



Pattimura
University

SELF ASSESSMENT REPORT (SAR)

ACQUIN INTERNATIONAL ACCREDITATION

**POSTGRADUATE PROGRAMME
MASTER PROGRAMME IN
LAW (ML)**

2025



**SELF ASSESSMENT REPORT
MASTER PROGRAMME IN LAW**

SELF-ASSESSMENT REPORT

**MASTER PROGRAMME IN LAW
ACQUIN INTERNATIONAL ACCREDITATION**

**30 March 2026
CLUSTER 1, FACULTY OF POSTGRADUATE
UNIVERSITY of PATTIMURA**

SELF ASSESSMENT REPORT MASTER PROGRAMME IN LAW

FOREWORD

**In the name of Allah, the Most Gracious, the Most Merciful
Peace be upon you, mercy and blessings of Allah**

Praise and gratitude be to Allah Subhanahu Wa Ta'ala, Lord of the universe, who has bestowed His mercy, guidance, and grace so that the process of compiling the Self-Assessment Report (SAR) for the international accreditation of the Master's Programme in Law (ML), Graduate Programme, Pattimura University, could be completed. May peace and blessings be upon the Prophet Muhammad, Shallallahu 'Alaihi Wasallam, the bearer of the perfect message of Islam, who taught his followers to seek knowledge and apply it for the benefit of life in this world and the hereafter.

This Self-Assessment Report has been prepared as a demonstration of the Master's Programme in Law (ML) commitment to academic responsibility, institutional quality assurance, and continuous improvement. It reflects the programme's efforts to evaluate its curriculum, learning process, governance, academic resources, research activities, student services, and stakeholder engagement in accordance with the principles of transparency, accountability, and quality enhancement.

International accreditation by ACQUIN is not merely a formal achievement, but an important process of reflection and improvement towards internationally recognised standards of higher education. For the Master's Programme in Law, this accreditation process provides an opportunity to strengthen the integration of legal knowledge, research-based learning, professional ethics, and social responsibility. The programme is committed to producing graduates who possess advanced legal reasoning, strong research competence, ethical awareness, and the ability to respond to legal issues at local, national, and global levels. The Master's Programme in Law is developed within the broader academic vision of Pattimura University and the distinctive context of an archipelagic and multicultural society. Its curriculum and academic activities are designed to support the development of legal scholars, practitioners, policy advisers, researchers, and professionals who are capable of contributing to justice, governance, human rights, legal reform, and sustainable development. Through this accreditation process, the programme seeks to measure the extent to which international standards have been met, while identifying areas for further improvement in order to achieve academic excellence and institutional relevance.

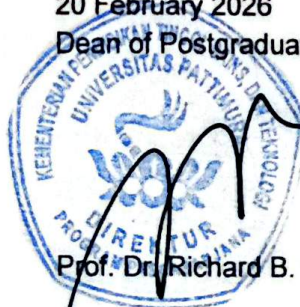
The process of compiling this report involved the active participation of the academic community, including programme management, lecturers, administrative staff, students, alumni, graduate users, and external stakeholders. We fully recognise that perfection belongs only to Allah. Therefore, we are open to any feedback, criticism, and constructive suggestions from the esteemed ACQUIN assessors to support continuous quality improvement.

Finally, we pray to Allah Subhanahu Wa Ta'ala that this accreditation process will run smoothly and bring blessings to all parties involved. May this effort become part of our endeavour to uphold the value of knowledge, strengthen legal education, and contribute to the wider benefit of society.

Peace be upon you, mercy of Allah, and His blessings

20 February 2026

Dean of Postgraduate Faculty



Prof. Dr. Richard B. Luhulima, S.T., M.T.

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LIST OF ABBREVIATIONS

Abbreviation	Definition	
AMI	Audit Mutu Internal	Internal Quality Audit
BAN-PT	Badan Akreditasi Nasional - Perguruan Tinggi	National Accreditation Board for Higher Education
BKN	Badan Kepegawaian Negara	State Civil Service Agency
BLU	Badan Layanan Umum	Public Service Agency
ML	Magister Hukum	Master Programme in Law
BOPTN	Bantuan Operasional Perguruan Tinggi Negeri	Operational Assistance for State Universities
CBL	Case Based Learning	Case Based Learning
CPNS	Calon Pegawai Negeri Sipil	Candidates for Civil Servants
DIKTI	Direktorat Jenderal Pendidikan Tinggi	Directorate General of Higher Education
ECTS	European Credit Transfer System	European Credit Transfer System
EDOM	Evaluasi Dosen Oleh Mahasiswa	Student Evaluation of Lecturers
EQF	European Qualification Network	European Qualification Network
Faperta	Fakultas Pertanian	Faculty of Agriculture
Fatek	Fakultas Teknik	Faculty of Engineering
FEB	Fakultas Ekonomi dan Bisnis	Faculty of Economics and Business
FH	Fakultas Hukum	Faculty of Law
FISIP	Fakultas Ilmu Sosial dan Ilmu Politik	Faculty of Social and Political Sciences
FK	Fakultas Kedokteran	Faculty of Medicine
FKIP	Fakultas Keguruan dan Ilmu Pendidikan	Faculty of Teacher Training and Education
FMIPA	Fakultas Matematika dan Ilmu Pengetahuan Alam	Faculty of Mathematics and Natural Sciences
FPIK	Fakultas Perikanan dan Ilmu Kelautan	Faculty of Fisheries and Marine Sciences
GJM	Gugus Jaminan Mutu	Faculty Quality Assurance Unit
IKU	Indikator Kinerja Utama	Key Performance Indicators
IQF/ KKNi	Kerangka Kualifikasi Nasional Indonesia	Indonesian Qualification Network
KIP	Kartu Indonesia Pintar	Indonesian Smart Card
KKN	Kuliah Kerja Nyata	Community Service Course
KPI	Key Performance Indicator	Key Performance Indicator
LAM	Lembaga Akreditasi Mandiri	Independent Accreditation Agency
LMS	Learning Management System	Learning Management System
LPPM	Lembaga Penjaminan Mutu dan Pengembangan Pembelajaran	Research and Community Service Unit
MBKM	Merdeka Belajar Kampus Merdeka	Freedom to Learn, Independent Campus
MOOC	Massive Open Online Course	Massive Open Online Course
MoU	Memorandum of Understanding	Memorandum of Understanding
OBE	Outcome Based Education	Outcome Based Education

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Abbreviation	Definition	
OTK	Organisasi dan Tata Kerja	University Organizational Structure
PA	Pembimbing Akademik	Academic Advisor
PBL	Project Based Learning	Project Based Learning
PKL	Praktek Kerja Lapangan	Internship
PKM	Program Kreativitas Mahasiswa	Student Creativity Programme
PLO	Program Learning Outcome	Program Learning Outcome
PMB	Penerimaan Mahasiswa Baru	Student Admission
PNBP	Penerimaan Negara Bukan Pajak	Non-tax State Revenue
PPEPP	Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan	Plan, Do, Check, Action
PPKS	Pencegahan dan Penanganan Kekerasan Seksual	Prevention and Handling of Sexual Harassment
PPM	Pusat Penjamin Mutu	Quality Assurance Centre
PPPK	Pelamar Pegawai Pemerintah dengan Perjanjian Kerja	Applicants for Government Employees with Work Agreements
PTN	Perguruan Tinggi Negeri	State University
Renstra	Rencana Strategis	Strategic Plan
RPS	Rencana Pembelajaran Semester	Learning Plan
RTL	Rencana Tindak Lanjut	Action Plan
RTM	Rapat Tinjauan Manajemen	Management Review Meeting
SCL	Student Centred Learning	Student Centred Learning
SDM	Sumber Daya Manusia	Human Resources
SK	Surat Keputusan	Decree Letter
SKB	Seleksi Kompetensi Bidang	Field Competency Selection
SKD	Seleksi Kompetensi Dasar	Basic Competency Selection
SKPI	Surat Keterangan Pendamping Ijazah	Diploma Supplement
SKS	Sistem Kredit Semester	Semester Credit System
SNBP	Seleksi Nasional Berdasarkan Prestasi	National Selection Based on Achievement
SNBT	Seleksi Nasional Berdasarkan Tes	National Selection Based on Tests
SN-DIKTI	Standar Nasional Pendidikan Tinggi	National Standards for Higher Education
SOP	Standar Operasional Prosedur	Standard Operating Procedures
SPI	Satuan Pengawas Internal	Internal Audit Unit
SPMI	Sistem Penjaminan Mutu Internal	Internal Quality Assurance System
SSCASN	Sistem Seleksi Calon Aparatur Sipil Negara	Civil Service Candidate Selection System
TENDIK	Tenaga Kependidikan	Academic Staff
TIK	Teknologi Informasi dan Komunikasi	Information and Communication Technology
UAS	Ujian Akhir Semester	Final exams
UKM	Unit Kegiatan Mahasiswa	Student activity units
UKT	Uang Kuliah Tunggal	Tuition Fee
UPT	Unit Pelaksana Teknis	Technical Implementation Unit

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Abbreviation	Definition	
UTBK	Ujian Tulis Berbasis Komputer	Computer-Based Written Examination
UTS	Ujian Tengah Semester	Midterm exam
WTP	Wajar Tanpa Pengecualian	Reasonable Without Exceptions

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CHAPTER 1. GENERAL INFORMATION

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1.1. COVER SHEETS

Programme title: Master Programme In Law

Location of the study program HEI site(s) where the program is provided	: https://s2ilmuhukum.pasca.unpatti.ac.id/
Faculty/Department	: Faculty of Postgraduate
Academic Degree	: Master
Date or planned date of introduction	: 16 February 2006
First time of national and international accreditation	: The Master Programme in Law was first accredited with a B rating on 16 February 2006 (BAN-PT Decree). It was then re-accredited with a B rating on 15 December 2014 (BAN-PT Decree). The latest accreditation, as of 2023, confirms that the programme holds a B rating (BAN-PT Decree No. 3890/SK/BAN-PT/Ak.Ppj/M/IX/2023).
Subject field	: The programme focuses on legal science and advanced law studies. Major subject areas include public law, administrative law, human rights, legal research, contract law, and issues relevant to government and society.
Regular study duration	: 3 semesters (Magister)
Number of (ECTS) credits	: 40 Credit Hours (60 ECTS)
Enrollment period(s)	: Odd/even semester
Frequency of the offered programme	: Annually
Capacity per year	: 94
Number of students currently enrolled	: 187
Average number of graduates per year	: 90
Target group(s)	: Bachelor of Law graduates and other qualified bachelor graduates working in legal, governmental, judicial, academic, or related professional sectors
Admission requirements	: -
Tuition fees	: Rp 7,500,000 (€381.87) (average UKT)
Type of studies	: full-time

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1.2. OVERVIEW OF THE CURRICULUM

In response to national educational reforms and global standards, Pattimura University (Unpatti) has developed an Outcome-Based Education (OBE) curriculum aligned with the Indonesian Qualifications Framework (IQF) and the European Qualifications Framework (EQF). This approach ensures that graduate competencies are clearly defined and benchmarked internationally. The OBE curriculum for the Master of Law Programme was formally enacted by the Decree of the Director of the Postgraduate Programme of Pattimura University Number 189/UN.13.2.2/SK/2025 on 29 August 2025 (**Annex 1**), mandating its implementation from the Odd Semester of the 2025/2026 Academic Year to enhance the relevance and quality of the study programme.

According to the curriculum development report for the Master of Law Programme at Pattimura University (UNPATT), the curriculum development process was informed by extensive stakeholder engagement and aligned with both the Indonesian National Qualifications Framework (KKNi) Level 8 and the National Higher Education Standards (SN-Dikti). It involved feedback from faculty, students, alumni, graduate users, and external experts, including through tracer studies, focus group discussions, and stakeholder forums, ensuring the curriculum is comprehensive, contemporary, and responsive to the demands of legal practice at both national and international levels (**Annex 2**). The curriculum specifically addresses the legal needs of island communities, such as maritime resource management and the integration of customary law. It also includes a strong focus on enhancing research capacity, foreign language proficiency (particularly English), and practical skills, including the use of digital legal tools (legal digitalisation). The programme strives to meet contemporary professional demands and aims to enhance graduates' competitiveness at both national and international levels, preparing them for leadership roles in diverse legal sectors.

Table 1. Overview of the Study Programme Curriculum ML

NO.	Course Type	Semester			TOTAL
		1	2	3	
1.	Compulsory	21	0	0	21
2.	Elective	0	15	0	15
3.	Final Project, Internship, Thesis	0	0	24	24
Total ECTS Credit Points		21.00	15.00	24.00	60 ECTS

The Master of Law Programme curriculum is structured over three semesters and requires the completion of 60 ECTS credits for graduation. The curriculum design systematically employs Bloom's Taxonomy to scaffold learning objectives, progressing from foundational knowledge and comprehension in the first semester to advanced application, analysis, and creation in the later stages, culminating in the final project or thesis. This hierarchical competency development is detailed in the course mapping provided in Annex 3 of the curriculum documentation (**Annex 3**).

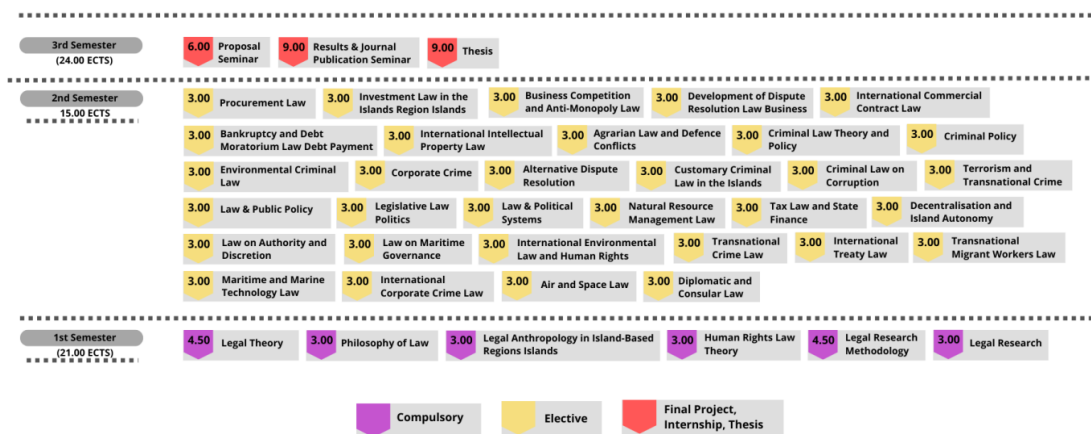


Figure 1. Curriculum Overview

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1.3. BRIEF PROFILE OF THE UNIVERSITY

1.3.1. UNIVERSITY

Vision

Pattimura University's vision is to become a centre for the development of human resources, science, technology, and the arts that is excellent, with character, and grounded in an island-maritime perspective. The university aspires to be a leading institution, nationally and internationally, that integrates local wisdom and environmental sustainability into its academic pursuits (**Annex 4**). In addition, you can view the profile of Pattimura University in the following video: <https://www.youtube.com/watch?v=Xr5zlm1H2Rc>.

Values

The university is guided by core values that shape the conduct of its entire academic community. These include a steadfast commitment to integrity, ensuring harmony between thoughts, words, and actions. It fosters a culture of creativity and innovation, encouraging the development of new ideas and methods to address challenges. Furthermore, it values initiative, promoting a proactive attitude toward identifying opportunities and taking tangible steps toward improvement, all while upholding the cultural philosophy of "Hotumese": a spirit of dynamic progress that preserves noble traditions.

Mission

To realise its vision, Unpatti is dedicated to a four-fold mission:

1. Enhancing the quality of human resources by delivering an educational process centred on students, fostering graduates who are competent, professional, and imbued with an island-maritime cultural perspective.
2. Developing science and technology through internationally competitive research, focusing on the preservation and advancement of knowledge, particularly in maritime and archipelagic fields.
3. Disseminating and implementing the results of research and community service to directly benefit societal development and improve regional welfare.
4. Executing the tri-dharma of higher education in accordance with national standards, underpinned by excellent institutional management.

Strategy/Targets of the Strategic Plan

The university's strategic plan for 2020-2024 focuses on several key areas to enhance its performance. In learning, the strategy involves reconstructing curricula to align with Outcome-Based Education (OBE) and the needs of the industrial world, while promoting "*Merdeka Belajar*" (independent learning) to provide students with broader experiences. For human resources, the plan targets a significant increase in the percentage of lecturers with doctoral qualifications and those recognised as professors. In research, the goal is to boost the quantity and quality of outputs, with a specific target for internationally recognised publications. The research activities are to be supported by strategic investment in infrastructure, including the development of integrated laboratories and a Science Techno Park, and the enhancement of ICT systems to improve overall institutional governance.

Complementing these core strategies is a dedicated focus on internationalisation to elevate the university's global profile. The plan sets targets to increase the number of international students enrolled, aiming to create a more diverse and multicultural campus environment. For human resource development, it encourages lecturers to gain international experience through visiting scholar programmes at QS100 universities and through international teaching and research collaborations. In research and community service, the strategy is to increase the number of internationally recognised outputs and publications. The strategy includes fostering joint research projects with international partners, aiming to publish in reputable global journals and increase citations, thereby enhancing the university's contribution to and recognition within the global academic community.

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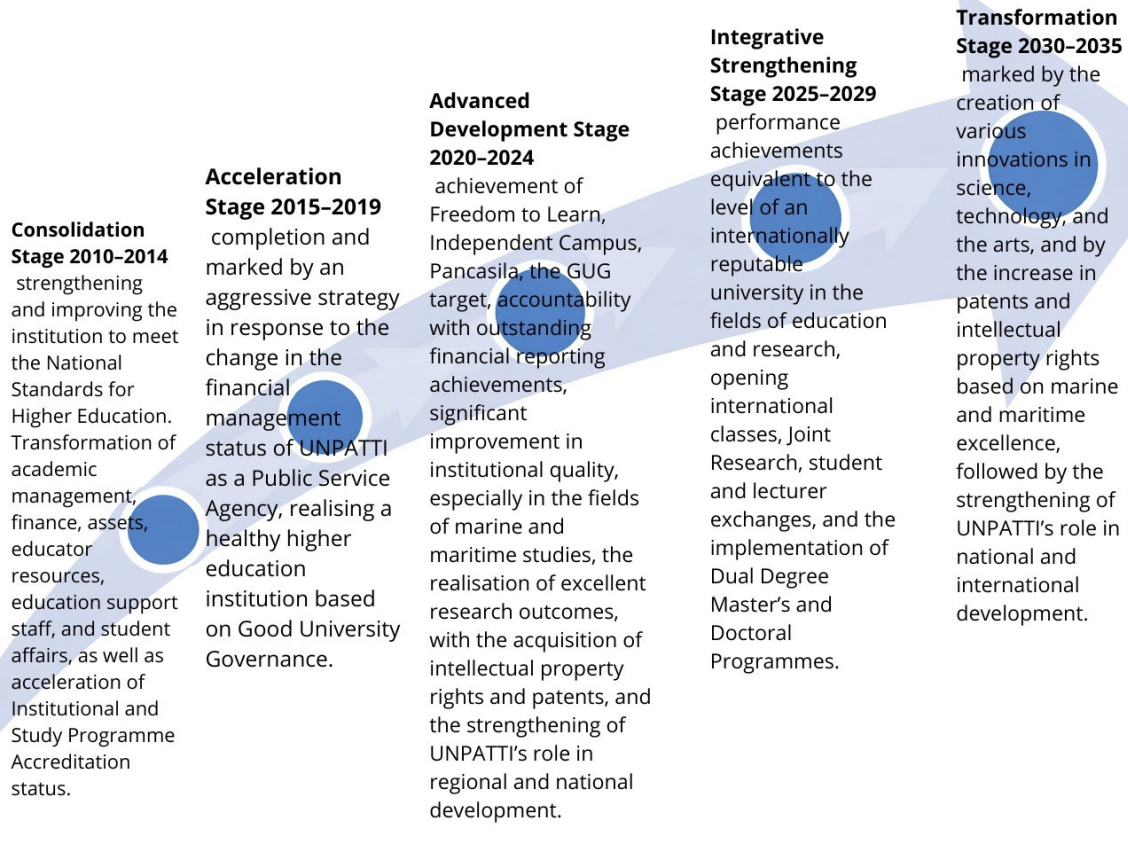


Figure 2. UNPATTI's Milestone (Annex 5)

University Accreditation

University Pattimura is a State University with a "B" accreditation rating from the National Accreditation Board for Higher Education (BAN-PT). At the programme level, a significant number of its programmes hold "B" accreditation, with a strategic target to increase the number achieving the top "A" grade and "Excellent" status. Furthermore, the university has set a goal to have five of its undergraduate programmes achieve international accreditation or certification recognised by the government by 2024 (**Annex 6**).

Active Students

As of the 2025/2026 academic year, Pattimura University has a vibrant and diverse student body of over 36,198. The university actively participates in national and international student competitions, with a record of achievement in sports and academic contests. While the number of international students is currently modest, the university aims to increase this to 0.5% of the total student population by 2024/2025. The student body includes both male and female students, with a significant proportion receiving financial support through the KIP-Kuliah scholarship scheme or paying a lower single tuition fee (UKT), ensuring inclusive access to higher education.

University Organisational Structure

Pattimura University's organisational structure, as outlined in the 2025 Ministerial Regulation on its Statute, is led by a Rector, supported by Vice-Rectors. Key elements of the structure include the University Senate, an Internal Supervisory Unit, and a Board of Consideration. The academic staff comprises 1,367 lecturers, with a current ratio of 1:25 for exact sciences and 1:35 for non-exact sciences, and a total of 1,122 staff. The university's human resources are supported by a detailed breakdown of its assets and personnel structure, including 50,962 items of state-owned goods (BMN) recorded between 1989 and 2022. In terms of qualifications, the university has a significant number of professors (Guru Besar) and associate professors (Lektor Kepala), with a strategic goal to further increase these numbers. The non-academic staff (Tenaga Kependidikan) are organised into various working groups (POKJA) that support key functions such as finance and student affairs, as well as manage sub-divisions (KASUBAG) and service

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units (UPA) for the central laboratory, library, career development, counselling, language, and information technology.

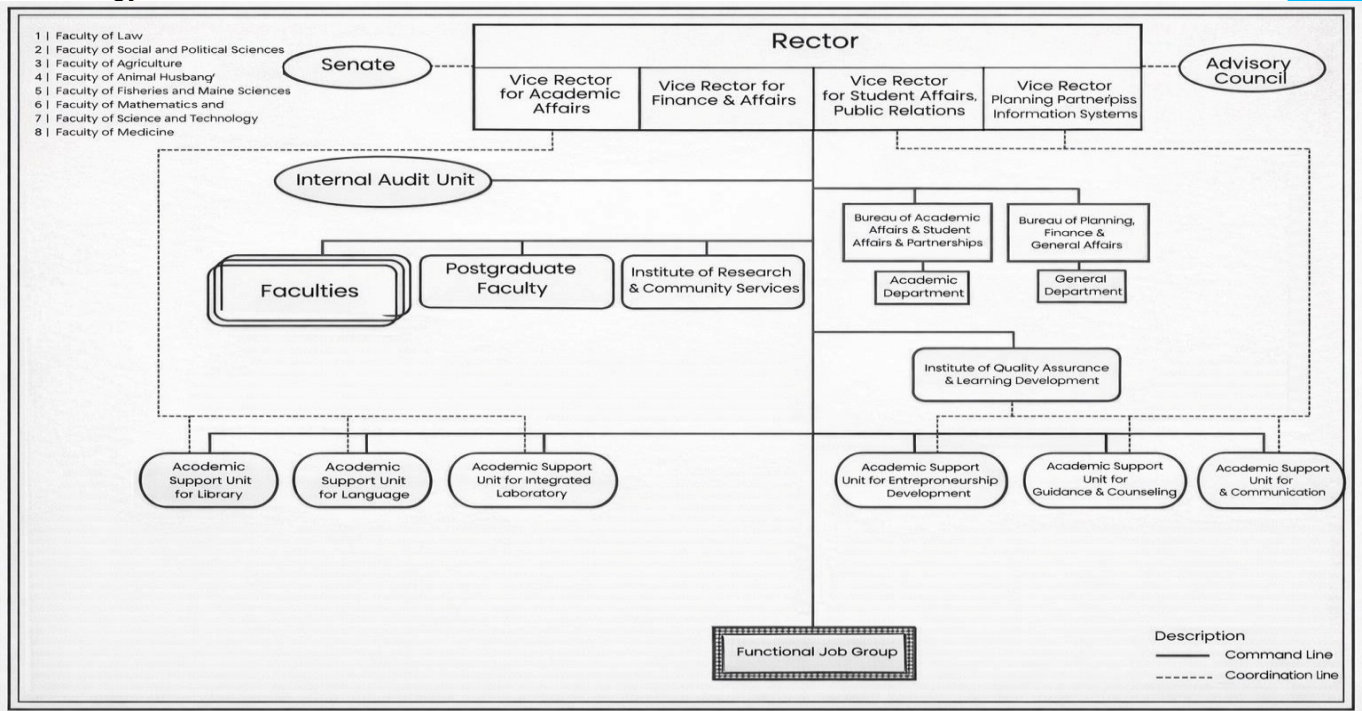


Figure 3. University Structure (Annex 7)

Financial Sources

As a Public Service Agency (BLU), Unpatti's funding is derived from two main sources: the State Budget (RM) and its own BLU revenue. In 2024, total BLU revenue reached approximately Rp. 188 billion (€9.57 million), primarily generated from educational service fees (UKT) and other student-related charges. A further breakdown shows that revenue also comes from institutional collaborations (Rp. 3.47 billion / €176,700), banking services (Rp. 1.4 billion / €71,300), and managed funds (Rp. 21 billion / €1.07 million). The university's financial management has shown significant improvement, with its budget performance indicator (IKPA) score rising from 73.3% in 2023 to 93.6% in 2024. Additionally, the maturity rating for BLU financial management increased from 1.24 to 1.99 in the same period, reflecting enhanced governance and operational efficiency.

University Collaborations

Unpatti actively pursues collaborations to enhance its tri-dharma mission, with a total of 68 Implementation Agreements (IA) established with domestic partners and 30 with international institutions. These partnerships are established with a wide range of partners, including government bodies, private companies, and other universities. Key international collaborations include agreements with institutions in South Korea, Thailand, and Brunei Darussalam, focusing on academic exchanges, joint workshops, and collaborative research. The university has also established partnerships with national entities such as the Central Statistics Agency (BPS) and various private companies to facilitate student internships and practical training. However, the 2024 evaluation indicates that several study programmes have not yet established any collaborations, highlighting an area for future strategic development.

Facilities

To support a conducive learning environment, Unpatti provides a range of academic and support facilities spread across its faculties. The university holds a substantial land asset of over 1.2 million square metres, with a total building area of approximately 52,785 square metres across its main and city campuses. Key facilities include 13,832 square metres dedicated to lecture halls, ensuring space for its large student body. The university is well-equipped for practical instruction with a total of 62 specialised laboratories and studios covering 13,216 square metres, serving faculties ranging from engineering and fisheries to medicine and agriculture. Support facilities to enhance student life and activities include a 4,000 square-metre student dormitory, a guest house, a central auditorium, sports facilities, a polyclinic, a mosque, and

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several canteens. The university is actively working to enhance its ICT infrastructure, having fully utilised its 1.1 Gigabits of internet bandwidth in 2024, and is planning improvements to accommodate increasing demands. Asset management is also a priority, with ongoing processes for the utilisation and, where necessary, disposal of university assets, including vehicles and buildings, to ensure optimal functionality.

Specialised Research or Specialised Laboratories/Technology

Unpatti's research is strongly guided by its main scientific pattern, "Bina Mulia ke Lautan" (Cultivating Excellence Towards the Ocean), creating a distinct focus on maritime and archipelagic issues. This is supported by numerous specialised laboratories across its faculties, including those in the Faculty of Fisheries and Marine Science, the Faculty of Agriculture, and the Faculty of Engineering. Specific facilities include laboratories for marine biotechnology, aquaculture, soil analysis, tissue culture, and naval architecture. The university's research centres are organised to focus on areas such as small islands and coastal studies, environmental health, and socio-cultural dynamics. A key goal is to increase the number of research outputs that gain international recognition, with targeted increases in international publications and intellectual property rights.

Library

The university's central library, alongside nine faculty libraries, forms the core of its academic information resources. The central library houses a collection of over 28,000 book copies and thousands of journal volumes, providing a vital resource for students and faculty. The Faculty of Economics and Business, for example, has plans to improve its library space to create a more comfortable and effective learning environment. To enhance accessibility and support modern learning, the university is actively working to improve its ICT infrastructure, which includes developing e-resources and maintaining its institutional website and email services. In 2024, the university's website attracted over 8.49 million clicks, reflecting its growing use as a key information portal for the academic community and the public.

1.3.2. FACULTY

Vision

The vision of the Postgraduate Programme at Pattimura University is to become a centre of excellence in island-based science and technology by 2035. The programme aims to produce graduates who are innovative, professional, and capable of making significant contributions to regional and national development, particularly in Maluku and Eastern Indonesia. The focus is on developing human resources that possess strong academic competencies and practical skills to support the region's scientific, technological, and economic advancement.

Strategy

The Postgraduate Programme at Pattimura University focuses on strengthening the quality of education, improving research capacity, enhancing community service, and ensuring effective governance. Key strategic actions include revising the curriculum to meet both national and international standards, fostering research and publication through increased output in national and international journals, and developing collaborative networks with national and international institutions. Additionally, the programme aims to improve the quality of academic staff through recruitment, professional development, and training. Investments will be made in infrastructure, particularly digital systems for learning management and research support, and financial resources will be allocated to ensure sustainability and transparency in governance. The programme's goals include expanding the student body, improving the student-to-lecturer ratio, increasing research and publication output, and ensuring the timely graduation of students within two years. The overall aim is to establish the postgraduate programme as a leading institution in higher education, contributing significantly to regional development and the global academic community **(Annex 8)**.

Organisational Structure

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ORGANISATIONAL STRUCTURE OF THE POSTGRADUATE PROGRAMME, UNIVERSITAS PATTIMURA

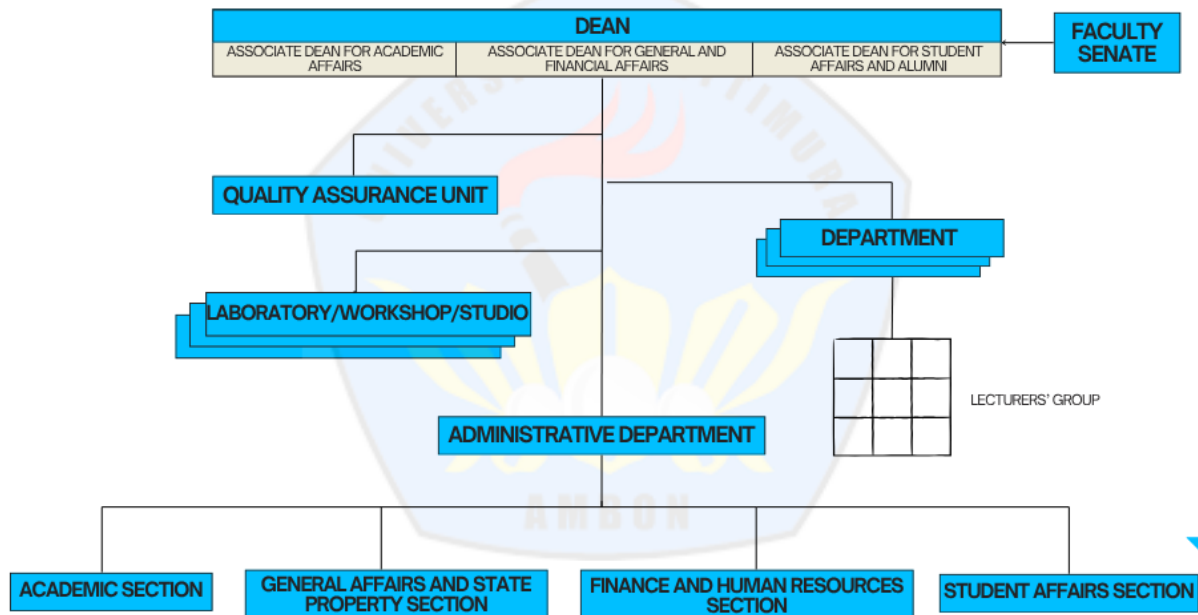


Figure 4. Organisational Structure of The Postgraduate Faculty

1.4. ADDITIONAL INFORMATION ON THE ASSESSED STUDY PROGRAMME

The Master Programme in Law at the Postgraduate Faculty, Pattimura University, has demonstrated a strong and diverse record of achievement across regional, national, and international levels. Based on the documented achievements recorded in the programme tables on pages 3 to 8, the programme registered a total of 29 achievements between 2022 and 2025. Of these, 6 were regional achievements, 17 were national achievements, and 6 were international achievements. This record reflects the programme's active engagement in academic, professional, and competitive spheres at multiple levels.

The programme's lecturers have played a central role in building this profile through academic recognition, leadership appointments, international conference participation, research, and scholarly publication. Notable examples include Prof. Dr. Barzah Latupono, S.H., M.H., who was conferred as Professor in Marriage Law at Pattimura University in 2025, and Dr. Hendrik Salmon, S.H., M.H., who was appointed Dean of the Faculty of Law for the 2024 to 2028 term. At the international level, Prof. Dr. Barzah Latupono, S.H., M.H. and Prof. Dr. La Ode Angga, S.Ag., S.H., M.Hum. were listed as speakers at the 7th International Conference on Islamic Law in Indonesia in 2025. The lecturers also produced important intellectual outputs, including several ISBN-registered books in areas such as administrative court procedure, governmental discretion, coastal and small island law, environmental law, company law, restorative justice, forest management in small islands, and legal research methods. Overall, lecturer achievements amounted to 15, consisting of 2 regional, 11 national, and 2 international accomplishments.

Student achievements also show the programme's success in developing graduates who are able to perform well in academic, cultural, and sporting fields. At the regional level, students secured distinctions

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such as 1st Place in the Female Category of “Bintang Radio” LPP RRI Ambon, 1st Place in the Faculty-Level Outstanding Student Selection, and 1st Place in the Polda Maluku Law Debate Competition. At the international level, students achieved 1st Place and 3rd Place in the Wadokai Indonesia International Open Karate Championship 2024, while other students participated in the Youth Exchange Programme to Japan and in “ASEAN Week: One ASEAN, Many Stories” in Vietnam. At the national level, students also earned recognition in the National University Debating Championship, the Mendagri Cup 2025 Taekwondo Championship, the National Student Sports Week, and the NMCC Prof. Hilman Hadikusuma Cup, where they received awards for Best Judge Panel, Best Prosecutor, and Best Defence Counsel. In total, student achievements stood at 14, comprising 4 regional, 6 national, and 4 international accomplishments (**Annex 9**).

CHAPTER 2. DESCRIPTION OF INTERNAL QUALITY ASSURANCE

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2.1. QUALITY ASSURANCE POLICY

2.1.1. LEGAL BASIS AND ORGANISATIONAL STRUCTURE

The internal quality assurance system at Pattimura University is founded upon a robust macro legal framework, principally Law Number 20 of 2003 concerning the National Education System and Law Number 12 of 2012 concerning Higher Education. These foundational regulations are further reinforced and operationalised by a series of implementing rules, including Government Regulation Number 4 of 2014 and the Minister of Higher Education, Science, and Technology Regulation Number 39 of 2025 concerning Higher Education Quality Assurance. At the institutional level, this framework is given practical effect through specific university policies, most notably the Rector's Decree Number 3972/UN13/SK/2023, which formally establishes the Quality Policy for the Internal Quality Assurance System. This policy is underpinned by the university's HOTUMESE Quality Commitment, pledging to become a distinguished, excellent, and archipelagic university by upholding values that ensure all academic and non-academic activities not only meet but exceed national education standards (SN-DIKTI). Grounded in the HOTUMESE philosophy, the university is committed to credible and transparent governance, developing highly competent educators and staff, delivering timely and effective services, upholding academic integrity, managing resources efficiently, building strategic partnerships, and pursuing continuous quality improvement, all to cultivate superior and civilised human resources with a global perspective.

To implement its quality assurance policies effectively, Pattimura University has established a dedicated organisational structure. The primary body responsible for this function is the Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu Pendidikan (LP3MP), or the Institute for Learning Development and Educational Quality Assurance, which was formally established through Rector's Decree Number 182/UN13/SK/2017. This institute is tasked with developing, monitoring, and continuously improving the university's internal quality assurance system using the PPEPP model (Setting Standards, Implementing Standards, Evaluating Standards, Controlling Standards, and Improving Standards). Its work is supported by a hierarchical network of quality assurance units, including the Quality Assurance Group (GJM) at the faculty level, the Academic Activity Coordination Team (TK2A) at the department level, and the Semester Coordination Team (TKS) at the study programme level, ensuring that quality standards are embedded throughout all academic and administrative units (**Annex 10**).

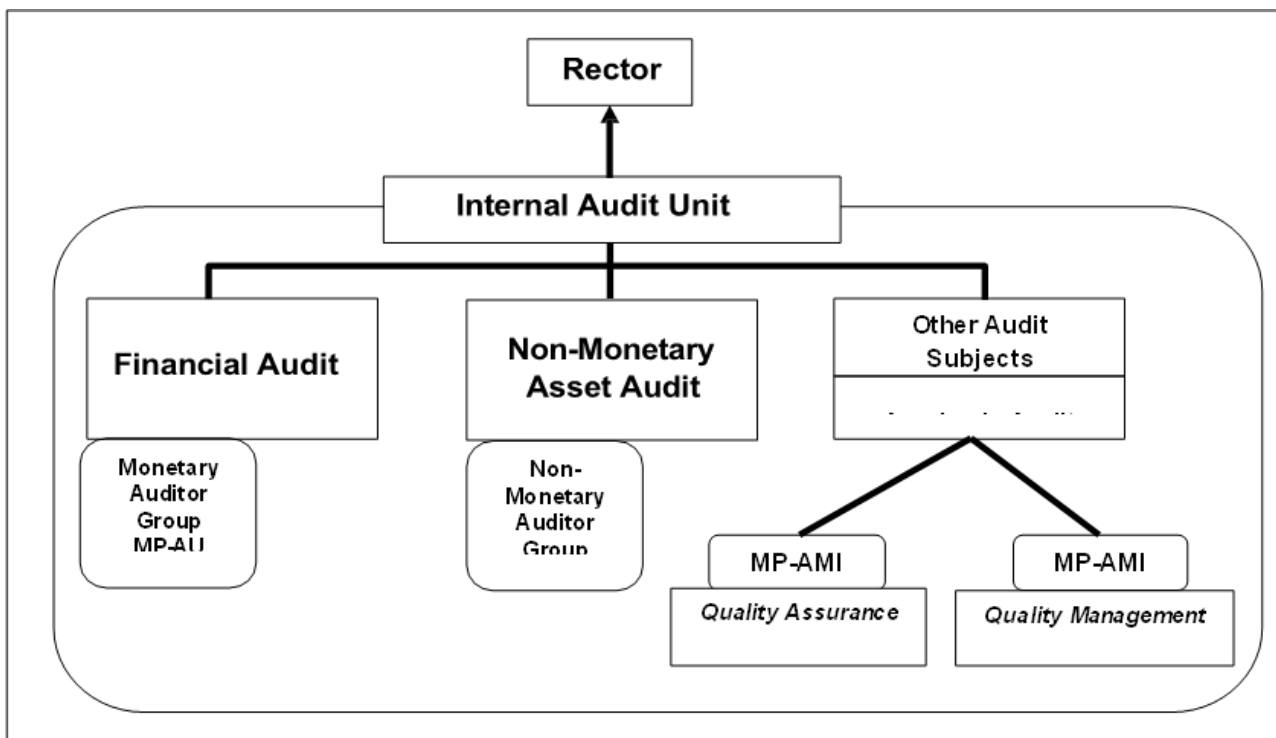


Figure 5. QA Organisational Structure at Pattimura University

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2.1.2. INVOLVEMENT OF THE ACADEMIC COMMUNITY IN PPEPP

Pattimura University has implemented a comprehensive internal quality assurance system (SPMI) through the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement) in line with the Plan-Do-Check-Action (PDCA) model, and has referred to SPMI documents to ensure continuous improvement. This implementation is outlined in Rector's Decree Number 3968/UN13/SK/2023, which concerns the Guidelines for the Application of the PPEPP Cycle (**Annex 11**). This decree serves as the legal basis for all work units to carry out quality assurance in a consistent and structured manner. This cycle is not only a procedural framework but is also expected to create a culture of sustainable quality throughout the academic community. The comprehensive implementation of the Pattimura University quality assurance system involves a quality assurance activity cycle: Plan-Do-Check-Action (PDCA) / Planning, Implementation, Evaluation, Control, Improvement (PPEPP).

1. Standard Setting (Plan)

The quality assurance cycle begins with the planning and establishment of standards, a process formally initiated by the Institute for Learning Development and Educational Quality Assurance (LP3MP). These activities involve conducting evaluations and tracer studies to inform the drafting of quality documents. The draft Standards are then submitted to the University Senate for consideration before being formally established through a Rector's Decree. The key documents produced at this stage include the Quality Policy, the Quality Manual, the SPMI Standards (covering Education, Research, and Community Service, plus institutional Identity and Collaboration standards), and various forms and Standard Operating Procedures (SOPs). These documents provide the essential framework and criteria for all subsequent quality assurance activities.

2. Standard Implementation (Do)

Once the standards are formally established, they are implemented across all university units. The LP3MP coordinates with faculties and postgraduate schools to ensure the standards are executed according to plan. At the operational level, Semester Coordination Teams (TKS) and Academic Activity Coordination Teams (TK2A) within each study programme and department are responsible for carrying out the standards in daily academic and administrative processes. A crucial tool for monitoring this implementation is the university's academic information system (SIKAD), which records and tracks various activities and provides data on the execution of processes such as course delivery, student attendance, and assessment, thereby ensuring alignment with established standards.

3. Evaluation (Check)

The evaluation phase assesses compliance with the established standards. This step is achieved through a structured process of monitoring and internal quality audits (AMI). Monitoring is carried out continuously by the TKS and TK2A teams. A more formal evaluation is conducted through internal audits, led by a Manager of the Internal Quality Audit Programme (MP-AMI) at both the university and faculty levels. These audits involve trained internal auditors who systematically assess each unit's adherence to the SPMI standards, using audit checklists and reviewing documentary evidence. The findings from these audits, including any identified non-conformities (KTS) or observations (OB), are compiled into audit reports. This process is supported by the university's integrated information system, which aids in data collection and analysis for a more effective evaluation.

4. Control and Improvement of Standards (Action)

The final stage focuses on controlling and improving quality based on audit results. Audit findings are reported to the respective leaders (Deans or Rector) through the LP3MP. This strategy leads to the issuance of Requests for Corrective Action (PTK) to the audited units, which are required to address the identified issues within an agreed timeframe. Concurrently, the university leadership conducts regular Management Review Meetings (RTM). During these meetings, the results of audits, stakeholder feedback, and progress on corrective actions are reviewed. The outcomes of these reviews are crucial decisions to improve standards or set new, higher benchmarks, thereby closing the loop and initiating a new PPEPP cycle. This process ensures a documented Follow-Up Plan (RTL) for continuous quality enhancement.

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2.1.3. CODE OF ETHICS, ACADEMIC GUIDELINES

The campus life ethics guidelines of Pattimura University, as set forth in Senate Regulation Number 1 of 2021, explicitly define the rights and responsibilities of students. Students are granted the right to exercise academic freedom responsibly in pursuing knowledge, while being simultaneously obligated to adhere to all university regulations and the established ethics of campus life. The guidelines provide clear protections against academic fraud, categorising violations into minor, moderate, and severe infractions. Severe violations include plagiarism (presenting another's work as one's own), forgery of academic documents, and bribery to influence academic assessments. The implementation of these rules involves a structured disciplinary process in which a dedicated team (the Code of Ethics Commission) investigates allegations, and students are granted the right to defend themselves. The sanctions imposed take the form of recommendations from the Code of Ethics Commission to the Rector, ranging from written warnings to temporary suspension of academic activities or, in cases of severe misconduct, permanent dismissal (**Annex 12**).

Educational support staff are likewise subject to the campus life ethics guidelines set forth in Senate Regulation Number 1 of 2021. Any violations committed by educational support staff are addressed in accordance with applicable laws and regulations, while adhering to ethical principles that include respect for human dignity, justice, integrity, responsibility, and the upholding of academic freedom. Through this comprehensive framework, Pattimura University actively promotes a culture of academic integrity, safeguards the principles of academic freedom, and maintains constant vigilance against academic fraud, thereby upholding the credibility and quality of its educational mission (**Annex 13**).

The same guidelines also bind lecturers through a detailed professional code of conduct. Lecturers are required to uphold academic freedom responsibly, demonstrate professionalism through disciplined teaching, prepare proper learning tools such as semester learning plans (RPS), and conduct fair and objective evaluations of student work. The regulations specifically prohibit actions such as failing to deliver the required number of lectures, neglecting academic advising duties, intimidating students, committing plagiarism, and being subjective in assessments. Lecturers who violate these provisions are subject to a graduated sanctioning process, beginning with verbal warnings and escalating to formal written warnings. Persistent or serious violations can lead to sanctions including the suspension of teaching duties, removal from student supervision roles, or restrictions on research and community service activities, as determined by the faculty senate and decreed by the Dean (**Annex 14**).

2.1.4. GENDER EQUALITY

Pattimura University is committed to fostering an inclusive and equitable environment for all members of its academic community, including students, lecturers, and educational staff. This commitment is reflected in the university's concern for justice, inclusion, accountability, and equitable access to higher education. Gender equality in higher education is positioned as an important foundation for social justice, sustainable development, institutional excellence, and democratic academic life. As the largest and oldest public university in Maluku, UNPATTI has a responsibility to serve as a centre of equity, inclusion, and transformative leadership in Eastern Indonesia. UNPATTI has also prepared its first comprehensive gender profile to map gender integration across human resources, governance, academic programmes, research, community engagement, infrastructure, and institutional accountability. Several positive foundations can be seen in the near parity between male and female permanent lecturers, with 572 male and 561 female lecturers, the higher number of female educational staff, with 145 female staff compared with 132 male staff, and the growing participation of women in S3 or doctoral studies, involving 74 staff members. These findings indicate that UNPATTI has begun to build a measurable foundation for gender balance within its staffing structure. However, several challenges still require attention, including the underrepresentation of women in senior academic ranks and senior administrative positions, the limited availability of systematically collected gender-disaggregated data, and the need to audit and improve campus infrastructure such as sanitation facilities, health services, and safety measures so that they become more gender-responsive. Therefore, UNPATTI's commitment to gender equality should be understood as an ongoing institutional process that requires stronger policy implementation, better data management, systematic gender-responsive planning, and continuous monitoring to ensure that every

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individual can learn, teach, work, and lead without discrimination, harassment, or structural disadvantage (**Annex 15**).

In addition, Pattimura University has demonstrated its commitment to gender equality through academic research, publications, and gender-related activities. A wide range of gender-related journal articles has been produced by lecturers and authors from Pattimura University, covering themes such as women's empowerment, gender roles, sexual violence, legal protection for women and children, women's political participation, gender development, and women's economic contribution. These publications show that gender issues at UNPATTI are approached through legal, social, economic, environmental, educational, and community-based studies. Several recent publications include *Peran Gender dan Kerentanan Penghidupan Rumah Tangga Nelayan Kepiting Bakau terhadap Perubahan Iklim di Desa Bula Air* or *Gender Roles and the Livelihood Vulnerability of Mangrove Crab Fisher Households to Climate Change in Bula Air Village*, published in 2026; *Model Pengembangan dan Kesuksesan Karir Perempuan Tenaga Pendidik di Fakultas Ilmu Sosial dan Ilmu Politik Pattimura University* or *A Model for the Development and Career Success of Women Educators at the Faculty of Social and Political Sciences, Pattimura University*, published in 2024; and *Partisipasi Perempuan dalam Politik: Antara Representasi dan Kebijakan di Kota Ambon* or *Women's Participation in Politics: Between Representation and Policy in Ambon City*, published in 2024. Other relevant works include *Pemodelan Regresi Multivariat pada Kasus Indeks Pembangunan Manusia dan Indeks Pembangunan Gender* or *Multivariate Regression Modelling in the Case of the Human Development Index and Gender Development Index*, *Perlindungan Hukum terhadap Perempuan dan Anak Ditinjau dari Hukum Humaniter Internasional* or *Legal Protection for Women and Children Viewed from International Humanitarian Law*, and *Sosialisasi Pencegahan Kekerasan Seksual pada Jurusan Akuntansi Fakultas Ekonomi dan Bisnis Pattimura University* or *Dissemination of Sexual Violence Prevention in the Accounting Department, Faculty of Economics and Business, Pattimura University*. Earlier gender-related studies also include *Kesetaraan Gender dalam Kehidupan Masyarakat Desa Hutumuri Kecamatan Leitimur Selatan Kota Ambon* or *Gender Equality in the Life of the Community of Hutumuri Village, Leitimur Selatan District, Ambon City*, published in 2008. The range of these publications demonstrates that UNPATTI's academic community has contributed to the development of gender-related knowledge and public awareness across different periods and contexts. Overall, these publications and activities indicate that gender equality has become an important academic concern at Pattimura University, although it still needs to be strengthened through more systematic research agendas, wider institutional collaboration, and stronger integration of gender perspectives into university governance, curriculum, research, and community service programmes (**Annex 16**).

2.1.5. EXTERNAL STAKEHOLDER INVOLVEMENT

Pattimura University (UNPATTI) actively engages in national and international benchmarking activities as an integral part of its quality assurance cycle (SPMI) to drive continuous quality improvement. These activities serve as a vital learning tool, allowing the university to compare its practices with those of more advanced institutions and adopt best practices. In recent years, the Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu Pendidikan (LP3MP) has conducted benchmarking visits to several leading Indonesian universities, including Universitas Negeri Jakarta (UNJ), Universitas Negeri Makassar (UNM), Universitas Pendidikan Indonesia (UPI), and Universitas Andalas (UNAND). These visits focused on studying best practices in SPMI implementation, particularly the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement), document management, organisational structures, data management systems, and strategies for achieving international accreditation for study programmes. The valuable insights and recommendations gained from these benchmarking exercises are systematically analysed and used to formulate recommendations for strengthening UNPATTI's own quality assurance system.

Table 2. Quality Assurance Benchmarking Results

No.	The Strengths of the University	Improvements for Quality Assurance
1	Strong Organisational Structure for Quality Assurance: The university has a dedicated and multi-level quality	Establish Specialised Centres within LP3MP: Following the models of UNJ and UNM, which have up to 7 functional centres, UNPATTI should establish

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No.	The Strengths of the University	Improvements for Quality Assurance
	assurance structure, from the LP3MP at the university level down to GJM at faculties and TKS/TK2A at study programmes, providing a clear framework for implementing SPMI.	similar specialised centres within LP3MP to support core functions such as curriculum development, learning media, and audit management.
2	Comprehensive Quality Documents: UNPATTI has already developed the core set of SPMI documents, including Quality Policy, Quality Manual, Standards, and Forms, as well as additional documents such as procedural manuals and SOPs, all of which are accessible online.	Strengthen Integrated Data Management Systems: Learning from UNM and UNJ, there is a need to develop a more robust, integrated online IT system that connects LP3MP seamlessly with GJM at faculties and with TKS/TK2A at study programmes. This method would enable real-time monitoring, efficient data collection, and better coordination of quality assurance activities.
3	PPEPP Cycle Implementation: The university has implemented the mandatory PPEPP quality assurance cycle and has an SPMI calendar and SOPs in place to guide its execution.	Enhance Management Review Meetings (RTM) and Follow-up: Insights from benchmarking at UNJ and UNM highlight the need to improve RTM effectiveness. The RTM includes ensuring timely meetings, thorough analysis of audit results, and, most importantly, systematic follow-up on decisions to close the loop in the continuous improvement cycle.
4	Commitment to Internationalisation: UNPATTI is actively seeking to improve its global standing by studying pathways to international accreditation (e.g., AQAS, ASIIN) as demonstrated by the benchmarking visit to UPI.	Develop a Roadmap for International Accreditation: UNPATTI should develop a clear, step-by-step roadmap for its study programmes to achieve international accreditation, based on the detailed procedures learned from UPI. The roadmap includes steps from selecting an appropriate agency, preparing self-assessment reports, and conducting mock site visits.
5	Awareness of SPMI's Importance: As noted in the UNAND report, there is a recognition of the importance of strong leadership commitment and adequate funding for successful SPMI implementation.	Secure Stronger Leadership Commitment and Funding: To fully realise its quality goals, UNPATTI needs to secure a stronger, more visible commitment from top leadership, reflected in significantly increased, dedicated budget allocations for all SPMI activities, as observed in the successful model at UNAND.
6	Internal Audit Team (AMI): The university has internal auditors who conduct internal quality audits to ensure compliance with its standards.	Recognise and Incentivise AMI Work: Learning from the remuneration practices at UNM, the work of the AMI team and other quality assurance officers at faculties and study programmes should be formally recognised and included in the university's remuneration ranking system. The AMI activities boost motivation and ensure maximum performance.

2.1.6. LEARNING EVALUATION PROCESS

According to the Academic Regulations of Pattimura University (Rector's Regulation Number 2 of 2021), the learning evaluation process is governed by Articles 47-63. Every lecturer must conduct this at the end of each semester. Learning evaluation is designed as a systematic process that encompasses several key aspects:

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Assessment of Learning Achievement: Lecturers assess the extent to which students have achieved the targeted competencies, covering the domains of attitudes, knowledge, and skills. Assessment is conducted using multiple techniques, including observation, written tests, oral examinations, and performance tasks, as outlined in the semester learning plan (RPS).

Principles of Assessment: The evaluation process adheres to five fundamental principles: educative (motivating students to improve their learning), authentic (reflecting genuine student abilities), objective (based on agreed standards), accountable (following clear procedures), and transparent (accessible to all stakeholders).

Formulation of Final Grades: Based on the results of participation, assignments, mid-semester examinations (UTS), and final semester examinations (UAS), lecturers calculate and assign final grades. For diploma and undergraduate programmes, grades range from A (very good) to E (fail), while professional, master's, and doctoral programmes use a more nuanced scale including A, A-, B+, B, B-, and C.

Overall, these regulations emphasise that learning evaluation is not merely a measure of final results but an integral part of the continuous quality improvement cycle. The results are documented in semester result cards (KHS) and used to reflect on the effectiveness of the teaching and learning process, serving as a basis for continuous improvement in learning quality.

2.1.7. RESULTS AND FOLLOW-UP OF SPMI EVALUATION

Pattimura University has established a comprehensive evaluation policy for its Internal Quality Assurance System (SPMI), formally rooted in the university's commitment to continuous quality improvement as declared in 2010. The policy is operationalised through the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement), which aligns with the Plan-Do-Check-Action (PDCA) model and is mandated by national regulations, including Law Number 12 of 2012 on Higher Education and Ministerial Regulation Number 62 of 2016 on Internal Quality Assurance Systems. The primary instrument for evaluation under this policy is the annual Internal Quality Audit (AMI), conducted once a year in accordance with Rector's Decree Number 354/UN13/SK/2023, which formally appoints certified auditors to carry out the evaluation. The evaluation scope is comprehensive, covering all aspects of institutional performance as aligned with national accreditation criteria, including external conditions, unit profiles, vision and mission implementation, governance and cooperation, students, human resources, finance and facilities, education, research, community service, tridharma outcomes, quality assurance mechanisms, and development programmes. The evaluation policy mandates that audit findings be documented and reported to university management as a basis for identifying problems and formulating follow-up recommendations. These findings inform Management Review Meetings (RTM), where decisions regarding standard improvements are made. The policy emphasises that evaluation is not merely a measure of final results but an integral part of the continuous quality improvement cycle, requiring systematic follow-up on recommendations to ensure that recurring challenges are addressed through more substantial commitment, effective coordination, and enhancements to the support system.

2.2. DESIGN AND APPROVAL OF PROGRAMMES

The Indonesian National Qualifications Framework (KKNI) is a competency-based system used to measure, align, and integrate education, training, and work experience (Presidential Regulation of the Republic of Indonesia Number 8 of 2012). The development and approval of study programme curricula at Pattimura University (UNPATTI) must follow the guidelines set forth in **Annex 17** published by the Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology. Therefore, the scientific vision outlined in the curriculum document must align with the faculty's vision and reflect the university's overall vision. Furthermore, to achieve the scientific vision of the study programme, this is outlined in the Graduate Learning Outcomes (CPL) or Programme Learning Outcomes (PLO), which are designed in accordance with the graduate profile.

Moreover, CPL/PLO are compiled with reference to graduate profiles and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework (KKNI) in Higher Education, as well as Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of

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2023 concerning Higher Education Quality Assurance. The entire curriculum development process also refers to standards set by relevant professional associations and external stakeholder requirements, including alumni, employers, and industry. This guide emphasises the Outcome-Based Education (OBE) approach in curriculum development, with stages including: graduate profile formulation, CPL formulation, course formation, curriculum structure development, and learning design embodied in the Semester Learning Plan (RPS). These competencies will also impact employee assessments in relation to their KKN I competency levels. The KKN I will ultimately be helpful for the transfer of education credit systems. In terms of educational competency standards, there are 9 KKN I levels.

The conversion of Semester Credit Units (SKS) to the European Credit Transfer and Accumulation System (ECTS) at Pattimura University is based on the calculation of academic hours. Based on **Annex 18**, 1 (one) Credit Hours consists of: a) learning process activities of 50 minutes per week per semester; b) structured assignment activities of 60 minutes per week per semester; and c) independent activities of 60 minutes per week per semester (Article 10 paragraph (1)). The number of academic hours is multiplied by 16 (sixteen) meetings in one semester (Article 4 paragraph (2)), resulting in 45.3 academic hours for one Credit Hours. Additionally, based on **Annex 19**, it is stipulated that one ECTS is equivalent to 30 academic hours according to the standards set by Pattimura University. The final calculation for converting Credit Hours to ECTS is 45.3 hours divided by 30 hours, which equals 1 Credit Hours = 1.5 ECTS. Based on the above conversion calculations, the number of ECTS credits for each level of the study programme can be determined as follows:

Table 3. Conversion of Credit Hours to ECTS for each level of study programme

Programme Level	Number of Credit Hours	ECTS Conversion
Bachelor	144	216
Master	min 36	min 54
Doctor	min 42	min 63

The curriculum of Pattimura University is based on Law No. 20 of 2003 of the Republic of Indonesia concerning the National Education System and Presidential Regulation No. 8 of 2012 of the Republic of Indonesia concerning the Indonesian National Qualifications Framework. Based on these regulations, UNPATTI is required to design a curriculum structure that aligns with the university's vision and mission. In addition, the curriculum development procedure is as follows:

- 1. Planning:** The curriculum development team prepares an annual monitoring and evaluation schedule, establishes key performance indicators (KPIs) for both the main curriculum and the supporting curriculum, develops monitoring and evaluation instruments, including questionnaires and assessment guidelines, and determines the necessary data sources, including stakeholder input and student evaluations.
- 2. Implementation Monitoring:** Collect data periodically (at least once per semester) by analysing the learning process, conducting student satisfaction surveys, interviewing course lecturers, and analysing documents (RPS, teaching materials, learning evaluation results); document critical findings during the monitoring process; hold regular monitoring team meetings to evaluate progress.
- 3. Evaluation:** Each academic year, evaluate the relevance of the curriculum to the needs of industry and society, its suitability to the vision, mission and objectives of the institution, the learning outcomes of graduates, the effectiveness of learning methods, and the quality and quantity of supporting facilities and infrastructure.
- 4. Follow-up:** Presenting monitoring and evaluation results to university leaders and relevant stakeholders; identifying areas requiring improvement or development; developing action plans for curriculum improvement in line with evaluation findings; adopting necessary changes to the main and supporting curricula; communicating curriculum changes to the entire academic community.

2.2.1. HISTORY OF THE ML PROGRAMME

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The Master Programme in Law (ML) at Pattimura University's Postgraduate Faculty was formally established following the issuance of Decree Number 757/D/T/2006 by the Directorate General of Higher Education, Ministry of National Education, dated 16 February 2006. The decree, signed by Director General Satryo Soemantri Brodjonegoro, granted official permission for the implementation of the Master of Law Study Programme (S2) at Pattimura University, Ambon. The programme was established in accordance with a comprehensive legal basis, including Law Number 20 of 2003 and several ministerial decrees, following a thorough academic and administrative evaluation conducted by the Directorate General of Higher Education. The Master Programme in Law is guided by a scientific vision centred on the advancement, deepening, and development of legal science within the context of an increasingly complex and globalised society. The programme aims to produce legal scholars who are capable of conducting rigorous scientific inquiry, engaging critically with legal theory, and contributing meaningfully to the resolution of legal issues at both societal and institutional levels. In doing so, the programme seeks to foster graduates who uphold the highest standards of academic integrity, professional ethics, and scholarly responsibility (**Annex 20**).

The graduate profile of the Master Programme in Law comprises ten competency outcomes designed to produce well-rounded and competent legal professionals. Graduates are expected to be able to adapt to heterogeneous environments, global challenges, and technological advancements in the global application of legal science. They possess ethics, integrity, and an attitude that upholds human values and professional responsibility. They are able to communicate and cooperate with colleagues, the community, or stakeholders to resolve legal issues. Graduates are able to master, deepen, and develop legal knowledge, as well as to conduct systematic and critical scientific reasoning to provide solutions to legal and societal problems.

Furthermore, graduates are able to conduct legal research and studies as a contribution to the development of legal science; to identify, review, analyse, compile, and develop legal knowledge in the form of scientific works or legal documents in accordance with scientific principles and academic ethics; to systematically identify and formulate legal issues to provide appropriate solutions; to apply legal concepts, theories, and knowledge to resolve legal issues within society; and to contribute to law enforcement and the resolution of legal cases (**Annex 21**).

2.2.2. OVERVIEW OF THE CURRICULUM STRUCTURE OF THE ML PROGRAMME

The Master Programme in Law requires the completion of 40 Credit Hours, equivalent to 60 ECTS, to graduate. The curriculum is structured across three semesters. Students complete 21 ECTS in the first semester through compulsory foundational courses, 15 ECTS in the second semester through elective specialisation courses, and 24 ECTS in the third semester through final academic work consisting of a Proposal Seminar, Results and Journal Publication Seminar, and Thesis. The complete semester-by-semester course structure and credit distribution are presented in the module handbook overview and curriculum tables (**Annex 22**).

The programme's curriculum is strategically organised into three interconnected components, ensuring both academic depth and legal specialisation:

- **Compulsory Core Courses:** Foundational subjects taken in the first semester to build advanced legal knowledge and research capacity. Examples include Legal Theory, Philosophy of Law, Legal Anthropology in Island-Based Regions, Human Rights Law Theory, Legal Research Methodology, and Legal Research.
- **Elective Specialisation Courses:** Concentrated legal study in the second semester, grouped into four areas of interest, namely Business Law, Criminal Law, Government Law, and International Law. Examples from Business Law include Procurement Law, Investment Law in the Islands Region, Business Competition and Anti-Monopoly Law, and International Commercial Contract Law. Examples from Criminal Law include Criminal Law Theory and Policy, Criminal Policy, Environmental Criminal Law, Corporate Crime, and Criminal Law on Corruption. Examples from Government Law include Law and Public Policy, Legislative Law Politics, Decentralisation and Island Autonomy, and Law on Maritime Governance. Examples from International Law include International Environmental Law and Human Rights, Transnational Crime Law, International Treaty Law, Air and Space Law, and Diplomatic

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and Consular Law.

- Final Academic and Research Component: The third semester is devoted to intensive research-based completion activities, namely Proposal Seminar, Results and Journal Publication Seminar, and Thesis, which emphasise proposal development, research reporting, publication readiness, and original scholarly contribution.

The curriculum is distinguished by its strong postgraduate orientation toward legal theory, advanced legal research, and evidence-based problem solving. A major distinctive feature of the programme is its contextual focus on archipelagic and island-based legal issues, especially those related to Maluku, such as customary law, marine and coastal governance, decentralisation in island regions, investment in archipelagic areas, and maritime legal development. The programme also integrates national, international, empirical, and interdisciplinary perspectives, while many modules explicitly use blended learning through classroom teaching, the UNPATTI LMS, and synchronous online meetings. This structure prepares graduates to produce rigorous legal research, formulate innovative legal solutions, and contribute both academically and professionally in specialised fields of law.

2.2.3. LEARNING OBJECTIVES OF THE ML PROGRAMME

the Master Programme in Law has a clear and coherent alignment between the European Qualifications Framework (EQF), the Indonesian Qualifications Framework (IQF/KKNI), and the programme's Programme Learning Outcomes (PLOs/CPLs), showing that all three operate at an equivalent master's level in terms of advanced knowledge, complex skills, and professional responsibility. In the knowledge and understanding domain, the EQF requires highly specialised knowledge at the forefront of the field and critical awareness across disciplinary boundaries, while the IQF similarly requires graduates to develop knowledge, technology, and professional practice through research that produces innovative and well-tested work; this is reflected in the programme PLOs through outcomes related to ethical academic conduct, commitment to human values, nationalism, integrity, professional responsibility, entrepreneurship, and lifelong learning, which show that advanced legal knowledge is integrated with scholarly and moral maturity. In the skills domain, the EQF emphasises specialised problem-solving skills for research and innovation and the integration of knowledge from different fields, while the IQF stresses the ability to solve scientific and professional problems through interdisciplinary or multidisciplinary approaches; this is translated into programme PLOs that require graduates to produce, manage, and publish interdisciplinary research, demonstrate academic leadership, and communicate ideas and solutions effectively to stakeholders, indicating that graduates are expected not only to master legal theory but also to apply it analytically and communicate it professionally. In the autonomy and responsibility domain, the EQF highlights the capacity to manage and transform complex and unpredictable contexts through new strategic approaches and to contribute responsibly to professional knowledge and team performance, while the IQF requires the ability to manage research and development that benefits society and gains national and international recognition; in response, the programme PLOs position graduates as capable of designing and implementing innovative and sustainable maritime-island-based legal science models and serving as leaders, supervisors, policy makers, lecturers, or researchers able to address complex legal problems. Overall, the matrix confirms that the programme's PLOs are fully consistent with both EQF and IQF descriptors, and that the equivalence between the two frameworks lies in their shared expectation that master's graduates must demonstrate frontier-level knowledge, research-based and interdisciplinary problem-solving skills, and a high degree of independence, leadership, and accountability in academic and professional practice (**Annex 23**).

2.2.4. COMPULSORY AND ELECTIVE MODULES

The study load in the Master Programme in Law is distributed progressively across three semesters to support the staged development of advanced legal knowledge, specialisation, and independent research. In the first semester, students complete 21 ECTS, consisting entirely of compulsory core courses, namely Legal Theory (4.5 ECTS), Philosophy of Law (3 ECTS), Legal Anthropology in Island-Based Regions (3 ECTS), Human Rights Law Theory (3 ECTS), Legal Research Methodology (4.5 ECTS), and Legal Research (3 ECTS). This semester establishes the programme's academic foundation in legal theory, philosophy, human rights, legal anthropology, and research competence. In the second semester,

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students undertake 15 ECTS of elective specialisation courses, selected from four concentration clusters: Business Law, Criminal Law, Government Law, and International Law. Each elective carries 3 ECTS, and students must take at least a minimum set of electives to build a focused area of expertise. The Business Law cluster includes courses such as Procurement Law, Investment Law in the Islands Region, and Business Competition and Anti-Monopoly Law; the Criminal Law cluster includes Criminal Law Theory and Policy, Environmental Criminal Law, and Criminal Law on Corruption; the Government Law cluster includes Law and Public Policy, Legislative Law Politics, and Decentralisation and Island Autonomy; while the International Law cluster includes International Environmental Law and Human Rights, International Treaty Law, and Diplomatic and Consular Law. The third semester carries the heaviest academic load at 24 ECTS and is fully devoted to the final academic and research stage, comprising Proposal Seminar (6 ECTS), Results and Journal Publication Seminar (9 ECTS), and Thesis (9 ECTS). Altogether, the curriculum amounts to 40 Credit Hours or 60 ECTS, with a structure that moves from compulsory theoretical and methodological grounding, to elective legal specialisation, and finally to intensive research and thesis completion. This design shows that the programme is strongly research-oriented while also offering focused legal pathways, especially in areas linked to archipelagic, maritime, public, criminal, and international legal issues, thereby preparing graduates for advanced academic, professional, and policy roles in law.

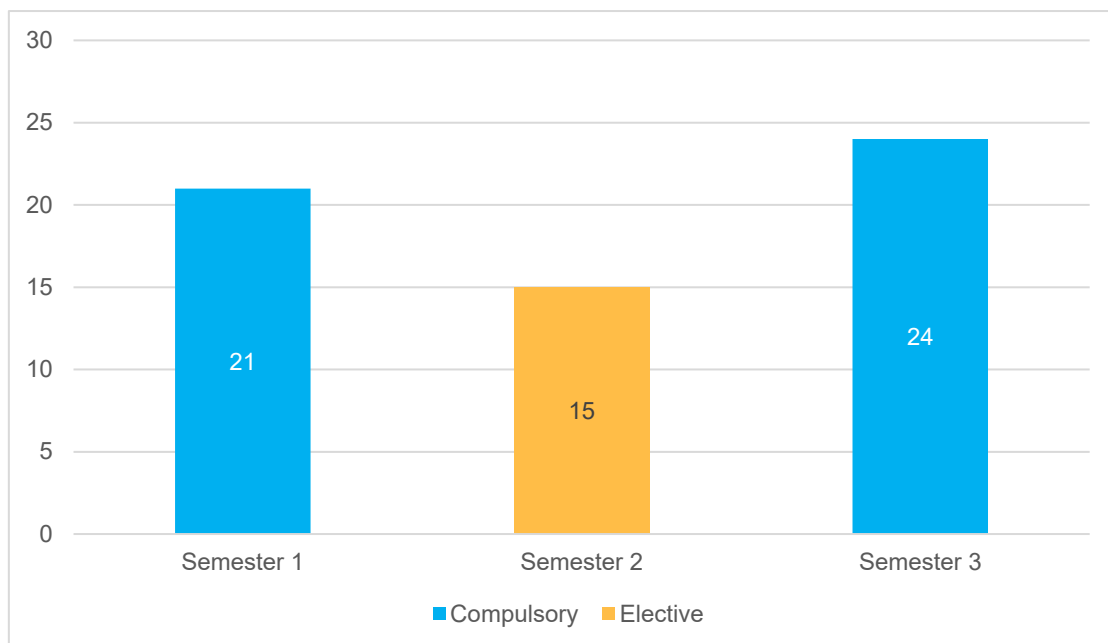


Figure 6. Distribution of Study Load (ECTS) for Compulsory and Elective Courses per Semester in the Master Programme in Law

2.2.5. INVOLVEMENT OF STAKEHOLDERS IN CURRICULUM DEVELOPMENT

The Master Programme in Law at Pattimura University developed its revised curriculum as part of a comprehensive Outcome-Based Education reform process culminating in formal approval through the Decision of the Director of the Postgraduate Programme No. 189/UN.13.2.2/SK/2025, with implementation effective from the odd semester of the 2025/2026 academic year; the curriculum development report itself was finalised in March 2026. The process was deliberately systemic and participatory, involving internal stakeholders through curriculum review workshops, departmental meetings, focus group discussions, surveys, course design workshops, and review of draft curriculum documents. Lecturers contributed academic expertise and curriculum mapping, students from all cohorts provided feedback on learning experience, assessment, legal databases, practical skills, English provision, and blended learning, while administrative support was involved through implementation planning, communication, and quality assurance arrangements. External stakeholders were also actively engaged to ensure that the learning outcomes reflected labour market expectations and wider societal needs. Alumni contributed through a tracer study of 155 graduates and alumni forum discussions, while graduate users from government,

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judiciary, law enforcement, legal practice, and the private sector participated through structured consultations, interviews, surveys, and a dedicated forum. Community representatives, civil society organisations, customary institutions, and legal aid groups also took part, alongside professional associations and regulatory bodies. Their input directly influenced the revised curriculum, especially in strengthening English language competence, information technology and legal digitalisation skills, research capability, communication and negotiation skills, leadership, practical legal training, attention to customary law, access to justice in island communities, and the programme's distinctive archipelagic orientation.

Table 4. Reference Points from External Stakeholders

No	Stakeholder	Reference Point for the Study Programme Curriculum
1	Alumni of the Master Programme in Law, Pattimura University	Confirmed the overall relevance of the programme, but recommended stronger English proficiency, better information technology competence, more practical legal skills, and greater attention to administrative law, legislative drafting, public policy, judgment writing, commercial law, dispute resolution, legal ethics, customary law, and access to justice in island communities.
2	Graduate users from government agencies and public legal offices	Requested stronger competencies in administrative law, policy analysis, regulatory drafting, communication, collaboration, leadership, English, and legal digitalisation, so that graduates can perform effectively in public sector legal work and policy environments.
3	Graduate users from judicial institutions	Recommended greater emphasis on evidence law, judicial process, legal reasoning, case analysis, and judgment writing, reflecting the needs of courts and adjudicative institutions.
4	Graduate users from law enforcement agencies, including prosecutors' offices and police legal units	Highlighted the need for graduates with stronger legal analysis, digital competence, communication skills, and practical problem-solving capacity suitable for increasingly complex and technology-driven legal work.
5	Graduate users from legal practice, including advocates, notaries, and law firms	Recommended enhanced coverage of commercial law, dispute resolution, legal practice management, legal drafting, negotiation, client communication, and professional ethics to ease graduates' transition into practice.
6	Graduate users from the private sector, including corporate legal departments and banks	Emphasised the importance of English proficiency, legal technology use, communication, teamwork, negotiation, and leadership, particularly for organisations with international links and digitalised legal operations.
7	Professional associations and regulatory bodies	Provided input to ensure that the curriculum remained aligned with professional competency expectations, ethical standards, and graduate readiness for legal practice and professional engagement.
8	Community representatives from civil society organisations, customary institutions, community groups, and legal aid organisations	Recommended stronger integration of customary law, social justice, public service values, access to justice for marginalised and remote island communities, community-based learning, and clinical legal education, so that graduates can respond to the real legal needs of Maluku and other archipelagic areas.

2.2.6. EXTERNAL EXPERTS AND REFERENCE POINTS

The curriculum of the Master Programme in Law was developed with the involvement of both expert reviewers and industry or professional representatives to ensure academic rigour, professional relevance, and alignment with emerging developments in legal education and practice. According to the curriculum development report, two expert review panels were convened: the first consisted of Indonesian legal education experts from other universities and national quality assurance bodies, while the second

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consisted of international legal education specialists with experience in outcome-based curriculum design. In parallel, industry and professional input was gathered through structured consultations and forums involving graduate users from government agencies, judicial institutions, law enforcement bodies, legal practice, private sector employers, professional associations, and regulatory bodies. Their contributions shaped the revised curriculum in several important ways, including the strengthening of outcome-based curriculum mapping, experiential learning, authentic assessment, legal digitalisation, English language development, soft skills, leadership, international and comparative law, and robust quality assurance mechanisms. However, the report does not disclose the individual names of the experts or industry representatives, so the table below records the categories and affiliations explicitly documented in the source.

Table 5. Reference Points from Experts and Industry

No	Expert/Industry	Reference Point to Study Programme Curriculum
1	Indonesian legal education experts from other universities and national quality assurance bodies (<i>individual names not specified in the report</i>)	Reviewed curriculum alignment with national standards, responsiveness to Indonesian legal development needs, and consistency with national legal education reform initiatives. They also supported clearer learning outcomes, stronger curriculum mapping, and better integration of quality assurance mechanisms.
2	International legal education specialists with experience in outcome-based curriculum design (<i>individual names not specified in the report</i>)	Assessed the curriculum against global standards and emerging international trends. They recommended stronger attention to international and comparative law, enhanced English language provision, expanded international partnerships, greater use of technology-enhanced learning, and more structured experiential learning.
3	Government agencies including provincial and district legal offices and judicial affairs agencies (<i>individual names not specified in the report</i>)	Recommended stronger graduate competence in administrative law, policy analysis, regulatory drafting, legal digitalisation, communication, collaboration, and leadership, reflecting the needs of public sector legal work and governance.
4	Judicial institutions including courts at multiple levels (<i>individual names not specified in the report</i>)	Emphasised the need to strengthen evidence law, judicial process, legal reasoning, case analysis, and judgement writing, so that graduates are better prepared for adjudicative and court-related roles.
5	Law enforcement agencies including prosecutors' offices and police legal units (<i>individual names not specified in the report</i>)	Highlighted the importance of stronger practical legal analysis, legal technology skills, communication, and problem-solving capacity, especially in response to the increasing digitalisation and complexity of legal work.
6	Legal practice representatives including advocates, notaries, and law firms (<i>individual names not specified in the report</i>)	Recommended enhanced curriculum attention to commercial law, dispute resolution, legal practice management, legal drafting, client communication, negotiation, and legal ethics in order to support smoother transition into professional practice.
7	Private sector employers including corporate legal departments and banks (<i>individual names not specified in the report</i>)	Emphasised the importance of English proficiency, legal technology, teamwork, negotiation, leadership, and workplace communication, especially for organisations operating in increasingly digital and internationally connected environments.
8	Professional associations and regulatory bodies (<i>individual names not specified in the report</i>)	Contributed reference points related to professional standards, ethical requirements, future trends in legal practice, and graduate readiness, helping ensure that the curriculum remains relevant to both current and anticipated professional demands.

2.2.7. EXPECTED STUDENT LOADS

The Master Programme in Law at the Faculty of Postgraduate, Pattimura University, Ambon, is designed for a standard study period of 2 years divided into 4 semesters, in which students are required to complete

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40 Credit Hours to graduate, which is equivalent to 60 ECTS (European Credit Transfer and Accumulation System) based on a conversion rate of 1 Credit Hours = 1.5 ECTS. In accordance with the Ministry of Education and Culture Regulation and university standards, 1 Credit Hours is equivalent to a study load of 170 minutes per week, consisting of 50 minutes of face-to-face activities, 60 minutes of structured assignments, and 60 minutes of independent study, which is carried out over 16 weeks. When converted, the total load is equivalent to approximately 45.33 hours per Credit Hours in one semester. Students can take between 18 and 22 Credit Hours per semester, which is equivalent to 27 to 33 ECTS. Starting from the second semester, the number of Credit Hours that can be taken depends on the previous semester's Grade Point Average (GPA), with the following conditions: a maximum of 22 Credit Hours (33 ECTS) for a GPA of 3.00–4.00; a maximum of 20 Credit Hours (30 ECTS) for a GPA of 2.50–2.99; a maximum of 18 Credit Hours (27 ECTS) for a GPA of 2.00–2.49; a maximum of 16 Credit Hours (24 ECTS) for a GPA of 1.50–1.99; and a maximum of 14 Credit Hours (21 ECTS) for a GPA of 0.00–1.49. The average duration of study in this programme is 4 semesters, with a minimum duration of 3 semesters and a maximum of 8 semesters.

2.2.8. ADDITIONAL TECHNICAL OR INFRASTRUCTURE REQUIREMENTS

The Master Programme in Law, Postgraduate Faculty, Pattimura University, is supported by physical, library, and digital infrastructure that enables the effective implementation of postgraduate legal education in both face-to-face and technology-enhanced formats. The available facilities include lecture rooms, computers, laptops, printers, projectors, scanners, internet access, and campus network services, all of which support the delivery of teaching, academic administration, and student supervision. Library services provide access to printed and digital academic materials relevant to legal studies, thereby supporting coursework, legal research, and thesis completion.

The programme also utilises the university's Learning Management System and related digital platforms to facilitate blended learning, distribute teaching materials, support lecturer-student interaction, and enhance access to academic resources. Overall, these facilities contribute to the quality of learning, research, supervision, and student academic support. Nevertheless, this section should be further strengthened by explicitly identifying programme-specific legal resources, including legal reference materials, academic journals, and research tools that directly support advanced study in law.

2.2.9. CAREER OPPORTUNITIES

Pattimura University (Unpatti) in Ambon has established various initiatives to support graduate employability and facilitate the transition from university to the professional world. These efforts are coordinated by faculties and dedicated career services, which work to connect students and alums with potential employers through job fairs, workshops, and direct recruitment programmes. One of the university's key activities in supporting graduate recruitment is organising job fairs (bursa karir). In December 2023, the Faculty of Engineering collaborated with private sector companies in the contracting and petrochemical industries, specifically PT Tri Jaya Cemerlang and PT Mega Daya Engineering, to host a career fair for its alums. This event aimed to build effective communication and cooperation between the university and the business and industrial world, directly facilitating graduate absorption into the workforce. As explained by the Vice Dean for General Affairs and Finance, the speed at which graduates secure employment is a key measure of higher education service success, making such structured initiatives essential for reducing waiting time for employment. Beyond job fairs, the university also facilitates direct engagement between students and industry through career workshops and campus hiring events. A notable example is the collaboration with WOM Finance, which held a "Career Workshop & Campus Hiring" event at the university in February 2026. This open-to-the-public event provided students and fresh graduates with career insights through a session titled "Early Career Hacks," delivered by the General Manager of Human Capital from the company. It simultaneously offered direct recruitment for its Management Trainee programme. This approach serves as an effective bridge between academia and industry, allowing students to gain both strategic career advice and immediate employment opportunities. Complementing these recruitment-focused activities, the university also conducts systematic tracer studies to gather employer feedback on graduate performance. For instance, the Physics Education Study Programme distributes questionnaires to alums to monitor their professional outcomes. The insights

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gained from these evaluations are invaluable for curriculum review and quality improvement, ensuring that academic programmes remain relevant to the evolving demands of the workplace and that graduates are well-prepared for their careers.

2.2.10. CURRICULUM EVALUATION AND INDIVIDUAL DEVELOPMENT

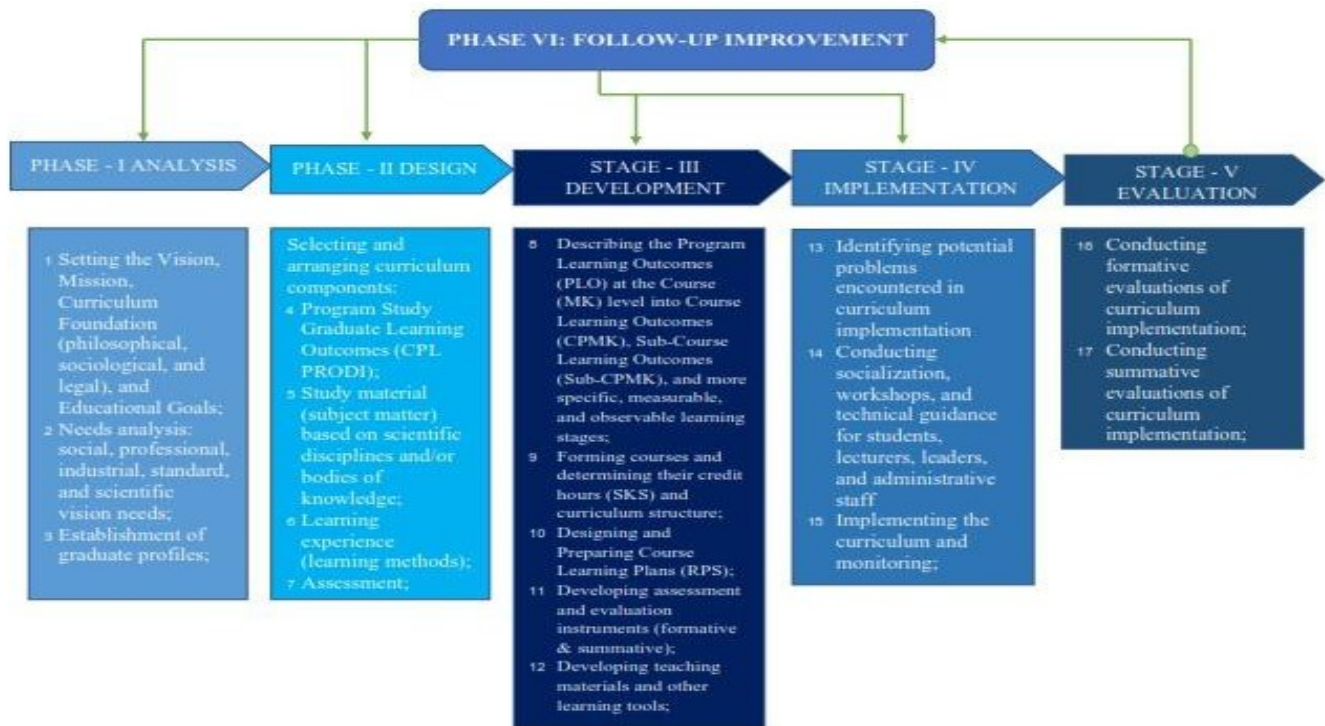


Figure 7. Curriculum Monitoring and Evaluation Cycle

The process of monitoring and evaluating the major and minor curricula at Pattimura University is conducted in a structured and cyclical manner, guided by national higher education standards, institutional regulations, and the university's quality assurance framework. This process begins with a comprehensive analysis phase that reviews the programme's vision, philosophical foundations, alignment with the university's main scientific pattern, "Bina Mulia Ke Lautan," and current societal and industry demands. Regular curriculum evaluations and tracer studies are carried out to assess the relevance and effectiveness of the established Graduate Learning Outcomes (CPL). The findings from these assessments, along with feedback from stakeholders, alums, and labour market analyses, inform necessary revisions and improvements. The design and development stages then translate these insights into updated study materials, course structures, credit weighting, and appropriate assessment methods, ensuring the curriculum remains responsive to both academic excellence values and contemporary professional requirements (**Annex 24**).

During the implementation stage, the curriculum is delivered by identifying potential obstacles, conducting socialisation with lecturers and students through the distribution of Semester Learning Plans (RPS), and monitoring the learning process through routine Monitoring and Evaluation (MONEV) activities. At the faculty level, MONEV sessions are regularly attended by the Dean, Vice Dean, Department Heads, Curriculum Team, and Semester Coordination Team (TKS), alongside the University's Quality Assurance Team, to monitor programme implementation and evaluate quality. This stage also involves engaging external stakeholders, including government agencies, industry representatives, and alums, through curriculum review workshops to ensure relevance to workforce demands.

This process ends with a comprehensive evaluation stage, through formative and summative evaluations of curriculum implementation to ensure its effectiveness and relevance. Internal Quality Audits (AMI) are conducted annually by certified auditors to assess compliance with standards, with findings documented and reported to university management. The results of these audits, together with insights from stakeholder

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feedback and benchmarking with peer institutions, such as UPN "Veteran" Jakarta, on the implementation of Outcome-Based Education (OBE), form the basis for continuous improvement. All these stages create a continuous cycle, ensuring the quality of the curriculum is consistently maintained and enhanced.

2.2.11. RELEVANCE TO EUROPEAN HIGHER EDUCATION OBJECTIVES

The relationship between ECTS weighting and the European Public Higher Education purposes (EPHE) in the Master Programme in Law is clearly demonstrated through the programme's structured allocation of 40 Credit Hours or 60 ECTS, where course credits reflect not only workload but also broader educational purposes. The curriculum directly allocates 31 Credit Hours / 46.5 ECTS to preparation for the labour market through concentration electives, Legal Research Methodology, Legal Research, the Proposal Seminar, the Results and Journal Publication Seminar, and the Thesis, all of which develop professional legal competence, research capability, publication readiness, and applied problem-solving. It allocates 12 Credit Hours / 18 ECTS to preparation for life as an active citizen in a democratic society through courses such as Human Rights Law Theory, Legal Anthropology in Island-Based Regions, and governance- and justice-oriented electives, which strengthen democratic values, human rights awareness, legal pluralism, and social responsibility. For personal development, 23 Credit Hours / 34.5 ECTS are directly aligned through Legal Theory, Philosophy of Law, seminars, and thesis work, which build critical thinking, reflective judgement, academic communication, independence, and scholarly maturity. At the same time, the full 40 Credit Hours / 60 ECTS support the development of a broad and advanced knowledge base, since the curriculum progresses systematically from foundational legal science and research training in Semester I, to advanced specialisation in Semester II, and finally to research synthesis through seminars and thesis in Semester III. The EPHE document also notes that these totals are not additive, because the same modules, especially specialisation courses, seminars, and the thesis, contribute simultaneously to several purposes, showing that the curriculum and learning process are intentionally integrated, multidimensional, and fully aligned with the Council of Europe's higher education aims (**Annex 25**).

2.3. STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

2.3.1. THE LEARNING PROCESS

Pattimura University has established comprehensive policies and regulations governing the planning, implementation, monitoring, evaluation, and follow-up of student-centred learning. These policies refer to the national guidelines published by the Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology through the Student-Centred Learning Implementation Guidebook (2023), which aligns with Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti) (**Annex 26**).

Planning: In the planning stage, each lecturer or teaching team must develop a Semester Learning Plan (RPS) for each course they teach. The RPS must be comprehensive, including the course name and code, semester, credit hours, graduate learning outcomes (CPL) assigned to the course, final abilities expected at each learning stage, subject matter, learning methods, time allocation, student learning experiences articulated through task descriptions, assessment criteria and weightings, and reference lists. The RPS must be distributed to students at the beginning of the semester through a course contract, ensuring transparency and mutual understanding of learning expectations. The curriculum must be developed with reference to national standards, the Indonesian National Qualifications Framework (KKNl), and the university's vision and mission, and must incorporate 21st-century competencies, including communication, collaboration, critical thinking, creative thinking, computational logic, and compassion.

Implementation: Student-centred learning must adhere to nine fundamental characteristics as outlined in the Student-Centred Learning Implementation Guidebook, namely: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. Learning must prioritise two-way interaction between students and lecturers, encourage comprehensive thinking patterns that internalise local and national wisdom, integrate learning to achieve overall graduate outcomes, prioritise scientific approaches, and align with real-world problems through trans-disciplinary approaches. Learning methods must be effective and appropriate to course characteristics, including small group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-

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based learning, discovery learning, inquiry, self-directed learning, and contextual instruction. Various learning formats are permitted, including lectures, tutorials, seminars, practicums, studio work, fieldwork, research, internships, teaching assistance, community service, and entrepreneurship programmes.

Monitoring and Evaluation: Student-centred learning is monitored and evaluated through multiple mechanisms. At the course level, Semester Coordination Teams (TKS) at each study programme are responsible for monitoring ongoing teaching and learning processes, evaluating process quality, and preparing reports on programme assessments and activities each semester for submission to the Academic Activity Coordination Team (TK2A). At the faculty level, the Quality Assurance Group (GJM) and the SPMI Activity Coordination Commission (K3SPMI) review TK2A reports, conduct self-evaluations, and develop follow-up plans to improve learning quality. At the university level, the Institute for Learning Development and Educational Quality Assurance (LP3MP) coordinates the overall SPMI implementation, monitors compliance with standards, and conducts annual Internal Quality Audits (AMI) using certified auditors. The evaluation process assesses student achievement across three domains: attitudes, knowledge, and skills, using multiple techniques including observation, written tests, oral examinations, and performance tasks as outlined in the RPS. Assessment adheres to five fundamental principles: educative (motivating students to improve learning), authentic (reflecting genuine abilities), objective (based on agreed standards), accountable (following clear procedures), and transparent (accessible to all stakeholders).

Follow-Up: The follow-up stage is driven by findings from monitoring and evaluation activities. Internal Quality Audit results are documented and reported to university management, including findings such as observations (OB) and non-conformities (KTS) that require corrective action. Requests for Corrective Action (PTK) are issued to audited units, requiring them to address identified issues within agreed timeframes. Management Review Meetings (RTMs) are held to analyse audit results, review progress on corrective actions, and make decisions on standard improvements. Based on these reviews, the university leadership may decide to enhance existing standards or establish new, higher benchmarks, thereby closing the loop in the continuous improvement cycle. The results of student assessments, documented in semester result cards (KHS), are used to reflect on teaching effectiveness and enhance future learning quality. Students who do not achieve minimum passing grades may be given one opportunity for remedial improvement before final grades are announced, and students may retake courses to improve their grades, with the highest achievement counted towards their cumulative grade point average (IPK). This systematic approach ensures that student-centred learning at Pattimura University is continuously refined and enhanced through evidence-based decision-making and stakeholder engagement.

2.3.2. THE METHODOLOGY OF TEACHING AND ASSESSMENT

The implementation of Student-Centred Learning (SCL) in the Master Programme in Law is built around active, participatory, and research-oriented learning rather than one-way content delivery. The curriculum development report explicitly states that the programme adopts student-centred methods, including participatory, collaborative, problem-based, project-based, and reflective approaches, supported by blended learning through classroom teaching, asynchronous learning on the UNPATTI LMS, and synchronous online sessions via Zoom. At course level, this is reflected in the repeated use of lectures combined with presentations, discussions, and case method, together with assessment designs that reward student participation, group work, case analysis, papers, mid-term examinations, and final examinations. In this model, students are expected not only to understand legal doctrine but also to analyse problems, build arguments, apply interdisciplinary reasoning, and propose evidence-based legal solutions in contexts that resemble professional legal practice .

1. Decentralisation and Island Autonomy – 3 ECTS Credits (Annex 27)

This 3 ECTS course shows a strong implementation of Student-Centred Learning through its integration of blended learning, case-based analysis, collaborative work, and applied legal problem-solving. The course is designed to move students beyond passive understanding of decentralisation law towards critical engagement with real governance issues in the Maluku archipelago. Its learning outcomes require students to master theories and legal regulations on decentralisation, critically analyse legal, political, and administrative obstacles, and apply interdisciplinary approaches to practical problems such as resource

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conflicts and public service management. This orientation is clearly student-centred because students are positioned as active analysts and policy designers rather than recipients of information. The learning process combines classroom sessions, asynchronous work on the UNPATTI LMS, and synchronous Zoom meetings, allowing students to prepare independently, discuss collaboratively, and reflect on legal issues in multiple settings. The learning materials also support this approach, covering decentralisation theory, regional autonomy law, island governance, community participation, natural resource management, conflict analysis, and inclusive policy design. Assessment further confirms the SCL model. The course uses Assignment/Quiz (10%), Mid-Term Examination (20%), Final Examination (20%), and Case-Based Learning (50%), with the latter divided into Group Presentation (15%), Case Discussion (15%), and Case Report Assessment (20%). The evaluation plan links these methods directly to the course learning outcomes, showing that the heaviest weighting is given to applied and participatory learning rather than recall alone. This means students are assessed on their ability to interpret legal frameworks, discuss complex island governance cases, compare decentralisation practices, and develop policy recommendations grounded in evidence. In practice, the course therefore implements SCL by combining independent preparation, collaborative discussion, oral presentation, legal argumentation, and written analytical work in a structured, outcome-based framework.

2. Maritime and Marine Technology Law – 3 ECTS Credits (Annex 27)

This 3 ECTS course implements Student-Centred Learning by requiring students to engage critically with contemporary legal issues at the intersection of maritime law, environmental law, and technology law. The course is not limited to doctrinal instruction. Instead, it expects students to explain, critique, and develop legal concepts related to autonomous vessels, marine data governance, remote sensing, underwater exploration, digital monitoring, and smart port management. Such outcomes require active inquiry, critical reasoning, and applied legal drafting, all of which are central to student-centred pedagogy. The learning process uses lectures, presentations, discussions, and case method, supported by blended delivery through face-to-face teaching, LMS-based asynchronous study, and synchronous online meetings. This structure supports student autonomy while also enabling discussion-based and collaborative learning. The course learning outcomes require students to understand legal norms governing maritime technology, critically analyse legal issues linked to sovereignty, marine environmental protection, and sustainable resource use, and apply legal principles in drafting policies or legal instruments for national and international contexts. The study materials reinforce this by covering maritime space governance, navigation safety, marine resource exploration technologies, environmental surveillance, cyber security, smart ports, and law enforcement against maritime technology crimes. Assessment design strongly reflects SCL implementation. The course uses Paper/Essay (10%), Mid-Term Examination (20%), Final Examination (20%), and Case-Based Learning (50%), consisting of Group Presentation (15%), Case Discussion (10%), and Case Report Assessment (25%). The evaluation plan shows that case-based learning carries the greatest weight, which means students are rewarded for collaborative analysis, problem-solving, and practical application. The paper component also supports independent inquiry and academic writing. Overall, the course embodies Student-Centred Learning by making students active interpreters of legal and technological change, encouraging them to work with authentic legal issues, and assessing them through both individual and collaborative performance.

3. Legal Anthropology in the Archipelago – 3 ECTS Credits (Annex 27)

This 3 ECTS course applies Student-Centred Learning by placing students in an active role as interpreters of legal pluralism, customary law, local wisdom, and social conflict in archipelagic communities. The course is designed not simply to transmit theory, but to help students explain and evaluate the nature and position of Legal Anthropology, analyse the interaction between state law and customary law, and apply critical reasoning to cases involving indigenous rights, maritime customary rights, environmental management, and customary dispute resolution. This makes the course highly student-centred because students must engage with law as a lived social reality rather than as abstract doctrine alone. The course uses lectures, presentations, discussions, and case method, and the handbook states that the learning process is conducted through blended learning, with offline classes, asynchronous LMS activity, and synchronous Zoom meetings. This model allows students to read independently, reflect on complex socio-legal questions, contribute in discussion, and test their arguments through collaborative activities. The study

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materials support this approach by covering paradigms of Legal Anthropology, legal pluralism, customary law in island regions, indigenous peoples' rights over the sea, local wisdom in environmental management, restorative justice, and land and sea conflict analysis. Assessment design also clearly supports Student-Centred Learning. The course uses Paper/Essay (15%), Mid-Term Examination (20%), Final Examination (20%), and Case-Based Learning (45%), divided into Group Presentation (10%), Case Discussion (10%), and Case Report Assessment (25%). This weighting shows that the course values analysis, discussion, and applied case engagement more than memorisation alone. Students are therefore assessed on their ability to construct arguments, connect theory with community realities, and propose reasoned responses to customary and environmental legal problems. In this way, the course develops independence, collaboration, ethical reflection, and context-sensitive legal reasoning through a clearly student-centred design.

The student-centred character of the course is evident in the nature of the learning outcomes and assessment tasks. Students are expected not only to understand issue management concepts but also to design and implement crisis communication strategies, perform simulations, and evaluate crisis responses through management reports. The content sequence covers introduction to issue management, issue identification and analysis, issue management strategy, crisis communication techniques, crisis communication plan development, implementation, evaluation, media relations, and post-crisis reputation recovery. In the examination tasks, students are required to analyse realistic scenarios, map stakeholders, formulate key messages, develop communication action plans, design crisis teams, propose first-24-hour responses, and integrate issue management principles into recovery planning. Such activities clearly reflect Student-Centred Learning because they demand applied judgement, collaborative reasoning, scenario handling, and strategic decision-making rather than rote learning.

Assessment is also closely aligned with authentic professional practice. The final grade composition includes quizzes, simulation, mid-term examination, final examination, and a substantial project-based learning component. This means that students are assessed through multiple forms of evidence, including conceptual understanding, practical simulation, project planning, seminar performance, discussion, and written analytical responses. The examination tasks are validated on theoretical proficiency, concept application, and clarity of answer, while project-based components assess how well students can produce operational communication strategies. Such a structure encourages sustained participation and continuous performance across the semester. Overall, the course provides a strong example of Student-Centred Learning because it trains students to think and act as future communication professionals who can respond responsibly, analytically, and strategically to emerging issues and crisis situations.

The implementation of the student complaint policy in both academic and non-academic fields is designed to provide a clear, fair, and accountable mechanism through which students may submit suggestions and complaints concerning university services and academic integrity matters. The policy distinguishes between two broad categories of complaints. First, service complaints cover matters such as academic administration, facilities, student affairs, and other institutional services, thereby accommodating non-academic as well as service-related academic concerns. Secondly, academic integrity violation complaints concern fabrication, falsification, plagiarism, unauthorised authorship, conflicts of interest, and multiple submissions in scientific work. The policy is coordinated by LPPM and is primarily administered through the official online complaint portal, although complaints may also be submitted directly to the LPPM office or in writing to the Rector. To ensure procedural clarity, complainants are required to provide their full name, identity number, contact details, complaint type, title, description of the case, and supporting evidence.

From an implementation perspective, the policy emphasises transparency, accountability, confidentiality, fairness, objectivity, and efficiency. Once a complaint is submitted, it is registered within 1 x 24 working hours, verified for completeness and relevance, investigated by the designated officers or committee, and then resolved through an official decision communicated to the complainant no later than fourteen working days after the investigation is completed. All complaints and their resolutions are documented for institutional quality improvement. The policy also protects students as complainants by guaranteeing confidentiality and prohibiting retaliation, intimidation, or discrimination against those who submit complaints in good faith. At the same time, students are expected to act honestly, provide accurate

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information, submit available evidence, cooperate with the process, and avoid malicious or defamatory reports. In this way, the complaint policy functions not merely as an administrative instrument, but as an important mechanism for safeguarding students' rights, improving academic and non-academic services, and strengthening a culture of integrity and responsible governance within the university (**Annex 28**).

2.3.3. LEARNING PLATFORM USED

Pattimura University uses an integrated set of digital applications and platforms to support the implementation of learning, including e-learning, academic administration, and access to academic support services. In accordance with the Academic Regulations of Pattimura University, the learning process may be conducted through face-to-face instruction, blended learning, mobile learning, web-based learning, distance learning, tutorials, and video conferences. This policy confirms that digital and online platforms are formally recognised as part of the University's learning system and are embedded within its student-centred learning approach.

At course level, the principal e-learning platform used in learning is the Pattimura University LMS, accessible at <https://elearning.unpatti.ac.id/>. As stated in the Semester Learning Plans and module handbooks, learning is conducted through a blended learning method, combining offline classroom sessions with online learning activities, both asynchronously through the Pattimura University LMS platform and synchronously through live online interaction. Through this LMS, lecturers and students are able to access learning materials, support online learning activities, and extend interaction beyond classroom meetings. This demonstrates that the LMS functions as the University's main platform for e-learning implementation.

The learning process is further supported by SIAKAD UNPATTI, the Academic Information System, which manages student data, online study plans, academic results, and lecture administration. The Academic Regulations specify that course registration is conducted online through SIAKAD, while grade entry and publication of student study results are also processed through the same system. Although SIAKAD is not the main e-learning platform for content delivery, it plays a central role in ensuring that learning administration, assessment reporting, and student academic records are managed efficiently and systematically.

In addition, the University's digital learning environment is strengthened by SISMIK, which functions as the parent academic management information system and applies a Single Sign-On mechanism, allowing users to access multiple academic systems with one account. Other supporting platforms also contribute to the wider academic ecosystem, such as SIAKAD-UPT Bahasa for language centre academic services, KKN Management System for community service programme administration, SILINTAS for research information access, and Jurnal Ilmiah Online for access to university-managed scholarly publications. Accordingly, Pattimura University's learning platform ecosystem is not limited to one application only, but consists of an interconnected digital environment in which the UNPATTI LMS serves as the principal e-learning platform, SIAKAD functions as the core academic administration system, and other integrated applications provide complementary support for learning, research, language services, and academic development.

2.3.4. IN-CLASS TEACHING OR DISTANCE LEARNING OPPORTUNITIES

Pattimura University offers diverse learning modalities to accommodate different educational needs and leverage technological advancements, as formally outlined in its academic regulations. The university recognises that effective learning can occur through various formats, including traditional classroom instruction, blended learning, and distance learning, all designed to support student-centred education and the achievement of graduate learning outcomes.

Classroom Learning: Traditional face-to-face classroom learning remains a fundamental modality at Pattimura University. This format involves direct interaction between lecturers and students in physical learning environments, including lecture halls, seminar rooms, laboratories, studios, and workshops. Classroom learning follows structured schedules set by faculties and postgraduate schools, with courses offered only when they have at least 3 registered students. The standard semester comprises at least sixteen weeks of effective learning activities, including mid-semester and final examinations. Classroom

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learning emphasises interactive, two-way communication between students and lecturers, fostering the development of knowledge, skills, and attitudes through direct engagement. Practical subjects are conducted in specialised facilities, with laboratory sessions, studio work, and fieldwork designed to provide hands-on experience and authentic learning opportunities.

Blended Learning: The university actively promotes blended learning, combining face-to-face instruction with technology-mediated learning. This modality integrates traditional classroom interactions with online components, allowing for greater flexibility and enhanced learning experiences. Blended learning at Unpatti may incorporate various elements, including mobile learning (M-learning), web-based learning, video conferencing, and the use of the university's academic information system (SIKAD) for content delivery and assignment submission. This approach supports the development of 21st-century competencies, including digital literacy, by familiarising students with technology-enhanced learning environments. Blended learning is particularly valuable for accommodating diverse student needs and learning styles while maintaining the benefits of direct faculty interaction.

Distance Learning and MOOCs: Pattimura University offers distance learning opportunities through various mechanisms, including the Merdeka Belajar-Kampus Merdeka (MBKM) policy, which allows students to undertake learning activities outside their home institution. Students may spend up to two semesters or 40 credits studying at other universities or non-higher education institutions, including through online and distance learning platforms. The university's academic information system supports distance learning through features such as online course registration, digital content delivery, and remote assignment submission. The university's embrace of web-based learning and its participation in national programmes such as the Online Learning System (SPADA) indicate openness to massive open online course opportunities. Students may also engage in distance learning through video conferences, tutorials, and other technology-mediated formats, enabling them to access educational resources and expertise beyond the physical campus.

2.3.5. EXAMINATION

Based on the Academic Regulations of Pattimura University (Rector's Regulation Number 2 of 2021), the academic assessment system at UNPATTI refers to the Benchmark Assessment (PAP) approach, which integrates both formative and summative assessments to comprehensively measure student development and learning outcomes across the domains of attitudes, knowledge, and skills. The assessment framework is designed to be educative, authentic, objective, accountable, and transparent, ensuring that all evaluations accurately reflect student achievement and contribute to continuous learning improvement (**Annex 29**).

Formative Assessment: At UNPATTI, formative assessment monitors learning throughout the semester, encompassing class participation, structured academic assignments, and ongoing learning activities. Class participation is assessed based on attendance, engagement in discussions, and contributions to the learning environment, with a minimum attendance requirement of 75% of lectures to be eligible for final examinations. Structured academic assignments are evaluated based on timeliness, creativity, quality of work, and adherence to task requirements as outlined in the Semester Learning Plan (RPS). The weighting of formative components varies depending on the nature of the course: for theoretical courses, participation is weighted at 15% and assignments at 30%, while for practical courses, practical work is weighted at 25%, participation at 10%, and assignments at 20%. These components are assessed using rubrics that provide clear criteria for evaluating student performance.

Summative Assessment: Summative assessment, which evaluates students' overall learning achievement, includes mid-semester examinations (UTS) and end-of-semester examinations (UAS). For theoretical courses, UTS is weighted at 25% and UAS at 30% of the final grade, while for practical courses, UTS and UAS are each weighted at 20%. These examinations are conducted through written or oral tests, with assessment rubrics that evaluate comprehension of material, analytical ability, and the accuracy of responses. Students must meet the minimum attendance requirement of 75% of lectures to be eligible for examinations, and those who miss scheduled examinations with acceptable reasons may be permitted to take make-up examinations within specified timeframes. The implementation of written examinations follows rules and regulations governing punctual attendance, prohibitions on bringing unauthorised mobile

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phones/books/notes, prohibitions on cheating, and sanctions for violators including not being allowed to continue the examination or receiving a grade of E (**Annex 30**).

Grading System: In accordance with Academic Regulations Chapter VII, the assessment system uses letter grades (A, B+, B, C+, C, D, E), which are converted into numerical grade point values. For diploma and undergraduate programmes, the grading scale is: A (85-100) with a grade point of 4.00 (very good), B (70-84.99) with 3.00 (good), C (55-69.99) with 2.00 (satisfactory), D (40-54.99) with 1.00 (poor), and E (below 40) with 0.00 (fail). For professional, master's, and doctoral programmes, a more nuanced scale is employed: A (≥ 90) with 4.00 (very good), A- (85-89.99) with 3.70, B+ (80-84.99) with 3.30, B (70-79.99) with 3.00, B- (65-69.99) with 2.70, C (55-64.99) with 2.00 (satisfactory), and E (below 55) with 0.00 (fail). These grades reflect the quality of student achievement, ranging from excellent to very poor.

Implementation and Integration: Assessment involves multiple techniques, including observation, participation, performance tasks, written tests, oral examinations, projects, and assignments. Instruments include observation formats, rubrics, tests, questionnaires, checklists, assessment forms, and daily journals. Attitude assessment employs observation, peer assessment, self-assessment, or journals. Knowledge is evaluated through written tests, oral examinations, and assignments, while skills are assessed through performance tasks or portfolios. All assessment results, both formative and summative, are integrated to produce the final course grade, which must be entered into the academic information system (SIKAD) within 14 working days after final examinations. Students receive semester result cards (KHS) documenting their achievements, semester GPA (IPS), and cumulative GPA (IPK). Students who do not achieve minimum passing grades may be given one opportunity for remedial improvement before final grades are announced, with a maximum achievable grade of B. Students may also retake courses to improve their grades, with the highest achievement counted towards their cumulative GPA. These assessment guidelines provide an objective, transparent framework for lecturers to holistically evaluate student achievement, ensuring that assessment practices support the university's commitment to educational quality and continuous improvement (**Annex 31**).

2.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

2.4.1. STUDENT ADMISSION

General Admission Process for Regular and International Students

Pattimura University conducts student admissions through multiple pathways to accommodate diverse applicant backgrounds. For regular domestic students, admission is conducted annually through three primary channels: the National Selection for State Universities (SNPMB), which includes the SNBP (achievement-based) and SNBT (test-based) pathways, and the Independent Selection (Jalur Mandiri), managed directly by the university. International student admissions are handled separately through the International Office, with specific provisions for foreign applicants who must have their previous institutions registered and recognised by the relevant ministry. The university's commitment to inclusive and equitable admission practices ensures that all applicants are considered without discrimination based on religion, ethnicity, race, or social group (**Annex 32**).

Admission Regulations

Admission regulations are formally governed by Rector's Regulation Number 2 of 2021 concerning Academic Regulations. New student admissions for Diploma, Undergraduate, and Professional programmes are conducted at the beginning of each academic year, while admissions for Master's and Doctoral programmes may be conducted each semester. The regulations stipulate that all admissions must be conducted through transparent, accountable selection mechanisms, with the results publicly announced on the university's official website. The intake capacity for each study programme through the Independent Selection pathway is set at 30% (thirty per cent) of the total intake capacity of each study programme, with detailed quotas per study programme established by a separate Rector's Decision (**Annex 33**). Transfer students from other universities are accepted only if their original institution and study programme have accreditation ratings equal to or higher than those of UNPATTI, and they must have completed at least 2 semesters with a minimum GPA of 2.75.

Prospective Students and Student Identification Numbers

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Prospective students must complete the registration process within the specified timeframe and submit all required documentation through the official admission portals. Once accepted and registered, each student is assigned a unique Student Identification Number (NIM) that serves as their official identifier throughout their academic journey. This number is recorded in the university's academic information system (SIKAD) and the national higher education database (PDDIKTI), enabling tracking of academic progress and achievements. The identification number is used for all academic administration, including course registration, examination enrolment, and issuance of academic transcripts and certificates.

Entrance Tests and Examinations

Entrance tests vary depending on the admission pathway. For SNBT, applicants undergo standardised tests assessing academic potential and competencies in areas such as scholastic aptitude, quantitative reasoning, and verbal ability. For Independent Selection, the university may conduct written examinations, academic potential tests, or skills assessments relevant to the chosen study programme. Specific programmes, such as Medicine, may have additional entrance requirements including health examinations and psychological tests. Master's and Doctoral applicants may be required to complete matriculation programmes if their academic background differs from the intended field of study, to ensure they possess the foundational knowledge necessary for advanced study.

Admission Criteria

Admission criteria are based on multiple factors, including academic achievement from previous education, entrance test scores, and programme-specific requirements. For SNBP, selection considers academic performance during secondary education, including grade point averages and school accreditation status. For SNBT, scores from the national computer-based test are primary determinants, with weighting applied to different test components based on study programme requirements. Independent Selection may combine multiple criteria, including academic records, test scores, interviews, and portfolio assessments for arts and design programmes. The university also considers affirmative action criteria for students from disadvantaged backgrounds and those from underdeveloped regions, in line with national education equity policies.

Evaluation of the Admission Process

The admission process is regularly evaluated to ensure its effectiveness, fairness, and alignment with institutional goals. Evaluation mechanisms include analysing applicant-to-acceptance ratios, the demographic distribution of accepted students, and stakeholder feedback. The university monitors key indicators, such as the number of applicants, acceptance rates, and competitiveness ratios, to inform future admissions policies and strategies. Data from the admission process is also used to improve promotional activities and outreach programmes. As documented in the 2024 Key Performance Index Report, the university continuously analyses admission data to identify trends and areas for improvement, including efforts to increase the number of qualified applicants and enhance the overall quality of enrolled students.

Admission of Students with Disabilities

Pattimura University is committed to inclusive education and provides equal access for students with disabilities. The admission process is designed to be inclusive and just, accommodating applicants with special needs without discrimination. The university ensures that admission procedures are accessible and that reasonable accommodations are provided during entrance tests for applicants with disabilities, including extended test time, accessible test formats, and assistance during the examination process. Once enrolled, the university strives to provide appropriate facilities and support services, including accessible infrastructure such as ramps for wheelchair users, guiding blocks, accessible toilets, and learning materials in accessible formats, to ensure that students with disabilities can fully participate in academic and campus life. The university's commitment to inclusivity is reflected in its broader mission to provide equitable access to higher education for all segments of society.

Table 6. Student Admission Statistics

No	Year	Applicants	Accepted	Competitiveness (%)
1	2023	21,201	6,384	30.1%

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No	Year	Applicants	Accepted	Competitiveness (%)
2	2024	22,500*	6,500	28.9%
3	2025	23,800	6,700	28.2%

2.4.2. PROGRESSION

Based on the Academic Regulations of Pattimura University (Rector's Regulation Number 2 of 2021), the Learning Agreement system is implemented through the Semester Learning Plan (RPS) and the Course Contract mechanism. At the beginning of each semester, students must complete a Study Plan Card (KRS) through the academic information system (SIKAD), which serves as a formal agreement between students and the university regarding the courses to be undertaken. The number of credits a student may contract is determined by their previous semester's Grade Point Average (GPA), with provisions allowing up to 24 credits for students achieving an IPS of 3.00 to 4.00. The learning agreement may be revised within the first two weeks of the semester through course cancellation, substitution, or addition with approval from the Academic Advisor. Course contracts are binding agreements that outline learning outcomes, assessment criteria, and lecturer-student responsibilities throughout the semester. Regarding Module Recognition, the university implements a Recognition of Prior Learning (RPL) system that acknowledges learning achievements from formal, non-formal, and informal education, as well as work experience. This recognition is converted into relevant course credits, allowing students to accelerate their studies. For credit transfer between study programmes or universities, clear mechanisms are established, requiring that the original institution and study programme have accreditation ratings equal to or higher than UNPATTI, and that completed credits be recognised after evaluation by the relevant faculty.

Table 7. The academic performance and student body composition

Category	Year 2023	Year 2024	Year 2025
Average GPA of Graduates	3.34	3.36	3.28
Number of Graduates	3,747	4,200	4,915
Number of Active Students	26,500	27,200	28,000
Number of Students Who Dropped Out			

2.4.3. RECOGNITION

Pattimura University (Unpatti) has established a comprehensive academic recognition policy for student achievements based on Rector's Regulation Number 1158 of 2024. This policy is coordinated by the Vice Rector for Student Affairs and Alumni. Recognition is granted for achievements in provincial, national, and international competitions, including non-competition categories such as international competency certificates. Unpatti actively recognises students who excel in national competitions, such as the 2025 Student Creativity Programme (PKM) where two student groups advanced to the National Student Scientific Week (PIMNAS) and earned awards, elevating Unpatti's ranking to 34th nationally. Sports achievements are similarly recognised, including medals at national kempo championships and international karate championships. Recognition for leadership development may be granted through the regulated mechanisms; however, certificates for routine activities such as the Student Regiment beret pinning ceremony are not explicitly mentioned in **Annex 34**. The university facilitates structured competitions such as the Outstanding Student Selection (PILMAPRES) to support Key Performance Indicators (IKU) and strengthen student creativity, in line with the spirit of Articles 2 and 3.

In the Bachelor Programme in Accounting, Faculty of Economics and Business, Pattimura University, the recognition of student achievements aims to formally acknowledge and validate students' intellectual capacity, creativity, competitiveness, and social involvement, both in academic and non-academic fields. This recognition framework reflects the study programme's commitment to producing graduates who are excellent and competent in the field of accounting, capable of competing at the international level, and possessing an archipelagic and maritime character that supports sustainable development.

Recognised student achievements include participation and awards in international and national academic competitions, such as international accounting competitions, student creativity programmes (PKM),

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national debating championships, as well as professional certifications in office technology. In addition, recognition is also granted for non-academic achievements such as sports championships (table tennis) and national-scale community service activities. These achievements demonstrate students' ability to apply analytical thinking, collaborative skills, technology-based innovation, and sustainability perspectives beyond classroom learning. These achievements also indicate the effectiveness of the study programme in developing transferable skills including communication, teamwork, leadership, innovation, and global engagement.

The recognition process for student achievements in the Bachelor Programme in Accounting at Pattimura University follows institutional policies requiring students to submit official evidence to the Study Programme, including certificates, organiser verification, and proof of participation or awards. Each achievement is evaluated based on the level of competition (local, national, or international), category (individual or group), and its relevance to the learning outcomes of the Bachelor Programme in Accounting, which is based on Outcome-Based Education (OBE). Forms of recognition include official documentation at the programme level, recording in academic records, and inclusion in student achievement reports. This mechanism aims to encourage active student participation in competitions and certifications, increase institutional visibility at the national and international levels, and strengthen the academic climate by integrating co-curricular excellence into formal education.

The official postgraduate website confirms that the programme maintains a dedicated student publications record, showing a sustained pattern of student research dissemination from 2021 to 2025 in National Sinta 4 journals, which represents formal academic recognition at national level. In addition, the programme's website records external institutional appreciation for student practicum activities from DPRD Maluku in 2025. Although I could not verify ten separate postgraduate-specific items in the form of competitions or mobility awards from publicly accessible official sources, I was able to verify more than ten postgraduate student recognitions in the form of published scholarly outputs and one externally recognised academic activity. This demonstrates that student recognition in the programme is strongly oriented towards academic writing, legal research productivity, and institutional engagement (**Annex 35**).

Table 8. Student Recognitions

Year	Level	Total
2021 – 2025	Region	1
	National	11
Total		12

2.4.4. CERTIFICATION

Pattimura University issues three essential documents to its graduates: the diploma (*ijazah*), academic transcript (*transkrip akademik*), and the Certificate of Supplementary Diploma (*Surat Keterangan Pendamping Ijazah* - SKPI). These documents collectively provide comprehensive proof of academic achievement and graduate qualifications, in accordance with national higher education standards. The diploma (*ijazah*) serves as the official proof of graduation and degree conferral, documenting that a student has completed all requirements of their study programme. The academic transcript (*transkrip akademik*) provides a detailed record of all courses taken, credit hours completed, and grades achieved throughout the student's academic journey, including the cumulative grade point average. The Certificate of Supplementary Diploma (SKPI), also known as the Diploma Supplement, is a formal document that accompanies the diploma and transcript. It provides a comprehensive description of the graduate's academic achievements, learning outcomes, and qualifications in a descriptive narrative format that is easily understood by employers and educational institutions both nationally and internationally. The SKPI includes not only academic achievements but also records of non-academic accomplishments, such as organisational experience, seminars attended, workshops, competitions, and certifications obtained during the student's studies. As referenced in **Annex 36**, the issuance of the SKPI is governed by specific university policy. **Annex 37** provides an exemplar of the SKPI in English, detailing sections on the holder's information, qualification profile, and qualification level. Similarly, **Annex 38** offers examples of the

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Certificate and Academic Transcript, showcasing the standardised format for the graduate's name, degree title, course list with grades, and official university seals.

2.4.5. COOPERATION

Pattimura University has established a comprehensive international cooperation policy as a cornerstone of its strategic vision to become a distinguished university with an archipelagic character and global reach. The policy, coordinated by the Vice Rector for Planning, Cooperation, and Information Systems and supported by the International Office, actively pursues partnerships with leading international institutions to enhance academic exchange, collaborative research, and capacity development. Recent implementations of this policy include strategic partnerships with the University of Debrecen in Hungary, covering education, research, student and lecturer exchanges, and joint academic programmes. Similarly, the university has expanded its presence in Southeast Asia through collaboration with FPT University Vietnam, focusing on student and lecturer exchanges, research collaboration, information technology training, curriculum development, and innovation-based entrepreneurship programmes. These partnerships demonstrate Unpatti's commitment to internationalisation and the strengthening of Indonesia's educational diplomacy in the global arena.

Pattimura University has established a substantial network of both national and international partnerships that specifically support research collaboration and international publications. According to a recent study on partner satisfaction, the university maintained 185 partnerships in 2023 and 85 partnerships in 2024 across government, education, and private sectors, with survey results indicating "good" satisfaction levels among partners. Notable international research partnerships include collaborations with Southern Cross University (Australia), which resulted in joint research and multiple publications in reputable international journals; Hochschule Nordhausen University (Germany), producing Master's theses, a book published by Springer in 2021, and international papers in Science Nature; Hiroshima University (Japan) and Universitas Kebangsaan Malaysia for collaborative research and academic exchanges; and Daegu University (South Korea) for education and research cooperation.

Regarding research output, the Nature Index 2024 reported that Unpatti's international collaborations account for 65.4% of its research share, with domestic collaborations at 34.6%, highlighting the strength of its global research network. In terms of publications, the Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) currently manages 118 scientific journals, with 62 journals achieving national accreditation (SINTA-indexed) and one journal successfully attaining Scopus international indexation. The university has identified five to six additional journals ready for submission to Scopus, demonstrating a strong commitment to enhancing its international publication footprint through strategic initiatives, including journal management clinics, scientific writing workshops, and training on international conference proceedings (**Annex 39**).

2.5. TEACHING STAFF

2.5.1. TEACHING STAFF RECRUITMENT PROCESS

a. Recruitment of Permanent Lecturers

The recruitment of permanent lecturers at Pattimura University is governed by national civil service regulations and institutional guidelines coordinated centrally by the university. The process follows a structured annual cycle beginning with faculty-level needs analysis based on curriculum requirements, student-to-lecturer ratios, and strategic priorities, with submissions consolidated at the university level for ministry approval of formation quotas. For civil servant (PNS) lecturer positions, recruitment is conducted openly through the national SSCASN platform (sscn.bkn.go.id) managed by the State Civil Service Agency. The selection stages include administrative screening, SKD (Basic Competency Selection), SKB (Field Competency Selection), teaching demonstrations, and interviews conducted by faculty panels. Candidates who successfully pass the selection process are appointed as CPNS (Civil Servant Candidates) before becoming permanent civil servants. Qualifications require a minimum Master's degree (S2) from an accredited university, with preference for doctoral holders (S3). Additional requirements include Indonesian citizenship, age limits (maximum 35 years for Master's holders, 40 years for doctoral

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holders), and successful passage of the national civil servant selection examination. Official recruitment announcements are published through the university's website at <https://unpatti.ac.id/>.

b. Recruitment of Non-Permanent Lecturers

The recruitment of non-permanent lecturers at Pattimura University provides flexibility to address temporary teaching needs, supplement specialised expertise, and facilitate industry-academic collaboration. This category includes part-time lecturers, contract-based teaching staff, and visiting lecturers from other institutions or professional backgrounds. Non-permanent lecturer recruitment is managed at the faculty level based on semester teaching requirements, with approval from the university. The selection process involves administrative review, teaching demonstrations or interviews, and appointment through the Dean's decree for the specified semester or academic year. Contracts are typically renewed each semester based on performance evaluations and continuing need. Candidates must hold at least a Master's degree (S2) in the relevant field from an accredited institution and demonstrate teaching competence aligned with course requirements. Priority is given to candidates with professional experience in relevant industries, research expertise, or specialisations that complement existing faculty strengths.

c. Recruitment of Foreign Lecturers

Pattimura University actively offers opportunities for foreign lecturers to join as Non-Permanent Lecturers (Visiting/Guest Lecturers) to strengthen campus internationalisation, enrich global perspectives, and promote academic and research collaboration. Recruitment is based on the needs of study programmes, international classes, or specialised courses requiring expertise from overseas. Prospective foreign lecturers are generally required to hold a doctoral degree (PhD) from an accredited international university, have teaching or research experience in a related field, demonstrate proficiency in the language of instruction (typically English or Indonesian), and possess a track record of scientific publications, particularly in fields aligned with the university's strategic priorities such as maritime studies, fisheries science, and law. The recruitment process is coordinated through the International Office and relevant faculties, beginning with an official announcement, followed by document selection, interviews, and academic presentations. Successful candidates receive assistance from the university in obtaining work permits and visas (KITAS), subject to approval from relevant government authorities. Terms of service are typically short-term (several months to 1 year) and may be extended by mutual agreement. Main responsibilities include teaching, supervising research, and collaborating academically with local lecturers. Foreign lecturers receive honoraria as agreed, immigration administrative support, and full access to campus facilities. The university has established partnerships with institutions in the Netherlands, Hungary, South Korea, Japan, Australia, and Germany that facilitate visiting lecturer arrangements (**Annex 40**).

2.5.2. WORKING CONDITIONS THAT PRIORITISE TEACHING

Lecturers at Pattimura University have the primary responsibility to conduct teaching, guidance, and academic mentoring activities for their students as part of their core duties in fulfilling the tri dharma of higher education. The teaching load for lecturers at Unpatti is determined by national regulations, specifically the Decree of the Director General of Higher Education Number 12/E/KPT/2021 on Operational Guidelines for Lecturer Workloads. According to these guidelines, the minimum teaching load for permanent lecturers is set at 12 Credit Hours (SKS) per semester, with a maximum of 16 credits per semester, equivalent to approximately 18 to 24 ECTS. This workload ensures that lecturers maintain an optimal balance between teaching responsibilities and other academic duties, including research and community service.

The calculation of teaching load encompasses various instructional activities, including classroom lectures, tutorials, seminars, practical work supervision, and final project mentoring (thesis, dissertation, or equivalent). Lecturers are also responsible for developing comprehensive teaching materials, including Semester Learning Plans (RPS), course syllabi, and assessment instruments. For lecturers who hold additional structural positions such as Dean, Vice Dean, Head of Department, or Coordinator of Study Programme, the teaching load may be adjusted in accordance with institutional regulations to accommodate their administrative responsibilities. Similarly, lecturers assigned to special duties such as

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quality assurance coordination, international partnership development, or research centre leadership receive appropriate workload reductions proportional to their additional responsibilities.

Lecturers are also expected to serve as academic advisors (dosen pembimbing akademik), guiding students in course selection, monitoring academic progress, and providing mentorship throughout their studies. Each academic advisor is responsible for mentoring a minimum of 12 students per semester, with consultation sessions required at least four times per semester: at the beginning of the semester, before mid-semester examinations, before final examinations, and after final examinations. Additionally, thesis and dissertation supervision constitutes a significant component of teaching duties, with workload calculations based on the number of students supervised: up to 10 students per semester for diploma final projects, up to 8 students for undergraduate theses, up to 6 students for Master's theses, and up to 3 students for doctoral dissertations.

For lecturers holding professorial positions (Guru Besar), additional teaching-related responsibilities include mentoring junior faculty, contributing to university-level curriculum development, and serving as external examiners for doctoral candidates at other institutions. These activities are recognised within the workload calculation system, ensuring that the full range of academic contributions is appropriately valued.

2.5.3. PROFESSIONAL DEVELOPMENT OF TEACHING STAFF

Functional Positions

The development of lecturers' careers through functional positions at Pattimura University is governed by national regulations and institutional guidelines that provide structured pathways for professional advancement. Lecturers progress through four hierarchical functional positions: Assistant Professor, Associate Professor, and Professor. Each promotion requires demonstrated performance in teaching, research, community service, and supporting activities, with specific credit point requirements for each level.

The promotion process involves rigorous assessment by internal and external assessors, evaluating both hard skills (research publications, teaching innovations, community service outputs) and soft skills (leadership, collaboration, academic integrity). Lecturers are encouraged to document all activities through the SISTER (Sistem Informasi Sumber Daya Terintegrasi) application, which streamlines the submission and evaluation process. The university provides training workshops on credit-point calculation, portfolio preparation, and promotion procedures to assist lecturers in navigating the promotion system. For professors, additional requirements include producing internationally recognised research outputs, mentoring junior faculty, and contributing to national policy development in their fields.

Scholarships for Further Study

Pattimura University actively supports lecturers in pursuing advanced degrees through comprehensive scholarship programmes at both national and international levels, prioritising doctoral education (S3) as a strategic objective to enhance academic quality and meet accreditation requirements.

Domestic Scholarship Opportunities: Lecturers can access several government-funded programmes. The BPPS (Bantuan Pendidikan Pascasarjana) supports Master's and Doctoral studies at accredited Indonesian universities. The BPP-DN (Beasiswa Pendidikan Pascasarjana Dalam Negeri) provides ministry scholarships for domestic postgraduate education. The prestigious LPDP (Lembaga Pengelola Dana Pendidikan) programme, managed by the Ministry of Finance, covers full tuition and living expenses at leading Indonesian institutions. University-specific PPS-PTN scholarships and KIP-Kuliah for disadvantaged backgrounds further expand access.

International Scholarship Opportunities: LPDP Luar Negeri enables study at top-ranked universities worldwide. The DIKTI-DIKTI Overseas Scholarship supports doctoral study at partner universities abroad. Specialised programmes include DAAD for engineering and natural sciences in Germany, Erasmus+ for European study and research, Fulbright for US-based study, and Australia Awards Scholarships for Master's and Doctoral programmes. Innovative SANDWICH Programmes allow lecturers to conduct part of their doctoral research at partner institutions in the Netherlands, Japan, South Korea, and Germany. Strategic partnerships provide additional opportunities, including VU Amsterdam Fellowships for law and

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social sciences, Hiroshima University exchanges for education and marine sciences, Pukyong National University Scholarships for fisheries and marine studies, and Nuffic short courses for mid-career professional development in the Netherlands.

The university provides comprehensive administrative support for scholarship applications, including recommendation letters, research proposal development, and language proficiency preparation through TOEFL/IELTS programmes. Upon completion, returning lecturers are expected to contribute to curriculum development, research capacity building, and international collaboration, ensuring that advanced study investments benefit the broader academic community and strengthen the university's global engagement.

Self-Development Programmes for Lecturers at Pattimura University

Pattimura University provides extensive opportunities for lecturers to enhance their professional competencies through comprehensive self-development programmes coordinated primarily by the Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu Pendidikan (LP3MP). These programmes address pedagogical skills through PEKERTI and AA certification workshops, case method and project-based learning training for MBKM implementation, RPS development aligned with Outcome-Based Education principles, LMS utilisation for blended learning, and student-centred learning workshops. Research capacity building encompasses scientific writing workshops for SINTA-indexed and Scopus publications, research methodology training, competitive grant proposal development, Intellectual Property Rights workshops, bibliometric analysis training, statistical analysis using various software, and research ethics training. Community service development includes engagement methodology workshops, social entrepreneurship training, technology transfer, participatory action research methods, and grant writing for community service funding.

The programmes further enhance soft skills through leadership training, communication workshops, conflict resolution, emotional intelligence programmes, team building, academic writing in English, and cross-cultural communication. Professional certification opportunities include Certified Professional Trainer, Certified Human Resources Professional, Project Management Professional preparation, ISO 9001:2015 internal auditor certification, Certified Public Speaker, digital marketing, and data science. Digital competencies include SISTER application training for performance reporting, SIAKAD utilisation, e-learning platform development, online assessment tools, virtual classroom management, and digital content creation. Language proficiency programmes provide TOEFL and IELTS preparation, academic writing in English, translation of scientific articles, conversation classes, and Bahasa Indonesia for foreign academic staff. The university allocates a dedicated annual budget for these programmes, with participants receiving certificates recognised for functional promotion credit points and outstanding participants receiving awards at university ceremonies.

Lecturer, Internationalisation Programme at Pattimura University

Pattimura University has established comprehensive internationalisation programmes, coordinated through the International Office in partnership with LPPM and the faculties, to enhance lecturers' global exposure, research collaboration, and academic networking. These programmes encompass participation in international conferences, funding for paper presentations at QS-ranked universities, travel grants, and networking opportunities with international scholars. Visiting Professor and Researcher Programmes facilitate exchanges with partner universities across the Netherlands (VU Amsterdam, Leiden University, HZ University), Hungary (University of Debrecen), South Korea (Pukyong National University), Japan (Hiroshima University), and Germany (Hochschule Nordhausen). Sandwich programmes allow doctoral candidates to conduct research at international institutions, complemented by postdoctoral fellowships, short-term research visits, joint development of research proposals, and co-supervision with international faculty across fisheries science, marine biology, law, education, and social sciences.

The programmes further support international publication through incentive schemes for Scopus and Web of Science publications, translation and editing services, open access fee support, and collaboration with major publishers. Academic mobility includes ERASMUS+ staff mobility, AIMS staff exchange, SEAMEO academic exchanges, and visiting lecturer assignments abroad. International capacity building encompasses English for Academic Purposes training, cross-cultural communication, international project management, grant writing, and accreditation preparation for AQAS, ASIIN, and ABET. The Nature Index

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2024 reported Unpatti's international collaborations account for 65.4% of its research share, demonstrating programme success. Targeted outcomes include 500 international publications by 2024, enhanced citations, expanded global networks, improved international rankings, greater capacity to attract international students and faculty, and strengthened prospects for international accreditation. Lecturers engaged in international activities receive workload recognition, additional incentives, and public recognition through university awards.

2.5.4. LECTURER RECOGNITION ACTIVITIES

Pattimura University has established a comprehensive recognition policy to appreciate and incentivise lecturer achievements across teaching, research, community service, and international engagement. The policy, implemented through structured award ceremonies and performance-based incentives, acknowledges exceptional contributions, including international publications in Scopus- and Web of Science-indexed journals, successful grant acquisition, Intellectual Property Rights registration, and innovative teaching methodologies. Lecturers who secure international collaborations, serve as visiting professors at partner universities, or achieve significant research citations receive public recognition during university ceremonies and may qualify for additional workload incentives. The university also celebrates functional promotion achievements, with special recognition for those attaining the rank of professor (*Guru Besar*). This recognition policy aligns with institutional Key Performance Indicators. It aims to motivate continuous professional development, enhance academic excellence, and strengthen the university's national and international reputation through celebrating faculty accomplishments.

The Master Programme in Law, Postgraduate Faculty, Pattimura University recorded lecturer recognition at both national and international levels in 2024 and 2025. The recognitions are mainly reflected in appointments as resource person, expert witness, paper presenter, and conference speaker. In 2024, one national-level recognition was recorded through the appointment of a lecturer as a resource person by the Regional Office of the Ministry of Law and Human Rights, Maluku. In 2025, the programme showed a notable increase in recognition, with five national-level recognitions through expert witness appointments in administrative, constitutional, and corruption-related legal cases, as well as two international-level recognitions through participation as paper presenter and speaker at international conferences. However, the annex provided documents lecturer recognition only. It does not contain separate evidence on visiting lecturers or guest lecturers, so no verified yearly totals for those two categories can be reported from this **Annex 41**.

Table 9. Lecturer Recognitions

Year	National Level	International Level	Total
2024	1	0	1
2025	5	2	7
Total	6	2	8

2.5.5. LECTURER PUBLICATION ACTIVITIES

Pattimura University implements comprehensive strategies to enhance lecturer publication output through targeted support mechanisms and incentive programmes. The university provides dedicated funding for international publication fees, including open-access charges for Scopus- and Web of Science-indexed journals, as well as professional translation and editing services to ensure manuscript quality. Regular scientific writing workshops and research methodology training are coordinated through LPPM, focusing on targeting high-impact journals and navigating submission processes. The university offers competitive research grants that prioritise projects with clear publication trajectories, and successful authors receive financial incentives proportionate to journal prestige. Collaborative partnerships with international publishers facilitate mentorship programmes where experienced researchers guide early-career lecturers. Publication achievements are prominently featured in university communications and celebrated during academic ceremonies, creating a culture that values and rewards scholarly output. These strategies align with institutional targets, including the goal of 500 international publications by 2024, and recognise publication as essential for academic career progression.

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The Master Programme in Law, Postgraduate Faculty, Pattimura University demonstrates active lecturer publication output across the period 2020–2024, covering a wide range of themes such as customary law, decentralisation, criminal law, maritime governance, environmental law, land law, and human rights. The publication list shows that lecturers consistently produced scholarly works every year, indicating a sustained research culture within the programme. However, the annex does not consistently label every publication by outlet category. Many entries list only the title and year, while only some explicitly identify the publication as appearing in a reputable international journal or an accredited national journal. Therefore, the table below presents the yearly totals based only on publications whose category can be directly verified from the annex text itself. On that basis, the strongest explicitly identifiable publication output appears in 2020, followed by 2021, while for 2022–2024 the annex records many publications but does not consistently specify whether they belong to the reputable international or accredited national category (**Annex 42**).

Table 10. Lecturer Publications

No.	Level	2021	2022	2023	2024	2025	Total
1	Internasional (Scopus)	59	100	46	60	30	295
2	Nasional (Sinta)	21	13	7	7	1	49
Total		344					

2.5.6. LECTURERS' RESEARCH AND COMMUNITY SERVICE ACTIVITIES

Pattimura University implements comprehensive strategies to strengthen lecturer research and community service activities, coordinated primarily through the Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM). The university actively builds international research collaborations, exemplified by the partnership with Universiti Teknologi Malaysia through the World Class Professor programme, which provides training in high-impact journal publication and joint research opportunities. Research capacity is reinforced through intensive training programmes, including scientific writing workshops, research proposal clinics, and statistical analysis training, enabling lecturers to secure competitive national grants. The institution strategically manages 118 scientific journals, with 62 achieving SINTA accreditation and one attaining Scopus Q4 indexation, supported by dedicated coaching clinics and editorial mentoring. Community service activities are strengthened through competitive internal funding from DIPA Unpatti, enabling lecturers to implement impactful programmes such as village financial management training in Mamala Village and innovative stunting prevention initiatives utilising hydroponic technology and local wisdom in Passo Village. The university also provides recognition incentives, including rewards for successful international publications. It maintains integrated digital platforms (SiLINTAS, SIKAT, SIAGA) to enhance transparency and efficiency in research and community service management.

The lecturers of the Master Programme in Law, Postgraduate Faculty, Pattimura University have carried out sustained research and community service activities from 2020 to 2025, with a particularly strong emphasis on community engagement. The documented activities show that the programme's academic staff are active in translating legal scholarship into practical public service through legal education, counselling, socialisation, technical guidance, public review, regulation drafting assistance, and advocacy-oriented capacity building. The main topics of these activities include civil rights, marriage and inheritance law, village governance and local regulations (PerNeg), customary law and indigenous institutions, public service law, women's and children's rights, domestic violence, environmental conservation, coastal and fisheries governance, anti-corruption education, and legal empowerment of local communities. Based on the titles listed in the annex, research activities can be identified where the work focuses on legal analysis, validity, status, justice, implications, and doctrinal or socio-legal study, while community service activities are identifiable through terms such as legal education, counselling, socialisation, assistance, public review, drafting support, and capacity building (**Annex 43**).

Table 11. Lecturer, Research and Community Services

No.	Research and Community Service	Level	2020	2021	2022	2023	2024	2025
1	Research Activities	National	3	1	1	0	1	0

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No.	Research and Community Service	Level	2020	2021	2022	2023	2024	2025
2	Research Activities	International	0	0	0	0	0	0
3	Community Service	National	4	5	19	6	10	3
4	Community Service	International	0	0	0	0	0	0

2.5.7. STRENGTHENING THE RELATIONSHIP BETWEEN EDUCATION AND RESEARCH

The course **Decentralisation and Island Autonomy** integrates the research results and publications of teaching lecturers into its references and learning materials to strengthen the connection between theoretical learning and contextual legal issues in the Maluku archipelago. The course is coordinated by Dr Andress Deny Bakarbesy, S.H., LL.M., with additional teaching involvement from Dr Jemmy Jefry Pietersz, S.H., M.H. and Dr Popi Tuhulele, S.H., M.H. In its learning process, the course examines decentralisation theory, regional autonomy, island governance, public services, resource conflicts, and legal policy development for archipelagic regions. These themes are enriched through lecturer publications such as Dr Julista Mustamu's *Legalitas Pelantikan Kepala Pemerintah Negeri Berdasarkan Peraturan Daerah Kota Ambon Nomor 10 Tahun 2017 Tentang Pengangkatan, Pemilihan, Pelantikan Dan Pemberhentian Kepala Pemerintah Negeri*, which provide relevant material for discussing governmental authority, administrative legality, and regional governance in island areas. The course may also draw on Prof. Dr. Jantje Tjiptabudy's research, *Model Pengelolaan Sumber Daya Kelautan dan Kemaritiman di Kabupaten Maluku Tengah and Model Pengelolaan Sumber Daya Kelautan dan Kemaritiman di Kabupaten Maluku Tenggara*, to support learning on marine resource management and decentralised governance in coastal and island regions.

The integration of lecturers' research and publications is important because it ensures that learning materials are not limited to abstract legal theory, but are connected to empirical, local, and contemporary legal problems. Through these publications, students are encouraged to analyse decentralisation and island autonomy using evidence derived from the legal, social, administrative, and maritime realities of Maluku. This approach strengthens students' critical reasoning, improves their ability to formulate research-based legal solutions, and supports the development of graduate competencies that are responsive to the specific needs of archipelagic communities. **(Annex 44)**.

2.5.8. TEACHING INNOVATION AND NEW TECHNOLOGY

Pattimura University has introduced significant innovations in learning methods, media, and infrastructure, driven by its commitment to improving educational quality, particularly in remote and underserved regions of Maluku. A key initiative is the *"Transformasi Media dan Manajemen Pembelajaran di Wilayah Terpencil"* programme, which trains educators to develop Augmented Reality (AR)-based teaching materials contextualised to local culture, making abstract concepts more accessible and engaging for students. These innovations are designed to be lightweight and sustainable, addressing the unique challenges of limited internet connectivity in 3T (frontier, outermost, and disadvantaged) areas by using Learning Management Systems (LMS) tailored for these conditions. The university also focuses on digital literacy, training teachers to integrate AI-powered platforms such as Gimkit and Canva into their pedagogy, thereby fostering more interactive, modern learning environments.

Complementing these technological advances are pedagogical innovations such as the "Play Module and Box Voice," a research-based solution developed to overcome the absence of English teachers and unreliable electricity in elementary schools. This method applies Montessori principles, using everyday objects and project-based experiments to facilitate English language learning through play. Collectively, these initiatives demonstrate Unpatti's dedication to creating equitable, innovative, and contextually relevant learning experiences, ensuring that students and teachers in even the most remote locations can participate in the digital transformation of education.

2.5.9. STAFF

Master Programme in Law, the programme has 11 permanent lecturers documented in the academic staff profile, while no separate programme-specific teaching staff roster is provided in this annex; accordingly,

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the following proportions refer to the lecturer body of the study programme. In terms of educational qualification, all 11 lecturers (100%) hold a Doctorate/S3, and none are listed with a Master's degree as their highest qualification. In terms of functional position, the staff profile shows a strong senior academic structure, consisting of 1 Professor/Guru Besar (9.1%), 7 Associate Professors or senior lecturer-level staff, equivalent to Lektor Kepala (63.6%), 3 Assistant Professors/Lecturers, equivalent to Lektor (27.3%), and 0 Assistant Experts/Asisten Ahli (0%). In terms of gender, the programme is composed of 7 female lecturers (63.6%) and 4 male lecturers (36.4%). Overall, this composition indicates that the Master Programme in Law is academically supported by a fully doctoral-qualified lecturer team with a clear predominance of senior staff, which provides a strong foundation for postgraduate teaching, research supervision, and curriculum implementation (**Annex 45**).

2.6. LEARNING RESOURCES AND STUDENT SUPPORT

2.6.1. DEAN'S OFFICE

The Postgraduate Building of Pattimura University functions as the central administrative and academic hub for postgraduate education, supporting leadership, coordination, student services, and day-to-day academic operations. According to the official postgraduate website, the unit is led by a Director and two Deputy Directors, namely the Deputy Director for Academic Affairs and the Deputy Director for General Affairs and Finance, which indicates that the building accommodates both executive leadership and core administrative services. Publicly available postgraduate information also shows that the Postgraduate Building is used as a formal venue for admissions testing, thesis examinations, seminars, and other academic activities, confirming its role as the main operational centre of the postgraduate environment. Official postgraduate programme materials further state that the facilities located in the building include lecture rooms, office rooms, seminar rooms, a library, and supporting academic spaces, while the wider postgraduate system is also supported by academic information services, digital quality assurance documents, and programme-level online information platforms. Taken together, these facilities make the Postgraduate Building an important centre for academic governance, student support, stakeholder engagement, and the effective management of postgraduate teaching, research, and examination activities at Pattimura University.

2.6.2. LIBRARY

University Library

The Pattimura University (UNPATTI) Library operates as a Technical Implementation Unit (UPT) that functions as the main academic resource centre to support the Three Pillars of Higher Education: education, research, and community service. Managed under the framework of UNPATTI's Public Service Agency (BLU), it is one of the university's key service units alongside the UPT of Information and Communication Technology (ICT). The library's quality is officially recognised as a University Key Performance Indicator, reflecting the institution's ongoing commitment to improving its services.

The library is located at the main Poka campus in Ambon. In terms of facilities, the library is equipped with a **The Gade Creative Lounge**, a collaborative and creative space inaugurated in February 2026 in partnership with PT Pegadaian (Persero). This multifunctional space is designed to bring students and the academic community closer to the library as a centre of knowledge. It is equipped with discussion rooms, meeting rooms, a podcast studio, and a workplace-concept café, intended to become a hub for intellectual interaction, creativity, and the development of innovative business ideas. In addition to this, the library continues to develop its digital services, including the expansion of electronic learning resources and the adoption of digital platforms to support academic activities, with a particular focus on strengthening access to international journals and electronic literature for master's and doctoral research. Support systems such as the Open Journal System (OJS) are also available to facilitate the management of scientific publications.

Regarding the **digital library catalogue**, UNPATTI has been actively working on the transition to a digital library system. Research and development have focused on creating an integrated digital library, utilising information technology to improve library management and services. The digital library system is designed to be more ideal for facing demographic and user needs, with consideration given to aspects such as copyright and network security. While specific details of the online catalogue are not fully detailed on the

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main library website, the system is being developed to provide easier access to the library collection, including searches by author, keyword, publisher, and other book data.

Faculty Library

For the Postgraduate Programme of Pattimura University, the available official evidence confirms the existence of a Postgraduate Library located within the postgraduate academic environment and identified as one of the programme's academic support facilities. The official postgraduate library page explains that it provides collections of books, scientific journals, and theses to support advanced study and research across postgraduate fields, while the wider postgraduate website presents the library as a recognised support unit within postgraduate services. Programme-level facility descriptions on the postgraduate website also note that the library is located in the Postgraduate Building in Ambon and forms part of the academic support infrastructure alongside lecture rooms, seminar rooms, and offices. However, I could not verify a publicly stated opening hour schedule, detailed circulation rules, or a fuller published service charter for the postgraduate library from the accessible official pages. Therefore, the safest description is that the postgraduate or faculty-level library supports postgraduate learning and research through physical academic collections and thesis resources, but its detailed operating hours and service procedures are not clearly published in the currently accessible official sources.

2.6.3. LEARNING RESOURCES AND STUDENT SUPPORT

Language Centre

The Language Centre at Pattimura University (Pusat Studi Bahasa) serves as a key unit supporting linguistic development and international communication across the university. The centre collaborates closely with the International Office and the American Corner Unpatti to provide students and the wider community with access to language learning resources and cross-cultural programmes. A significant enhancement to its services is the presence of a dedicated guest lecturer from the Regional English Language Office (RELO) of the US Embassy, who contributes to teaching and learning throughout the academic year. Facilities supporting the Language Centre's mission include the American Corner Ambon, located in the Gedung Laboratorium Terpadu Blok Masela, which offers access to an E-Library USA, Virtual Reality (VR) equipment, and 3D printers, serving as a hub for cultural exchange and language practice.

Scholarship Opportunities

Pattimura University actively facilitates access to prestigious scholarships for its students and alumni, collaborating with both international foundations and government institutions. These opportunities are primarily coordinated through the university's International Office and various faculty partnerships.

Scholarships from Outside the University:

- **INPEX Scholarship Foundation (Japan):** Unpatti is one of only three selected universities in Indonesia (alongside Universitas Indonesia and Universitas Hasanuddin) to host the "Study in Japan – The INPEX Scholarship Foundation Selection". This programme offers fully funded scholarships for alums to pursue Master's (S2) degrees in natural sciences at universities in Japan. The foundation has already supported approximately 150 Indonesian students and aims for inclusive representation across the archipelago. A remarkable 122 Unpatti alumni registered for the 2025 selection process, demonstrating high enthusiasm.
- **English Access Scholarship Program (US Embassy):** Administered by the Indonesian International Education Foundation (IIEF) in partnership with Unpatti's English Education Study Programme, this two-year programme (2024-2026) focuses on 20 senior high school students and 20 university students. It enhances English proficiency, global citizenship, and 21st-century skills, preparing participants for international study and career opportunities.
- **IIEF and US Government Opportunities:** Through a formal Memorandum of Understanding with IIEF, Unpatti students gain access to various US government-sponsored programmes, including scholarships, student and teacher exchanges, and other educational opportunities facilitated by IIEF's network with USAID, the US Embassy, and organisations like the Ford Foundation.

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- Russian Government Scholarships (Historic): In 2015, Unpatti discussed cooperation with the Russian Cultural Centre to access approximately 100 annual scholarships for S1, S2, and S3 programmes at Russian universities, with hopes of securing a portion for Maluku students.

University Scholarships:

Pattimura University (UNPATTI) offers comprehensive internal scholarship programmes, ensuring financial constraints do not hinder access to quality higher education. The government-funded KIP Kuliah scheme provides full tuition coverage and monthly living allowances to economically disadvantaged students, with recipients selected based on verified need and academic potential. This programme serves as a critical equaliser, enabling talented students from underserved Maluku communities to access university education. Beyond government initiatives, UNPATTI allocates internal resources to merit-based scholarships rewarding outstanding academic performance, with funds drawn from operational budgets and non-tax state revenue. The differentiated Single Tuition Fee (UKT) system automatically adjusts fees based on family economic capacity, functioning as an inherent scholarship mechanism. Payment flexibility options, including instalment plans, prevent temporary financial difficulties from becoming permanent barriers to degree completion. Faculty-level support programmes complement university-wide initiatives, with the Faculty of Postgraduate investing in entrepreneurship training, scientific writing competitions, and student participation in national and international events. The Learning Development and Quality Assurance Institute (LP3MP) coordinates scholarship administration centrally, ensuring transparent distribution through faculty-level committees that verify eligibility and monitor recipient progress, demonstrating UNPATTI's commitment to equity, academic excellence, and graduate success.

2.6.4. MEDICAL, MENTAL HEALTH, STUDENT WELLNESS

Psychological Services Centre

Pattimura University provides comprehensive psychological support services through its academic structures, primarily within the Faculty of Teacher Training and Education (*FKIP*), which houses a Department of Psychological Counselling. Lecturers from this department play a crucial role in the university's broader support ecosystem, particularly as members of the Sexual Violence Prevention and Handling Task Force (*Satgas PPKS*), where they contribute their professional expertise to assist victims and promote mental well-being across campus.

Sexual Violence Service Centre

UNPATTI has established the Sexual Violence Prevention and Handling Working Unit (*Satgas PPKS Unpatti*), mandated to prevent and handle sexual violence cases involving students, lecturers, and staff. Established in November 2021 under Ministerial Regulation No. 30 of 2021, the task force comprises 10 members, including 4 students and 3 lecturers from the Department of Psychological Counselling. The unit has the authority to address cases involving university community members anywhere, including off-campus premises, and works under Vice Rector III's jurisdiction to ensure appropriate sanctions. The task force actively conducts socialisation programmes to encourage reporting, recognising that cultural perceptions often discourage victims from coming forward, and collaborates with external organisations, including Yayasan Rumah Generasi, to strengthen its advocacy work.

Legal Services Centre

The Faculty of Law at Pattimura University serves as the primary hub for legal services, operating several specialised laboratories including the *Praktek Peradilan* (Court Practice) Laboratory, *Perancangan Kontrak* (Contract Drafting) Laboratory, *Perancangan Perundangan dan Legal Drafting* (Legislation and Legal Drafting) Laboratory, *Hukum Adat* (Customary Law) Laboratory, and *Kriminologi* (Criminology) Laboratory. These facilities support both student education and community legal services. The faculty also maintains the "Hukumonline Corner" database, providing access to comprehensive legal resources for research and practice. The Legal Consultation and Aid Unit offers pro bono services to the community, allowing students to gain practical experience while providing accessible legal assistance to those who cannot afford private counsel.

Career Counselling Service

Pattimura University provides comprehensive career counselling and development services through its UPA Karier & Kewirausahaan (Career and Entrepreneurship Unit), operating under the Vice Rector for Student Affairs, Public Relations, and Alumni. The unit coordinates job fairs (*bursa karir*) that connect

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students and alums with potential employers, such as the December 2023 event, which saw the Faculty of Engineering collaborate with private-sector companies to facilitate graduate recruitment. Career workshops and campus hiring events are regularly organised, exemplified by the "Career Workshop & Campus Hiring" with WOM Finance, which provided both career insights and direct recruitment opportunities. The unit also manages systematic tracer studies through the cdc.unpatti.ac.id application, gathering employer feedback on graduate competencies to inform curriculum review and quality improvement. Services include individual career counselling, resume and interview preparation workshops, and access to employment information and internship opportunities.

Sports Facilities

Pattimura University provides various sports facilities across its faculties to support student athletic development and extracurricular activities. The Faculty of Economics and Business website lists dedicated facilities, including a sports field and gymnasium, complementing other infrastructure such as lecture halls, libraries, and computer laboratories. Student activity units (UKM) in sports such as Shorinji Kempo are actively supported, with students winning gold, silver, and bronze medals at national championships. The university recognises the importance of adequate sports facilities for developing student talent, though limited resources remain a challenge, and ongoing efforts are improving existing facilities through the MBKM programme. The Faculty of Law maintains dedicated spaces within its 2,800-square-metre building complex, though specific details of its sports infrastructure are not separately catalogued.

Student Dormitory

Pattimura University provides student accommodation through its dedicated student dormitory (asrama mahasiswa), located within the main campus complex in Poka, Ambon. The facility offers residential accommodation for students from across the Maluku archipelago, particularly supporting those from remote islands who require housing during their studies. The university-operated dormitory provides basic accommodation with shared facilities and is complemented by the guest house, which serves visiting faculty and guests. The dormitory serves as an essential support facility, enabling equitable access to higher education for students from throughout the province. The university continues to plan improvements to student accommodation facilities as part of ongoing infrastructure development initiatives.

2.6.5. IT SERVICE

Pattimura University has developed a comprehensive information technology infrastructure to support academic administration, learning processes, and digital services across its faculties. The university's IT facilities are managed through dedicated units, including the UPA Teknologi Informasi (IT Unit) and specialised IT rooms within faculties such as the Faculty of Postgraduate, which maintains a dedicated IT room of 24.75 square metres and a separate Website Management Room of 12 square metres on its second floor. These facilities ensure coordinated management of the university's digital infrastructure and online presence.

SIAKAD: The Integrated Academic Information System

The cornerstone of UNPATTI's IT services is the Sistem Informasi Akademik (SIKAD), an integrated academic information system designed to meet the university's needs for computerised education services, improving performance, service quality, competitiveness, and human resource quality. SIKAD operates as a multi-level system aligned with the responsibilities of various university units, serving as the sole system accepted by the National Higher Education Database (PD Dikti), where all Indonesian higher education institutions must update student, lecturer, teaching and learning process, study plan, study process, and study result data.

The system can be accessed at <https://siakad.unpatti.ac.id>, with students using their Student Identification Number (NIM) as the username and their date of birth in 'YYYYMMDD' format as the default password. All 87 study programmes across UNPATTI, including undergraduate, postgraduate, and off-campus programmes (PSDKU), have updated their data to SIKAD and synchronised with PD Dikti. Student services available through SIKAD include viewing and editing personal data, managing study plans (KRS), accessing study results, changing passwords for security, and updating profile photographs.

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Learning Support and Digital Infrastructure

The university provides comprehensive digital learning support, with each study programme receiving dedicated Zoom accounts for students to participate in lectures, which are essential during distance-learning periods. The system monitors student attendance during virtual classes, marking students who deliberately do not display their faces during learning sessions as absent, and all data are directly connected to SIAKAD and PD Dikti. All lecture activities, including screenshots and PowerPoint learning materials, must be submitted to SIAKAD and PD Dikti for monitoring of lecturer activities during the learning process.

The Faculty of Law exemplifies faculty-level IT infrastructure, maintaining a Criminology Laboratory equipped with 8 PC laptops, 2 InFocus projectors, digital cameras, handycams, and wireless equipment, as well as a Legal Document Drafting Practice Laboratory with 23 computers supporting practical legal education. The faculty also utilises a Zoom Operator Room (15 square metres) to facilitate virtual learning and meetings. The three-component system for determining active student status (UKT payment, KRS submission, and active lecture participation) is all monitored through SIAKAD and PD Dikti, ensuring comprehensive tracking of student engagement. Password reset services are available through the "Lupa Password" feature, with reset links sent to registered student email addresses.

2.6.6. COUNSELLING SERVICES

Pattimura University provides counselling and advisory services to support members of the academic community who experience academic, learning, psychosocial, or personal difficulties. These services are implemented through the Academic Adviser system and the Guidance and Counselling Service Unit available at faculty, department, and study programme levels. This service is regulated under Rector Regulation of Pattimura University Number 2 of 2021 concerning the Academic Regulation of Pattimura University, through which Academic Advisers are responsible for guiding students, monitoring academic progress, helping students identify learning problems, and supporting the formulation of appropriate solutions. At the operational level, each faculty and department or study programme provides access to the Guidance and Counselling Service Unit as a facility for academic and personal support. This unit provides counselling for students with learning difficulties, consultation for students dealing with academic administration matters such as study transfer or study leave, and counselling for lecturers, students, and educational staff who experience personal problems. Counselling services also function as a structured support facility to assist students in addressing academic, personal, social, and psychological challenges that may influence their learning process. Through this service, students are guided to understand the problems they face, develop appropriate solutions, improve self-management, and maintain their academic motivation. When necessary, the counselling process may involve coordination with Academic Advisers, lecturers, study programme leaders, or relevant faculty units to ensure that the support provided is appropriate, confidential, and responsive to students' needs. Through this mechanism, counselling services at Pattimura University are delivered in an integrated manner across the university, faculties, departments, and study programmes. This arrangement ensures that academic community members can access guidance and support more easily within their closest academic environment, thereby contributing to a supportive, inclusive, and student-centred academic atmosphere.

2.6.7. STUDENT ENGAGEMENT

Pattimura University provides a vibrant ecosystem of student activity units (Unit Kegiatan Mahasiswa - UKM) operating at both university and faculty levels, designed to accommodate diverse student interests and talents across academic, athletic, artistic, and professional development domains. These organisations are formally recognised under Rector's Regulation Number 03 of 2011, which establishes the framework for student organisations within the university.

At the faculty level, student organisations are structured with clear governance systems. The Faculty Student Representative Council (*Dewan Perwakilan Mahasiswa Fakultas - DPMF*) serves as the legislative body and the highest student organisation at the faculty level, functioning as a representative body that channels student aspirations and formulates policies through determining Work Program Outlines. The Faculty Student Executive Board (*Badan Eksekutif Mahasiswa Fakultas - BEM-F*) acts as

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the implementing body responsible for executing various student activity programmes aligned with the DPMF's policy directions. The Faculty of Law, for instance, maintains a comprehensive BEM structure with dedicated divisions including Action and Strategy Studies (KASTRA), Student Welfare Advocacy (ADKESMA), Information Communication (KOMINFO), and Student and Community Relations (HLMM), alongside specialised bureaus for finance and administration. Faculty-level Student Activity Units (UKM-F) specifically accommodate students in activities aligned with their interests within the faculty.

University-level UKM span a wide range of disciplines and activities. Athletic units have achieved particularly well, with the UKM Shorinji Kempo consistently excelling in national competitions. In November 2024, the unit won two gold medals (Julius Sabono and Agustinus L. Titirloloby), two silver medals (Rian Wance and Frinky O Mukudjey), and one bronze medal (Mira Nayo Haikutti) at the Jakarta University Invitational Championship, earning Unpatti the title of third overall champion. The unit formally inaugurated its 2024-2025 leadership under the theme "Strengthen the Organisation and Increase Achievement," with Vice Rector for Student Affairs Dr. Nur Aida Kubangun encouraging collaboration with other sports UKM to design university-level competitions aligned with national achievement centre guidelines. The Pencak Silat UKM, affiliated with Perisai Diri, has also achieved remarkable success, winning 9 medals (5 gold, 2 silver, 2 bronze) at the Satria Airlangga Cup X 2026 in Surabaya. This recognition followed previous achievements at the Satria Airlangga Cup IX, where Unpatti secured three gold, three silver, and four bronze medals, earning second place overall.

Other active university-level units include the UKM Karate Club, which won eleven medals at the 2023 UKM Cup III Karate Open Tournament, serving as a means for developing students' potential in both organisation and karate achievement. Faculty of Law units further demonstrate the diversity of student activities, with documented UKM including Debate, Entrepreneurship, Moot Court, Press Journalism, Sports, and Arts. The Entrepreneurship UKM at the Faculty of Law actively conducts training programmes, such as workshops on crafting handicrafts from fish scales and preparing Tuna Fried Rice, conducted at a local restaurant and handicraft house to provide practical business experience.

Student achievement in these units is formally recognised and celebrated by the university. Vice Rector Dr. Nur Aida Kubangun regularly receives successful athletes and presents awards, emphasising the university's commitment to facilitating both academic and non-academic achievement activities that enhance Unpatti's reputation across various events. These achievements directly contribute to the university's Key Performance Indicators (IKU), with the university targeting 30% student participation in activities outside study programmes, including national-level competitions. The university encourages UKM leaders to report all activities to the student affairs department to support data collection and the sustainability of performance indicator achievements.

2.6.8. PROMOTIONAL STRATEGIES FOR INTERNATIONAL STUDENTS

Pattimura University has implemented several strategic initiatives to attract and accept international students, demonstrating its commitment to internationalisation and global recognition. These efforts focus on building international partnerships, developing competitive academic programmes, and facilitating scholarship opportunities.

Strategic International Partnerships and Student Exchange Programmes

A cornerstone of Unpatti's strategy is the establishment of formal international partnerships with universities abroad. In August 2025, Unpatti signed a Memorandum of Understanding (MoU) and a Student Exchange Agreement with FPT University Vietnam, a leading private university with strong strengths in technology and business. This collaboration covers strategic areas including student and lecturer exchanges, collaborative research, information technology training, curriculum development, and innovation-based entrepreneurship programmes. The agreement actively promotes the internationalisation of education and aims to enhance graduate competitiveness through global collaboration, cross-cultural activities, and exposure to international-standard curricula.

As an immediate implementation of this partnership, Unpatti sent four students from the Faculties of Law, Economics and Business, and Teacher Training and Education to participate in the "ASEAN Week Program" at FPT University's Da Nang campus. This two-way exchange model is designed to enrich students' academic insights and professional skills through cross-country learning experiences.

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Developing Globally Competitive Study Programmes

Unpatti has focused on enhancing the international appeal of its academic programmes. A significant success is the admission of two students from the French Air and Space Force Academy, Alix Teresa Micheline Francoise Fernandez and Adrien Victor Jacky Vitton Mea, who commenced studies in early 2026 in the newly established Instrumentation and Automation Engineering Study Programme within the Department of Physics, Faculty of Science and Technology. The students are undertaking academic and research activities for approximately five to six months. Rector Prof. Dr. Fredy Leiwakabessy stated that this reflects international confidence in Unpatti's education quality, research, and community service (Tridharma), particularly as the Physics Study Programme has achieved "unggul" (excellent) accreditation. The interest in this new programme, which only has nine students in its first cohort, is seen as a strong indicator of its globally competitive curriculum. This reception is strategically viewed as supporting the department's journey towards international accreditation.

Expanding Access through International Scholarship Opportunities

Unpatti actively facilitates access to prestigious international scholarships to attract and send students globally, creating a two-way flow that enhances its international profile. A key partnership is with the INPEX Scholarship Foundation from Japan. In December 2025, a Memorandum of Understanding was signed, establishing a long-term collaboration providing one exclusive Master's programme quota and three undergraduate student exchange quotas annually for ten years. Unpatti is one of only three universities in Indonesia selected as a partner for this scholarship, alongside Universitas Indonesia and Universitas Hasanuddin. The foundation, established in 1981, has supported approximately 150 Indonesian students for Master's studies in Japan. The collaboration aims to create equal educational opportunities and inclusive representation from across Indonesia, including Maluku. Additionally, Unpatti has socialised the LPDP-Central South University (CSU) Scholarship, a collaborative programme between the Indonesian Coordinating Ministry for Maritime and Investment Affairs, Chinese urban-mining company GEM Co. Ltd, and CSU, offering full Master's funding for students in Engineering, Mathematics and Natural Sciences, and Business Economics.

2.6.9. FINANCE, FACILITIES, AND INFRASTRUCTURE

Sources of Revenue for Pattimura University in 2025

Pattimura University's revenue in 2025 is derived from two primary sources: State Budget/Rupiah Murni allocations and Public Service Agency/PNBP BLU revenues. The total allocated budget for 2025 is approximately Rp496.79 billion, comprising RM funds for personnel expenditure, office operations, BOPTN operational assistance, SBSN Islamic bonds, and BLU revenues. BLU revenue is generated from educational service fees, examinations, seminars, community service programmes, graduation fees, institutional collaborations, banking services, managed funds, and non-academic business units through asset utilisation. These institutional revenue sources provide the financial basis for supporting academic, administrative, research, community service, facility, and infrastructure activities across the university, including the Postgraduate Programme and the Master of Law Study Programme.

Expenditure Allocation for Various Strategic Areas

University financial management follows the Public Service Agency BLU principles, with expenditure allocated across strategic areas, including personnel costs, operational learning support, research and community service funding, infrastructure development, and facility maintenance. At institutional level, expenditure priorities include the completion and maintenance of academic buildings, learning facilities, administrative infrastructure, roads, student centres, faculty buildings, and other supporting facilities. For the Postgraduate Programme and the Master of Law Study Programme, these allocations support classroom learning, academic administration, thesis supervision, research-based learning, examination activities, library access, digital academic services, and the maintenance of programme-level facilities.

Performance Review and Financial Challenges

Overall, Pattimura University's financial performance is supported by the strengthening of BLU governance, improved budget performance, asset optimisation, and the development of integrated

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financial management systems. The template records that total operating revenue in 2024 reached Rp188.02 billion, while the Budget Performance Indicator improved significantly from 73.3% in 2023 to 93.6% in 2024. The main institutional challenges include efficiency cuts, disposal and audit of state-owned goods, modernisation of BLU financial management, and improvement of integrated performance measurement across work units. For the Postgraduate Programme and the Master of Law Study Programme, the relevant challenges include maintaining student payment discipline, improving programme-level financial documentation, ensuring effective use of tuition-based revenue, and aligning financial planning with postgraduate academic service needs.

Faculty and Study Programme Finances

Sources of income and expenditure at the Postgraduate Programme level demonstrate funding streams that support academic operations, student services, research supervision, thesis examinations, and administrative services. For the Master of Law Study Programme, the main programme-level income is derived from student tuition and official postgraduate academic service fees. Based on the official postgraduate tuition information, the SPP for Master's programmes at Pattimura University is Rp5,500,000 per student per semester, while the initial payment for new Master's students reaches Rp10,750,000, consisting of registration fee, first-semester SPP, institutional development contribution, matriculation fee, and alma mater jacket fee. After the first semester, students are charged only the regular SPP per semester.

Based on 239 active students in the Master of Law Study Programme, the estimated tuition-based income is approximately Rp1,314,500,000 per semester or Rp2,629,000,000 per academic year. In euro conversion, this is approximately €64,845 per semester or €129,689 per academic year. PDDikti also records the tuition range for the S2 Ilmu Hukum Programme at Pattimura University at Rp2,750,000–Rp5,500,000; if the midpoint of this range is used, the average tuition estimate is Rp4,125,000 per student per semester, equal to approximately Rp985,875,000 per semester or Rp1,971,750,000 per academic year for 239 active students.

The official PNPB tariff document also records several postgraduate academic service fees relevant to the Master of Law Study Programme, including selection fee of Rp1,000,000 per applicant, SPP for Master's students at Rp5,500,000 per student per semester, final examination fee of Rp2,500,000 per student, and matriculation fee of Rp1,500,000 per student. These official tariffs show that the programme's income is not only generated from regular semester tuition, but also from academic services related to admission, matriculation, examination, and study completion.

Faculty-specific and programme-specific expenditure priorities include learning support facilities, academic service delivery, office support, library access, thesis supervision, proposal seminars, result seminars, final examinations, research support, community service activities, student administration, and quality assurance. The programme also needs to manage practical financial challenges such as student payment arrears, optimisation of UKT/SPP payment systems, proposal and thesis examination services, graduation administration, library clearance, and legalisation of academic documents.

Public Accountant Reports and Financial Applications

Financial applications supporting university financial management include financial management systems, academic information systems, budgeting systems, student registration systems, graduation systems, KKN management systems, UKT payment systems, and similarity detection systems. At Pattimura University, digital administration is supported by systems such as SIAKAD for academic management, PMB for student admission, SIRANG for semester re-registration, SIKKN for KKN administration, SIMPUDA for graduation administration, SIKERMA for cooperation management, and SIKEU as the integrated financial information system that manages financial activities from budget planning and payment execution to financial reporting.

For the Postgraduate Programme and the Master of Law Study Programme, these systems support transparent academic and financial administration. SIAKAD supports course registration and academic monitoring, SIRANG supports student re-registration, SIMPUDA supports graduation processes, and SIKEU strengthens financial accountability. These applications help ensure that tuition payments,

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academic service fees, student administration, and institutional reporting are managed in an integrated and accountable manner.

Faculty of Postgraduate Programme

The financial structure of the Postgraduate Programme, particularly the Master of Law Study Programme, demonstrates budget planning that is closely related to tuition-based income, postgraduate academic service fees, learning operations, research supervision, and academic administration. The regular SPP for Master's students is Rp5,500,000 per semester, while the official initial payment is Rp10,750,000. With 239 active students, the Master of Law Study Programme has an estimated SPP-based income of Rp1,314,500,000 per semester or Rp2,629,000,000 per academic year. This figure represents an estimated programme-level income based on official tariff data and active student numbers, not an audited financial realisation statement.

The Master of Law Study Programme is supported by facilities listed on the official programme website, including lecture rooms, the study programme office, the study programme coordinator room, and library facilities. These facilities support academic delivery, student consultation, administrative services, reading activities, thesis supervision, and research-based learning. The programme is also connected to university-level support systems and facilities, including the university library, ICT services, language services, integrated laboratory services, career and entrepreneurship development, and guidance and counselling services.

The Master of Law Study Programme is designed as a four-semester postgraduate programme with a total study load of 40 Credit Hours (60 ECTS), consisting of coursework and thesis completion. This academic structure shows that financial resources are primarily directed towards maintaining the quality of postgraduate teaching, legal research development, thesis supervision, academic assessment, and student academic services.

2.7. INFORMATION MANAGEMENT

2.7.1. DATA MANAGEMENT POLICY

Pattimura University's Information Technology (IT) Policy, as stipulated in the IT Policy 2025–2029, is a strategic and holistic framework designed to transform the university towards a Research-based University aiming for World Class University status. This policy integrates digital technology across all academic, administrative, and governance functions, aligning with HOTUMESE values and the Bina Mulia Ke Lautan principle, national accreditation standards, and public accountability under the Public Service Agency (BLU) model.

1. Strategic Digital Transformation

The policy positions IT not merely as a support function but as a strategic enabler of institutional excellence. It focuses on creating a unified digital ecosystem that connects academic services, research, community engagement, finance, and governance through integrated platforms (Article 2.3). This approach supports the university's vision of becoming a leading research institution rooted in an archipelagic context with local-global relevance.

2. Integrated Architecture and Data Governance

At the core of this policy is the implementation of one primary data source for each domain and a service-based integrated architecture (Article 2.3). Unpatti establishes SIAKAD as the primary source for academic data, SIGAP for personnel data, SISTER for lecturer portfolios, SILINTAS/SIRATNAS for research and official correspondence, and CDC for tracer studies. All these systems are required to interconnect through interoperability standards (Article 2.4) and synchronise with PD Dikti (Article 2.5). Data classification (Public, Internal, Confidential, Highly Confidential) and data subject rights are strictly regulated in accordance with Law No. 27/2022 on Personal Data Protection (Articles 3.1, 3.5).

3. Comprehensive IT Governance and Security

The policy adopts a clear governance structure with a RACI Matrix, separating the roles of the Rector (Accountable), Vice Rectors (Responsible), the ICT Unit (technically Responsible), and process owner

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units (Data Managers) (Article 2.2, RACI Table). Information security refers to ISO 27001 (Article 4.1), implementing layered access control (Table 4.1), encryption (Article 4.3), cyber security incident management (Article 4.5), as well as business continuity and disaster recovery plans (DRP/BCP) (Article 4.6).

4. User-Centred Digital Services

The policy emphasises enhancing the digital experience for students, lecturers, and educational staff. Students access SIAKAD using their NIM and a YYYYMMDD password format, which must be changed upon first login (Article 5.2), as well as online lecture services via Zoom (Article 5.6). Lecturers use SISTER for their Tridharma portfolios and SILINTAS to manage research. All systems can be accessed through a Single Sign-On (SSO) mechanism via SISMIK (Article 2.3), ensuring efficiency, transparency, and ease of use.

5. Sustainable Implementation and Accountability

This IT Policy is implemented through a structured five-year roadmap 2025–2029 divided into five phases: Data Stabilisation (2025), Core Business Process Integration (2026), Performance Dashboard (2027), External Integration (2028), and Optimisation and Governance Maturity (2029) (Article 6.6, Table 6.2). The policy is integrated with existing accountability frameworks such as LAKIN and IKU, with 15 measurable IT Key Performance Indicators (IT-KPIs) (Table 7.1). Each initiative is linked to quantitative targets, responsible parties, and monitoring mechanisms, complemented by a classification of violations and proportionate sanctions (Articles 7.5, 7.6).

Pattimura University's IT Policy is a forward-looking, governance-driven, and locally grounded framework (HOTUMESE & Bina Mulia Ke Lautan) that leverages digital transformation to achieve academic excellence, research innovation, and institutional resilience towards World Class University status (**Annex 46**).

2.7.2. PERFORMANCE INDICATOR SYSTEM

The journey of Key Performance Indicators (IKU) and Individual Performance Indicators (IKI) at Pattimura University represents a comprehensive cycle of planning, implementation, evaluation, and continuous improvement that drives institutional performance and individual accountability (**Annex 47**).

Planning Phase

IKU planning at Pattimura University is carried out by the university leadership in collaboration with the planning department, faculties, and work units. It is coordinated by the Vice Rector for Planning, Cooperation, and Information Systems. The IKU planning process involves comprehensive consultation with stakeholders to ensure alignment with the university's 2020-2024 Strategic Plan (Renstra), which, in turn, aligns with the Ministry of Education, Culture, Research, and Technology's Strategic Plan. The process begins with needs analysis based on the university's vision, mission, and strategic objectives, considering both internal conditions and external challenges identified through SWOT analysis. The planning incorporates the university's core scientific pattern, "Bina Mulia Ke Lautan," and the HOTUMESE philosophy as foundational values guiding performance targets. Key inputs include evaluating previous years' performance, analysing national higher education standards (SN-Dikti), and considering the 14 Key Performance Indicators mandated by the Ministry. The resulting IKU framework for 2020-2024 established 4 strategic targets with 11 performance indicators covering graduate quality, lecturer quality, curriculum and learning quality, and governance effectiveness.

Implementation Phase

Once the IKU has been formulated, it is then broken down into IKI (Individual Performance Indicators) for each employee at Pattimura University through a cascading process. At the university level, the Rector formalises the Performance Agreement (Perjanjian Kinerja) with the Director General of Higher Education, Research, and Technology, which sets the annual targets for each IKU. This agreement is then disseminated to all work units, where it is translated into specific programme priorities and activities with detailed budget allocations. At the faculty level, deans and department heads further break down the IKU into operational targets aligned with their specific disciplines and capabilities. The Faculty of Postgraduate,

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for example, implements IKU through concrete targets including graduate employment rates, student participation in off-campus learning, lecturer tridharma activities, doctoral qualifications, research outputs, and study programme collaborations with partners. Individual employee IKIs are developed through the Employee Work Target (SKP) system, ensuring that every staff member's performance contributes directly to institutional goals. Implementation is supported by integrated information systems, including SIAKAD for academic data, SISTER for lecturer portfolios, and SIGAP for personnel management, enabling real-time monitoring and data collection.

Evaluation Phase

Evaluation of IKU and IKI achievement is conducted through multiple mechanisms throughout the year. The university produces the annual Performance Accountability Report (LAKIN), which systematically measures achievement against the 11 performance indicators established in the Performance Agreement. In 2024, this evaluation revealed that 4 IKU (36%) exceeded targets, 1 IKU (9%) met targets, and 6 IKU (55%) fell below targets. The evaluation process involves a detailed analysis of each indicator, examining factors contributing to success or failure. For IKU 3 (lecturer tridharma activities), the university achieved an impressive 58.17% realisation against a 20% target, representing a 38.17% exceedance, attributed to policy changes, intensive programmes, and increased motivation. However, IKU 1 (graduate employment) achieved only 33.75% against a 60% target, with identified obstacles including non-centralised data collection through the CDC.unpatti.ac.id tracer study application, low graduate participation, technical weaknesses in the application, and suboptimal industry collaboration. Faculty-level evaluation, as demonstrated by the Faculty of Postgraduate, measures specific indicators including graduate employment (17% against 60% target), student off-campus learning (14% against 30% target), lecturer tridharma activities (30% against 20% target), and study programme collaborations (1.36 against 0.6 target). The evaluation also tracks financial performance, with the Faculty of Economics achieving 92.4% budget realisation across learning support facilities, office support, educational services, research, and community service.

Improvement Phase

The improvement phase transforms evaluation findings into concrete actions for the following cycle. Based on 2024 evaluation results, the university identified specific challenges requiring attention: non-integrated graduate data collection, suboptimal MBKM programme implementation, incomplete lecturer data in SISTER, limited lecturer participation in competency training, insufficiently documented study programme collaborations, incomplete RPS documentation in SIAKAD, challenges in international accreditation preparation for five study programmes, and a lack of integrated performance measurement systems. Anticipatory steps implemented include integrating graduate data collection through the CDC.unpatti.ac.id tracer study application, optimising outreach to graduates, improving technical functionality of applications, and enhancing industry collaboration for graduate recruitment. For MBKM implementation, the university is improving coordination among study programmes and developing integrated data-collection systems. To address lecturer data gaps, targeted outreach and training on SISTER usage is being conducted, and information on reporting rights for lecturers teaching at other campuses is being disseminated. The university is revising its Academic Regulations better to support the evaluation of case-based and project-based learning and is instructing study programmes to record comprehensive RPS data in SIAKAD. For international accreditation, five study programmes are collaborating with international accreditation bodies and forming dedicated teams to develop accreditation forms meeting requirements. An integrated performance measurement system connecting work units is being designed to simplify data collection and increase accuracy and transparency. These improvements demonstrate the cyclical nature of IKU and IKI management, where evaluation findings directly inform planning for subsequent years, ensuring continuous quality enhancement across all university operations.

2.7.3. STUDENT MANAGEMENT INFORMATION SYSTEM

Pattimura University has developed a comprehensive, integrated application ecosystem to track and manage student achievement across the entire academic journey from initial registration through graduation and career development. These systems, anchored by the Academic Information System

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(SIAKAD) and supported by specialised platforms, provide real-time data that enables continuous monitoring of student progress and institutional performance.

Registration and Student Status Tracking

The student journey begins with registration, managed through the SISMIK (Academic Management Information System), which serves as the parent system for all academic information platforms. SISMIK supports Single Sign-On (SSO), allowing students to access multiple systems with a single username and password. For new students, registration is completed through web-based portals, with the Faculty of Postgraduate conducting regular socialisation events to ensure students and staff understand the evolving academic systems. Once registered, students access SIAKAD (<https://siakad.unpatti.ac.id>) using their Student Identification Number (NIM) as the username and their date of birth in 'YYYYMMDD' format as the default password. The system enables students to update personal data, change profile photos, and reset forgotten passwords via email confirmation. Student active status is determined by three integrated components monitored through SIAKAD and synchronised with the National Higher Education Database (PD Dikti): payment of UKT tuition fees, submission of Study Plan Cards (KRS), and active participation in lectures. If any component is not fulfilled, the student is not considered fully active, enabling precise tracking of enrolment status across all 87 study programmes, including undergraduate, postgraduate, and off-campus programmes (PSDKU).

Academic Progress and Learning Achievement

Academic progress is comprehensively tracked through SIAKAD, the sole system accepted by PD Dikti, which requires all Indonesian higher education institutions to update student, lecturer, teaching and learning process, study plan, study process, and study result data. During distance learning periods, each study programme is provided with Zoom accounts for students to participate in lectures, with attendance monitoring integrated into SIAKAD. Student attendance during virtual classes is tracked, with students who deliberately do not display their faces during learning sessions marked absent. All data are directly linked to SIAKAD and PD Dikti. All lecture activities, including screenshots and PowerPoint learning materials, must be submitted to SIAKAD and PD Dikti for monitoring both student participation and lecturer activities in the learning process. Student academic results are recorded through grade entry, with specific deadlines enforced for example, for the 2020-2021 academic year, grade improvements had to be completed by January 16 and final grades entered into SIAKAD by January 22. Through SIAKAD, students can access their study plans, view study results, and monitor their academic progress throughout their enrolment.

Service Quality and Student Satisfaction Surveys

Student satisfaction with university services is systematically measured through various research instruments, providing valuable feedback for institutional improvement. A comprehensive study at the Faculty of Education and Teacher Training (FKIP) examined determinants of student satisfaction, analysing service quality dimensions including tangible, empathy, reliability, responsiveness, and assurance, along with student trust. The research found that student trust, tangible, reliability, responsiveness, and assurance significantly influenced satisfaction. At the same time, empathy was rejected as a determining factor, with the independent variables explaining 56.1% of the variation in student satisfaction. Another study examining service quality dimensions and corporate image at Unpatti identified that empathy, reliability, and corporate image had significant positive effects on student satisfaction, with empathy being the most dominant variable (23.1% coefficient), followed by reliability (19.5%) and corporate image (17.3%). Laboratory service quality is also evaluated, with a study of the Biotechnology Laboratory at the Biology Department revealing, through CSI analysis, that 73% of students' satisfaction with management quality and 78% with service quality were met. In contrast, IPA analysis identified specific attributes requiring improvement. These satisfaction surveys inform continuous quality enhancement across academic and administrative services.

Graduation Information and Tracking

Graduation processing is managed through SIMPUDA, the Graduation Registration Information System provided by the AAKPSI Bureau, to simplify the graduation registration process and improve the effectiveness and efficiency of graduation administration. The system enables online graduation

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registration, with clear deadlines communicated to students for example, the August 2022 graduation period registration closed on July 31, with the ceremony held on August 31. Graduation schedules are published regularly, such as the 2020 Period I graduation planned for September 8-10, covering Bachelor (S1), Master (S2), Doctoral (S3), Doctor (dr), and Teacher (Gr) professional programme graduates. Faculty-level graduation ceremonies are also tracked, with the Faculty of Postgraduate holding Extraordinary Open Senate Meetings for Judicial Sessions, such as the April 2019 graduation, when 173 graduates were officially awarded Bachelor of Laws degrees. The integration of graduation data with SIAKAD ensures that completion records are accurately reflected in PD Dikti and maintains comprehensive graduate data.

Career Development and Tracer Study

Career development and graduate tracking are coordinated through the Pusat Pengembangan Karir (Career Development Centre), established under Rector's Decree Number 837/UN13/SK/2018 to bridge higher education and the world of work. The centre's priority work for 2021 includes the implementation of the annual Tracer Study, coordinated with Faculties, Departments, and Study Programmes; Soft Skills Training for students and prospective graduates; mentoring for student entrepreneurship programme groups; development of partnerships to enhance student and alums guidance; and preparation of secretariat facilities. Tracer studies systematically evaluate graduate quality and employability, as demonstrated by research conducted at the Geography Education Study Programme, which analysed these factors, along with user satisfaction and stakeholder engagement. This evaluative study, published in 2026, found that graduate quality was in the good to very good category, with strengths in work ethics, communication skills, and teamwork. From an employability perspective, most graduates found employment within 6 months and worked in sectors relevant to their field of study. User satisfaction levels were also in the very good category, particularly in professionalism and work attitude aspects, with stakeholder engagement established through internship programmes, collaborative activities, and community service, though requiring further systemic strengthening. These tracer study findings directly inform curriculum enhancement and the development of strategic partnerships to improve graduate quality and relevance.

2.7.4. INTEGRATED CAMPUS MANAGEMENT SYSTEM

Pattimura University has developed a comprehensive ecosystem of integrated management information systems to support academic administration, human resources management, financial operations, research activities, and student services. These systems are designed to streamline processes, enhance data accuracy, and provide seamless access for students, lecturers, and administrative staff across all university units. The following table presents the key information systems currently operational at Pattimura University.

Table 12. List of Information Systems at Pattimura University

No	Name of System/Application	Description	URL
1	SIAKAD (Academic Information System)	The primary academic information system that manages student data, study plans (KRS), academic results, and lecture activities. It serves as the sole system accepted by the National Higher Education Database (PD Dikti) and integrates with all study programmes.	https://siakad.unpatti.ac.id
2	SISMIK (Academic Management Information System)	The parent system for all academic information platforms implements Single Sign-On (SSO), allowing users to access multiple systems with a single username and password.	https://sismik.unpatti.ac.id

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No	Name of System/Application	Description	URL
3	SISTER (Integrated Resource Information System)	A system for lecturers to build comprehensive portfolios of their Tridharma activities, including educational background, teaching, research, community service, and supporting activities. It enables credit claim processing and integrates with the Dikti Database.	https://sister.unpatti.ac.id
4	SIGAP (Integrated Personnel Information System)	The centralised personnel management system collects and manages comprehensive employee data, including personal identity, family data, academic qualifications, employment history, financial information, performance data, and career development records.	https://sigap.unpatti.ac.id
5	SIKEU (Financial Management System)	The primary financial management system supporting university budget planning, execution, and reporting in accordance with Public Service Agency (BLU) principles.	https://sikeung.unpatti.ac.id/
6	SIMPUDA (Graduation Registration Information System)	A system provided by the AAKPSI Bureau to simplify the graduation registration process, improving effectiveness and efficiency in graduation administration management.	https://simpuda.unpatti.ac.id/
7	SILINTAS (Research Information System)	A newly launched system for managing research information, enabling seamless access for the academic community to research proposals, publications, and outputs without time and space limitations.	https://silintas.lppm.unpatti.ac.id/
8	SIRATNAS (Official Correspondence Information System)	A digital platform for managing official correspondence, integrated with research systems on a single server to enable more efficient data management and future synchronisation with ministry databases.	https://siratnas.lppm.unpatti.ac.id/
9	CDC Unpatti (Career Development Centre Tracer Study Application)	The centralised tracer study application for collecting graduate data on employment, further study, and entrepreneurship outcomes is designed to improve data validity and quality.	http://cdc.unpatti.ac.id
10	SIKAD-UPT Bahasa (Language Centre Academic System)	A specialised system for managing language centre academic activities, including English proficiency testing.	https://psb.unpatti.ac.id/

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No	Name of System/Application	Description	URL
11	KKN Management System	A dedicated system for managing Kuliah Kerja Nyata (Community Service Programme) activities, including student registration, placement, and reporting.	https://kkn.unpatti.ac.id/
12	Jurnal Ilmiah Online (Online Scientific Journals)	A platform hosting the university's peer-reviewed academic journals, including those that have achieved SINTA accreditation and Scopus international indexation.	https://ojs3.unpatti.ac.id/

2.8. PUBLIC INFORMATION

Pattimura University (UNPATTI) has established a comprehensive policy on public information management as an integral component of its institutional communication strategy, demonstrating its commitment to transparency, accountability, and public service excellence. This policy ensures that all academic, administrative, and institutional information disseminated through the university's official portal and its constituent faculties is systematically managed, kept current, and readily accessible to the public, including students, parents, researchers, and the wider community. The university's public information services are coordinated through the Information and Documentation Management Officer (PPID), which serves as the primary gateway for information provision in accordance with the mandate of the Public Information Disclosure Act (Undang-Undang Keterbukaan Informasi Publik). The PPID operates in close collaboration with the Bureau of Academic Administration, Student Affairs, Planning, and Public Relations (BAKPHM), ensuring that every information request is handled professionally, efficiently, and transparently. This coordinated approach enables seamless responses to public inquiries ranging from institutional policies and academic programmes to research outputs and community engagement activities.

UNPATTI's commitment to transparency is reinforced by the Internal Supervisory Unit (SPI), which oversees compliance with public information management protocols and documentation standards. The SPI conducts regular monitoring and evaluation to ensure that all information disseminated through university channels meets quality standards and aligns with regulatory requirements. This oversight mechanism guarantees that the public receives accurate, reliable, and timely information about university operations, achievements, and service standards. The university has invested significantly in digital infrastructure to improve public access to information. The Centre for Information and Communication Technology (UPT ICT) manages the university's web portal and integrated information systems, ensuring that content across faculty websites, study programme pages, and service units remains synchronised and up to date. This technological foundation enables UNPATTI to maintain a consistent digital presence whilst providing users with intuitive access to the information they require. The websites of all nine faculties including Law, Social and Political Sciences, Teacher Training and Education, Economics and Business, Agriculture, Engineering, Fisheries and Marine Sciences, Mathematics and Natural Sciences, and Medicine are integrated within the university's information ecosystem, each maintaining current content about their respective programmes, research activities, and community services.

UNPATTI's dedication to public information excellence has earned recognition at the institutional level. The university's systematic approach to transparency and accountability has contributed to its achievements in bureaucratic reform and performance accountability, as reflected in its SAKIP (Government Agency Performance Accountability System) ratings, which have consistently improved, attaining an 'A' rating in 2023 and 2024. This recognition validates UNPATTI's effectiveness in its information management practices and its commitment to serving the public interest through open communication. The university actively utilises multiple communication channels to engage with diverse stakeholders. Beyond its official website, UNPATTI maintains an active social media presence across Instagram, Facebook, and YouTube, disseminating information on institutional developments, academic achievements, research innovations, and community service initiatives. These digital platforms enable

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real-time interaction with the public, facilitating feedback, inquiries, and engagement that enrich the university's understanding of community needs and expectations.

Faculty-level public information management follows university-wide guidelines whilst accommodating discipline-specific requirements. Each faculty designates information officers responsible for maintaining accurate and timely content about academic programmes, research activities, student achievements, and partnership developments. The Faculty of Social and Political Sciences, for example, maintains comprehensive online resources including programme information, lecturer profiles, research outputs, and collaboration records, ensuring that prospective students, partner institutions, and the public can access relevant information efficiently.

UNPATTI's commitment to continuous improvement in public information services is demonstrated through regular evaluation and enhancement of its communication systems. The university conducts periodic satisfaction surveys among information users, gathering feedback that informs system upgrades and process refinements. This evidence-based approach ensures that public information services evolve to meet changing user expectations and technological capabilities. Through these coordinated efforts, Pattimura University has cultivated a culture of transparency that permeates all levels of institutional operation. The university's public information framework not only fulfils legal obligations but also actively promotes stakeholder engagement, builds public trust, and strengthens the university's role as a responsible and accountable public institution serving the Maluku community and beyond.

Table 13. Website Content, Pattimura University

No.	Category	URL
1.	University Profile	https://www.unpatti.ac.id
2.	Admissions	https://pmb.unpatti.ac.id
3.	Institute for Research and Community Service	https://lppm.unpatti.ac.id
4.	Academic Calendar	https://www.unpatti.ac.id/kalender-akademik
5.	Student Affairs	https://kemahasiswaan.unpatti.ac.id
6.	Alumni	https://ikapatti.unpatti.ac.id
7.	Faculty of Postgraduate	https://pasca.unpatti.ac.id
8.	Master Programme In Law	https://s2ilmuhukum.pasca.unpatti.ac.id/

In addition to its main Website, Pattimura University also provides social media platforms to publish information. Pattimura University's social media accounts are listed in Table 13.

Table 14. Social Media, Pattimura University

Pattimura University Social Media		
No.	Type of Social Media	URL
1.	Instagram	https://www.instagram.com/univ.pattimura.official/reels/?hl=en
2.	YouTube	https://www.youtube.com/channel/UCt9u7BBQo5hpizHWI4OnqDw
3.	Facebook	https://web.facebook.com/unpatti/?locale=id_ID&rdc=1&rdr#
4.	X	https://x.com/UnpattiOfficial
5.	Instagram for the Faculty of Postgraduate	https://www.instagram.com/fhukumunpatti/
6.	Instagram for Master Programme In Law	

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2.9. ONGOING MONITORING AND PERIODIC REVIEW OF ML

2.9.1. DETERMINATION OF SPMI AUDIT AND EVALUATION

The determination of SPMI audits and evaluations at Pattimura University (UNPATTI) is carried out through a structured process grounded in national regulations, with a sustained focus on continuous quality improvement. The process begins with auditor refresher training and the socialisation of AMI instruments, covering study programs across all faculties and the Postgraduate School. Legal bases such as Law No. 12 of 2012 on Higher Education, Permendikbudristek No. 44 of 2015 on National Higher Education Standards (ratified by Permendikbud No. 3 of 2020), and Permendikbudristek No. 62 of 2016 on the Higher Education Quality Assurance System serve as the primary references, ensuring the alignment of audits with national standards and institutional policies. The audit scope follows the BAN-PT accreditation criteria, encompassing External Conditions, Unit Management Profile, Vision-Mission-Goals-Strategy, Governance, Cooperation, Human Resources, Finance and Facilities, Infrastructure, Learning, Community Service, Tridharma Outputs, Quality Assurance, and Program Development. The audit method combines an adequacy audit (system audit) through submitted AMI forms and a compliance audit conducted through direct observation and visits by certified internal quality auditors. The audit results are analysed to map compliance and identify areas requiring follow-up for quality improvement.

According to the results of AMI 2023 (**Annex 48**), the 8th cycle of SPMI implementation at UNPATTI involved 39 internal quality auditors and targeted 97 study programs across 9 faculties and the Postgraduate School; however, actual compliance audits were conducted on only 35 study programs 15 undergraduate (S1), 17 postgraduate (S2), and 3 doctoral (S3) reflecting that awareness of SPMI implementation in some faculties and study programs remains low. Key findings include: the non-fulfilment of the BAN-PT standard requiring 50 percent of lecturers to hold doctoral degrees across most study programs; MBKM-based curriculum implementation still requiring significant improvement; laboratories and practical equipment in many faculties still being inadequate; not all lecturers returning student work or applying process-based assessments; and graduate competency indicators particularly student GPA and study completion duration needing improvement. Faculty-level findings varied considerably: the Faculty of Fisheries and Marine Science performed well with only one major finding across four audited programs, while the Faculty of Engineering's Marine Engineering program recorded 8 major and 2 minor findings, and the Faculty of Economics' Accounting program recorded 12 observational findings. In terms of facilities and infrastructure, most faculties were rated as adequate for offices, studying rooms, and lecture rooms, but laboratory and studio facilities in several units including FISIP, Fisheries, Engineering, and Agriculture were still rated as below standard, indicating an area in need of prioritised investment. The AMI process is supported by the institutional quality assurance infrastructure of LP3MP (UNPATTI's Learning Development and Education Quality Assurance Institute), which coordinates audit planning, auditor deployment, and reporting. Audit results are submitted to university management as evaluation tools for improvement, informing policies at both faculty and university levels. Thus, the determination of the audit and evaluation of SPMI at UNPATTI functions as a systematic cycle aimed at ensuring accountability, transparency, and continuous quality improvement across all academic and administrative units.

2.9.2. CONTROL AND DEVELOPMENT OF STANDARDS

The implementation of standard control and development at Pattimura University has yielded measurable improvements across academic quality, data management, and institutional governance. Following the 2023 Internal Quality Audit, which revealed that only 35 of 97 study programmes participated and that 55% of Key Performance Indicators fell below targets, the university initiated targeted corrective actions through the PPEPP cycle. A significant result was the improvement in lecturer competency data. Based on audit findings that most lecturers had not inputted off-campus work experience into the SISTER application, targeted outreach and training sessions were implemented. This cycle resulted in more comprehensive lecturer portfolios, enabling better monitoring of professional development and more accurate reporting to the national higher education database.

The university successfully enhanced its curriculum implementation through workshops and training on *Merdeka Belajar-Kampus Merdeka (MBKM)* methodologies. With budget allocations of Rp 37.6 million for learning device development and Rp 59 million for project-based learning monitoring, the percentage of courses using case method and project-based learning reached 66.03% in 2024, exceeding the 40%

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target. Collaboration data management improved through the digitalisation of previously manual systems. Following findings that manual data collection caused mismatches with the Sikerma application, the university implemented structured digital systems, enabling more efficient monitoring of the 62 government partnerships and 68 research institution collaborations now maintained by study programmes. Benchmarking insights from Universitas Negeri Makassar led to proposals to recognise quality assurance officers within the remuneration system, thereby increasing motivation and participation in Internal Quality Audit activities. Lessons from Universitas Pendidikan Indonesia enabled five study programmes to develop international accreditation roadmaps with dedicated teams preparing the required documentation. The integrated performance measurement system currently being designed will further enhance accuracy and transparency, demonstrating how audit findings and benchmarking insights are systematically transformed into concrete quality improvements across all university operations.

2.9.3. NATIONAL AND INTERNATIONAL BENCHMARKING

National Benchmarking

Pattimura University actively engages in national benchmarking activities as a strategic instrument for continuous quality improvement, collaborating with leading Indonesian universities to enhance academic standards, governance, and institutional performance. In December 2024, the university's *Lembaga Penjaminan Mutu dan Pengembangan Pembelajaran (LPMPP)* conducted benchmarking at Universitas Sultan Ageng Tirtayasa (UNTIRTA) to strengthen the governance of the Internal Quality Assurance System (SPMI). The visit focused on implementing the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement), integrating quality information systems, and adopting best practices from UNTIRTA's experience as an institution with "Excellent" accreditation and SNI ISO 21001:2015 certification, providing valuable insights for Unpatti's transition towards a Legal Entity State University (PTN-BH).

In November 2025, the Faculty of Science and Technology (FST) benchmarked at the Faculty of Mathematics and Natural Sciences, Universitas Indonesia (FMIPA UI), to enhance academic quality. The visit facilitated exchanges on flagship programmes, educational mechanisms, and academic information systems (SIKANG and SIAKAD), with the Vice Dean of FST Unpatti noting it as an opportunity to adopt good practices for their faculty environment. Earlier, in October 2025, the Master of Laws Programme at Unpatti's Postgraduate School collaborated with the Faculty of Law, UPN "Veteran" Jakarta, for a Focus Group Discussion (FGD) on benchmarking an Outcome-Based Education (OBE) curriculum. This collaboration produced joint recommendations to strengthen core courses, enhance applied legal research, and develop OBE-based curriculum roadmaps.

In March 2024, the Faculty of Law conducted benchmarking at the Faculty of Law, Universitas Hasanuddin (Unhas), focusing on strategies to achieve superior study programmes. Discussions covered study programme management, scientific publications, learning systems, methods, research, community service, human resource development, student affairs, tracer studies, alum engagement, and quality assurance systems. In December 2023, a university-wide team led by the Rector benchmarked at Universitas Padjadjaran (UNPAD) on topics including Quality Assurance Systems, Curriculum, the transition from BLU to PTN-BH, Research, Community Service, Merdeka Belajar Kampus Merdeka (MBKM), Planning, and Information Systems.

International Benchmarking

At the international level, Pattimura University actively participates in consortia and strategic partnerships to elevate its status to that of a world-class university. In October 2024, Unpatti hosted the annual meeting of the Consortium of State and Private Universities in Eastern Indonesia. This initiative brings together 46 universities to enhance quality and achieve international standards collectively. The consortium focuses on strengthening governance, integrating Learning Management Systems (LMS), and establishing a Journal Publication Management Centre to support the goal of becoming a world-class university. The Rector emphasised that this collaboration is a strategic effort to develop high-quality human resources capable of managing the region's abundant natural resources.

Furthermore, the university's commitment to international benchmarking is reflected in its research collaborations. The Nature Index 2024 reports that Unpatti's international collaborations account for 65.4% of its research output share, compared to 34.6% for domestic collaborations, demonstrating the strength and impact of its global research network. This data positions Unpatti 15th nationally and 10th among

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academic institutions in Indonesia for research output share, with notable performance in Earth and environmental sciences. The Faculty of Law's 2025 Leadership Working Meeting specifically focused on formulating work programmes and strategies to achieve international accreditation, with discussions on developing international curricula, strengthening lecturer capacity, increasing research productivity, and expanding international partnerships.

2.9.4. INTERNATIONAL ACCREDITATION AUDIT

Pattimura University has made significant progress in its strategic initiative to achieve international recognition for its study programmes, demonstrating tangible results through international accreditation preparation and successful international standard audits.

International Standard Audits: ISO 9001:2015 Certification

A notable achievement in international standard implementation is the Faculty of Postgraduate's successful maintenance of ISO 9001:2015 certification. Following an online surveillance audit conducted by the British Standards Institution (BSI) in December 2021, the faculty demonstrated effective compliance with quality management system requirements across all operational areas. The audit assessed elements of the certification scope and management standards, verifying that quality management actions across all faculty activities are implemented in accordance with Standard Operating Procedures and quality standards.

In January 2023, the Faculty of Postgraduate successfully passed its Re-Certification Audit for ISO 9001:2015, conducted remotely by BSI. The lead auditor confirmed that the faculty could maintain the certification for three subsequent years, provided attention remained on enhancing the quality management system implementation. The audit assessed all faculty components, including Top Management, the Quality Assurance Unit, the Academic Vice Dean, Study Programme Coordinators, Legal Laboratories, the Legal Aid Institute, the Library, Study Centres, and Administrative Units covering academic affairs, general administration, state-owned goods, student affairs, finance, and personnel. The audit specifically verified that risk mitigation efforts for delivering services to students were conducted in accordance with ISO standards. This successful re-certification demonstrates the faculty's systematic approach to quality management and its capacity to meet international standards.

International Accreditation Preparation: ACQUIN

The university is currently preparing 13 study programmes for international accreditation through ACQUIN (Accreditation, Certification and Quality Assurance Institute), an internationally recognised accreditation body registered with the European Quality Assurance Register for Higher Education (EQAR). Of these 13 programmes, the Faculty of Postgraduate's Legal Studies Programme serves as the driving force for the other 12, leading the document preparation process through intensive coordination with the university's Quality Assurance Institute.

The 13 registered programmes span four faculties within the Humanities cluster: Faculty of Postgraduate (Legal Studies Programme), Faculty of Social and Political Sciences (four programmes: Public Administration, Government Studies, Sociology, Communication Studies), Faculty of Social and Political Sciences (three programmes: Management, Development Economics, Accounting), and Faculty of Teacher Training and Education (four programmes: History, Elementary School Teacher Education, Indonesian Language, English Language). The university targets 35% (approximately 40) of its 105 study programmes to achieve "Unggul" accreditation, with 5% attaining international accreditation.

The Faculty of Postgraduate has focused on meeting international standards, particularly regarding facilities and infrastructure. Various facility improvements are underway, including student service areas, toilets, library facilities, and study rooms. The target for document completion is set for mid-2026 (June-July) to enable timely submission, with field assessments expected in August 2026. Failure to meet this deadline could delay the accreditation process.

Capacity Building for International Accreditation

In preparation for international accreditation, the Faculty of Postgraduate's Quality Assurance Unit conducted Internal Quality Assurance System (SPMI) and Internal Quality Audit (AMI) training from July

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9-15, 2024. The training aimed to strengthen the management and documentation of the study programme quality assurance unit by preparing and revising SPMI documents, and to facilitate training for internal quality auditors. The Dean emphasised that international accreditation preparation requires proper management of academic, financial, and IT services in accordance with quality assurance system standards, including facilities for persons with disabilities, international classrooms, and courses designed for international students.

International Recognition and Student Mobility

A significant indicator of international recognition is the university's success in attracting international students. In January 2026, Unpatti officially received two students from the French Air and Space Force Academy to participate in academic and research activities at the Instrumentation and Automation Engineering Study Programme, Department of Physics, Faculty of Science and Technology. The students, Alix Teresa Micheline Francoise Fernandez and Adrien Victor Jacky Vitton Mea, are scheduled to undertake academic activities for approximately five to six months.

The Rector stated that this international student participation reflects global confidence in Unpatti's educational quality, research, and the implementation of community service (Tridharma), particularly given that the Physics Study Programme has achieved "Unggul" accreditation. The presence of international students contributes strategically to academic quality enhancement. It strengthens study programme accreditation, serving as an important indicator in efforts towards international accreditation at both department and study programme levels. The Instrumentation and Automation Engineering Study Programme, currently in its first semester with only nine students, demonstrates promising prospects, with foreign student interest indicating a globally competitive curriculum and a scientific development direction.

Future Directions: Bilingual Diplomas

As part of its preparation for international accreditation, the Faculty of Postgraduate has announced plans to issue bilingual diplomas in both Indonesian and English upon obtaining international accreditation. This initiative will distinguish graduates from international pilot classes and from those enrolled in regular or local national curricula, enhancing their competitiveness and recruitment prospects in the education sector.

2.9.5. MONITORING AND EVALUATION OF LEARNING AND TEACHING

Overall, the teaching performance of lecturers at Pattimura University is influenced by a range of institutional factors, as reflected in the 2024 satisfaction survey of lecturers and administrative staff. While the survey did not directly measure teaching outcomes, it assessed key determinants of academic performance, including working environment, facilities, leadership, remuneration, research support, and workload distribution. The overall satisfaction score was 2.69 (67.20%), categorised as 'Less Satisfied', indicating that many lecturers perceive substantial gaps in the support systems essential for effective teaching. Specific weaknesses included inadequate laboratory and research equipment (mean 2.11), lack of transparency in the remuneration system (2.15), insufficient publication support (2.36), and limited attention to staff welfare (2.38). These conditions can hinder lecturers' ability to prepare high-quality materials, engage in innovative pedagogy, and balance teaching with research and community service. Conversely, the highest-rated indicator was the positive relationship between academic and administrative staff (3.21, 'Satisfied'), which supports collaborative teaching administration. Open-ended comments also highlighted concerns about rigid attendance systems, excessive administrative burdens, and unequal treatment of lecturers in PSDKU units, all of which may detract from teaching focus and effectiveness. Therefore, while interpersonal collegiality remains an asset, improving infrastructure, research support, remuneration fairness, and workload flexibility is essential to enhance teaching performance across the university (**Annex 49**).

2.9.6. LEARNING AND TEACHING INFRASTRUCTURE AUDIT

In general, the readiness of the learning facilities and infrastructure at Pattimura University reflects a university in active transformation, strategically modernising its physical environment to support its ambition to become a world-class institution while ensuring that current facilities meet contemporary academic standards.

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At the faculty level, facilities are already well-established to support specific academic needs. The Faculty of Law, for instance, exemplifies this readiness with modern, technology-equipped lecture halls featuring air conditioning, desktop computers, and projectors to facilitate interactive, tech-based learning. Beyond standard classrooms, the faculty boasts specialised infrastructure like a Moot Court room for legal practice simulations, a representative reading room for legal literacy, and a criminology laboratory equipped with specialised tools for practical instruction. This commitment to a conducive learning environment is further supported by widespread Wi-Fi connectivity, extensive CCTV coverage for security, and inclusive facilities such as restrooms designed for users with disabilities.

Looking ahead, the university is undertaking a massive, strategic overhaul of its campus-wide infrastructure to elevate its status. Coordinated with the Ministry of Public Works and Housing (PUPR) and the House of Representatives, several multi-year mega-projects are planned for inclusion in the 2026 State Budget. These ambitious projects include the construction of a state-of-the-art Sports Centre (estimated at Rp150 billion), an educational hospital, improved internal roads and bridges, a raw water and clean water system, and dedicated flats (rusun) for students and lecturers. These developments are designed to create a modern, inclusive campus that supports talent development, research, and innovation, thereby strengthening Unpatti's position as the premier university in Eastern Indonesia on its path to international recognition.

2.9.7. AUDIT OF KEY PERFORMANCE INDICATORS FOR LEADERSHIP

Pattimura University (UNPATTI) has demonstrated mixed performance in achieving its 2024 strategic targets, with notable successes in some areas and significant challenges in others. The university established four primary targets with eleven performance indicators for the 2024 fiscal year, achieving varying levels of success across these measures (**Annex 50**).

Of the eleven Key Performance Indicators (KPIs), four (36%) exceeded their targets, one (9%) met expectations, whilst six (55%) fell short of their established goals. The university successfully achieved a budget realisation of 96.64%, amounting to Rp 479,044,790,592 (€24,391,429) from a total ceiling of Rp 495,667,125,000 (€25,237,819), based on an exchange rate of 1 EUR = 19,639.86 IDR.

International Research and Recognition: UNPATTI has demonstrated remarkable success in international research output, significantly exceeding its KPI 5 target for lecturer outputs receiving international recognition. The achievement of 1.28 far surpassed the 0.5 target (256% achievement), supported by 97 reputable international journal publications, 252 written works, 105 patents and intellectual property rights, and 250 reference books. These achievements represent 128% of the medium-term strategic plan target. Research funding from PNBPN BLU allocations and competitive grants contributed to these outputs, with total research expenditure reaching approximately Rp 14.4 billion (€733,000).

International Collaboration and Partnerships: The university has established substantial international research collaborations, notably with University College London (UCL) and Institut Teknologi Sepuluh Nopember (ITS) Surabaya, through the British Council Newton Fund Institutional Links Project, focusing on Indonesian seafarer safety during the COVID-19 pandemic. This collaboration, involving the Faculty of Engineering, led to recognition from the Royal Institution of Naval Architects (RINA) in London, with the Marine Safety Award sponsored by Lloyd's Register. Additional partnerships include collaboration between the Forestry Study Programme and Hamburg University, as well as cooperation with China's First Institute of Oceanography (FIO-MNR) for marine resource development in Eastern Indonesia.

International Accreditation: Despite ongoing efforts, the university has not yet achieved its target of 5% for undergraduate study programmes possessing government-recognised international accreditation. However, significant preparatory work continues, with the Faculty of Law undergoing BSI ISO 9001:2015 certification and five Fisheries Faculty programmes receiving SNI ISO 21001:2018 certification through Garuda Indonesian Certification, representing progress towards international standards. The university allocated Rp 320 million (€16,293) specifically for quality assurance activities, including workshop facilitation and professional services to support accreditation preparation.

Human Development and Lecturer Mobility: KPI 3, measuring lecturers engaged in Tridharma activities at other campuses, working as industry practitioners, or mentoring nationally-achieving students, achieved an outstanding 58.17% against a 20% target (291% achievement). This KPI substantially exceeds the medium-term target, demonstrating enhanced international academic engagement and professional

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development. The university's commitment to human capital development is reflected in personnel expenditure of Rp 302.1 billion (€15.38 million) from Pure Rupiah sources.

Student Mobility and International Exposure: KPI 2, measuring undergraduate students undertaking learning activities outside their study programme or achieving national-level success, achieved only 3.37% against a 30% target (11.23% achievement), indicating considerable scope for improving international student mobility and exchange programmes. Student development activities received Rp 6.9 billion (€352,000) in funding, supporting programmes including overseas internships and international competitions.

The university's international strategy has yielded the strongest results in research collaboration and lecturer international engagement, whilst student mobility and international accreditation require further development. The institution continues to strengthen its global partnerships, with ongoing collaborations with British, German, and Chinese institutions, positioning UNPATTI as an emerging contributor to international higher education, particularly in marine and maritime research aligned with its archipelagic vision. Total BLU revenue realisation reached Rp 188.4 billion (€9.59 million), demonstrating the university's capacity to generate resources for continued internationalisation efforts.

The Faculty of Economics and Business at Pattimura University has demonstrated mixed performance in achieving its 2024 strategic targets, with notable successes in lecturer quality and international partnerships, whilst facing significant challenges in graduate outcomes and international accreditation.

The Faculty established performance targets across three strategic areas: improving graduate quality, enhancing lecturer quality, and advancing curriculum and learning. Of the eight Key Performance Indicators, two (25%) exceeded their targets, two (25%) met expectations, and four (50%) fell short of established goals. The Faculty achieved a budget realisation of 92.41%, amounting to Rp 10,179,535,482 (€518,315) from a total ceiling of Rp 10,930,340,000 (€556,539) (**Annex 51**).

International Strategy Achievements

International Partnerships and Collaboration: The Faculty has demonstrated exceptional performance in establishing international collaborations, achieving 1.36 against a target of 0.6 for study programme partnerships (227% achievement). Notable international cooperation agreements were concluded with several prestigious institutions, including Kyungwoon University (South Korea) for collaboration in education, research, and community service, and Lampang Rajabhat University (Thailand) for seminars, workshops, academic information exchange, and PhD discussions. Additionally, partnerships were established with Universiti Islam Indonesia Brunei Darussalam and Hasanuddin University, encompassing the implementation of the Tri Dharma of Higher Education.

Lecturer International Engagement and Human Development: KPI 3.1, measuring lecturers engaged in tridharma activities at other campuses, working as industry practitioners, or mentoring nationally-achieving students, achieved 30% against a 20% target (150% achievement). This performance significantly exceeds expectations, demonstrating enhanced international academic engagement and professional development. Furthermore, KPI 3.2, measuring permanent lecturers with doctoral qualifications, professional certifications, or industry practitioner backgrounds, achieved an outstanding 58% against a 20% target (290% achievement). The Faculty currently employs 4 professors, 22 senior lecturers, 66 lecturers, and 23 assistant lecturers, with ongoing doctoral studies for teaching staff strengthening future international research capacity.

International Research Outputs: The Faculty's target for research and community service outputs receiving international recognition or community implementation (KPI 3.3) achieved 0% against a 0.5 target. Whilst no internationally recognised outputs were recorded, substantial national engagement continues through research activities funded by PNPB allocations totalling Rp 1,157,336,000 (€58,928).

Student International Mobility and Achievement: KPI 1.2, measuring undergraduate students spending at least 20 credits outside campus or achieving national-level accomplishments, achieved 14% against a 30% target (46.7% achievement). Student achievements at national competitions were recorded, including silver and bronze medals at the Hasanuddin University Rector's Cup XVI National Kempo Championship and Airlangga Cup IX National Pencak Silat Championship. However, international student mobility and exchange programmes require further development.

International Accreditation: KPI 3.3, targeting 5% of undergraduate programmes with government-recognised international accreditation, achieved 0%. Despite this, the Faculty has established foundational international partnerships that position it for future accreditation pursuits.

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The Faculty's international strategy has yielded the strongest results in lecturer qualification enhancement and international partnership development, whilst student mobility, international research recognition, and accreditation require further attention. The extensive network of international collaborations established in 2024, including partnerships with South Korean and Thai universities, provides a robust foundation for developing student exchange programmes, joint research initiatives, and ultimately achieving international accreditation for study programmes. The Faculty's commitment to increasing the proportion of doctoral-qualified staff to 58% significantly strengthens its capacity for future international engagement and research productivity. Planned budget initiatives for 2026, including infrastructure improvements and student entrepreneurship programmes, aim to address current gaps in international student mobility and research output recognition.

2.9.8. THREE-YEAR STUDENT SATISFACTION SURVEY

Pattimura University has conducted comprehensive student satisfaction surveys over three consecutive years (2022-2024), measuring perceptions across five key service quality aspects: Tangibles (facilities and infrastructure), Assurance (treatment of students), Reliability (lecturer and staff dependability), Responsiveness (staff attentiveness), and Empathy (understanding student needs). The surveys utilised a four-point scale (1=Tidak Puas/Unsatisfied to 4=Sangat Puas/Very Satisfied), with responses converted to percentage satisfaction scores. The surveys involved 924 respondents in 2022, 900 in 2023, and 1,525 in the 2024 update survey.

Student satisfaction has shown a generally positive trajectory over the three years. The composite satisfaction score across all aspects increased from 75.3% in 2022 to 82.8% in 2023, before stabilising at 80.9% in 2024 (based on the larger 1,525-response dataset). All five service aspects achieved 'Good' (Baik) classification in both 2023 and 2024, representing significant improvement from 2022 when multiple aspects fell into the 'Poor' category.

Tangibles (Facilities and Infrastructure): Student satisfaction with physical facilities improved from 75.3% in 2022 to 78.4% in 2023, reaching 77.8% in 2024. However, significant infrastructure challenges persist, with sports facilities consistently rated lowest (67.8% in 2022, 69.1% in 2023, 69.5% in 2024), internet connectivity remaining problematic (64.9% in 2022, 66.8% in 2023, 71.5% in 2024), and toilet cleanliness and availability continuing to receive poor ratings (67.3% in 2022, 70.6% in 2023, 66.1% in 2024). Conversely, prayer facilities (82.1% in 2024), parking areas (84.0% in 2024), and auditorium facilities (83.2% in 2024) received the highest satisfaction scores among tangible aspects.

Assurance (Treatment of Students): This aspect demonstrated strong performance, improving from 79.7% in 2022 to 84.9% in 2023, maintaining 83.0% in 2024. Lecturer's competency in delivering course material received exceptional ratings (87.3% in 2024), with Kesantunan Tenaga Kependidikan (courtesy of administrative staff) achieving 89.6% 'Very Satisfied' in 2023. University accreditation awareness (86.5% in 2024) and study programme accreditation (86.6% in 2024) also scored highly. Career development centre availability and job fair provision remain areas requiring attention, consistently receiving lower scores across all survey periods.

Reliability (Lecturer and Staff Dependability): The highest-performing aspect overall, Reliability improved from 82.1% in 2022 to 86.9% in 2023, recording 84.6% in 2024. Particularly noteworthy are lecturer performance indicators: provision of course contracts and lesson plans at semester commencement (90.8% 'Very Satisfied' in 2024), teaching according to expertise (88.8% 'Very Satisfied'), providing discussion time (89.4% 'Very Satisfied'), and clear delivery of course material (87.7% 'Very Satisfied'). Teaching innovation also scored well in 2024, at 87.5%. Access to student health services remains the lowest-scoring reliability indicator, dropping to 74.6% in 2024.

Responsiveness (Staff Attentiveness): The most volatile aspect, Responsiveness improved from 74.3% in 2022 to 79.7% in 2023, reaching 77.8% in 2024. Administrative services at the faculty level improved (81.6% in 2024), as did library administrative services (80.9% in 2024) and clarity in academic information provision (84.5% in 2024). However, medical assistance for students (71.1% in 2024) and availability of student insurance (70.4% in 2024) consistently received the lowest scores across all survey years, remaining in the 'Poor' category.

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Empathy (Understanding Student Needs): Empathy satisfaction increased from 78.2% in 2022 to 84.1% in 2023, recording 82.0% in 2024. Lecturer friendliness in service delivery scored exceptionally well (87.6% in 2024), with penghargaan bagi mahasiswa berprestasi (recognition for high-achieving students) reaching 85.6% and study programme development of student talents and interests scoring 84.5%. Staff service outside working hours (76.0% in 2024) and cooperative completeness (76.2% in 2024) remain areas requiring improvement.

Strategic Implications

The three-year survey data reveal consistent patterns: lecturer quality, academic support services, and institutional accreditation awareness represent institutional strengths, whilst physical infrastructure deficits particularly internet connectivity, sports facilities, and sanitation continue to undermine the overall student experience. The disparity between academic service excellence (consistently scoring above 84%) and physical infrastructure inadequacy (frequently below 70%) suggests that targeted investment in facilities would yield significant returns in satisfaction. Student health service access and insurance provision emerge as critical gaps requiring immediate attention. The 2024 survey's expanded response base of 1,525 students provides robust evidence for strategic planning, supporting the university's internationalisation ambitions through demonstrating commitment to comprehensive service quality improvement (**Annex 52**).

2.9.9. RESULTS OF ALUMNI EVALUATIONS OVER THE PAST THREE YEARS

The results of the alumni evaluation based on the 2024 tracer study show a strong and positive institutional achievement. The study involved 1,529 valid respondents from a total of 5,524 graduates, resulting in a response rate of 27.68%. Although this result has not yet reached the ideal target of more than 30%, it has exceeded the minimum required sample of 1,241 respondents. This indicates that the data are sufficiently valid to describe the condition of Pattimura University graduates. In general, the tracer study results show that alumni outcomes are in a very good position, especially in terms of employment, entrepreneurship, and further study. This is reflected in the KPI 1 score of 90.9, which demonstrates that many graduates have successfully entered the workforce, developed independent businesses, or continued their education at a higher level. In the employment category, 647 alumni were recorded as employed, with 468 alumni obtaining jobs within six months and earning at least 1.2 times the Provincial Minimum Wage. This achievement shows that the university has been able to prepare graduates who are competitive and relevant to labour market needs. In the entrepreneurship category, 536 alumni were recorded as self-employed, and 416 of them had achieved financially adequate business outcomes. This indicates that the university does not only prepare students to become job seekers, but also supports them in becoming job creators. In addition, 224 alumni continued their studies, showing that graduates also have strong academic motivation and readiness to develop their knowledge further. However, the tracer study also reveals several aspects that still need attention. A total of 122 alumni were recorded as not yet employed. In addition, 62 employed alumni experienced a waiting period of more than six months and still earned below the ideal income threshold. In the entrepreneurship category, 120 alumni also had income below 1.2 times the Provincial Minimum Wage. These findings indicate that although the overall results are positive, career transition support still needs to be strengthened. The tracer study implementation also shows several challenges, especially the response rate, alumni contact data, and the integration of the alumni database. Some alumni were difficult to contact because their telephone numbers were no longer active, while some unemployed alumni were reluctant to complete the questionnaire. Based on these results, the university can take several main follow-up steps. First, the alumni database needs to be strengthened through an exit survey before graduation and integration between the Career Development Centre and the Academic Information System. Second, career guidance services need to be improved through career coaching, CV review clinics, interview simulations, job fairs, and stronger cooperation with employers. Third, support for entrepreneurial alumni needs to be expanded through mentoring, access to business funding information, digital marketing training, and business development programmes. These steps are expected to improve graduate readiness, reduce waiting periods, and strengthen alumni competitiveness in the coming years. Overall, the tracer study results provide an important picture of the university's achievements, strengths, and areas for improvement. With proper follow-up actions, Pattimura University is expected to strengthen graduate outcomes and improve alumni support in the future (**Annex 53**).

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2.9.10. MANAGEMENT REVIEW MEETING

The 2024 Management Review Meeting of Pattimura University was carried out as an important part of the Internal Quality Assurance System to review the implementation of the PPEPP cycle and to ensure continuous quality improvement across the university. The meeting was based on the results of the 8th Cycle Internal Quality Audit, the Monitoring and Evaluation of Corrective Action Requests, and the institutional performance review for 2024. In general, this forum was used to examine quality achievements, identify recurring problems, analyse their root causes through the PLOR+CA approach, and formulate follow-up plans to support the university's preparation for institutional accreditation in 2026. The report also shows that the Management Review Meeting was not treated as a routine administrative agenda, but as a strategic forum to strengthen the quality culture within faculties, postgraduate programmes, and study programmes.

The evaluation results show that the implementation of quality assurance at Pattimura University has made progress, but several aspects still require serious attention. In the 2024 quality cycle, participation in the Internal Quality Audit reached 43 out of 98 study programmes, or 43.9%. Reporting for KPI 7.1 related to Case Method and Project-Based Learning reached 52 out of 98 study programmes, or 53.1%, while completion of the Monev PTK report reached 35 out of 98 study programmes, or 35.7%. These results indicate that not all study programmes have responded actively to quality assurance activities. In addition, the report also notes that only 32 study programmes submitted complete data for KPI 7.1, while 66 study programmes still needed to complete their reports. This condition shows that the main challenge is not only the implementation of learning innovation, but also the discipline and consistency of reporting quality assurance data.

The Management Review Meeting also examined the fulfilment of internal quality standards in several academic units. Based on the available sample, the Chemistry Study Programme showed stronger performance in several areas, including 100% for vision, mission, objectives, and strategy, 92% for governance and collaboration, 90% for research, and 85% for community service. Meanwhile, the Law Study Programme also showed good achievement in several indicators, particularly 95% for vision, mission, objectives, and strategy, 88% for governance and collaboration, and 82% for human resources. However, the data also show that some areas still require improvement, especially in the Law Study Programme, where community service reached 55%, research 60%, education 65%, and finance and infrastructure 70%. This comparison indicates that science-based disciplines tend to show stronger research and community service performance, while social science disciplines still need stronger support in outcome standardisation and academic infrastructure documentation.

Several strategic issues were identified through the audit and management review process. The first issue concerns the low compliance of study programmes in reporting participatory learning, particularly Case Method and Project-Based Learning. This problem was found across 66 study programmes and was caused partly by a reporting system that was still manual and dependent on the initiative of each study programme. To address this, LPMPP and the Deputy Rector for Academic Affairs were directed to issue warning letters and require supplementary data submission within a fixed deadline. In the longer term, the university planned to develop an integrated quality assurance information system so that KPI 7.1 reporting could be connected with the lecturer SIAKAD portal. The Rector's Office also planned to apply a reward and punishment mechanism, including linking faculty-level funding support with KPI reporting compliance.

The second issue concerns the validity of graduate data in the tracer study. The report indicates that several study programmes still had very low alumni response rates, with one example showing a response rate below 10% in the Public Administration Study Programme. This condition affects the validity of data related to graduate absorption and graduate competency achievement in the workplace. As a follow-up, heads of study programmes were instructed to establish alumni communication networks through WhatsApp, Telegram, or social media platforms for each cohort. At the institutional level, the Career Development Centre needs to be strengthened, and the university plans to require prospective graduates to complete an exit survey before collecting their degree certificates and academic transcripts. This step is expected to improve alumni data accuracy and strengthen long-term relations between the university and its graduates.

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The third issue relates to the downstream impact of research and community service. The report shows that community service activities have not been consistently integrated with lecturers' research roadmaps. In addition, the average funding for community service activities was still limited, approximately IDR 5,000,000 per activity, while the percentage of lecturers conducting research-based community service was only around 21–30%. No lecturer had produced intellectual property rights from community service activities. Based on these findings, LPPM was directed to organise a PkM Output Preparation Clinic for lecturers, while the university planned to increase the baseline funding for community service and apply an output-based payment system. Under this system, part of the final funding would only be released after lecturers provided evidence of journal submission or intellectual property registration.

The fourth issue concerns the effectiveness of internal financial governance monitoring. The audit found that although the Standard Operating Procedure for internal funding evaluation was available, several units could not present physical evidence of budget monitoring and evaluation implementation. This shows that financial governance documents had not yet been fully translated into consistent operational practice. As a corrective measure, Deans and the Postgraduate Director were required to prepare performance-based budget realisation reports and submit them to the Internal Supervisory Unit. In the long term, SPI and LPMPP were mandated to conduct cross-compliance audits every quarter, while the availability of budget monitoring reports would become one of the performance indicators for Deans.

Based on the overall discussion, the 2024 Management Review Meeting concluded that Pattimura University had implemented the PPEPP cycle, but the control and improvement stages still needed to be strengthened. The main challenges were the low responsiveness of study programmes, incomplete reporting of KPI 7.1, weak conversion of research and community service into publications or intellectual property, and the need to improve tracer study data and lecturer functional qualifications. Therefore, the meeting recommended several strategic actions, including the digital transformation of quality assurance through One Data Unpatti, output-based budgeting for research and community service, strengthening the role of Faculty Quality Assurance Units, and implementing a reward and punishment system for work units. Overall, the Management Review Meeting provides an important foundation for improving institutional governance, strengthening quality culture, and preparing Pattimura University for national and international accreditation targets in the coming years (**Annex 54**).

Furthermore, Pattimura University has formulated a systematic and binding action plan to ensure that the PPEPP cycle is implemented effectively and that the findings of the 2023 Internal Quality Audit and the 2024 Management Review Meeting are followed up in a measurable manner. The follow-up plan focuses on five strategic priority areas: improving IKU 7.1 reporting compliance on Case Method and Project-Based Learning, strengthening the validity of Tracer Study data, enhancing the downstreaming of community service outputs, institutionalising financial monitoring and evaluation, and increasing study programme participation in quality assurance processes. Each action is supported by clear responsibilities, deadlines, and monitoring mechanisms involving LPMPP, UPT TIK, LPPM, SPI, CDC, faculty leaders, and study programme units. Key targets include achieving at least 80% IKU 7.1 reporting compliance by August 2025 and 100% compliance by December 2025, increasing the Tracer Study response rate to at least 30% by February 2026, operationalising the pre-Tracer Study exit survey for graduating students, increasing research-based community service activities to at least 50% by August 2026, and producing at least ten intellectual property registrations from community service outputs. The plan also requires 100% submission of performance-based Budget Realisation Reports, two cycles of quarterly cross-compliance audits, and at least 90% study programme participation in AMI, IKU reporting, and Monev PTK by February 2026. To ensure accountability and sustainability, monitoring and evaluation will be conducted through a centralised dashboard, regular progress reviews, document analysis, interviews, focus group discussions, random audits, cross-validation of data, and site visits. These mechanisms are intended not only to verify whether corrective actions have been completed, but also to assess whether they have effectively addressed the root causes of non-conformities and contributed to continuous quality improvement. The results of the monitoring and evaluation process will serve as evidence for institutional accountability, support preparation for the 2026 accreditation process, and inform future Management Review Meetings and strategic planning at Pattimura University (**Annex 55**).

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2.10. CYCLICAL EXTERNAL QUALITY ASSURANCE

The external quality assurance system at Pattimura University (Unpatti) is a crucial component in ensuring that educational quality standards, governance, and academic services comply with national regulations and are globally competitive. The implementation of this system is primarily realised through institutional and study programme accreditation mechanisms managed by independent external agencies, namely the National Higher Education Accreditation Agency (BAN-PT) and the Independent Accreditation Agency (LAM), according to the field of study. Accreditation is not merely an administrative formality, but a comprehensive evaluation process that covers the aspects of input, process, output, and outcome of higher education.

Based on **Annex 56**, of the accredited study programmes at Unpatti, 34 programmes maintain 'Baik' (Good) accreditation, while 7 programmes retain the legacy 'B' rating from previous assessment frameworks. Notably, 37 programmes have achieved 'Baik Sekali' (Very Good) accreditation, and most impressively, 13 programmes have attained the highest national distinction of 'Unggul' (Excellent), placing them among Indonesia's top-tier study programmes. These achievements reflect the maturity of the study programmes' governance systems as well as external recognition of their consistency in implementing the three pillars of higher education (education, research, community service), along with the quality of administrative services, student affairs, facilities and infrastructure, and information systems.

Behind this success, the Quality Assurance Institute (LPM) of Unpatti plays a central and strategic role. The LPM not only functions as an internal coordinator in implementing the Internal Quality Assurance System (SPMI) but also serves as the primary facilitator and companion in navigating the external accreditation process. The assistance provided by the LPM is holistic, systematic, and sustainable, covering all stages, from document preparation to strengthening the culture of quality in work units, and post-accreditation. One significant form of assistance is in the preparation of accreditation documents for upgrading accreditation ratings, whether through conversion to 'Unggul' (Excellent) or through extension with an increase in rating.

The external accreditation process itself is a cycle involving several main stages: first, the collection and compilation of comprehensive documents as material for self-evaluation; second, the submission of documents to the accreditation agency; third, administrative and substantive assessment by external reviewers; fourth, field visits (if necessary) by a team of assessors consisting of experts in their fields; and fifth, the determination of accreditation decisions and ratings. All of these stages require close coordination between the LPM, university leaders, faculties, and study programmes. The success of Unpatti in improving the accreditation of many of its study programmes, including achieving 'Unggul' (Excellent) status for 13 study programmes and 'Baik Sekali' (Very Good) for 37 study programmes, demonstrates that this process has been carried out with seriousness, transparency, and collective commitment.

More than just regulatory compliance, the external quality assurance system through accreditation has become a driving force for continuous quality improvement at Unpatti. Recommendations from external assessors provide valuable input for improvements in various areas. Additionally, high accreditation achievements have a positive impact on the institution's reputation, increasing public trust, attracting high-quality prospective students and lecturers, and opening up broader opportunities for collaboration at both the national and international levels. Thus, the external quality assurance system not only functions as an evaluation tool but also as a transformative strategy to drive Unpatti towards realising its vision as a leading research university that excels and contributes to civilisation.

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CHAPTER 3: LIST OF ANNEXES

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Annex 2	<u>ML Curriculum Development Report</u>
Annex 3	<u>ML Module Handbook</u>
Annex 4	<u>UNPATTI Statutes</u>
Annex 5	<u>UNPATTI Strategic Plan 2020-2024</u>
Annex 6	<u>UNPATTI Accreditation Certificate</u>
Annex 7	<u>UNPATTI Organisation Decree</u>
Annex 8	<u>Postgraduate UNPATTI Strategic Plan 2020-2024</u>
Annex 9	<u>ML Achievement List</u>
Annex 10	<u>Quality Assurance Decree</u>
Annex 11	<u>QA Documents</u>
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Annex 13	<u>Staff's Ethics Code</u>
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Annex 15	<u>UNPATTI Gender Profile</u>
Annex 16	<u>Articles and Activities Regarding Gender Equality</u>
Annex 17	<u>UNPATTI Curriculum Development Guidelines</u>
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Annex 20	<u>ML Establishment Decree</u>
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Annex 46	<u>IT Policy</u>
Annex 47	<u>UNPATTI Performance Agreement 2024</u>
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