities carried out on a large scale, [business centers](#), UNP Union, Nagari Bank, and buses.

6.2.2 Faculty Facilities

The university provides resources materials to support graduate learning achievement. Infrastructure owned by Faculty of Education (FoE) is currently representative in four campuses: Air Tawar main campus for all undergraduate, master's degree, and doctor's degree study programs, Limau Manis campus for BPSE Program, Bandar Buat campus for UPP 3, and Bukittinggi campus for UPP 4 BPESTE Department. As for the material resources available in the FoE, it consists of:

1. 19 lecture room at the main campus of Air Tawar; nine are at the Limau Manis campus, nine are at the Limau Manis campus, and 19 at Bukittinggi campus.
2. Faculty library, and several reading rooms managed by various study programs.
3. Almost all the faculty and study program rooms are equipped with computer workspace.
4. Laboratories in FoE consist of BPET multimedia laboratory, BPSE laboratory, BPNFE laboratory, Guidance & Counseling laboratory, BPET multimedia laboratory, Early Childhood Education laboratory, and Educational Administration laboratory.

Meanwhile, Faculty of Engineering (FoEng) improve the academic atmosphere by provide supporting facilities such as classrooms, libraries, adequate internet connection, and various scientific seminars intended for students. Furthermore, FoEng is equipped with adequate laboratories and equipment to support learning and research. There are several resources available in the FoEng as follows:

1. Library in each department.
2. FoEng has an ample study space.
3. FoEng has several laboratories in each department. The mechanical engineering department has 8 laboratories (machining workshop, fabrication workshop, CNC-CAD-CAM lab., design engineering lab., materials and metrology lab., basic machine phenomena lab.), the automotive engineering department has 6 laboratories (brake and suspension steering labor with equipment, testing labor with equipment, body labor and

painting with equipment, anatomical labor, and computing with equipment), the electronics engineering department has 7 laboratories, the mining engineering department has 5 laboratories (Software Engineering Lab, Networking Lab, Computer Lab, Animation Lab, Virtual Reality Lab, Multimedia Lab, and Network Infrastructure Lab), and the civil engineering department has 8 laboratories (Land Surveying Laboratory (Measurement and Mapping), Materials Laboratory, Soil Mechanics Laboratory, Drawing Laboratory, Computer Laboratory, Woodworking Practice Workshop, Plumbing Work Practice Workshop, and Concrete Work Practice Workshop).

The DPTVE program has independent study rooms for students who works on dissertation, a multimedia room for students who want to develop learning media, as well as a room for data processing supported by softwares such as SPSS and lisrel.

6.2.3 Study Programme Facilities

Table 6.2 Facilities in Each Study Programme		
No.	Study Program	Facilities Document
1.	BPESTE	Attachment 6.2.3.1
2.	BPSE	Attachment 6.2.3.2
3.	BPNFE	Attachment 6.2.3.3
4.	BPET	Attachment 6.2.3.4
5.	DPES	Attachment 6.2.3.5
6.	DPTVE	Attachment 6.2.3.6

6.2.4 Postgraduate Facilities

Buildings

The UNP Postgraduate School (PGS) provides complete facilities. PGS occupy three buildings. The building has three floors with functions as an office and hall. Building II has two floors with functions as an office and lecture hall. Building III has four floors that function as a lecture hall, library, and hall. Details of some facilities provided by PGS are as follows:

1. Shared Lecture Room of 12 classrooms measuring 10 x 7 m with a capacity of 50 people and equipped with Wifi and Infocus.
2. Post library has 518 titles and 1249 copies with 7632 and 20756 copies. Library area 380 m².
3. Room for seminars and closed exams as many as three rooms measuring 7 x 5 m with a capacity of 25 people.
4. The hall is used for open exams and international seminars measuring 20 x 10 m with a capacity of 200 people.

Facilities dedicated to the Doctor of Education Program include:

1. Particular Lecture Room for the DPES lecturer as many as three classrooms measuring 7 x 5 m with a capacity of 25 people and equipped with LCD, projector, smartboard, and Wi-Fi
 2. Individual Workspace as many as 15 pieces with size 2 x 1.5 m
 3. Shared Workroom equipped with 15 computers
- In addition, the facility room for the DPTVE consists of:
1. The lecture room for the doctoral program PTK has as many as three classes equipped with an LCD projector, smartboard, and Wi-Fi.
 2. Independent room equipped with 30 units of computers
 3. Multimedia room and data processing room equipped with software that can help students process data and create multimedia and the like.

4. One conference room for seminars and one hall for closed exams and open exams.
5. A particular library for graduate programs.

Student Services

To support the achievement of the Doctoral Program in terms of research and study, services are provided that facilitate student research activities (*Research Environment*) such as:

1. The existence of joint research opportunities between students and lecturers promoter, namely doctoral dissertation grants, form of research from Directorate of Research and Community Service funding (external), and PNB/UNP grants (internal) with this Postgraduate Team Research scheme includes Doctoral Dissertation Research (PDD) ([Attachment 7.2.3.2](#))
2. There is an organization of undergraduate students in Education throughout Indonesia, namely PPSDP (Association of Doctoral Studies Study Programs) (<https://ppsdp.org/>).
3. PPSDP provides services in the form of adequate and appropriate opportunities for national academic exchange, namely to attend workshops, participate in conferences, and the opportunity to present research results. PPSDP also provides research publication services in the PPSDP International Journal of Education.
4. There is an opportunity for undergraduate students to choose their field of research. In general, undergraduate students in Education do much research in teaching and education.
5. In the DPES program, there is an MoU with the University of Cologne in Germany from the end of 2019 to exchange students in the program sandwich.
6. In DPTVE, a joint supervisor MoU with Universiti Tun Hussein Onn Malaysia (UTHM) allows students to choose a promoter from UTHM.
7. The TVET Research Center provides services to students and alumni of DPTVE who want to research in vocational fields, and DPTVE also has services for publication of research in the Journal of Vocational Technology Education (JPTK) accredited Sinta 3 and International Technical Vocational And Education (ICTVET) which is held annually.

6.3 Facilities for the Achievement of Student Learning Outcomes (Students with Special Needs/Disabilities)

UNP provides facilities and infrastructure accessible for people with disabilities. UNP also has a handbook of student disability services used in all majors which available on the page ([Appendix 7.3](#)). These facilities include the elevator provided in the UNP rectorate building with additional sound to indicate the position of the elevator on the floor of the building, and braille letters on each button on the elevator. In addition, there are also facilities such as handrails on stairs, ramps, guiding blocks, and particular parking areas for the people with disabilities.

6.4 Maintenance of Laboratories and Other Equipment

Maintenance of facilities and infrastructure in UNP follows the Standard Operating Procedures listed in [SOP Document](#) No. SOP.06.006.00 in 2018. Under the command of the university and the faculty, the department prepares SOPs related to maintaining laboratories and other equipment. These SOPs cover matters related to checks and repair. The laboratory and other equipment maintenance can run smoothly through the funds allocated from RKA-K/L. Evaluation of applying SOP maintenance of laboratory and other equipment is routinely conducted through internal and external quality audit processes.

6.5 Availability of the Necessary Resources to Organize a Study Program

The study programme ensures the availability of the needed resources by routinely identifying needs at the beginning of the semester. The required resources are available by following the standard procedures set out in UNP procurement. The study program proposes resource needs to faculty based on the budget available in the cost budget. Then the faculty

proposed it on a budget of UNP. Therefore, the availability of the necessary equipment is planned based on the budget plan before the academic activities take place.

6.6 Literature, Journals, and Information Sources

UNP has a library service that the academic community can access. The UNP Library provides a variety of quality collections, print and digital, in the form of books, journals, magazines, handbooks, etc. (1) The UNP Central Library can be accessed at <http://pustaka.unp.ac.id/>. The UNP Library also subscribes to reputable international journals such as EBSCO, ProQuest, IET Digital Library, and UNP Repository, (2) Digital Library, which can be accessed at <http://opac.unp.ac.id/>, (3) UNP Ejournal which can be accessed at <http://ejournal.unp.ac.id/>.

In addition, UNP also subscribes to e-journals and e-books on EBSCO, Proquest, Emerald Insight, and IET Digital Library. UNP also has journals managed by each study programme. Such as [Kolokium](#) and [Spectrum](#) managed by BPNFE have been indexed Sinta 4. [Journal of Special Education Research](#) and [Journal of Special Needs Education](#) is managed by the DPSE indexed Sinta 4. [Journal of Primary Education Innovation and Learning \(JIPPSD\)](#) managed by BPESTE indexed Sinta 5. [E-Tech Educational Technology](#) Journal and [Inovtech](#). DPTVE also has a journal namely the [Journal of Vocational Technology Education \(JPTK\)](#) indexed by Sinta 4. In the Doctoral Program, DPES also has an [International Journal of Educational Dynamics](#) journal, abbreviated as [IJEDs](#) accredited Sinta 4.

6.7 Study Program Information

Information about the study program is available in various media, such as websites, leaflets, and social media. UNP provides information related to academics, such as faculty profiles and programs of study on the page <http://unp.ac.id/>. The Faculty of Education also provides information related to the study program on the page <http://fip.unp.ac.id/>. Each study program has its website. For example, BPESTE have a site <http://pgsd.fip.unp.ac.id/>, BPSE with site <https://plbfipunp.ac.id/>, BPNFE also provide information on the page <http://pls.fip.unp.ac.id/>, and BPET on the page <http://ktp.fip.unp.ac.id/>.

Meanwhile, the DPES provides information on the page <http://s3ip.pps.unp.ac.id/>. The information available on each page is maintained by an operator. The content is updated periodically to get relevant information related to the study programme. The DPTVE also provides information on the page <http://pps.ft.unp.ac.id/>.

6.8 Student Orientation

At the undergraduate level, campus orientation and introduction programs are conducted for all university, faculty, and study program levels. This program is called Introduction to Campus Life for New Students (PKKMB). This activity welcomes and introduces the campus to UNP students who have passed the selection every year. At the postgraduate level, orientation programs and study programs are conducted at the university level. In the DPTVE program, orientation activities are also conducted at the study program level. In addition to orientation activities, there are also matriculation given to students who are not from an educational background. In DPES, orientation activities are conducted by providing direction and guidance related to lecture ethics, curriculum, and publications.

6.9 Student Advisory Services

UNP student consultation services are under UNP Rector's Regulation No. 2 of 2018 on Academic Activities Regulations. UNP Academic guidance is provided to students through direct or indirect consultation in setting study plans each semester and solving other academic problems. Meanwhile, Regulation of the Rector of Universitas Negeri Padang No. 2 of 2020

regulates the consultation of students' final assignments conducted at least three times for thesis proposals and seven times for preparing draft papers and draft dissertations for diploma and undergraduate programs as evidenced by consultation books. Subsequent consultations at least five times for thesis proposal and ten times for completion of the morning thesis draft of the master's program evidenced by the consultation book. Consultation minimum conducted seven times for dissertation proposal and 13 times for completion of dissertation draft, proof by consultation book.

6.10 Special Consultation Schedule

UNP has [a disability services study center](#) in the BPSE Department assisting lecturers in the teaching-learning process of students with special needs, accompanies and guiding students with special needs in the lecture process, and provides therapy for children with dyslexia, dysgraphia, dyscalculia, autism, learning disabilities, hyperactivity, ADHD, and communication barriers. The service schedule starts every Monday-Friday at 08.00 WIB to 16.00 WIB.

UNP also has a Disability Services Development Center, which was established on June 29, 2021, based on UNP Rector's Decree Number: 569/UN35/KP/2021. This center has a division (1) Identification and Assessment that specializes in identification and assessment training, curriculum preparation workshops, and assessment services for students who will continue their education to junior high, high school, and college, (2) Early Intervention engaged in the field of Special needs child intervention training for teachers, parents, caregivers, (parent or school-based), (3) Training and Development engaged in the field of training curriculum development workshops, sign language interpreter training, special education teacher training, orientation instructor training and mobility for the blind, ICT training for the blind, students, and teachers, and (4) Disability Protection engaged in the fulfillment of the rights of persons with disabilities.

7. PUBLIC INFORMATION

7.1 Strategies for Informing the Program, Planned Learning Outcomes, Entry Requirements and Selection Process, Teaching Qualifications, Teaching, Learning and Assessment Process to the Public and Relevant Stakeholders

The Bachelor Program of Elementary School Teacher Education (BPESTE), Doctoral Program of Educational Sciences (DPES) Bachelor Program of Non-Formal Education (BPNFE), Bachelor Program of Educational Technology (BPET), Doctoral Program of Educational Sciences (DPES), Doctoral Program of Technical Vocational Education (DPTVE) study programs have a website that provides information to users online. The website contains information related to the activities or activities carried out from each study program. In the BPSE study program, the page can be accessed here (Attachment [7.1](#)), for the BPESTE study program can be accessed here (Attachment [7.2](#)), for BPET study Program can be accessed via Attachment [7.3](#), the BPNFE study program can be accessed on the Attachment [7.4](#), the DPES study program can be accessed here (Attachment [7.5](#)), and the DPTVE can be accessed here (Attachment [7.6](#)).

The information provided in each study program website is a form of strategy in making it easier for users to obtain information about the study programs at Universitas Negeri Padang. The websites of these study programs are integrated on the Faculty and University websites. The existence of a website as an information medium greatly facilitates stakeholders in obtaining information about study programs. Each study program website is integrated into the management information system of the Universitas Negeri Padang. In every existing study program website, it displays institutional information such as organizational structure, information on study program activities, academic regulation, and other supporting units. In addition, the website also contains links to several ICT applications that can be useful for users, such as UNP e-learning which can be accessed at <https://elearning2.unp.ac.id/>, journal portals which can be accessed at <http://ejournal.unp.ac.id/> personnel information system, graduation registration and other services that make it easier for stakeholders to obtain information. Apart from being in the form of a website, public information that is provided and can be accessed is through social media which contains all news and information on activities. UNP's Instagram account which can be seen on @infounp and also several study programs that have Instagram social media accounts such as the Bachelor Program of Special Education (BPSE) Study Program which can be seen on the account @official_plbfipunp and official_pgsdfipunp account for Bachelor Program of Elementary School Teacher Education (BPESTE).

The form of information provided in addition to the website of each study program at UNP, there is also information on the registration of new students and the selection process which is carried out online. Student registration and information related to the new student admission system can be accessed and viewed on the <https://spmb.unp.ac.id> site which provides all information about new student admissions for Bachelors, Masters and Doctoral. In addition, social media telegrams with SPMB UNP telegram accounts are also used to provide information quickly to users in obtaining information about new student admissions. Furthermore, for students, apart from the curriculum offered in each study program which can be accessed through the website of each study program, the courses offered can also be viewed via <https://portal.unp.ac.id>. This portal provide access to courses, grades and e-mail provided on the portal. The results of the learning evaluation for one semester can also be accessed through the <https://evaluation.unp.ac.id> page which is useful for assessing the evaluation of learning and services to students.

Furthermore, the strategy used by the study program in tracking its graduates whether they are working or not can also be done online by filling in data online here (Attachment [7.7](#)). In addition, each study programme website also has a form for filling out appointments for graduates.

The study program website is one of the most effective means of communication in providing information about learning activities and activities, admission requirements and selection procedures, teaching and learning activities, qualifications given, and assessment procedures. In addition, program specifications are provided to provide a concise and objective summary of the graduate profile, assessment, research areas, and student support system. The information provided on the website is designed to meet the needs of users planning to hire graduates, the needs of parents to obtain information regarding their child's further studies, and the needs of prospective students who are making educational choices for their own future opportunities and employment.

7.2 Expectations Reflected in the Available Information from Different Stakeholder

BPESTE, BPSE, BPNFE, BPET, DPES, and DPTVE Study Programs continue to communicate with all stakeholders in obtaining input related to the study program. One of these inputs is related to the academic services provided by the study program, which includes 5 components: excellence, responsiveness, assurance, empathy, and availability. The results of feedback from stakeholders were obtained through a survey by asking questions in the form of a google form with 2 categories of answers: very satisfied and satisfied.

Table 7. 1 Survey of stakeholder satisfaction to the academic services

No	Measured Aspects	BPESTE		BPSE		BPNFE		BPET		DPES		DPTVE	
		VS	S	VS	S	VS	S	VS	S	VS	S	VS	S
1	<i>Reliability:</i> the ability of lecturers, education staff, and managers in providing services	70,4	29,6	77,3	22,7	100	0	96,8	3,2	75	25	75,9	24,1
2	<i>Responsiveness:</i> the ability of lecturers, education staff, and managers in helping students and providing service quickly	55,3	44,7	65,4	34,6	100	0	94,2	5,8	59,7	40,3	75,1	24,9
3	<i>Assurance:</i> the ability of lecturers, education staff, and managers in giving confidence to students that the services provided are in accordance with the provisions	55,3	44,7	47,6	52,4	100	0	96,5	3,5	52	48	65,1	34,9
4	<i>Empathy:</i> willingness/concern of lecturers, education staff, and managers to pay attention to students	47,7	52,3	56,5	43,5	100	0	96,8	3,2	66	34	70,1	29,9
5	<i>Tangible:</i> student assessment of adequacy, accessibility, quality of facilities and infrastructure	68	32	63	37	100	0	94,2	5,8	52	48	60,5	39,5

VS = very satisfied

S = satisfied

The number is in percentage (%)

From the results of measuring the level of satisfaction of respondents published on the website of each study program that includes the realm of the educational process, it is concluded that the results are for aspects of Reliability, Responsiveness, Assurance, Empathy, except for the responsiveness and tangible, in general, gave a very good and good response. However, for the aspect of student satisfaction, the student's assessment of the adequacy, accessibility, quality of facilities and infrastructure still needs to be improved again.

Expectations and suggestions from students regarding the curriculum, learning process, facilities, and graduate competencies such as to improve and provide laboratories to support student research and conduct research results testing, the curriculum is prepared in a relevant manner that includes the concentration listed on student diplomas, increasing student competence through writing international articles with a reputation and increasing student scientific publications through workshops and international conferences, followed by learning to be adapted for practical courses, especially in online learning conditions to be able to provide learning media and effective learning models, students also suggest holding an educational matriculation program for students new non-educational.

Feedback received from respondents was thoroughly reviewed and followed up with improvements to the academic agenda. Feedback for the curriculum from stakeholders to relevant learning outcomes according to the needs of the world of work and industry. Feedback from alumni to improve student publications in the research field. Feedback related to facilities and infrastructure by providing the latest references to support student learning and research. For libraries to be able to create digital libraries so that they can be accessed online.

The study program periodically asks stakeholders about the competence of graduates. Graduate feedback to be able to improve knowledge of English, scientific writing, and skills, because these competencies are very important for graduates.

Feedback that comes from stakeholders, then responds or follows up quickly, the completion of feedback is the most important thing in a service. This is shown by the commitment to always follow up on all incoming feedback.

List of Abbreviations:

ADHD	Attention Deficit Hyperactivity Disorder
AQAS	Agency for Quality Assurance through the Accreditation of Study Programmes
AQRF	ASEAN Qualification Reference Framework
ASEAN	Association of Southeast Asian Nations
ASIIN	Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik
AUN-QA	Asean University Network-Quality Assurance
BAN-PT	Badan Akreditasi Nasional-Perguruan Tinggi (<i>National Accreditation Board for Higher Education</i>)
BH	Perguruan Tinggi Badan Hukum (<i>Legal-Entity Higher Education Institution</i>)
BLU	Badan Layanan Umum (<i>Public Service Agencies</i>)
BPESTE	Bachelor Program of Elementary School Teacher Education
BPET	Bachelor Program of Educational Technology
BPMI	Badan Penjamin Mutu Internal (Internal Quality Assurance Agency)
BPNFE	Bachelor Program of Non-Formal Education
BPP-DN	Beasiswa Pendidikan Pascasarjana Dalam Negeri (<i>National Postgraduate Education Scholarships</i>)
BPSE	Bachelor Program of Special Education
CLO	Course Learning Outcome
DPES	Doctoral Program of Educational Sciences
DPTVE	Doctoral Program of Technical Vocational Education
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications Framework
FKIP	Fakultas Keguruan dan Ilmu Pendidikan (<i>Faculty of Teacher Training and Education</i>)
GPMI	Gugus Penjamin Mutu Internal (<i>Internal Quality Assurance Division</i>)
HDPGSDI	Himpunan Dosen Pendidikan Guru Sekolah Dasar Indonesia(<i>Indonesian Primary School Teacher Education Lecturers Association</i>)
IKAPENFI	Ikatan Akademisi Pendidikan Non Formal Indonesia (<i>Indonesian Non-Formal Education Academic Associations</i>)
IKAPI	Ikatan Penerbit Indonesia (Indonesians Publishers Association)
IKIP	Institut Keguruan dan Ilmu Pendidikan (<i>Institute of Teacher Training and Education</i>)
IQF	Indonesia Qualification Framework
JAWS	Job Access With Speech
KKN	Kuliah Kerja Nyata (<i>Community Services Program</i>)
LO	Learning Outcome
PEO	Program Educational Objective
PGS	Postgraduate School
PLO	Program Learning Outcome
SPME	Sistem Penjaminan Mutu Eksternal (<i>External Quality Assurance System</i>)
SPMI	Sistem Penjaminan Mutu Internal (<i>Internal Quality Assurance System</i>)
UPMI	Unit Penjaminan Mutu Internal (<i>Internal Quality Assurance Unit</i>)