



**Kampus
Merdeka**
INDONESIA JAYA



ACADEMIC GUIDEBOOK

UNIVERSITAS NEGERI SEMARANG

2020



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CHAPTER I INTRODUCTION

A. Background

Universitas Negeri Semarang (UNNES), as a higher education institution, has autonomy in the administration and management of higher education, both in the academic and non-academic fields. The autonomy is implemented as a complete unit. This means that autonomy in the academic field can be implemented optimally if it is supported by the correct and well-performed implementation of autonomy in the non-academic field. Conversely, the implementation of autonomy in the non-academic field will be meaningless if it is not directed to stick up the implementation of autonomy in the academic field. Apart from the urgency of the autonomy of these two fields, the arguments that form the basis of thoughts are focused on various problems in the academic field so that the objectives of preparing this academic guide can be achieved optimally. Academic guide must also function as guidance in the administration, management, and service of the academic field.

The main activity of organizing and managing higher education is in the academic field. This field is both upstream and downstream of higher education. For this reason, an effective, efficient, and professional higher education management is needed to provide excellent services in the academic field. Based on this, the preparation of an academic guide is carried out systematically and covers all aspects of the academic field.

Autonomy in the academic field of higher education as regulated in Government Regulation Number 4 of 2014 on the Implementation and Management of Higher Education covers aspects of the academic requirements of prospective students, study program curriculum, lecture systems and procedures, learning outcome assessment system, requirements and criteria for graduates, implementation of graduation, as well as conducting research and community service.

The study program curriculum is an important component of education delivery, because it contains the structure of courses, learning outcomes, resources and media, learning outcome assessment systems, and strategies to achieve general educational goals and learning objectives in particular. Curriculum development is carried out based on value systems, developments in science and technology, and government policies. The issuance of Presidential Regulation No. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI), Regulation of Minister of Education and Culture No. 3 of 2020 on National Higher Education Standards has an influence on the preparation of the 2020 UNNES Curriculum, which is called the 2020 UNNES Independent Campus and Learning Curriculum.

The *Merdeka Belajar Kampus Merdeka* (Independent Campus and Learning) Policy launched by the Minister of Education and Culture of the Republic of Indonesia, in accordance with Regulation of Minister of Education and Culture No.3 of 2020 in Article 18, states that the fulfillment of the period and study load for students of undergraduate or applied undergraduate programs can be implemented: 1) following the entire learning process in the program study in higher education according to the period and study load, and; 2) participating in the learning process in the study program to fulfill part of the study period and load and have the right to have three semesters of study outside the study program. With this policy, students have ample opportunities to enrich and increase their knowledge and competence in the real world according to their passions and ideals.

In response to this policy, through the 2020 UNNES Independent Campus and Learning Curriculum, UNNES facilitates students by providing the opportunity for 1 (one) semester or the equivalent of 20 (twenty) credits of studying outside the study program at the same university institution; and a maximum of 2 (two) semesters or the equivalent of 40 (forty) credits of studying in the same study program at different universities, learning in different study programs at different universities; and/or learning outside of the university. Forms of learning activities that can be carried out within the study program and outside the study program include student exchanges, internships/work practices, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and village establishment or building/Real Work Lecture (KKN).

The implementation of research and community service as part of the academic process can be done or followed by students, both theoretically and practically. Students can take statistical courses and research methodology and can carry out research practices, both in the context of implementing the Student Creativity Program (PKMP) and writing the final work of their study (final project, study project, undergraduate thesis, thesis, or dissertation). Meanwhile, community service activities can be carried out by students in the context of Real Work Lecture (KKN) activities. In this regard, undergraduate education program students are required to attend School Field Experience (PLP) and non-educational undergraduate students are required to attend Field Work Practices (PKL).

This academic guide holds rules regarding student admission, student academic administration, curriculum, learning process, atmosphere and academic quality assurance, the Independent Campus and Learning program, assessment of learning outcomes, final work of study, graduation, and degrees.

Besides referring to the academic aspects, this academic guide is philosophically prepared based on the vision, mission, and goals of UNNES as a facilitator of academic, professional, and vocational education. This guide consists of strategic academic policies that can be used by the academic community and education staff, especially students, as a guide in planning and taking a part in effective learning activities allowing them to graduate on time and reaching the highest

achievement. UNNES graduates are expected to compete with other university graduates in the international arena.

B. Vision, Mission, and Objectives of UNNES

1. Vision

The vision of Universitas Negeri Semarang is to become a university with a conservation perspective and international reputation.

2. Mission

To actualize this vision, UNNES has missions:

- a. to carry out and develop superior education with a conservation perspective and international reputation;
- b. to develop and creating science, technology, arts, culture, civilization, and sports with a conservation perspective and international reputation;
- c. to disseminate science, technology, arts, culture, and sports with a conservation perspective and international reputation;
- d. to implement integrated quality management in the field of education to strengthen the capacity and good institutional governance with a conservation perspective and international reputation through the application of the principles of transparency, efficiency, participation, and productivity;
- e. to establish and carry out institutional cooperation supporting good governance and the quality of education, as well as the implementation of research and community service with a conservation perspective and international reputation.

3. Objectives

The objectives of UNNES are:

- a. realizing superior culture and civilization through the provision of education, research, and community service with a conservation perspective and international reputation;
- b. actualizing educational institutions and good governance of university that are transparent, efficient, democratic, and productive with a conservation perspective and international reputation;
- c. producing qualified, competent, and competitive human resources who have integrity in various fields of science, technology, arts, and sports with conservation perspective and international reputation;
- d. producing, disseminating, and making use of scientific, technological, artistic, and sports works possessing a conservation perspective and international reputation;
- e. realizing mutually beneficial institutional cooperation for strengthening institutional capacity and governance, providing education, and conducting research and community service with a conservation perspective and international reputation.

C. Purpose and Objectives of Academic Guide Writing

The preparation of this academic guide is intended as a guideline for the implementation and management of academic activities in the UNNES environment so that each interested party can carry out their duties and receive services following their rights and obligations.

The objectives of collating this academic guide are:

- a. serving as guidelines for the management of academic services at the university, faculty/postgraduate, department, and/or study program levels;
- b. becoming a reference for those in charge and implementers of the UNNES academic service management system at the university, faculty/postgraduate, department/department, and/or study program levels in providing good-quality academic services to students;
- c. providing an overview of management stages of academic services, both for the person in charge and executors at the university, faculty/postgraduate, department/department, and/or study program levels; and
- d. becoming a guide for students in planning and implementing learning activities so that they can complete their studies on time and reach the highest achievement.

The academic field occupies a strategic position in the implementation of higher education and its management as the academic field is the main core business. Without putting aside the urgency of other fields, the academic field is both upstream and downstream of all higher education governance practices. The quality of a higher education institution can be seen from the quality of its academic activities. In other words, any institution that wants to improve its quality and image must start everything by improving the quality of its academic field.

UNNES tries to build a strong academic management system with the hope that it can turn out to be the main support for the development of the quality and image of higher education in general. Various steps in the development of the academic system have shown encouraging results as can be seen from the performance of UNNES academic management which is getting better from time to time, as all elements work together to gradually get achievements.

As a learning institution, UNNES strives to continuously improve itself. It is very difficult to imagine achieving quality academic practice results if the academic process is also not qualified. Thus, in order to guarantee such quality, the academic service management system has been structured, strengthened, and improved to serve the needs of students optimally.

UNNES academic service management system has carried out its function as an early warning system so that the implementation of excellent services is a necessity. However, this function still needs to be supported and empowered by another function, namely the reminder. This second function is essentially required to anticipate the possibility of human error in carrying out their duties and functions. This obstacle can arise when there is a change in the person in charge and implementer of the system at a certain level. A person in charge or a new implementer needs a period of adaptation to the system that must be manifested. The executor must be able to maintain

and ensure that the quality of academic services does not diminish in any situation. To overcome problems that may arise in relation to academic services, the 2020 UNNES Academic Guidebook is presented. This guidebook is expected to be a guide for those in charge and implementers of the UNNES academic service management system at all levels, programs, and types of services.

CHAPTER II NEW STUDENT ADMISSION

Student admission is the initial process for community members to attend higher education at UNNES. It is held with a number of standard mechanisms and requirements. Student admission at UNNES is carried out in two patterns, namely the national admission pattern and the independent student admission pattern. The pattern of national student admission is carried out through the National Selection of State University Entrance (SNMPTN) and the Joint Test of State University Entrance (SBMPTN). These two admission pathways are managed independently by the Higher Education Entrance Test Institute (LTMPT). Meanwhile, the pattern of independent admissions of new students consists of the General Entrance Selection of Universitas Negeri Semarang (SM-UNNES) and the special SM-UNNES—aimed for those who have remarkable achievements.

A. Pattern of National New Students Admission

This pattern explains about the admission of new undergraduate students (S1) through national selection, carried out jointly by state universities in Indonesia, and followed by prospective state university students or matriculants throughout Indonesia. It is carried out by fully referring to the applicable laws and regulations.

Referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 on New Student Admissions for Undergraduate Programs at State Universities, the admission of new UNNES students is regulated as follows.

1. Organized with the principle of (a) fairness, which does not differentiate between religion, ethnicity, race, gender, age, social position, physical condition, and level of economic ability of prospective students, while still paying attention to their potential and academic achievements and the specifics of study programs, (b) accountable, which is implemented in accordance with clear procedures and criteria, (c) flexible, which is held several times and each student candidate can take a maximum of 2 (two) Computer-Based Writing Test (UTBK) times, (d) efficient, namely the administration of State University (PTN) entrance tests using information and communication technology, involving human resources, and flexibility of time, and (e) transparency, namely the implementation of PTN admissions is conducted openly and the results of the implementation are easily accessed.
2. The quota of new students who are accepted through the national new student admissions is determined based on the applicable Ministerial Regulation according to the capacity of each study program.
3. The pattern of national new student admissions is carried out through two selection pathways, namely:
 - a. National Selection of State University Entrance (SNMPTN)

SNMPTN is a selection that is carried out jointly by all state universities in an integrated system and held simultaneously. SNMPTN is implemented based on tracking the academic achievements of prospective students. Students who choose the Arts and Sports study program must be assessed for their portfolio of achievements in the arts and/or sports.

B. Joint Test of State University Entrance (SBMPTN)

SBMPTN is a selection that is held jointly by state universities in an integrated system through a computerized exam. Students who choose the Art and Sports study program are required to upload a portfolio (video).

C. Pattern of Independent New Students Admission

The pattern of independent admissions of new students is carried out independently by UNNES, hereinafter referred to as the UNNES Independent Selection, abbreviated as SM-UNNES. SM-UNNES is divided into the General SM-UNNES and Special SM-UNNES. General SM-UNNES is conducted for the selection of prospective students for Diploma (D3), Undergraduate (S1), Professional Education, and Postgraduate (S2 and S3) programs, while the Special SM-UNNES is conducted for the selection of prospective students for the Teacher Qualification Improvement (PKG) program, Long-Distance Learning (PJJ) program, Foreign Students, and International Class.

CHAPTER III STUDENTS ACADEMIC ADMINISTRATION

Administrative and academic registration are forms of services carried out with the aim of granting registered status to students so that they have the right to participate in academic and student activities, as well as using UNNES facilities for common interests. This chapter describes the requirements, procedures, and flowcharts of administrative and academic registration. It also explains the status of students with their rights, students transferring study programs, transfer students from other universities, and dual status students.

A. Administrative Registration

1. New Students

a. Requirements

The requirements for administrative registration for new students are as follows:

- 1) accepted as a new student candidate on the official announcement according to their respective admission paths;
- 2) fill in the personal data form and upload the required documents online via <http://datapokok.unnes.ac.id> page;
- 3) pay tuition fees called Single Tuition Fee (UKT), except for those accepted through the scholarship of the Indonesia Smart Card for College (KIP-College);
- 4) carry out online registration through the <http://datapokok.unnes.ac.id> page;
- 5) verify online registration via <http://datapokok.unnes.ac.id> page;

b. Flowchart

To understand the registration procedure/flow for new students more easily, the description is presented below.

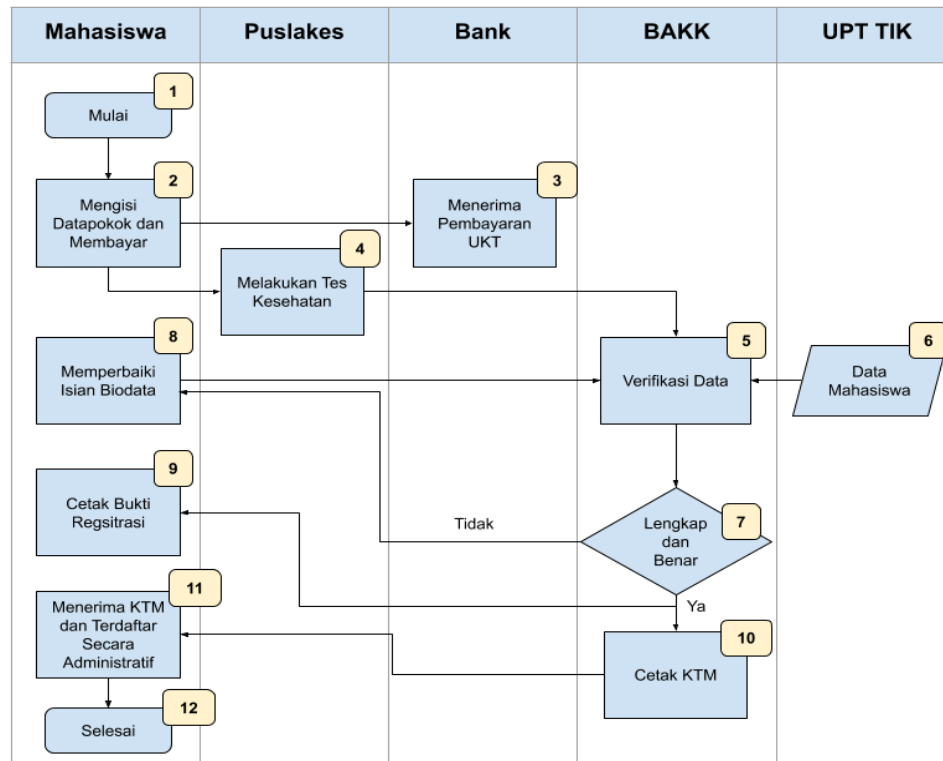


Figure 3.1 New Students Administrative Registration Flow

2. Old Students

a. Requirements

The requirements for old students' administrative registration are as follows:

- 1) having status as an active student;
- 2) paying tuition fees (except those receiving KIP-College) at the designated bank according to a predetermined schedule;

b. Flowchart

To understand the registration procedure/flow more easily, the description is illustrated in the form of a flowchart as follows.

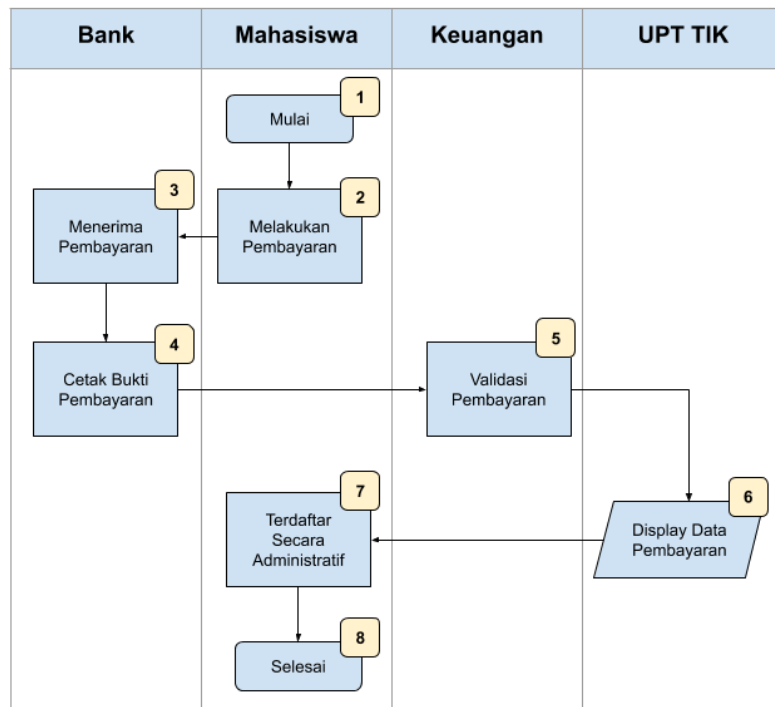


Figure 3.2 Old Students' Administrative Registration Flow

B. Academic Registration

1. Provisions

Academic registration is a student activity to program courses. This activity is carried out by students who have made administrative registration in the current semester. Academic registration is done online through an Integrated Academic System (Sikadu). Proof of academic registration is a Study Plan Card (KRS).

2. Flowchart

The parties involved in the procedure/flow of academic registration are departments/study programs, academic supervisors, students, and Information and Communication Technology Technical Unit (UPT TIK). The flow of academic registration is described in a flowchart as follows.

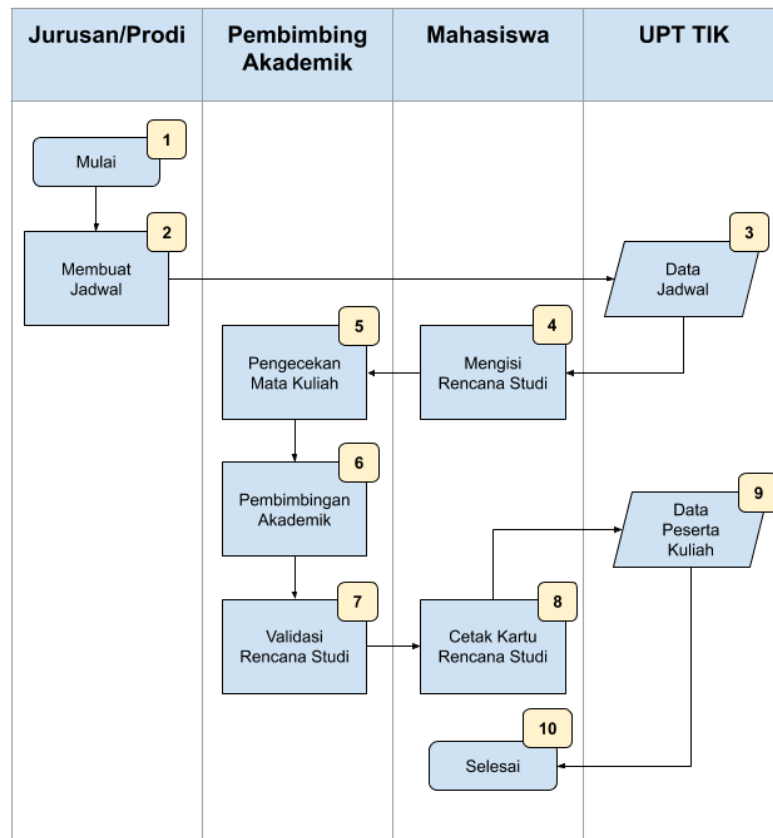


Figure 3.3 Academic Registration Flow

C. Student Status

UNNES student status consists of active students, students on official leave from college, and inactive students.

1. Active Students

Active students are students who have been registered administratively at Sikadu in the current semester and are registered academically.

2. Students on Official Leave Period

The calculation of the study period is the period of study for students who are active in the Higher Education Database (PDDikti), outside the leave period. Students who are on leave status are reported to PDDikti.

Table 10.1 Maximum Length of Leave Period

No	Study Degree	Maximum Length of Leave Period	Explanation
1	S3	2 consecutive semesters or 3 non-consecutive semesters	Started from semester 2
2	S2	2 or 3 non-consecutive semesters	Started from semester 2
3	S1	2 consecutive semesters or 3 non-consecutive semesters	Started from semester 2
4	D3	2 consecutive semesters or 3 non-consecutive semesters	Started from semester 2

- a. New students (first semester) are not allowed to take time off from college, except because of illness or due to something that makes it impossible to attend college.
- b. Students who are on leave from college are not entitled to use UNNES facilities, participate in academic activities, and/or student activities.
- c. Students who return to activity from leave status can take courses in which the number of credits is determined based on the last Semester Achievement Index (IPS) obtained.
- d. The leave period is not taken into account in the study period.
- e. Students with inactive status in the previous semester are not eligible to apply for leave status.

CHAPTER IV CURRICULUM

UNNES curriculum for the undergraduate program is generally called the 2020 UNNES Curriculum of *Merdeka Belajar Kampus Merdeka* (Independent Campus and Learning). Each undergraduate study program has developed an independent campus and learning curriculum. The curriculum of the undergraduate study program that opens international classes is the same as the regular class, but academic texts and course names are translated into English. Diploma III and professional education study programs develop their respective curricula according to the specified graduate competency standards. The curriculum for the Teacher Professional Education (PPG) program is regulated nationally for each subject in primary and secondary education. Meanwhile, other professional education curricula such as Counselor Professional Education are regulated according to the agreement of the professional association. Master and doctoral study programs have updated their respective curricula. The curriculum of all levels and study programs at UNNES is competency-based according to the Indonesian National Qualifications Framework or KKNI (Presidential Decree No. 8 of 2012) and the National Higher Education Standards or SNDikti (Regulation of Minister of Education and Culture Number 3 of 2020), as well as the vision of UNNES with a conservation perspective by paying attention to the sister department curriculum of overseas universities that have WUR or AUR ratings and other regional rankings below 500. Especially for undergraduate education study programs, the curriculum also takes into account the four competencies of prospective teachers according to the National Teacher Education Standards or SNDikgur (Regulation of Minister of Research, Technology, and Higher Education No. 55 of 2017). In various study programs that have received international recognition, the competencies stated in Graduate Learning Outcomes (CPL) are in accordance with the Annex to Regulation of Minister of Education and Culture No. 3 of 2020 and the agreement of the association or consortium of similar study programs, which have been formulated so that they are under the formulation of Outcome-Based Education (OBE) by international ranking agencies. The UNNES curriculum is also developed according to the needs and dynamics of society, as well as the development of science and technology. Thus, the learning process at UNNES is based on a curriculum that is compiled and developed not only to meet the national standards for the implementation of higher education but also to be juxtaposed with similar study programs abroad.

A. Curriculum Structure

The preparation of the study program curriculum, in general, is preceded by the determination of the graduate profile obtained from the market signal through the graduate tracer study and the study program scientific field study until a set of courses is obtained. The various courses are then systematically organized into a structure. The course structure is an organization of courses that are needed by students to graduate according to the Graduate Competency Standards (SKL) of each study program. SKL is the minimum criterion regarding the qualification of graduate abilities which is stated in the CPL formulation which includes general

and specific attitudes, knowledge, and skills. Based on the learning outcomes, study materials and courses and their weights are developed.

Law Number 20 of 2003 on the National Education System and Law Number 12 of 2012 on Higher Education mandate the basic framework and structure of the higher education curriculum to be developed by each university concerning the national education standards for each study program which includes the development of intellectual intelligence, noble character, and skills. Referring to these laws and regulations and by the vision, mission, and goals of UNNES, the UNNES curriculum has advantages with conservation characteristics which also characterize the excellence of each study program. Conservation, in relation to the curriculum, means that the curriculum, both in learning tools and in learning activities, must integrate the values of conservation characters, namely inspirational, humanist, caring, innovative, creative, sportive, honest, and fair values.

In order to fulfill the principle of flexibility and the principle-centered on the potential, needs, and interests of students and their environment, the UNNES Curriculum contains compulsory subjects, elective courses for study program development, and free elective courses. Compulsory courses must be taken and passed by the students of the relevant study program. The elective courses of study program development are highly recommended courses to be taken and passed among the options provided by other study programs and/or study programs inside and outside UNNES. Free elective courses are not required to be taken by the student of the study program concerned, but are selected from those provided by other study programs and/or study programs inside or outside UNNES according to their interests so that the minimum total credit requirements are met to be declared passed. A study program must be able to provide a variety of elective courses at least 2x the number of subjects that can be chosen.

The various courses are distributed as follows.

1. Diploma III Program, a number of courses equivalent to 108 credits is distributed in 6 semesters.
2. Undergraduate Program, a number of courses equivalent to 144 credits is distributed in 8 semesters. Students can study in their respective study programs in semesters 1-5. Elective courses in the study program curriculum structure are placed in semester 6. In semesters 6, 7, and 8, students can choose to study inside their study program, outside their study program inside UNNES, outside study program outside UNNES in a similar or different study program, or outside non-higher education institutions. In other words, students are free to learn. Independent learning activities that can be carried out are student exchanges, internships/work practices, teaching assistance in education units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and building villages/Real Work Lecture (KKN). Recognition of various activities in independent learning activities into courses and Diploma Companion Certificate (SKPI) are regulated in separate guidelines and by each study program. The tasks and management of the independent campus and learning program are described in section C below. Undergraduate students who excel academically (have GPA of > 3.0) can plan and follow a fast track program in the

fourth year of study so that they can complete their studies in both undergraduate and master programs at the same time within 5 years.

3. Professional Education Program, a number of courses equivalent to 24 credits is distributed within the time unit set by the program manager.
4. Students can complete all their studies in their study program. They can take courses that have similar learning outcomes in sister departments at partner universities in domestic and abroad which will be equivalent according to the courses in the study program curriculum structure.
5. Doctoral Program, a number of courses equivalent to 42 credits is distributed in 4 semesters according to choices by courses or by research. Students can take courses that have the same learning outcomes in sister departments at partner universities whether domestic or abroad.

B. Curriculum Components

1. UNNES curriculum components are composed of groups of subjects for learning outcomes in the forms of attitudes, knowledge, general skills, and specific skills.
2. Attitude is correct and cultured behavior as a result of the internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experiences, research and/or community service, and other independent learning activities.
3. Knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of knowledge obtained through reasoning in the learning process, student work experiences, research and/or community service, and other independent learning activities.
4. Skills are the ability to perform work using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experiences, research and/or community service, and other independent learning activities, including:
 - a. general skills as general employability that must be possessed by every graduate in order to ensure the equal ability of them according to program level and type of higher education; and
 - b. specified skills as special work abilities that must be possessed by every graduate in accordance with the scientific field of the study program.
5. General learning outcomes of attitudes and skills are taken from the Annex to Regulation of Minister of Education and Culture No. 3 of 2020, while learning outcomes for specific knowledge and skills are formulated jointly in an association or consortium of similar study programs or compiled by study programs. The four learning outcomes can be reformulated into OBE. If the study program states its SKL is in the form of OBE, it must be able to provide a mapping of the relationship between OBE and CPL.

C. Academic Year and Academic Credit System

The Academic Year is divided into two semesters, namely odd semester and even semester, each of which consists of 16 weeks including midterm and final semester exams. Between odd semester and even semester, intermediate semesters can be held. The implementation of the intermediate semester is carried out for at least 8 weeks with a maximum study load of 9

credits. Before the change of semester, the study program is required to prepare courses to be taken by students through the course offering in the Integrated Academic System (Sikadu). The intermediate semester is only for students of the diploma III program and the undergraduate program, who stand at least in semester 3.

Student learning methods are regulated using the Academic Credit System (SKS) and the course loads are expressed in Academic Credit System (SKS). The SKS for lecturing is regulated as follows.

Table 4.1 Learning Activities and Details of 1 Credit (SKS) Activity

Kelp	Name of Activities	Learning Process Activities (KPB) (per week/semester)	Structured Assignment Activities (KPT) (per week/semester)	Independent Activities (KM) (per week/semester)
A	lectures, responses, tutorials	50 minutes	60 minutes	60 minutes
B	seminar or the likes	100 minutes	-	70 minutes
C	practicum, studio practice, workshop practice, field practice, work practice, research, design, or development, military training, student exchange, internship, entrepreneurship, and/or community service	Not divided into 3 activities, but 1 credit (SKS) is equivalent to 170 minutes/week/semester (note: study programs may have the names of other learning activities that can be grouped into group C activities such as exhibitions, performances, workshops, etc., which can be held inside or outside UNNES)		

D. Study Load and Study Period

- a. The study load in the Diploma III program is 108 credits which are scheduled for 3 academic years and can be completed within a maximum of 4 academic years.
- b. The study load in the Undergraduate program is 144 credits which are scheduled for 4 academic years and can be taken within a maximum of 7 academic years. Students with extraordinary abilities can take less than 4 years. Courses can be taken inside the study

program, in other study programs at UNNES, in the same or different study programs outside UNNES, and/or outside higher education institutions.

- c. The study load in the Professional Education program is 24 credits, which can be taken in less than 2 academic years and a maximum of 3 academic years.
- d. The study load in the Master program is 36 credits which are scheduled for 2 academic years and can be taken in less than 2 academic years and a maximum of 4 academic years, including thesis preparation.
- e. The study load in the Doctoral program is 42 credits which are scheduled for 3 academic years with a maximum study period of 7 academic years.

The maximum study load in a semester is 24 credits. The determination of the total study load is based on the Semester Achievement Index (IPS) achieved in the previous semester.

- a. For diploma and undergraduate students

Table 4.2 Achievement Index and Maximum Load per Semester of Diploma and Undergraduate Programs

Previous Semester IP	Maximum Study Load (SKS)
$3.00 < IPS \leq 4.00$	24
$2.50 < IPS \leq 3.00$	22
$2.00 < IPS \leq 2.50$	20
$1.50 < IPS \leq 2.00$	16
$IPS \leq 1.50$	12

Note: for students who get assignments related to the achievements and reputation of the institution, when they register again as active students, the maximum load of credits will be obtained.

- b. For master and doctoral students

Table 4.3 Achievement Index and Maximum Load per Semester of Master and Doctoral Programs

Previous Semester IP	Maximum Study Load (SKS)
$3.50 < IPS \leq 4.00$	24
$2.50 < IPS \leq 3.50$	22
$2.00 < IPS \leq 2.50$	20
$1.50 < IPS \leq 2.00$	16
$IPS \leq 1.50$	12

The study load of the first and second-semester students is determined according to the study program curriculum structure. In semester 3 and beyond, the number of credits is taken based on the achievement of the achievement index as shown in Tables 4.2 and 4.3. Students of diploma, undergraduate, master, and doctoral programs are allowed to take a study load of 24 credits starting in semester 3 and meet academic ethics. Students who return to activity from leave status can take courses with the number of credits determined based on the last semester IP obtained.

CHAPTER V LEARNING PROCESS

Each study program is required to complete learning outcomes targets as a form of accountability for program implementation to stakeholders. The learning outcomes of the study program graduates are not only a formulation of the learning objectives to be achieved and must be owned by all graduates, but also a statement of the quality of graduates. To obtain graduate learning outcomes, the implementation of learning in the study program must meet the qualified standards, which are the minimum criteria for implementing learning in a study program. Learning process standards include the characteristics, planning, implementation, and student learning load.

A. Characteristics of the Learning Process

The learning process at Universitas Negeri Semarang (UNNES) is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

1. The interactive aspect states that graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.
2. The holistic aspect means that the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.
3. The integrative aspect exemplifies that the learning outcomes of graduates are achieved through an integrated learning process to meet the overall learning outcomes of graduates in a single program through interdisciplinary and multidisciplinary approaches.
4. The scientific aspect implies that the learning outcomes of graduates are achieved through a learning process that prioritizes a scientific approach so that an academic environment is created which is based on a system of values, norms, and scientific principles and upholds religious and national values.
5. The contextual aspect means that the learning outcomes of graduates are achieved through a learning process that is adjusted to the demands of the ability to solve problems in their realm of expertise.
6. The thematic aspect states that the learning outcomes of graduates are achieved through a learning process that is adjusted to the scientific characteristics of the study program and is linked to real problems through a trans disciplinary approach.
7. The effective aspect means that the learning outcomes of graduates are achieved effectively by emphasizing the proper and correct internalization of the material at an optimum period.
8. The collaborative nature states that graduate learning outcomes are achieved through a shared learning process that involves interaction between individual learners to produce a capitalization of attitudes, knowledge, and skills.
9. The student-centered aspect means that graduate learning outcomes are obtained through a learning process that prioritizes the development of student creativity, capacity, personality and needs, as well as developing independence in seeking and finding knowledge.

10. One credit (SKS) in the learning process is in the form of lectures, tutorials, and responses consisting of 50 minutes per week per semester, 60 minutes of structured assignments per week per semester, and 60 minutes of independent activities per week per semester.
11. One credit (SKS) in the learning process is in the form of seminars or other forms consisting of 100 minutes per week per semester and 70 minutes of independent activities per week per semester.
12. One credit (SKS) in the learning process is In the form of practicum, studio practice, workshop practice, field practice, research, community service, and/or other similar learning processes taken within 100 (one hundred) minutes per week per semester.
13. The learning of the independent campus program is carried out in accordance with the guidelines in Chapter VII.
14. The learning process focuses on the habituation of conservation values (standing alone courses, embedded chapters, and embedded values).
15. The learning process also provides students with international insight regarding the subject concerned.

B. Learning Process Planning

Learning process planning is prepared for each subject and presented in the Semester Learning Plan (RPS). RPS is determined and developed by lecturers independently or together in a Group of Expertise (KBK) in a field of science and/or technology. RPS must be reviewed and adjusted periodically to developments in science and technology and adjust to the learning outcomes that have been designed. Also, lecturers independently or together in a group of experts in a study program are required to develop lecture teaching materials equipped with learning media and evaluation. Teaching materials are lecture materials that are prepared based on the designs contained in the RPS, and are further descriptions of the RPS which reflect scientific, relevant, systematic, consistent, adequate, actual and contextual, and comprehensive principles. Teaching materials put on by lecturers are expected to combine national and international standard material. Learning media as a learning aid consists of audio-visual, graphic, internet, and/or other media. Learning evaluation consists of developing a grid, arranging questions and answer keys, and scoring signs.

C. Learning Process Implementation

The learning process takes place in the form of interactions between lecturers, students, and learning resources in a particular learning environment. It is carried out based on the RPS according to the characteristics of the learning process.

The learning process through curricular activities must be carried out systematically and structurally through various courses and with a measurable learning load. In addition, the learning process must use an effective learning method based on the Student-Centered Learning (SCL) approach under the characteristics of the course to achieve certain abilities

that have been determined in the course in a series of fulfilling graduate learning outcomes. The learning methods for implementing course learning include:

1. learning with case studies,
2. project-based learning,
3. collaborative learning,
4. cooperative learning,
5. problem-based learning and inquiry,
6. role-playing and simulation,
7. small group discussion,
8. discovery learning,
9. laboratory learning, or
10. other learning methods that can effectively facilitate the fulfillment of graduate learning outcomes.

Each subject (lecture) can use one or a combination of several learning methods and be accommodated in a form of learning. They can be in the form of lectures, responses and tutorials, seminars and practicum, studio practice, workshop practice, or field practice. For undergraduate, master, and doctoral programs, besides being accommodated by this form of learning, it is also mandatory to add a form of learning in the form of research, especially for undergraduate ones, as it is mandatory for students to carry out community service.

Learning for one semester is carried out face-to-face and can be combined harmoniously between the advantages of face-to-face (offline) learning with the advantages of online learning through the (E-Learning) Elena system (<https://apps.unnes.ac.id>) or applications to achieve graduate learning outcomes, which is often called as blended learning. Besides, learning can be held online fully with a synchronous or asynchronous model while still paying attention to the achievement of competencies in each course. Lecturers hold learning activities online through the Elena System.

Research, as a form of learning, is a student activity under the guidance of lecturers in the context of developing knowledge and skills, as well as improving community welfare and national competitiveness, which is manifested in Final Projects, Undergraduate Thesis, Thesis, and Dissertation. Meanwhile, community service learning is a student activity under the guidance of lecturers to utilize science and technology to advance community welfare and educate the nation's life. This form of learning is manifested in Real Work Lecture (KKN) courses.

The learning process through curricular activities for each course is done with the following conditions. In one semester, effective learning is carried out for 16 (sixteen) weeks, including learning evaluations in the form of Mid-Semester Exams and Final Semester Exams. The student learning load for each subject is stated in the Academic Credit System (SKS), where one credit is equivalent to 170 (one hundred and seventy) minutes of learning activities per week per semester.

D. Assessment of Learning Process and Outcomes

Assessment of the process and student learning outcomes must meet the principles of education, authenticity, objectivity, accountability, transparency, and timely feedback, carried out in an integrated manner. The educational principle is an assessment that motivates students to be able to improve planning and learning methods and to achieve graduate learning outcomes. The authentic principle is an assessment oriented towards a continuous learning process and learning outcomes, reflecting student abilities during the learning process. The objective principle is an assessment based on standards agreed upon between lecturers and students and is free from the influence of the assessor's subjectivity and the one being assessed. 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. The principle of transparency is an assessment whose procedures and results can be accessed by all stakeholders. It must provide timely feedback to students so that it can be used as material for increasing mastery of lecture material.

Assessment techniques that can be used during the learning process consist of observation, participation, performance, written tests, oral tests, and questionnaires. Meanwhile, the assessment instrument can be in the form of a process assessment containing a rubric and/or a portfolio or design work. Attitude assessment can use observational assessment techniques.

The assessment of mastery of knowledge, general skills, and specific skills is carried out by selecting one or a combination of the various assessment techniques and instruments. The assessment final result is integration between the various techniques and assessment instruments used as stated in the RPS.

The learning assessment mechanism consists of:

1. compiling, conveying, agreeing on the stages, techniques, instruments, criteria, indicators, and load of the assessors and those assessed according to the learning plan;
2. carrying out the assessment process following the stages, techniques, instruments, criteria, indicators, and load of the assessment containing the principles of assessment;
3. providing feedback and the opportunity to question the results of the assessment to students; and
4. documenting the assessment process and student learning outcomes in an accountable and transparent manner.

The assessment is done under the lesson plan in the RPS. It can be carried out by fulfilling the following conditions.

1. The assessment implementation must comply with the assessment procedure which includes stages of planning, handing out assignment activities or questions, observing performance, returning the results of observations, and giving the final score. The planning stage can be carried out through a gradual assessment and/or reassessment.
2. The assessment is held by a teaching lecturer or a team of teaching lecturers; teaching lecturer or team of teaching lecturers by including students; and/or teaching lecturers or team of teaching lecturers by involving relevant stakeholders.
3. Learning assessment forms as a component of student learning outcomes assessment which is accommodated in daily scores, midterm exam scores, and final semester test scores.
4. Assessment related to PLP, PPL, PKL, KKN, and Final Project/Undergraduate Thesis/Thesis/Dissertation is regulated in separate provisions.
5. Education study program students are required to take PLP courses, while non-educational study program students take PKL courses.
6. Final exams are carried out programmatically by study programs/departments/sections/faculties/university according to the academic calendar in the current year.
7. As a form of accountability for the implementation of learning assessments, lecturers are obliged to enter students' final grades for each study at Sikadu and ensure their validity within the time limit specified in the academic calendar.
8. Implementation of dissertation assessments must include an external assessment team in their respective fields from different universities.

E. Learning Report and Monitoring

Learning monitoring is an activity carried out by study programs/faculties/university to maintain the quality of the learning implementation. Further explanation is presented below.

1. Learning report activities is done by lecturers who teach courses through Sikadu 2.0.
2. Monitoring of learning is carried out by the head of the study program/head of the department/head of the section, the vice dean related to the academic field, the dean, the vice rector of the academic field periodically and gradually.
3. Reporting of learning by lecturers in the form of Daily Lecture Implementation Reports (LPPH) is conducted online through the Learning Process Administration System which is integrated in Sikadu 2.0 and Elena when learning is carried out online. Offline reporting is carried out using the lecture journal sheet provided which must then be recorded in Sikadu 2.0.
4. Learning monitoring includes the number of meetings that have been conducted, the compatibility between the material included in the RPS, and the material presented in the lesson.
5. LPPH must be filled by lecturers, in the form of student attendance and learning materials provided. Each LPPH must obtain verification and validation from one of the students attending the lecture and it is done no later than one day after the learning process took place. At the end of the semester, the university provides a questionnaire to measure the performance of lecturers in learning at Sikadu 2.0 before they see the

study data and student satisfaction in academic services that must be filled in by students online.

6. Monitoring results are analyzed and reported by the Quality Assurance Agency as an academic evaluation.

CHAPTER VI ATMOSPHERE AND ACADEMIC QUALITY ASSURANCE

A. Policies on Academic Freedom, Academic Forum Freedom, and Scientific Autonomy

In this guidebook, what is meant by the academic atmosphere is the scientific atmosphere that is owned by the academic community in the form of freedom of speech, academic freedom, and scientific autonomy. The academic atmosphere reflects the condition of the campus where educational resources contribute to the creation of academic activities so that the learning process and academic activities on campus run optimally.

Academic forum freedom is related to academic freedom. Academic freedom refers to the freedom of academics to study, research, discuss, and teach knowledge to and between fellow academics. Meanwhile, academic forum freedom relates to the rights and authorities of a person who has the prerequisites and attributes to be recognized for his competence and scientific authority to express his thoughts and opinions which are *ex cathedra academica*. Academic freedom can be used by the academic community, namely lecturers and students; whereas academic forum freedom, in the sense of using a *cathedra* or forum, is only owned by academics qualified to the requirements to act as independent teaching or research staff.

The means for conveying ideas through academic freedom possessed by the academic community or the academic forum are various academic forums that are common in the academic environment, such as the colloquium, symposium, seminars, general stadiums, panel discussions, workshops, and so on. Each forum has rules that must be obeyed by the relevant forum participants. Every forum has its discipline and rules. With these disciplines and regulations, the academic forum gets its load or authority as a forum for discussion or scientific dialogue and provides an opportunity for the realization of responsible academic freedom.

Policies regarding academic freedom, academic forum freedom, and scientific autonomy are regulated in Law No. 12 of 2012 on Higher Education. The law stipulates the application or the implementation of education and development of science and technology academic freedom, academic forum freedom, and scientific autonomy. The implementation of academic freedom, academic forum freedom, and scientific autonomy is the personal responsibility of the academic community which must be protected and facilitated by higher education leaders. In line with this, UNNES, as regulated in Regulation of Minister of Research, Technology, and Higher Education No. 49 of 2016 concerning the UNNES Statute, upholds academic freedom, academic forum freedom, and scientific autonomy.

UNNES statute clarifies the meaning of academic freedom, academic forum freedom, and scientific autonomy. Academic freedom is exercised in an effort to explore, apply, and develop science, technology, arts, and/or sports through quality and responsible educational, research, and community service activities that do not conflict with the provisions of laws and regulations. Academic forum freedom is part of academic freedom allowing any professor or lecturer who has scientific authority and competence to disseminate research results and convey academic views through lectures, seminars, symposiums, panel discussions, exams, and other scientific activities accordingly to scientific principles. Scientific autonomy is intended as the independence and freedom of the academic community in discovering, developing, expressing, and/or defending the truth according to scientific principles to ensure the sustainable development of the branches of science, technology, arts, and/or sports.

The UNNES Statute further stipulates that academic freedom, academic forum freedom, and scientific autonomy are the freedoms that academicians have to carry out activities related to education and development of science, technology, arts, and sports responsibly and independently. In implementing academic freedom, academic forum freedom, and scientific autonomy, each member of the academic community strives so that activities and their results can improve the implementation of academic activities. Any member of the academic community is personally responsible for the implementation, results, benefits, and impacts in accordance with moral and scientific norms and principles, as well as allowed to use UNNES resources responsibly. The Rector strives and guarantees every member of the academic community to carry out academic freedom, academic forum freedom, and scientific autonomy in the context of holding their duties and functions independently under personal aspirations based on scientific norms and principles, as well as academic achievement.

B. Implementation of Academic Freedom, Academic Forum Freedom, and Scientific Autonomy

The creation of an academic atmosphere is not only supported by the provision of academic freedom, academic forum freedom, and scientific autonomy to the academic community but also must be supported by other factors, namely physical resources and educational infrastructure. The strengthening of academic freedom, academic forum freedom, and scientific autonomy in study programs must be supported by the improvements in lecture facilities and infrastructure, including internet networks, laboratories, and libraries that enable academicians to carry out tridharma higher education activities optimally.

The development of RPS, teaching materials, learning media, and learning evaluation by lecturers or groups of lecturers are the main supports for the implementation of academic freedom in the aspect of education or learning. Organizing academic assistance and

involving students in lecturers' research is a part of the academic freedom done by lecturers which allow students to graduate promptly. Lecturers are encouraged to develop learning models, strategies, methods, and media through the preparation of educational learning and research tools such as CAR and experimental research. Lecturers also have academic freedom to conduct research and community service; attend seminars, workshops, and symposia; deliver scientific speeches; become members of professional organizations and so on.

Academic freedom for students includes freedom in expressing opinions and making presentations in lecture activities, conducting research in the context of undergraduate thesis or final project preparation, compiling scientific papers for learning or scientific paper competition purposes, carrying out KKN activities, and providing social services to society. For these reasons, students are given the convenience of using laboratories, workshops, studios, libraries, internet networks, and so on.

The freedom of the academic forum for lecturers can be done when the lecturers who have professor title delivers scientific speeches in their inauguration as professors. As well, the freedom of the academic forum can be used by lecturers in conducting scientific speeches in the University or Faculty Anniversary forums and delivering scientific presentations in front of colleagues or scientific communities.

In carrying out their duties, lecturers are directed to develop student discussions by working on group assignments so that they can build and develop knowledge using available facilities, namely libraries and internet with hotspots installed in the Study Program environment. In addition to this, scientific development is also carried out in collaboration between lecturers and students in conducting research. Academic freedom and academic forum freedom in the Study Program environment are well guaranteed, including being able to create and innovate as outlined in the learning process and research guided by ethical codes and academic provisions. In addition to research, students can also present ideas in national and international seminars within UNNES and outside UNNES. Students can also carry out activities by carrying out Student Creativity Program (PKM), conducting Student Activity Unit (UKM) and activities in the Department Student Association (HMJ) or Study Program Student Association (HIMPRO).

A conducive academic atmosphere which is reflected by the use of academic freedom, academic forum freedom, and scientific autonomy by the academic community will encourage the achievement of UNNES's vision, namely as a conservation-minded and internationally reputable university. The use of the academic atmosphere correctly, ethically, and responsibly will also contribute to the university's target to make UNNES as a world-class university in 2020.

In recent years, freedom of speech and scientific autonomy as the hallmarks of a university that upholds civilization have been implemented consistently by UNNES, even from year to

year there has been significant progress not only in educational and teaching activities but also in research and community service activities. In the field of education and teaching, lecturers are given complete autonomy to teach science according to their respective fields of expertise. In addition, lecturers are given the authority to build student character according to the characteristics of the university that is a conservation-minded perspective. To explore and develop student potential, lecturers have the freedom to assign assignments and foster students to create superior, outstanding, and conservation-minded students.

As an effort to strengthen and improve teaching and learning activities, lecturers have the opportunity to conduct research and community service facilitated by the Institute for Research and Community Service and the Faculty. Lecturers also have the opportunity to obtain research funding from other sources, such as the Ministry of Research, Technology, and Higher Education; Central Java Provincial Education Office, and State and private institutions. Research results have the benefit of improving the quality of education and teaching.

Research results and the conceptual work of lecturers are disseminated through scientific activities at UNNES, through university, faculty, and postgraduate scientific forums. Currently, the activities that reflect the freedom of the academic forum are mostly carried out by lecturers. Activities to disseminate research results and community service through research results seminar forums organized by the Institute for Research and Community Service (LP2M) UNNES, faculties, and postgraduate.

The improvement of the academic atmosphere in the form of academic freedom is also facilitated by UNNES in the form of sending lecturers and students to conduct collaborative research with universities abroad. As well, UNNES support for lecturers and students for visiting professors and lecturers and students to carry out learning activities and presentations in international seminars or conferences is increasing.

To create a better academic culture, UNNES provides opportunities for lecturer exchange and student exchange programs with both domestic and foreign universities (inbound and outbound), encourage lecturers to improve their professional experience by working as practitioners in the industrial world, and carry out Tri dharma activities in universities that enter QS 100 according to the field of science and provide a forum for permanent lecturers who come from professional practitioners or have work experience in the industrial world, or the world of work.

To strengthen the academic atmosphere and add insight for lecturers and students regarding certain sciences, UNNES, faculties, and postgraduate can invite speakers or interviewees to deliver material or conduct training in scientific forums held both on a national and international scale. The world-class professor (WCP) activity conducted by UNNES is a vehicle to strengthen the academic atmosphere within the academic community,

as well as an effort to improve the ability of lecturers and students to write scientific papers that can be published in reputable international journals.

C. Academic Quality Assurance

1. The Foundation of Academic Quality Assurance

- a. Law number 12 of 2012
- b. Government Regulation Number 14 of 2014
- c. Permenristekdikti number 62 of 2019
- d. Permendikbud number 3 of 2020 concerning National Higher Education Standards
- e. Permendikbud number 5 of 2020 concerning Accreditation

2. Internal Quality Assurance System

Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner.

SPMI is planned, implemented, evaluated, controlled, and developed by the Rector through the Quality Assurance Agency (BPM). The output of the implementation of SPMI by higher education is used by BAN-PT or LAM to determine the accredited status and ranking of a university or a study program. Planning, implementing, evaluating, controlling, and developing SPMI are based on Higher Education Standards.

SPMI has an activity cycle consisting of establishment of Higher Education Standards; Implementation of Higher Education Standards; evaluation of the implementation of Higher Education Standards; control of the implementation of Higher Education Standards; and improvement of Higher Education Standards. (2) Evaluation is conducted through monitoring and evaluation as well as internal quality audits (AMI). (3) SPMI is implemented in all areas of higher education activities, namely: academics, including education, research, and community service; and non-academic, including human resources, finance, facilities, and infrastructure. (6) SPMI is stipulated in the higher education leader regulation for PTN after being approved by the higher education academic senate.

Thus, SPMI at UNNES is implemented through a cycle of activities consisting of Establishment of Higher Education Standards; Implementation of Higher Education Standards; Evaluation (Implementation) of Higher Education Standards; Control (Implementation) of Higher Education Standards; and Improvement of Higher Education Standards or abbreviated as PPEPP. PPEPP for each Higher Education Standard will produce *kaizen* or continuous quality improvement (CQI) on all Higher Education Standards to create Quality Culture.

3. External Quality Assurance System

External Quality Assurance System (SPME) is an assessment activity through accreditation to determine the feasibility and quality achievement level of study programs and universities. SPME is planned, evaluated, implemented, controlled, and developed by BAN-PT and/or LAM

through accreditation in accordance with their respective authorities. The planning, implementation, evaluation, control, and development of SPME are based on Higher Education Standards.

SPME carried out through accreditation has an activity cycle consisting of Data and Information Evaluation stage; Accreditation Status and Accredited Ranking Establishment stage; and Monitoring and Evaluation stage of Accreditation Status and Accredited Ranking. SPME is developed continuously by BAN-PT and/or LAM in accordance with their respective authorities. Further provisions regarding the cycle of activities are regulated in Ministerial Regulations. Thus, in the context of this SPME, UNNES through BPM has an SPME center that has the duty of overseeing institutional accreditation and study program accreditation based on the accreditation standard criteria set by BAN-PT.

Besides preparing the national BAN-PT accreditation, UNNES also prepares several study programs to prepare the quality of study programs by following international certification and accreditation. The purpose of international certification and accreditation is to prepare study programs to meet international standard criteria in both education and the fulfilment of educational support facilities. International recognition opens opportunities and chances for study programs to develop international classes and establish international cooperation to improve curriculum quality through sister curriculum programs, learning quality through credit transfer programs, double degrees, and joint degrees with foreign university study programs, including the readiness of the study program to accept foreign students and lecturer exchanges with overseas universities.

4. Higher Education Database

Higher Education Database (PDDikti) is a collection of data on the implementation of higher education for institutions that are integrated nationally. Data, implementation information, as well as SPMI and SPME outputs are reported and stored by higher education in the Higher Education Database. PDDikti is an important source of information for all university stakeholders. BAN-PT uses PDDikti information for the importance of the accreditation process and extension of accreditation status. The government, in terms of the Ministry of Education and Culture, is to organize, plan, supervise, monitor, and evaluate as well as foster and coordinate universities and study programs. The public can also find out the performance and quality of colleges and study programs.

PDDikti development in higher education has several benefits, that is providing a center for reporting academic and non-academic data of universities and study programs at UNNES, supporting the implementation of SPMI and SPME, supporting the need for university benchmarking, and becoming the basis for PT academic policy.

PDDikti Unnes through BPM has a PDDikti management center which has the duty of overseeing the quality of data and information reported at PDDikti and ensuring the

management information system developed by UNNES is able to provide support for the success of PDDikti data reporting.

CHAPTER VIII LEARNING ASSESSMENT

Assessment is a systematic effort to collect, process, and compile reliable and valid data and information regarding student competencies obtained through measurement. Learning assessment is a decision-making process to determine student learning and/ or practice success. Assessment can be done through tests or non-tests. Assessment through tests can be in the form of a particular course exam.

A. The Objectives of Learning Assessment

1. The specific objectives of the learning assessment are as follows:
 - a. Learning assessment aims to measure material mastery and competency achievement of a subject when students conduct learning activities in a certain method and within a certain time.
 - b. PLP assessment aims to measure the abilities of the practitioners to review the curriculum, learning tools, strategies, evaluation, ICT utilization in learning, and classroom teaching exercises.
 - c. PPL assessment aims to measure the abilities and skills of the practitioners in implementing or managing learning in the classroom and others in accordance with methodologically accountable principles.
 - d. PKL assessment aims to measure certain abilities and skills in accordance with the learning outcomes of graduates and the profiles of graduates from non-educational departments and study programs.
 - e. KKN assessment aims to measure the abilities and skills of students in implementing knowledge in accordance with the needs needed by the community to improve their living and lives.
 - f. Comprehensive examination aims to measure the mastery of study program material and science as a whole through a logical and comprehensive mindset for Undergraduate and Master program students.
 - g. Qualification exam aims to measure the mastery of study program material and science as a whole through a logical and comprehensive mindset for Doctoral Program students.
 - h. Undergraduate thesis exam aims to measure the ability to use research concepts and methods in compiling scientific papers based on logical and objective thinking.
 - i. Proposal exam aims to assess the feasibility of proposals prepared by students and give input for the improvement of proposals, especially problems, literature review, theoretical frameworks, thinking frameworks, and research methods.
 - j. Thesis exam aims to assess the ability of students to solve problems through the implementation of theoretical concepts and research methods, especially those concerning problems, problem formulation, literature review, theoretical frameworks, thinking frameworks, research methods, discussion of research results, and conclusions and suggestions.
 - k. Closed examination of Doctoral Program students aims to assess or measure the ability of students to solve problems through the discovery of theories or scientific ideas by applying theoretical concepts and research methods and the ability of students to explain research results in accordance with the problems, problem formulation, literature review,

theoretical framework, thinking framework, research methods, discussion of research results, as well as conclusions and suggestions. Doctoral student graduation is determined by closed exams.

- l. Open examination of Doctoral Program students aims to promote the ability of students in using a rational, comprehensive, and objective mindset in solving problems in accordance with the excellence of research results arranged in the form of dissertation and the ability of students to find theories and develop new ideas in certain scientific fields. The doctoral student graduation predicate is determined by open examination.
- m. Learning assessment is conducted in order to control the quality of education and the quality of learning as well as the progress of student learning as a form of accountability for the implementation of education to interested parties.

B. Learning Assessment Systems

1. Learning Assessment is conducted using Guidelines for Reference Benchmarks (PAP).
2. The component of learning assessment during lectures consists of daily test scores (NH), midterm exam scores (NUTS), and final semester exam scores (NUAS).
 - a. Daily test score (NH) is the average score obtained by students on structured assignments, and/ or daily test results.
 - b. Midterm exam score (NUTS) is the result of the assessment obtained by students taking the midterm exam.
 - c. Final semester examination score (NUAS) is the result of the assessment obtained by students taking the final semester exam.
3. The weighted score of each component of the learning assessment of the lecture activities is a, b, and c, or it can be determined by the lecturer according to the characteristics of the course.
4. The final score (NA) of student learning after the lecture process is calculated based on the following conditions.

$$(NH \times a) + (NUTS \times b) + (NUAS \times c)$$

$$NA = \frac{\quad}{a + b + c}$$

5. The final grades of students who have met the requirements are transferred to the letter grades as set out in table 7.1.
6. Student learning scores that have not met one of the requirements are not excluded.
 - a. To improve the completeness of the scores, a maximum period of 1 (one) month is applied from the date of the announcement of the study results.
 - b. If up to the deadline there is no improvement in the completeness of the scores, then the score will automatically change to E with a weighted score of 0 (zero).
7. Students who do not meet the requirements to take the final semester exams are stated to have failed and are given an E score.
8. Students have the right to appeal against the scores they get no later than 1 week since the scores are issued by contacting the lecturer of the course concerned.
9. For course assessment that uses a case method or project-based group learning (team base project) or product/ assignment based learning method, it is adjusted according to the characteristics of the course.

10. The formula used to determine the final score (NA) for point number 9 may use a different weight from the general course as above.

C. General Terms

1. During attending the Diploma, Undergraduate, Master, or Doctoral Program, students are required to take the learning assessment stage.
 - a. For Diploma Program Students
 - (1) Course Assessments
 - (2) Assessment of Field Work Practices (PKL)
 - (3) Assessment (Exam) of Final Project
 - b. For Undergraduate Program Students
 - (1) Course Assessment
 - (2) Assessment of School Field Experience (PLP) for Education programs, and Assessment of Field Work Practices (PKL) or other similar names for Non-Educational programs
 - (3) Assessment of Real Work Lecture (KKN)
 - (4) Undergraduate Thesis Assessment (Exam)
 - c. For Master Program Students
 - (1) Course Assessment
 - (2) Comprehensive Assessment (Exam)
 - (3) Thesis Proposal Assessment
 - (4) Thesis Assessment (Exam)
 - d. For Doctoral Program Students
 - (1) Course Assessment
 - (2) Qualification Assessment (Exam)
 - (3) Dissertation Proposal Assessment (Exam)
 - (4) Closed Assessment (Exam)
- (5) Open Assessment (Exam) or Promotion
2. The assessment of student achievement for a course or academic activity for which credit can be calculated (PLP, PKL, and KKN) is used provisions as follows:

Table 7.1
Value, Weighted Score, and Criteria

SCORE RATE RANGE	LETTER SCORES	WEIGHTED SCORES	CRITERIA
85 < Score Number ≤ 100	A	4.00	Very good
80 < Score Number ≤ 85	AB	3.50	Better than good
70 < Score Number ≤ 80	B	3.00	Good
65 < Score Number ≤ 70	BC	2.50	More than enough
60 < Score Number ≤ 65	C	2.00	Enough
55 < Score Number ≤ 60	CD	1.50	Less than enough
50 < Score Number ≤ 55	D	1.00	Less
Score Number ≤ 50	E	0.00	Fail

Students of diploma and undergraduate programs are stated to have passed a course if they get a grade of at least D. For students of Master and Doctoral programs to pass a course must obtain a grade of at least B. The assessment of PLP, PPL, PKL, and KKN is regulated in Chapter VI. Undergraduate thesis/ thesis/ dissertation assessment is regulated in Chapter VIII.

Diploma, undergraduate, master, and doctoral students who have passed certain courses and GPA has not achieved what is expected can improve course scores.

- a. K score is given if students have not completed the assignment or have not taken the exam.
- b. K score is valid for a period of one month. If the time period is exceeded and there is no completion, K score is automatically changed to E
- c. Student learning outcomes while participating in a program at the end of each semester are stated in the Semester Grade Point (IPS) and at the end of the study are stated in the form of Grade Point Average (IPK).

D. Course Assessment (Exam)

- a. Assessment approaches and methods are adjusted to the learning outcomes of courses and graduates, so that there may be a variety of assessment approaches and methods from quantitative to qualitative characters, from conventional paper and pencil testing to authentic assessment.
- b. Course assessment (exams) are conducted by each lecturer in Diploma, Undergraduate, Master, and Doctoral Programs.
- c. The mechanism for implementing course assessments (exams) is regulated and coordinated by the Dean and Head of the Department or the Director and Head of the Study Program.
- d. The PLP assessment (exam) mechanism is regulated and coordinated by the Head of the Center for Field Work Practice and Educational Innovation (Kapus PPL).
- e. The PPL assessment (exam) mechanism is regulated and coordinated by the Head of the Center for Field Work Practice and Learning Innovation (Kapus PPL).

- f. The PKL assessment (exam) mechanism is regulated and coordinated by the Head of the Department and/ or the Head of the Study Program.
- g. The KKN assessment (exam) mechanism is regulated and coordinated by the Head of the Real Work Lecture Center (Kapus KKN).
- h. The maximum number of meetings for a course in a semester is 16 (sixteen meetings), including Mid-Semester Examinations (UTS) and Final Semester Examinations (UAS). Course assessment can be carried out if it meets the following meeting conditions.

Table 7.2
Face-to-Face Terms and Minimum Requirements for Getting Course Grade

No.	Total Meetings	Total Minimum of Student Attendance for Taking Exam
1.	16	12
2.	15	11
3.	14	11

- i. Students who have taken courses and/ or practical exams are entitled to obtain learning outcome scores. The scores of learning outcomes for courses and/ or practice is the accumulation of the scores derived from the components of daily exams (NH), UTS, and UAS.
- j. Students, who have taken part in debriefing, practice, and/or fieldwork, as well as exams, are entitled to get PLP, PPL, PKL, and/or KKN scores in letters and weights.
- k. Students can improve their grades by repeating courses and/or practices with the provision that the highest score becomes the final score.

E. Comprehensive Exams

- a. Undergraduate Program
 - a. Comprehensive exam is held to measure the level of student absorption of all the courses that have been studied and their readiness for the undergraduate thesis examination.
 - b. Provisions for conducting comprehensive examinations are regulated by each study program.
- b. Master Program
 - a. Each student of the Master Program is required to take a comprehensive exam.
 - b. Master Program students can take a comprehensive exam if they have met the following conditions:
 - (1) passed all courses offered by Study Program
 - (2) having a GPA of at least 3.00.
 - c. Comprehensive exam is conducted both in writing and orally.
 - d. Comprehensive exam is conducted by a committee appointed by the Director of Postgraduate.
 - e. The duties of the comprehensive examination committee are:
 - (1) preparing written exam questions;
 - (2) appointing a lecturer from the relevant Study Program as a compiler for written exam questions;

- (3) regulating the mechanism of written and oral examination implementations;
- (4) preparing the schedules for written and oral examinations;
- (5) assigning written examination supervisors;
- (6) determining oral examination examiner with the approval of Head of the Study Program
- (7) collecting the results of written and oral examinations
- (8) announcing the comprehensive examination results with the approval of the Director of Postgraduate.

c. Doctoral Programs

- a. Each Doctoral Program student is required to take a qualification exam.
- b. Doctoral Program students can take the qualification exam if they have met the following conditions:
 - (1) passed all courses offered by Study Program
 - (2) having a GPA of at least 3.25.
- c. Qualification exam is conducted in the form of written and oral examinations.
- d. Qualification exam is conducted by a committee appointed by the Director of Postgraduate.
- e. The duties of the qualification examination committee are:
 - (1) preparing written exam questions;
 - (2) appointing a lecturer from the relevant Study Program as a compiler for written exam questions;
 - (3) regulating the mechanism of written and oral examination implementations;
 - (4) preparing the schedules for written and oral examinations;
 - (5) assigning written examination supervisors;
 - (6) determining oral examination examiner with the approval of Head of the Study Program
 - (7) collecting the results of written and oral examinations; and
 - (8) announcing the comprehensive examination results with the approval of the Director of Postgraduate.

Based on the characteristics of certain study programs, comprehensive examinations can be conducted in the undergraduate program.

F. Assessment (Exam) of Final Project, Undergraduate Thesis, Thesis, and Dissertation

1. For Diploma Program Students

- a) Each Diploma Program student is required to take a final project exam.
- b) The implementation of final project assessments (exams) is coordinated by the Dean and the Head of Department or the Head of Study Program.
- c) The aspects assessed in the final exam are regulated by the Dean and the Head of Department or the Head of Study Program.

2. For Undergraduate Program Students

- a) Each Undergraduate Program student is required to take an undergraduate thesis exam.
- b) The implementation of undergraduate thesis assessments (exams) is coordinated by the Dean and the Head of Department or the Head of Study Program.

- c) The aspects assessed in the undergraduate thesis exam are regulated by the Dean and the Head of Department or the Head of Study Program.
3. For Master Program Students
- a) Each student of the Master Program is required to take an assessment (exam) of thesis proposal and thesis exam.
 - b) The implementation of the assessment (exam) of the thesis proposal and the thesis exam is coordinated by the Director and Head of the Study Program.
 - c) The aspects assessed in the assessment (exam) of the thesis proposal and the thesis examination are regulated by the Director and Head of the Study Program.
4. For Doctoral Program Students
- a. Each student of the Doctoral Program is required to take a dissertation proposal exam, closed exam, and open exam (promotion).
 - b. The implementation of dissertation proposal exams, closed exam, and open exam (promotion) is coordinated by the Director and Head of the Study Program.
 - c. The aspects assessed in the dissertation proposal exam, closed exam, and open exam (promotion) are regulated by the Director and Head of the Study Program

G. Grade Points

- a. Student learning success is indicated by Grade Point (IP)
- b. The achievement of student learning outcomes at the end of the semester is stated by Semester Grade Point (IPS).
- c. The achievement of student learning outcomes from the first semester to the last semester or a certain semester is stated by
- d. Grade Point Average (GPA).
- e. Semester GP and GPA are calculated by the formula:

$$IP = \frac{\text{Jumlah bobot nilai x sks mata kuliah}}{\text{Jumlah total sks}}$$

CHAPTER IX FINAL WORKS OF STUDY

Final Project/ Undergraduate Thesis/ Thesis/ Dissertation is the final work of student study and is a subject that must be taken by students. The validity period of this course is one semester when students fill it out in the Study Plan. In this section, various things related to the final work of student study will be conveyed.

A. Type of Final Study Work

The type of final work of the study consists of:

1. Diploma : Final Project
2. Undergraduate : Undergraduate Thesis/Final Project
3. Postgraduate : Thesis
4. Doctoral : Dissertation

B. Weight

The weight of the SKS for Final Project/ Undergraduate Thesis/ Thesis/ Dissertation is,

1. Final project in the diploma level study program weighs 4 SKS.
2. Undergraduate thesis or final project in the undergraduate (bachelor) level study program weighs 6 SKS.
3. Thesis in the postgraduate degree study program (master) weighs 8 SKS.
4. Dissertation in the doctoral degree study program weighs 12 SKS.

C. Status

1. Final Project/ Undergraduate Thesis /Thesis / Dissertation are courses that must be taken by students.
2. The validity period of the Final Project/ Undergraduate Thesis/ Thesis/ Dissertation course is one year starting from the semester when students fill in the Study Plans.
3. For students who have not graduated, they must fill in their Final Project/ Undergraduate Thesis/ Thesis / Dissertation in KRS.

D. Writing Terms

1. Final project is written by a Diploma degree student after the student has passed the courses of at least 75 SKS.
2. Thesis or final project is written by an undergraduate student (undergraduate program) after the student has passed the courses of at least 110 SKS.
3. Thesis is written by a master program student after the student has passed the courses of at least 28 SKS.
4. Dissertation is written by a doctoral student after the student has passed the courses of at least 30 SKS

5. At least 80% of the references used in the writing of the Final Project/ Undergraduate Thesis/ Thesis/ Dissertation are accredited nationally scientific articles and relevant and sophisticated internationally reputable scientific articles.

E. Approach, Substance, and Methodology

1. The writing of Final Project/ Undergraduate Thesis /Thesis /Dissertation can be based on the results of basic research, educational research, planning/ design, engineering, or other types of research in accordance with the field of study.
2. The results of student research in writing the final work of the study are aimed at developing science and technology, as well as improving public welfare and the competitiveness of the nation.
3. The methodological approach can use quantitative and/ or qualitative approach.
4. The research methodology is adjusted to the substance of each field of study.

F. Topics

1. The topic of the Final Project/ Undergraduate Thesis can be sourced from the 7 freedom of learning programs on the independent campus.
2. The topic of the Final Project/ Undergraduate Thesis/ Thesis/ Dissertation is an actual study and sourced from problems relevant to the Study Program.
3. Topics chosen by students must go through a verification process by the Department/ Section/ Study Program verification team, then validated by Head of Department/ Head of Section/ Study Program Coordinator.
4. Topics that have been approved by the Department/ Study Program's verification team after being approved by Head of Department/ Study Program Coordinator are then developed into a Final Project/ Undergraduate Thesis/ Thesis/ Dissertation proposal with the promoter/ supervisor.

G. Supervisor's Academic Qualification Requirements

1. Final Project/ Undergraduate Thesis Supervisors
Lecturers who have the right to be Supervisor of Final Project/ Undergraduate Thesis are lecturers with at least Master academic qualifications in academic positions at least as Assistant Professor (Junior).
2. Thesis Supervisors
 - a. Lecturers who are entitled to become Thesis Supervisor I are lecturers with academic qualifications of doctoral professors or doctors in academic positions at least as Assistant Professors (Senior).
 - b. Lecturers who have the right to become Thesis Supervisor II are lecturers with at least doctoral academic qualifications in academic positions at least as Assistant Professor (Junior).
3. Dissertation Supervisors

- a. Lecturers who are entitled to become dissertation promoters are lecturers with academic qualifications of professors who have scientific works as the first authors or at least become correspondence writers in reputable international scientific journals or doctors in the Academic Position of Associate Professors who have scientific works as first authors in reputable international scientific journals.
 - b. Lecturers who are entitled to become Co-Promoters are lecturers with academic qualifications of doctoral professors or doctorates in academic positions at least assistant professors who have scientific works as the first author in reputable international scientific journals.
4. Supervisors from outside UNNES are required to have competencies that are in accordance with the characteristics of the study program and meet the personnel administration requirements.

H. Plagiarism Test

1. Dissertation and Thesis must be subjected to plagiarism/similarity tests as one of the requirements for registering Thesis and Dissertation exam.
2. Undergraduate Thesis/ Final Project can be subjected to similarity/ plagiarism tests as one of the requirements for registering Undergraduate Thesis / Final Project exam.

I. Language and Writing Systems

1. Final Project/ Undergraduate Thesis/ Thesis/ Dissertation is written in good and correct Indonesian language.
2. Students of local or foreign language programs can use the language according to their study program.
3. International class students must write their final study paper in English.
4. Further provisions regarding language and grammar are regulated in the Guidelines for Final Project/ Undergraduate Thesis /Thesis /Dissertation.
5. Each faculty can establish guidelines for writing scientific papers in accordance with their respective scientific fields by keep referring to the guidelines for writing UNNES scientific papers.

J. Publication of the Scientific Papers

1. Undergraduate/ Postgraduate students are required to write articles/ manuscripts as a result of the final work of the study. The article/ manuscript must involve and obtain the approval of the Supervisor or Promoter and has been published in a Scientific Journal as a requirement for the exam.
2. Students of undergraduate and applied undergraduate programs are required to compile articles/ manuscripts from the result of undergraduate theses or final assignments and upload them to the higher education Repositories which are integrated into the Student Final Project Repository portal.

3. Master program students must prepare articles/ manuscripts related to their thesis, and at least have been published in an accredited national journal (Sinta 1 or Sinta 2) or accepted for publication in an international journal or other forms which are equivalent to the presented or exhibited works in national forums.
4. Doctoral program students are required to compile articles/ manuscripts that are part of their dissertation which has been published in reputable international journals with impact factors.

K. Citations

Final Project/ Undergraduate Thesis/ Thesis/ Dissertation must cite the latest scientific works and relevant to the study program/ field of study. Undergraduate thesis is prepared by citing at least 5 reputable international journal/ proceeding articles. Thesis is prepared by citing at least 10 reputable international journals/ proceeding articles. Dissertation is prepared by citing at least 20 reputable international journal articles with impact factors.

L. Exam Terms and Procedures

1. General Terms

- a. Students submit Final Project/ Undergraduate Thesis/ Thesis/ Dissertation manuscripts that have been approved by Supervisors/ Promoters and Co-Promoters to be examined.
- b. Students have included Final Project/ Undergraduate Thesis/ Thesis/ Dissertation courses in the Study Plans.
- c. Students have passed all required courses.
- d. Students meet administrative requirements.

2. Specified Terms

Final Project:

Passed all courses with a GPA of at least 2.50 and meeting the academic and administrative requirements as determined by the Faculty/ Department/ Study Program.

Undergraduate Thesis/ Final Project:

Passed all courses with a GPA of at least 2.00 and meeting all academic and administrative requirements as determined by the Faculty/ Department/ Study Program.

Thesis:

- a. Passed all courses with a GPA of at least 3.00 and meeting the academic and administrative requirements as determined by the Postgraduate.
- b. Passed all stages of the exam stipulated in the Postgraduate academic implementation guidelines.

Dissertation:

- a. Passed all courses with a GPA of at least 3.00 and has met the academic and administrative requirements as determined by the Postgraduate.

- b. Passed all stages of the exam stipulated in the Postgraduate academic implementation guidelines.

3. Examination Implementation

Final Project/ Undergraduate Thesis/ Thesis:

- a. Final Project/ Undergraduate Thesis/ Thesis Exam is carried out in one stage
- b. Students are stated to have passed if the average score is at least B.
- c. If the students are stated to have not passed, they are allowed to repeat twice which is carried out within the limit of their study period.

Dissertation:

- a. Dissertation Examination is carried out in two stages, namely Closed Examination and Open Examination.
- b. In the Closed Examination, a student is stated to have passed if the average score is at least B.
- c. If the closed examination does not pass, the student is allowed to repeat twice within the limit of the study period.
- d. Passed the Closed Examination is a requirement for the Open Examination.
- e. Students who have at least 3 articles published in reputable international journals with impact factors are not required to take Open Examination.

M. Assessment

1. Assessment of Final Assignment and Undergraduate Thesis

- a. The Components of the Undergraduate Thesis/ Final Project assessed include:
 - (1) logical consistency of the scientific paper contents (X1)
 - (2) level of originality (X2)
 - (3) scientific quality (X3)
 - (4) language (X4)
 - (5) writing system (X5).
- b. The assessed aspects of the answers in the exam include:
 - (1) profundity (Y1)
 - (2) the depth of the material (Y2)
 - (3) answer accuracy (Y3)
 - (4) answer fluency (Y4)
 - (5) scientific attitude (Y5).

The assessment uses the following formula:

$$C = \frac{A + 2B}{3}$$

Under the conditions:

$$A = \frac{X1 + X2 + X3 + X4 + X5}{5} = \dots\dots\dots$$

$$B = \frac{Y1 + Y2 + Y3 + Y4 + Y5}{5} = \dots\dots\dots$$

Final score:

- a. If being examined by two examiners
- b. If being examined by three examiners

$$NA = \frac{C1 + C2 + C3}{3} = \dots \text{ (ditransfer ke kode huruf)}$$

Explanation:

- C 1 = Score obtained from the Chief Examiner.
- C 2 = Score obtained from Examiner Member 1.
- C 3 = Figures obtained from Examiner Member 2.

2. Thesis and Dissertation Assessments are specially arranged by Postgraduate

N. The Rights and Obligations of Examiners and Examination Pass Announcement

1. Examiners have the authority to decide student graduation.
2. Each examiner has the right to give revision notes on the evaluation results that students must comply with it.
3. The graduation announcement of the Final Project/ Undergraduate Thesis/ Thesis/ Dissertation examination will be announced by the Board of Examiners.
4. The results of the examination are decided: (1) accepted/ passed without revision, (2) accepted/ passed with revision, (3) Not accepted/ not passed
5. The deadline for revision of Final Project/ Undergraduate Thesis and Thesis is three months from the date of examination and the dissertation is six months from the date of examination.
6. If the revision has not yet been completed until the specified time limit, the student is required to take re-examinations.
7. Final Project/ Undergraduate Thesis /Thesis, / and Dissertation courses that have not passed do not become a dividing element in calculating the Achievement Index in the semester concerned.

O. Validation

Final Project/ Undergraduate Thesis/ Thesis/ Dissertation that has been defended in front of the exam trial must be validated by the Examiner and Authorized Official (Dean of the Faculty / Postgraduate Director) by putting a signature along with the name and Employee Identification Number (NIP) on the Validation Page. This page also includes the name and Student Identification Number As well as the title of the Final Project/ Undergraduate Thesis/ Thesis/ Dissertation.

P. Quality Assurance

In order to ensure the quality of the student's final project/ undergraduate thesis/ thesis/ dissertation and the implementation of the examination, monitoring and evaluation are required.

1. Monitoring and evaluation are carried out by the study program quality assurance team or scientific work monitoring team formed by the study program and validated by the Faculty / Postgraduate.
2. Monitoring and evaluation are carried out to ensure the quality of the student's final study work and the quality of the examination implementation.

CHAPTER X GRADUATION AND GRADUATION CEREMONY

Students who have met the academic terms and conditions set by a study program, their learning results can be announced based on the final assessment of all courses that have been taken and the score determination in academic transcripts and whether students pass or not in taking the study for a certain period of time. Students whose graduation has been determined will be released by the University through a Graduation Ceremony.

A. Terms and Conditions of the Graduation

Students are stated to have passed if they have met the following terms and conditions.

1. Students have completed all courses and academic programs required by each study program.
2. Undergraduate students must produce papers published in scientific journals, Master degree students must have produced papers published in accredited national scientific journals, and Doctoral degree students must have produced papers that are accepted for publication in internationally reputable journals.
3. Undergraduate and Diploma degree students are stated to have passed if they have at least a 2.50 GPA.
4. Master degree students are stated to have passed if they reach at least a 3.00 GPA.
5. Doctoral degree students are stated to have passed if they achieve at least a 3.25 GPA.
6. The judicium date for undergraduate degree students is set as follows:
 - a. for students who are stated accepted/ passed without revision, the date of judisium is the date when the student is stated to have passed by the supervisor;
 - b. for students who are stated accepted/ passed with revision, the date of judicium is the date when the head of examiner receives the revised result.
 - c. The judicium date for Master and Doctoral degree students is the date when the student is declared to have passed the Thesis examination for Masters and the closed Dissertation examination for Doctorates.
 - d. Students who up to the deadline of the study period do not complete their studies are entitled to receive a certificate of ever going to college/ *Surat Keterangan Pernah Kuliah* (SKPK).

B. Predicate of Graduates

1. The predicates of graduation for undergraduate and diploma degree students are:
 - a. With honour (*cumlaude*) if students achieve GPA from 3.51 to 4.00;
 - b. Very satisfactory if students achieve GPA from 3.01 to 3.50;
 - c. Satisfactory if students achieve GPA from 2.76 to 3.00.

2. The predicates of graduation for students at the Professional, Master, and Doctoral degrees are:
 - a. With Honour (*cumlaude*) if students achieve GPA from 3.76 to 4.00;
 - b. Very satisfactory if students achieve GPA from 3.51 to 3.75;
 - c. Satisfactory if students achieve GPA from 3.00 to 3.50
3. The predicates of graduation With Honour (*cumlaude*) is given to graduates who complete studies for:
 - a. Diploma III program for a maximum of 7 semesters;
 - b. Undergraduate program for a maximum of 9 semesters;
 - c. Professional program for a maximum of 3 semesters,
 - d. Master Program for a maximum of 5 semesters;
 - e. Doctoral Program for a maximum of 7 semesters.
4. Graduates who should get With Honour predicate (based on GPA), but do not meet the requirements in point 3, get a Very Satisfactory predicate.

C. The Best Graduate

1. At each graduation ceremony, it is assigned the best graduates at the university level.
2. The best graduates are determined based on Doctoral, Master, Professional Education, Undergraduate, and Diploma programs.
3. The best graduates are determined with the following terms:
4. Coming from regular students;
5. obtaining the highest Grade Point Average (GPA);
6. If there is the same GPA, then the best graduate is calculated based on the Graduate Achievement Index (IPL). IPL is calculated using GPA formula multiplied by normal study period divided by student's study period in days.
7. The best graduates at the faculty, department, and study program levels are determined by the faculty concerned based on the best graduate data sent by the Academic Department BAKK.

D. Graduation Ceremony

1. Graduation ceremony is an inauguration ceremony for graduates as alumni and residents of Universitas Negeri Semarang alma mater.
2. Universitas Negeri Semarang holds graduation ceremony at least 4 (four) times a year based on a predetermined quota.
3. Every student who has graduated from an educational program at Universitas Negeri Semarang is required to attend the graduation ceremony by registering online and attending graduation according to the specified requirements.

E. National Diploma Numbering

Based on the Regulation of the Ministry of Research, Technology, and Higher Education of the Republic Indonesia No.59 of 2018, to guarantee the validity of diplomas nationally, starting in

2021 the Indonesian government requires that every certificate issued by universities be registered in the National Diploma Numbering. Meanwhile, to check the validity of the diploma, it can be done independently on the internet on the Electronic Certificate Verification System web (SIVIL).

CHAPTER XI TITLES

Students of Diploma, Undergraduate, Professional, Postgraduate, and Doctoral programs who have completed vocational, professional, and academic education are entitled to obtain and use academic titles. Students of Diploma III program who have completed vocational education are entitled to obtain and use DIII title. Students of Professional Education Program who have completed professional education are entitled to obtain and use professional degrees. Undergraduate program students who have completed undergraduate education are entitled to obtain and use bachelor degrees. Master program students who have completed postgraduate education are entitled to obtain and use Master titles. Doctoral program students who have completed Doctoral education are entitled to obtain and use Doctoral titles.

DIII title for diploma program students is placed behind the name entitled to the title by including the letters DIII. Professional titles for students from professional education programs are placed behind the name entitled to the titles. Bachelor and Master titles are placed behind the name entitled to the title concerned by including the letter S for Undergraduate and the letter M for Postgraduate on the back along with the name of the group of fields of expertise. Doctoral titles for doctoral students are placed in front of the name entitled to the titles along with the name of the group of fields of expertise.

The legal basis for mentioning the title and the procedure for inclusion in academic documents are regulated in accordance with applicable regulations. Currently, the provisions regulating this are: (1) Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 59 of 2018 concerning Diplomas, Competency Certificates, Professional Certificates, Titles and Procedures for Writing Titles in Higher Education, (2) Decree of the Director General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education of the Republic of Indonesia Number 232/B/HK/ 2019 concerning the Name of Study Programs in Higher Education.

Here are some examples of titles for Diploma, Undergraduate, Professional Education, Postgraduate, and Doctoral programs.

Table 11.1 Title Examples

Program	Study Programs	Titles
Diploma III	Land Surveying and Mapping	A.Md.T.
	Visual Communication Design	A.Md.Ds.
Undergraduate	Psychology	S.Psi.
	Fine Arts	S.Sn.
	English Literature	S.S.
	Indonesian Literature	S.S.
	History	S.Hum.
	Political Science	S.Sos.
	Geography	S.Geo.
	Chemistry	S.Si.
	Mathematics	S.Mat.
	Information Systems	S.Kom.
	Architecture	S.Ars.
	Civil Engineering	S.T.
	Electrical Engineering	S.T.
	Sports Science	S.Or.
	Public Health	S.K.M.
	Nutrition	S.Gz.
	Accounting	S.Ak.
	Management	S.M.
Law	S.H.	
Education (all educational study programs)	S.Pd.	
Professional Education	Counselor Professional Education	Kons.
	Indonesian Language Teacher Professional Education	Guru
	Pancasila and Citizenship Teacher Professional Education	Guru
Postgraduate	Education Administration	M.Pd.
	Art Education	M.Pd.
	Public Health	M.K.M.
	Law	M.H.

CHAPTER XII CLOSING

The 2020 Academic Guidelines are arranged based on Law Number 12 of 2012 concerning Higher Education, Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework and Permendikbud Number 3 of 2020 concerning National Higher Education Standards. By referring to those regulations, the Academic Guide has been in accordance with the direction of national policies related to the implementation of qualified education in universities. The guidelines apply to all students, except for Chapter IV Curriculum and Chapter VII Independent Campus and Learning which only applies to the students of the 2020/2021 generation and thereafter until the next academic guide is published. This Academic Guidance has been in effect since it is stipulated in a Chancellor's Regulation