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COPIES

MINISTER OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION
OF THE REPUBLIC OF INDONESIA

NUMBER 44 OF 2015

CONCERNING THE

NATIONAL STANDARD OF HIGHER EDUCATION

BY THE GRACE OF GOD ALMIGHTY THE

MINISTER OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION
OF THE REPUBLIC OF INDONESIA

Considering: that in order to implement the provisions of Article 52 paragraph (3) and Article 54 paragraph (1) letter a of Law Number 12 of 2012 concerning Higher Education, it is necessary to stipulate a Regulation of the Minister of Research, Technology and Higher Education concerning National Standards for Higher Education;

In view of:

1. Law Number 14 of 2005 concerning 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 concerning 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. Government Regulation Number 4 of 2014 concerning the

Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);

4. Presidential Regulation Number 13 of 2015 concerning the Ministry of Research, Technology and Higher Education (State Gazette of the Republic of Indonesia of 2015 Number 14);

5. Presidential Decree Number 121/P of 2014 concerning the Establishment of Ministries and the Appointment of Ministers of the Working Cabinet for the 2014-2019 Period;

6. Regulation of the Minister of Research, Technology and Higher Education Number 15 of 2015 concerning Organization and Work Procedure of the Ministry of Research, Technology and Higher Education (State Gazette of the Republic of Indonesia of 2015 Number 889);

DECIDED:

Stipulate: REGULATION OF THE MINISTER OF RESEARCH, TECHNOLOGY, AND HIGHER EDUCATION CONCERNING THE NATIONAL STANDARD OF HIGHER EDUCATION.

CHAPTER I
GENERAL PROVISIONS

Article 1

In this Ministerial Regulation what is meant by:

1. National Higher Education Standards are standard units that include National Education Standards, plus National Research, and Standards National Community Service Standards.

2. National Education Standards are minimum criteria regarding learning at the higher education level in universities throughout the jurisdiction of theState Unitaryof the Republic of Indonesia.

3. National Research Standards are minimum criteria regarding the research system at universities that apply in all jurisdictions of the Unitary State of the Republic of Indonesia.
4. The National Standard for Community Service is the minimum criterion regarding the community service system at universities that applies in all jurisdictions of the Unitary State of the Republic of Indonesia.
5. The Indonesian National Qualifications Framework, hereinafter abbreviated as KKNI, is a competency qualification rating framework that can juxtapose, equalize, and integrate the fields of education and the field of job training and work experience in the context of providing recognition of work competencies in accordance with the work structure in various sectors.
6. Curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for the administration of study programs.
7. Higher Education is the level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, professional programs, specialist programs organized by universities based on the culture of the Indonesian nation.
8. Higher Education is an educational unit that organizes higher education.
9. Study Program is a unit of educational and learning activities that has a certain curriculum and learning method in one type of academic education, professional education, and/or vocational education.

10. Learning is a process of student interaction with lecturers and learning resources in a learning environment.
11. Research is an activity carried out according to scientific principles and methods in a systematic way to obtain information, data, and information related to understanding and/or testing a branch of knowledge and technology.
12. Community Service is the activity of the academic community that utilizes science and technology to advance the welfare of the community and educate the nation's life.
13. Semester Credit Units, hereinafter abbreviated as credits, are the amount of time for learning activities that are charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of students' efforts in participating in curricular activities in a study program.
14. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology through education, research, and community service.
15. Educational staff are members of the community who are devoted and appointed to support the implementation of higher education, among others, librarians, administrative staff, laboratory assistants and technicians, as well as information engineering institutions.
16. Minister is the minister who organizes government affairs in the field of higher education.

Article 2

(1) The National Standard for Higher Education consists of: a. National Education Standards;

b. National Research Standards; and

c. National Standard of Community Service. (2) National Education Standards, Research National Standards, and Community Service National Standards as referred to in paragraph (1) constitute an inseparable part in the implementation of the tridharma of higher education.

Article 3

(1) The National Standard for Higher Education aims to: a. ensure the achievement of higher education goals that play a strategic role in educating the nation's life, advancing science and technology by applying humanities values as well as civilizing and empowering the Indonesian nation that is sustainable;

b. ensure that learning in study programs, research, and community service organized by universities in all jurisdictions of the Unitary State of the Republic of Indonesia achieves quality in accordance with the criteria set out in the National Higher Education Standards; and

c. encourage universities in all jurisdictions of the Unitary State of the Republic of Indonesia to achieve quality learning, research, and community service beyond the criteria set out in the National Higher Education Standards in a sustainable manner.

(2) The National Standards for Higher Education are required to: a. fulfilled by every tertiary institution to realize national education goals;

b. be used as the basis for granting a permit for the establishment of a university and a permit for the opening of a study program; c. used as the basis for implementing learning based on the curriculum in the study program;

d. used as the basis for conducting research and community service;

e. serve as the basis for developing and implementing an internal quality assurance system; and

f. used as the basis for determining the criteria for an external quality assurance system through accreditation.

(3) The National Higher Education Standards as referred to in Article 2 paragraph (1) must be evaluated and refined in a planned, directed, and sustainable manner, in accordance with the demands of local, national, and global changes by the agency assigned to formulate and develop the National Higher Education Standards .

CHAPTER II
NATIONAL STANDARDS OF EDUCATION

Part One
Scope of National Education Standards

Article 4

(1) National Education Standards consist of:

a. graduate competence standard;

b. learning content standards;

c. learning process standards;

d. learning assessment standards;

e. standards of lecturers and education staff;

f. standard of learning facilities and infrastructure;

g. learning management standards; and

h. learning financing standards.

(2) The National Education Standards as referred to in paragraph (1) shall serve as a reference in compiling, implementing, and evaluating the curriculum.

Part Two
Graduate Competency Standards

Article 5

(1) Graduate competency standards are minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes.

(2) Graduate competency standards stated in the formulation of graduate learning outcomes as referred to in paragraph (1) are used as the main reference for developing learning content standards, learning process standards, learning assessment standards, lecturers and education staff standards, learning facilities and infrastructure standards, standards learning management, and learning financing standards.

(3) The formulation of graduate learning outcomes as referred to in paragraph (1) must:

a. refers to the description of the learning outcomes of KKNI graduates; and

b. have the same level of qualification with the IQF.

Article 6

(1) The attitude as referred to in Article 5 paragraph (1) is correct and cultured behavior as a result of internalizing and actualizing values and norms that are reflected in spiritual and social life through the learning process, student work experience, research and/or service to the community. learning-related communities.

(2) Knowledge as referred to in Article 5 paragraph (1) is the systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning in the learning process, student work experience, research and/or service. to the community related to learning.

(3) The skills as referred to in Article 5 paragraph (1) are the ability to perform work using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research and/or community service. related to learning, including:

a. general skills as general work abilities that must be possessed by every graduate in order to ensure the equality of graduates' abilities according to the program level and type of higher education; and

b. special skills as special work abilities that must be possessed by every graduate in accordance with the scientific field of the study program.

(4) Student work experience as referred to in paragraph (2) and paragraph (3) is in the form of experience in activities in certain fields for a certain period of time, in the form of job training, practical work, field work practices or other similar forms of activity.

Article 7

(1) The formulation of general attitudes and skills as part of the learning outcomes of graduates as referred to in Article 6 paragraph (1) and paragraph (3) letter a, for each level of program and type of higher education, is listed in the Appendix which is the part that does not inseparable from this Ministerial Regulation.

(2) The formulation of general attitudes and skills as referred to in paragraph (1) may be supplemented by higher education institutions.

(3) The formulation of special knowledge and skills as part of graduate learning outcomes as referred to in Article 6 paragraph (1) and paragraph (3) letter b, must be prepared by:

a. forum of similar study program or other equivalent name; or

b. the manager of the study program in the event that it does not have a similar study program forum.

(4) The formulation as referred to in paragraph (2) and paragraph (3) which is a unified formulation of graduate learning outcomes is proposed to the Director General of Learning and Student Affairs to be determined as graduate learning outcomes.

(5) The formulation of graduate learning outcomes as referred to in paragraph (4) is reviewed and determined by the Minister as a reference for similar study programs.

(6) Provisions regarding the preparation, proposal, assessment, determination of the formulation of graduate learning outcomes as referred to in paragraph (5) shall be regulated by a Ministerial Regulation.

Part Three
Standards of Learning Content

Article 8

(1) Standards of learning content are the minimum criteria for the level of depth and breadth of learning materials.

(2) The depth and breadth of the learning materials as referred to in paragraph (1) refers to the learning outcomes of graduates.

(3) The depth and breadth of learning materials in professional, specialist, master, applied master, doctoral, and applied doctoral programs, must utilize research results and community service results.

Article 9

(1) The level of depth and breadth of learning materials as referred to in Article 8 paragraph (1) for each educational program, is formulated with reference to the description of the learning outcomes of graduates from the KKNI.

(2) The level of depth and breadth of the learning material as referred to in paragraph (1) is as follows: a. diploma program graduates master at least general concepts, knowledge, and complete operational skills;

b. diploma program graduates master at least the basic principles of knowledge and skills in certain areas of expertise;

c. graduates of the third diploma program at least master the theoretical concepts of certain areas of knowledge and skills in general;

d. graduates of four-diploma and undergraduate programs have at least mastered the theoretical concepts of certain areas of knowledge and skills in general and the theoretical concepts of special sections in these areas of knowledge and skills in depth;

e. graduates of professional programs at least master the theory of application of certain fields of knowledge and skills;

f. graduates of master's programs, applied masters, and specialists have at least mastered the theory and application theory of certain fields of knowledge; and

g. graduates of doctoral, applied doctoral, and subspecialist programs at least master the scientific philosophy of certain fields of knowledge and skills.

(3) The level of depth and breadth of the learning material as referred to in paragraph (2) is cumulative and/or integrative.

(4) The level of depth and breadth of the learning material as referred to in paragraph (2) is set forth in the study material which is structured in the form of courses.

Part Four
Learning Process Standards

Article 10

(1) Learning process standards are minimum criteria regarding the implementation of learning in study programs to obtain graduate learning outcomes.

(2) The standard process as referred to in paragraph (1) includes:

a. the characteristics of the learning process;

b. learning process planning;

c. implementation of the learning process; and

d. student learning load.

Article 11

(1) The characteristics of the learning process as referred to in Article 10 paragraph (2) letter a consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics.

(2) Interactive as referred to in paragraph (1) states that the learning outcomes of graduates are achieved by prioritizing the two-way interaction process between students and lecturers.

(3) Holistic as referred to in paragraph (1) states that the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.

(4) The integrative as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through an integrated learning process to meet the overall learning outcomes of graduates in a unified program through an interdisciplinary and multidisciplinary approach.

(5) The scientific as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that prioritizes a scientific approach so as to create an academic environment based on a system of values, norms, and scientific principles and upholds religious and national values.

(6) Contextual as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that is adapted to the demands of the ability to solve problems in the realm of their expertise.

(7) Thematics as referred to in paragraph (1) state that the learning outcomes of graduates are achieved through a learning process that is adapted to the scientific characteristics of the study program and is linked to real problems through a transdisciplinary approach.

(8) The effectiveness as referred to in paragraph (1) states that the learning outcomes of graduates are achieved effectively by prioritizing the internalization of the material properly and correctly in an optimum period of time.

(9) Collaborative as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a joint learning process that involves interaction between individual learners to produce the capitalization of attitudes, knowledge, and skills.

(10) Student-centered as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge.

Article 12

(1) The planning of the learning process as referred to in Article 10 paragraph (2) letter b is prepared for each subject and presented in the semester learning plan (RPS) or other terms.

(2) The semester learning plan (RPS) or other terms as referred to in paragraph (1) are determined and developed by the lecturers independently or together in a group of expertise in a field of science and/or technology in the study program.

(3) The semester learning plan (RPS) or other terms shall at least contain:

a. the name of the study program, the name and code of the course, semester, credits, the name of the supporting lecturer;

b. the learning outcomes of graduates charged to the courses;

c. the final capabilities planned at each stage of learning to meet the learning outcomes of graduates;

d. study materials related to the capabilities to be achieved;

e. learning methods;

f. the time provided to achieve the ability at each stage of learning;

g. student learning experience embodied in the description of tasks that must be done by students for one semester;

h. criteria, indicators, and assessment weights; and

i. list of references used.

(4) The semester learning plan (RPS) or other terms must be reviewed and adjusted periodically to the development of science and technology.

Article 13

(1) The implementation of the learning process as referred to in Article 10 paragraph (2) letter c takes place in the form of interaction between lecturers, students, and learning resources in a certain learning environment.

(2) The learning process in each subject is carried out according to the Semester Learning Plan (RPS) or other terms with the characteristics as referred to in Article 11.

(3) The learning process related to student research must refer to the National Research Standards.

(4) The learning process related to community service by students must refer to the National Standard for Community Service.

Article 14

(1) The learning process through curricular activities must be carried out in a systematic and structured manner through various courses and with a measurable learning load.

(2) The learning process through curricular activities is required to use effective learning methods in accordance with the characteristics of the courses to achieve certain abilities specified in the courses in the series of fulfillment of graduate learning outcomes.

(3) The learning methods as stated in paragraph (2) that can be chosen for the implementation of course learning include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes.

(4) Each course may use one or a combination of several learning methods as referred to in paragraph (3) and accommodated in a form of learning.

(5) The form of learning as referred to in paragraph (4) can be in the form of:

a. studying;

b. responses and tutorials;

c. seminar; and

d. practicum, studio practice, workshop practice, or field practice.

(6) Forms of learning other than those referred to in paragraph (5), for four diploma education programs, undergraduate programs, professional programs, master programs, applied master programs, specialist programs, doctoral programs, and applied doctoral programs, must be added in the form of learning in the form of research, design, or development.

(7) The form of learning in the form of research, design, or development as referred to in paragraph (6) is a student activity under the guidance of a lecturer in the context of developing attitudes, knowledge, skills, authentic experiences, as well as improving the welfare of the community and the competitiveness of the nation.

(8) Other forms of learning other than those referred to in paragraph (5), for the fourth diploma education program, undergraduate program, professional program, and specialist program must be added to the form of learning in the form of community service.

(9) The form of learning in the form of community service as referred to in paragraph (8) is a student activity under the guidance of a lecturer in the context of utilizing science and technology to advance the welfare of the community and educate the nation's life.

Article 15

(1) The student learning load as referred to in Article 10 paragraph (2) letter d, is stated in the number of credits.

(2) Semester is a unit of time for an effective learning process for at least 16 (sixteen) weeks, including mid-semester exams and end-semester exams.

(3) One academic year consists of 2 (two) semesters and universities may hold intermediate semesters.

(4) The intermediate semester as referred to in paragraph (3) is held:

a. for at least 8 (eight) weeks;

b. student learning load is a maximum of 9 (nine)credits;

c. according to the student's learning load to meet predetermined learning outcomes.

(5) If the intermediate semester is held in the form of lectures, face-to-face at least 16 (sixteen) times, including the intermediate mid-semester examination and the intermediate end-semester examination.

Article 16

(1) The period and burden of learning the implementation of educational programs:

a. a maximum of 2 (two) academic years for the first diploma program, with a student learning load of at least 36 (thirty six) credits;

b. a maximum of 3 (three) academic years for the second diploma program, with a student learning load of at least 72 (seventy-two) credits;

c. a maximum of 5 (five) academic years for the third diploma program, with a student learning load of at least 108 (one hundred and eight) credits;

d. a maximum of 7 (seven) academic years for undergraduate programs, four diploma programs/applied bachelors, with a student learning load of at least 144 (one hundred and forty-four) credits;

e. a maximum of 3 (three) academic years for professional programs after completing the undergraduate program, or four diploma/applied undergraduate programs, with a student learning load of at least 24 (twenty four) credits;

f. a maximum of 4 (four) academic years for a master's program, applied master's program, or specialist program, after completing a bachelor's program, or four diploma/applied bachelor's degree, with a student learning load of at least 36 (thirty six) credits; or

g. a maximum of 7 (seven) academic years for a doctoral program, applied doctoral program, or sub-specialist program, after completing the master's program, applied master's program, or specialist program, with a student learning load of at least 42 (forty two) credits.

(2) The professional program as referred to in paragraph (1) letter e is organized as a follow-up program that is separate or inseparable from the undergraduate program, or four diploma/applied undergraduate programs.

(3) Tertiary Education Institutions may determine the period of implementation of educational programs is less than the maximum limit as referred to in paragraph (1).

Article 17

(1) 1 (one) credit in the learning process in the form of lectures, responses, or tutorials, consisting of:

a. face-to-face activities 50 (fifty) minutes per week per semester;

b. structured assignment activities 60 (sixty) minutes per week per semester; and

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

(2) 1 (one) credit in the learning process in the form of seminars or other similar forms, consisting of:

a. face-to-face activities 100 (one hundred) minutes per week per semester; and

b. independent activities 70 (seventy) minutes per week per semester.

(3) Calculation of the learning load in the block system, module, or other form is determined according to the needs in meeting learning outcomes.

(4) 1 (one) credit in the learning process in the form of practicum, studio practice, workshop practice, field practice, research, community service, and/or other similar learning processes, 170 (one hundred and seventy) minutes per week per semester.

Article 18

(1) The study load of students of diploma program two, diploma program three, diploma program four/applied undergraduate, and undergraduate programs with high academic achievement, after 2 (two) semesters in the first academic year can take a maximum of 24 (twenty four)) credits per semester in the following semester.

(2) Students of a master program, an applied master program, or an equivalent program with high academic achievements can continue to a doctoral program or an applied doctoral program, after at least 2 (two) semesters of attending a master program or an applied master program, without having to graduate first. of the master's program or the applied master's program.

(3) Students of the applied master's program or master's program who continue to the doctoral program or applied doctoral program as referred to in paragraph (2) must complete the master's program or applied master's program before completing the doctoral program.

(4) Students with high academic achievement as referred to in paragraph (1) are students who have a semester achievement index (IPS) greater than 3.00 (three point zero zero) and meet academic ethics.

(5) Students with high academic achievement as referred to in paragraph (2) are students who have a semester achievement index (IPS) greater than 3.50 (three point five zero) and meet academic ethics.

Part Five
Learning Assessment Standards

Article 19

(1) Learning assessment standards are minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes.

(2) Assessment of student learning processes and outcomes as referred to in paragraph (1) includes: a. valuation principle;

b. assessment techniques and instruments;

c. assessment mechanisms and procedures;

d. implementation of the assessment;

e. assessment reporting; and

f. student graduation.

Article 20

(1) The principles of assessment as referred to in Article 19 paragraph (2) letter a include educative, authentic, objective, accountable, and transparent principles which are carried out in an integrated manner.

(2) The educational principle as referred to in paragraph (1) is an assessment that motivates students to be able to:

a. improve planning and learning methods; and

b. achieve graduate learning outcomes.

(3) The authentic principle as referred to in paragraph (1) is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process.

(4) The objective principle as referred to in paragraph (1) is an assessment that is based on a standard agreed between lecturers and students and is free from the influence of the subjectivity of the assessor and the one being assessed.

(5) The principle of accountability as referred to in paragraph (1) is an assessment carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.

(6) The transparent principle as referred to in paragraph (1) is an assessment whose procedures and results of the assessment can be accessed by all stakeholders.

Article 21

(1) The assessment technique as referred to in Article 19 paragraph (2) letter b consists of observation, participation, performance, written test, oral test, and questionnaire.

(2) The assessment instrument as referred to in Article 19 paragraph (2) letter b consists of a process assessment in the form of a rubric and/or an assessment of the results in the form of a portfolio or design work.

(3) Attitude assessment can use observation assessment techniques.

(4) Assessment of mastery of knowledge, general skills, and special skills is carried out by selecting one or a combination of various assessment techniques and instruments as referred to in paragraph (1) and paragraph (2).

(5) The final result of the assessment is an integration between various assessment techniques and instruments used.

Article 22

(1) The assessment mechanism as referred to in Article 19 paragraph (2) letter c, consists of:

a. compiling, conveying, agreeing on stages, techniques, instruments, criteria, indicators, and assessment weights between assessors and those assessed in accordance with the lesson plan;

b. carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and assessment weights that contain the assessment principles as referred to in Article 20;

c. provide feedback and opportunities to question students' assessment results; and

d. documenting the assessment process and student learning outcomes in an accountable and transparent manner. (2) The assessment procedure as referred to in Article 19 paragraph (2) letter c includes the planning stage, activities for assigning tasks or questions, observing performance, returning the results of observations, and giving final grades.

(3) The evaluation procedure at the planning stage as referred to in paragraph (2) can be carried out through a gradual assessment and/or re-assessment.

Article 23

(1) The implementation of the assessment as referred to in Article 19 paragraph (2) letter d is carried out in accordance with the learning plan.

(2) The implementation of the assessment as referred to in paragraph (1) may be carried out by:

a. supporting lecturer or team of supporting lecturers;

b. teaching lecturer or teaching lecturer team by involving students; and/or

c. supporting lecturers or a team of supporting lecturers by involving relevant stakeholders.

(3) The implementation of the assessment as referred to in paragraph (1) for sub-specialist programs, doctoral programs, and applied doctoral programs must include an external assessment team from different universities.

Article 24

(1) The assessment report as referred to in Article 19 paragraph (2) letter e is in the form of a student's success qualification in taking a course which is stated in the range of:

a. the letter A is equivalent to the number 4 (four) in the very good category;

b. letter B is equivalent to number 3 (three) in good category; c. the letter C is equivalent to the number 2 (two) in the sufficient category;

d. the letter D is equivalent to the number 1 (one) in the less category; or

e. the letter E is equivalent to the number 0 (zero) in the very poor category.

(2) Higher education institutions may use intermediate letters and intermediate numbers for grades in the range of 0 (zero) to 4 (four).

(3) The results of the assessment are announced to students after one stage of learning in accordance with the lesson plan.

(4) The results of the assessment of graduate learning achievement in each semester are expressed by the semester achievement index (IPS).

(5) The results of the assessment of graduate learning outcomes at the end of the study program are expressed by the cumulative achievement index (GPA).

(6) The semester achievement index (IPS) as referred to in paragraph (4) is stated in a quantity calculated by adding up the multiplication between the letter grades of each course taken and the credits of the respective courses divided by the number of credits of courses taken in one semester.

(7) The cumulative achievement index (GPA) as referred to in paragraph (5) is stated in a quantity calculated by adding up the multiplication between the letter grades of each course taken and the credits of the respective courses divided by the number of credits of the courses taken that have been taken.

Article 25

(1) Students of diploma programs and undergraduate programs are declared to have passed if they have taken all of the stipulated study loads and have graduate learning outcomes targeted by the study program with a cumulative achievement index (GPA) greater than or equal to 2.00 (two point zero zero).

(2) Graduating students from diploma programs and undergraduate programs can be given the predicate of satisfactory, very satisfactory, or praise with the following criteria:

a. a student is declared to have passed with apredicate satisfactoryif he reaches a cumulative achievement index (GPA) of 2.76 (two point seven six) to 3.00 (three point zero zero);

b. a student is declared to have graduated with a very satisfactory predicate if he reaches a cumulative achievement index (GPA) of 3.01 (three point zero one) to 3.50 (three point five zero); or

c. Students are declared graduated with honors if they achieve a cumulative achievement index (GPA) of more than 3.50 (three point zero).

(3) Students of professional programs, specialist programs, master programs, applied master programs, doctoral programs, and applied doctoral programs are declared to have passed if they have taken all of the stipulated study load and have graduate learning outcomes targeted by the study program with a cumulative achievement index (GPA).) is greater than or equal to 3.00 (three point zero zero).

(4) Graduating students from professional programs, specialist programs, master programs, applied master programs, doctoral programs, applied doctoral programs, can be given satisfactory, very satisfactory, and honors honors with the following criteria:

a. a student is declared to have passed with a satisfactory predicate if he reaches a cumulative achievement index (GPA) of 3.00 (three point zero zero) to 3.50 (three point five zero);

b. a student is declared to have graduated with a very satisfactory predicate if he reaches a cumulative achievement index (GPA) of 3.51 (three point five one) to 3.75 (three point seven five); or

c. Students are declared graduated with honors if they achieve a cumulative achievement index (GPA) of more than 3.75 (three point seven five).

(5) Students who are declared to have passed are entitled to:

a. diploma, for graduates of diploma programs, bachelor programs, master programs, applied master programs, doctoral programs, and applied doctoral programs;

b. professional certificates, for graduates of professional programs;

c. certificate of competence, for graduates of educational programs in accordance with expertise in their branch of knowledge and/or having achievements outside their study program;

d. title; and

e. certificate accompanying diploma, unless otherwise stipulated by the laws and regulations.

(6) The professional certificate as referred to in paragraph (5) letter b is issued by the university together with the Ministry, other Ministries, Non-Ministerial Government Institutions, and/or professional organizations.

(7) The competency certificate as referred to in paragraph (5) letter c is issued by a tertiary institution in cooperation with professional organizations, training institutions, or accredited certification bodies.

Part Six

Standards for Lecturers and Education Personnel

Article 26

Standards for lecturers and education staff are the minimum criteria regarding the qualifications and competencies of lecturers and education personnel to provide education in the context of fulfilling graduate learning outcomes.

Article 27

(1) Lecturers are required to have academic qualifications and educator competencies, physically and mentally healthy, and have the ability to provide education in the context of fulfilling graduate learning outcomes as stated in Article 5.

(2) Academic qualifications as referred to in paragraph (1) is the lowest level of education that must be met by a lecturer and proven by a diploma.

(3) The competence of educators as referred to in paragraph (1) shall be stated with an educator certificate and/or professional certificate.

(4) Lecturers of the first diploma program and the second diploma program must have academic qualifications of at least a master's degree or an applied master's degree relevant to the study program.

(5) Lecturers of the first diploma program and the second diploma program as referred to in paragraph (4) may use instructors with the minimum academic qualifications of diploma three graduates who have relevant experience with the study program and are at least equivalent to level 6 (six) KKNI.

(6) Lecturers of the third diploma program and the fourth diploma program must have academic qualifications of at least a master's degree or an applied master's degree relevant to the study program.

(7) Lecturers of the third diploma program and the fourth diploma program as referred to in paragraph (6) may use professional certified lecturers relevant to the study program and have the lowest qualification equivalent to level 8 (eight) KKNI.

(8) Lecturers of undergraduate programs must have academic qualifications of at least a master's degree or an applied master's degree relevant to the study program.

(9) Lecturers of the undergraduate program as referred to in paragraph (8) may use certified lecturers who are relevant to the study program and have the lowest qualification equivalent to level 8 (eight) KKNI.

(10) Lecturers of professional programs must have academic qualifications of at least a master's degree or an applied master's degree relevant to the study program and have at least 2 (two) years of work experience.

(11) Lecturers of professional programs as referred to in paragraph (10) may use certified professional lecturers relevant to the study program and have at least 2 (two) years of work experience and have the lowest qualification equivalent to level 8 (eight) KKNI.

(12) Lecturers of the master's program and applied master's program must have academic qualifications of graduate doctoral or applied doctoral degrees that are relevant to the study program.

(13) Lecturers of the master program and applied master's program as referred to in paragraph (12) may use professional certified lecturers relevant to the study program and have qualifications equivalent to level 9 (nine) KKNI.

(14) Lecturers of specialist and sub-specialist programs must be qualified as sub-specialist graduates, doctoral graduates or applied doctoral graduates relevant to the study program and have at least 2 (two) years of work experience.

(15) Lecturers of doctoral programs and applied doctoral programs: a. must have academic qualifications of doctoral or applied doctoral graduates relevant to the study program, and can use professional certified lecturers relevant to the study program and have qualifications equivalent to level 9 (nine) KKNI; and

b. in terms of being the main supervisor, within the last 5 (five) years have produced at least:
   1. 1 (one) scientific paper in an accredited national journal or a reputable international journal; or
   2. 1 (one) other form recognized by the expert group determined by the higher education senate.

(16) Equalization of level 6 (six) KKNI as referred to in paragraph (5), level 8 (eight) KKNI as referred to in paragraph (7), paragraph (9), and paragraph (11), and level 9 (nine) KKNI as referred to in paragraph (13) and paragraph (15) is carried out by the Director General of Learning and Student Affairs through a past learning recognition mechanism.

Article 28

(1) The calculation of the workload of lecturers is based on, among other things:
   a. the main activities of lecturers clude:
      1. planning, implementing, and controlling the learning process;
      2. implementation of evaluation of learning outcomes;
      3. mentoring and training;
      4. research; and
      5. community service;
   b. activities in the form of carrying out additional tasks; and
   c. supporting activities.

(2) The workload on the main activities of the lecturer as stated in paragraph (1) letter a is adjusted to the amount of the additional task load, for lecturers who get additional assignments.

(3) The workload of the lecturer as the main supervisor in structured research in the context of preparing a thesis/final project, thesis, dissertation, or design work/art/other equivalent form is a maximum of 10 (ten) students.

(4) Lecturer's workload refers to the ratio of lecturers and students.

(5) The ratio of lecturers and students as referred to in paragraph (4) is regulated in a Ministerial Regulation.

Article 29

(1) Lecturers consist of permanent and non-permanent lecturers.

(2) The permanent lecturer as referred to in paragraph (1) is a lecturer with the status of a permanent educator at 1 (one) tertiary institution and is not a permanent employee in another work unit or education unit.

(3) The number of permanent lecturers in tertiary institutions is at least 60% (sixty percent) of the total number of lecturers.

(4) The number of permanent lecturers assigned on a full-time basis to carry out the learning process in each study program is at least 6 (six) people.

(5) Permanent lecturers for doctoral programs or applied doctoral programs have at least 2 (two) professors. (6) Permanent lecturers as referred to in paragraph (4) are required to have expertise in the field of science in accordance with the disciplines of the study program.

Article 30

(1) Educational personnel have the minimum academic qualifications of diploma program graduates 3 (three) which are declared with diplomas in accordance with the qualifications of their main duties and functions.

(2) Educational staff as referred to in paragraph (1) shall be exempted from administrative staff.

(3) The administrative staff as referred to in paragraph (2) has a minimum academic qualification of SMA or its equivalent.

(4) Educational personnel who require special expertise are required to have a certificate of competence in accordance with their field of duty and expertise.

Part Seven

Standards for Learning Facilities and Infrastructure

Article 31

Standards for learning facilities and infrastructure are the minimum criteria for facilities and infrastructure in accordance with the needs of the content and learning process in order to fulfill graduate learning outcomes.

Article 32

(1) The standard of learning facilities as referred to in Article 31 shall at least consist of:

a. furniture;

b. educational equipment;

c. educational media;

d. books, electronic books, and repositories;

e. information and communication technology facilities; f. experimental instrumentation;

g. sports facilities;

h. art facilities;

i. public facilities;

j. consumables; and

k. maintenance, safety and security facilities.

(2) The number, type, and specifications of the facilities as referred to in paragraph (1) shall be determined based on the ratio of the use of the facilities in accordance with the characteristics of the methods and forms of learning, and must ensure the implementation of the learning process and academic administration services.

Article 33

(1) The standard of learning infrastructure as referred to in Article 31 shall at least consist of: a. land;

b. classroom;

c. library;

d. laboratory/studio/workshop/production unit; e. place to exercise;

f. space for art;
g. student activity unit room;
h. college leadership room;

i. lecturer room;

j. administration room; and

k. public facilities.

(2) Public facilities as referred to in paragraph (1) letter k include:

a. Street;

b. water;

c. electricity;

d. voice communication network; and

e. data.

Article 34

(1) The land as referred to in Article 33 paragraph (1) letter a must be in an environment that is ecologically comfortable and healthy to support the learning process.

(2) The land at the time the tertiary institution is established must be owned by the university administrator.

Article 35

Guidelines regarding the criteria for learning infrastructure as referred to in Article 33 paragraph (1) letters a to k are stipulated by the Director General of Learning and Student Affairs.

Article 36

(1) Higher education buildings must have a minimum quality standard of class A or equivalent.

(2) Higher education buildings must meet the requirements for safety, health, comfort, and security, and be equipped with electrical installations with adequate power and installations, both domestic waste and special waste, if necessary.

(3) The quality standards of higher education buildings as referred to in paragraph (1) and paragraph (2) are based on a ministerial regulation that handles government affairs in the field of public works.

Article 37

(1) Higher education institutions must provide facilities and infrastructure that can be accessed by students with special needs.

(2) The facilities and infrastructure as referred to in paragraph (1) consist of:

a. labeling in *Braille* and information in sound form;

b. ramp*(ramp)*for wheelchair users; c. guiding path (guiding*block*) on the road or corridor in the campus environment;

d. a map/plan of the campus or building in the form of an embossed map/plan; and

e. toilet or bathroom for wheelchair users.

(3) Guidelines regarding facilities and infrastructure for students with special needs as referred to in paragraph (2) shall be stipulated by the Director General of Learning and Student Affairs.

Part Eight
Learning Management Standards

Article 38

(1) Learning management standards are minimum criteria regarding planning, implementation, control, monitoring and evaluation, as well as reporting of learning activities at the study program level.

(2) The standard of learning management as referred to in paragraph (1) must refer to the competency standard of graduates, the standard of learning content, the standard of the learning process, the standard of lecturers and education personnel, as well as the standard of learning facilities and infrastructure.

Article 39

(1) Implementation of management standards is carried out by the Management Unit of study programs and universities.

(2) The study program Management Unit as referred to in paragraph (1) must:

a. carry out the preparation of curriculum and lesson plans in each subject;

b. organize learning programs according to content standards, process standards, assessment standards that have been set in order to achieve graduate learning outcomes;

c. carry out systemic activities that create an academic atmosphere and a good quality culture;

d. conduct periodic monitoring and evaluation activities in order to maintain and improve the quality of the learning process; and

e. report the results of the learning program periodically as a source of data and information in making decisions to improve and develop the quality of learning.

(3) Higher education institutions in implementing the management standards as referred to in paragraph (1) are obliged to:

a. formulate policies, strategic plans, and operations related to learning that can be accessed by the academic community and stakeholders, and can be used as guidelines for study programs in implementing learning programs;

b. organize learning in accordance with the type and educational program that is in line with the learning outcomes of graduates;

c. maintain and improve the quality of study program management in implementing sustainable learning programs with targets in accordance with the university's vision and mission;

d. carry out monitoring and evaluation of study program activities in carrying out learning activities;

e. have guidelines for planning, implementation, evaluation, supervision, quality assurance, and development of learning activities and lecturers; and

f. submit a report on the performance of the study program in organizing learning programs at least through the higher education database.

Part Nine
Learning Financing Standards

Article 40

(1) Learning financing standards are minimum criteria regarding the components and amounts of investment costs and operational costs that are prepared in the context of fulfilling the learning outcomes of graduates as stated in Article 5.as referred to in Article 40

(2) Higher education investment costsreferred to in paragraph (1) is part of the cost of higher education for the procurement of facilities and infrastructure, development of lecturers, and education personnel in higher education.

(3) The higher education operational costs as referred to in paragraph (1) are part of the higher education costs needed to carry out educational activities which include lecturer fees, educational staff costs, learning operational costs, and indirect operational costs.

(4) The operational costs of higher education as referred to in paragraph (1) are determined per student per year which is referred to as the standard unit of higher education operational costs.

(5) The standard unit for higher education operational costs for state universities is determined periodically by the Minister taking into account:

a. type of study program;

b. level of accreditation of higher education institutions and study programs; and

c. regional cost index;

(6) The standard unit for higher education operational costs as referred to in paragraph (4) becomes the basis for each tertiary institution to prepare an annual college income and expenditure budget plan (RAPB) and determine the costs borne by students.

Article 41

Higher education institutions are obliged to:

a. have a cost recording system and carry out cost recording in accordance with the provisions of the legislation up to the study program unit;

b. perform an analysis of the operational costs of higher education as part of the preparation of the work plan and annual budget of the university concerned; and

c. evaluate the level of achievement of the unit cost of higher education standards at the end of each fiscal year.

Article 42

(1) The organizing body for private tertiary institutions or higher education institutions is obliged to seek funding for higher education from various sources other than the tuition fees obtained from students.

(2) Other financing components apart from education costs, among others:

a. grant;

b. professional and/or expertise services;

c. sustainable funds from alumni and philanthropists; and/or

d. cooperation between government and private institutions. (3) Tertiary Education Institutions are required to develop policies, mechanisms, and procedures to raise other sources of funds in an accountable and transparent manner in order to improve the quality of education.

CHAPTER III
NATIONAL STANDARD RESEARCH

Part One
Scope of National Research Standard

Article 43

The scope of National Research Standard consists of: a. standard of research results;

b. research content standards;

c. research process standards;

d. research assessment standards;

e. researcher standards;

f. standard of research facilities and infrastructure;

g. research management standards; and

h. funding standards and research funding.

Part Two
Research Results Standards

Article 44

(1) Research results standards are the minimum criteria regarding the quality of research results.

(2) The results of research in universities are directed at developing science and technology, as well as improving the welfare of the community and the competitiveness of the nation.

(3) The research results as referred to in paragraph (1) are all outputs produced through activities that meet scientific principles and methods systematically according to scientific autonomy and academic culture.

(4) The results of student research must meet the provisions as referred to in paragraph (2), the learning outcomes of graduates, and the provisions of regulations in higher education.

(5) Research results that are not confidential, do not interfere and/or do not endanger the public or national interests must be disseminated by means of seminars, publications, patents, and/or other methods that can be used to convey research results to the public.

Part Three
Research Content Standards

Article 45

(1) Research content standards are minimum criteria regarding the depth and breadth of research material. (2) The depth and breadth of research material as referred to in paragraph (1) includes material on basic research and applied research.

(3) The material in the basic research as referred to in paragraph (2) must be oriented to the research output in the form of an explanation or discovery to anticipate a new symptom, phenomenon, rule, model, or postulate.

(4) The material for applied research as referred to in paragraph (2) must be oriented towards research outputs in the form of innovation and development of science and technology that are beneficial to society, the business world, and/or industry.

(5) Materials on basic research and applied research include special study materials for the national interest.

(6) Materials on basic research and applied research must contain the principles of usefulness, up-to-date, and anticipating future needs.

Part Four

Research Process Standards

Article 46

(1) Research process standards are minimum criteria regarding research activities consisting of planning, implementation, and reporting.

(2) Research activities as referred to in paragraph (1) are activities that meet scientific principles and methods systematically in accordance with scientific autonomy and academic culture.

(3) Research activities must take into account the standards of quality, work safety, health, comfort, and security of researchers, the community, and the environment.

(4) Research activities carried out by students in the context of carrying out their final assignments, theses, theses, or dissertations must meet the provisions as referred to in paragraphs (2) and (3), the learning outcomes of graduates, and the provisions of regulations in higher education.

(5) Research activities carried out by students are stated in the number of credits as referred to in Article 17 paragraph (4).

Part Five

Research Assessment Standards

Article 47

(1) Research assessment standards are the minimum criteria for evaluating research processes and results.

(2) The evaluation of the research process and results as referred to in paragraph (1) shall be carried out in an integrated manner, at least meeting the following elements:

a. educational, which is an assessment to motivate researchers to continue to improve the quality of their research;

b. objective, which is an assessment based on criteria that are free from the influence of subjectivity; c. accountable, which is a research assessment carried out with criteria and procedures that are clear and understood by the researcher; and

d. transparent, which is an assessment whose procedures and results of the assessment can be accessed by all stakeholders.

(3) The evaluation of the research process and results must comply with the assessment principles as referred to in paragraph (2) and pay attention to conformity with the results standards, content standards, and research process standards.

(4) Research assessment can be carried out using relevant, accountable, and representative methods and instruments that can represent a measure of the achievement of process performance and the achievement of research results.

(5) The assessment of research carried out by students in the context of preparing final project reports, theses, theses, or dissertations is regulated based on the provisions of regulations in universities.

Part Six
Researcher Standards

Article 48

(1) Researchers' standards are the minimum criteria for a researcher's ability to carry out research.

(2) The researcher as referred to in paragraph (1) must have the ability to master the level of research methodology in accordance with the scientific field, the object of research, as well as the level of complexity and level of depth of research.

(3) The ability of researchers as referred to in paragraph (1) is determined based on:

a. academic qualifications; and

b. research results.

(4) The ability of researchers as referred to in paragraph (2) determines the authority to carry out research.

(5) Guidelines regarding the authority to carry out research are determined by the Director General of Research and Development Strengthening.

Part Seven

Standards for Research Facilities and Infrastructure

Article 49

(1) Standards for research facilities and infrastructure are the minimum criteria for facilities and infrastructure needed to support the needs of research content and processes in order to fulfill research results.

(2) Research facilities and infrastructure as referred to in paragraph (1) are higher education facilities used for:

a. facilitate research at least related to the field of study program;

b. learning process; and

c. community service activities.

(3) The research facilities and infrastructure as referred to in paragraph (2) must meet the standards of quality, work safety, health, comfort, and security for researchers, the community, and the environment.

Part Eight

Research Management Standards

Article 50

(1) Research management standards are minimum criteria regarding planning, implementation, control, monitoring and evaluation, and reporting of research activities.

(2) The research management as referred to in paragraph (1) is carried out by a work unit in the form of an institution tasked with managing research.

(3) Institutions as referred to in paragraph (2) are research institutes, research institutes and community service, or other similar forms in accordance with the needs and provisions of higher education institutions.

Article 51

(1) Institutions as referred to in Article 50 paragraph (2) must:

a. prepare and develop a research program plan in accordance with the university's research strategic plan;

b. to prepare and develop regulations, guidelines, and internal research quality assurance systems;

c. facilitate the implementation of research;

d. carry out monitoring and evaluation of research implementation;

e. disseminating research results;

f. facilitating the improvement of the ability of researchers to carry out research, write scientific articles, and acquire intellectual property (IP);

g. give awards to outstanding researchers; and

h. report on research activities it manages.

(2) Higher education institutions are required to:

a. have a strategic research plan that is part of the university's strategic plan;

b to formulate criteria and procedures for research assessment at least concerning aspects of increasing the number of scientific publications, new discoveries in the field of science and technology, and the quantity and quality of teaching materials;

c. maintain and improve the quality of the management of research institutions or functions in carrying out research programs in a sustainable manner;

d. carry out monitoring and evaluation of research institutions or functions in carrying out research programs;

e. have guidelines on researcher criteria by referring to result standards, content standards, and research process standards;

f. utilize research facilities and infrastructure at other institutions through research collaboration programs;

g. conduct needs analysis concerning the number, type, and specification of research facilities and infrastructure; and

h. submit reports on the performance of research institutions or functions in conducting research programs at least through higher education databases.

Part Nine
Research Funding and Financing Standards

Article 52

(1) Research funding and financing standards are the minimum criteria for research funding and funding sources and mechanisms.

(2) Higher education institutions are required to provide internal research funds.

(3) Apart from the university's internal research budget, research funding can come from the government, cooperation with other institutions at home and abroad, or funds from the public.

(4) Research funding as referred to in paragraph (2) is used to finance:

a. research planning;

b. research implementation;

c. research control;

d. research monitoring and evaluation;

e. reporting of research results; and

f. dissemination of research results.

(5) The research funding and financing mechanism is regulated by the university leaders.

Article 53

(1) Higher education institutions are required to provide research management funds.

(2) The research management fund as referred to in paragraph (1) is used to finance:

a. research management consisting of proposal selection, monitoring and evaluation, research reporting, and dissemination of research results;

b. increasing the capacity of researchers; and

c. scientific publication incentives or intellectual property (IP) incentives.

CHAPTER IV

THE NATIONAL STANDARD FOR COMMUNITY

SERVICE Part One

Scope of the National Standard for Community Service

Article 54

The scope of the National Standard for Community Service consists of:

a. standards of community service results;

b. standard content of community service;

c. standard of community service process;

d. community service assessment standards;

e. implementing standards for community service;

f. standard of facilities and infrastructure for community service;

g. community service management standards; and

h. funding standards and community service financing.

Part Two

Standards for Community Service Results

Article 55

(1) Standards for community service results are the minimum criteria for community service results in implementing, practicing, and civilizing science and technology to promote public welfare and educate the nation's life.

(2) The results of community service as referred to in paragraph (1) are:

a. solving problems faced by the community by utilizing the expertise of the relevant academic community;

b. use of appropriate technology;

c. science and technology development materials; or

d. teaching materials or training modules for enrichment of learning resources.

Part Three

Community Service Content Standards

Article 56

(1) Community service content standards are minimum criteria regarding the depth and breadth of community service material.

(2) The depth and breadth of the community service material as referred to in paragraph (1) refers to the standard of community service results.

(3) The depth and breadth of the material for community service as referred to in paragraph (1) is sourced from the results of research or development of science and technology in accordance with the needs of the community.

(4) The results of research or development of science and technology as referred to in paragraph (3) include:

a. research results that can be applied directly and are needed by the user community;

b. development of science and technology in the context of empowering the community;

c. appropriate technology that can be utilized in order to improve the standard of living and welfare of the community;

d. problem solving models, social engineering, and/or policy recommendations that can be applied directly by the public, business world, industry, and/or the Government; or

e. intellectual property (KI) that can be applied directly by the public, the business world, and/or industry.

Part Four
Community Service Process Standards

Article 57

(1) Community service process standards are the minimum criteria for community service activities, which consist of planning, implementing, and reporting activities.

(2) Community service activities can be in the form of:

a. service to the community;

b. application of science and technology in accordance with their field of expertise;

c. community capacity building; or

d. community empowerment.

(3) Community service activities as referred to in paragraph (2) must consider quality standards, work safety, health, comfort, and security for the implementers, the community, and the environment.

(4) Community service activities carried out by students as a form of learning must be directed to meet graduate learning outcomes and the provisions of regulations in higher education.

(5) Community service activities carried out by students are stated in the number of credits as referred to in Article 17 paragraph (4).

(6) Community service activities must be carried out in a directed, measurable, and programmed manner.

Part Five
Community Service Assessment Standards

Article 58

(1) Community service assessment standards are the minimum criteria regarding the assessment of the process and results of community service.

(2) Assessment of the process and results of community service as referred to in paragraph (1) shall be carried out in an integrated manner, at least meeting the following elements:

a. educational, which is an assessment to motivate implementers to continue to improve the quality of community service;

b. objective, which is an assessment based on the assessment criteria and free from the influence of subjectivity;

c. accountable, which is an assessment carried out with clear criteria and procedures and is understood by the executor of community service; and

d. transparent, which is an assessment whose procedures and results of the assessment can be accessed by all stakeholders.

(3) The evaluation of the process and results of community service must meet the principles of assessment as referred to in paragraph (2) and pay attention to conformity with result standards, content standards, and community service process standards.

(4) The minimum criteria for evaluating the results of community service as referred to in paragraph (1) include:

a. community satisfaction level;

b. changes in attitudes, knowledge, and skills in the community in accordance with program objectives;

c. the use of science and technology in society in a sustainable manner; d. the creation of enrichment of learning and/or learning resources as well as the maturation of the academic community as a result of the development of science and technology; or

e. resolution of social problems and policy recommendations that can be utilized by stakeholders.

(5) Assessment of community service can be carried out using methods and instruments that are relevant, accountable, and can represent a measure of the achievement of process performance and the achievement of community service results.

Part Six

Community Service Implementation Standards

Article 59

(1) Community service implementation standards are the minimum criteria for implementing community services.

(2) The implementer of community service as referred to in paragraph (1) must have mastery of the scientific application methodology in accordance with the field of expertise, type of activity, as well as the level of complexity and depth of the activity target.

(3) The ability of implementing community service as referred to in paragraph (1) is determined based on:

a. academic qualifications; and
b. the results of community service.

(4) The ability of implementing community service as referred to in paragraph (2) determines the authority to carry out community service.

(5) Guidelines regarding the authority to carry out community service are stipulated by the Director General of Research and Development Strengthening.

Part Seven

Standards for Community Service Facilities and Infrastructure

Article 60

(1) Standards for community service facilities and infrastructure are the minimum criteria for the facilities and infrastructure needed to support the community service process in order to fulfill the results of community service.

(2) Community service facilities and infrastructure as referred to in paragraph (1) are higher education facilities used for:

a. facilitate community service at least related to the application of the field of science from the study program managed by the university and the target area of activity;

b. learning process; and

c. research activities.

(3) The facilities and infrastructure as referred to in paragraph (2) must meet the standards of quality, work safety, health, comfort, and security.

Part Eight

Community Service Management Standards

Article 61

(1) Community service management standards are minimum criteria regarding planning, implementation, control, monitoring and evaluation, and reporting of community service activities.

(2) The management of community service as referred to in paragraph (1) is carried out by a work unit in the form of an institution tasked with managing community service.

(3) Institutions that manage community service as referred to in paragraph (2) are community service institutions, research and community service institutions, or other similar forms in accordance with the needs and provisions of higher education institutions.

Article 62

(1) Institutions as referred to in Article 61 paragraph (2) must:

a. compile and develop community service program plans in accordance with the university community service strategic plan;

b. compiling and developing regulations, guidelines, and internal quality assurance systems for community service activities;

c. facilitate the implementation of community service activities;

d. carry out monitoring and evaluation of the implementation of community service; e. disseminating the results of community service;

f. facilitate activities to increase the capacity of implementing community service;

g. give awards to the executor of community service who excels; h. utilize facilities and infrastructure for community service at other institutions through cooperation;

i. perform a needs analysis concerning the number, type, and specifications of facilities and infrastructure for community service; and

j. compile reports on community service activities they manage.

(2) Higher education institutions are required to:

a. have a strategic plan for community service which is part of the university's strategic plan;

-

b prepare criteria and procedures for assessing community service at least concerning aspects of the results of community service in implementing, practicing, and civilizing science and technology in order to promote public welfare and educate the nation's life;

c. maintain and improve the quality of the management of institutions or community service functions in carrying out community service programs in a sustainable manner;

d. carry out monitoring and evaluation of the institution or function of community service in implementing community service programs;

e. have guidelines on the criteria for implementing community service by referring to the results standards, content standards, and community service process standards;

f. utilize facilities and infrastructure at other institutions through community service cooperation;

g. perform a needs analysis concerning the number, type, and specifications of facilities and infrastructure for community service; and

h. submit reports on the performance of institutions or community service functions in carrying out community service programs at least through a higher education database.

Part Nine

Standards for Funding and Funding for Community Service

Article 63

(1) Standards for funding and financing community service are the minimum criteria for sources and mechanisms for funding and financing community service.

(2) Higher education institutions are required to provide internal funds for community service.

(3) Apart from the university's internal funds, funding for community service can come from the government, cooperation with other institutions at home and abroad, or funds from the community.

(4) Funding for community service for lecturers or instructors as referred to in paragraph (2) is used to finance:

a. community service planning;

b. implementation of community service;

c. controlling community service;

d. monitoring and evaluation of community service;

e. community service reporting; and

f. dissemination of the results of community service.

(5) The mechanism for funding and financing community service is regulated by the leader of the university.

Article 64

(1) Higher education institutions are required to provide management funds for community service.

(2) Community service management funds as referred to in paragraph (1) are used to finance:

a. community service management which consists of proposal selection, monitoring and evaluation, reporting, and dissemination of community service results; and

b. increasing the capacity of implementers.

CHAPTER V

OTHER PROVISIONS

Article 65

Provisions on National Standards for Higher Education for study programs outside the domicile, distance education, community academies, and educational programs requiring special arrangements are regulated by a Ministerial Regulation.

CHAPTER VI

TRANSITIONAL PROVISIONS

Article 66

With the entry into force of this Ministerial Regulation:

a. the formulation of special knowledge and skills as referred to in Article 7 paragraph (3) which has not been reviewed and determined by the Minister, higher education institutions can use the formulation of special knowledge and skills that are prepared independently for the internal quality assurance process in universities and the external quality assurance process through accreditation ;

b. the requirements for the main supervisor must be adjusted to the provisions of Article 27 paragraph (15) letter b for a maximum of 3 (three) years;

c. land and university buildings used through a lease agreement must be adjusted to the provisions of Article 34 and Article 36 for a maximum of 20 (twenty years);

d. management and administration of higher education institutions must comply with the provisions of this Ministerial Regulation for a maximum of 2 (two) years; and

e. all provisions concerning minimum criteria that function as higher education standards are declared still valid, as long as the provisions as referred to in Article 65 have not been stipulated.

CHAPTER VII
CLOSING PROVISIONS

Article 67

At the time this Ministerial Regulation comes into force, the Regulation of the Minister of Education and Culture Number 49 of 2014 concerning National Standards for Higher Education is revoked and declared invalid.

Article 68

This Ministerial Regulation shall come into force on the date of promulgation.

For public cognizance, ordering the promulgation of this Ministerial Regulation by placing it in the State Gazette of the Republic of Indonesia.

Stipulated in Jakarta
on December 21, 2015

MINISTER OF RESEARCH, TECHNOLOGY, AND
HIGHER EDUCATION OF THE REPUBLIC OF INDONESIA,

Signed.

MOHAMAD NASIR

Promulgated in Jakarta
on December 28, 2015
DIRECTOR GENERAL OF
LEGISLATION REGULATION
MINISTRY OF LAW AND HUMAN RIGHTS
OF THE REPUBLIC OF INDONESIA,

Signed.

WIDODO EKATJAHJANA

STATE GAZETTE OF THE REPUBLIC OF INDONESIA YEAR 2015 NUMBER 1952

A true copy of the original
Head of the Legal and Organizational Bureau of the
Ministry of Research, Technology and Higher Education,

Ani Nurdiani Azizah
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