QUALITY STANDARD

UNIVERSITAS PENDIDIKAN
INDONESIA

QUALITY STANDARD

INDONESIA UNIVERSITY OF EDUCATION

REGULATION OF RECTOR OF INDONESIA UNIVERSITY OF EDUCATION
NUMBER .....

ON

QUALITY STANDARD OF INDONESIA UNIVERSITY OF EDUCATION
BY THE GRACE OF GOD THE ALMIGHTY
RECTOR OF INDONESIA UNIVERSITY OF EDUCATION

Considering : that in order to implement the stipulation of the Regulation of Minister of Reseach, Technology, and Higher Education Number 44 of 2015 on Higher Education National Standard, as has been renewed by Regulation of the Minister of Reseach, Technology, and Higher Education Number 50 of 2018 on the Amendment of Higher Education National Standard, it necessary to stipulate Regulation of Rector of Indonesia University of Education on the Quality Standard of Indonesia University of Education.

In view of :

1. Law Number 14 of 2005 on Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
2. Law Number 12 of 2012 on Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
3. Law of the Republic of Indonesia Number 5 of 2017 on Cultural Advancement (State Gazette of the Republic of Indonesia of Year 2017 Number 10);
4. Government Regulation Number 4 of 2014 on the Implementation of Higher Education and Management of Colleges (State Gazette of the Republic of Indonesia of Year 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
5. Government Regulation Number 15 of 2014 on Statute of Indonesia University of Education with Legal Entity (State Gazette of the Republic of Indonesia of Year 2014 Number 41, Supplement to the State Gazette of the Republic of Indonesia Number 5509);

6. Presidential Regulation Number 13 of 2015 on Ministry of Research, Technology, and Higher Education (State Gazette of the Republic of Indonesia of Year 2015 Number 14);
7. Presidential Decree Number 121/P of 2014 on the Establishment of Ministries and Appointment of Ministers of Cabinet *Kerja* for Period of 2014-2019);
8. Regulation of Minister of Research, Technology, and Higher Education Number 15 of 2015 on the Organization and Working Procedures of the Ministry of Research, Technology, and Higher Education (State Gazette of the Republic of Indonesia of Year 2015 Number 889);
9. Regulation of Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 on Teacher Education Standard;
10. Advice of Academic Senate of Indonesia University of Education.

DECIDES:

To stipulate : REGULATION OF THE RECTOR ON QUALITY STANDARD OF INDONESIA UNIVERSITY OF EDUCATION.

CHAPTER I
GENERAL PROVISIONS

Article 1

In this Regulation of the Rector, what is meant by:

1. Quality Standard of Indonesia University of Education is the minimum criteria for the operation and management systems of Indonesia University of Education.
2. Education Standard is the minimun criteria for the education system implemented in Indonesia University of Education.
3. Research Standard is the minimun criteria for the research system implemented in Indonesia University of Education.
4. Community Service Standard is the minimum criteria for community service standard implemented in Indonesia University of Education.

5. Student Affairs Standard is minimum criteria for the management of students activities in Indonesia University of Education.
6. Information System Standard is the minimum criteria for the management of information in Indonesia University of Education.
7. Facilities and Infrastructure Standard is the minimum standard for facilities and infrastructure implemented in Indonesia University of Education.
8. Human Resources Standard is the minimum standard for human resources implemented in Indonesia University of Education.
9. Planning and Development Standard is the minimum standard for planning and development system implemented in Indonesia University of Education.
10. Reporting Standard is the minimum standard for the reporting system implemented in Indonesia University of Education.
11. Higher Education is the level of education beyond secondary education which includes diploma program, undergraduate program, master's program, doctoral program, professional program, and specialist program administered by a college based Indonesian culture.
12. University is a unit of higher education that administers higher education.
13. University is Universitas Pendidikan Indonesia (Indonesia University of Education).
14. Rector is the Rector of Indonesia University of Education.
15. Study Program is a unit of education and learning activity that has a curriculum in a category of academic education, professional education, and/or vocational education.
16. Working units are Faculties, Post-graduate School, Research and Community Service Institute, Library, Regional Campuses, Directorates, Bureaus, Offices, Agencies, Technical Managing Unit (UPT), Departments and Study Programs.
17. Academic Society are educators and students of Indonesia University of Education.
18. **Indonesian National Qualification Framework (IQF)** is a framework of competence qualifications classification that can compare, equalize, and integrate educational fields, vocational training, and working

experience in order to provide recognition of working competence in accordance with the work structure of various sectors.

19. Curriculum is a set of plans and arrangements pertaining to the learning achievement of graduates, study materials, processes, and evaluation used as a guideline in administering a study program.
20. Learning is a process of interaction between students and lecturers and learning resources in a learning environment.
21. Research is an activity that is conducted systematically in accordance with the scientific principles and method to obtain information, data, and explanation relevant to the understanding and/or inquiry of a scientific discipline and technology.
22. Community service is an activity of an academic society that makes use of science and technology to advance community welfare and educate the nation.
23. Semester Credit Unit (SCU) is a unit of learning activity allocated to the students per week per semester in the learning process through various forms of larning or the criterion of acknowledgement of the achievement of the student's efforts in following the curricular activities of a study program.
24. Lecturer is a professional educator and scientist who is charged with the duty of transforming, developing, and propagating science and technology through education, research, and community service.
25. Education Staff is a member of the community who dedicates him/herself and is appointed to support the administration of higher education such as librarian, administrative staff, laboratory assistant and technician, and information technology administrator.
26. Information System Technology is a technological device that includes hardwares and softwares.
27. Longterm Development Plan Standard is the minimum criteria for the development plan that is stated in statements of development achievements of the Indonesia University of Education in a period of 25 years.
28. Strategic Plan Standard is the minimum criteria for the planning system of the University in a period of 5 years.

29. Operational Planning Standard is the minimum criteria for the operational planning system of the University in a period of 1 year.

CHAPTER II

PURPOSE AND OBJECTIVE

Article 2

(1) The purpose of this Regulation of the Rector are:

a. to enable each Faculty/Regional Campus/Post-graduate School/Department/Study Program to realize the objectives of the national education;
b. to provide [a guideline] for the opening of new Faculties/Regional Campuses/School of Post-graduate School, Departments/Study Programs;
c. to provide [a guideline] for learning processes according to the curriculum of program study;
d. to provide [a guideline] for the administration of research and community service;
e. to provide [a guideline] for developing and administering the internal quality assurance system; and
f. to set the criteria for external quality assurance system through accreditation.

(2) The objectives of this Regulation of the Rector are:

a. to ensure the achievement of the University's strategic role in educating the nation and advancing science and technology by applying humanities values and for sustainable cultural development and empowerment of the Indonesian nation;
b. to ensure that quality-driven learning, reasearch, and community service administered by the University, Faculties/Regional Campuses/Post-graduate school, departments/study programs at UPI are in accordance with the criteria set in the Standard; and
c. to encourage the University, Faculties/Regional Campuses/Post-graduate School, Departments/study programs of UPI to sustainably achieve learning, reasearch, and community service quality beyond the criteria set in the Higher Education National Standard.

(3) Indonesia University of Education Quality Standard as referred to in Article 2 paragraph (1) must be evaluated and perfected by the Quality Assurance Unit in a planned, directed, and sustainable manner to meet the local, national and global challenges.

CHAPTER III

STANDARD

UNIVERSITAS PENDIDIKAN INDONESIA

Part One

Coverage of UPI Standard

Article 3

(1) UPI Standards consist of:

a. Education Standard;
b. Research Standard;
c. Community Service Standard;
d. Student Affairs Standard;
e. Information System Standard;
f. Facilities and Infrastructure Standard;
g. Human Resources Standard;
h. Planning and Development Standard;
i. Reporting Standard.

(2) The standards as referred to in section (1) are a unity that is an integral part of the operation and managment of the University.

Part Two

Education Standard

Paragraph 1

Coverage of Education Standard

Article 4

(1) Education Standard consists of:

a. Graduates' competence standard;
b. Learning content standard;
c. Lesson planning standard;
d. Learning process standard;
e. Learning evaluation standard;
f. Lecturer and educational personnel standard;

g. Learning facility and infrastructure standard;
h. Learning management standard;
i. Learning financing standard.

(2) The Education Standards as referred to in section (1) are a reference in the design, implementation, evaluation, and development of the curriculum.

Paragraph 2

Graduates' Competence Standard

Article 5

(1) Graduates' Competence Standard is the minimum criteria for the qualification of graduates' competence that includes attitude, knowledge, and skills that are stated in the definition of the graduate's learning objectives.

(2) Graduates' competence standard that is stated in the definition of graduate's learning objectives as referred to in section (1) is used as a primary reference in developing learning content standard, lesson planning standard, learning process standard, learning evaluation standard, lecturer and educational personnel standard, learning facility and infrastructure standard, learning management standard, and learning financing standard.

(3) The definitions of graduate's learning objectives as referred to in section (1):
a. refer to the description of graduate's learning objectives of the Indonesian National Qualification Framework (IQF);
b. are equivalent to the level of qualifications in the Indonesian National Qualification Framework (IQF);
c. reflect the Identity, Visions, Missions, and Objectives of the University; and/or
d. refer to international standards.

Article 6

(1) Attitude as referred to in Article 5 section (1) is the tendency for good, proper, and cultured behavior that results from the internalization and actualization of values and norms that are reflected in spiritual and social life through the student's process of learning, work experience, research and/or community service relevant to their studies.

(2) Attitude as referred to in Article 5 section (1) according to IQF:
a. being pious and ability to demonstrate religious attitude;

b. upholding the values of humanity in performing duties in accordance with religion, moral and ethics;
c. contributing to the improvement of the lives of the community, the nation, the state, and the advancement of civilization based on *Pancasila*;
d. playing the role of a proud and loving citizen, having a sense of nationalism and responsibility to one's country and nation;
e. appreciating cultural, viewpoint, religious and faith diversity and other people's original opinion and finding;
f. cooperating and having social sensitivity and concern for the community and the environment;
g. law-abiding and disciplined in their social and civic life;
h. internalizing academic values, norms, and ethics; and
i. showing responsible attitude for the work in their area of expertise;
j. internalizing the spirit of independence, spirit of struggle, and spirit of entrepreneurship.

(3) Knowledge as referred to in Article 5 section (1) is the student's systematic mastery of the philosophies, theories, methods, and/or concepts of a particular discipline acquired through reasoning in a learning process, work experience, and community service relevant to his/her studies.

(4) Knowledge as referred to in Article 5 section (1) corresponds to these levels:
a. 5 (five) of IQF;
b. 6 (six) of IQF;
c. 7 (seven) of IQF;
d. 8 (eight) of IQF;
e. 9 (nine) of IQF.

(5) Skills as referred to in Article 5 section (1) are the ability to perform work demonstration using the concepts, theories, methods, materials and/or instruments acquired through the student's process of learning, work experience, research and/or community service relevant to their studies, which include:
a. general skills in the form of general working skills that every graduate needs to have in order to ensure equality of competence among graduates relevant to the levels of their programs and types of higher education; and
b. specific skills in the form of specific working skills that every graduate needs to have in accordance with the discipline of their study program.

(6) The definitions of specific knowledge and skills that make up part of the graduates' learning achievement as referred to in Article 6 section (1) and section (5) letter b are established by Forum of Similar Study Programs or other equal names or the management of the study program where forum of similar study programs and/or professional association is not available.

(7) The definitions as referred to in section (6) which are an integral part of the definition of the graduate's learning objectives are proposed by the study program to the rector/Academic Senate for subsequent submission to the Ministry in charge of higher education to be established as graduate's learning objectives.

(8) The definitions of graduate's learning objectives as referred to in section (7) are reviewed and established by the Minister as a reference for similar study programs.

Article 7

(1) Graduate's learning objectives as referred to in Article 5 should correspond to the following values:
   a. Faith and piety;
   b. Essential truth;
   c. Scientific, educative, and religious;
   d. Human rights;
   e. Democracy; and
   f. *Silih asah, silih asih, silih asuh* (mutual education, mutual compasion, mutual care).

(2) Graduate's learning objectives at the University level for every study program should be directed at the mastery of the following abilities:
   a. logical, innovative, and creative thinking in order to improve self-competence, efficiency of work performance, and work quality and productivity;
   b. communicating ideas both orally and in writing;
   c. identifying and solving problems and developing their solution;
   d. adapting to work environment and the society;
   e. cooperating with and adjusting oneself to individuals, social groups, work environments, and new situations encountered;
   f. using information and communication technology to support their work performance.

(3) Graduate's learning objectives for D3 (three-year diploma) education program are focused on the mastery of applied science and skills.

(4) The learning achievement as referred to in section (3) include:

a. mastering the general scientific principles of a particular discipline and applying them to solve procedural problems;

b. performing regular work of a particular scope, choosing and using a good method, both non-standardized and standardized, based on data and information, and demonstrate performance with measurable quality and quantity;

c. managing a working group, collaborating in a group, and preparing a written report systematically and comprehensively;

d. assuming responsibility in the efforts to achieve personal and group working targets.

(5) Graduate's learning objectives for undergraduate degree of education discipline are focused on the mastery of academic knowledge that forms the basis of professional work in education.

(6) The graduate's learning objectives as referred to in section (5) inlcude:

a. understanding the varied characteristics and potential of students and continually facilitate their development;

b. imparing knowledge, skills, and attitude to students;

c. mastering theories, principles, and procedures in designing an educational learning program;

d. managing learning, classroom cultural changes, and school to develop the student's learning process and outcome;

e. carrying out evaluation to improve the sudent's learning process and outcome in order to develop their potential;

f. researching, developing, and overcoming problems with interdisciplinary and transdisciplinary approach.

(7) Graduate's learning objectives for undergraduate degrees in non-education disciplines or other disciplines are focused on the mastery of academic knowledge that forms the basis for professional work in their fields.

(8) The learning achievement as referred to in section (7) include the ability:

a. to understand and master knowledge, skills, and attitude relevant to their area of expertise in the work place;

b. to research, develop, and solve problems with interdisciplinary and transdisciplinary approach;

c. to apply knowledge and skills with appropriate attitude in performing their work and improving work quality and productivity;
d. to publish ideas and research results relevant to their area of expertise.

(9) Graduate's learning objectives for Teacher Professional Education Program (TPEP) are focused on the ability to practice educational science

(10) The learning objectives as referred to in section (9) include the ability:

a. to organize learning pedagogically based on their understanding of students, the subjec mater, and educational values;
b. to master the subject matter of their expertise both scientifically and pedagogically as the basis for their expertise as professional educators;
c. to master knowledge about the students' psycho-socio-physiological development and their individual characteristics;
d. to manage pedagogical learning activities, which include lesson planning, implementation, and evaluation, and continuous learning process and outcome improvement;
e. to develop character and professionalism continuously based on scientific, educational, cultural and religious values, and professional ethics;
f. to plan and manage resources under their responsibility, and evaluate them comprehensively for the development of educator's professional organization;
g. to solve problems faced by the students, the teachers, the discipline, and other educational issues through monodisciplinary and transdisciplinary approaches;
h. to conduct research and make strategic decisions with full accountability and responsibility on all aspects that becomes the responsibility of the teacher's;
i. to publish ideas and research results relevant to the education field for the interest of science and society;
j. to understand the application of a learning approach, model, method, and strategy as a means of teacher's sustainable professional development.

(11) Graduate's learning objectives for Guidance and Counselling Teacher Professional Education or Counsellor Professional Education (GCTPE/CPE) are focused on the practical competence of the guidance and couselling science.

(12) The Learning objectives as referred to in section (11) include the ability:

a. to perform their professional duties as enchating educators who love their country, are authoritative, firm, discipline, full of personal commitment, well-prepared, devoted and generous; who embody a warm, emphatetic, sincere, and

unconditionally caring personal quality and trustworthy and have a mastery of pedagogical communication skills, i.e. communication that encourages positive changes in the minds and/or emotion and/or behavior of the students, by adhering to the professional code of ethics;

b. to define indicators for the achievement of independence through guidance and counseling that focus on the future (adaptive and flexible), which consist of the comprehensive aspects of attitude, knowledge, and skills (critical, creative, communicative and collaborative) based on needs assessment;
c. to master the subject matter of guidance and counseling services which comprise of personal, social, learning, and career development, including meaningful mastery of advanced materials that can explain the aspects of "what" aspect (the subject matter of guidance and counseling), "why" (the philosophy of the essence of guidance and counseling subject matter in relation to the characteristics of the students), "how" (the application of guidance and counseling service material) in the daily life based on needs assessment;
d. to design a guidance and counseling service by applying the principles of guidance and counseling service material, pedagogy, and information and communication technology, content knowledge, and other approaches relevant to guidance and counseling program;
e. to conduct a guidance and counseling service that promote independence through individual, group, classical and big class/interclasses activities by applying infromation and communication technology to develop the students' character (Indonesian character), knowledge, and skills in order to develop their potential and prevent and solve problems and maintain and develop self potential humanistically, critically, creatively, innovatively, collaboratively, and communicatively using research-based guidance and counseling models, resources, and media;
f. to evaluate feedback, processes, and outcomes of a guidance and counseling program, including the students' attitude, knowldege, and skills, using authentic assessment, and use the results of the evaluation process to improve the quality of the guidance and counseling service; and
g. to develop oneself continuously as a professional teacher through research, self-reflection, inquiry of new information, and innovation in the support system components.

(13) Graduate's learning objectives for other professional education Programs are focused on practical competence relevant to their disciplines.

(14) The learning objectives as referred to in section (13) include the ability:

a. to understand and master knowledge, skills, and attitudes relevant to their area of expertise in the profession;
b. to research, develop, and overcome problems relevant to their profession and make strategic decisions with full accountability and responsibility on all aspects under the responsibility of their area of expertise;
c. to apply knowledge and skills in carrying out their profession and improve work quality and productivity;
d. to plan and manage resoures under their responsibility, and evaluate them comprehensively for the purpose of the development of professional organization;
e. to cooperate and adjust themselves with individuals, groups, other professional communities, working environment, and new situations they encounter;
f. to develop character and professionalism continously based on scientific, cultural, and religious values and professinal ethics;
g. to publish ideas and research results relevent to their area of expertise for the interest science and the society.

(15) Graduate's learning objectives for master's level (S-2) of education science discipline are focused on the mastery of conceptual-theoretical knowledge and/or applied knowledge in education.

(16) The learning objectives as referred to in section (15) include the ability:

a. to develop science, technology, and/or arts in education or their profession through research in order to produce innovative and tested work;
b. to manage research in order to improve the quality of the students' learning process and outcome;
c. to apply knowledge, skills, and expertise based on educational values;
d. to analyze and synthesize various learning approaches, methods, and strategies in order to improve the learning quality and outcome and maximize the student's potential;
e. to analyze and synthesize various curriculum, learning program, and evaluation models;
f. to manage issues in science, technology, and/or arts in education through inter or multidisciplinary approach;

g. to publish ideas and research results relevant to the field of education for the interest of science and the society.

(17) The graduate's learning objectives for master's level of education (S-2) in non-educational science disciplines or other disciplines are focused on the mastery of conceptual-theoretical knowledge and/or applied knowledge in the field.

(18) The learning objectives as referred to section (17) include the ability:

a. to develop science, technology, and/or arts in the area of their expertise or profession through research in order to produce innovative and well-tested work;
b. to manage research relevant to the problems in their area of expertise in order to provide solutions to the various problems in the society;
c. to apply knowledge and skills in their area of expertise and profession;
d. to manage the issues of science, technology, and/or arts in education through inter or multidisciplinary approach;
e. to publish ideas and research results relevant to the field of education for the interest of science and the society.

(19) The graduate's learning objectives for doctoral level of education (S-3) of educational science are focused on the mastery of conceptual-theoretical knowledge and/or applied knowledge in the field of education conceptual-theoretical knowledge and/or applied knowledge in the field.

(20) The learning objectives as referred to section (19) include the ability:

a. to develop new science, technology, and/or arts in education science or their area of professional practice through research in order to produce creative, original, and well-tested works;
b. to develop a research roadmap as a foundation for research in the field of education;
c. to conduct research and development relevant to new learning approaches, strategies, and methods that are innovative and creative in order to improve the learning quality and outcome and maximize the student's potential;
d. to lead research and development in the field of education that benefits science and humanity and receives national as well as international recognition;
e. to apply their knowledge, science, and expertise based on educational values;
f. to manage problems in science, technology, and/or art in the field of education and devise their solutions through inter-, multi-, and transdisciplinary approaches;
g. to publish ideas and research results orally and in writing, at natinal or global level, for the interests of science and the society.

(21) The graduate's learning objectives for doctoral level of education (S-3) of non-educational science or other disciplines are focused on the mastery of conceptual-theoretical knowledge and/or applied knowledge in their field.

(22) The learning objectives as referred to section (21) include the ability:

a. to develop new science, technology, and/or arts in their field through research in order to produce creative, original, and well-tested works;
b. to develop a research roadmap relevant to their area of expertise;
c. to manage problems in science, technology, and/or art in their field using inter-, multi-, and transdisciplinary approaches;
d. to lead research in their area of expertise that are beneficial for the development of science, technology, and arts, and the humanity, and receives national as well as international recognition;
e. to publish ideas and research results orally and in writing, at national or global level, for the interests of science and the society.

Paragraph 3

Learning Content Standard

Article 8

(1) Learning content standard is the minimum criteria for the depth and breadth of learning materials.

(2) The depth and breadth of learning materials as referred to in section (1) refer to the graduate's learning achievement.

(3) The depth and breadth of learning materials for diploma, undergraduate, professional, master's, and doctoral programs shall make use of research and community service results.

Article 9

(1) The level of depth and breadth of learning materials as referred to Article 8 section (1) for every education program shall be defined in reference to the descriptions of graduate's learning achievements of the Indonesian National Qualification Network (IQF).

(2) The level of depth and breadth of learning materials as referred to in section (1) include:

a. graduates of three-year diploma programs should at least master the theoretical concepts of the discipline and specific skills in general;
b. graduates of undergraduate programs should at least master theoretical concepts of the discipline and specific skills in general, and the theoretical concepts of specific parts of the discipline and skills in depth;
c. graduates of professional programs should at least master the theoretical application of the discipline and specific skills;
d. graduates of master's program should at least master the theories and application of theories in a specific discipline;
e. graduates of doctoral program should at least master the scientific philosophy of the discipline and specific skills.

(3) The level of depth and breadth of learning materials as referred to in section (2) are cummulative and/or integrative in nature.

(4) The level of depth and breadth of learning materials as referred to in section (2) are formulated as study materials structured in the form of course materials.

Article 10

(1) Credit load for non-education Three-Year Diploma education programs (D-3) is between 108-123 credits.

(2) The curriculum structure of non-education D-3 programs consists of core curriculum that needs to be taken by all students and elective curriculum.

(3) The Core Curriculum as referred to in section (2) consists of:
a. General Courses (GC) 11-13 credits;
b. University Specific Course (USC) 2 credits, Faculty Expertise Courses (FEC) 6-9 credits;
c. Department/Study Program Skill and Expertise Courses (SEC) 73-83 credits.

(4) The Elective Curriculum as referred to in section (2) consists of supplementary Expertise Courses of 12 credits.

(5) The Three-Year Diploma program curriculum is developed by the Department/Study Progam that operates the program.

Article 11

(1) Credit load for undergraduate programs (S-1) of education science is between 144 and 158 credits.

(2) The undergraduate program structure (S-1) of education science as referred to in section (1) consists of core curriculum that needs to be taken by all students and elective curriculum.

(3) The Core Curriculum as referred to in section (2) consists of:

a. General Courses (GC) 14-16 credits;
b. Educational Foundation Courses (EFC) 12 credits;
c. Faculty Expertise Courses (FEC) 6-12 credits;
d. Subject Matter Teaching and Learning Courses (SMTLC) 11 credits;
e. Study Program Expertise Courses (SPEC) 81-87 credits;
f. School-related Field Introduction Courses (SFIC) 4 credits;

(4) The Elective Curriculum for undergraduate program of education science as referred to in section (2) consists of Department/Study Program Elective Scientific and Expertise Courses (ESEC) 16-18 credits.

(5) The undergraduate program of education science curriculum is developed by the Department/Study Program.

Article 12

(1) Credit load for undergraduate program (S-1) of non-education discipline or other disciplines is between 144 and 158 credits.

(2) The undergraduate program structure (S-1) of non-education discipline or other disciplines as referred to in section (1) consists of core curriculum that needs to be taken by all students and elective curriculum.

(3) The Core Curriculum as referred to in section (2) consists of:

a. General Courses (GC) 14-16 credits;
b. University Specific Course (USC) 2 credits;
c. Faculty Expertise Courses (FEC) 6-9 credits;
d. Study Program Expertise Courses (SPEC) 102-108 credits;
e. Field Experience Program Courses (FEPC) 4 credits.

(4) The undergraduate program Elective Curriculum of non-education disciplines and other disciplines as referred to in section (2) consists of Department/Study Program Elective Scientific and Expertise Courses (ESEC) 16-18 credits.

(5) The undergraduate program of non-education disciplines and other disciplines curriculum is developed by the Department/Study Program.

Article 13

(1) Credit load for The Pre-Service Teacher Professional Education Program (TPEP) for S-1 of education discipline is 36-40 credits, whereas for S-1 of non-education discipline or other disciplines is 42-52 credits (1 credit is equal to 170 minutes).
(2) Credit load for In-Service Teacher Professional Education Program (TPEP) should at least be 24 credits (1 credit is equal to 170 minutes).
(3) TPEP Study Program curriculum consists of theoretical and practical components arranged in proportional study loads relevant to the defined objectives and targets.
(4) The proportions of theoretical and practical components are 30:70 of the total credit load of TPEP Study Program.
(5) The general structure of TPEP Study Progam as referred to in section (1) consists of Learning Instrument Development Seminar, Enhancement of Subject Matter Material and Pedagogy, Field Practice (Professional Placement), and Scientic Paper.
(6) The curriculum as referred to in Article 1 for participants who have the background of S-1 in education science discipline consists of:
    a. Enhancement of Pedagogical materials 10 credits;
    b. Enhancement of Expertise Competence materials 4 credits;
    c. Learning Instruments Development Seminar and Micro Teaching 8 credits;
    d. Field Practice (Professional Placement) 16 credits.
(7) The curriculum as referred to in Article 1 for participants who have the background of S-1 non-education science discipline or other disciplines consists of:
    a. Enhancement of Pedagogical materials 18 credits;
    b. Enhancement of Expertise Competence materials 6 credits;
    c. Learning Instruments Development Seminar and Micro Teaching 10 credits;
    d. Field Practice (Professional Placement) 18 credits.
(8) TPEP Curriculum for teachers of Elementary School consists of:
    a. Enhancement of Pedagogical materials 4 credits;
    b. Enhancement of Expertise Competence materials 4 credits;
    c. Learning Instruments Development Seminar and Micro Teaching 4 credits;
    d. Field Practice (Professional Placement) 12 credits.

Article 14

(1) Credit load for Pre-service Guidance and Counseling Teacher Professional Education Program or Counselor Profession (GC TPEP/CPE) for S-1 education science discipline is 36-40 credits (1 credit is equal to 170 minutes).

(2) Credit load for In-service Guidance and Counseling Teacher Professional Education Program or Counselor Profession (GC TPEP/CPE) should at least be 24 credits (1 credit is equal to 170 minutes).

(3) GC TPEP/CP study program curriculum consists of theoretical and practical components arranged in proportional study loads relevant to the defined objectives and targets.

(4) The proportions of theoretical and practical components are 30:70 of the total credit loads of GC TPEP/CPE Study Program.

(5) The general structure of GC TPEP/CPE Study Progam as referred to in section (1) consists of Guidance and Counseling Instrument Development Seminar and Micro Counseling, Enhancement of Expertise and Pedagogical Competence Materials, Guidance and Counseling Field Practice (Professional Placement), and Scientic Paper.

(6) The curriculum as referred to in article (1) for Pre-service TPEP participants consists of:

a. Enhancement of Pedagogical Materials 4 credits;
b. Enhancement of Expertise Competence Materials 10 credits;
c. Guidance and Counseling Instrument Development Seminar and Micro Counseling 8 credits;
d. Field Practice (Professional Placement) 16 credits.

(7) The curriculum as referred to in article (2) for In-service GC TPEP/CPE consists of:

a. Enhancement of Pedagogical Materials 4 credits;
b. Enhancement of Expertise Competence Materials 10 credits;
c. Guidance and Counseling Instrument Development Seminar and Micro Counseling 8 credits;
d. Field Practice (Professional Placement) 16 credits.

Article 15

(1) Participants of Teacher Professional Education Program (TPEP) must have the undergraduate educational background from similar field.

(2) Participants of Guidance and Counseling Teacher Professional Education Program or Counselor Profession Education (GC TPEP/CPE) must have undergraduate educational background from educational discipline of Guidance and Counseling.

Article 16

(1) Credit load for master's education program [for participants] who come from cognate discipline background is 36-42 credits.

(2) The structure of the education program as referred to in section (1) consists of core curriculum and elective curriculum.

(3) The core curriculum as referred to in secrion (2) consists of:

a. Expertise foundation courses 6 credits;

b. School of Postgraduate Studies expertise courses 4 credits;

c. Study Program expertise courses 12-15 credits.

(4) The elective curriculum as referred to in secrion (2) consists of Specific Expertise Courses (SEC) 6-9 credits.

(5) Final assignment for Master's education of a discipline is an academic paper (Thesis) of 8 credits.

(6) The curriulum design of the education program as referred to in section (1) is prepared by the Department/Study Program.

Article 17

(1) Credit load of master's education program [for participants] who come from non-cognate undergraduate study program background is between 48-54 credits.

(2) The structure of the education program as referred to in section (1) consists of prerequisite curriculum, core curriculum, and elective curriculum.

(3) The prerequisite curriculum as referred to in section (2) is *aanvulen* (supplemental) and amounts to 12 credits.

(4) The core curriculum as referred to in section (2) consists of:

a. Expertise foundation courses 6 credits;

b. School of Postgraduate Studies expertise courses 4 credits;

c. Study Program expertise courses 12-15 credits.

(5) The elective curriculum as referred to in section (2) consists of Specific Expertise Courses for the respective student that amount to 6-9 credits.

(6) Final assignment for Master's education of a discipline is an academic paper (Thesis) of 8 credits.

(7) The curriulum design of the education program as referred to in section (1) is prepared by the Department/Study Program.

Article 18

(1) Credit load for by course doctoral education program [for participants] who come from a cognate master's program is between 42 and 49 credits.

(2) The structure of the education program as referred to in section (1) consists of core curriculum and elective curriculum.

(3) The core curriculum as referred to in section (2) consists of:

a. Expertise foundation courses 6 credits;

b. School of Postgraduate Studies expertise courses 4 credits;

c. Study Program expertise courses 12-15 credits.

(4) The elective curriculum as referred to in section (2) consists of Specific Expertise Courses for the respective student that amount to 13-15 credits.

(5) The final assignment for doctoral education of a discipline is an academic paper (dissertation) of 15 credits.

(6) The curriulum design of the education program as referred to in section (1) is prepared by the Study Program.

Article 19

(1) Credit load for by course doctoral education program [for participants] who come from a non-cognate master's program is between 54 and 61 credits.

(2) The structure of the education program as referred to in section (1) consists of prerequisite curriculum, core curriculum, and elective curriculum.

(3) The prerequisite curriculum as referred to in section (2) is *aanvulen* (supplemental) and amounts to 12 credits

(4) The core curriculum as referred to in section (2) consists of:

a. Expertise foundation courses 6 credits;

b. School of Postgraduate Studies expertise courses 4 credits;

c. Study Program expertise courses 11-12 credits.

(5) The elective curriculum as referred to in section (2) consists of Specific Expertise Courses for the respective student that amount to 13-15 credits.

(6) The final assignment for doctoral education of a discipline is an academic paper (dissertation) of 15 credits.

(7) The curriulum design of the education program as referred to in section (1) is prepared by the Study Program.

Article 20

(1) Student candidate who can enroll in a by research doctoral education is a master's graduate (S-2) of a cognate educational background.

(2) A student who is enrolled in the education program referred to in article [sic!] (1) completes his/her education through research.

(3) The student is required to take courses of Padagogical Foundation, Philosophy of Science, Advanced Research Method, and/or other courses recommended by the promotor relevant to the research.

(4) The student's curricular activities and credit loads as referred to in article [sic!] (2) are regulated separately along the stages of probationary of 1-2 semesters, candidature of 5 up to 12 semesters (for students who complete their probationary stage in 2 semesters) or up to 13 semesters (for students who complete their probationary stage in 1 semester).

(5) Students who meet the requirements stated in article [sic!] 2 will not have their credit loads counted.

(6) Students who will conduct a quantitative study in their education program as referred to in article [sic!] (1) for their dissertation research may be recommended to enroll in Advanced Applied Statistics course.

(7) Course and evaluation system for by-research doctoral education are regulated in a separate guideline.

Article 21

(1) Intersemeter or condensed semester courses can be administered on the condition that:

a. they run for 8 (eight) weeks;

b. student's credit load is maximum 9 credits;
c. the courses offered are theoretical in nature;
d. condensed semester is aimed at expediting study completion;
e. stipulations on enrollment in intersemester courses or condensed semester courses are regulated furthr in regulation of the Rector.

Paragraph 4
Lesson Planning Standard
Article 22

Lesson planning standard is the minimum criteria for lesson planning implementation in the study program in order to achieve graduate's learning achievement target.

Article 23

(1) Lesson planning as referred to in Article 22 is prepared for every course and presented in the form of a semester course outline or other forms.
(2) The semester course outline or other forms as referred to in section (1) are designed and developed independently by the lecturer or collectively in a disciplinary, technological, and/or art expertise group of the study program.
(3) The semester course outline or other forms should at least consist of:
    a. the name of the study program, the name and code of the course, the semester, the credits, the name of the lecturer in charge, the nature of the course, the type of the course and prerequisite courses;
    b. graduate's learning achievement of the course;
    c. the final competence aimed at every stage of learning in order to achieve the target graduates' learning achievement;
    d. study materials/resoures relevant to the target competence;
    e. teaching and learning method;
    f. teaching and learning media;
    g. the time allocated to achieve the competence in every stage of the learning;
    h. student's learning experience manifested in the descriptions of assignments to be completed by students in one semester;
    i. list of course assignments;
    j. evaluation criteria, indicators, and grades;

k. list of references used,

(4) The semester course outline or other forms must be periodically reviewed and adjusted (at least once every three years) to reflect developments in science, technology, and arts.

(5) Every semester course outline should at least be supplemented by other learning instruments, namely learning materials, media, and evaluation instruments.

(6) Learning instruments as referred to in article 23 section (3) include textbooks, modules, lecture notes or handouts, or any other instruments that support learning, in prints or electronic form.

(7) The media as referred to in article 23 section (3) letter f are media that are relevant to the expected learning achievements.

(8) Evaluation instrument as referred to in article 23 section (3) include types and forms of tests or non-tests used to evaluate learning process and outcome.

Paragraph 5
Learning Process Standard

Article 24

(1) Learning process standard is the minimum criteria for the implementation of learning in the study program to achieve the graduates' learning target.

(2) Process standard as referred to in section (1) includes:

a. characteristics of learning implementation;

b. learning implementation and student's study load.

Article 25

(1) Characteristics of learning implementation as referred to in Article 24 section (2) letter a include the characterisics of being interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, inspirative, and student-centered.

(2) Interactive as referred to in section (1) means that graduate's learning achievements are achieved primarily through a multi-direction interaction process.

(3) Holistic as referred to in section (1) means that learning implementation should encourage the formation of holistic and extensive mindset by internalizing local and national primacy and wisdom.

(4) Integrative as referred to in section (1) means that graduates' learning achievemens are achieved through an integrative learning that takes place in a unity of program through interdisciplinary, multidisciplinary, and transdisciplinary approaches.

(5) Scientific as referred to in section (1) means that graduate's learning objectives are achieved through learning implementation that prioritizes scientific approach.

(6) Contextual as referred to in section (1) means that graduate's learning objectives are achieved through learning implementation that are relevant to one's area of expertise.

(7) Thematic as referred to in section (1) means that graduate's learning objectives are achieved through learning processes that are compatible with the characteristics of the discipline.

(8) Effective as referred to in section (1) means that graduate's learning objectives are achieved in an effective manner.

(9) Collaborative as referred to in section (1) means that graduate's learning objectives are achieved through collaborative learning processes.

(10) Student-centered as referred to in section (1) means that graduate's learning objectives are achieved through learning processes that put emphasis on the development of character, capacity, needs, and creativity of the students, and develop autonomy in exploring and finding knowledge.

(11) Inspirative as referred to in section (1) means that graduate's learning objectives are achieved through examples that can encourage students to develop their potential and competence.

Article 26

(1) Learning implementation as referred to in Article 24 section (2) letter b takes places in the form of interaction between the lecturer, the student, and learning resources to achieve learning objectives.

(2) Learning implementation in every course should comply with the semeter Course Outline or other similar instrument whose characteristics are referred to in Article 23.

(3) Learning implementation that relates to reseach by students shall refer to National Research Standard.

Article 27

(1) Learning implementation through curricular activities should be conducted systematically and in a tructured manner through various courses.

(2) Learning implementation should use one or a combination of several effective learning methods.

(3) Learning may take place in the form of lecture, consultation and tutorial, seminar, practicum, laboratory work, studio work, workshop practice, field work (KKN), distant learning, and dual mode.

(4) Courses may be attended in other forms in a domestic or overseas partner university according to agreement. Students who attend this kind of courses have to be registered as an active student at UPI and sign up for courses. The credits obtained from a partner university are recognized as credit acquisition.

(5) Other forms of learning other than what is referred to in section (4) for undergraduate program, professional program, master's program, doctoral program, should be supplemented with design, research and/or development.

(6) Design, research, and/or development forms of learning as referred to in section (5) are lecturer-supervised activities of the student aimed at developing attitude, knowledge, skills, and authentic experience.

(7) Other forms of learning other than what is referred to in section (6) should be supplemented with community service.

(8) Community service form of learning as referred to in section (7) is a lecturer-supervised activity of the student that aim at utilizing science, knowledge, technology, and arts to develop community welfare and educate the nation.

(9) Student's work experiences are activities in a particular field or at a particular time, such as work training, practical work, professional placement, academic placement, or other similar activities.

(10) The number of participants for every group of learning in a course should be compatible with the characteristics of the course.

(11) The characteristics of the course as referred to in section (10) may refer to the conventions of the respective scientific/professional association and the learning achievement target.

(12) Lecturer's work loads relevant to learning implementation is determined in conjunction with *Tridarma Perguruan Tinggi* (three pillars of higher education) and its supporting elements.

(13) Lecturer shall have the full authority to determine learning resources used in accordance with their expertise.

Article 28

(1) Study period and credit loads for every education program are:
   a. a maximum of 5 (five) academic years for the three-year diploma program, with a credit load of at least 108 (one hundred and eight) credits;
   b. a maximum of 7 (seven) academic years for undergraduate program, with a credit load of at least 144 (one hundred and forty four) credits;
   c. a maximum of 3 (three) academic years for professional program following the completion of an undergraduate program, with a credit load of at least 24 (twenty four) credits;
   d. a maximum of 4 (four) academic years for master's program following the completion of an undergraduate program, with a credit load of at least 36 (thirty six) credits; or
   e. a maximum of 7 (seven) academic years for doctoral program following the completion of a master's program, with a credit load of at least 42 (forty two) credits;
   f. a maximum of 7 (seven) semesters for students continuing from D2 (two-year diploma) to S1 (undergraduate);
   g. a maximum of 5 (five) semesters for students continuing from D3 to S1;
   h. undergraduate (S1) students transferring from another state university can be admitted after completing the 3rd semester in a study program with equal level of accreditation carrying the remaining study period from the state university of origin.
(2) Professional programs are administered as a separate or a non-separate continuation program of the undergraduate program.
(3) University may determine a shorter-than-the-maximum-limit study period as referred to in section (2) for a study program.

Article 29

(1) One (1) credit of learning in the form of lecture, consultation, or tutorial consists of:
   a. face to face activity of 50 (fifty) minutes per week per semester;
   b. structured assignment activity of 60 (sixty) minutes per week per semester;

c. independent activity of 60 (sixty) minutes per week per semester.

(2) One (1) credit of learning in the form of seminar or other similar forms consist of:
   a. face to face activity of 100 (one hunded) minutes per week per semester;
   b. independent activity of 70 (seventy) minutes per week per semester.

(3) Credit loads for block, module, or other systems will be determined in accordance with the needs in realizing the learning objectives.

(4) One (1) credit of learning implementation in the form of practicum, studio work, workshop practice, field practice, research, community service, and/or other forms of similar learning implementation is equal to 170 (one hundred and seventy) minutes per week per semester, which consists of 100 minutes of face to face meeting, and 70 minutes of structured assignments.

Article 30

(1) Students of three-year diploma (D3) program dan undergraduate (S1) program who have high academic achievements may, after the first two semesters of the first academic year, take a maximum of 24 (twenty four) credits in the following semester.

(2) Credit loads of master's program students and doctoral students are maximum 15 (fifteen) credits per semester.

(3) Students of master's program or other equal program who have high academic achievements after at least 2 (two) semester of master's program attendance may continue to doctoral program without having to graduate first from the said master's program.

(4) Students of three-year diploma (D3) who have high academic achievements as referred to in section (1) are students whose grade point (GP) is larger than 3.00 (three point zero zero) in the previous semester and who complied with academic ethics.

(5) Students of undergraduate (S1) program who have high academic achievements as referred to in section (1) are students whose grade point (GP) is larger than 3.50 (three point five zero) and who complied with academic ethics.

(6) Students of master's program or equal program who have high academic achievements as referred to in section (1) are students whose grade point average (GPA) is larger than 3.75 (three point seventy five) in the previous semester and who complied with academic ethics.

Article 31

(1) Supervision for undergraduate thesis writing is given by a maximum of 2 lecturers.
(2) The Primary Supervisor is a lecturer with a minimum functional position of *Lektor* (Assisstant Professor) and has the minimum academic qualification of Master's or a lecturer with functional position of *Asisten Ahli* (Assisstant Professor) with academic qualification of Doctor.
(3) The Co-Supervisor is a lecturer with a minimum functional position of *Asisten Ahli* (Assisstant Professor) and minimum academic qualification of Master's.
(4) Supervision for thesis writing is given by 2 lecturers.
(5) The Primary Supervisor for thesis writing is a lecturer with a minimum functinal position of *Lektor Kepala* (Associate Professor) and has the academic qualification of Doctor.
(6) The Co-Supervisor for thesis writing is a lecturer with a minimum qualification of *Lektor* (Assisstant Professor) and has the academic qualification of Doctor.
(7) Supervision for dissertation writing is given by 3 lecturers.
(8) Dissertation Advisor is required to have the functional position of Professor or Associate Professor with the academic qualification of Doctor who has scientific publications as the first author in a reputable international journal of a relevant discipline.
(9) Dissertation Co-Advisors are required to have the minimum functional position of *Lektor Kepala* (Associate Professor) and has the academic qualification of Doctor in a relevant discipline.
(10) One of the dissertation advisors may come from an institution outside UPI with equivalent qualifications.

Paragraph 6
Learning Assessment Standard

Article 32

(1) Learning assessment standard is the minimum criteria for assessments of students' learning process and result in order to fulfill graduate's learning objectives.

(2) Assessment of students' learning process and result as referred to in section (1) consist of:

a. assessment principles;
b. assessment technique and instrument;
c. assessment mechanism and procedure;
d. assessment implementation;
e. assessment report; and
f. students completion.

Article 33

(1) Assessment principles as referred to in Article 32 section (2) letter a consist of educative, objective, authentic, accountable, and transparent principles that are conducted in an integrated manner.
(2) The educative principle as referred to in section (1) is an assessment which motivates students to be able to:
    a. improve learning plan and method; and
    b. fulfill graduate's learning objectives.
(3) The objective principle as referred to in section (1) is an assessment according to a standard approved by lecturers and students and free of assessors' and assessed' subjectivity.
(4) The authentic principle as referred to in section (1) is an assessment that is oriented to a sustainable learning process and learning results that reflect students' abilities during the learning process.
(5) The accountable principle as referred to in section (1) is an assessment that is conducted according to clear procedures and criteria, is approved at the beginning of the course, and is understood by students.
(6) The transparent principle as referred to in section (1) is an assessment in which the procedure and the result of the assessment can be accessed by all stakeholders.

Article 34

(1) Assessment technique as referred to in Article 32 section (2) letter b consists of observation, participation, work demonstration, written test, oral test, and questionnaire.

(2) Assessment instrument as referred to in Article 32 section (2) letter b is a rubric for the assessment of process and result.

Article 35

(1) Assessment mechanism as referred to in Article 32 section (2) letter c, consist of:
    a. arrangement, communication, approvement (of steps, techniques, instruments, criteria, indicators, and assessment weights) between the assessors and the assessed according to the learning plan;
    b. implementation of assessment process according to the steps, techniques, instruments, criteria, indicators, and assessment weights;
    c. provision of feedback and chance to clarify the assessment results to students; and
    d. accountable and transparent documentation of students' learning process and students' result assessment.
(2) Assessment procedure as referred to in Article 32 section (2) letter c consists of planning, implementation, and provision of the final score.

Article 36

(1) Assessment implementation as referred to in Article 32 section (2) letter d shall be conducted according to the learning plan.
(2) Assessment implementation as referred to in section (1) shall be conducted by:
    a. a supervisor or supervisory team;
    b. a supervisor or supervisory team by including students; and/or
    c. supervisor or supervisory team by including relevant stakeholders.
(3) Assessment implementation as referred to section (1) for a doctoral program and applied doctoral program shall include an external assessor team from different universities.

Article 37

(1) Assessment report as referred to in Article 32 section (2) letter e is students' qualification to pass a course which is stated by:

a. grade A equal to a score between 3.71 (three point seven one) - 4 (four) is categorized as perfect;
b. grade A- equal to a score between 3.41 (three point four one) – 3.70 (three point seven zero) is categorized as almost perfect;
c. grade B+ equal to a score between 3.1 (three point one zero) – 3.40 (three point four zero) is categorized as very good;
d. grade B equal to a score between 2,71 (two point seven one) – 3.0 (three point zero) is categorized as good;
e. grade B- equal to a score between 2.41 (two point four one) – 2.70 (three point seven zero) is categorized as almost good;
f. grade C+ equal to a score between 2.10 (two point one zero) – 3.40 (three point four zero) is categorized as above average;
g. grade C equal to a score of 2 (two) is categorized as average;
h. grade D equal to a score 1 (one) is categorized as deficient; or
i. grade E equal to a score 0 (zero) is categorized as fail.

(2) Minimum requirements for passing course for:
a. D3 and S1 program is D (1.0) score;
b. S2 and S3 program is B- (2.7) score;
c. the most influential course for graduate's professional competency is C (2.0) for D3 and S1 program, and B (3.0) for S2 and S3 program;
d. Field Practice Program course is B (3.0);
e. students of professional study, the minimum requirement for passing the course of workshop and Field Practice Program is B (3.0).

Article 38

(1) Students of associate program and bachelor program are passed if they complete all course credits assigned and the targeted graduate's learning objective of the study program with a Cumulative Grade Point Average (CGPA) of more than or equal to 2.00 (two point zero zero).

(2) Students of the associate program and bachelor program are passed with a satisfactory, very satisfactory, or with honor/Cumlaude predicate with the following criteria:

a. students are passed with a satisfactory predicate if they attain a Cumulative Grade Point Average (CGPA) between 2.00 (two point zero zero) until 3.00 (three point zero zero);
b. students are passed with a very satisfactory predicate if they attain a Cumulative Grade Point Average (CGPA) between 3.01 (three point zero one) until 3.50 (three point five zero); or
c. students are passed with honor/Cumlaude if they attain a Cumulative Grade Point Average (CGPA) above 3.51 (three point lima one), graduate on time, are not repeating a course, and have no single grade of C;
d. students of professional, specialist, master's, applied master's, doctoral, and applied doctoral program are passed if they complete all course credits assigned and the targeted graduate's learning objective of the study program with a Cumulative Grade Point Average (CGPA) of more than or equal to 3.00 (three point zero zero).

(3) Students of professional, specialist, master's, applied master's, doctoral, and applied doctoral program are passed with a satisfactory, very satisfactory, or with honor with the following criteria:

a. students are passed with a satisfactory predicate if they attain a Cumulative Grade Point Average (CGPA) between 3.00 (three point zero zero) until 3.50 (three point five zero);
b. students are passed with a very satisfactory predicate if they attain a Cumulative Grade Point Average (CGPA) between 3.51 (three point five one) until 3.75 (three point seven five); or
c. students are passed with honor/Cumlaude if they attain a Cumulative Grade Point Average (CGPA) above 3.76 (three point seven six), graduate on time, are not repeating a course, and have no single grade of C.

(4) Students who have passed are eligible to receive:
a. certificate of completion for graduates of associate, bachelor, master's, applied master's, doctoral, and applied doctoral program;
b. professional certificate for graduates of professional program;
c. competency certificate for graduates of an education program according to their competencies in their branch of sciences and/or for graduates having achievements beyond their study program;
d. academic title; and

e. diploma supplement, except there is another regulation according to the law and regulation.

(5) Professional certificate as referred to in section (5) letter b is issued by the university along with the Ministry administering education, other Ministries, Non-ministerial government agencies, and/or professional associations.

(6) Competency certificate as referred to in section (5) letter c is issued by the university cooperating with professional associations, training agencies, and/or accredited certification agencies.

Paragraph 7
Lecturers and Educational Personnel Standard

Article 39

Lecturers and educational personnel standard is the minimum criteria for lecturers' and educational personnel's qualifications and competency to administer education in order to fulfill the graduate's learning objective.

Article 40

(1) Lecturers shall have academic qualification and educators' competency, physical and spiritual health, as well as the ability to administer education in order to fulfill the graduate's learning objective as mentioned in Article 5.

(2) Academic qualification as referred to in section (1) is a minimum education level required to be a lecturer and shall be proven by a certificate of completion.

(3) Educators' competency as referred to in section (1) shall be proven by educator certificate, and/or professional certificate.

(4) Lecturers for three years diploma (D3) and four years diploma (D4) program shall have a minimum academic qualification of master's or applied master's degree relevant to the study program.

(5) Lecturers for three years diploma (D3) and four years diploma (D4) program as referred to in section (4) may have a professional certificate that is relevant to the study program and shall have a minimum qualification equal to level 8 (eight) of the Indonesian National Qualification Framework.

(6) Lecturers for bachelor program shall have a minimum qualification of master's or applied master's degree which is relevant to the study program.

(7) Lecturers for bachelor program as referred to in section (6) may have a professional certificate that is relevant to the study program and shall have a minimum qualification equal to level 8 (eight) of the Indonesian National Qualification Framework. Lecturers for the professional program shall have a minimum qualification of master's or applied master's degree which is relevant to the study program and at least 2 (two) years work experience.

(8) Lecturers for the professional program as referred to in section (7) may have a professional certificate that is relevant to the study program and at least 2 (two) years work experience as well as a minimum qualification equal to level 8 (eight) of the Indonesian National Qualification Framework.

(9) Lecturers for master's and applied master's program shall have a minimum academic qualification of doctoral or applied doctoral degree which is relevant to the study program.

(10) Lecturers for master's and applied master's program as referred to in section (9) may have a professional certificate that is relevant to the study program and shall have a minimum qualification equal to level 9 (nine) of the Indonesian National Qualification Framework.

(11) Lecturers for specialist and subspecialist programs shall have a qualification of a subspecialist, doctoral, or applied doctoral degree which is relevant to the study program and at least 2 (two) years work experience.

(12) Lecturers for doctoral and applied doctoral program shall:

a. have an academic qualification of doctoral or applied doctoral degree relevant to the study program, and may have a professional certificate which is relevant to the study program, and shall have a qualification equal to level 9 (nine) of the Indonesian National Qualification Framework; and

b. as the main supervisor, for the last 5 (five) years shall write at least:

- 1 (one) scientific work published in an accredited national journal or a reputable international journal; or
- 1 (one) other forms which are acknowledged by an expert team appointed by the university senate.

(13) Equalization of level 8 (eight) of the Indonesian National Qualification Framework as referred to in section (6), section (7), and section (9), and level 9 (nine) of the Indonesian National Qualification Framework as referred to in section (10) and section (12) is conducted by the Ministry administering education through recognition of prior learning mechanism.

Article 41

(1) Lecture workload is calculated according to:
    a. lecturers' main activities consisting of:
        - planning, implementing, and controlling the learning process;
        - evaluating learning results;
        - supervising and training;
        - research; and
        - community service;
    b. activities in form of additional tasks; and
    c. supporting activities.
(2) The workload of lecturers' main activities as mentioned in section (1) letter a is adjusted to the amount of additional tasks workload for lecturers who get additional tasks.
(3) The workload of lectures as the main supervisor in structured research to write mini thesis/final project, thesis, dissertation, or make design/arts/other equal work forms shall be limited to supervise a maximum of 10 (ten) students.
(4) Lectures' workload refers to a ratio of lecturers and students.
(5) The ratio of lecturers and students as referred to in section (4) is regulated in the Ministerial Regulation.

Article 42

(1) Lecturers consist of tenured lecturer and non-tenured lecture.
(2) Tenured lecturer as referred to in section (1) is a lecturer that has a status of tenured educator in the university and non-tenured employee in other work units or other education units.
(3) Non-tenured lecturer as referred to in section (1) is a lecturer that has a status of non-tenured educator in the university.

(4) The number of tenured lecturer in the university shall be at least 90% (ninety percent) of the total number of lecturers.
(5) The number of tenured lectures that are assigned to conduct a full time learning process in each study program shall be at least 6 (six) persons.
(6) The doctoral program shall have at least 2 (two) professors as the tenured lecturers.
(7) Tenured lecturer as referred to in section (4) shall have expertise in the science field according to the scientific discipline of the study program.

Article 43

(1) Educational personnel with a certain functional position/particular skills shall have a minimum academic qualification of three years diploma (D3) which is proven by a certificate of completion which is in accordance with the qualification of the main duties and functions.
(2) Educational personnel with executor position shall have a minimum academic qualification of Senior High School/Madrasah Aliyah (Islamic Senior High School)/Vocational High School/other equivalent education level which is proven by a certificate of completion which is in accordance with the qualification of the main duties and functions.
(3) Educational personnel that requires specific skills is required to have a competency certificate which is in accordance with the job field and skills.

Paragraph 8
Learning Facility and Infrastructure Standard

Article 44

Learning facility and infrastructure standard is the minimum criteria for facility and infrastructure according to the needs of learning content and process in order to fulfill students' learning objectives.

Article 45

(1) Learning facility standard as referred to in Article 44 shall at least consist of:

a. furniture;
b. learning equipment;
c. educational media;
d. books, electronic books, and repository;
e. information technology and communication facilities;
f. experiment instruments;
g. sports facilities;
h. arts facilities;
i. public facilities;
j. disposable materials; and
k. maintenance, safety, and security facilities.

(2) The number, types, and specifications of the facilities as referred to in section (1) is determined according to the facilities users' ratio in accordance with learning method and learning form characteristics and shall guarantee the learning process and academic administration service.

Article 46

(1) Learning infrastructure standard as referred to in Article 44 shall at least consist of:

a. land;
b. classroom;
c. library;
d. museum of education;
e. laboratory/studio/workshop/production unit;
f. microteaching laboratory;
g. microteaching school and partners school;
h. partners industry;
i. training center;
j. Technology-Information-and-Communication-integrated learning source center;
k. sports center;
l. arts and performance room;
m. students' activities unit room;

n. management of the higher education room;
o. lecturers room;
p. administration room;
q. public facilities; and
r. students dormitory.

(2) Public facilities as referred to in section (1) letter q consist of:
a. roads;
b. water (water treatment);
c. electricity;
d. waste disposal;
e. wifi internet network;
f. voice communication network;
g. parking lot;
h. emergency evacuation route sign;
i. open space learning area;
j. data;
k. park;
l. polyclinic;
m. religious activity room;
n. canteen;
o. bookstore;
p. business incubator room;
q. ATM center;
r. mini market;
s. entrepreneurship gallery.

Article 47

(1) Land as referred to in Article 46 section (1) letter a has to be located in an environment that is ecologically comfortable and healthy to support the learning processes.
(2) At the time when the university is established must be owned by the University Administration.

Article 48

Guidelines for criteria of the learning facilities as referred to in Article 46 section (1) letters a to r are stipulated by MWA (Board of Trustees).

Article 49

(1) University buildings must have the minimum standard quality of class A or its equivalence.
(2) University buildings have to meet the requirements of safety, health, comfort and security outfitted with sufficient electric power installation and [waste processing] installation for domestic and specific waste when required.
(3) Quality standards for university buildings as referred to in sections (1) and (2) are based on the regulations of the minister in charge of government affairs in the public work sector.

Article 50

(1) University has to provide facilities and infrastructure which are accessible to people with disabilities.
(2) The facilities and infrastructure as referred to in section (1) include:
    a. labels in Braille and audio information;
    b. ramps for wheel chair users;
    c. guiding blocks on every road or corridors in campus;
    d. campus or building directory in the form of embossed maps/floor plans; and
    e. toilets or restrooms for wheelchair users.
(3) Guidelines for the facilities and infrastructure for people with disabilities as referred to in section (2) are stipulated by the Ministry in charge of education affairs.

Paragraph 9

Standards for Learning Management

Article 51

(1) Standards for learning management are the minimum criteria for planning, executing, controlling, monitoring and evaluating, and reporting learning activities at the department/study program levels.

(2) Standards for learning management as referred to in section (1) must refer to standards of the graduates' competence, standards of the learning contents, standards of the learning processes, standards for lecturers and administrative staff, and standards for learning facilities and infrastructures.

Article 52

(1) Implementation of the management standards is conducted by the department/study program and university learning management units.
(2) Department/study program learning management units as referred to in section (1) have to:
    a. design curriculum and lesson plans for every course;
    b. administer learning programs in accordance with the stipulated content standards, process standards, evaluation standards to achieve the targeted graduate's learning objectives;
    c. conduct periodical monitoring and evaluations to maintain and improve the quality of the learning processes; and
    d. report periodically the results from the learning programs and as a source of data and information for the policy making for the improvement and development of learning quality.
(3) In implementing the management standards as referred to in section (1), the University has:
    a. to develop policies, strategic and operational plans related to learning that are accessible to the academic community and the stakeholders, and which can be used as guidelines by the study programs in administering the learning programs;
    b. to administer learning programs suited to the education types and programs conforming the graduate's learning objectives.
    c. to maintain and improve the quality of department/study program management in administering learning program continuously with targets reflecting the university's vision and mission;
    d. to conduct the monitors and evaluations on the activities of the study programs in administering the learning activities;
    e. to have guidelines for the planning, administering, evaluating, supervision, quality assurance, faculty development and learning activities; and

f. to report the department/study program performance in administering learning programs at least through higher education database.

Paragraph 10

Learning Funding Standards

Article 53

(1) Learning Funding Standards are the minimal criteria for cost units and components and the amount of investment and operational cost units used in order to achieve the graduate's learning objective as referred to Article 5.
(2) University investment costs as referred to in section (1) are part of the higher education cost for the procurement of facilities and infrastructure, and lecturer and educational personnel development.
(3) Operational costs as referred to in section (1) are part of the higher education costs needed to perform educational activities which include costs of lecturers, cost educational personnel, learning material operational costs, and indirect operational costs.
(4) Operational costs as referred to in section (1) are determined for each student each year called higher education operational cost unit.
(5) Operational cost unit standard is periodically determined by the minister by considering:
    a. the type of study program
    b. the level of accreditation of the university and study program; and
    c. area price index.
(6) Standard of operational cost unit as referred to in section (4) is the basis for the planning of the university's annual budget and determine the cost born by students.

Article 54

University is required to:

a. maintain cost recording system and record costs in accordance with the stipulations of the laws down to the level of study programs;
b. analyze the higher education operational cost as part of the annual work and budget plan of the university; and

c. evaluate the achievement level of the higher education cost unit standard at the end of every fiscal year.

Article 55

(1) The University must make the efforts to obtain funding from various sources other than the tuition fees obtained from the students.
(2) Other sources of funding other than the tuition fees include:
    a. grants;
    b. professional or expertise services;
    c. independent endeavors;
    d. endowment funds from alumni dan philanthropist; and/or
    e. in-country or overseas governmental or private institutional collaborations.
(3) The University must make policies, mechanisms and procedures to raise funds in an accountable and transparent manner as a way of improving the quality of education.

Part Three

Research Standards

Paragraph 1

Coverage of Research Standard

Article 56

(1) Research Standards comprise
    a. standards for research results;
    b. standards for research contents;
    c. standards for research processes;
    d. standards for research assessments;
    e. standards for researchers;
    f. standards for research facilities and infrastructures;

g. standards for research management; and

h. standards for research funding and financing.

(2) Research Standards as referred to in Section (1) are a reference in designing, executing, and evaluating research.

Paragraph 2

Standards for Research Results

Article 57

(1) Standards for research results are the minimum criteria for the quality of research results.

(2) Research results in the University is geared towards the development of science, technology, and arts to improve the public welfare and the nation's competitiveness.

(3) Research results as referred to in section (1) are any outcome that results from activities meets the scientific principles and methods systematically, respective of the academic culture and autonomy.

(4) Research results as referred to in section (3) are an academic accountability in the forms of documented reports, papers, articles, textbooks, intellectual rights, technology, models, policies, methods, blueprints, and etc.

(5) Students' research results (final projects and/or papers, theses, and dissertation) have to meet the requirements as referred to in section (2), graduates' learning achievements and regulations at the University.

(6) Research results which are not confidential, harmful, and/or damaging to the national or public interests have to be disseminated by way of seminars, publications, patents, familiarization and/or other means of dissemination.

Paragraph 3

Standards for Research Contents

Article 58

(1) Standard for research contents are the minimum criteria for the depth and breadth research materials.

(2) The depth and breadth of research materials as referred to in section (1) cover materials in fundamental and applied research.

(3) Materials in fundamental research as referred to in section (2) must be oriented to research outcomes in the forms of explications or findings to anticipate new symptoms, phenomena, principles, models, or postulates.

(4) Materials in applied research as referred to in Section (3) must be oriented towards research outcomes in the forms of innovations and developments in science, technology, and arts which are useful for the community, education, business, and/or industry

(5) Materials in fundamental applied research cover materials in specific studies for national interests.

(6) Materials in fundamental applied research must contain principles of utility and currency, and must anticipate future needs in education, technology, and arts for the sake of education, business and/or industry.

(7) Research materials are based on the research schemes stipulated by the University through Research and Community Service Institute (LPPM).

(8) Research materials must refer to the Research Master Plan of the University.

(9) The scope of research activities conducted by lecturers comprises educational sciences, teaching, and other disciplines.

Paragraph 4

Standards for Research Processes

Article 59

(1) Standard for research processes are the minimum criteria on research activities consisting of planning, executing, monitoring, evaluating, and reporting

(2) Research planning is conducted by designing the Research Master Plan

(3) Research activities as referred to in Section (1) are every outcome resulted from activities which qualify the scientific principles and methods systematically, respective of the academic culture and autonomy.

(4) Research activities must take into account quality-standards, work safety, health, comfort, researcher safety, public and environment conditions

(5) Research activities conducted by lecturers in the frame work of Three Pillars of Higher Education *(Tridarma Perguruang Tinggi)* must follow regulations from the Directorate of Higher Education which are explicated in the University guidelines.

(6) Research activities conducted by students as final projects, final papers, theses or dissertations have to abide by the regulations mentioned in Sections (2) and (3), graduate learning achievements, and regulations at the University.

(7) Research activities conducted by students are described in terms of credit hours as referred to in article 28 section (4).

(8) Besides final projects, final papers, theses, and dissertations, students are allowed to conduct research activities based on the existing schemes.

Paragraph 5

Standards for Research Assessment

Article 60

(1) Standards for research assessment are the minimal assessment criteria for the research plans, processes, and results.

(2) Assessment for research planning is based on the criteria meeting the requirements of the proposed scheme regulations.

(3) Assessment for research plans, processes and results as referred to in Section (1) is conducted in an integrated manner by, at least, covering the following components:

a. educational, which refers to assessment intended to motivate the researchers in improving their research quality;
b. objective, which refers to assessment based on value-free or objective criteria;
c. accountable, which refers to assessment conducted with clear and comprehensible criteria and procedures;
d. transparent, which refers to procedural assessment with accessible research results.

(4) Assessment for research plans processes and results must follow the assessment principles as mention in Section (2) and take into account compliance with standards for research results, research contents, and research processes.

(5) Assessment for research plans, processes, and results can be conducted using relevant, accountable methods and instruments, and can represent the measurements for performance of the research process achievement and performance of the research results.

(6) Assessment for research plans, processes, and results can be conducted by students when reporting their final projects, final papers, theses, and dissertations based on regulations of the University.

(7) Assessment for research plans, processes and results conducted by lecturers using the funding from non-tax state revenue (NonPNBP) as regulated by the University

(8) Assessment for lecturers' research plans, processes and results is conducted by a team of certified reviewers stipulated by Decision Letter of Rector.

(9) Assessment for lecturers' research plans, processes and results is conducted three times: at the beginning, at the middle, and at the end of the research period.

(10) Assessment aspects for the research plans, processes and results cover the research processes and outcomes.

Paragraph 6

Standards for Researchers

Article 61

(1) Standards for researchers are the minimal criteria of the researcher's competence in conducting research.

(2) Researchers as referred to in section (1) are obliged to master research methodology at the level expected of their respective disciplines, research objects, and levels of the research complexity and depth.

(3) The researcher's competence as referred to in section (1) is determined by:
   a. academic qualification;
   b. functional position;
   c. research track records.

(4) Researcher's competence as mentioned section (2) determines authority in the research execution.

(5) Guidelines about authority of research execution are regulated by the Directorate for Higher Education and/or Rector.

Paragraph 7

Standards for Research Facilities and Infrastructures

Article 62

(1) Standards for research facilities and infrastructures are the minimal criteria for required facilities and infrastructures to support the research contents and processes to achieve research results.

(2) Research facilities and infrastructures as referred to in Section (1) are the University's facilities usable to support the research which, at least, should be related to the discipline of the study program.

(3) Research facilities and infrastructures as referred to in Section (2) must meet the standards of quality, work safety, health, comfort, and the safety of the researcher, community, and environment.

Paragraph 8

Standards for Research Management

Article 62

(1) Standards for research management are the minimal criteria for:

a. planning, execution, control, monitoring, evaluation, and report of research activities conducted by institutional work units which are assigned to manage research in the form of an institution for research and community service, or similar forms in accordance with the University needs and stipulations;

b. Institutions required to design and develop plans for research programs in accordance with the University LPPM strategic plans, to design and develop regulations, guidelines and internal quality assurance systems for research activities;

c. Institutions facilitating the execution of research activities which cover the execution and evaluation of monitoring, and the dissemination of research results;

d. Institution facilitating activities to improve the quality of research executions by awarding research achievements, and by utilizing facilities and infrastructures of other institutions through collaborations;

e. Institution's capacity in conducting needs analyses on the number, types, and specifications of the facilities and infrastructures, and in designing and delivering reports of research activities under their management to the higher education database.

(2) Research management as referred to in Section (1) is conducted by work units in the form of institutions assigned to manage research.

(3) Institution as referred to in Section (2) is Research and Community Service Institute.

Part Four
Community Service Standard

Paragraph 1
Scope of Community Service Standard

Article 68

Scope of Community Service Standard consists of:

a. community service results standard;
b. community service content standard;
c. community service process standard;
d. community service assessment standard;
e. community service implementation standard;
f. community service facilities and infrastructure standard;
g. community service management standard; and
h. community service funding and financing standard.

Paragraph 2
Community Service Results Standard

Article 69

(1) Community service results standard is a minimum criterion of community service results in implementing, practicing, and cultivating sciences, technology, and arts in order to advance general prosperity and to develop the nation's intellectual life.

(2) Community service results as refferred to in section (1) shall include:

a. problem solving of community's problems by utilizing relevant academic society's skills;
b. appropriate technology utilization;
c. implementation and development of sciences, technology, and arts.

(3) Community service is conducted through several approaches and methods such as action research, training, mentoring, consultation, advocation, and other methods in accordance with the academic society's skills as well as the needs and social condition of the community's culture.

(4) Results of community service are main outputs and other outputs.

(5) Main outputs of community service as refferred to in section (4) may be in the form of: appropriate technology, model/prototype, work of design/arts/handicrafts/construction and architecture, social engineering, textbooks/ISBN text books, number of papers published in international publication, number of papers published in national publication, number of papers published in the university's publication, number of papers published in mass media, training/counseling materials, and/or business unit.

(6) Other outputs of community service as refferred to in section (4) may be in the form of: patent, simple patent, plant variety protection, copyright, trademark, topography protection, trade secrets, industrial product design, geographical indication, integrated circuits, and/or paper writer in scientific forum as a regular speaker in international, national, and regional level.

Paragraph 3
Community Service Content Standard

Article 70

(1) Community service content standard is a minimum criterion of the depth and breadth of community service matters.

(2) The depth and breadth of community service matter as referred to in section (1) consists of:

a. Research findings in education and non-education fields which may be directly applied and needed by schools, communities, and other communities;
b. Development and/or application of science, technology, and arts in education and non-education fields;
c. Appropriate technology which may be used to improve social welfare;
d. Model of problem solving, social engineering, and/or policy recommendation which may be applied directly by government/local government, school, business and industry, and/or general community;

e. Intellectual Property Rights which may be applied directly by business and industry, school, and/or general community.

Paragraph 4
Community Service Process Standard

Article 71

(1) Community service process standard is a minimum criterion of community service activities which consist of plan, implementation, evaluation monitoring (observing), reporting, and follow-up on community service activities.

(2) Community service plan consists of:
   a. identification and analysis on target community problems;
   b. problem solving design according to science, technology, and/or arts which may be applied;
   c. the making of activity plan (resources, activity form, and time);
   d. support and commitment of the university, local government, other institutions, and/or community.

(3) Implementations of community service activities consist of:
   a. integration of university academics in community service activities;
   b. implementation of science, technology, and/or arts in education and non-education fields;
   c. improvement of capacity and/or school empowerment, community and general community;
   d. involvement of other higher educations, local government, business and industry;
   e. utilization of positive activity results for the community.

(4) Community service shall refer to a quality standard, work safety, health, convenience, society and environmental security.

(5) Community service activities done by students as one of learning forms shall lead to the fulfillment of graduate learning objectives as well as meeting requirements and regulations applied in the University.

(6) Monitoring and evaluation of community service activities shall be conducted internally and externally in a structured and programmed way.

(7) Follow up on community service monitoring results may promote improvement in education quality, research and sustainable community service program.

Paragraph 5
Community Service Assessment Standard

Article 72

(1) Community service assessment standard is an assessment of community service processes and results.

(2) Principle of community service assessment encompasses educative, objective, accountable, and transparent:

a. educative is an assessment to motivate the organizer to continuously improve community service quality;

b. objective is an assessment according to the assessment criteria and free of subjectivity effects;

c. accountable is an assessment conducted with criteria and procedure which are clear and understandable by the community service organizer; and

d. transparent is a procedural assessment in which the assessment results can be accessed by all stakeholders.

(3) Criteria of community service assessment are an assessment of the following matters:

a. process and results of community service which are integrated conducted according to educative, objective, accountable, and transparent principle;

b. suitability of the result standard, content standard, and community service process standard;

c. community satisfaction level, change of attitude, knowledge and skills, sustainable benefit level of science and education, learning sources, and/or learning enrichment, academic society maturation, as well as problem solving and policy recommendations utilized by stakeholders.;

d. ability to be conducted using a method and instrument which are relevant, accountable, and ability to represent accomplishment level of process performance and community service results performance.

(4) Scope of community service assessment shall include:

a. Number of community group continuing the cooperation;
b. Number of Science, Technology, and Arts in both education and non-education field utilized continuously by the partners;
c. Number of Standard Operating Procedure and/or learning module produced;
d. Number of Science, Technology, and Arts in both education and non-education field which is proven to improve partners' attitude, behavior, knowledge and skills;
e. Partners' satisfaction level on Science, Technology, and Arts applied.

Paragraph 6
Community Service Implementation Standard

Article 73

(1) Community service implementation standard is a minimum criterion on assessment of community service processes and results.

(2) Number and qualification standard of community service organizer shall include:

a. number of professor participants;
b. number of doctors (S3) and magister (S2) participants;
c. number of students involved in community service implementation;
d. number of community service supporting staff.

(3) Standard of community service organizer shall include:

a. Ability to conduct community service;
b. Mastery of community service methodology;
c. Fulfillment of established criteria by the Directorate General of Ministry of Research, Technology, and Higher Education which handle community service activities and provisions established by the Research and Community Service Institute.

Paragraph 7
Community Service Facilities and Infrastructure Standard

Article 74

(1) Community service facilities and infrastructure standard is a minimum criterion of facilities and infrastructure required to support community service process to fulfill community service results.
(2) Supported community service facilities and infrastructure as referred to in section (1) consist of:
    a. number of research/Study center;
    b. number of Laboratory/Studio/Workshop;
    c. number of Incubator/Service center;
    d. number of experimental land/Garden;
    e. Intellectual Property Rights center;
    f. partners' facilities and infrastructure.
(3) Community service institute facilities and infrastructure as referred to in section (1) consist of:
    a. properness of office;
    b. management room;
    c. administration room;
    d. archive room;
    e. meeting room;
    f. seminar room;
    g. training/workshop room.
(4) Facilities and infrastructure as referred to in section (1) shall at least relate to science fields application of the study program.
(5) Adequate facilities and infrastructure as referred to in section (1) shall meet the standard of quality, work safety, health, convenience, and security.

Paragraph 8
Community Service Management Standard

Article 75

(1) Community service management standard is a minimum criterion of plan, implementation, control, monitoring, and evaluation, as well as community service activities report.

(2) Community service management shall be fulfilled by the Research and Community Service Institute.

(3) Community service management standard budget which is generated from the fund of the Ministry of Research, Technology, and Higher Education and the university shall include:

a. internal reviewer recruitment;
b. evaluation proposal desk;
c. proposal discussion evaluation;
d. determination of winner;
e. organizer agreement signing;
f. monitoring and evaluation;
g. seminar of community service results;
h. report of community service results;
i. follow-up on community service results.

(4) Community service management standard generated from cooperation fund shall include:

a. correspondences of cooperation;
b. cooperation agreement signing;
c. setting up of organizer team;
d. activity implementation;
e. activity monitoring;
f. seminar/FGD;
g. reporting and accountabilities;
h. follow-up on community service results.

(5) Community service management standard generated from self-funding shall include:

a. proposed proposal to Community Service Institute;
b. proposal review by Community Service Institute reviewer;
c. authentication and establishment;
d. implementation;

e. monitoring;

f. results dissemination;

g. report and follow up action.

(6) Quality of community service results is the responsibility of the university quality assurance agency.

(7) Improvement of community service results quality shall be conducted through activities of proposal and reward system quality improvement.

Paragraph 9
Community Service Funding and Financing Standard

Article 76

(1) Community service funding and financing standard is a minimum criterion of community service funding and financing sources and mechanism generated from internal and external fund.

(2) Sources of internal fund for community service shall be at least 5% of the university Non-Tax Revenue.

(3) Sources of external fund for community service may be generated from:

a. government through the Ministry of Research, Technology, and Higher Education;

b. government through other ministries;

c. provincial government;

d. regency/city government;

e. foreign agency;

f. business and industry;

g. other funding sources.

Part Five
Student Affairs Standard

Paragraph 1
The Scope of Student Affairs Standard

Article 77

(1) Student Affairs Standard of Indonesia University of Education consists of:

a. Student Achievement and Wellness Promotion Standard;

b. Student Organization Development Standard;

c. Cooperation Standard of Students Affairs and Alumni Relations.

(2) Student Achievement and Wellness Promotion Standard, Student Organization Development Standard, and Cooperation Standard of Students Affairs and Alumni Relations, as referred to in section (1) are an inseparable unit of student affairs activity in the University.

Paragraph 2

Student Achievement and Wellness Promotion Standard

Article 78

(1) Student Achievement and Wellness Promotion Standard consists of:

a. Scholarships/grants;

b. Health Insurance and Benefits;

c. Facilities and infrastructure for student affairs activities;

d. Student Entrepreneurship program;

e. Student Entrepreneurship Development Agency;

f. Student Entrepreneur Activity;

g. Career Center; and

h. Co-curricular and extracurricular achievements.

(2) Student Achievement and Wellness Promotion Standard as referred to in section (1) shall be used as a reference to arrange, organize, evaluate, and reporting the activities.

Article 79

(1) Scholarships and grants are financial aid provided by government, local government, private institution, community, the University, and international institution for active students in the university.

(2) Aspects of quality indicators in scholarships and grants are aspects of management, source, number of recipients, total fund, selection process, and students' accessibility.

Article 80

(1) Health insurance and/or benefits are guaranteed medical and healthcare costs for students.
(2) University shall facilitate health insurance and/or benefits.
(3) Health insurance and/or benefits quality shall include: students' health services management unit and health insurance/benefits scheme for students.

Article 81

(1) Facilities and infrastructure for student affairs activities are infrastructures aimed to facilitate students' activities.
(2) Quality of facilities and infrastructure for student affairs activities as referred to in section (1) shall not only provided but also utilized effectively and efficiently.
(3) Students' activities shall include activities of interest and talent and special skills, logical reasoning, arts, sports, and religion.

Article 82

(1) Student entrepreneurship development program is a structured program facilitated by the University, Faculty/School of Postgraduates/Indonesia University of Education regional campus, Department/Study Program to promote and foster entrepreneurial potency, motivation, soul, and behavior.
(2) Quality of entrepreneurship development program shall include: a structured program of students entrepreneurship development, entrepreneurship general courses, training, internship, business incubation, and product gallery.

Article 83

(1) Student entrepreneurship development agency is an activity unit aimed to facilitate entrepreneur students in the university, faculty/regional campus/school of postgraduates, department, and/or study program level.

(2) The quality of students' entrepreneurship development agency shall include innovative and professional business management.

Article 84

(1) Entrepreneur student is students performing entrepreneurship program.

(2) Entrepreneur student activities shall include service, production, human resources management, and/or ideas generation.

(3) Quality performance of entrepreneur student activities is results obtained by students from entrepreneurship activities according to a scheme provided by the government, university, and/or private sector.

Article 85

(1) The career center is part of the technical implementation unit of guidance and counseling service aimed at facilitating students in planning, overcoming problems in, and making career decisions.

(2) Career center scope consists of services of:

a. employment and continuing studies information;

b. career plan and development; and

c. career consultation.

Article 86

(1) Students' co-curricular and extracurricular achievements are public recognition of their achievements.

(2) Quality of students' co-curricular and extracurricular achievements consists of activity level, organizer, activity quality, achievement rank, and the number of championships and awards aspects.

Paragraph 3
Student Organization Development Standard

Article 87

(1) Student Organization Development Standard consists of:
    a. Student affairs institution;
    b. Student affairs development regulation;
    c. Student organization;
    d. Student affairs cost allocation;
    e. Guidance and counseling;
    f. Nationality development activity;
    g. Students' community service.
(2) Student organization development standard as referred to in section (1) shall be used as a reference to plan, organize, evaluate, and reporting the activities.

Article 88

(1) Student affairs institution is an organ in the University/faculty/regional campus/department/study program responsible for the management and development of students' activities.
(2) Student affairs institution a referred to in section (1) shall include:
    a. Office of Vice Rector of Academic and Student Affairs Department;
    b. Directorate of Student Affairs;
    c. Faculty, Regional Campus, School of Postgraduates;
    d. Department/Study Program.
(3) Student Affairs field has main duties and functions of handling activities of:
    a. logical reasoning and creativity;
    b. interest and talent as well as organization;
    c. students' wellness;
    d. students' entrepreneurship development;
    e. students' achievement development;
    f. community service.

Article 89

(1) Student affairs development regulation is regulation of the Board of Trustees/Academic Senate/Rector.

(2) Regulation of Board of Trustees/Academic Senate/Rector shall include:

a. Rights and obligations of students;
b. Ethic code of students;
c. Student affairs service;
d. Regulation on student organization and activities;
e. Student affairs development;
f. Students' norms enforcement agency/Disciplinary Committee.

Article 90

(1) Student Organization is a student activity unit that is inseparable from the policy of the University, Faculty/Regional Campus/School of Postgraduates/Department/Study Program.

(2) Student Organization is a facility to develop students' logical reasoning, sciences, entrepreneurship, interest and talent, wellness, and community service.

(3) Student organization development shall be governed by the Regulation of Board of Trustees/Academic Senate/Rector.

(4) Regulation of Board of Trustees/Academic Senate/Rector shall include:

a. Rights and Obligations of students;
b. Ethic code of students;
c. Student affairs service;
d. Regulation on student organization and activities;
e. Student affairs development;
f. Students' norms enforcement agency/Disciplinary Committee.

Article 91

(1) Student affairs development budget is budget allocated by the University, Faculty, regional campus, School of Postgraduates, Department, or Study Program.

(2) Student affairs budget is generated from the budget of the University, Faculty, Regional Campus, Department, and Study Program.

Article 92

(1) Guidance and Counseling is a sustainable program conducted by the University counseling unit.

(2) Indicator of students' guidance and counseling shall include the availability of rooms, counseling's Standard Operating Procedure (SOP), and human resources as the counselor.

Article 93

(1) Character and Nationality Development is a structured activity program facilitated by the University, Faculty, regional campus, School of Postgraduates, Department, Study Program.

(2) Character and Nationality Development Activities shall include:

a. students' leadership training;

b. education of state defense/civics/Indonesian archipelagic insight;

c. education of norms and ethics;

d. anti-corruption movement;

e. anti-NAPZA (Narcotics, Psychotropics, and Addictive Substances) movement.

Article 94

(1) Students' community service is an attempt and result of attempt from the University, Faculty, Regional Campus, School of Postgraduates, Department, Study Program to promote students' concern for developing the nation's intellectual life and community empowerment.

(2) Indicator of community service implementation quality shall include an aspect of the program and number of students' participation.

(3) Types and results of community service as referred to in section (1) shall include:

a. problem solving of community's problems by utilizing relevant students' skills;

b. appropriate technology utilization;

c. sciences, technology, and arts development material; or

d. training material as a learning enrichment source.

Paragraph 4

Standard of Students Affairs and Alumni Relations Cooperation

Article 95

(1) Cooperation standard of students affairs and alumni relations consists of:
    a. Career Program;
    b. Program of Cooperation, Empowerment, and Alumni Agency Reinforcement;
    c. National dan International Students Exchange.
(2) The cooperation standard of students affairs and alumni relations as referred to in section (1) shall be used as a reference to plan, organize, evaluate, and reporting the activities.

Article 96

The availability of career workshop structured program as a preparation to enter workforce in the University, Faculty, Regional Campus, School of Postgraduates, Department/Study Program level.

Article 97

The availability of student affairs program in the field of cooperation and empowerment and alumni agency reinforcement in the University, Faculty, regional campus, School of Postgraduates, Department/Study Program level.

Article 98

(1) National dan international students exchange program is an attempt and result of cooperation between each University, Faculty, regional campus, School of Postgraduates, Department/Study Program to promote students' competency.
(2) Indicator of National dan International students exchange quality shall include development, program, and number of students.

Part Six
Information System Standard

Paragraph 1

Scope of Information System Standard

Article 99

(1) Information System Standard consists of:

a. software standard;
b. hardware standard;
c. human resources standard;
d. governance standard;
e. information system planning standard;
f. information system implementation standard;
g. Information Technology and Communication commission standard;
h. information system monitoring and evaluation standard;
i. dissemination device standard (data and information);
j. dissemination methods standard;
k. dissemination medium standard;
l. dissemination user standard;
m. electronic learning standard;
n. website standard;
o. technology, information, and communication services standard; and
p. trouble service standard.

(2) Information System Standard as referred to in section (1) shall be used as a reference to arrange, organize, and evaluate the information system.

Paragraph 2
Software Standard

Article 100

(1) Software Standard used in the Indonesia University of Education shall not violate the Copyright Law.

(2) Software Standard of Operating System consists of:

a. Network operating system (Windows Server, Linux, Unix Server); and/or

b. Client operating system (Windows dan Mac OSX).

(3) Software Application Standard consists of:

a. Web server applications (Apache, IIS, Nginx);

b. Word processing application;

c. Statistics/number processing application;

d. Plagiarism checker application;

e. Computer Aided Design (CAD) application;

f. Multimedia processing application; and/or

g. Presentation application.

(4) Utility Software Standard consists of:

a. Data compression such as Winrar, Winzip, 7zip; and/or

b. Ebook Reader.

(5) Computer Security Software Standard consists of:

a. Microsoft security essential; and/or

b. Antivirus.

(6) Programming Software Standard consists of:

a. ASP (Active Server Pages);

b. PHP (Hypertext Preprocessor); and/or

c. Delphi.

(7) Software Framework and Library Standard consist of:

a. .Net

b. Code Igniter

c. Laravel

d. Yii

(8) Relational Database Management System (RDBMS) Software Standard consists of:

a. Microsoft SQL Server

b. MySql

c. Postgre SQL

Paragraph 3
Hardware Standard

Article 101

(1) Core devices consist of:

a. Internet Switch; TenGigabit Port Switch, Virtual LAN(VLAN), Simple Network Management Protocol (SNMP), 802.1Q VLAN Trunking;

b. Intranet Switch; TenGigabit Port Switch, Virtual LAN(VLAN), Simple Network Management Protocol (SNMP), 802.1Q VLAN Trunking;

c. Firewall (Network Security); Next Generation Firewall, Intrusion Prevention System (IPS), URL Filtering, Virus Filtering, 4x10G Port, 4x1G Port;

d. A router in the Indonesia University of Education's regional campus; Router OS/IOS Firmware, RIP Support, OSPF and Static Routing, Inter VLAN Routing, 7x1G Port, SNMP, Support Graphing;

e. Core Switch Modular Switch, Redundant RPM Module, Low Latency, 24-port 10GBase-T Line Card, 24-port 1000Base-T Line Card, 24-port 1000Base-LX, Non-Blocking, 5 microsecond switching latency full load for 64 byte frames, Switch fabric capacity of up to 1.536 Tbps and up to 952 Mpps L2/L3 packet forwarding capacity, High availability architecture, 802.1Q VLAN Trunking, Inter VLAN Routing;

f. GP Router Support Border Gateway Protocol (BGP), 2 x 10GBase-T interface, 2 x 1000Base-T interface;

g. Server Standard shall include:

- Socket Processor 2, 15K rpm Hard Drive, 3 Year Warranty, Minimal 32GB Memory, 4 x 1G Ethernet, Redundant power supply units, Hot-plug and swappable PSUs, HDDs and fans.
- Environment Server; UPS, AC.
- Server Storage; Server for information system and information system support.

(2) Layer Distribution Devices consist of:

a. Building Switch; Gigabit Port Switch, Virtual LAN (VLAN), Simple Network Management Protocol (SNMP), 802.1Q VLAN Trunking;
b. Ground Router 7x1000 Base-T, 1x10Gbase-SFP+, Protocol routing static, RIP, OSPF, SNMP, Support Graphing;
c. Inter-ground connection using Cat 6, which then shall be updated to an optical fiber.

(3) Layer Access Devices consist of:

a. Room Switch; Gigabit Port Switch, Virtual LAN (VLAN), Simple Network Management Protocol (SNMP), 802.1Q VLAN Trunking;
b. Access Point (AP) Standard 802.11 b/g/n/ac, shall be connected to the Wireless Controller at the Directorate of Information Technology and Communication, BeamFlex+ adaptive antenna, automatic channel finding, non-wireless router. Access Point Security shall be combined with a single sign on, so that only people having account who can utilize the access point at the Indonesia University of Education ;
c. Personal Computer (PC) consists of:
    - Computers for laboratory;
    - Computers for office administration;
    - Internet Access Service Computers;
    - Computers with special specifications (Programmer, Network Administrator, Graphic Designer, Architect, Web Master, Multimedia Workstation).

(4) Hardware Structure consists of:

a. Development of computer network which refers to Computer Network Design of Indonesia University of Education version 2.0;
b. Development of computer network which is based on Internet Connection, IIX (Indonesia Internet Exchange) Connection, Internet Server Farm, Intranet Server Farm, Backbone, connection to regional campus (Wide Area Network) and Local Area Network;
c. Development of Internet network and IIX Connection using a medium of Fiber Optic;
d. Data Center which has a redundant or alternative power supply, a connection of data communication redundancy, environmental controllers (Humidity,

Ventilation, Air Conditioning/HVAC), Fire Suppression, and physical security devices;

c. Data Center of Indonesia University of Education which refers to the Telecommunications Industry Association (TIA)-942 standard;

f. Communication Protocol of Indonesia University of Education's Computer Network using TCP/IP (Transmission Control Protocol/Internet Protocol) version 4/version 6;

g. Internet Network of Indonesia University of Education using a class C IP (Internet Protocol) address with the prefix of 103.23.244.0/24;

h. Private network (Intranet) using class C IP address with the prefix of 192.168.1.0/24 until 192.168.254.0/24;

i. Wireless based IP allocation using class A with the prefix of 10.10.0.0/16;

j. Computer Network Architecture Standard of Indonesia University of Education shall refer to Cisco Three-Layered Hierarchical model which consist of: Core, Distribution and Access;

k. Server with special specifications which provides particular services in the computer network of Indonesia University of Education;

l. The server placed at the Data Center;

m. Server adopting virtualization technology;

n. Outgoing and incoming data traffic through a filter device called Firewall.

(5) Network Device Installation consists of:

a. Cabling;

- Cable: UTP Cat 6.
- Cable: UTP Cat 5e.
- Connector: RJ45.
- LAN Tester: 100/1000 Mbps.

b. Installing UTP cable by following the TIA 568 B/A standard;

c. Labeling all cables;

d. Put a description in every port on the router/switch;

e. Utilizing IP address allocation provided by the Directorate of Information Technology and Communication;

f. SNMP feature in switch or router devices shall be activated using community string provided by the Directorate of Information Technology and Communication;
g. Configuration in router/access point is prohibited to enable NAT feature;
h. Testing the connection using LAN Tester 100/1000 Mbps;
i. Documenting IP Address, connected Computer/PC, device configuration of both hard file and soft file.

Paragraph 4
Human Resources Standard

Article 102

(1) Human Resources Standard for information system consists of:
a. System Analyst;
b. Programmer;
c. Administrator System;
d. User Interface Designer;
e. Application System Tester;
f. Data Operator;
g. Database Designer;
h. Database Administrator
i. Network Administrator;
j. Network Engineer;
k. Website Administrator;
l. Customer Services.

(2) System Analyst shall have competency in:
a. understanding the university's strategic plan;
b. understanding the university's organizational structure and work order;
c. analyzing the requirements of the application system;
d. identifying technical requirements;

e. identifying, planning, and predicting the impacts of information system on the university;
f. mapping requirements of system flows into software requirements specification document;
g. interacting with the users and programmers in the university.
h. contributing to the making of user manual;
i. being responsible for the making of system components.

(3) Programmer shall have competency in:

a. General skills;
   - understanding the university's organizational structure and work order.
   - mastering algorithms in both structured and OOP programming.
   - analyzing, designing, developing, and testing applications.
   - teamwork skills.

b. Specific Skills;
   - mastering programming languages (PHP, ASPx, Java, .NET, C++).
   - mastering CSS.
   - mastering XHTML.
   - mastering Query languages (SQL, MDX, DMX)
   - mastering XML, SOAP, JSON.
   - mastering web services and their implementation.
   - understanding TCP/IP and network.

(4) System Administrator shall have competency in:

a. installing and configuring client operating systems (Windows and Unix/Linux);
b. installing and configuring server operating systems (Windows Server, Linux/Unix Server);
c. installing and configuring web server (Apache, IIS, Nginx);
d. installing and configuring Domain Controller;
e. installing and configuring database server (MySQL, MSSQL, Postgresql);
f. understanding computer networking;
g. updating and upgrading operating system;
h. updating and upgrading software server;
i. doing system backup and recovery;

j. monitoring and troubleshooting server application issues;
k. writing a shell script for system administration.
l. documenting system configuration;
m. system performance tuning.

(5) User Interface Designer shall have competency in:

a. understanding users' characteristics in the university;
b. creating graphic design;
c. mastering design concept of UI and UX in a website;
d. strong sense of design;
d. [sic!]. understanding web standards, responsive & mobile friendly design, typography & color, and web usability standards;
e. knowledgeable in HTML editor software;
f. mastering Adobe CS (Photoshop, Illustrator) and CorelDraw software.

(6) Application System Tester shall have competency in:

a. understanding the university's organizational structure and work order;
b. understanding users' characteristics in the university;
c. understanding required documents of the application system;
d. knowing detail requirements of application through reading the language of business process mapping;
e. mastering techniques of document production of software requirement specifications and use the document in the application tester;
f. operating operation system;
g. identifying basic computer system components;
h. operating PC connected to local computer network and internet;
i. understanding general terms used in application
j. understanding the basics of a database;
k. identifying ethic code aspects and Intellectual Property Rights in the field of Information Technology and Communication.
l. describing information security vigilance;
m. identifying computer infrastructures management procedures and systems.

(7) Data Operator shall have competency in:

a. understanding the university's organizational structure and work order;

b. keeping data confidentiality;
c. operating operation system;
d. identifying basic computer system components;
e. operating PC connected to local computer network and internet;
f. troubleshooting PC problems;
g. operating basic Backup, Restore, Data Recovery utilities;
h. operating printing device such as printer;
i. using hardware and software for scanning documents and pictures;
j. operating word processing application;
k. operating spreadsheet application;
l. understanding the basics of a database;
m. identifying ethic code aspects and Intellectual Property Rights in the field of Information Technology and Communication;
n. describing information security vigilance.

(8) Database Designer shall have competency in:
a. analyzing the needs of data on the current business process;
b. designing database to use;
c. performing great analytical skills;
d. understanding the function of a database;
e. working together with the other members of the development team;
f. having a basic knowledge of Hypertext Markup Language (HTML), ColdFusion Markup Language (CFML), Structured Query Language (SQL), Cascading Style Sheets (CSS), JavaScript, ASP.NET, Photoshop, and XML/JSON;
g. knowledgeable in bug tracking/tracking system issue;
h. administering webserver;
i. having great knowledge of software design and database relations.

(9) Database Administrator shall have competency in:
a. knowledgeable in a database including the tools and utilities;
b. understanding database design;
c. tuning and monitoring database;
d. backup and recovery;

e. security management;
f. communication, teamwork, and negotiation;
g. solving database problem;
h. mastering Query language (SQL, MDX, DMX).

(10) Network Administrator shall have competency in:
a. understanding the boot and run level process;
b. mastering management of user, group, and software;
c. understanding network introduction and configuration;
d. implementing DNS network service configuration;
e. switch, router, web, proxy installation and configuration;
f. understanding VLAN concept;
g. implementing Linux security;
h. understanding cryptography and root jail concept;
i. server security configuration;
j. implementing VPN technology;
k. building firewall in the university;
l. backing up data and analysing traffic.

(11) Network Engineer shall have competency in:
a. understanding the basics of computer and operating system installation;
b. having references of an operating system;
c. knowledgeable in troubleshooting and application;
d. understanding network and cabling concept;
e. planning and developing network;
f. ingenious in managing IP addressing, switch setting and configuration (switching), router (routing), and access point wireless.

(12) Website Administrator shall have competency in:
a. understanding the basics of computer and web troubleshoot;
b. understanding the basics of web programming;
c. understanding the basics of database programming and database application;
d. understanding CMS (Content Management System) and or web development framework (CI, Laravel, Yii, etc);
e. updating engine/framework, theme/template, plugin/module, content, data backup, application and website database periodically;
f. mastering web security, file permission, and types of website threats;

g. using an FTP client;

h. creating illustration images.

(13) Customer Services shall have competency in:

a. knowledgeable in service products;

b. excellent services;

c. teamwork.

Paragraph 5
Governance Standard

Article 103

(1) Information System Governance Standard shall be used as a basis in the making process of the policy standard of the university's information system development.

(2) The information system shall be developed by utilizing a shared database by the users or different systems.

(3) Critical applications are all applications supporting the main activities of the university.

(4) Non critical applications are application which will not paralyze the university's business operational.

(5) Noncritical applications are developed using the web as the interface.

(6) Information system development shall lead to an integrated system development.

(7) Communication and information system development shall be led by considering the interoperability system.

(8) The development of the university's information system application shall consider the security aspect of information that will be managed.

(9) Aspects of security information are confidential, validity, and data loss anticipation (backup & recovery).

(10) The development of the university's information system application shall be able to anticipate the capacity change required.

(11) The development of the university's information system application shall guarantee the services to be available all the time.

(12) The development of the university's information system application shall provide services that can be accessed easily.

(13) The development of the university's information system application shall support briefer work processes.

(14) Performance of the university's information system application development shall be able to provide services within the time range which is acceptable for the users.

(15) Access to the system is only available for authorized users (Authorization).

(16) Access rights of the communication and information system are regulated and determined according to the needs of each user.

(17) The development of the university's information system application shall lead to a shared-use communication infrastructure.

(18) The development of the university's information system application shall consider the possibility to use Internet Protocol (IP) as the communication standard.

Paragraph 6
Information System Planning Standard

Article 104

(1) Information system development and utilization planning shall be made in a framework and shall be used as a guideline of the university's information system application development.

(2) Information system planning scheme as referred to in section (1) shall be arranged by considering the needs and information technology development.

(3) The information system shall be improved every year according to the advanced development of information technology and organization.

Article 105

(1) Information system of the university consists of:

a. Groups of core activity information system application;
b. Groups of supporting activity information system application;
c. Groups of information system application beyond the main control of the Directorate of Information Technology and Communication;

d. Groups of information system applications shall be intended to make development and maintenance schemes easier by using an integrated pattern in one database together.

(2) The main information system is an information system application group and its subsystem which shall be used to support all the following core activities:

a. Academic and Student Affairs Management Information System;
b. Human Resources Management Information System;
c. Financial Management Information System;
d. Facilities and Infrastructure Information System;
e. Research and Community Service Management Information System;
f. University's Planning and Development Management Information System.

(3) Information system application which shall be used to support the supporting activities is all systems beyond the activities mentioned in section (2).

(4) Supporting Information System which shall be used to support the supporting activities consists of:

a. Human Resources Management Information System;
b. Financial Management Information System;
c. Asset and facility management information system.

(5) Central Government and Ministry Information System which is developed beyond the main control of the Directorate of Information Technology and Communication consist of:

a. Library system;
b. Archives and documentation information system;
c. State property system;
d. Research and service system of the Ministry of Research, Technology, and Higher Education;
e. PDDIKTI (Higher Education Database) Feeder.

Paragraph 7
Information System Implementation Standard

Article 106

(1) Development of all critical or Core-Activity-Information-System-related application system shall only be conducted centrally by the university's Directorate of Information Technology and Communication.

(2) Development of all information system shall include:

a. Analysis and design;
b. Application system development;
c. Application system and data maintenance;
d. Development, addition and/or changing of application system features;
e. Domain and hosting determination;
f. Information system installation and configuration;
g. Supporting information system group development;
h. Application system development using a same platform standard especially in the software (programming language, database platform and the use of framework or library);
i. Application system which is developed beyond the main control of the Directorate of Information Technology and Communication is an application system which has a relation with the policy center (Ministry);
j. Database access to Student Academic Information System (SIAK) is limited according to the operator role level in the SIAK's data management.

Paragraph 8
Information Technology and Communication Commission Standard

Article 107

(1) Information Technology and Communication Commission is a commission having a responsibility to coordinate information systems and communication governance in the university.

(2) Further explanation of the Information Technology and Communication Commission shall be regulated in the Rector Decree.

Paragraph 9
Information System Monitoring and Evaluation Standard

Article 108

(1) Information system monitoring and evaluation activity is monitoring of the Directorate of Information Technology and Communication performances.
(2) The activity as referred to in section (1) is conducted by the Internal Audit Unit (SAI) of the university.

Paragraph 10
Dissemination Devices Standard
(Data and Information)

Article 109

(1) Data that is saved in the infrastructure is a data related to the academic society as the university's property.
(2) Data of academic society as referred to in section (1) shall include:
    a. data of institution and work unit activities in the university;
    b. data of students and their academic activities;
    c. data of lectures and their implementation of the Three Pillars of Higher Education and other supporting activities;
    d. data of educational personnel as well as the activities and performances.

Paragraph 11
Dissemination Methods Standard

Article 110

Dissemination methods according to the planning of information system scheme consist of:

a. Data gathering;
b. Data organization and data saving in the database center;
c. Data requirements selection and query execution;
d. Data and information importance and flow synthesizing;

e. Data and information distribution according to a request and or storage in the data and information service portal.

Paragraph 12
Dissemination Medium Standard

Article 111

(1) Dissemination medium standard is designed through a media of:
    a. computer terminal through intranet and internet infrastructure;
    b. mobile device (SMS and mobile application);
    or
    c. telephone (help desk application).
(2) Dissemination media which is confidential or specially required shall use the Information System Service Portals (the university's Executive Information System/SIE and the university's Data and Information Center/Pusdatin).

Paragraph 13
Dissemination User Standard

Article 112

Dissemination user is the university's academic society which is regulated by the access and account rights according to its group (students, educators, and educational personnel) and is only able to access the system based on their roles.

Paragraph 14
Electronic Learning Standard

Article 113

Electronic learning is a learning activity which utilizes electronic media with the following requirements:

a. The official electronic learning in the university is SPOT (Integrated Online Learning System) which is blended learning.
b. SPOT's data transaction is originated from the academic system of the university.

Paragraph 15
Website Standard

Article 114

(1) The website of the university shall have Indonesian and International language versions.
(2) Information shall be posted on the main web of the university, which is www.upi.edu.
(3) The institutional website shall display the logo of the Indonesia University of Education in the website header.
(4) The website shall provide a Rich Site Summary (RSS) feature.
(5) Domain name for Faculty/Regional Campus/Department/Study Program/Institution/Directorate/School of Postgraduates shall use a sub domain name (domainname.upi.edu).
(6) The domain name for the Student Activity Unit shall use the subdomain name (domainname.ukm.upi.edu).
(7) The domain name for seminar or conference activity shall use the subdomain name (domainname.conference.upi.edu).
(8) The domain name for students' blogs shall use the subdomain name (domainname.blog.upi.edu).
(9) The domain name for lecturers' and staffs' blog shall use the subdomain name (domainname.staf.upi.edu).
(10) The domain name for the students association shall use the subdomain name (domainname.rema.upi.edu).
(11) Website content for the academic work unit (Faculty, Regional Campus, School of Postgraduates, Department/Study Program) shall contain relevant and necessary information and features.

Paragraph 16
Technology, Information, and Communication Services Standard

Article 115

(1) Technology, Information, and Communication Services Standard consist of email, video teleconference, blog, Internet Access Account services.
(2) Detail explanations shall be regulated in a technical guidance.

Paragraph 17
Trouble Service Standard

Article 116

(1) Complaints about all Information Technology and Communication Services in the Indonesia University of Education shall be made only through customer service officers of the Directorate of Information Technology and Communication.
(2) All complaints and questions in the complaint service system of the Information Technology and Communication shall be processed according to the order/queue.

Part Seven
Facility and Infrastructure Standards

Paragraph 1
Scope of Facilities
and Infrastructure Standards

Article 117

(1) Facilities and Infrastructure Standards consist of:
    a. Land and Land Location Standard;
    b. Building and Room (Classroom, Office, Laboratory) Standards;
    c. Equipment Standards;
    d. Library Standards;
    e. Places of Worship, Sports, Arts and Recreation Standards;
    f. Operational Standards for the Maintenance of Facilities and Infrastructure;
    g. Botanical Garden Standards.
(2) Facilities and Infrastructure Standards as referred to in section (1) becomes a reference in planning, organizing, and evaluating facilities and infrastructure within the University.

Paragraph 2
Land and Land Location Standard

Article 118

(1) Location of land for educational activities must consider safety, comfort, and environmental health.
(2) Location of land must consider the maximum mileage within the cluster of education unit.
(3) Zone/division of land area for various facilities of educational activities must consider functions and ratios of users.
(4) The area/land where buildings are built must already have certificate/contract of lease.

Paragraph 3
Buildings and Rooms
(Classroom, Office, Laboratory) Standards

Article 119

(1) Construction of office buildings, classrooms, and laboratories must consider strength, safety and comfort.
(2) Width ratio of classrooms, offices and laboratories must at least comply with Ministerial Decree No.234/U/2000 Article 12 on regulations for the establishment of universities.
(3) The minimum building quality must be class A.
(4) The quality of buildings must be earthquake resistant.
(5) Standard of lecture rooms, offices, and laboratories as referred to in paragraph (2), for each level of education, is an integral part of this Rector's Regulation.

Paragraph 4
Equipment Standards

Article 120

(1) Procurement of work/office equipment, lectures and laboratories must consider the needs, safety, and effectiveness of use.
(2) The ratio of the amount of work equipment, lectures and laboratories must be in accordance with. Ministerial Decree no. 234 /u/2000 Article 12 concerning regulations for the establishment of universities.

(3) Each study program has a facility development plan with reference to learning standards.

(4) Each study program sets priorities for facility development in accordance with their educational goals and curriculum.

(5) Standards of equipment as referred to in paragraph (1), constitute an inseparable part of this Rector's Regulation.

Paragraph 5
Standard of Library

Article 121

(1) The location of library for educational activities must consider comfort, quietness and closeness with lecture grounds.

(2) Ratio of the number of text books for each subject must be at least 10% of the number of students participating in the course.

(3) Types, titles and number of books in the library must take into account the proposals made by the Rector and faculty leaders.

Paragraph 6
Standard of Places of Worship, Sports, Art, and Recreation

Article 122

(1) Location of land for places of worship, sports, arts, and recreation must consider safety, comfort, and environmental health.

(2) Distribution of land area for places of worship, sports, play / recreation must consider comfort, beauty and the number of active lecturers, employees, students at the University.

(3) Standards for places of worship, sports, arts, and recreation are inseparable part of this Rector's Regulation.

Paragraph 7
Operational Standards for The Maintenance of Facilities and Infrastructure

Article 123

(1) Routine maintenance of facilities and infrastructure must be carried out at beginning of every semester before the beginning of academic activities.
(2) Routine maintenance of facilities and infrastructure must be guided by the established operational plans and budget.
(3) Scope of maintenance of facilities and infrastructure as referred to in section (1), is an inseparable part of this Rector's Regulation.

Paragraph 8
Botanical Gardens Standards

Article 124

(1) Location of land for the botanical garden must consider safety, comfort, and environmental health.
(2) Distribution of land area for gardening, experiments, and equipment must consider comfort and beauty.
(3) Scope of the botanical garden as referred to in paragraph (1), is an inseparable part of the Rector's Regulation.

Part Eight
Human Resources Standards

Paragraph 1
Scope of Human Resources Standards

Article 125

Human Resources Standards consist of:
a. Lecturer Standard; and
b. Educational Personnel Standard.

Paragraph 2
Lecturers Standards

Article 126

(1) Lecturers are professional educators and scientists with the main tasks of transforming, developing, and disseminating knowledge, technology and / or art through education, research, and community service.

(2) Lecturer status consists of civil servant tenured lecturers, University's tenured lecturers, and non-tenured lecturers.

(3) Tenured lecturers are lecturers who are appointed by the Rector and work full time status as permanent teaching staff of the University.

(4) Non-tenured lecturers are lecturers who work based on employment agreement with the status of non-permanent teaching staff of the University.

Article 127

(1) University tenured lecturers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and meet other qualifications required by the University, in order to realize the national education goals and the university's education quality.

(2) Academic qualifications as referred to in section (1) are:

a. have at least a relevant S-2 (master's) diploma from a study program and university with B accreditation;

b. have a Cummulative Grade Point Average (CGPA) of at least 3.50 (three point five);

c. lecturers graduating from a foreign university must include a certificate of diploma equalization from the Ministry of Research, Technology and Higher Education;

d. have a TOEFL of at least 500 (five hundred) or an IELTS score of at least 6.5 (six point five) with the exception of lecturers graduating from the English Language Study Program who need to have a TOEFL score of at least 550 (five hundred and fifty);

e. have an academic potential test score (TPA) of at least 550;

f. have a publication of at least 1 (one) article published in a scientific journal.

(3) Appointed lecturers should not be older than 40 (forty) years for those with an S-2 (master's) 45 years for those with an S-3 (doctoral) degree.

(4) Non-tenured lecturers to be appointed as tenured lecturers should not be older than 55 years old in accordance with the Rector's regulations.

(5) Every person who has expertise / competence with certain expertise or with extraordinary achievements who are older than those stipulated in sections (3) and (4) can be appointed as a tenured lecturer with the permission of the Rector.

Article 128

(1) The task of tenured lecturers is to carry out the three-pillars of higher education *(Tri darma Perguruan Tinggi)* with a workload of at least 12 credits in each semester in accordance with their academic qualifications.
(2) The workload of lecturers with additional assignments is at least equivalent to 6 (six) credits in each semester.
(3) Three pillars of higher education carried out by lecturers comprise: carrying out education and research at least equivalent to 9 (nine) credits at the University; and carrying out community service and supporting tasks at least equivalent to 3 (three) credits.
(4) A University lecturer who has occupied an academic position for three years must produce scientific work in the form of journals, books, patents, monumental art works, and monumental designs.
(5) Lecturers with Assistant Professor 2 *(Asisten Ahli)* position must produce at least 1 (one) scientific work published in a national journal.
(6) Lecturers with academic positions of the Assitant Professor 1 *(Lektor)* must produce at least 3 (three) scientific works published in a national journal or 1 (one) scientific work published in an accredited national journal.
(7) Lecturers with academic positions as Associate Professor *(Lektor Kepala)* must produce: at least 3 (three) scientific works published in an accredited national journal or at least 1 (one) scientific work published in an international journal; and at least 1 (one) book / patent / monumental art work / monumental design.
(8) Lecturers with Professor academic position within the last 3 (three) years must produce: at least 3 (three) scientific works published in international journals or at least 1 (one) scientific work published in reputable international journals; and at least 1 (one) book / patent / monumental art work / monumental design.
(9) University lecturers are required to have competencies that are stated with educator certificates, and / or professional certificates.

(10) Educator certificate for lecturer is given after fulfilling the following requirements: having teaching experience at the University for at least 2 (two) years; having an academic position of at least an assistant professor 2 *(assisten ahli)*; and passing the certification conducted by universities or colleges that carry out professional education programs at universities determined by the Government.

Article 129

(1) Functional positions of tenured lecturers consist of assitant professor 2 *(asisten ahli)*, assistant professor 1 *(lektor)*, associate professor *(lektor kepala)*, and professors *(guru besar)*.
(2) The requirements for appointment and promotion of functional positions / lecturers must meet the number of cumulative credit points that have been determined in accordance with the stipulations of the laws.
(3) Requirements to occupy the academic position of associate professor must have doctoral or master academic qualifications by having scientific work published in reputable international journals.
(4) Requirements for occupying academic positions of professors must have doctoral academic qualifications.

Article 130

(1) Recruitment of lecturers is administered based on the need for lecturers in every study program relevant to the requirements and qualifications;
(2) Recruitment system and mechanism are regulated further in accordance with applicable laws.

Paragraph 3
Educational Personnel Standards

Article 131

(1) Educational personnel are members of the community appointed to support the delivery of education.
(2) Status of educational personnel consists of permanent educational personnel and non-permanent educational personnel.

(3) Permanent educational personnel are civil servants educational personnel who are appointed by the Rector and work full time at the University.

(4) Non-permanent educational personnel are educational personnel appointed by the University Rector with a certain service period based on an employment agreement.

(5) The tasks of the permanent educational personnel are:

a. Carrying out the main tasks and functions with the effective working hours of 37.5 hours per week;

b. Carrying out additional tasks given by the head of the work unit;

c. Implementing self-competency development on an ongoing basis.

(6) The task of the non-permanent educational personnel is to carry out duties as stipulated in the work agreement.

(7) Educational personnel have the lowest academic qualifications of third diploma program stated with certificate in accordance with the qualifications of the main tasks and functions.

(8) Educational personnel as referred to in section (7) are excluded for administrative staff.

(9) Administrative staff as referred to in section (8) have the lowest academic qualifications of high school or equivalent.

(10) Educational personnel who require special expertise must have a competency certificate in accordance with their area of work and expertise.

Part Nine
Planning and Development Standard

Paragraph 1
Standard of the Scope of Planning and Development

Article 132

(1) Standard of Planning and Development consists of:

a. Long-Term Development Plan (RPJP) Standard;

b. Five-Year Strategic Plan (Renstra) Standard;

c. Operational Plan (Renop) Standard.

(2) Standard of RPJP, Standard of Strategic Plan, and Standard of Operational Plan (Renop) as referred to in section (1) constitute an inseparable unit in the implementation of planning within the University.

(3) Standard of Planning and Development as referred to in section (1) becomes a reference in preparing, organizing, and evaluating the implementation of programs and activities within the University.

Paragraph 2
Standard of Long-term Development Plan (RPJP)

Article 133

(1) The RPJP is written in the form of documents prepared by the university (adhoc) team formed by the leadership of the University through the Rector's Decree.
(2) The university (adhoc) team as referred to in paragraph (1) consists of:
    a. Academic unit representative;
    b. Non-academic unit representatives;
    c. Representatives of MWA elements;
    d. Representatives of university leadership;
    e. The master plan development team;
    f. Secretariat.
(3) The RPJP prepared must refer to the UPI Statute and the target of the National Medium Term Development Plan (RPJMN).
(4) The RPJP period is 25 years.
(5) The RPJP is submitted to MWA by the leadership of the university for approval.
(6) The leadership of the university is required to disseminate the RPJP to all academicians and educational personnel within the University.

Paragraph 3
Five Year Strategic Plan Standard (Renstra)

Article 134

(1) Strategic Plan is outlined in the form of documents compiled by the university (adhoc) team formed by the leadership of the University through the Rector's Decree.
(2) The university (adhoc) team as referred to in section (1) consists of:
    a. Academic unit representative;
    b. Non-academic unit representatives;

c. Representatives of MWA elements;
d. Representatives of university leadership;
e. Secretariat.

(3) The drafted strategic plan must refer to the UPI Statute and the target of the RPJP.
(4) The Strategic Plan period is 5 years.
(5) Strategic Plan is submitted to MWA by the university leadership to obtain endorsement.
(6) The leadership of the university is obliged to carry out socialization of the Strategic Plan to all academicians and education personnel within the University.

Paragraph 4
Operational Plan Standard (Renop)

Article 135

(1) Renop is written in the form of documents compiled by the university (adhoc) team formed by the leadership of the University through the Rector's Decree.
(2) The university (adhoc) team as referred to in paragraph (1) consists of:
a. Representatives of university leadership;
b. Program/activity drafting team;
c. Budget and accounting team;
d. SAI Team;
e. Secretariat.
(3) Operational Renop is stated in the form of an Annual Work Plan and Budget (RKAT).
(4) The RKAT prepared must refer to the UPI Statute and the Five-Year Strategic Plan target.
(5) The RKAT period is 1 year.
(6) The process of preparing the RKAT begins with an Institutional Service Meeting which involves all units in the UPI environment.
(7) RKAT is submitted to MWA by the university leadership for approval.
(8) RKAT is submitted to MWA no later than 60 days before the fiscal year begins.
(9) The leadership of the university is obliged to carry out socialization of the Strategic Plan to all academicians and education staff in the UPI environment.

Part Ten

Reporting Standard

Paragraph 1
Scope of Reporting Standard

Article 136

(1) Reporting Standards consist of:
   a. Semi-Annual Reports standard;
   b. Annual Report standard.
(2) The Standard for Semi-Annual Reports and the Standard for Annual Report as referred to in paragraph (1) constitute an inseparable unit in the implementation of reporting within the University.

Paragraph 2
Semi-Annual Report Standards

Article 137

(1) The work unit's Annual Report is compiled based on a signed Performance Agreement.
(2) The work unit's Annual Report Annual as referred to in paragraph (1) contains information about:
   a. a brief description of the work unit;
   b. performance plans and targets set;
   c. performance measurement; and
   d. performance evaluation and analysis for each indicator and / or program / activity result, and the final conditions that must be achieved.
(3) The information referred to in paragraph (2) is data collected in the midyear period / 6 (six) months for the current year.
(4) A brief description of the work unit as referred to in paragraph (2) letter a is a brief description of the organizational structure, tasks and functions of the work unit.
(5) Performance measurement as referred to in paragraph (2) letter c is carried out by comparing the realization of performance achievements with expected performance targets.

(6) The work unit's Annual Report as referred to in paragraph (1) shall be submitted by the head of the work unit to the university leadership.

(7) The work unit's Semi-Annual Report as referred to in paragraph (6) shall be submitted no later than 1 (one) month after the end of the year / 6 (month) period ends.

(8) The work unit's Semi-Annual Report as referred to in paragraph (6) is evaluated and compiled by a team coordinated by the Vice Rector for Planning, Development and Information Systems.

(9) The team as referred to in paragraph (3) is determined by the Rector.

(10) The results of the evaluation and compilation as referred to in paragraph (8) are used as material for consideration in preparing the Indonesian University of Education Semi-Annual Report by the team.

(11) The Indonesian University of Education Semi-Annual Report as referred to in paragraph (10) shall be submitted by the leadership of the university to the Board of Trustees.

(12) The Indonesian University of Education Semi-Annual Report as referred to in paragraph (10) shall be submitted no later than 2 (two) months after the half-year / 6 (month) period ends.

Paragraph 3
Annual Report Standard

Article 138

(1) The work unit's Annual Report is prepared based on the signed Performance Agreement.

(2) The work unit's Annual Report referred to in section (1) contains information about:
   a. a brief description of the work unit;
   b. performance plans and targets set;
   c. performance measurement; and
   d. performance evaluation and analysis for each indicator and / or program / activity result, and the final conditions that must be achieved.

(3) The information referred to in section (2) is data collected over a period of 1 (one) year.

(4) A brief description of the work unit as referred to in section (2) letter a is a brief description of the organizational structure, tasks and functions of the work unit.

(5) Performance measurement as referred to in section (2) letter c is carried out by comparing the realization of performance achievements with expected performance targets.

(6) The work unit Annual Report as referred to in section (1) shall be submitted by the head of the work unit to the leadership of the university.

(7) Annual reports of work units as referred to in section (6) shall be submitted no later than 1 (one) month after the end of the fiscal year.

(8) The work unit's Annual Report as referred to in section (6) is evaluated and compiled by a team coordinated by the Vice Rector for Planning, Development and Information Systems.

(9) The team as referred to in section (3) is determined by the Rector.

(10) The results of the evaluation and compilation as referred to in section (8) are used as material for consideration in preparing the Annual Report of the Indonesian University of Education by the team.

(11) The Annual Report of the Indonesian University of Education as referred to in paragraph (10) shall be submitted by the leadership of the university to the Minister of Research, Technology and Higher Education, the Board of Trustees, and the Minister of Finance.

(12) The Annual Report of the Indonesian University of Education as referred to in paragraph (10) shall be submitted no later than 2 (two) months after the fiscal year ends.

CHAPTER IV
OTHER PROVISIONS

Article 139

Provisions regarding University Standards for study programs outside of domicile, long-distance education, community academies, and educational programs that require special arrangements are regulated by the Rector's Regulation.

CHAPTER V
TRANSITIONAL PROVISION

Article 140

With the enactment of the Regulation of the Rector of Universitas Pendidikan Indonesia, the requirements of the main supervisor or promoter, must be adjusted to the Provision of Article 31 section (8) of this Rector's Regulation, no later than 3 (three) years.

CHAPTER VI
CLOSING PROVISION

Article 141

The Regulation of the Rector of Universitas Pendidikan Indonesia shall come into force from the date of the stipulation.

Stipulated in Bandung
on .....
RECTOR,

Signature

Prof. Dr. H. R. Asep Kadarohman, M.Si.
NIP 196305091987031002