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## The Structure of the Graduate Profile Text of the Master of Indonesian Language Education Study Program Which is Accredited as Excellent in Indonesia

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### ABSTRACT

*Graduate profiles are very important for study programs in higher education because they serve as the main guideline in developing the curriculum and determining the competencies that graduates must have. Study programs that are accredited as superior usually have graduate profiles that have a clear, systematic, and directed text structure. Therefore, this study aims to describe the structure of the graduate profile text of the Master of Language Education Study Program PLIndonesia which is accredited as superior in Indonesia. The Systemic Functional Linguistics (SFL) method is used to analyze the structure of the graduate profile text of the study program. The data collection technique used is the documentation technique sourced from the website of the Master of Indonesian Language Education Study Program which is accredited as superior in Indonesia. The data analysis technique uses the SFL technique with the following steps: constituent structure, grammatical constituent analysis, and labeling based on class or function. The results of the study show that the structure of the graduate profile text of the Master of Indonesian Language Education Study Program which is accredited as superior in Indonesia is dominated by nominal phrases with a fixed pattern (NP + PrepF) that describe professions and fields of expertise. Functionally, the graduate profile acts as a Subject (S) which contains an implicit predicative meaning according to the main competencies. Furthermore, based on the cognitive levels in Anderson & Krathwohl's taxonomy, it demonstrates high competencies, namely applying, analyzing, and creating, which confirms the profile of Master's graduates as middle-level experts and professionals.*

**Keywords:** Text Structure, Graduate Profile, Master of Indonesian Language Education Study Program, Accredited with Excellence

### INTRODUCTION

A graduate profile is crucial for a study program because it serves as the primary guideline for developing the curriculum and determining the competencies graduates must possess upon entering the workforce (Barnad & Tedjokusumo, 2023; Pratama, Bendi, & Mustika, 2021; and Kusumawardani et al., 2024). This profile also provides prospective students with an overview of their potential and the roles they can pursue after completing their studies, and guarantees the quality of the education offered (Kusumawardani et al., 2024; Marlianto et al., 2022; and Prabowo et al., 2020). Therefore, it is crucial to understand the structure of a study program's graduate profile, particularly the profile of graduates of the Master of Indonesian Language Education Study Program, which has been accredited as superior in Indonesia (Independent Accreditation Institute for Education, 2022). In reality, many study programs that have not yet

been accredited as superior do not yet have a graduate profile that is systematic, realistic, and aligned with the scientific context and the needs of the workforce. Furthermore, some graduate profiles are not based on the study program's scientific vision and do not reflect the characteristics or roles graduates can play in specific areas of expertise or careers after completing their studies (Kusumawardani et al., 2024).

According to the Independent Accreditation Institute for Education (2025), the achievement of graduate profiles can be seen in the level of employment of alumni or graduates in educational institutions relevant to the graduate profiles outlined in the study program curriculum. Graduate profiles can be considered one benchmark for measuring the success of a study program. This is because graduate profiles are part of the study program curriculum document, reflecting the success of lectures. Therefore, graduate profiles contained in study program curriculum documents are developed by each higher education institution with reference to the National Higher Education Standards for each study program, which encompass the development of intellectual intelligence, noble character, and skills (Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education: Article 35 Paragraph 2).

A good graduate profile is able to explain what graduates are expected to do in society or the world of work after graduation (Prabowo et al., 2020 and Pratama et al., 2021). Graduate profiles can include roles as experts, consultants, entrepreneurs, educators, researchers, or other roles relevant to the field of expertise produced by the study program. In addition, a good profile must go through the correct stages of preparation. Several stages in compiling a study program graduate profile according to Kusumawardani et al. (2024), Suwandi et al. (2024), and Cheetham & Chivers (1996) are: 1) reviewing the vision and mission of the institution and study program; 2) analyzing stakeholder needs; 3) involving stakeholders: lecturers, alumni, graduate users; 4) identifying graduate learning outcomes (LO); 5) formulating a graduate profile description; 6) validation and revision; 7) integration in academic documents; and 8) periodic evaluation and updating.

This research focuses on the graduate profiles of the Indonesian Language Education Study Program, which has been accredited as superior in Indonesia, as it is expected to serve as a reference for study programs that have not yet been accredited as superior in compiling graduate profiles. Furthermore, the curriculum development team in each study program can compile graduate profiles correctly in accordance with the concept of the structure of the study program's graduate profile text. For study programs that understand the concept in compiling graduate profiles, it will impact the accuracy of compiling other curriculum documents such as graduate learning outcomes and the determination of study materials and courses.

The results of observations on the BAN PT page, namely [https://www.banpt.or.id/direktori/prodi/pencarian\\_prodi.php](https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php), show that of the 62 Master's Study Programs in Indonesian Language (and Literature) Education, 9 are accredited as Excellent, 6 are Accredited A, 15 are Accredited Very Good, 14 are Accredited Good, and 18 are Accredited B. The nine Master of Indonesian Language (and Literature) Education Study Program that are specifically accredited as Excellent in Indonesia are owned by the following universities: 1) Universitas Negeri Yogyakarta, 2) Universitas Pendidikan Indonesia, 3) Universitas Negeri Medan, 4) Universitas Bengkulu, 5) Universitas PGRI Semarang, 6) Universitas Muhammadiyah Surabaya, 7) Universitas Muhammadiyah Prof Dr Hamka, 8) Universitas Muhammadiyah Surakarta, and 8) Universitas Sanata Dharma. The nine study programs achieved "Unggul" (Excellent) accreditation due to their ability to develop and achieve the established graduate profiles. Therefore, it is important to study the structure of the graduate profile text of the Master of Indonesian Language Education Study Program, which has received excellent accreditation in Indonesia, as a learning resource for other study programs, including graduate profiles as part of the main curriculum document.

Studies that have examined the curriculum section of the study program, namely by Noermanzah & Yanti (2024), have only examined the structure of the scientific vision and mission text of the Indonesian language education study program, reorientation of graduate profiles and curriculum reform as a solution for graduates to be absorbed in the workforce (Barnad & Tedjokusumo (2023), graduate profiles at private universities in Indonesia reviewed from the workplace of graduates (Prabowo et al., 2020), competency profiles of graduates of the Arabic Language Education Study Program from a stakeholder perspective (Maswani, 2016), evaluation of the preparation of graduate profiles of the pharmacy study program based on locus and body of knowledge Saifudin (2024), graduate profiles (tracer study) of the economics education study program working in the business and industrial world 2000-2005 (Ngadiman, 2014), perceptions of campus teaching participants towards the profile of graduates of the study program (Sipayung et al., 2023). This shows that studies on the structure of graduate profiles of the Accredited Superior Indonesian Language Education Study Program in Indonesia have not been conducted. Therefore, this study will analyze the structure of the graduate profile text of the Indonesian Language Education Study Program, accredited as "Unggul" (Excellent) in Indonesia, using Systemic Functional Linguistics (SFL). This will hopefully identify a structure that can serve as an example for study programs in Indonesia that have not yet achieved "Excellent" accreditation.

The research problem to be answered in this study is: "What is the structure of the graduate profile text of the Master of Indonesian Language Education Study Program, accredited as "Excellent" in Indonesia? The research objective is to describe the structure of the graduate profile text of the Indonesian Language Education Master's Study Program, accredited as "Excellent" in Indonesia. This study is limited to the graduate profiles of the Master's level (S-2) study program, accredited as "Excellent" in Indonesia, which will remain valid until 2025. The theoretical results of this study are expected to be useful in developing knowledge about the structure of graduate profile texts of the Indonesian Language Education Master's Study Program, accredited as "Excellent" in Indonesia. Furthermore, the results of this study can be used as relevant research for future research on graduate profiles of the Master of Indonesian Language Education Study Program, accredited as "Excellent" in Indonesia. Furthermore, the practical benefits of this research are that it will be useful for study programs in compiling graduate profiles as part of the main document of their curriculum.

## **METHOD**

### **1. Research Approach and Methods**

The research approach used is qualitative. The research method used is Systemic Functional Linguistics (SFL). Wiratno (2018) and Martin (2015) explain that the SFL method is a linguistic analysis that examines the selection of language forms in the context of language use as text. The SFL method will analyze the structure of the graduate profile text of the study program, starting with structural constituent analysis, grammatical constituent analysis, and labeling based on class or function (Halliday, 2004; Putri & Talaar, 2023; Caffarel, 2014).

### **2. Time and Location of the Research**

This research is planned to be conducted from June to August 2025. The research location will be the website of the Indonesian Language Education Master's Program, which is accredited as superior in Indonesia, specifically under the graduate profile menu.

### **3. Research Data and Data Sources**

The research data to be analyzed is the text structure of graduate profiles from accredited Master's Programs in Indonesian Language Education with outstanding status in Indonesia, and whose status remains active until 2025. According to [https://www.banpt.or.id/direktori/prodi/pencarian\\_prodi.php](https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php), there are nine outstanding Master's Programs in Indonesian Language Education: 1) Universitas Negeri Yogyakarta, 2)

Universitas Pendidikan Indonesia, 3) Universitas Negeri Medan, 4) Universitas Bengkulu, 5) Universitas PGRI Semarang, 6) Universitas Muhammadiyah Surabaya, 7) Universitas Muhammadiyah Prof Dr Hamka, 8) Universitas Muhammadiyah Surakarta, and 9) Universitas Sanata Dharma. The research data source is the website of the accredited Master's Program in Indonesian Language Education, specifically the graduate profile menu.

#### 4. Data Collection Techniques

The data collection technique in this study used documentation. The document consists of a text profile of graduates of the Indonesian Language Education Master's Program, accredited as "excellent" in Indonesia, available on each website, specifically under the program's graduate profile menu.

#### 5. Research Instrument

The primary instrument in this research is the researcher. In this case, the researcher will analyze the language structure of the text profile of graduates of the Indonesian Language Education Master's Program, accredited as "excellent" in Indonesia, based on the theory and findings obtained.

#### 6. Validity Testing of Research Data

The validity of the data in this study was tested using member-checking. This member-checking activity was conducted by a linguistics expert on the results of the data analysis conducted by the researcher, which included the language structure of the text profile of graduates of the Indonesian Language Education Master's Program, accredited as "excellent" in Indonesia.

#### 7. Data Analysis Techniques

The data analysis technique for the structure of the study program graduate profile text uses the Systemic Functional Linguistics (SFL) method, based on Halliday (2004), with the following data analysis steps:

- a. Constituent Structure Analysis
- b. In constituent structure analysis, the structure of phrases is analyzed from one phrase to another to form sentences in the study program graduate profile text.
- c. Grammatical Constituent Analysis.
- d. Grammatical constituent analysis is conducted by determining the position or sequence of functions and types of phrases that form the study program graduate profile. These functions can be in the form of Subject, Predicate, Object, Complement, Adverb (S,P,O,C,A) and examining the predicate function at the word level, indicating the taxonomic level of Anderson & Krathwohl (2021).
- e. Labeling based on class or function.
- f. The final stage of the analysis is to label each phrase function based on its class or function and its function at the word level, indicating the taxonomic level of Anderson & Krathwohl (2021).

## RESULTS AND DISCUSSION

### Results

The graduate profiles of the Master of Indonesian Language Education Study Program accredited as Excellent in Indonesia all refer to the National Standards for Indonesian Language and Literature Education Study Programs published by the IKAPROBSI Central Board in 2024. The graduate profile text of the graduate profile of the Master of Indonesian Language Education Study Program accredited as Excellent is as follows.

Table 1. Profile of Graduates of the Indonesian Language Education Master's Program Accredited as Excellent in Indonesia

No.	Graduate Profile	Description
1	Intermediate educator in the field of Indonesian language and literature education	Educators who are able to solve problems and/or develop theories of language, literature and learning and produce innovative work by utilizing technology.
2	Associate researcher in the field of Indonesian language and literature education	Researchers who are able to manage interdisciplinary or multidisciplinary research in the fields of language, literature, and learning that has received international recognition by utilizing technology based on academic ethics.
3	Entrepreneur in the fields of education, language and literature	Entrepreneurs who are able to develop entrepreneurship in the fields of education, language and literature by utilizing technology based on the principle of cooperation.

Several research results related to the structure of the text of the Graduate Profile of the Master of Indonesian Language Education Study Program which is accredited as Excellent in Indonesia are as follows.

### 1. Constituent Structure Analysis

At this stage, the analysis is conducted by outlining the relationships between constituents (phrases) in the sentence formation of the graduate profile text. Each graduate profile is formed by a nominal phrase structure accompanied by a prepositional phrase that clarifies the graduate's area of expertise. In general, the structural pattern that emerges is:

[Nominal Phrase (Core)] + [Prepositional Phrase (Explaining Area of Expertise)]

Example:

Intermediate educator in Indonesian language and literature education  
 → [Intermediate educator] + [field of Indonesian language and literature education]  
 Intermediate researcher in Indonesian language and literature education  
 → [Intermediate researcher] + [field of Indonesian language and literature education]  
 Entrepreneur in education, language, and literature  
 → [Entrepreneur] + [field of education, language, and literature]

This structure shows that each graduate profile consists of a core profession and area of expertise that serve as the focus of the graduate's competencies.

### 2. Grammatical Constituent Analysis

At this stage, each profile is analyzed based on its grammatical function (Subject (S), Predicate (P), Object (O), Complement (C), Adverb (A)) by paying attention to its phrase structure and semantic function. Because the graduate profile text is in nominal form (not a complete sentence), the main function that appears is the Subject (S) in the form of a Nominal Phrase (NP) which contains an implicit predicative meaning. This analysis also links predicative elements at the word level with the taxonomy of Anderson & Krathwohl (2021), to determine the level of cognitive ability expected of graduates.

**Table 2. Grammatical Structure of Graduate Profiles of the Master of Indonesian Language Education Study Program Accredited as Excellent in Indonesia**

No.	Graduate Profile	Grammatical Structure	Grammatical Function	Types of Phrases	Implicit Predicate (Taxonomy Level)
1	Intermediate educator in the field of Indonesian language and literature education	[Middle school educator] + [field of Indonesian language and literature education]	S + A	NP + PrepF	<i>Teach, guide, develop (Implement–Create)</i>
2	Associate researcher in the field of Indonesian language and literature education	[Associate researcher] + [field of Indonesian language and literature education]	S + A	NP + PrepF	<i>Researching, analyzing, compiling reports (Analyzing–Creating)</i>
3	Entrepreneur in the fields of education, language and literature	[Entrepreneur] + [field of education, language, and literature]	S + A	NP + PrepF	<i>Manage, innovate, create products (Implement–Create)</i>

From the table above, it appears that the graduate profile is grammatically centered on the Subject function (NP), while the predicate is implicit, reflecting the functional competence of graduates at the level of applying to creating in the Anderson & Krathwohl (2021) taxonomy.

### 3. Labeling Based on Class or Function

The final step is carried out by labeling each element of the phrase and word based on the word class, grammatical function, and cognitive level represented.

**Table 3. Graduate Profile Structure of the Indonesian Language Education Master's Program Accredited as Excellent in Indonesia Based on Taxonomic Level**

No.	Graduate Profile	Word Class (Main)	Grammatical Function	Taxonomy Level	Function Label
1	Intermediate educator in the field of Indonesian language and literature education	Noun + Noun + Prepositional Phrase	Subject + Description	Implementing–Creating	NP + PrepF
2	Associate researcher in the field of Indonesian language and literature education	Noun + Noun + Prepositional Phrase	Subject + Description	Analyze–Create	NP + PrepF
3	Entrepreneur in the fields of education, language and literature	Noun + Prepositional Phrase	Subject + Description	Implementing–Creating	NP + PrepF

Thus, the structure of the graduate profile text of the Indonesian Language Education Master's Program, which is accredited as "Unggul" (Excellent) in Indonesia, has the following pattern.

1. The structure of the graduate profile text is dominated by nominal phrases with a fixed pattern (NP + PrepF) that describe the profession and field of expertise.
2. Functionally, the graduate profile acts as a Subject (S), containing implicit predicative meanings according to core competencies.
3. The cognitive level in Anderson and Krathwohl's taxonomy demonstrates high competencies, namely applying, analyzing, and creating, which confirms the profile of Master's graduates as middle-level experts and professionals.

## Discussion

The research results show that all graduate profile texts of the Indonesian Language Education Master's Program accredited as "Unggul" (Excellent in Indonesia) refer to the National Standards for Indonesian Language and Literature Education Study Programs issued by the IKAPROBSI Central Board (Suwandi et al. 2024). This finding indicates that graduate

profile texts are not compiled arbitrarily, but rather within the Outcome-Based Education (OBE) framework, which emphasizes alignment between learning outcomes, graduate profiles, and stakeholder needs (Biggs & Tang, 2011).

From an OBE perspective, graduate profiles serve as a representation of the final competencies students should possess upon completion of their studies (Spady, 1994). Therefore, the predominance of graduate descriptions as middle educators, middle researchers, and entrepreneurs indicates that study programs explicitly position their graduates at the professional and middle expert levels, in line with the Indonesian National Qualifications Framework (KKNI) level 8. International research also shows that graduate profile texts in master's programs generally emphasize professional roles, research, and innovation as the primary identity of graduates (Oliver, 2013; Harden, 2007).

The graduate profile of the Master of Indonesian Language Education Study Program shows that the structure of the graduate profile text is consistently constructed through a pattern of combining nominal phrases as the core profession (e.g., "middle educator," "middle researcher," "entrepreneur") followed by prepositional phrases elaborating on areas of expertise ("Indonesian language and literature education") or a combination of fields ("education, language, and literature"). Within the framework of Halliday & Matthiessen (2024), this pattern fits into the understanding that grammatical structure (word → phrase → clause) is the realization of meaning choices within the language system. Thus, as a nominal unit, the element "Intermediate educator in the field of Indonesian language and literature education" functions as a textual subject that constructs the graduate's identity and expertise, while also showing a tendency towards nominalization that is typical in the professional-academic genre.

Based on the constituent structure analysis, the graduate profile text exhibits a consistent pattern: Nominal Phrases (NP) + Prepositional Phrases (PrepF). This pattern emphasizes that the core information in the text lies in the naming of the profession, while the prepositional phrases serve to clarify the graduate's academic field and work context.

Within the framework of Systemic Functional Linguistics (SFL), this structure reflects the dominance of participants over processes (Halliday & Matthiessen, 2014). Institutional texts, including graduate profiles, tend to focus meaning on the social entities produced by the institution, rather than on concrete events or actions (Bhatia, 2014). This finding aligns with research by Hyland (2004), which states that institutional academic texts emphasize identity and legitimacy over narratives of action.

Thus, the use of the NP + PrepF structure in graduate profiles serves as a discursive strategy to construct the graduate's professional identity in a concise, concise, and normative manner, while simultaneously affirming the study program's academic standing at the national and international levels.

Furthermore, the analysis of grammatical constituents revealed that nominal phrases dominate the function of Subjects (S) in the text's potential meaning, while prepositional phrases serve as Adverbs (A), clarifying the context of expertise. Although the profile text does not consist of a full sentence with an explicit predicate, the meaning of the predicate is still implied through the profession and field of expertise formulated. For example, "Associate researcher in Indonesian language and literature education" indicates a graduate who will research, analyze, and compile reports, demonstrating cognitive functions at the analyzing-creating level. This aligns with findings that a high cognitive level is generally expected of master's graduates (Anderson & Krathwohl, 2021). In this regard, the SFL approach allows for the analysis of grammatical structures related to communication functions and social meaning, while the cognitive taxonomy provides an interpretive layer of expected competencies.

Compared with relevant research, these findings are consistent with the fact that professional genre texts have a register that prioritizes nominal efficiency and functional clarity. For example, research using an SFL approach shows that nominalization in academic texts is a

common strategy for concisely conveying professions or activities (Lu, 2013). Thus, the graduate profiles in this study can be described as a professional-academic genre that utilizes SFL strategies: nominalization, dominant phrase structures, and the realization of identity/competence meanings through lexical-grammatical choices. However, this study also demonstrates a new extension: by mapping implicit predicates into a cognitive taxonomy, it links grammatical structure to explicit competency meanings, a point that has been underexplored in-depth in the pure SFL literature.

Implicationally, these results suggest that the development of graduate profiles by study programs should consciously consider the choice of phrase structures and grammatical functions, for example, using profession as the core (nominal phrase) and qualifications in the field of expertise as descriptors to map graduate identities. Furthermore, by embedding expected cognitive levels (applying, analyzing, creating) in concise and explicit phrases, study programs can more clearly convey competency expectations to stakeholders. Methodologically, the combination of the two SFL frameworks and cognitive taxonomy significantly enriches the analysis of graduate profile texts: it describes not only grammatical structures but also the constructed competency meanings.

However, this study has limitations, namely that the analyzed graduate profile texts are very concise so that predicates are more implicit, and not all aspects of SFL metafunctions (e.g., interpersonal and textual) are analyzed in depth. Therefore, further research is recommended to collect a broader corpus across study programs or different accreditations and apply metafunction analysis comprehensively while linking it to the realization of competencies in the curriculum and learning outcomes.

## CONCLUSION

The structure of the graduate profile text of the Master of Indonesian Language Education Study Program, which is accredited as "Unggul" (Excellent) in Indonesia, has the following pattern.

1. The structure of the graduate profile text is dominated by nominal phrases with a fixed pattern (NP + PrepF) that describe the profession and field of expertise.
2. Functionally, the graduate profile acts as a Subject (S) containing an implicit predicative meaning according to the core competencies.
3. The cognitive level in Anderson and Krathwohl's taxonomy demonstrates high competencies, namely applying, analyzing, and creating, which confirms the profile of Master's graduates as middle-level experts and professionals.

Based on the research results and discussion, several suggestions can be provided for curriculum developers, future researchers, and academic practitioners, as follows.

1. For Indonesian Language Education Master's Program Managers, it is recommended that graduate profiles be developed with attention to functional and ideationally meaningful grammatical structures, as explained in the SFL framework. The profile structure should prioritize clear nominal and prepositional phrase patterns and reflect the graduate's profession and field of expertise. Thus, the graduate profile text can accurately represent the graduate's identity and competencies.
2. For Curriculum and Accreditation Document Developers, it is important to consider the analysis that each phrase element in the graduate profile has a direct relationship to cognitive competencies (applying, analyzing, creating) based on Anderson and Krathwohl's taxonomy. Therefore, every formulation of learning outcomes and course content should be aligned with the graduate profile structure to ensure continuity between the linguistic form and the intended meaning of the competencies.
3. For Lecturers and Learning Developers, this research demonstrates the importance of understanding text structure functionally in an academic context. Understanding the

grammatical patterns (Subject + Adverb) and implicit meanings in graduate profile texts can help lecturers design learning and evaluation activities that align with the competency characteristics of master's degree graduates, namely higher-order thinking and the ability to create.

4. For Researchers: Further research is recommended to expand this research by analyzing a corpus of graduate profile texts from various study programs or educational levels (Bachelor's, Master's, and Doctoral) to obtain a broader picture of structural patterns. Furthermore, further research can utilize the three metafunctions in SFL: ideational, interpersonal, and textual, to further uncover the relationship between language structure and social context in graduate profile texts.
5. For Higher Education Policy Developers: The results of this research can serve as a basis for developing national guidelines for writing graduate profiles that align with academic language principles and are based on functional linguistics theory. Thus, graduate profiles in each study program will have uniform structure, precise meaning, and high informative power for educational stakeholders.

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