



Quality Standards Education

Bogor Agricultural University



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Quality Standards
Education
Bogor Agricultural University



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Bogor Agricultural University

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FOREWORD

Bismillahirrobmanirrohiim

Assalamu'alaikum warahmatullahi wabarakatuh

Praise be to Allah *subhaanahu wata'ala* for the abundance of blessings healthy and the opportunity given to us all to be able to carry out tasks and work according to their respective fields.

As the only university that mainstreams agriculture in Indonesia, Bogor Agricultural University (IPB) has a vision to **be at the forefront of strengthening the nation's dignity through superior higher education at the global level in agriculture, marine and tropical biosciences**. In an effort to realize this vision, the preparation of educational quality standards is one of the important key factors in strengthening higher education systems and management.

The existence of the Bogor Agricultural University Education Quality Standards book (SMP IPB), can be the basis for implementing policies in determining quality standards ranging from graduate competence, content, process and learning assessment; as well as the quality standards of lecturers and education personnel, facilities and infrastructure, as well as the management and financing of learning, thus facilitating the implementation of the Internal Quality Assurance System (SPMI). This book was compiled as a follow-up to the issuance of the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia (Permenristekdikti) Number 44 of 2015 concerning National Standards for Higher Education which must be followed up by every university to become the quality standard of each university. The preparation process involves leadership elements, namely the Deputy Dean for Academic and Student Affairs from each faculty/school in IPB, the Office of Quality Management and Internal Audit (KMMAI) and several related work units.

This IPB Junior High School book is set out in IPB Rector's Regulation number 3/IT3/PP/2018 and contains quality standards for multi-strata education at IPB which includes vocational, academic and professional education programs ranging from diploma three (D3) to doctoral degrees in order to become a reference for improvement. the quality of education in each strata organized by IPB.

In connection with the issuance of Permenristekdikti Number 50 of 2018 concerning Amendments to Permenristekdikti Number 44 of 2015 concerning National Standards for Higher Education, this IPB Junior High School book has also been revised and set forth in IPB Rector Regulation number 20/IT3/PP/2018 regarding the Amendment to the Regulation of the Chancellor of the Bogor Agricultural Institute Number 3/IT3/PP/2018 concerning the Education Quality Standards of the Bogor Agricultural University.

Hopefully this book can be used properly, so as to improve the quality of the educational process at IPB.

Wassalamu'alaikum warahmatullahi wabarakatub.

Bogor, December 2018

Rector,

Dr. Arif Satria, SP, MSi
NIP. 197109171997021003

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REGULATION THE
OF RECTOR OF THE BOGOR
AGRICULTURAL INSTITUTE

NUMBER 3/IT3/PP/2018

CONCERNING
QUALITY STANDARDS OF EDUCATION OF THE BOGOR
AGRICULTURAL INSTITUTE RECTOR OF THE BOGOR
AGRICULTURAL INSTITUTE,

Considering : a. that in order to improve the implementation of the Education Quality Standards of the Bogor Agricultural University, the has made Revision Team revisions to the provisions of the Regulation of the Chancellor of the Bogor Agricultural University Number 25/IT3/PP/2017 concerning the Education Quality Standards of the Bogor Agricultural University;

b. that based on the considerations as referred to in letter a above, it is necessary to stipulate a Regulation of the Chancellor of the Bogor Agricultural Institute concerning the Education Quality Standards of the Bogor Agricultural Institute;

In view of :

1. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
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 66 of 2013 concerning the Statute of the Bogor Agricultural University (State Gazette of the Republic of Indonesia of 2013 Number 164, Supplement to the Gazette State of the Republic of Indonesia Number 5453);
4. 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);
5. Presidential Regulation Number 8 of 2012 concerning the Framework Indonesian National Qualifications (State Gazette of the Republic of Indonesia of 2012 Number 24);
6. Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning National Standards of Higher Education (State Gazette of the Republic of Indonesia of 2015 Number 1952);

7. Regulation of the Minister of Research, Technology and Higher Education Number 62 of 2016 concerning the Quality Assurance System Higher Education (State Gazette of the Republic of Indonesia of 2016 Number 1462);
8. Regulation of the Board of Trustees of the Bogor Agricultural University Number 1/IT3.MWA/OT/2018 concerning the Organization and Procedure Work of the Bogor Agricultural University;
9. Decision of the Board of Trustees of the Bogor Agricultural University Number 36/IT3.MWA/KP/2017 concerning the Appointment of the Rector of the Bogor Agricultural Institute for the 2017-2022 Period;

DECIDED

Stipulate :

REGULATION OF THE RECTOR OF THE BOGOR
AGRICULTURAL INSTITUTE CONCERNING QUALITY
STANDARDS OF EDUCATION OF INSTITUTE
THE BOGOR AGRICULTURAL.

Article 1

Bogor Agricultural University Education Quality Standards as listed in the Attachment to this Rector's Regulation.

Article 2

Quality standards as referred to in Article 1 of this Rector's Regulation, are indicators of quality achievement, detailed in quality targets as benchmarks for assessment in determining and reflecting the quality of education at the Bogor Agricultural University.

Article 3

With the stipulation of this Rector's Regulation, the Regulation of the Chancellor of the Bogor Agricultural Institute Number 25/IT3/PP/2017 concerning the Education Quality Standards of the Bogor Agricultural University is revoked and declared no longer valid.

Article 4

This Rector's Regulation shall come into force as from the date of stipulation.

Decided in Bogor
on May 11, 2018
Bogor Agricultural University,

Arif Satria
NIP 197109171997021003



REGULATION
Bogor Agricultural University No. 20 / IT3 / PP / 2018
CONCERNING
THE AMENDMENT OF REGULATION Bogor Agricultural
University No. 3 / IT3 / PP / 2018
QUALITY STANDARDS EDUCATION
BOGOR AGRICULTURAL UNIVERSITY
RECTOR OF BOGOR AGRICULTURAL UNIVERSITY

Considering : a. that in connection with the enactment of the regulation of the Minister of Research, Technology and Higher Education Number 50 of 2018 concerning Amendments to the Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning National Standards for Higher Education and there are several standards regarding graduate competence, learning content, process learning, learning assessment, and changed lecturers, need to make changes to the Appendix to the Regulation of the Chancellor of the Bogor Agricultural University Number 3/IT3/PP/2018 concerning the Quality Standards Education of the Bogor Agricultural University;

b. that based on the considerations as referred to in letter a, it is necessary to stipulate the Regulation of the Chancellor of the Agricultural Institute Bogor concerning Amendments to the Regulation of the Chancellor of the Agricultural Institute Bogor Number 3/IT3/PP/2018 concerning the Education Quality Standards of the Bogor Agricultural University;

In view of:

1. 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);
2. Government Regulation Number 66 of 2013 concerning the Statute of the Bogor Agricultural University (State Gazette of the Republic of Indonesia of 2013 Number 164, Supplement to the State Gazette of the Republic of Indonesia Number 5453); Bogor Agricultural University Education Quality Standards
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. Regulation of the Minister of Research, Technology and Higher Education

Number 44 of 2015 concerning National Standards for Higher Education as amended by Regulation of the Minister of Research, Technology and Higher Education Number 50 of 2018 concerning Amendments to Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning Standards National Higher Education;

5. Regulation of the Minister of Research, Technology and Higher Education Number 62 of 2016 concerning the Quality Assurance System Higher Education (State Gazette of the Republic of Indonesia of 2016 Number 1462);
6. Regulation of the Board of Trustees of the Bogor Agricultural University Number 1/IT3.MWA/OT/2018 concerning the Organization and Work Procedure of the Bogor Agricultural University;
7. Decision of the Board of Trustees of the Bogor Agricultural University Number 36/IT3.MWA/KP/2017 concerning the Appointment of the Rector of the Institute for Bogor Agricultural the 2017-2022 Period;

DECIDED

Stipulate : REGULATION OF THE RECTOR OF THE BOGOR AGRICULTURE INSTITUTE CONCERNING AMENDMENT TO REGULATION OF THE RECTOR OF THE BOGOR AGRICULTURAL INSTITUTE NUMBER 3/IT3/PP/2018 CONCERNING THE QUALITY STANDARD OF EDUCATION OF INSTITUTE THE BOGOR AGRICULTURAL.

Article I

Several provisions in the Appendix to the Regulation of the Chancellor of the Bogor Agricultural Institute Number 3/IT3/PP/2018 concerning the Education Quality Standards of the Bogor Agricultural University are amended as follows:

1. The provisions in Chapter II number 2.1.3. letter e) number (1) is changed so that it reads as follows:
 - (1) able to develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the field of science and technology that pays attention to and applies humanities values according to their field of expertise compile scientific conceptions and study results based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form, as well as papers that have been published in accredited national scientific journals or in international journals or other equivalent forms according to the Graduate School POB (SPs).);

2. Provisions in Chapter II number 2.1.3. letter g) number (2) is amended, so that it reads as follows:
 - (2) able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical studies and/or experiments in the fields of science, technology, art and innovation as outlined in the form of dissertations and papers. which have been published in accredited national and international journals of good standing according to POB SPs;
3. Provisions in Chapter II number 2.2.2. letter b) is amended, so that it reads as follows:
 - b) the study program provides elective courses according to needs with a minimum number of credits of 3 (three) times the number of credits of elective courses that must be taken by students of the study program for each undergraduate and postgraduate program ;
4. Provisions in Chapter II number 2.2.2. letter f) is amended, so that it reads as follows:
 - f) the study program reviews the curriculum every 3-5 years for undergraduate, professional, master and doctoral programs or once every 3-4 years for diploma programs by involving/considering input from internal and external stakeholders, which are adapted to scientific and technological developments in their fields, as well as the needs of the community.
5. Provisions in Chapter II number 2.3.4. letter l) is amended, so that it reads as follows:
 - l) the period of stay for students of the D3 and applied undergraduate/D4 programs is at least 2 (two) semesters, undergraduate at least 4 (four) semesters, masters and applied masters are at least 2 (two) semester, as well as doctoral and applied doctorate with a full load of at least 3 (three) semesters, for master and doctoral programs by research are regulated in POB SPs.
6. Provisions in Chapter II number 2.4.5. letter b) is amended, so that it reads as follows:
 - b) Students of professional, specialist, master, and applied master 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 GPA of 3.00 (three comma zero zero); for doctoral programs and applied doctoral programs 3.25 (three point two five) with a minimum English grade of B;

7. Provisions in Chapter II number 2.4.5. letter b) number (3) is amended, so that it reads as follows:
- (3) master, professional, and doctoral program students are declared graduated with honors (*cum laude*) if they achieve a GPA > 3.75 (three point seven five), without a grade C, a maximum study period of 2.5 years, and publishing one paper in an accredited national journal in the category of Sinta 1 or Sinta 2 of the Ministry of Research, Technology and Higher Education or a reputable international journal, or proceedings of an international seminar indexed by Scopus for master's programs; as well as a maximum study period of 4 (four) years, publishing one publication in an accredited national journal in the category Sinta 1, Sinta 2, or Sinta 3 Kemenristekdikti, or international seminar proceedings indexed by Scopus, and has at least one international publication Q1 or Q2 or two international publications Q3 and/or Q4 for doctoral programs.
8. Provisions in Chapter II point 2.5.1. letter b) is amended so that it reads as follows:
- b) There are at least 5 (five) permanent lecturers per study program who meet the qualifications.
9. Provisions in Chapter II number 2.5.1. letter b) number (6) is amended, so that it reads as follows:
- (6) Lecturers of doctoral programs and applied doctoral programs:
 - (a) must be qualified as doctoral graduates or applied doctors whose fields of expertise are appropriate or relevant to the competence of the study program;
 - (b) have a certificate of competence/profession 80%;
 - (c) the doctoral program must have a professorship whose field of expertise is in accordance with the competence of the study program at least 2 (two) people; and
 - (d) the applied doctoral program does not have to have a professorship, but must have at least 2 (two) lecturers with academic qualifications of an applied doctoral/doctoral who have monumental works used by industry or society, or have 2 (two) international publications in reputable international journals.
10. Provisions in Chapter II number 2.5.3. letter b) is amended, so that it reads as follows:
- b) The number of lecturers assigned full time to carry out the learning process in each study program is at least 5 (five) people, and specifically for the doctoral program there are at least 2 (two) professors;

Article II This

Regulation of the Chancellor shall come into force on the date of stipulation.

Stipulated in Bogor
on December 21, 2018

RECTOR OF THE BOGOR AGRICULTURAL INSTITUTE,

A handwritten signature in black ink, appearing to be 'AS' or similar initials, written in a cursive style.

ARIF SATRIA
NIP 197109171997021003

CHAPTER I. INTRODUCTION

1.1. Background

National policies and national education standards to ensure the quality of national education are set by the government, as mandated in the Law on the National Education System (Sisdiknas) No. 20 of 2003. At the tertiary level, provisions related to national higher education standards have been issued several times, which reflects a *(continuous improvementcontinuous improvement)*, and most recently stipulated in Permenristekdikti Number 44 of 2015 concerning the National Standards for Higher Education (SNPT).

Bogor Agricultural University as one of the leading universities in Indonesia sets IPB education quality standards by referring to the existing laws and regulations in order to achieve the goals of higher education as regulated in Law no. 12 of 2012 and Permenristekdikti No 44/2015. IPB's educational quality standards are benchmarks or criteria for achieving IPB's education implementation to determine and reflect the quality of academic and non-academic implementations at IPB. The standards set by IPB refer to the BAN-PT standards, international standards, as well as the IPB development strategy plan. IPB's educational quality standards include graduate competency standards, learning content, learning processes, learning assessments, lecturers and education staff, learning facilities and infrastructure, learning management, and learning financing.

1.2. Vision, Mission, Objectives, and Quality Policy of IPB

educational quality standards are prepared in order to achieve the vision, mission and objectives of IPB. The vision of IPB based on the Government Regulation of the Republic of Indonesia Number 66 of 2013 concerning the Statute of IPB is "To be at the forefront in strengthening the dignity of the nation through **the Quality Standards of Education of the Bogor Agricultural University** superior higher education at the global level in the fields of agriculture, marine and tropical biosciences". The realization of IPB's vision through the implementation of IPB's mission is as follows:

- a. Prepare educated people who are superior, professional, and have entrepreneurial character in the fields of agriculture, marine, and tropical biosciences;

- b. Pioneering the development of superior science, technology, and/or art (IPTEKS) in the fields of agriculture, marine, and tropical biosciences for the progress of the nation; and
- c. Transforming science and technology and the superior culture of IPB for enlightenment, benefit, and improving the quality of life in a sustainable manner.

The realization of the vision and implementation of the mission of IPB through setting the following objectives:

- a. Prepare students to become members of the community who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible and are able to apply and develop science and technology in agriculture in a broad sense;
- b. Finding, developing, and disseminating science and technology, and innovations as well as seeking their use to improve human dignity and the preservation of the universe;
- c. Providing solutions to national and global problems in agriculture in a broad sense; and
- d. Become a source of wisdom, power of enlightenment, and guardian of the nation's morals for the realization of civil society and sustainable development.

As a university that is committed to improving quality in all aspects of academic and non-academic program implementation, IPB has a quality policy as stated in the Rector's Regulation No. 22/I3/PP/2011, namely: "With a high commitment to quality, IPB is consistently and accountable in producing competent graduates in the fields of agriculture, marine, and tropical biosciences for the progress of the nation".

1.3. General Provisions

In this IPB education quality standard, what is meant by:

- a. National Education Standards are minimum criteria regarding learning at the higher education level in universities throughout the jurisdiction of the Unitary State of the Republic of Indonesia as stipulated in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards.
- b. 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 order to provide recognition of work competencies in accordance with the work structure in various sectors.
- c. Curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for the implementation of study programs.
- d. The level of higher education at IPB is the level of education after secondary education which includes three diploma (D3), undergraduate, applied undergraduate (D4), professional, master, applied master, specialist, doctoral, applied doctoral, and subspecialist programs organized by IPB.
- e. A study program is a unit of education and learning activities that have a certain curriculum and learning method in one type of academic education, professional education, and/or vocational education, both organized in the form of regular programs and international programs.
- f. International program is a special education program organized by IPB which can be followed by foreign nationals and Indonesian citizens with the language of instruction in English
- g. Learning is a process of student interaction with lecturers and learning resources in a learning environment.
- h. 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

amount of recognition for the success of students' efforts in participating in curricular activities in a study program .

- i. Standard Operational Procedure (POB) is a document that contains detailed rules derived from SMP IPB.
- j. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service.
- k. Educational staff are community members who devote themselves and are appointed to support the implementation of higher education at IPB, among others, librarians, administrative staff, laboratory assistants and technicians, as well as information engineering institutions.
- l. Students are students at the higher education level at IPB. m. Foreign students are foreign nationals who attend education at IPB.
- n. The Mukim period is the period required by students to carry out academic activities with a full load.

CHAPTER II. QUALITY STANDARDS IPB EDUCATION

2.1. STANDARDS 1. GRADUATE COMPETENCE

Standards of graduate competence are minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills stated in the formulation of learning outcomes. The competencies of IPB graduates are arranged according to the vision, mission, goals, and objectives of the study program which are derived from the vision, mission, and goals of the institution and are oriented towards the future. Graduate competency standards stated in the formulation of learning outcomes are used as the main reference in developing learning content standards, learning processes, learning assessments, lecturers and education staff, learning facilities and infrastructure, learning management, and learning financing. The formulation of graduate learning outcomes must refer to the description of graduate learning outcomes according to the Indonesian National Qualifications Framework (KKNI); and have equality with the qualification level at KKNI.

The Indonesian National Qualifications Framework for the higher education system contained in Article 29 of Law no. 12 of 2012 states that:

- a. The National Qualifications Framework is a tiering of learning outcomes that equalizes the outputs of formal, non-formal, informal education, or work experience in the context of recognizing work competencies in accordance with the work structure of various sectors;
- b. The National Qualification Framework is the main reference in determining the competence of graduates of academic, vocational, and professional education.

Learning outcomes which are a description of qualifications at each level of the IQF, include aspects of building national identity, mastery of science and technology, the ability to be able to do quality work, as well as the authority and

one's obligations according to the level of qualification. Learning outcomes are defined as abilities obtained through internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. Learning achievement is an indicator (measurement tool) of what is obtained by someone in completing the learning process, whether structured or not. Referring to the formulation of learning outcomes described in the KKNI, Graduate Competency Standards can be stated in three elements (criteria), namely attitudes, knowledge, and skills.

2.1.1. Attitudes

are correct and cultured behavior as a result of internalizing and actualizing values and norms that are reflected in the spiritual and social life of students through the learning process, work experience, research and/or community service related to learning. The attitudes and values contained in the rules, regulations, and ethics of campus life based on religious norms and Pancasila are the character or identity of the Indonesian nation and state, through a structured or unstructured learning process.

In general, graduates of IPB's academic, vocational, and professional education must have the following attitudes:

- a) Fear God Almighty and be able to show religious attitudes and create values of worship and faith, balance rights and obligations, balance effort and sincerity, surrender, introspection, and noble character as the basis for work;
- b) Upholding human values in carrying out duties based on religion, morals, and ethics;
- c) Obey the law and discipline in the life of society and the state;
- d) Having academic excellence by internalizing academic values, norms, and ethics as well as developing an academic culture that is honest, objective, principled, scientific, human, nationalist, innovative, visionary, and independent;
- e) Have the spirit and agility to always be *an agile learner* in advancing science and technology referring to the changing needs of the dynamic community;
- f) Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila;

- g) To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation;
- h) Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
- i) Cooperating, building synergies, collaborations, and networks through mutual respect, mutual need, and reminding each other for mutual progress;
- j) Have social sensitivity and concern for society and the environment;
- k) Demonstrates a responsible attitude towards work in the field of expertise independently, adapts to the task, is not selfish, and is fast and precise in carrying out excellent service in order to achieve the best performance;
- l) Internalize the spirit of independence, struggle, and entrepreneurship;
- m) Maintaining the habit of being enthusiastic, working smart, not easily discouraged, continuous, focusing or focusing on processes and goals, and varying in strategy;
- n) Prioritizing the implementation of work in a consistent, consistent, friendly, and polite manner, in accordance with applicable regulations and norms.

2.1.2. Knowledge The

knowledge developed by IPB is a systematic mastery of concepts, theories, methods, and/or philosophy in the fields of agricultural, marine, and tropical biosciences obtained through reasoning in the learning process, work experience, research and/or community service related to learning . Work experience for students in question is experience in activities in certain fields for a certain period of time in the form of job training, work practices, field practices, real work lectures (KKN), internships, and/or other forms of similar activities that produce equivalent competencies.

The knowledge criteria clearly indicate the field/branch of knowledge or cluster of knowledge that describes the specificity of the study program by stating the level of mastery, breadth, and depth of knowledge that must be mastered by graduates. The results of the knowledge formulation are equivalent to the standard of learning content in the National Higher Education Standards (SN Dikti).

2.1.3. Skills

Skills is 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 general and specific skills. General skills are general work skills 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. Special skills are special work abilities that must be possessed by every graduate in accordance with the scientific field of the study program.

- a) The general skills that must be possessed by graduates of the diploma program (D3) IPB are as follows:
 - (1) Able to complete wide-ranging work and analyze data with a variety of appropriate methods, both unfinished and standardized;
 - (2) Able to demonstrate quality and measurable performance;
 - (3) Able to solve work problems with the nature and context in accordance with the applied field of expertise based on logical thinking, innovative, and responsible for the results independently;
 - (4) Able to compile a final project report, the results of the work process accurately and validly and communicate it effectively to other parties in need;
 - (5) Able to work together, communicate, and innovate in their work;
 - (6) Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
 - (7) Able to carry out a self-evaluation process for the work group under their responsibility, and manage the development of work competencies independently;
 - (8) Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

CHAPTER II.
IPB Education Quality Standards

- b) General skills that must be possessed by graduates of the IPB undergraduate program are as follows:
- (1) Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with the field his expertise;
 - (2) Able to demonstrate independent, quality, and measurable performance;
 - (3) Able to examine the implications of developing or implementing science and technology that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or criticisms;
 - (4) Able to compile a scientific description of the results of the study in the form of a thesis or final project report;
 - (5) Able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis;
 - (6) Able to maintain and develop working networks with supervisors, colleagues, peers, both inside and outside the institution;
 - (7) Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
 - (8) Able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently;
 - (9) Able to document, store, secure, and rediscover data to ensure validity and prevent plagiarism, and upload it on the IPB page.
- c) The general skills that must be possessed by graduates of the applied undergraduate program/diploma four (D4) IPB are as follows:
- (1) Able to apply logical, critical, innovative, quality, and measurable thinking in carrying out specific work in their field of expertise and in accordance with standard of work competence in the field concerned;

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- (2) Able to demonstrate independent, quality and measurable performance;
 - (3) Able to examine cases of the application of science and technology that pays attention to and applies humanities values according to their field of expertise in order to produce prototypes, standard procedures, designs or works of art;
 - (4) Able to compile a scientific description of the results of the studies mentioned above in the form of working papers, design specifications, or art essays;
 - (5) Able to make the right decisions based on standard procedures, design specifications, requirements for work safety and security in supervising and evaluating their work;
 - (6) Able to maintain and develop a network of cooperation and the results of cooperation within and outside the institution;
 - (7) Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
 - (8) Able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently; and
 - (9) Able to document, store, secure, and rediscover data to ensure validity and prevent plagiarism, and upload it on the IPB page.
- d) General skills that must be possessed by graduates of the IPB professional program are as follows:
- (1) Able to work in the field of basic expertise for specific types of work, and have work competencies that are at least equivalent to their professional work competencies;
 - (2) Able to make independent decisions in carrying out their professional work based on logical, critical, systematic, and creative thinking;
 - (3) Able to communicate ideas/arguments or innovative works that are beneficial for professional development and entrepreneurship, which can be accounted for scientifically and professionally ethically, to the public, especially the professional community;
 - (4) Able to critically evaluate the results of work and decisions made in carrying out his work by himself and by colleagues;

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- (5) Able to improve their professional expertise in specific fields through training and work experience;
 - (6) Able to improve the quality of resources for the development of the organization's strategic program;
 - (7) Able to lead a work team to solve problems in their professional field;
 - (8) Able to cooperate with other professions in the same field in solving work problems in their profession;
 - (9) Able to develop and maintain a network with the professional community and its clients;
 - (10) Able to be responsible for work in the field of his profession in accordance with the code of professional ethics;
 - (11) Able to increase learning capacity independently;
 - (12) Able to contribute to the evaluation or development of national policies in the context of improving the quality of professional education or developing national policies in their professional fields;
 - (13) Able to document, store, audit, secure, and rediscover data and information for the purposes of developing the results of their professional work.
- e) General skills that must be possessed by graduates of the IPB master program are as follows:
- (1) Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the field of science and technology that pays attention to and applies humanities values in accordance with field of expertise, compiling scientific conceptions and study results based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form, as well as papers that have been published in accredited national scientific journals or in international journals or other equivalent forms according to the Graduate School POB. (SPs);
 - (2) Able to carry out academic validation or studies according to their field of expertise in solving problems in the community or relevant industries through the development of their knowledge and expertise;

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- (3) Able to compile ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community;
 - (4) Be able to identify the scientific field that is the object of research and position it into a research map developed through an interdisciplinary or multidisciplinary approach;
 - (5) Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on analytical or experimental studies of information and data;
 - (6) Able to manage, develop, and maintain a network with colleagues, peers within the institution and the wider research community;
 - (7) Able to increase learning capacity independently;
 - (8) Able to document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism, and upload it on the IPB page.
- f) General skills that must be possessed by graduates of the applied master's program of IPB are as follows:
- (1) Able to develop logical, critical, systematic, and creative thinking in the application of technology that pays attention to and applies humanities values according to their field of expertise in order to produce prototypes, design works, artistic products, or technological innovations with added value, compiling scientific conceptions or works based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form, as well as works that are presented or exhibited;
 - (2) Able to carry out academic validation or studies according to their field of expertise in solving problems in the community or relevant industries through the development of their knowledge and expertise;
 - (3) Able to formulate ideas, thoughts, and technical arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community;

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- (4) Able to identify the scientific field that is the object of research and position it into a problem solving scheme that is more comprehensive and interdisciplinary or multi-disciplinary;
 - (5) Able to make decisions in the context of solving technology application problems that pay attention to and apply humanities values based on experimental studies of information and data;
 - (6) Able to manage, develop and improve the quality of cooperation both in the institution and other institutions, by prioritizing the quality of the results and the timeliness of completing the work;
 - (7) Able to increase learning capacity independently; and
 - (8) Able to document, store, secure, and rediscover prototype data, design works or art products in order to guarantee validity and prevent plagiarism, and upload them on the IPB website.
- g) General skills that must be possessed by graduates of the IPB doctoral program are as follows:
- (1) Able to find or develop new scientific theories/conceptions/ideas, contribute to the development and practice of science and technology that pays attention to and applies humanities values in their fields of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic, and creative thinking;
 - (2) Able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical studies and/or experiments in the fields of science, technology, art and innovation as outlined in the form of dissertations, and papers that have been published in accredited national and international journals of repute according to POB SPs;
 - (3) Able to choose research that is appropriate, current, advanced, and provides benefits to mankind through an interdisciplinary, multidisciplinary, or transdisciplinary approach, in the context of developing and/or producing problem solving in the fields of science, technology, art, or society, based on the results of the study on the availability of internal and external resources;

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- (4) Able to develop research roadmaps with an interdisciplinary, multidisciplinary, or transdisciplinary approach, based on a study of the main research objectives and their constellation on broader targets;
 - (5) Able to formulate scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically, and communicate them through the mass media or directly to the public;
 - (6) Able to demonstrate academic leadership in the management, development and guidance of resources and organizations under their responsibility;
 - (7) Able to manage, including storing, auditing, securing, and retrieving data and information on research results that are under their responsibility;
 - (8) Able to develop and maintain collegial and peer relationships within their own environment or through collaborative networks with research communities outside the institution.
- h) General skills that must be possessed by graduates of the applied doctoral program of IPB are as follows:
- (1) Able to find, create, and make new contributions to the development, and practice of science and technology that pays attention to and applies the values of the humanities in their field of expertise, by producing design works, prototypes, or technological innovations with added value or can be used for problem solving based on logical, critical, creative, and wise thinking;
 - (2) Able to compile scientific conceptions and results of studies on their work based on scientific principles, procedures, and ethics in the form of dissertations, and papers that have been published in accredited national journals or accepted in international journals or works presented or exhibited in international forums;
 - (3) Able to choose research that is appropriate, current, advanced, and provides benefits to mankind by including economic aspects through interdisciplinary, multidisciplinary, or transdisciplinary approaches, in order to produce solutions to technological problems in relevant industries, or arts;

- (4) Able to develop a technology or art development strategy with an interdisciplinary, multidisciplinary, or transdisciplinary approach, based on a study of the main research objectives and their constellation on broader targets;
- (5) Able to formulate scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically ethically, and communicate them through the mass media or directly to the public;
- (6) Able to demonstrate academic leadership in the management, development and guidance of resources and organizations under their responsibility;
- (7) Able to manage, including storing, auditing, securing, and retrieving data and information on research results that are under their responsibility; and
- (8) Able to develop and maintain collegial and peer relationships within their own environment or through collaborative networks with research communities outside the institution.

2.2. STANDARD 2. LEARNING CONTENT

Standard learning content is a minimum criterion for the level of depth and breadth of learning material that refers to the learning outcomes of graduates. The level of depth and breadth of learning materials for each educational program is formulated with reference to the description of the learning outcomes of graduates from the KKNI. The level of depth and breadth of learning materials at IPB are as follows:

- a. Graduates of the D3 program at least master the concepts of theoretical knowledge and skills in certain fields in general;
- b. Graduates of undergraduate and applied undergraduate/D4 programs have at least mastered the concepts of theoretical knowledge and skills of certain fields in general, as well as theoretical concepts of special sections in these fields in depth;
- c. Graduates of professional programs have at least mastered theory, application knowledge, ethical understanding, and certain field skills;
- d. Graduates of master's programs, applied masters, and specialists have at least mastered the theory of basic knowledge and the application of certain fields; and

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- e. Graduates of doctoral programs, applied doctorates, and sub-specialists have at least mastered the philosophy of science and the application of certain fields of knowledge.

The depth and breadth of learning materials in professional, master, applied master, specialist, doctoral, applied doctoral and subspecialist programs are required to utilize research results and community service results. The different types of academic, vocational, and professional education are indicated by the depth of mastery of theoretical concepts and skills. The level of depth and breadth of learning material is cumulative and/or integrative. The level of depth and breadth of learning materials based on different types of education is outlined in the curriculum structure.

2.2.1. Depth of Learning Materials Learning

- a) Materials are outlined in the form of structured, tiered, and integrated courses that support learning outcomes;
- b) All courses must be equipped with course learning outcomes (lectures and practicums) which are always updated, in accordance with the development of science and technology;
- c) The curriculum at the study program level contains at least: study program learning outcomes, study materials, study material matrix, curriculum structure, and assessment system;
- d) Curriculum at the minimum subject level contains: course learning outcomes, instructional analysis, syllabus (including semester learning plans/RPS and assessment system), Learning Events Unit (SAP), and learning contracts;
- e) The curriculum is structured in a tiered and integrated manner;
- f) In professional, master's, and doctoral programs, it is required to attend lectures (or equivalent assignments) from the supervisory commission whose contents are a collection of broad, deep, and up-to-date knowledge (*state of the art*) in their field;
- g) In the master's and doctoral programs there are more than two intellectual behavior development activities, namely the ability to respond and provide solutions to community and environmental problems such as: poverty alleviation, environmental conservation, improving community welfare, overcoming economic, political, social problems and cultural;

- h) All types of education contain elements of theory and skills; academic education emphasizes mastery of theoretical concepts, vocational education places more emphasis on mastery of skills, while professions emphasizes mastery of special field skills; and
- i) The difference in emphasis is stated in the curriculum structure and learning methods.

2.2.2. Breadth of Learning Materials

- a) Students have the flexibility to take elective courses either provided by the study program or outside the study program;
- b) The study program provides elective courses according to needs with a minimum number of credits of 3 (three) times the number of credits of elective courses that must be taken by students of the study program for each undergraduate and postgraduate program;
- c) The study program provides community service activities that are relevant to the field of expertise used to enrich study program learning materials;
- d) The study program provides a choice of completion of the final project in the form of research, internship, Field Work Practice (PKL), or other forms that are adjusted to the level of education;
- e) The study program applies a mechanism for compiling and reviewing learning materials (covering lecture materials, learning and evaluation methods, as well as the use of learning technology) every semester, involving groups of lecturers in one field of science, internal and external stakeholders, and feedback; and
- f) The study program reviews the curriculum every 3-5 years for undergraduate, professional, master and doctoral programs or once every 3-4 years for diploma programs by involving/considering input from internal and external stakeholders, which is adjusted to scientific and technological developments in their fields, as well as the needs of society.

2.3. STANDARD 3. LEARNING PROCESS

Standard of the learning process is a minimum criterion that includes the characteristics, planning, and implementation of the learning process, as well as the student's learning load carried out in the study program to obtain the learning outcomes of IPB graduates.

2.3.1. New Student

Admissions Acceptance of new students of IPB according to the type and level of the education program considers:

- a) The value of the previous educational program, the results of the entrance test, and/or the achievements of prospective students in academic (science Olympiad, etc.) and non-academic (arts, sports, etc.) sports, humanities) while prioritizing minimum academic requirements;
- b) Educational background;
- c) Previous educational accreditation status; and
- d) Specific requirements for the study program (to be regulated in the POB).

2.3.2. Characteristics of the The Learning Process

characteristics of the learning process consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics.

- a) **Interactive** states that the learning outcomes of graduates are achieved by prioritizing a two-way interaction process between lecturers and students;
- b) **Student-centered** states that graduate learning outcomes are achieved through a learning process that prioritizes student(*self-determinationself-determined learning*) which optimally encourages the development of creativity, capacity, personality, and student needs, as well as develops independence in seeking and finding knowledge;
- c) **Holistic** states that the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national and global excellence and wisdom;
- d) **Integrative** states that the learning outcomes of graduates are achieved through an integrated learning process to meet the overall learning outcomes of graduates in one unified program through an interdisciplinary and multidisciplinary approach;

- e) **Scientific** 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 while still upholding religious and national values;
- f) **Contextual** 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;
- g) **Thematic** states 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 an interdisciplinary and multidisciplinary approach;
- h) **Effectively** 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; and
- i) **Collaborative** 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.

2.3.3. Learning Process Planning

Process planning per semester is prepared for each subject and presented in a syllabus (including RPS and assessment system) with the following provisions:

- a) Defined and developed by lecturers independently or together in a group of expertise in a science and technology field in the study program;
- b) At least contain: (1) the name of the study program, the name and code of the course, semester, semester credit units (credits), the name of the supporting lecturer; (2) the learning outcomes of graduates to be achieved by the courses; (3) the final capabilities planned at each learning stage to meet graduate learning outcomes; (4) study materials related to the capabilities to be achieved; (5) learning methods; (6) the time provided to achieve the ability at each stage of learning; (7) student learning experience which is manifested in the description of tasks that must be done by students for a certain topic for one semester; (8) criteria, indicators, and assessment weights; and (9) a list of references used;

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- c) Lectures and practicum activities are equipped with up-to-date reference books/sources and teaching materials (hand outs/modules/practice guides);
- d) Subjects that utilize the Lecture Management System (LMS) 20%; and
- e) Must be reviewed and adjusted periodically to the development of science and technology.

2.3.4. Implementation of the The Learning Process

implementation of the learning process takes place in the form of interaction between lecturers, students, and learning resources in a particular learning environment.

- a) The learning process in each course is carried out according to the RPS (Study Programs);
- b) The learning process related to research, students must refer to the National Research Standards;
- c) The learning process related to community service by students must refer to the National Standard for Community Service;
- d) The learning process through curricular activities must be carried out systematically and structured through various courses with a measurable learning load, using effective learning methods in accordance with the characteristics of the courses to fulfill graduate learning outcomes, by prioritizing the approach *how to learn* and no longer *what to learn*. The learning methods that can be selected include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods whose delivery can be done directly in class (face to face) or through online learning (online or *online*);
- e) Each course can use one or a combination of several learning methods and is accommodated in a form of learning which can be in the form of: (1) lectures; responses and tutorials; Seminar, group discussion, or *focus group discussion* (FGD); and practicum, whether in the laboratory, studio, workshop, or field; (2) research, design, or development which is a student activity under the guidance of a lecturer that is required for undergraduate, professional, master, and doctoral programs in the context of developing attitudes, knowledge, skills, authentic experiences. It also aims to develop useful knowledge and/or policies

to improve the welfare of the community and the competitiveness of the nation; (3) community service is a student activity under the guidance of a lecturer who is required for diploma four, undergraduate, professional, and specialist education programs in the context of utilizing science and technology to advance the welfare of the community and educate the nation's life through real activities in the community;

- f) Lectures and practicum activities are carried out in full 16 times (face to face or online) per semester including the mid-semester examination (UTS) and the final semester examination (UAS) according to the credit load; the form of exams (UTS and UAS) can be in the form of exams in class, lab, projects/assignments or other forms that can appropriately be used as an instrument for evaluating student learning progress;
- g) The study program carries out monitoring and evaluation of the implementation of the learning process. The workload of the lecturer as the main supervisor in the context of preparing the final project, thesis, thesis, dissertation, or design work / art / other equivalent form is a maximum of 10 students;
- h) The main supervisory lecturer for the final project of diploma and undergraduate education programs has at least a master's degree, while master's and doctoral education programs must have a doctoral degree and in accordance with their field of expertise;
- i) The period of completion of the student's final project from the preparation of the final project plan to the implementation of the examination for the vocational program is a maximum of 6 (six) months, a maximum of 12 months for undergraduate, a maximum of 12 months for a master's degree, and a maximum of 24 months for a doctorate;
- j) The membership of the examiner team in the final study examination consists of a supervisory commission and examiners from outside the supervisory commission whose fields are in accordance with the topic of the final project;
- k) Master program students are required to publish thesis research results in accredited national or international scientific journals, doctoral program students are required to publish dissertation research results in reputable national and international accredited journals whose settings are set out in the POB; and
- l) The period of residence for students of D3 and applied undergraduate/D4 programs is at least 2 (two) semesters, undergraduate at least 4 (four) semesters, masters and applied masters at least 2 (two) semesters, as well as doctorates and applied doctors with a load for at least 3 (three) semesters, master and doctoral programs *by research* are regulated in POB SPs.

2.3.5. Student Learning

Load IPB student learning load is expressed in terms of semester credit units (credits).described as follows:

- The credits area) One credit in the learning process in the form of lectures, responses, or tutorials, consisting of:
- (1) Face-to-face activities 50 minutes per week per semester;
 - (2) structured assignment activities 60 minutes per week per semester; and
 - (3) 60 minutes of independent activity per week per semester;
- b) One credit in the learning process in the form of seminars or other similar forms, consisting of:
- (1) face-to-face activities 100 minutes per week per semester; and
 - (2) 70 minutes of independent activities per week per semester;
- c) Calculation of learning load in a block system, module, or other form can be carried out with a learning load equivalent to the above load whose technical implementation is determined according to the needs in meeting learning outcomes;
- d) 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 minutes per week per semester;
- e) Study load of D3 program students, applied undergraduates/D4 students, and undergraduates who have high academic achievements, after 2 (two) semesters in the first academic year can take a maximum of 24 credits per semester and in the following semester; and
- f) Students with high academic achievement can continue to the next program without having to first graduate from the program, but must complete the program before completing the follow-up program. High academic achievement students are students who have a semester achievement index (IPS) greater than 3.75 (three point seven five) and meet academic ethics. Students of a master's program, an applied master's program, or an equivalent program can continue to a doctoral or applied doctoral program, after at least 2 (two) semesters of participating in the program.

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Semester described as a unit of time for an effective learning process of at least 16 weeks, including UTS and UAS. One academic year consists of 2 (two) semesters and IPB can organize year-over-year lectures. Year-over-year lectures are held for a minimum of 8 (eight) weeks with a student learning load of a maximum of 9 (nine) credits, and according to the student's learning load to meet the learning outcomes that have been determined. If year-to-year lectures are held in the form of lectures, face-to-face at least 16 times including UTS and UAS transfers.

Study period and learning load for the implementation of educational programs:

- a) D3 for 6 (six) semesters, a maximum of 5 (five) academic years, with a student learning load of at least 108 credits;
- b) Bachelors and applied undergraduates/D4 for 8 (eight) semesters, a maximum of 7 (seven) academic years, with a student learning load of at least 144 credits and a maximum of 160 credits;
- c) Profession for 4 (four) semesters, a maximum of 3 (three) academic years, with a student learning load of at least 24 credits;
- d) Masters, applied masters, or specialists, the study period is 4 (four) semesters, a maximum of 3.5 (three and a half) academic years and can be extended 2 (two) x 3 (three) months if it meets the requirements, with a study load students at least 39 credits consisting of 36 credits of courses plus 3 (three) credits of English;
- e) Doctoral, applied doctorate, or subspecialist, the study period is 6 (six) semesters, a maximum of 5 (five) academic years, and can be extended by 2 (two) x 3 (three) months if it meets the requirements, with a student learning load of at least a minimum of 45 credits consisting of 42 credits of courses plus 3 (three) credits of English; and
- f) Students are allowed to complete the study period in the current final semester listed in points a to e as long as the student concerned is declared to have fulfilled all the requirements of the stipulated study load and other graduation requirements.

2.4. STANDARD 4. LEARNING ASSESSMENT

The learning assessment process starts from the recruitment of new student candidates, to produce good quality prospective students. Learning assessment standards are minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes. Assessment of student learning processes and outcomes includes: principles, techniques and instruments, mechanisms and procedures, implementation, and reporting of assessments, as well as student graduation.

2.4.1. Principles of Assessment

The principles of assessment include educative, authentic, objective, accountable, and transparent principles which are carried out in an integrated manner.

- a) The educational principle is an assessment that motivates students to be able to improve planning and learning methods, and achieve graduate learning outcomes;
- b) The authentic principle is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process;
- c) The objective principle 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;
- d) The principle of accountability is an assessment carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students; and
- e) The principle of transparency is an assessment whose procedures and results are accessible to all stakeholders.

2.4.2. Assessment Techniques and Instruments

- a) Techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires; and
- b) The assessment instrument consists of a process assessment in the form of a rubric and/or a result assessment in the form of a portfolio or design work. Attitude assessment can use observation assessment techniques. Assessment of mastery of knowledge, general skills, and special skills is carried out

by choosing one or a combination of various assessment techniques and instruments. The final result of the assessment is an integration of various assessment techniques and instruments used.

2.4.3. Assessment Mechanisms and Procedures

The assessment mechanism consists of:

- a) Compiling, conveying, agreeing on stages, techniques, instruments, criteria, indicators, and assessment weights between assessors and those who are assessed according to the lesson plan;
- b) Carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and assessment weights that contain the principles of assessment;
- c) Provide feedback and opportunities to question the results of the assessment to students; and
- d) Documenting the assessment process and student learning outcomes in an accountable and transparent manner.

The assessment procedure includes: the planning stage, the activity of giving assignments or questions, observing performance, returning the results of observations, and giving the final score. The assessment procedure at the planning stage can be carried out through a gradual assessment and/or re-assessment.

2.4.4. Implementation of the assessment The

implementation of the assessment is carried out in accordance with the lesson plan. Implementation of the assessment can be done by:

- a) Lecturer or a team of lecturers;
- b) Lecturer or lecturer team by involving students; and/or
- c) Lecturer or lecturer team by involving relevant stakeholders.

Implementation of assessments for sub-specialist programs, doctoral programs, and applied doctoral programs must include an external assessment team from different universities.

2.4.5. Assessment Report

Reports in the form of qualifications for student success in taking a course are stated in the range as shown in Table 1.

Table 1. Letters and grades for the final assessment of the course

Quality	Scores
A	4.00
AB	3.50
B	3.00
BC	2.50
C	2.00
D	1.00
E	0.00

The results of the assessment are announced to students after one stage of learning according to the lesson plan. The results of the assessment of graduate learning achievements in each semester are expressed by the semester achievement index (IPS) which is calculated by adding up the multiplication between the quality scores of each course and the credits of the respective courses, divided by the number of credits of courses taken in one semester. The results of the assessment of graduate learning achievement at the end of the study program are expressed by a cumulative achievement index (GPA) which is calculated by adding up the multiplication between the quality score of each course and the credits of the respective courses, divided by the total number of credits of the courses that have been taken.

- a) Diploma and undergraduate program students are declared to have passed if they have taken all of the specified study load and have graduate learning outcomes targeted by the study program with a GPA 2.00 (two point zero zero). Graduates from diploma and undergraduate programs can be awarded with satisfactory, very satisfactory, or praise (cum laude) with the following criteria:
- (1) Students are declared to have passed with satisfactory predicate if they reach a GPA of 2.76 (two point seven six) up to 3, 00 (three point zero zero);
 - (2) Students are declared to have graduated with very satisfactory predicate if they reach a GPA of 3.01 (three point zero one) to 3.50 (three point five zero);

- (3) Students are declared graduated with honors (*cum laude*) if they achieve a GPA > 3.50 (three point five zero), without a D grade, the study period is not more than four years for the D3 program and not more than five years for D4/undergraduate programs, and have never received moderate and/or severe academic sanctions.
- b)** Students of professional, specialist, master, and applied master programs are declared to have passed if they have taken the entire learning load set and have graduate learning outcomes targeted by the study program with a GPA 3.00 (three point zero zero); for doctoral programs and applied doctoral programs 3.25 (three point two five) with a minimum English value of B. Graduates from professional programs, specialist programs, master programs, applied master programs, doctoral programs, applied doctoral programs, can be given predicate satisfactory, very satisfactory, and commendable (*cum laude*) with the following criteria:
- (1) Master and professional program students are declared to have graduated with satisfactory predicate if they fulfill their publication obligations (2.3.4. point k), and achieve a GPA of 3.00 (three point zero zero) up to 3.50 (three point five zero), while for doctoral program 3.25 (three point two five) up to 3.50 (three point five zero);
 - (2) Master, professional, and doctoral program students are declared to have graduated with very satisfactory predicate if they fulfill the publication obligation (2.3.4. point k), and achieve a GPA of 3.51 (three point five one) to 3.75 (three point k). seventy five); or
 - (3) Master, profession, and doctoral program students are declared to have graduated with honors (*cum laude*) if they achieve a GPA > 3.75 (three point seven five), without a C grade, a maximum study period of 2.5 years, and publish one paper in an accredited national journal in the category of Sinta 1 or Sinta 2 of the Ministry of Research, Technology and Higher Education or a reputable international journal, or proceedings of an international seminar indexed by Scopus for master's programs; as well as a maximum study period of 4 (four) years, publishing one publication in an accredited national journal in the category of Sinta 1, Sinta 2, or Sinta 3 Kemenristekdikti, or international seminar proceedings indexed by Scopus, and having at least one international publication Q1 or Q2 or two international publications Q3 and/or Q4 for doctoral programs.

Students who pass are entitled to:

- a) Diplomas and transcripts, for graduates of diploma programs, undergraduate programs, master programs, applied master programs, doctoral programs, and applied doctoral programs written in Indonesian and their translations in English;
- b) Professional certificates issued by universities together with the Ministry of Research, Technology and Higher Education, other Ministries, Non-Ministerial Government Institutions, and/or professional organizations, for graduates of professional programs;
- c) Competency certificates issued by tertiary institutions in collaboration with professional organizations, training institutions, or accredited certification institutions, for graduates of educational programs in accordance with expertise in their branch of knowledge and/or having achievements outside their study program;
- d) Degree; and
- e) Certificate of accompanying diploma (SKPI), unless otherwise stipulated by laws and regulations.

2.5. STANDARD 5. LECTURERS AND EDUCATIONAL PERSONNEL

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

2.5.1. Qualifications and Competencies of Lecturers

- a) Lecturers are required to have academic qualifications and educator competencies, physically and mentally healthy, and have the ability to provide education in order to fulfill graduate learning outcomes. Academic qualification is the lowest level of education that must be met by a lecturer and is proven by a diploma. The competence of educators is stated by an educator certificate, and/or a professional certificate;
- b) There are 5 (five) permanent lecturers per study program who meet the minimum qualifications. The criteria for lecturers in each program are as follows:

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- (1) D3 program lecturers:
 - (a) Must have a minimum academic qualification of a master's degree or an applied master's degree relevant to the study program; (b) The number of lecturers who have areas of expertise in accordance with the competence of the study program 90%;
 - (c) The position of head lector and/or professor whose field of expertise is in accordance with the competence of the study program 40%;
 - (d) Have a certificate of competence/profession $\geq 80\%$; and
 - (e) The study program may use certified professional lecturers relevant to the study program and have the lowest qualification equivalent to level 8 (eight) KKNI.
- (2) Lecturers of undergraduate, applied bachelor/D4 programs:
 - (a) Must have a minimum academic qualification of a master's degree or an applied master's degree relevant to the study program; (b) The field of expertise is in accordance with the competence of the study program with a master's degree education 90% and a doctorate education $\geq 40\%$; (c) Have a certificate of competence/profession $\geq 80\%$;
 - (d) The position of head lector and/or professor whose field of expertise is in accordance with the competence of the study program $\geq 40\%$; and
 - (e) The study program may use certified professional lecturers relevant to the study program and have the lowest qualification equivalent to level 8 (eight) KKNI.
- (3) Lecturers of professional programs:
 - (a) Must have a minimum academic qualification of 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;
 - (b) The field of expertise is in accordance with the competence of the study program with a master's degree education 90% and a doctorate education $\geq 40\%$;
 - (c) Have a certificate of competence/profession $\geq 80\%$;
 - (d) The position of head lector and/or professor whose field of expertise is in accordance with the competence of the study program $\geq 40\%$; and
 - (e) Study programs can use professional certified lecturers relevant to the study program and have at least 2 (two) years of work experience and the lowest qualification is equivalent to level 8 (eight) KKNI.

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- (4) Lecturers of master's programs and applied master's programs:
- (a) Must have academic qualifications of doctoral or applied doctoral graduates relevant to the study program;
 - (b) The field of expertise is in accordance with the competence of the study program and all have doctoral education;
 - (c) Have a certificate of competence/profession 80%;
 - (d) Having the position of head lector and/or professor whose field of expertise is in accordance with the competence of the study program 40%; and
 - (e) Study programs may use professional certified lecturers relevant to the study program and have qualifications equivalent to level 9 (nine) KKNI.
- (5) Lecturers of specialist and sub-specialist programs: specialist
- (a) Must be qualified as sub-graduates, doctoral graduates or applied doctoral graduates relevant to the study program and have at least 2 (two) years of work experience;
 - (b) The field of expertise is in accordance with the competence of the study program and all have doctoral education;
 - (c) Have a certificate of competence/profession 80%;
 - (d) Having the position of head lector and/or professor whose field of expertise is in accordance with the competence of the study program 40%; and
 - (e) Study programs may use professional certified lecturers relevant to the study program and have qualifications equivalent to level 9 (nine) KKNI.
- (6) Lecturers of doctoral programs and applied doctoral programs:
- (a) Must be qualified graduates of a doctoral or applied doctorate whose field of expertise is appropriate or relevant to the competence of the study program;
 - (b) Have competency/professional certificate 80%;
 - (c) The doctoral program must have a professorship whose field of expertise is in accordance with the competence of the study program at least 2 (two) people;

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- (d) The applied doctoral program does not have to have a professorship, but must have at least 2 (two) lecturers with academic qualifications of an applied doctoral/doctoral who have monumental works used by industry or society, or have 2 (two) international publications in reputable international journals; and
 - (e) Study programs may use professional certified lecturers relevant to the study program and have qualifications equivalent to level 9 (nine) KKNI.
- c) Equalization of the 6 (six) and 7 (seven) KKNI levels to the 8 (eight) and 9 (nine) KKNI levels is carried out by the authorized institution through the recognition mechanism of past learning on the recommendation of professional organizations and/or faculty associations/study programs; and
- d) Qualifications of the final project supervisor
- (1) Main supervisor:
 - (a) Permanent lecturers (ASN and non ASN lecturers with NIDN who are still active/not retired at the time of appointment);
 - (b) The field of expertise is in accordance with the theme of the final project and/or scientific study program;
 - (c) Has graduated at least 2 (two) students at the level; and
 - (d) Especially for doctoral and applied doctoral programs, at least having the position of head lector, within the last 5 (five) years have produced 1 (one) scientific work in an accredited national journal or an international journal of repute; or 1 (one) work in another form recognized by a group of experts determined by the IPB senate.
 - (2) the Advisory Commission
 - (a) The field of expertise is in accordance with the scientific study program; and
 - (b) Specifically for doctoral and applied doctoral programs, there must be at least 1 (one) professor.

2.5.2. Lecturer Workload Lecturer

- a) Workload calculation is based on, among others:
 - (1) Lecturer's main activities include:
 - (a) Planning, implementation, and control of the learning process;
 - (b) Implementation of evaluation of learning outcomes;
 - (c) Guidance and training;
 - (d) Research; and
 - (e) Community service. The workload on the main activities of the lecturer is adjusted to the amount of the additional workload;
 - (2) Activities in the form of carrying out additional tasks, and
 - (3) Supporting activities.
- b) 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 students; and
- c) The average load per lecturer per semester, or the average *Fulltime Teaching Equivalent* (FTE) ranges from 12 to 16 credits.

2.5.3. Permanent and Non-Permanent

Lecturers Lecturers consist of permanent and non-permanent lecturers. Permanent lecturers are lecturers with the status of permanent educators at IPB, both ASN and non ASN with NIDN who are not permanent employees in other work units or educational units. Provisions for permanent lecturers are as follows:

- a) Total, $\geq 90\%$ of the total number of lecturers;
- b) The number of lecturers assigned on a full-time basis to carry out the learning process in each study program is at least 5 (five) people. Especially for the doctoral program to have at least 2 (two) professors; and
- c) Must have expertise in the field of science in accordance with the disciplines of the study program.

permanent lecturers are lecturers who have no status as permanent educators at IPB and require expertise in the learning process. Provisions for non-permanent lecturers in a study program are as follows:

- a) Total 10% of the total number of lecturers;
- b) Must have expertise in the field of science in accordance with the disciplines in the study program; and
- c) Have experience in the field of at least 5 (five) years. **2.5.4.**

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personnel have the lowest academic qualifications from D3 program graduates which are stated with a diploma in accordance with the qualifications of their main duties and functions, except for administrative staff who can have a minimum academic qualification of high school or equivalent, provided that:

- a) Number and academic qualifications of librarians to ensure the quality of the implementation of learning at least 4 (four) people;
- b) Each study program has at least 1 (one) laboratory assistant, analyst, technician, operator, programmer/computer administrator, who has a certificate of competence as needed to ensure the quality of the learning process implementation that can work specifically for study programs or be integrated into work units. the organizer of the study program (department or faculty/school);
- c) The number and academic qualifications of administrative staff to ensure the quality of the implementation of learning are at least 4 (four) people who can work specifically for study programs or are integrated in the work unit of study program organizers (departments or faculties/schools); and
- d) Educational staff who require special skills are required to have a certificate of competence in accordance with their field of duty and expertise.

2.6. STANDARD 6. FACILITIES AND LEARNING INFRASTRUCTURE

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

2.6.1. Learning Facilities Learning

Facilities are available and can support the implementation of good learning, at least consisting of:

a) Furniture

- (1) Each lecture and practicum activity is equipped with chair furniture as many as the number of students per activity room and a table according to the needs of educational equipment;
- (2) Every lecture and practicum activity is equipped with furniture facilities for lecturers/assistant and for activities adapted to the character of the learning process activities; and
- (3) Availability of office furniture facilities (tables, chairs, computers, cabinets, etc.) for complete administrative activities, as needed, supported by regular maintenance programs and meeting the quality of occupational health and safety.

b) Educational equipment and media

- (1) Every lecture and practicum activity is equipped with educational equipment of adequate type, quantity, and quality, as well as a guaranteed room security system;
- (2) There are facilities for practicum in the laboratory with the type, quantity, and specifications according to the field of study program, functioning and well cared for and equipped with a good security system; and
- (3) Student practicum activities use good quality field facilities.

c) Books, electronic books, and repositories

- (1) Library services can be accessed at least 14 hours/day, 6 days/week;
- (2) Number of collections of textbooks according to the field of science: 400 for undergraduate, 100 for master, 100 for doctorate (in the last three years);
- (3) Number of collections of dissertations/thesis/thesis/final assignments: 200 (in the last three years);

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- (4) Number of scientific journals accredited by Dikti/LIPPI in accordance with the fields: diploma 2 (two) titles, bachelor 3 (three) titles, masters 3 (three) titles, doctoral 3 (three) titles with full number (within the last three years);
- (5) Number of international scientific journals according to the field: diploma 2 (two) titles, bachelor 2 (two) titles, masters 3 (three) titles, doctoral 3 (three) titles with complete numbers (within the last three years);
- (6) The number of library materials in the form of proceedings is 6 (six) titles for diplomas, 9 (nine) titles for undergraduates, and 9 (nine) for masters and doctorates (in the last three years);
- (7) Departments have easy access to libraries outside the university (including online access); and
- (8) Lectures and practicum activities are equipped with up-to-date reference books and teaching materials (*handouts*/modules/practice guides).

d) Information and communication technology facilities

- (1) Availability of information technology and telecommunication facilities/*internet network/bandwidth of* at least 10 kbps/student and continuous and easily accessible by all students, lecturers, and staff;
- (2) Having access to a computer with complete software and hardware for the learning process;
- (3) Information technology systems are always organized and updated at least once a year;
- (4) The existence of a computer maintenance and modernization policy and supported by adequate funds;
- (5) The ratio of the number of computers per student at the time of use is 1 : 1; and
- (6) Availability of online learning facilities (*e-learning*) supported by sufficient hardware, software (server), in good condition and well-maintained, accompanied by complete manuals.

e) Experimental instrumentation

- (1) Availability of basic laboratory equipment, according to the fields and characteristics of research and branches of science in each unit which is up to date in sufficient quantities, operational and well maintained; and

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- (2) Availability of modern basic and advanced analytical laboratory equipment according to the fields and characteristics of research and branches of science in each unit which is up to date in sufficient numbers, operational and well maintained.

f) Sports facilities

Bogor Agricultural University has accessible sports facilities to support academic and non-academic activities to support academic and non-academic activities: sports buildings, *gymnasiums*, swimming pools, soccer fields, tennis courts, volleyball courts, baseball fields and others with easy;

g) Art facilities

Bogor Agricultural University has artistic facilities that can support academic and non-academic activities: art room, music studio, *green tv*, etc.;

h) Public facilities

- (1) There are sufficient public transportation facilities, operating according to needs, and environmentally friendly (*green transportation*);
- (2) There is sufficient parking space, easy to reach, and safe; and
- (3) There is a traffic control system to ensure traffic order on campus, facilitated by places to pick up and drop off passengers (stops/shelters), as well as traffic signs;

i) Consumables

Availability of consumables for lectures, practicum, research, care, and maintenance of learning facilities with the types, quantities, and specifications as needed and on time;

j) Maintenance, safety, and security facilities

- (1) Have a system for maintaining education and learning facilities;
- (2) Have manual on occupational health and safety, and environmental protection; and
- (3) Has a 24-hour security system.

type, number, and specifications of facilities are determined based on the ratio of the use of facilities according to the characteristics of the methods and forms of learning, and must ensure the implementation of the learning process and academic administration services.

2.6.2. Learning Infrastructure Learning

infrastructure is available and can support good learning implementation, at least consisting of:

a) Lands

IPB land has its own land for buildings and adequate supporting facilities for academic and administrative activities that are ecologically comfortable and healthy to support the learning process;

b) The classroom

The classroom / auditorium at least 2 m² per student;

c) Library Library

space at least 1.6 m² per person;

d) laboratory / studio / workshop / production units

(1) The extent to laboratory / workshop / studio / space simulation / field of at least 2 m² per student;

(2) Computer room at least 1.5 m² per student (at time of use);

e) Sports venues

Sports buildings meet building criteria (indoor) for the use of certain types of sports, are of good quality, and can be easily accessed at national and international standards;

f) Space for the arts

Rooms for artistic activities are of good quality, and can be easily accessed at national and international standards;

g) Student activity unit room

Student association room ≥ 25 m² per room;

h) College leadership room Leadership

work space ≥ 15 m² per person;

i) Lecturer Room

Each lecturer occupies one room with an area of 4 m²;

j) Administration room

Office administration room 4 m² per person;

k) Public facilities for learning

(1) Undergraduate examination room 16 m² per student;

(2) Auditorium in accordance with the maximum number of graduates;

l) Public facilities

(1) Each lecture building has special roads/stairs for wheelchair mobility for students with special needs (disabled);

(2) There is a connecting road infrastructure for pedestrians within the campus, protected from rain and heat, safe, and comfortable;

(3) Water facilities meet the clean water supply system, reservoirs, piping, and their equipment meet the technical requirements;

(4) Water quality meets the requirements of clean water, and water is available at all times throughout the building;

(5) Electrical equipment meets technical requirements in good condition, environmentally friendly, regularly maintained, and available at any time;

(6) Toilets meet technical requirements, are sufficient in number, are available with clean water at all times, function well, and are cleaned regularly at least 2 (two) times a day;

(7) The available polyclinic is sufficient, of good quality and meets the requirements for a polyclinic;

(8) *Ambulance* and hearse are available, and can be used when needed;

(9) The number of student dormitory rooms is in accordance with the planned capacity (two people per room), of good quality and maintained on a scheduled basis;

(10) Place of worship (mushola/mosque) 2 m² per person, good quality, and sufficient quantity;

- (11) Canteen area ≥ 4 m² per student, good ventilation, eating facilities that meet sanitary requirements supported by clean water facilities for hand washing and adequate washing of equipment, closed water disposal, and food vendors that meet hygiene requirements;
- (12) The voice communication network is sufficient, of good quality and meets the requirements; and
- (13) There is a data and information archiving system that is of good quality and meets the requirements.

2.6.3. Facilities and Infrastructure of IPB

- a) Have buildings that meet the technical and safety requirements (class A standard or equivalent), and the number is sufficient;
- b) Supported by integrated laboratory and waste management infrastructure;
 - (1) Complete integrated waste and laboratory waste management planning guidelines are available;
 - (2) The laboratory waste treatment unit is separate from the domestic waste laboratory, supervision is carried out on the management of hazardous and toxic waste (B3);
 - (3) Having adequate temporary storage installation for B3 waste;
 - (4) Availability of waste management equipment/equipment, starting from storage (as well as sorting), collection, temporary disposal sites, final disposal sites (processed with good quality);
 - (5) Has waste processing in the form of incinerators with emissions that do not exceed the threshold; and
 - (6) Waste management by *composting* takes into account the distance from the location to the college building and other buildings.
- c) Have an adequate environmental security system;
 - (1) There is an environmental security unit with sufficient resources, namely campus security operational vehicles, and other equipment; and
 - (2) There are units of fire engines, light fire extinguishers, hydrant systems that are regularly maintained.

- d) Provide facilities and infrastructure that can be accessed by students with special needs. The facilities and infrastructure consist of:
- (1) Labeling in Braille and information in the form of sound;
 - (2) *aramp* for wheelchair users;
 - (3) the guiding path (*guidingblock*) on the road or corridor in the campus environment;
 - (4) Map/plan of campus or building in the form of embossed map/plan; and
 - (5) Toilet or bathroom for wheelchair users.

2.7. STANDARD 7. LEARNING MANAGEMENT

Management standards are the minimum criteria for planning, implementing, controlling, monitoring and evaluating, as well as reporting on learning activities at the study program level. Learning management standards must refer to graduate competency standards, learning content standards, learning process standards, learning assessment standards, lecturers and education staff standards, as well as learning facilities and infrastructure standards.

2.7.1. Planning

Learning management planning includes several things that involve institutions, faculties/schools, departments, and work units as follows:

- a) Bogor Agricultural University makes strategic and operational policy plans in developing curriculum and learning management plans that can be accessed by the academic community and stakeholders, and can be used as a guide for study programs in implementing learning programs;
- b) Bogor Agricultural University makes a policy on the academic atmosphere including information on scientific autonomy, academic freedom, freedom of the academic pulpit, and lecturer-student partnership, and is implemented consistently;
- c) Bogor Agricultural University makes policies regarding the selection, recruitment, and placement system of lecturers and education staff, as well as consistent and effective implementation; and

- d) Faculties/Schools, departments, and work units make quality target planning, activity/work planning, and fund planning/allocation and management according to applicable procedures/mechanisms and are well documented and traceable.

2.7.2. Implementation The

implementation of learning management includes several things that involve institutions, faculties/schools, departments, and work units as follows:

- a) Organizing learning programs according to content standards, process standards, and assessment standards based on the type and educational program that has been determined to meet learning outcomes graduate of;
- b) Carry out systematic activities that create an academic atmosphere and a good quality culture including information on scientific autonomy, academic freedom, freedom of academic pulpits, and student lecturer partnerships, and are carried out consistently;
- c) Have quality assurance system documents (quality policies, quality manuals, quality standards, and standard operating procedures) in the implementation of learning available for lecturers and students;
- d) Have a system of selection, recruitment, placement, coaching, development, succession, retention, and dismissal of lecturers and education staff, as well as a monitoring and evaluation system, along with a track record of performance and implemented consistently and effectively, to ensure the quality of learning implementation;
- e) Having a good coaching system to increase HR retention, which includes the provision of conducive working conditions, opportunities to improve academic/professional abilities, competencies, and adequate welfare guarantees; and
- f) Have a transparent and accountable fund allocation and management mechanism.

2.7.3. Control

Control of learning management involving institutions, faculties/schools, departments, and work units as follows:

- a) Conduct periodic curriculum development and review, carried out independently by involving internal and external stakeholders, and paying attention to the vision, mission, and feedback ;

- b) Having intra-/co-/extracurricular activities involving alumni/community/industry for all types and levels of educational programs which include D3, undergraduate, applied bachelor/D4 programs, professions, masters, applied masters , doctorate, and applied doctor;
- c) Have an internal quality assurance system that is implemented in a systematic, measurable, and sustainable manner through a quality assurance process in each unit by establishing a Quality Assurance Group (GPM) and a Quality Control Group (GKM);
- d) Having intensive graduate data tracking and recording efforts to track graduates of all types and levels of education programs whose data is recorded comprehensively;
- e) Has efforts to track and record user data for graduates of all types and levels of education programs to evaluate graduates' competencies;
- f) Have an academic data management system that is supported by a digital information system that is traceable and can be accessed through a wide network/WAN; and
- g) Have a site that provides academic and non-academic information whose data is always updated.

2.7.4. Monitoring and Evaluation

Monitoring and evaluation in learning management involving institutions, faculties/schools, departments, and work units as follows:

- a) Has a mechanism for periodic monitoring and evaluation of the performance of lecturers and education staff in the fields of education, research, service/service to the community in the process of implementing learning which includes planning, implementation, control, and reporting to ensure the quality and effectiveness of learning;
- b) Monitoring and evaluation of lecturers and students regarding: teaching and learning process and final project implementation (feasibility of lecturers and students, final project guidance which includes the process of proposal formulation, implementation, writing, and examination) for all educational strata. Specifically for the doctoral program, it consists of closed examinations and promotion sessions;

- c) Have a commission/work unit that conducts monitoring and evaluation consisting of personnel with high integrity and dedication, with clear duties and authorities; and
- d) Have a monitoring and evaluation mechanism capable of detecting all possible deviations in the learning implementation process.

2.7.5. Reporting on Learning Activities at the Study Program Level

Reporting on learning activities at the study program level in learning management involving institutions, faculties/schools, departments, and work units as follows:

- a) Have procedures for reporting the learning implementation process at all educational strata periodically carried out properly and is part of the internal quality assurance system, so that it can be used as a source of data and information in making decisions for the improvement and development of the quality of learning; and
- b) Reporting the learning activities of the study program through SIMAK IPB and the higher education database on a regular basis.

2.8. STANDARD 8. FINANCING LEARNING

Standards for learning financing are minimum criteria regarding the components and amounts of investment and operational costs that are prepared in order to fulfill the learning outcomes of graduates. The standard components that must be achieved by learning financing standards are: program planning, operational costs to support academic program activities (education, research, and service / community service), investment costs, and sources of funds.

Higher education operational costs are part of the higher education costs needed to carry out educational activities which include lecturer fees, education staff costs, learning operational costs, and indirect operational costs. The operational costs of higher education are determined per student per year which is called the Standard Unit for Higher Education Operational Costs (SSBOPT). Magnitude SSBOPT the basis for IPB to plan budget revenue and expenditure (RAPB) IPB annual

determined by considering the type of course. The Chancellor of IPB determines the costs to be borne by students in the form of a Single Tuition Fee (UKT).

Higher education investment costs are part of higher education costs for the provision of facilities and infrastructure, development of educators (lecturers) and education personnel in higher education, and institutional capacity building.

2.8.1. Program planning

- a) 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;
- b) Each faculty/school unit, department, directorate, bureau, office, and technical implementing unit/UPT prepares an Annual Work Plan and Budget facilitated by the institution through the Planning and Development Deliberation (Musrenbang) of IPB; and
- c) Faculties/schools actively involve Study Program supervisors in preparing educational programs/activities at the faculty/school or departmental level.

2.8.2. Operational costs

- a) The amount of educational operational costs required per student per year for each educational program at the time this Education Quality Standard is set are:
 - (1) D3 Program 15 (fifteen) million rupiahs;
 - (2) Undergraduate program, applied undergraduate/D4 18 (eighteen) million rupiahs;
 - (3) International class undergraduate program 50 (fifty) million rupiahs;
 - (4) Professional program 12.5 (twelve and a half) million rupiahs;
 - (5) International class professional program 35 (thirty five) million rupiahs;
 - (6) Specialist, master, applied master programs 24 (twenty four) million rupiahs;
 - (7) International class master program 48 (forty eight) million rupiahs; and

- (8) Sub-specialist, doctoral, applied doctoral programs 36 (thirty six) million rupiah.
- b) The average amount of research funds per permanent lecturer per year for each educational program is:
 - (1) D3 Program 2 (two) million rupiahs;
 - (2) Undergraduate program, applied undergraduate/D4 3 (three) million rupiahs;
 - (3) Professional program 5 (five) million rupiahs;
 - (4) Specialist, master, applied master programs 18 (eighteen) million rupiahs; and
 - (5) Sub-specialist, doctoral, applied doctoral programs 18 (eighteen) million rupiah.
- c) The average amount of community service funds per permanent lecturer per year for each educational program is:
 - (1) D3 Program 4 (four) million rupiahs;
 - (2) Undergraduate program, applied undergraduate/D4 1.5 (one and a half) million rupiahs;
 - (3) Professional program 2 (two) million rupiahs;
 - (4) Specialist, master, applied master programs 2.5 (two and a half) million rupiahs; and
 - (5) Sub-specialist, doctoral, applied doctoral programs 2.5 (two and a half) million rupiahs;

2.8.3. Investment Costs

The amount of investment costs used from the total IPB budget for procurement and development are:

- a) Procurement of facilities and infrastructure 15% per year;
- b) Human resource development 5% per year; and c) Institutional development 5% per year;

2.8.4. Sources of funds

Institutions are required to seek funding for higher education from various sources other than the tuition fees obtained from students.

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- a) Percentage of funding from students compared to IPB's total fund receipts $\leq 30\%$; and
- b) Percentage of funds obtained from the Government and non-SPP public funds compared to the total receipts of IPB funds $\geq 70\%$.

Other funding components outside of education costs include: grants, professional and/or expertise services, sustainable funds from alumni and philanthropists, tridharma cooperation between government and private institutions, income from IPB business entities/business units, management of state assets provided by the government and local government for the interest of developing higher education, and/or other legitimate sources.

2.8.5. Obligations of IPB as an Institution

- 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) Conducting an analysis of the operational costs of higher education as part of the preparation of the annual work plan and institutional budget (IPB);
- c) Evaluating the level of achievement of institutional unit cost standards at the end of each fiscal year; and
- d) 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.

2.8.6. Investments and assets

- a) IPB invests in improving facilities and infrastructure for the implementation of the Tridharma of Higher Education and IPB management;
- b) In addition to these investments, IPB may invest in commercial business entities/units that may not conflict with the philosophy, noble values of IPB, and the objectives of national character education;
- c) The value of IPB's assets that can be invested in establishing a commercial business unit annually does not exceed 5% (five percent) of the value of fixed assets and movable assets;
- d) The asset value of IPB is the asset value listed in the latest audit report made by the appointed independent auditor;

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- e) Profits derived from investment activities are IPB's income;
- f) Determination of IPB investment is carried out by the Rector of IPB after obtaining MWA approval; and
- g) Investment procedures and their supervision are regulated by MWA Regulations.