



# QUALITY STANDARDS FOR PROVISION OF EDUCATION AND UNIVERSITY MANAGEMENT

Universitas Negeri Semarang  
**2025**

Arranged by  
**Quality Assurance Team**  
Semarang State University



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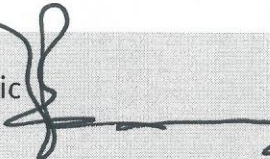

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## **FOREWORD**

All praise and gratitude are due to God Almighty for His blessings that have enabled the successful completion of the Internal Quality Assurance System (IQAS) Policy Book of Universitas Negeri Semarang (UNNES). This publication serves as a key reference for the entire academic community in implementing, developing, and ensuring quality in higher education at UNNES. As an institution devoted to conservation values and academic excellence, UNNES remains committed to establishing transparent, accountable, and sustainable governance through an integrated quality assurance framework.

This book provides comprehensive policy guidelines and strategic directions for quality assurance at UNNES, encompassing the stages of planning, implementation, evaluation, monitoring, and continuous quality improvement. Adopting a holistic and adaptive approach aligned with both national regulations and global higher education trends, this document functions as a principal reference for all organizational units to foster a consistent and pervasive culture of quality. The strength of this policy book lies in its alignment with the university's vision and mission, as well as the principles of the IQAS, emphasizing the enhancement of academic performance, service excellence, and good governance.

On behalf of the drafting committee, I would like to express my sincere appreciation to all contributors for their intellectual dedication, effort, and time in completing this important work. It is hoped that the Internal Quality Assurance System (IQAS) Policy Book will serve as both an inspiring and practical instrument in realizing UNNES's aspiration to become a world-class university grounded in excellence, integrity, and a strong commitment to conservation. I encourage all members of the academic community to thoroughly understand, implement, and continuously improve this quality policy in order to achieve the

university's vision and mission with the highest standards of competitiveness and integrity.

Semarang, 10 November 2025

Rector,



Prof. Dr. S Martono, M.Si.

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## **PREFACE**

Praise be to Allah SWT for His abundant mercy and grace, through which the Quality Policy document, serving as an elaboration of the Internal Quality Assurance System (IQAS), has been successfully completed. Quality assurance in higher education is carried out through an integrated mechanism known as the Higher Education Quality Assurance System, comprising both the Internal Quality Assurance System (IQAS) and the External Quality Assurance System (EQAS). Regulation Number 39 of 2025, issued by the Minister of Higher Education, Science, and Technology, governs the quality assurance process in higher education, encompassing the stages of determination, implementation, evaluation, control, and enhancement of the Higher Education Standards (HES), all of which are grounded in data from the Higher Education Database Center.

This Internal Quality Assurance System (IQAS) Policy Book of Universitas Negeri Semarang (UNNES) has been developed as the primary guideline for implementing quality assurance across UNNES. The book outlines the policy directions, fundamental principles, and operational mechanisms of the internal quality assurance system, which serve as the foundation for all university units to maintain, develop, and continuously enhance the quality of education. Through this document, it is expected that every member of the UNNES academic community will share a common reference for understanding and fostering a culture of quality in all aspects of the Tri Dharma of higher education—education, research, and community service.

On behalf of the drafting team, we extend our profound appreciation and sincere gratitude to the Rector and the entire UNNES leadership for their unwavering support, which made the completion of this UNNES IQAS Policy Document possible. We also extend our gratitude to all members of the drafting team for their dedication, intellectual contributions, and

commitment throughout the preparation process. May this UNNES IQAS Policy Book serve as a valuable instrument in realizing an excellent, sustainable, and globally competitive higher education quality assurance system.



Semarang, 10 November 2025  
Head of Quality Assurance Office

Prof. Dr. Rudi Hartono, S.S., M.Pd.  
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# **CHAPTER I**

## **NATIONAL EDUCATION STANDARD**

### **A. Education Outcome Standards: Graduate Competency Standard**

#### ***Vision, Mission, and Goals of the University***

##### **Vision**

*To become a world-class reputable university and a pioneer of excellence in education with conservation perspective.*

##### **Mission**

UNNES carries out the following missions:

1. Providing excellent and world-class education;
2. Organizing education that is brilliant and has a world reputation;
3. Carry out research in developing science and technology;
4. Carry out community service to solve problems, empower, and prosper the community;
5. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
6. Carry out cooperation in building reputation.

##### **Glossary**

Graduate competency standards (GCS) constitute the minimum benchmarks that integrate attitudes, skills, and knowledge, reflecting the achievement of students' learning outcomes upon completion of a higher education program. These standards serve as the primary

foundation for the formulation and development of content standards, process standards, assessment standards, lecturer and educational staff standards, facility and infrastructure standards, management standards, and learning financing standards. Moreover, they provide strategic direction in the planning, design, and development of curricula, learning methodologies, and instructional implementation. Competency, in this context, encompasses a comprehensive set of attitudes, knowledge, and skills that students are required to acquire, internalize, and demonstrate after engaging with specific learning materials, completing a program, or fulfilling the requirements of a particular educational unit. The formulation of graduate competency standards in each higher education institution adheres to the provisions stipulated in Ministerial Regulation of Education, Culture, Research, and Technology (*Permendikbudristek*) No. 53 of 2023 concerning Quality Assurance in Higher Education.

The attitude dimension referred to in Article 6 paragraph (1) of *Permendikbudristek* No. 53 of 2023 on Quality Assurance in Higher Education pertains to the manifestation of proper and cultured behavior resulting from the internalization and actualization of values and norms. These values are reflected in students' spiritual and social lives and are cultivated through learning processes, work experiences, research activities, and/or community service integrated with educational practices. Furthermore, the graduate competency standards are designed to prepare students to become members of society who are faithful, devoted, virtuous, and possess noble character aligned with Pancasila values. Graduates are expected to be capable and independent in applying, developing, and generating scientific and technological advancements that contribute to societal welfare, while also demonstrating an active commitment to self-development and lifelong learning.

Skills refer to the ability to perform tasks or work effectively by applying relevant concepts, theories, methods, materials, and/or instruments. These abilities are acquired through academic learning, practical work experience, research, and/or community service activities integrated with educational processes. Skills are categorized into general skills and specific skills.

General skills denote the essential competencies that all graduates must possess to ensure the comparability of graduate capabilities across different program levels and types of higher education institutions. Conversely, specific skills refer to the specialized competencies that graduates are required to master in accordance with the scientific domain and professional orientation of their respective study programs..

Knowledge encompasses the systematic mastery of concepts, theories, methods, and/or philosophies within a particular field of study. It is developed through critical reasoning cultivated during the processes of learning, professional practice, research, and community engagement.

The Graduate Competency Standard (GCS) serves as a framework to prepare students to become members of society who are faithful, pious, virtuous, and possess noble character grounded in the values of Pancasila. Graduates are expected to be capable and independent in applying, developing, and discovering science and technology for the betterment of society, while continuously developing their personal and professional potential. The GCS is operationalized through Graduate Learning Outcomes (GLOs).

Learning outcomes constitute the formal articulation of the attainment of graduate competency standards, serving as the minimum criteria for graduate qualifications that encompass attitudes, knowledge, and skills. Learning outcomes function as the

foundational reference for defining graduate profiles and for developing content standards, process standards, assessment standards, lecturer and educational staff standards, learning facilities and infrastructure standards, management standards, and learning financing standards. The formulation of learning outcomes aligns with the descriptors of learning outcomes established within the framework of *Kampus Merdeka* (Emancipated Curriculum). Each study program formulates GLO that includes: a) Mastery of science and technology, specific skills/abilities, and their application to one (1) or a set of specific scientific fields; b) General skills needed as a basis for mastery of science and technology and relevant fields of work; c) Knowledge and skills required for the world of work and/or continuing studies at a higher level or to obtain professional certification; and d) Intellectual ability to think independently and critically as a lifelong learner.

The development of GLOs is carried out by the study program's management unit in collaboration with **stakeholders**, including representatives from the **business sector, industry, and professional domains**. In formulating GLOs, consideration is given to:

a. The vision and mission of the higher education institution; b. The Indonesian national qualifications framework; c. Developments in science and technology; d. The competency requirements of the world of work; e. The scientific domain of the study program; f. The main competencies of graduates of the study program; and g. The curriculum of similar study programs. GLOs are communicated to students in the study program. GLOs are incorporated into courses in each study program. Each course has course learning outcomes (CLOs) that contribute to graduate learning outcomes (GLOs).



### ***Standards' Rationale in IQAS***

The **Internal Quality Assurance System (IQAS)** in higher education institutions functions as a structured mechanism to ensure that all educational processes comply with predetermined quality standards. Among the core components of IQAS is the **Graduate Competency Standard (GCS)**, which serves as a benchmark for preparing students to acquire competencies that are responsive to the demands of the workforce, advancements in science and technology, and the dynamics of global challenges. The following outlines the rationale for the establishment of graduate competency standards within the IQAS framework:

1. Graduate competency standards in IQAS serve as a tool to ensure that students who complete their education have the knowledge, skills, and attitudes that match the expected graduate profile.
2. Graduate competency standards must be in line with the Indonesian National Qualification Framework (INQF) and National Standards for Higher Education (NS-HE) so that graduate qualifications can be recognized nationally and internationally. This also ensures that graduates have competencies that are appropriate to their level of education and field of study.
3. Through well-structured competency standards, higher education institutions are able to produce graduates who are competitive and adaptable within both national and global labor markets. These standards encompass the cognitive (knowledge), psychomotor (skills), and affective (professional attitude) dimensions, collectively equipping graduates to effectively confront contemporary professional and global challenges.

4. The formulation of graduate competency standards also reflects the institutional accountability of higher education providers to society, industry, and other stakeholders. The existence of clear and measurable standards enhances transparency within the educational process, enabling stakeholders to assess the extent to which graduates fulfill market expectations and societal needs.
5. The incorporation of standards within IQAS facilitates **systematic evaluation and continuous improvement** of graduate performance. When discrepancies emerge between graduate competencies and industry or societal requirements, higher education institutions are able to undertake timely adjustments in curriculum design, instructional strategies, and assessment mechanisms.

Based on the foregoing rationale, it can be concluded that the formulation of graduate competency standards within the IQAS framework represents a strategic initiative to safeguard educational quality, ensure regulatory compliance, enhance graduate competitiveness, and foster transparency and sustainability in higher education. The implementation of these standards enables universities to produce graduates who are competent, adaptable, and globally relevant, capable of responding effectively to evolving global demands.

### **Statement of Content of The Standard**

*Table 1 Statement of the Content of the Educational Outcome Standards*

<b>No</b>	<b>Standard content statement</b>	<b>Strategy for achieving standards</b>
1	The rector establishes graduate competency standards that include minimum criteria for the unity of attitude, skill, and knowledge competencies that demonstrate student achievement of their learning outcomes at the end of the higher education program.	Establishment of a team to develop graduate competency standards to formulate the required learning outcomes for graduates
2	The Vice Rector for Academic and Student Affairs and QAO ensures that graduate competency standards can be used to prepare students to become members of society who are faithful, pious, noble, and have characters in accordance with the values of Pancasila, capable and independent in applying, developing, and discovering science and technology that are beneficial to society, as well as actively developing their potential.	Establishment of guidelines for GLO preparation to guide the preparation of GLOs
3	The Vice Rector for Academic and Student Affairs and QAO ensure	Establishment of GLO implementation for its

No	Standard content statement	Strategy for achieving standards
	that the learning outcomes of graduates for each study program include the following competencies:	basis of implementation
	Mastery of science and technology, specific skills, and their application (c) for one (1) or a set of specific scientific fields (d).	
	General skills required as a foundation (c) for mastery of science and technology and relevant fields of work (d).	
	The knowledge and skills needed (c) for the world of work and/or to continue studying at a higher level or to obtain a professional certificate (d).	
	Intellectual ability (c) to think independently and critically as lifelong learners (d).	
4	The Vice Chancellor for Academic and Student Affairs and the QAO ensure that graduate learning outcomes are compiled by the study program management unit with the involvement of stakeholders; and/or the business	Conducting focus group discussions involving stakeholders; and/or the business world, industry, and the world of work

No	Standard content statement	Strategy for achieving standards
	world, industry, and the world of work (d).	
5	The Vice Rector for Academic and Student Affairs and QAO (a) ensures the learning outcomes of graduates (b) pays attention to (c) the vision and mission of the university, the Indonesian National Qualifications Framework (INQF), developments in science and technology, the competency requirements of the world of work, the scientific domain of the study program, the main competencies of graduates of the study program, and the curriculum of similar study programs (d).	Establishment of guidelines for GLO preparation to guide the preparation of GLOs
6	The Vice Rector for Academic and Student Affairs and QAO (a) ensures that graduate learning outcomes (b) are communicated to students in the study program, compiled into courses in each study program, and have course learning outcomes (c) that	Carry out GLO documentation online (university/faculty/study program website)

No	Standard content statement	Strategy for achieving standards
	contribute to graduate learning outcomes (d).	
7	Vice Rector for Academic and Student Affairs and QAO (a) ensures the core competencies of program graduates	Establishing GLO in education guidelines
	Undergraduate programs, at a minimum, 1) master theoretical concepts in specific fields of knowledge and skills in general and specifically to solve problems procedurally in accordance with the scope of their work; and 2) be able to adapt to changing situations encountered.	
	Professional programs, at a minimum: 1) mastery of the application of specific knowledge and skills by utilizing science and technology in a particular professional field; and 2) the ability to manage resources, apply professional standards, evaluate, and develop organizational strategies.	

No	Standard content statement	Strategy for achieving standards
	Master's program, requiring at least a mastery of the theory of a specific field of knowledge in order to develop science and technology through research or the creation of innovative works;	
	Doctoral programs, minimum: 1) mastery of the scientific philosophy of a particular field of knowledge and skills; and 2) the ability to deepen and expand knowledge and technology through research or the creation of original and proven works;	
	The core competencies of graduates from the above study programs are compiled by associations of similar study programs, in collaboration with other relevant parties. If an association has not yet been formed, the university compiles the core competencies of the study program graduates.	
8	The dean ensures the accuracy of the curriculum structure in achieving graduate learning	Establishing guidelines for curriculum development



No	Standard content statement	Strategy for achieving standards
	outcomes (Independent Accreditation Agency for the Fields of Education)	
9	The study program determines the graduate profile and develops learning outcomes in accordance with the type and level of education.	Establishing GLO reporting guidelines
10	The study program produces graduates whose quality exceeds the standards of INQF and NS-HE.	Implementation, evaluation, control, improvement, and follow-up of GLO evaluation results.
11	UNNES graduates must meet the requirements of the National Qualifications Framework (INQF) and 21st-century competencies for all programs offered in accordance with graduate qualification requirements covering attitudes, knowledge, and skills, as stated in the graduate learning outcome formulation.	The study program develops graduate competencies based on the National Qualifications Framework (INQF), work/professional competencies, and 21st-century competency requirements that include attitudinal, technical, professional, and/or pedagogical skills in accordance with

No	Standard content statement	Strategy for achieving standards
		the study program specifications.
12	All study programs must establish graduate competency standards in accordance with the qualifications of their graduates and 21st-century competencies, which include attitudes, knowledge, and skills, as outlined in the formulation of graduate learning outcomes. The process of formulating these standards involves all lecturers from each field of study, stakeholders, and competent experts.	The study program develops graduate competencies based on the National Qualifications Framework (INQF), work/professional competencies, and 21st-century competency requirements that include attitudinal, technical, professional, and/or pedagogical skills in accordance with the study program specifications.
13	Program graduate competency standards as a reference in formulating and establishing learning content standards, learning process standards, learning assessment standards, lecturer standards, and educational staff standards.	Study programs must conduct regular evaluations of graduate competency standards and adjust policies accordingly based on the evaluation results.

No	Standard content statement	Strategy for achieving standards
14	The head of the study program (SP) assesses the achievement of graduate learning outcomes (GLO) based on student learning outcomes in courses as part of outcome-based education (OBE), evaluates the results, and follows up on the evaluation results (Independent Accreditation Agency for the Fields of Education).	To ensure that competency standards are achieved, the following measures are taken: (i) dissemination of competency standards to lecturers/teachers and (ii) monitoring and evaluation of the teaching and learning process, examinations and assessments, and the preparation of final assignments.
		Regularly conduct evaluation processes by distributing questionnaires on the current curriculum to stakeholders.
16	Study programs must formulate attitudinal competencies and cultural behavior, resulting from the internalization and actualization of values and norms reflected in spiritual and social life, through the learning process,	The study program develops graduate competencies based on the National Qualifications Framework (NQF), work/professional

No	Standard content statement	Strategy for achieving standards
	student work experience, research, and/or community service related to learning.	competencies, and 21st-century competency requirements, which include attitudinal, technical, professional, and/or pedagogical skills, in accordance with the study program specifications.
17	Study programs must formulate knowledge competencies as the systematic mastery of concepts, theories, methods, and/or philosophies of a particular field of science obtained through reasoning in the learning process, student work experience, research, and/or community service related to learning.	Study programs must organize seminars, workshops, and coaching activities that are oriented towards shaping professional attitudes and ethics.
		Study programs must conduct periodic evaluations of graduate attitudes through tracer studies and feedback from the workplace.
18	Study programs must provide students with work experience in the field of study for a specified period, in the form of job training, internships, fieldwork, teaching	Study programs must establish cooperation with industry, research institutions, and organizations to

No	Standard content statement	Strategy for achieving standards
	practice, or other similar activities, as outlined in the study program specifications.	strengthen the practical skills of graduates.
		Study programs must organize academic activities, such as internships, research collaborations, and field studies, to enhance graduates' skills.
		Study programs must periodically evaluate and update their curricula in accordance with the evolving needs of the workforce and advancements in science.
19	Study programs must have established a formulation of knowledge and skills as part of the learning outcomes for graduates, which are compiled in a forum of similar study programs.	Study programs must establish partnerships with industry, research institutions, and organizations to support internship programs and provide students with practical experience.

No	Standard content statement	Strategy for achieving standards
		Study programs must organize training, workshops, and competency certification in line with industry and professional needs.
		Study programs must monitor and evaluate graduates' mastery of skills through alumni tracking studies (tracer studies).
20	Study programs must determine the average length of study, average GPA of graduates, and average time taken for graduates to find employment, the achievements of which are evaluated at the end of the academic year.	<p>Study programs must design a system for monitoring student academic progress to ensure timely graduation.</p> <p>Study programs must conduct periodic tracer studies to evaluate the effectiveness of their curriculum and the readiness of graduates to enter the workforce.</p>

No	Standard content statement	Strategy for achieving standards
21	Study programs must refine their GCS annually by conducting tracer studies that involve alumni, alumni employers, and other stakeholders.	Regularly conduct evaluation processes by distributing questionnaires on the current curriculum to stakeholders.
		Deans and Program Coordinators need to foster relationships with professional organizations, alumni, government, and the business world to refine program competency standards (GCS) that align with stakeholder needs.

### ***Strategies for Achieving IQAS Standards***

1. The rector sets the competency standards for graduates.

The Rector, through Vice Rector 1 and QAO, ensures that graduate competency standards are developed in accordance with the standards set out in Ministerial Regulation of Education, Culture, Research, and Technology No. 53 of 2023.

2. Study Program Management Unit/SPMU (dean, vice dean, director of postgraduate studies, deputy director, head of study program)



develops and implements GLO in accordance with the standards set by the Rector.

3. QAO and the faculty quality assurance team monitor and evaluate the fulfillment of graduate competency standards.
4. QAO and the faculty quality assurance team control and improve graduate competency standards.
5. The study program develops graduate competencies based on INQF, work/professional competencies, and 21st-century competency requirements that include attitudinal, technical, professional, and/or pedagogical skills in accordance with the study program specifications.
6. The Graduate Competency Standards (GCS) for each study program is reviewed by the faculty senate before being proposed for approval by the Rector.
7. The Graduate Competency Standards (GCS) for each study program in each faculty or postgraduate program is reviewed by the university senate before being determined by the Rector.
8. The head of the study program actively conducts tracer studies with stakeholders and alumni to obtain input for improving graduate competency standards (GCS).
9. Deans and Program Coordinators need to foster relationships with professional organizations, alumni, government, and the business world to refine graduate competency standards (GCS) in line with stakeholder needs.
10. Organizing relevant competency development workshops.
11. To ensure that competency standards are achieved, the following measures are taken:

- i. Dissemination of competency standards to lecturers/teachers and
  - ii. Monitoring and evaluation of the teaching and learning process, examinations and assessments, and the preparation of final assignments.
12. Conducting regular evaluations by distributing questionnaires on the current curriculum to stakeholders.
  13. The study program coordinator develops graduate profiles in accordance with graduate competencies and the job market's demands.

***Standard Achievement Indicators in IQAS.***

*Table 2 Achievement Indicators of Standards in IQAS: Educational Outcome*

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
1	The Rector determines the Graduate Competency Standards, which encompass the minimum criteria reflecting the integration of attitudes, skills, and knowledge	1. The availability of a Rector's Decree on competency standards for university graduates and study programs.	Analisis butir GLO	At least 85% of graduates can meet the established competency standards.

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	that collectively demonstrate the attainment of students' learning outcomes upon the completion of a higher education program.	<p>2. The availability of documents on the preparation and determination of general competencies for graduates for each level of education organized at UNNES</p> <p>3. The availability of a statement of general graduate competencies for each level of education offered at UNNES is included in the academic handbook.</p>		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		4. The availability of a report on the achievement of program study GLOs each semester.		
2	The Vice Rector for Academic and Student Affairs and QAO ensures that graduate competency standards can be used to prepare students to become members of society who are faithful, pious, noble, and have characters in accordance with the values of Pancasila,	Compliance of GLO with INQF, Ministerial Regulation of Education, Culture, Research, and Technology No. 53 of 2023	Internal Audit (IQA), Monitoring and Evaluation (Monev)	100% compliant

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	capable and independent in applying, developing, and discovering science and technology that are beneficial to society, as well as actively developing their potential.			
3	<p>The Vice Rector for Academic and Student Affairs and QAO ensure that graduate learning outcomes (b) for each study program include competencies:</p> <ol style="list-style-type: none"> <li>1. Mastery of science and</li> </ol>	GLO alignment with INQF and OBE, Ministerial Regulation of Education, Culture, Research, and Technology No. 53 of 2023	IQA Monev	100% compliant

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>technology, specific skills and their application (c) for one (1) or a set of specific scientific fields (d).</p> <p>2. General skills required as a basis (c) for mastery of science and technology and relevant fields of work (d).</p> <p>3. Knowledge and skills required (c)</p>			

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>for the world of work and/or continuing studies at a higher level or for obtaining professional certification (d).</p> <p>4. Intellectual ability (c) to think independently and critically as a lifelong learner (d).</p>			
4	The Vice Rector for Academic and Student Affairs and QAO (a)	The existence of a GLO drafting team decree involving internal	<i>Focus Group</i>	100% involvement



No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	ensures that graduate learning outcomes (b) are compiled by the study program management unit (c) with the involvement of stakeholders; and/or the business world, industry, and the world of work (d).	stakeholders (SPMU/SP leaders, lecturers, students, educational staff) and external stakeholders (alumni, graduate users, study/professional associations, experts)	<i>Discussion</i> (FGD)  IQA	of internal stakeholders (SPMU/SP leaders, lecturers, students, educational staff) and external stakeholders (alumni, graduate users, study/professional program association, experts)
5	The Vice Rector for Academic and Student Affairs and QAO (a) ensures the learning	GLO alignment with the University's vision and mission, INQF, and Science and		100% compliant

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	outcomes of graduates (b) pays attention to (c) the vision and mission of the university, the Indonesian National Qualifications Framework (INQF), developments in science and technology, the competency requirements of the world of work, the scientific domain of the study program, the main competencies of graduates of the study program, and the curriculum of	Technology developments		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	similar study programs (d).			
6	The Vice Rector for Academic and Student Affairs and QAO (a) ensures that graduate learning outcomes (b) are communicated to students in the study program, compiled into courses in each study program, and have course learning outcomes (c) that contribute to graduate learning outcomes (d).	The existence of curriculum decrees used by study programs can be accessed digitally.	Internal Quality Audit (IQA)	100% of curriculum documents are accessible digitally

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
7	<p>Vice Rector for Academic and Student Affairs and QAO (a) ensures the main competencies of the study program graduates</p> <p>Undergraduate programs, at a minimum: 1) mastery of theoretical concepts in specific fields of knowledge and skills in general and specifically to solve problems procedurally in accordance with the scope of their work; and 2) the ability to adapt to</p>	The availability of a curriculum decree used by the study program	Internal Quality Audit (IQA)	100% curriculum decree documents

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>changing situations;</p> <p>For professional programs, at a minimum: 1) mastery of the application of specific knowledge and skills by utilizing science and technology in specific professional fields; and 2) the ability to manage resources, apply professional standards, evaluate, and develop organizational strategies.</p>			

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>For master's programs, at a minimum, mastery of specific knowledge to develop science and technology through research or the creation of innovative works;</p> <p>Doctoral programs, at a minimum: 1) mastery of the scientific philosophy of a specific field of knowledge and skills; and 2) the ability to deepen and expand science and technology</p>			

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>through research or the creation of original and proven works.</p> <p>The main competencies of graduates of the above study programs are compiled by associations of similar study programs, together with other relevant parties. If an association has not yet been formed, the university compiles the main competencies of</p>			

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	the study program graduates.			
8	The dean ensures the accuracy of the curriculum structure in achieving graduate learning outcomes (lamdik).	The existence of a curriculum decree used by the study program	Ami	100% document curriculum
9	The study program determines the graduate profile and develops learning outcomes in accordance with the type and level of education.	<p>The formulation of learning outcomes for general attitudes and skills refers to the NS-HE appendix, plus the characteristics of the university and the study program.</p> <p>The formulation of learning outcomes for specific skills and knowledge</p>	Ami	100% document curriculum



No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		has been agreed upon with similar study programs, plus the leading learning outcomes specific to the study program at UNNES.		
10	The study program produces graduates whose quality exceeds the standards of INQF and NS-HE.	<p>Average study period for regular undergraduate programs: ≤ 8 semesters.</p> <p>Percentage of regular/special undergraduate program students who graduate on time: &gt;50% (*)</p> <p>Percentage of graduates with a GPA ≥ 3.0: &gt; 60%.</p>	Ami tracer study Graduate satisfaction survey	Graduate documents and tracer study results as appropriate (*)

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>Percentage of students in regular/special undergraduate programs receiving scholarships per year: <math>\geq 25\%</math>.</p> <p>Graduate satisfaction score for academic and non-academic services: <math>&gt; 4</math> (on a scale of 1-5) (*)</p> <p>First job waiting period for undergraduate program graduates: <math>&lt; 6</math> months.</p>		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>The suitability of undergraduate program graduates in their field of work, as related to their field of study, is greater than 80%.</p> <p>Users of undergraduate program graduates rate the quality of graduates well in terms of integrity (ethics and morals), professionalism, English language skills, use of information technology, communication, teamwork, and self-development.</p>		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		Total score for the seven criteria: 24-28 (*)		
11	UNNES graduates must meet the requirements of the National Qualifications Framework (INQF) and 21st-century competencies for all programs offered in accordance with graduate qualification requirements that include attitudes, knowledge, and skills, as stated in the graduate learning outcomes.	<p>The existence of study program curriculum documents that define graduate competencies, encompassing attitudes, knowledge, and skills as stated in the graduate learning outcomes, utilizing an OBE (Outcome-Based Education) approach.</p> <p>The existence of graduate competencies for each study program is documented in the</p>	<p>Internal Quality Audit (IQA),</p> <p>Tracer study</p> <p>FGD on the development and review of graduate competencies</p>	100% document IQA

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>academic handbook of Universitas Negeri Semarang.</p> <p>The existence of SOPs for preparation and review.</p> <p>Graduates' competencies for all study programs at Universitas Negeri Semarang</p>		
12	All study programs must establish graduate competency standards in accordance with the qualifications of study program graduates and	All study programs must establish graduate competency standards in accordance with the qualifications of study program graduates and 21st century	<i>Focus group discussion</i> (FGD)	Curriculum development activity documents

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>21st-century competencies that include attitudes, knowledge, and skills, which are stated in the formulation of graduate learning outcomes, and the process of compiling them involves all lecturers from each field of study, stakeholders, and competent experts.</p> <p>The existence of study program documents in compiling and determining</p>	<p>competencies that include attitudes, knowledge, and skills, which are stated in the formulation of graduate learning outcomes, and the process of compiling them involves all lecturers from each field of study, stakeholders, and competent experts.</p> <p>The existence of study program documents in compiling and determining graduate competencies</p> <p>The existence of program study graduate</p>		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>graduate competencies</p> <p>The availability of study program graduate competency documents that include attitudes, knowledge, and skills, as stated in the formulation of graduate learning outcomes.</p> <p>The availability of documents on the process of developing graduate competencies in a study program involves all lecturers from</p>	<p>competency documents that include attitudes, knowledge, and skills, as stated in the graduate learning outcome formulation.</p> <p>The existence of program study graduate competency development process documents that involve all lecturers from each field of study, stakeholders, and competent experts.</p> <p>The existence of program study graduate competency statements is</p>		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>each field of study, stakeholders, and competent experts.</p> <p>The existence of a statement of program study graduate competencies is included in the academic handbook.</p> <p>The existence of a document stating the program study graduate competencies.</p> <p>Elaborated into a formulation of PLO (program</p>	<p>included in the academic handbook.</p> <p>The availability of a document stating the competencies of study program graduates described as a formulation of PLO (program learning outcome)</p>		



No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	learning outcome).			
13	<p>Study Program graduate competency standards as a reference in formulating and establishing learning content standards, learning process standards, learning assessment standards, and standards for lecturers and educational staff,</p> <p>The availability of GCS analysis documents to formulate</p>	<p>Study Program graduate competency standards as a reference in formulating and establishing learning content standards, learning process standards, learning assessment standards, standards for</p>	<p><i>Focus group discussion</i> (FGD)</p>	<p>Curriculum development activity documents</p>

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	<p>learning content standards in study programs</p> <p>The availability of GCS analysis documents to formulate learning process standards in study programs</p>			
14	The head of the study program (SP) assesses the achievement of graduate learning outcomes (GLO) based on student learning outcomes in courses as part of outcome-based education (OBE), evaluates the	lecturers and educational staff,	The analysis of GLOs	At least 25% of courses must be specific to the field of psychology, supported by valid evidence.

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	results, and follows up on the evaluation results (Independent Accreditation Agency).			
15	The study program already has a formulation of graduate learning outcomes that refers to the description of INQF graduate learning outcomes and is equivalent to the qualification levels in INQF and the competency requirements of the 21st century.	The availability of a document outlining the learning outcomes of program graduates that refers to the description of INQF graduate learning outcomes and is equivalent to the qualification level in the INQF and the competency requirements of the 21st century (4Cs: critical thinking, collaboration,	<i>Focus group discussion</i> (FGD)	Curriculum development activity documents

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>communication, and creativity).</p> <p>The availability of an analysis of graduate learning outcome formulations to determine courses in the study program.</p> <p>The existence of a course map in each study program is based on its graduate learning outcome formulations.</p>		
16	Study programs are required to formulate attitudinal competencies and foster behaviors	The availability of graduate competency attitudes in each study program	<i>Focus group discussion</i> (FGD)	Curriculum development activity documents

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	that emerge from the internalization and actualization of values and norms, which are manifested in students' spiritual and social lives through learning activities, professional experiences, research engagements, and/or community service integrated with the learning process	<p>The availability of an analysis of competency attitudes as 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, experience</p> <p>Student work, research and/or community service related to learning in the relevant study program.</p> <p>The availability of a study program</p>		

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		activity map based on the graduate formulation		
17	Study programs must formulate knowledge competencies as the systematic mastery of concepts, theories, methods, and/or philosophies of a particular field of science obtained through reasoning in the learning process, student work experience, research, and/or community service related to learning.	<p>Each study program has a document outlining the specific knowledge and competencies required of graduates, in accordance with the program's requirements.</p> <p>Each study program has a document analyzing the formulation of knowledge competencies, which involves the systematic mastery of concepts, theories, methods,</p>	<i>Focus group discussion</i> (FGD)	Curriculum development activity documents

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>and/or philosophies of a particular field of science. This is achieved through reasoning in the learning process, student work experience, research, and/or community service related to learning.</p> <p>There is a course map in the study program that outlines the knowledge-based competencies graduates must master.</p>		
18	Study programs must provide students with	Each study program has a document	<i>Focus group</i>	Curriculum development

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
	work experience in the field of study for a specified period, in the form of job training, internships, fieldwork, teaching practice, or other similar activities, as outlined in the study program's specifications.	<p>outlining the relevant work experience of graduates in relation to the learning competency outcomes of the study program.</p> <p>There is a document analyzing the practical activities that must be taught to students as part of building work experience in line with the learning competency requirements of the study program's graduates.</p>	<i>discussion</i> (FGD)	activity documents



No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
19	Study programs must have established a formulation of knowledge and skills as part of the learning outcomes for graduates, which are compiled in a forum for similar study programs..	<p>The availability of discussion notes or documents with a group of similar study programs regarding the formulation of knowledge and skills as part of graduate learning outcomes.</p> <p>The availability of discussion documents regarding the formulation of knowledge and skills as part of graduate learning outcomes in a forum of similar study programs.</p>	<i>Focus group discussion</i> (FGD)	Curriculum development activity documents

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
20	Study programs must determine the average length of study, average GPA of graduates, and average time taken for graduates to find employment, the achievements of which are evaluated at the end of the academic year.	<p>The availability of documents setting targets for average study duration, average graduate GPA, and average time graduates wait to find employment in each study program.</p> <p>The availability of documents evaluating average study duration, average graduate GPA, and average time graduates wait to find employment is evaluated by each study program.</p>	Internal Quality Audit (IQA)	IQA Document

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>The availability of achievement reports.</p> <p>Study programs are submitted to the Rector through the dean.</p>		
21	Study programs must refine their GCS annually by conducting tracer studies that involve alumni, alumni employers, and other stakeholders.	<p>The existence of documents containing the results of surveys on the average waiting period for graduates to obtain their first job, at least once every five years.</p> <p>The availability of documents containing the results of surveys on graduates' fields of work in</p>	Ami Tracer study	Tracer Study Report

No	Standard content statements in graduate competency standards	Standard achievement indicators	Standard achievement method	Achievement targets
		<p>accordance with their fields of study, at least once every five years.</p> <p>The availability of competency evaluation documents;</p> <p>Graduates through tracer studies at least once every four years.</p>		

### ***Parties Involved in the Fulfillment of Standards in IQAS***

1. Rector
2. Vice Rector for Academic and Student Affairs
3. Dean
4. Vice Dean for Academic and Student Affairs
5. Director of the Graduate School
6. Deputy Director of the Graduate School
7. Quality Assurance Office (QAO)
8. Quality Assurance Team
9. Head of Study Program
10. Lecturers

### ***Related Document***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Graduate competency standard document
4. Curriculum document
5. Lesson Plan document
6. Universitas Negeri Semarang Academic Guidelines
7. University Education Guidelines
8. Faculty/Department/Study Program SOP
9. Internal Quality Audit (IQA) Instrument

## 10. Standard Monitoring and Evaluation Instrument

### ***References***

- 1) Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework
- 2) Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
- 3) University education guidelines

## **B. Educational Process Standards**

### **University Vision and Mission**

#### **Vision**

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

#### **Mission**

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

Education Process Standards based on Ministerial Regulation of Education, Culture, Research, and Technology Number 53 of 2023, including:

1. learning process standards;
2. assessment standards;
3. management standards.

### **1. Learning Process Standards**

#### *Definition of Terms*

The Learning Process Standard of Universitas Negeri Semarang (UNNES) serves as a comprehensive benchmark within the institutional quality assurance cycle, encompassing all dimensions of the learning process to ensure the attainment of the prescribed learning outcomes expected of graduates. The establishment of this standard aims to ensure the fulfillment and continuous improvement of the quality of all learning activities, thereby achieving the overarching goal of educational excellence. This standard is aligned with the provisions of the Ministerial Regulation of Education, Culture, Research, and Technology (Permendikbudristek) No. 53 of 2023, which defines the learning process standard as the minimum criteria governing the design and implementation of learning activities to achieve the established graduate competency standards.

The UNNES Learning Process Standards comprise three principal components:

- a. planning the learning process;
- b. implementing the learning process; and

- c. assessing the learning process.

The definition of standard process components, as outlined in Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Higher Education Quality Assurance, articles 11-25, is described as follows.

**a. Definition of learning process planning** is the activity of formulating:

- 1) learning outcomes that are the learning objectives;
- 2) how to achieve learning objectives through learning strategies and methods; and
- 3) how to assess the achievement of learning outcomes.

The learning process is planned by lecturers and/or a team of lecturers in coordination with the Study Program Management Unit.

**b. Definition of learning process implementation** refers to the execution of structured learning activities designed in accordance with the plans and guidelines established by the lecturer or teaching team, employing specific learning forms, strategies, and methods. This process is conducted based on the learning design and utilizes appropriate and relevant learning resources to optimize student engagement and achievement. The implementation of the learning process must be carried out by:

- 1) Establishing a conducive learning environment that is enjoyable, inclusive, collaborative, creative, and effective;



- 2) Ensuring equal learning opportunities for all students regardless of their educational, social, economic, cultural, linguistic backgrounds, admission pathways, or special needs;
- 3) Guaranteeing the safety, comfort, and well-being of all members of the academic community; and
- 4) Providing flexibility in the educational process to accommodate and promote the principles of lifelong learning

**c. Definition of learning process assessment**

Assessment standards are the minimum criteria for assessing student learning outcomes to achieve graduate competency standards. Learning outcomes are assessed in a manner that is valid, reliable, transparent, accountable, fair, objective, and educational. The learning process is facilitated by creating a learning atmosphere that is enjoyable, inclusive, collaborative, creative, and effective.

*Standards' Rationale in IQAS*

Educational process standards, consisting of learning process standards, assessment standards, and management standards, are necessary to provide direction for achieving the expected learning outcomes of graduates, meeting graduate competency standards, ensuring the internal quality of higher education institutions, and improving the implementation of higher education in a sustainable and planned manner.

## ***The Statements of the Content of Standards***

*Table 3 Statements of the Content Standards: Learning Process*

No	Statements of the Content of Standards	Strategy for achieving standards
<b>Process</b>		
1	<p>The Vice Rector for Academic and Student Affairs (A) established an OBE (C)-based lesson plan (B) model that is implemented throughout UNNES (D).</p> <p>The Vice Rector for Academic and Student Affairs has established implementation techniques for academic activities, including lectures, academic guidance, completion of final assignments/theses/dissertations, and other academic activities, to be implemented annually throughout UNNES.</p>	<p>1) Establishment of the lesson plan model drafting team, academic activity implementation techniques, and academic calendar.</p> <p>2) Establishment of the lesson plan model, academic activity implementation techniques, and academic calendar to be used by all UNNES lecturers.</p> <p>3) Monitoring and evaluation of the implementation of the lesson plan model and academic activity techniques using the information system on</p>

No	Statements of the Content of Standards	Strategy for achieving standards
	<p>The Vice Rector for Academic and Student Affairs establishes the academic calendar for each academic year, which is implemented throughout UNNES.</p>	<p>the <a href="http://app.unnes.ac.id">app.unnes.ac.id</a> website.</p> <p>4) Following up on evaluation results and exercising control if there are any discrepancies in the application of the lesson plan model, academic activity techniques, and academic calendar,</p> <p>5) 5) Improving the quality and achievements of ongoing activities</p>
2	<p>The Study Program (A) formulates graduate learning outcomes (GLO) (B) with a maximum of 12 (D) by taking into account:</p> <p>a. the vision and mission of the higher education institution;</p> <p>b. the Indonesian national</p>	<p>1. Establishment of the GLO Drafting and Monitoring Team for the study program by the Dean.</p> <p>2. The study program manager coordinates the drafting of the study program GLO, involving all elements as required by</p>

No	Statements of the Content of Standards	Strategy for achieving standards
	<p>qualifications framework;</p> <p>c. developments in science and technology;</p> <p>d. the competency requirements of the world of work;</p> <p>e. the scientific domain of the study program;</p> <p>f. the main competencies of graduates of the study program; and</p> <p>g. curriculum of similar study programs.</p> <p>h. scientific vision established by the study program</p> <p>The drafting process involved:</p>	<p>regulations and accreditation institutions.</p> <p>3. Conduct monitoring and evaluation of the GLO drafting process by the drafting team and its development into CLO and sub-CLO by study program lecturers.</p> <p>4. Conducting monitoring and evaluation of the stages of GLO/CLO achievement based on the lesson plan that has been compiled, in learning practices, using an integrated academic information system.</p> <p>5. The study program controls the validity of the lesson plan</p>

No	Statements of the Content of Standards	Strategy for achieving standards
	<p>a. stakeholders and/or</p> <p>b. the business world, the industrial world, and the world of work (C)</p> <p>The Study Program establishes graduate learning outcomes (GLO) that become learning objectives, ways to achieve learning objectives through learning strategies and methods, and ways to assess the achievement of learning outcomes that can be measured in accordance with the applicable curriculum based on Outcome Based Education (OBE).</p> <p>The Study Program determines the courses offered each semester,</p>	<p>compiled by lecturers to achieve GLO.</p> <p>6. The study program increases the chances of achieving GLO/CLO through programmed and standardized activities.</p>

No	Statements of the Content of Standards	Strategy for achieving standards
	<p>which are uploaded to apps.unnes.ac.id and can be easily accessed by students and lecturers.</p> <p>Lecturers compile the lesson plan and teaching materials for courses, formulate CLO and sub-CLO specific to the course based on GLO by applying case study or team-based project methods, and upload them to apps.unnes.ac.id.</p> <p>The study program evaluates and validates the lesson plan and teaching materials for each course in accordance with learning strategies and methods, and how to assess the achievement of learning outcomes.</p>	

No	Statements of the Content of Standards	Strategy for achieving standards
	<p>The program develops SOPs to evaluate the achievement of Graduate Learning Outcomes (GLO) based on student learning outcomes in courses as part of Outcome-Based Education (OBE). (Independent Accreditation Agency)</p>	

### ***Strategies for Achieving Standards in IQAS***

The Rector establishes Learning Process Standards through a University Decree. The University Decree is incorporated into the Academic Regulations. The Quality Assurance Office (QAO) disseminates the Standards and Academic Regulations to all academic units at Universitas Negeri Semarang. The Quality Assurance Clusters (QAC) oversee the learning process in the Study Program.

Regarding the assessment process, the strategy implemented is as follows.

- a. The Rector establishes Learning Assessment Standards.
- b. The Rector appoints an IQAS Coordinator to disseminate the Learning Assessment Standards.

- c. IQAS, in collaboration with the Curriculum Development Center, General Courses Development Center, and Disciplinary Foundation Course Development Center, establishes a team to train lecturers on how to assess students in achieving the learning outcomes (LO) of the Study Program and course LO, as well as course LO expectations.
- d. QAC at the faculty level monitors the assessment implementation performed by lecturers.

To achieve learning management standards, the following strategies are implemented.

- a. Establish a strategic planning team to develop and adjust long-term, medium-term, and short-term plans, as well as disseminate and review them annually to ensure their suitability.
- b. Conduct regular training on academic ethics, implement a clear code of ethics policy at all levels, and conduct periodic audits to monitor its implementation.
- c. Implement a transparent and fair student admission mechanism, complemented by a comprehensive orientation program, and evaluate and improve student services on a regular basis.
- d. Implement an integrated resource inventory system, conduct regular resource planning and audits to ensure efficient and effective utilization.
- e. Implement an integrated information system to manage academic data, ensuring security, accuracy, and accessibility, and provide training for staff involved in data management.
- f. Develop a comprehensive internal monitoring system, provide responsive complaint mechanisms, and conduct regular



evaluations to ensure accountability and continuous improvement.

### **Standard Achievement Indicators in IQAS.**

*Table 4 Achievement Indicators of Standards in IQAS: Learning Process*

<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
<b>Proces</b>			
The Vice Rector for Academic and Student Affairs (A) establishes an OBE-based lesson plan model (B) that is implemented throughout UNNES (D).	The OBE-based lesson plan model has been established by Vice Rector 1 and implemented throughout UNNES.	Workshop on developing OBE-based lesson plan models	100% of UNNES lecturers use the established OBE-based lesson plan model
The Vice Rector for Academic and Student Affairs determines the	The existence of a circular letter	Workshop on drafting circulars for	The entire academic community of UNNES carries

<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
implementation techniques for academic activities, which include lectures, academic guidance, completion of final projects/theses/dissertations, as well as other academic activities each academic year, that are enforced throughout UNNES.	regarding the implementation of academic activities for each academic year, as determined by VICE RECTOR 1, and enforced throughout UNNES.	academic activities	out academic activities in accordance with the circular issued by VICE RECTOR 1.
The Vice Rector for Academic and Student Affairs sets the academic calendar for each academic year,	The existence of an academic calendar for each academic	Workshop on academic calendar preparation	The entire academic community of UNNES uses the academic calendar

<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
which is implemented throughout UNNES.	year, determined by VICE RECTOR 1 and implemented throughout UNNES.		established by VICE RECTOR 1.
The Study Program formulates a maximum of 12 graduate learning outcomes (GLO) by taking into account:  a. the vision and mission of the higher education institution;	The GLO is structured in accordance with the specified requirements.	Focus Group Discussion on GLO Development for Study Programs	100% of study programs develop GLOs in accordance with the specified requirements.

Statement of the Content of Standards in Learning Process Standards	Standard Achievement Indicators	Methodology for Achieving Standards	Achievement Targets
b. the Indonesia national qualifications framework ;  c. developments in science and technology;  d. the competency requirements of the world of work;  e. the scientific domain of			

Statement of the Content of Standards in Learning Process Standards	Standard Achievement Indicators	Methodology for Achieving Standards	Achievement Targets
<p>the study program;</p> <p>f. the main competencies of graduates of the study program; and</p> <p>g. curriculum of similar study programs.</p> <p>h. scientific vision established by the study program</p> <p>and the drafting process involving:</p>			

<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
<p>a. stakeholders and/or</p> <p>b. the business sectors, the industrial sectors</p>			
The Study Program determines the courses offered each semester, which are uploaded to apps.unnes.ac.id and can be easily accessed by students and lecturers.	All courses offered each semester have been uploaded to apps.unnes.ac.id and can be easily accessed by students and lecturers.	Determined through a meeting of the study program administrators and disseminated through a study program coordination meeting.	100% of the courses offered each semester have been determined and uploaded to apps.unnes.ac.id.

<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
Lecturers develop course syllabi and teaching materials, formulate CLO and sub-CLO for each course based on GLO by applying case study or team-based project methods, and upload them to apps.unnes.ac.id.	Availability of lesson plan and course materials at apps.unnes.ac.id	Workshop on developing course syllabi and teaching materials	All lesson plans and course materials are 100% uploaded to apps.unnes.ac.id.
The study program evaluates and validates the lesson plan and teaching materials for each course in accordance with the learning	Validation of all course syllabi and teaching materials	Evaluation and validation by the Program Coordinator	100% lesson plan and validated course materials

<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
strategies and methods, and the methods for assessing the achievement of learning outcomes.			
The study program develops SOPs to evaluate the achievement of Graduate Learning Outcomes (GLO) based on student learning outcomes in courses as part of Outcome-Based Education (OBE). (Independent	The existence of SOPs for evaluating Graduate Learning Outcomes (GLO)	Workshop on Developing SOPs for Evaluating Graduate Learning Outcomes (GLO)	Standard operating procedures for evaluating Graduate Learning Outcomes (GLO) are compiled and used.



<b>Statement of the Content of Standards in Learning Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
Accreditation Agency)			

### ***Related Parties***

The parties involved in achieving learning process standards are as follows:

1. Rector
2. Dean
3. Program Coordinator
4. UNNES Quality Assurance Office
5. Faculty Quality Assurance Clusters

### ***Related Units***

It also involves relevant technical units, namely:

1. Program Study Management Unit (SPMU)
2. Study Program
3. Academic Advisor
4. Lecturer
5. Student

**Related Document**

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework
3. UNNES Academic Guidance/Handbook
4. Curriculum Document
5. Lesson Plan Document
6. Faculty/Department/Study Program SOP
7. Internal Quality Audit Instrument

**References**

- 1) Law Number 12 of 2012 concerning Higher Education (State Gazette of 2012 Number 158, Supplement to State Gazette Number 5336);
- 2) Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions (Gazette of the Republic of Indonesia, Year 2014 Number 16, Supplement to Gazette Number 5500);
- 3) Government Regulation Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (Gazette of the Republic of Indonesia, Year 2022 Number 14, Supplement to Gazette Number 6762);

- 4) Government Regulation Number 36 of 2022 concerning State Universities with Legal Entity Status of Universitas Negeri Semarang (Gazette of the Republic of Indonesia of 2022 Number 197);
- 5) Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework;
- 6) Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education (Gazette of the Republic of Indonesia of 2023 No. 638);
- 7) Regulation of the Minister of Education, Culture, Research, and Technology Number 62 of 2023 concerning Amendments to Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 concerning Admission of New Students to Diploma and Bachelor Programs at State Universities (Gazette of the Republic of Indonesia of 2023 Number 964);
- 8) Decision of the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia Number 84/E/KPT/2020 concerning Guidelines for the Implementation of Compulsory Courses in Higher Education Curricula;
- 9) Universitas Negeri Semarang Rector Regulation Number 23 of 2020 concerning Universitas Negeri Semarang Academic Guidelines;
- 10) Universitas Negeri Semarang Rector Regulation Number 16 of 2022 concerning Amendments to Rector Regulation Number 6 of 2001 concerning Guidelines for the Implementation of the *Merdeka Belajar Kampus Merdeka* Program at Universitas Negeri Semarang;
- 11) Rector Regulation of Universitas Negeri Semarang Number 18 of 2024 concerning Guidelines for the Admission of New Students to Universitas Negeri Semarang in 2024

- 12) Universitas Negeri Semarang Rector Regulation Number 82 of 2024 concerning Titles and Designations for Graduates of Universitas Negeri Semarang;
- 13) Universitas Negeri Semarang Rector Regulation Number 87 of 2024 concerning the 2024 Academic Guidelines for Universitas Negeri Semarang
- 14) Universitas Negeri Semarang Rector Regulation Number 88 of 2024 concerning Guidelines for Final Projects for Bachelor's and Diploma Degrees at Universitas Negeri Semarang in 2024;
- 15) Universitas Negeri Semarang Rector Decree Number 11 of 2023 concerning the Structure and Work Procedures of Organizations under the Rector of Universitas Negeri Semarang

## **2. *Assessment Standards***

### ***Definition of Terms***

**Assessment standards** are the minimum criteria for assessing student learning outcomes to achieve graduate competency standards. Student learning outcomes are assessed in a manner that is valid, reliable, transparent, accountable, fair, objective, and educational.

### ***Rational Standards in IQAS***

Educational process standards, comprising learning process standards, assessment standards, and management standards, are essential for providing direction in achieving the expected learning outcomes of graduates, meeting Graduate Competency Standards, ensuring the internal quality of higher education

institutions, and enhancing the implementation of higher education in a sustainable and planned manner.

### **Statements of the Content of Standards**

*Table 5 Statements of the Content Standards: Assessment*

No	Statements of the Content Standards	Strategy for achieving standards
<b>Assessment</b>		
1.	The Rector, through the Vice Rector for Academic and Student Affairs, establishes standards for evaluating student learning outcomes to achieve graduate competencies.	<ul style="list-style-type: none"> <li>- Establishment of a team to compile guidelines for assessing student learning outcomes.</li> <li>- The Assessment Guidelines form the basis for each lecturer to assess student learning outcomes in a valid, reliable, transparent, accountable, fair, objective, and educational manner.</li> <li>- The university directs faculties and study programs to monitor the accuracy and appropriateness of student learning outcome assessments conducted by each lecturer.</li> <li>- The university directs each lecturer to conduct assessments in accordance with the assessment forms contained</li> </ul>

No	Statements of the Content Standards	Strategy for achieving standards
		<p>in the student learning outcome assessment guidelines.</p> <ul style="list-style-type: none"> <li>- The university encourages each lecturer in the Study Program to report course assessment results through the <a href="http://sikadu.unnes.ac.id">sikadu.unnes.ac.id</a> system, which will be announced to students at the end of each semester in a timely manner.</li> </ul>
2.	<p>The Vice Rector for Academic and Student Affairs determines the form of student learning assessment, which includes both formative and summative assessments.</p>	<ul style="list-style-type: none"> <li>- The assessment method is determined by the university.</li> <li>- Learning assessment is conducted using the Reference Guidelines (RG).</li> <li>- The assessment components consist of Participatory Activity Score, Project Score, Assignment Score, Quiz Score, Midterm Exam Score, and Final Exam Score. The total weight of the Participatory Activity Score and the Project Score is at least 50%. Meanwhile, the total weight of the Assignment Score, Quiz Score, Midterm Exam Score, and Final Exam Score is capped at 50%.</li> </ul>

No	Statements of the Content Standards	Strategy for achieving standards								
		<ul style="list-style-type: none"><li>- Universities, faculties, and study programs monitor learning outcomes for each course at the end of each semester during the student assessment period.</li><li>- Assessments are conducted by each lecturer through a digital system at sikadu.unnes.ac.id, making them easy to monitor.</li><li>- The university, together with the faculties and study programs, oversees every learning outcome assessment process conducted by lecturers.</li></ul>								
3.	The Vice Rector for Academic and Student Affairs determines the assessment of student learning outcomes in courses through a grade point	<ul style="list-style-type: none"><li>- The achievement index is determined by the following Scores, Score Weights, and Criteria:<table><tr><th>Value Range</th><th>Letter Grade</th><th>Score Weight s</th><th>Criteria</th></tr><tr><td>86 ≤ Number Value ≤ 100</td><td>A</td><td>4,00</td><td>Very good</td></tr></table></li></ul>	Value Range	Letter Grade	Score Weight s	Criteria	86 ≤ Number Value ≤ 100	A	4,00	Very good
Value Range	Letter Grade	Score Weight s	Criteria							
86 ≤ Number Value ≤ 100	A	4,00	Very good							

No	Statements of the Content Standards	Strategy for achieving standards			
	average and/or a pass/fail grade.	81 ≤ Number Value ≤ 85	AB	3,50	More than good
		71 ≤ Number Value ≤ 80	B	3,00	Good
		More than 66 ≤ Number Value ≤ 70	BC	2,50	More than enough
		61 ≤ Number Value ≤ 65	C	2,00	enough
		56 ≤ Number Value ≤ 60	CD	1,50	Less than enough
		51 ≤ Number	D	1,00	Less



No	Statements of the Content Standards	Strategy for achieving standards			
		Value $\leq$ 55			
		Numerical value < 51	E	0,00	Fail
		<ul style="list-style-type: none"> <li>- Diploma and bachelor's degree students are considered to have passed a course if they obtain a grade of at least D. Master's and doctoral students must obtain a grade of at least B to be considered as having passed a course.</li> <li>- Diploma and undergraduate/applied undergraduate program students are declared to have passed if they have completed all the required coursework and achieved the learning outcomes targeted by the study program with a Grade Point Average greater than or equal to 2.00 (two point zero zero).</li> <li>- Students in professional programs, specialist programs, subspecialist programs, master's/applied master's</li> </ul>			

No	Statements of the Content Standards	Strategy for achieving standards
		<p>programs, doctoral/applied doctoral programs are declared to have passed if they have completed all the required coursework and achieved the learning outcomes targeted by the study program with a Grade Point Average greater than or equal to 3.00 (three point zero zero).</p> <ul style="list-style-type: none"> <li>- The assessment of learning outcomes is carried out by each Study Program Lecturer in accordance with the courses they teach. For Internships (Lantip and Prigel) and Community Service (Giat), the assessment mechanism is regulated by the respective Development Center for Internships and Community Service.</li> <li>- Evaluation of learning outcome assessments for courses, Lantip, Prigel, and Giat, is carried out by the respective study programs and the Head of the Development Center for Lantip, Prigel, and Giat.</li> <li>- Control of errors and provision of assessments is provided through a</li> </ul>

No	Statements of the Content Standards	Strategy for achieving standards
		<p>mechanism for correcting course grades within a specified time frame.</p> <ul style="list-style-type: none"> <li>- Increased awareness among lecturers in conducting assessments in accordance with specified standards.</li> </ul>
4.	The Vice Rector for Academic and Student Affairs regulates the assessment of student final projects.	<ul style="list-style-type: none"> <li>- Determination of Final Project Assessment for Diploma, Bachelor's, Master's, and Doctoral Programs</li> <li>- The implementation of the Final Project Assessment is coordinated by the Dean/Director and the Head of the Study Program. The aspects of assessment for the Final Project are determined by the Dean/Director and the Head of the Study Program. The final project for Diploma students can take the form of a prototype, a project, or another similar form of final project, either individually or in groups. The final project for Bachelor's students can be in the form of a thesis, prototype, project, or other similar form of final project, either individually or in groups. The final project for Master's students is in the form of a thesis. The final</li> </ul>

No	Statements of the Content Standards	Strategy for achieving standards
		<p>project for Doctoral students is in the form of a dissertation.</p> <ul style="list-style-type: none"> <li>- The evaluation of the completion of the student's Final Project is carried out by the Dean/Director and the Program Coordinator.</li> <li>- To ensure the smooth completion of students' Final Project, the completion of final assignments is guided through a structured system via the <a href="http://sitedi.unnes.ac.id">sitedi.unnes.ac.id</a> website.</li> <li>- The quality of students' Final Project is improved through strategies set by each Program Coordinator.</li> </ul>

### ***Strategies for Achieving Standards in IQAS***

The Rector establishes Learning Process Standards through a University Decree. The University Decree is incorporated into the Academic Regulations. The Quality Assurance Office (QAO) disseminates the Standards and Academic Regulations to all academic units at Universitas Negeri Semarang. The Quality Assurance Clusters (QAC) oversee the learning process in the Study Program.

Regarding the assessment process, the strategy implemented is as follows.

- 1) The Rector establishes Learning Assessment Standards.
- 2) The Rector appoints the IQAS Coordinator to disseminate the Learning Assessment Standards.
- 3) IQAS, together with the Curriculum Development Center, General Courses Development Center, and Disciplinary Foundation Course Development Center, forms a team to train lecturers on how to assess students in achieving the learning outcomes (LO) of the Study Program and course LO, as well as course LO expectations.
- 4) QAC at the faculty level monitors the implementation of assessment by lecturers.

### ***Indicators of Achievement of Standards in IQAS.***

*Table 6 Achievement Indicators of Standards in IQAS: Assessment*

<b>Statements of the Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
<b>Assessment</b>			
The Rector, through the Vice Rector for Academic and Student Affairs,	The existence of standard guidelines for assessing student	Workshop on developing learning outcome	The student learning assessment guide is accessible to

<b>Statements of the Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Targets</b>
establishes standards for evaluating student learning outcomes to achieve graduate competencies.	learning outcomes in achieving graduate competencies	assessment guidelines	lecturers and students.
The Vice Rector for Academic and Student Affairs determines the form of student learning assessment, which includes both formative and summative assessments.	The assessment forms contained in the guidelines and used as references	Socialization and implementation of learning outcome assessment in courses	100% of all lecturers apply assessment methods in accordance with the characteristics of the courses they teach.
The Vice Rector for Academic and Student Affairs determines the assessment of student learning outcomes in	Student Achievement Index according to regulations	Achievement of Grade Point Average for students each semester	All students have a grade point average that meets the requirements.

Statements of the Content Standards	Standard Achievement Indicators	Methodology for Achieving Standards	Achievement Targets
courses through a grade point average and/or a pass/fail grade.			
The Vice Rector for Academic and Student Affairs regulates the assessment of student final projects.	Final assignment assessment for diploma, bachelor's, master's, and doctoral degrees	The final assignment assessment mechanism is in accordance with the regulations through the <a href="http://sitedi.unnes.ac.id">sitedi.unnes.ac.id</a> system.	Final assignment assessment in accordance with regulations and using an accountable system.

### ***Related Parties***

The parties involved in achieving the Assessment standards are as follows.

1. Rector
2. Dean

3. Program Coordinator
4. UNNES Quality Assurance Office
5. Faculty Quality Assurance Clusters

***Related Units***

It also involves relevant technical units, namely:

1. Program Study Management Unit (SPMU)
2. Program Study
3. Academic Advisor
4. Lecturer
5. Student

***Related Documents***

1. Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education
2. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (INQF)
3. UNNES Academic Guidelines/Handbook
4. Curriculum Document
5. Lesson plan Document
6. Standard Operating Procedures (SOP) of the Faculty/Department/Study Program
7. Internal Quality Audit (IQA) Instrument



## **References**

- 1) Law Number 12 of 2012 concerning Higher Education (Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to Gazette Number 5336);
- 2) Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions (Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to Gazette Number 5500);
- 3) Government Regulation Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (Gazette of the Republic of Indonesia of 2022 Number 14, Supplement to Gazette Number 6762);
- 4) Government Regulation Number 36 of 2022 concerning State Universities with Legal Entity Status of Universitas Negeri Semarang (Gazette of the Republic of Indonesia of 2022 Number 197);
- 5) Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework;
- 6) Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education (Gazette of the Republic of Indonesia of 2023 No. 638);
- 7) Regulation of the Minister of Education, Culture, Research, and Technology No. 62 of 2023 concerning Amendments to Regulation of the Minister of Education, Culture, Research, and Technology No. 48 of 2022 concerning Admission of New Students to Diploma and Bachelor's Degree Programs at State Universities (Gazette of the Republic of Indonesia of 2023 Number 964);

- 8) Decision of the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia Number 84/E/KPT/2020 concerning Guidelines for the Implementation of Compulsory Courses in Higher Education Curricula;
- 9) Universitas Negeri Semarang Rector Regulation Number 23 of 2020 concerning Universitas Negeri Semarang Academic Guidelines;
- 10) Universitas Negeri Semarang Rector Regulation Number 16 of 2022 concerning Amendments to Rector Regulation Number 6 of 2001 concerning Guidelines for the Implementation of the *Merdeka Belajar Kampus Merdeka Program* at Universitas Negeri Semarang;
- 11) Universitas Negeri Semarang Rector Regulation Number 18 of 2024 concerning Guidelines for the Admission of New Students to Universitas Negeri Semarang in 2024;
- 12) Universitas Negeri Semarang Rector Regulation Number 82 of 2024 concerning Titles and Designations for Graduates of Universitas Negeri Semarang;
- 13) Universitas Negeri Semarang Rector Regulation Number 87 of 2024 concerning the 2024 Academic Guidelines for Universitas Negeri Semarang;
- 14) Universitas Negeri Semarang Rector Regulation Number 88 of 2024 concerning Guidelines for Final Projects for Bachelor's and Diploma Degrees at Universitas Negeri Semarang in 2024;
- 15) Universitas Negeri Semarang Rector Decree Number 11 of 2023 concerning the Structure and Work Procedures of Organizations under the Rector of Universitas Negeri Semarang

### 3. **Management Standards**

#### **Definition of Terms**

**Management standards** are the minimum criteria for planning, implementing, supervising, and controlling educational activities to achieve graduate competency standards. Planning, implementation, supervision, and control of educational activities are carried out by applying the principles of good governance in higher education to fulfill the institution's mission.

#### **Rationale of Standards in IQAS**

Educational process standards, comprising learning process standards, assessment standards, and management standards, are essential for providing direction in achieving the expected learning outcomes of graduates, meeting graduate competency standards, ensuring the internal quality of higher education institutions, and enhancing the implementation of higher education in a sustainable and planned manner.

#### **Statements of the Content of Standards**

*Table 7 Statements of the Content Standards: Management*

No	Statement of the Content of Standards	Strategy for achieving standards
<b>Management</b>		
1.	The Rector, through the Vice Rector for Academic and Student Affairs, determines the	- Forming a strategic planning team to develop and adjust long-term, medium-term, and short-term plans, as well as

No	Statement of the Content of Standards	Strategy for achieving standards
	formulation of long-term, medium-term, and short-term strategic plans for the university.	<ul style="list-style-type: none"> <li>- Socializing and reviewing them annually to ensure their suitability.</li> <li>- Evaluating the achievement of the strategic plan implementation</li> <li>- Anticipating various obstacles that hinder the implementation of the strategic plan.</li> <li>- Synergy between the university, faculties, and study programs in efforts to achieve the strategic plan that has been developed</li> </ul>
2.	The Vice Rector for Academic and Student Affairs regulates the implementation of educational activities, which is carried out by upholding integrity, academic ethics, and within the framework of academic freedom	<ul style="list-style-type: none"> <li>- Establishment of educational management standards for study programs</li> <li>- Conduct regular training on academic ethics, and implement clear code of conduct policies at all levels.</li> <li>- Conduct periodic audits to monitor implementation.</li> </ul>

No	Statement of the Content of Standards	Strategy for achieving standards
	and scientific autonomy.	<ul style="list-style-type: none"> <li>- Control over the implementation of education through periodic monitoring</li> <li>- Improvement of education quality through the achievement of national and international reaccreditation</li> </ul>
3.	The Vice Rector for Academic and Student Affairs establishes regulations for the management and provision of services to students, including the admission of new students, the preparation of new students, and student services that are inclusive, fair, and in accordance with the principles of academic freedom..	<ul style="list-style-type: none"> <li>- Establishing regulations for student management and services</li> <li>- Implementing a transparent and fair student admission mechanism,</li> <li>- Supplementing it with a comprehensive orientation program, and evaluating and improving student services on a regular basis.</li> <li>- Controlling services to always provide the best</li> <li>- Improving services based on field requirements</li> </ul>
4.	The Vice Rector for Academic and	<ul style="list-style-type: none"> <li>- Establishment of resource management systems</li> </ul>

No	Statement of the Content of Standards	Strategy for achieving standards
	Student Affairs stipulates that resources shall be managed optimally to support the educational process and achieve graduate competency standards.	<ul style="list-style-type: none"> <li>- Implement integrated resource inventory systems,</li> <li>- Conduct regular resource planning and audits to ensure efficient and effective utilization.</li> <li>- Control management systems by considering various needs</li> <li>- Increase resource capacity in line with challenges and needs</li> </ul>
5	The Vice Rector for Academic and Student Affairs stipulates that data and information management shall be carried out by utilizing information and communication technology to ensure the security, accuracy, completeness, and currency of academic data.	<ul style="list-style-type: none"> <li>- Establishing data and information management</li> <li>- Implementing an integrated information system to manage academic data by ensuring security, accuracy, and accessibility, as well as conducting training for staff related to data management.</li> <li>- Conducting periodic evaluations of data and information management systems</li> <li>- Providing protection for system security</li> </ul>

No	Statement of the Content of Standards	Strategy for achieving standards
		<ul style="list-style-type: none"> <li>- Conducting periodic maintenance and upgrades to improve system quality</li> </ul>
6	The Vice Rector for Academic and Student Affairs stipulates that the supervision and control of educational activities be carried out consistently and effectively to ensure compliance with established academic and non-academic standards.	<ul style="list-style-type: none"> <li>- Establish education monitoring and control system</li> <li>- Develop a comprehensive internal monitoring system.</li> <li>- Provide responsive complaint mechanisms and conduct periodic evaluations.</li> <li>- Ensure accountability and continuous improvement.</li> <li>- Optimally improve the quality of the education monitoring and control system.</li> </ul>

### ***Strategies for Achieving Standards in IQAS***

The Rector establishes Learning Process Standards through a University Decree. The University Decree is incorporated into the Academic Regulations. The Quality Assurance Office (QAO) disseminates the Standards and Academic Regulations to all academic units at SUniversitas Negeri Semarang. The Quality Assurance Clusters (QAC) oversee the learning process in the Study Program.

In achieving learning management standards, the following strategies are implemented:

1. Establish a strategic planning team to develop and adjust long-term, medium-term, and short-term plans, as well as disseminate and review them annually to ensure their suitability.
2. Conduct regular training on academic ethics, implement a clear code of ethics policy at all levels, and conduct periodic audits to monitor its implementation.
3. Implement a transparent and fair student admission mechanism, complemented by a comprehensive orientation program, and evaluate and improve student services on a regular basis.
4. Implement an integrated resource inventory system, conduct regular resource planning and audits to ensure efficient and effective utilization.
5. Implement an integrated information system to manage academic data by ensuring security, accuracy, and accessibility, and conduct training for staff related to data management.
6. Develop a comprehensive internal monitoring system, provide responsive complaint mechanisms, and conduct periodic evaluations to ensure accountability and continuous improvement.



## **Indicators of Achievement of Standards in IQAS**

*Table 8 Achievement Indicators of Standards in IQAS: Management*

<b>Statements of the Content of Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Target</b>
<b>Management</b>			
The Rector, through the Vice Rector for Academic and Student Affairs, determines the formulation of long-term, medium-term, and short-term strategic plans for the university.	Higher Education Strategic Plan Document	Workshop on developing short-term, medium-term, and long-term achievement strategies	Achieved 100% implementation of long-term, medium-term, and short-term strategic plans
The Vice Rector for Academic and Student Affairs regulates the implementation of educational activities, which	Regulations on the Implementation of Education	Workshop on Education Implementation Regulations and Continuous Socialization	Achieved 100% implementation of effective and efficient education

<b>Statements of the Content of Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Target</b>
is carried out with high integrity, academic ethics, and within the framework of academic freedom and scientific autonomy..			
The Vice Rector for Academic and Student Affairs establishes regulations for the management and provision of services to students, including the admission of new students, the preparation of new	An easily accessible student management and service system	Development of digital-based student management and services	100% of students receive adequate services

<b>Statements of the Content of Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Target</b>
students, and student services that are inclusive, fair, and in accordance with the principles of academic freedom..			
The Vice Rector for Academic and Student Affairs stipulates that resources shall be managed optimally to support the educational process and achieve graduate competency standards.	Resource management system	Development of resource management systems supported by digitalization,	100% increase in resource management effectiveness.

<b>Statements of the Content of Standards</b>	<b>Standard Achievement Indicators</b>	<b>Methodology for Achieving Standards</b>	<b>Achievement Target</b>
The Vice Rector for Academic and Student Affairs stipulates that data and information management shall be carried out by utilizing information and communication technology to ensure the security, accuracy, completeness, and currency of academic data.	Data and information management system	Update data through a single sign-on digitalization system	100% of education-related data and information is accurate, accountable, and up-to-date.
The Vice Rector for Academic and Student Affairs stipulates that the supervision and control of	Integrated monitoring and control system	Regular monitoring of education implementation through internal and external quality	100% Monitoring and control systems are implemented for all units.

Statements of the Content of Standards	Standard Achievement Indicators	Methodology for Achieving Standards	Achievement Target
educational activities must be carried out consistently and effectively to ensure compliance with established academic and non-academic standards.		assurance systems	

### ***Related Parties***

The parties involved in achieving learning process standards, assessment standards, and learning management standards are as follows:

1. Rector
2. Dean
3. Program Coordinator
4. UNNES Quality Assurance Office
5. Faculty Quality Assurance Clusters

### ***Related Units***

It also involves related technical units, namely:

1. Program Study Management Unit (SPMU)
2. Program Study
3. Academic Advisor
4. Lecturers
5. Students

#### ***Related Document***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework
3. UNNES Academic Guidance/Handbook
4. Curriculum Document
5. Lesson Plan Document
6. Faculty/Department/Study Program SOP
7. Internal Quality Audit Instrument

#### ***References***

- 1) Law Number 12 of 2012 concerning Higher Education (State Gazette of 2012 Number 158, Supplement to State Gazette Number 5336);
- 2) Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions (State Gazette of 2014 Number 16, Supplement to State Gazette Number 5500);
- 3) Government Regulation Number 57 of 2021 concerning National Education Standards as amended by Government

- Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (State Gazette of 2022 Number 14, Supplement to State Gazette Number 6762);
- 4) Government Regulation Number 36 of 2022 concerning State Universities with Legal Entity Status of Universitas Negeri Semarang (State Gazette of the Republic of Indonesia of 2022 Number 197);
  - 5) Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework;
  - 6) Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education (State Gazette of 2023 No. 638);
  - 7) Regulation of the Minister of Education, Culture, Research, and Technology Number 62 of 2023 concerning Amendments to Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 concerning Admission of New Students to Diploma and Bachelor Programs at State Universities (State Gazette of 2023 Number 964);
  - 8) Decision of the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia Number 84/E/KPT/2020 concerning Guidelines for the Implementation of Compulsory Courses in Higher Education Curricula;
  - 9) Universitas Negeri Semarang Rector Regulation Number 23 of 2020 concerning Universitas Negeri Semarang Academic Guidelines;

- 10) Universitas Negeri Semarang Rector Regulation Number 16 of 2022 concerning Amendments to Rector Regulation Number 6 of 2001 concerning Guidelines for the Implementation of the Merdeka Belajar Kampus Merdeka Program at Universitas Negeri Semarang;
- 11) Universitas Negeri Semarang Rector Regulation Number 18 of 2024 concerning Guidelines for the Admission of New Students to Universitas Negeri Semarang in 2024;
- 12) Universitas Negeri Semarang Rector Regulation Number 82 of 2024 concerning Titles and Designations for Graduates of Universitas Negeri Semarang;
- 13) Universitas Negeri Semarang Rector Regulation Number 87 of 2024 concerning the 2024 Academic Guidelines for Universitas Negeri Semarang;
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- 15) Universitas Negeri Semarang Rector Decree Number 11 of 2023 concerning the Structure and Work Procedures of Organizations under the Rector of Universitas Negeri Semarang



## **C. Educational Input Standards**

### **1. Content Standards**

#### ***Vission***

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

#### ***Mission***

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

#### ***Definition of terms***

Standards of Content are minimum criteria that cover the scope of learning materials to achieve graduate competency standards.

#### ***Rationals of Standards in IQAS***

Standards of Content are established to support the achievement of input standards, in line with the university's and faculty's vision and mission, as well as for the purposes of external quality assurance.

### **Statements of the Content Standards**

*Table 9 Statements of the Content Standards: Educational Input Standards*

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
1	<p>The Rector establishes learning content standards for all study programs, ensuring a level of depth and breadth that aligns with the type, program, and graduate competency standards, while also taking into account ongoing developments:</p> <ol style="list-style-type: none"> <li>1. Science and technology that form the basis of the study program;</li> <li>2. The latest science and technology relevant to the study program;</li> <li>3. New concepts resulting from recent research; and</li> <li>4. The world of work relevant to the profession of</li> </ol>	<p>Establishment of academic guidelines for the continuity of the learning process that has breadth and depth of learning material content, which will become the basis for curriculum development at Universitas Negeri Semarang (UNNES).</p>

No	Standard Content Statement	Strategy for achieving standards
	graduates of the study program.	
2	<p>The Vice Rector for Academic and Student Affairs has set standards for graduates of each study program to meet the minimum competencies in accordance with the INQF level.</p> <ol style="list-style-type: none"> <li>1. Diploma three graduates are required to have a minimum level of competence in mastering theoretical concepts in specific fields of knowledge and skills in general;</li> <li>2. Bachelor's degree graduates are required to have a minimum level of competence in mastering theoretical concepts</li> </ol>	Establishment of minimum competency guidelines at each level of education to guide the development of GLOs in all study programs at Universitas Negeri Semarang.

No	Standard Content Statement	Strategy for achieving standards
	<p>in specific fields of knowledge and skills in general, and specifically in solving problems procedurally in accordance with the scope of their work;</p> <p>3. Applied Bachelor's degree graduates are required to have the minimum competency to apply theoretical concepts in specific fields of knowledge and skills in general and specifically to solve problems procedurally in accordance with the scope of their work;</p> <p>4. Professional program graduates are required to have a minimum competency in mastering the</p>	

No	Standard Content Statement	Strategy for achieving standards
	<p>application theory of specific fields of knowledge and skills by utilizing science and technology in specific professional fields;</p> <p>5. Master's degree graduates are required to have a minimum competency in mastering the theory of specific fields of knowledge to develop science and technology through research or the creation of innovative works</p> <p>6. Applied Master's graduates are required to have the minimum competency of being able to develop expertise based on an understanding of</p>	

No	Standard Content Statement	Strategy for achieving standards
	<p>science and technology through research or the creation of innovative works that can be applied in a specific scope of work, in mastering theory and applied theory in a specific field of knowledge.</p> <p>7. Specialist graduates must have a minimum mastery of theory in a specific field of science to develop science and technology in their scientific field and professional practice through professional practice supported by scientific research.</p> <p>8. Doctoral programs have established minimum</p>	

No	Standard Content Statement	Strategy for achieving standards
	<p>competency requirements for mastery of the scientific philosophy of a specific field of science and skills; and the ability to deepen and expand science and technology through research or the creation of original and proven works.</p> <p>9. Applied Doctoral Programs have been established with minimum competencies in developing and improving specific in-depth expertise based on the application of scientific philosophy in a specific field of science and skills; and</p>	

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
	<p>10. The Subspecialist Program has been established with minimum competencies in mastering the scientific philosophy of a specific field of knowledge and skills, and the ability to conduct in-depth scientific research and technology in a more specific manner within their field of science and professional practice through professional practice and supported by scientific research.</p>	
3	<p>The Vice Rector for Academic and Student Affairs develops a learning curriculum (based on the previous rector's academic regulations) for each study</p>	<p>Establishment of Higher Education Curriculum Guidelines</p>



<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
	<p>program that covers competencies:</p> <ol style="list-style-type: none"> <li>1. Mastery of science and technology, specific skills, and their application</li> <li>2. General skills required as a foundation</li> <li>3. Required knowledge and skills</li> <li>4. Intellectual ability to think independently and critically as a lifelong learner.</li> </ol>	
4	<p>The Vice Rector for Academic and Student Affairs provides technical guidance in curriculum development by involving various stakeholders.</p>	<ol style="list-style-type: none"> <li>1. Establishment of a curriculum development team</li> <li>2. Conducting focus group discussions involving stakeholders; and/or the business world, industry, and the world of work</li> </ol>

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
5	The Vice Rector for Academic and Student Affairs ensures the alignment of curriculum content standards with graduate learning outcomes, the vision and mission of the university, the Indonesian national qualification framework, developments in science and technology, the competency requirements of the world of work, the scientific domain of the study program, the main competencies of study program graduates, and the curriculum of similar study programs.	Establishment of Higher Education Curriculum Guidelines
6	The Vice Rector for Academic and Student Affairs ensures that curriculum content standards are communicated to students in the study program, organized into courses	Implementing online documentation of content standards (university/faculty/study program website)

No	Standard Content Statement	Strategy for achieving standards
	within each program, and have course learning outcomes that contribute to the overall graduate learning outcomes.	
7	<p>The Vice Rector for Academic and Student Affairs determines that Semester Credit Units (SKS) in the implementation of lectures are regulated with due consideration:</p> <ul style="list-style-type: none"> <li>a. the level of proficiency that must be achieved;</li> <li>b. the depth and breadth of learning material that must be mastered;</li> <li>c. Types of Learning, which include: learning process activities (LPA); structured assignment activities (SAA); independent activities (IA).</li> </ul>	The existence of course weight analysis documents in determining the weight of credits in academic guidelines

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
8	The dean ensures the accuracy of the curriculum structure in achieving content standards.	Implementation, evaluation, control, improvement, and follow-up of curriculum content standard evaluation results.
9	The Vice Dean for Academic and Student Affairs coordinates the development of the curriculum in each study program.	Preparation of study program curriculum documents
10	The Vice Dean for Academic and Student Affairs presents the results of graduate tracking, graduate user feedback, and public perception of graduates in relation to graduate learning outcomes for curriculum improvement.	Implementation of alumni tracer studies
11	The study program has a Curriculum document in accordance with INQF and Ministerial Regulation No. 53 of 2023 concerning Quality	Preparation of study program curriculum documents

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
	Assurance in Higher Education with a conservation character, which is periodically updated and forward-looking in line with the vision, mission, objectives, and goals of the study program that are in harmony with the university's vision.	
12	The study program assigns academic advisors to each student and conducts academic advising control processes for students every semester.	<p>a. The study program has a mechanism for assigning academic advisors and monitoring the advising process through the Academic Advising System (sibima.unnes.ac.id).</p> <p>b. The total number of undergraduate students advised by each academic</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>advisor is a maximum of 20.</p> <p>c. The average number of meetings between students and academic advisors is a minimum of 4 times per semester.</p>
13	The study program assigns a thesis advisor to each student and oversees the completion of the student's thesis.	<p>a. The study program has a mechanism for assigning final project supervisors and monitoring the completion of final projects through the thesis, dissertation, and dissertation guidance system / SiTeDi. (<a href="https://apps.unnes.ac.id/">https://apps.unnes.ac.id/</a> )</p> <p>b. All final project supervisors for Diploma 3, Bachelor's, Applied</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>Bachelor's, and Professional programs must have a minimum of a Master's degree and be qualified in their respective fields of expertise.,</p> <p>c. All dissertation advisors for Doctoral, Applied Doctoral, and Subspecialist programs are Doctors and Professors who have at least one publication in a reputable international journal.</p> <p>d. The maximum number of students per thesis advisor is 6 per batch..</p> <p>e. The average number of</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>meetings/guidance sessions during the completion of the final project is at least 16 times.</p> <p>f. Completion of supervision is indicated by approval and endorsement from supervisors/promoters and co-promoters in Sikadu.</p> <p>g. The average time taken to complete a student's final project is between 6 and 12 months.</p> <p>h. Advisors review articles resulting from research in undergraduate theses, master's theses, and doctoral dissertations for</p>



No	Standard Content Statement	Strategy for achieving standards
		publication in accordance with the provisions of Ministerial Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education.
14	The study program implements policies and offers programs to foster a positive academic atmosphere.	<p>a. The study program has an academic atmosphere improvement program in its operational plan.</p> <p>b. The study program organizes activities that can encourage the improvement of the academic atmosphere (such as seminars, symposiums, workshops, or book reviews) at least once a year.</p>
15	The Study Program conducts evaluations and reviews of	a. Curriculum review and evaluation

No	Standard Content Statement	Strategy for achieving standards
	the curriculum in accordance with developments in science and technology, as well as input from stakeholders, business sectors, and industry.	<p>refer to Ministerial Regulation No. 53 of 2023 concerning Higher Education Quality Assurance, which consists of: outcome standards; process standards; and input standards..</p> <p>b. The curriculum must be periodically evaluated and revised to respond to developments in science and technology, changing community needs, and stakeholders (business and industry sectors), as well as changes in the education system.</p> <p>c. The curriculum must be</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>comprehensive and flexible in adapting and adopting advances in science and technology.</p> <p>d. Curriculum development must be carried out with the involvement of stakeholders such as graduate employers, alumni, and other parties concerned with education..</p> <p>e. Curriculum evaluation for study programs is conducted at least once every four years.</p>
16	The study program formulates and determines the breadth and depth of learning materials that must be based on graduate learning outcomes.	a. The existence of learning achievement documents for graduates at the university and

No	Standard Content Statement	Strategy for achieving standards
		<p>study program levels.</p> <p>b. The existence of curriculum development guidelines at the university and faculty levels.</p> <p>c. The existence of policy documents in curriculum development at the university and faculty levels.</p> <p>d. The existence of curriculum documents based on the INQF that are in line with the learning outcomes compiled by the study program and university course coordinators.</p> <p>e. The existence of study program curriculum</p>

No	Standard Content Statement	Strategy for achieving standards
		documents that meet INQF requirements.
17	The study programs of Diploma III, Bachelor's Degree, Applied Bachelor's Degree, Master's Degree, Applied Master's Degree, Specialist Degree, Doctorate Degree, Applied Doctorate Degree, and Sub-specialist Degree have developed the depth and breadth of learning materials based on research results and community service outcomes.	<p>a. The enrichment of lecture materials in each course syllabus in the Diploma III, Bachelor's, Applied Bachelor's, Master's, Applied Master's, Specialist, Doctoral, Applied Doctoral, and Sub-specialist programs based on research results and community service results</p> <p>b. The inclusion of references in the course syllabus in the form of relevant and up-to-date research results and community service outcomes</p>

No	Standard Content Statement	Strategy for achieving standards
		conducted at UNNES
18	Study programs determine courses based on curriculum content standards that contribute to graduate learning outcomes.	<p>a. The existence of course mapping documents in accordance with the study program and adjusted to the INQF</p> <p>b. The structure of the distribution of courses or thematic blocks must be uploaded to the curriculum at <a href="https://pagoda.unnes.ac.id">https://pagoda.unnes.ac.id</a></p>
19	<p>The Study Program develops courses within the curriculum structure by the curriculum team, taking into consideration:</p> <p>a. The learning concept is planned in an effort to meet graduate learning outcomes;</p>	<p>a. The existence of a course map based on the competencies that graduates of the study program are expected to possess.</p> <p>b. The availability of curriculum</p>

No	Standard Content Statement	Strategy for achieving standards
	<p>b. The accuracy of course placement adjusted to the sequence of skill levels and integration between courses;</p> <p>c. The average student workload each semester..</p>	<p>structure documents and course distribution based on the competencies developed.</p> <p>c. The existence of rules regarding student study load based on the Semester Grade Point Average obtained in the previous semester.</p>
20	<p>The Study Program conducts assessments of curriculum content standards based on student learning outcomes in courses as part of <i>Outcome-Based Education (OBE)</i>, evaluates the results, and follows up on the evaluation outcomes (Independent Accreditation Agency for the Fields of Education; Independent Accreditation Agency for the Fields of Social Sciences,</p>	<p>Establishing guidelines for standard reporting of curriculum content</p>

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
	Politics, Administration, and Communication).	
21	The Study Program follows up on the evaluation results of the Graduate Learning Outcomes (GLO) assessment based on student learning outcomes, supported by valid evidence (Independent Accreditation Agency for the Fields of Education).	Establishing guidelines for the standard reporting of curriculum content
22	Permanent Lecturer of the Study Program (PLPS) implements learning that (a) is in accordance with the lesson plan that has been compiled, (b) uses student-centered teaching methods, (c) realizes GLO through sub-CLO, (d) implements assessment for learning, (e) integrates research/Community Service results, and (f) utilizes relevant Information	Preparation of course learning document packages (Lesson Plan, Teaching Materials, and Evaluation Techniques)



No	Standard Content Statement	Strategy for achieving standards
	Technology (Independent Accreditation Agency for the Fields of Education)	
23	<b>QAO and QAC</b> monitor and evaluate the fulfillment of curriculum content standards, and control and improve them.	Documentation of the implementation of curriculum content standards in each study program

### ***Strategies for Achieving Standards in IQAS***

1. The Rector establishes academic guidelines for the continuity of the learning process that have breadth and depth of learning material content, which will form the basis for curriculum development at Universitas Negeri Semarang.
2. The Vice Rector for Academic and Student Affairs establishes minimum competency guidelines at each level of education to guide the development of GLO in all study programs at Universitas Negeri Semarang.
3. The Vice Rector for Academic and Student Affairs establishes guidelines for the higher education curriculum.
4. The Vice Rector for Academic and Student Affairs establishes a curriculum development team.
5. The Vice Rector for Academic and Student Affairs documents content standards online (university/study program website).

6. SPMU (dean, vice dean, director of postgraduate programs, vice director, head of study program) compiles and implements curriculum content standards in accordance with the standards set by the Rector.
7. QAO and the faculty quality assurance group monitor and evaluate the fulfillment of curriculum content standards and control and improve curriculum content standards.

### ***Indicators of standard achievement in IQAS***

*Table 10 Statements of the Content Standards: Educational Input*

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
The rector sets learning content standards for all study programs that have a level of depth and breadth in accordance with the type, program, and graduate competency standards, taking into account developments:  a. science and technology that form the	The availability of a Rector's Decree on Academic Guidelines for Universities and Study Programs.	Internal Quality Audit (IQA)	100% compliance

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
<p>basis of the study program;</p> <p>b. cutting-edge science and technology relevant to the study program;</p> <p>c. new concepts resulting from recent research; and</p> <p>d. the working world relevant to the profession of program graduates.</p>			
The Vice Rector for Academic and Student Affairs has set standards for graduates of each study program to meet minimum	Compliance with content standards in accordance with INQF,	<p>a. Internal Quality Audit (IQA)</p> <p>b. MONEV</p>	100% compliance

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>competency requirements in accordance with the INQF level.</p> <p>Diploma three (D3) graduates are required to have a minimum competency in mastering theoretical concepts in specific fields of knowledge and skills in general.</p> <p>Bachelor's degree graduates are required to have a minimum competency in mastering theoretical concepts in specific fields of knowledge and skills in general, and specifically to solve problems</p>	Permendikbudristek No. 53 of 2023		

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>procedurally in accordance with the scope of their work.</p> <p>Applied Bachelor's degree graduates are required to have the minimum competency to apply theoretical concepts in specific fields of knowledge and skills in general and specifically to solve problems procedurally in accordance with the scope of their work;</p> <p>Professional Program graduates are required to have the minimum competency to master the application of</p>			

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>theories in specific fields of knowledge and skills by utilizing science and technology in specific professional fields; and</p> <p>Master's graduates are required to demonstrate a minimum competency in the theory of a particular field of knowledge, enabling them to develop science and technology through research or the creation of innovative works.</p> <p>Applied Master's graduates are required to demonstrate a minimum</p>			

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>competency in developing expertise based on an understanding of science and technology through research or the creation of innovative works that can be applied within a specific scope of work, in mastering the theory and application of a particular field of knowledge.</p> <p>Specialist graduates must possess a minimum mastery of theory in a specific field of science to develop science and technology within their scientific field and professional practice, supported</p>			

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>by scientific research.</p> <p>Doctoral programs have established minimum competency requirements for mastery of the scientific philosophy of a specific field of science and skills; and</p> <p>the ability to deepen and expand science and technology through research or the creation of original and proven works.</p> <p>The Applied Doctoral Program has established minimum competencies in</p>			



Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>being able to develop and improve specific in-depth expertise based on the application of an understanding of the scientific philosophy of a specific field of science and skills; and</p> <p>The Subspecialist Program has established minimum competencies in mastering the scientific philosophy of a specific field of knowledge and skills, as well as the ability to conduct in-depth research on science and technology within their field of science and professional</p>			

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
practice, through professional practice, and supported by scientific research.			
<p>The Vice Rector for Academic and Student Affairs develops a learning curriculum (based on the previous rector's academic regulations) for each study program that covers competencies:</p> <ul style="list-style-type: none"> <li>a. mastery of science and technology, specific skills and their application,</li> <li>b. kecakapan umum yang dibutuhkan sebagai dasar,</li> </ul>	<p>The alignment of content standards with the curriculum guidelines that have been developed</p>	<ul style="list-style-type: none"> <li>a. IQA</li> <li>b. Monev</li> </ul>	100% compliant

Statement of the Content of Standards	Standards Achievement Indicators	Method for Achieving Standards	Achievement Targets
<p>c. pengetahuan dan keterampilan yang dibutuhkan,</p> <p>d. kemampuan intelektual untuk berpikir secara mandiri dan kritis sebagai pembelajar sepanjang hayat.</p>			
The Vice Rector for Academic and Student Affairs provides technical guidance in curriculum development by involving various stakeholders.	The existence of a decree on the curriculum development team involving stakeholders	<p>a. <i>Focus Group Discussion</i> (FGD)</p> <p>b. IQA</p>	100% of stakeholders are present

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
The Vice Rector for Academic and Student Affairs ensures the alignment of curriculum content standards with graduate learning outcomes, the vision and mission of the university, the Indonesian national qualification framework, developments in science and technology, the competency requirements of the world of work, the scientific domain of the study program, the main competencies of study program graduates, and	The alignment of content standards and curriculum guidelines with University Vision and Mission, INQF, and developments in science, technology, engineering, and mathematics.	a. IQA b. Monev	100% compliance

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
similar study program curricula.			
The Vice Rector for Academic and Student Affairs ensures that curriculum content standards are communicated to students in the study program, incorporated into courses within each program, and have course learning outcomes that contribute to graduate learning outcomes.	The Curriculum Decree used by the Study Program can be accessed digitally.	IQA	100% of curriculum documents are accessible digitally
The Vice Rector for Academic and Student Affairs determines that Semester Credit Units in the implementation of lectures are	The availability of academic guidelines that include the credit load used	IQA	100% curriculum Document

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
<p>regulated with due regard to:</p> <ul style="list-style-type: none"> <li>a. level of competency to be achieved;</li> <li>b. the depth and breadth of learning material that must be mastered;</li> </ul> <p>Types of learning include: learning process activities (LPA), structured assignment activities (SAA), and independent activities (IA).</p>	by the Study Program		
The Dean ensures the accuracy of the curriculum structure in achieving content standards.	The availability of documents for planning, evaluation,	IQA	100% of documents of implementation, evaluation

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
	improvement, and follow-up of curriculum content standards		on, and control.
The Vice Dean for Academic and Student Affairs coordinates the development of the curriculum in each study program.	Conformity between the Study Program's curriculum document and with university curriculum handbook/ guidance	IQA	100% of curriculum documents
The Vice Dean for Academic and Student Affairs presents the results of graduate tracking, graduate user feedback, and public perception of graduates in accordance with	Alumni tracer study	IQA	100% of tracer study document

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
graduate learning outcomes for curriculum improvement.			
Study programs have curriculum documents in accordance with the National Qualifications Framework (INQF) and Ministerial Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education, which are periodically updated and forward-looking in nature, in line with the vision, mission, goals, and objectives of the study program that are consistent with the university's vision.	Conformity between the Study Program's curriculum document and with university curriculum handbook/ guidance	Monev and IQA	100% compliant



<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
The study program assigns academic advisors to each student and conducts a process to monitor student academic guidance on a semesterly basis.	The alignment of the mechanism for appointing academic advisors and monitoring the advising process through the academic advising system (sibima.unnes.ac.id) of the study program with academic guidelines.	IQA	100% compliant
The study program assigns a thesis advisor to each student and	The availability of a suitable mechanism	IQA	100% compliant

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
monitors the completion of the student's thesis.	for appointing academic advisors and monitoring the advising process.		
The study program implements policies and has programs to improve the academic atmosphere.	The availability of a program to improve the academic atmosphere is included in the operational plan for each study program.	IQA	100% compliant
The study program conducts evaluations and reviews of the curriculum in accordance with developments in	The availability of study program curriculum	IQA	100% compliant

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
science and technology, as well as input from stakeholders, the business world, industry, and the world of work.	review documents.		
The study program formulates and determines the breadth and depth of learning materials that must be based on graduate learning outcomes.	The suitability of the study program curriculum development documents in relation to the university curriculum guidelines.	IQA	100% compliance
Diploma III, Bachelor's, Applied Bachelor's, Master's, Applied Master's, Specialist, Doctorate, Applied Doctorate, and Sub-specialist	The availability of lesson plan documents based on curriculum	IQA	100% compliance

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
study programs have compiled the depth and breadth of learning materials based on research results and community service results.	development guidelines.		
The study program determines courses based on curriculum content standards that contribute to graduate learning outcomes.	The availability of course mapping documents presented in the menu <a href="https://pagoda.unnes.ac.id">https://pagoda.unnes.ac.id</a>	IQA	100% of course distribution mapping documents
The Study Program develops courses within the curriculum structure by a curriculum team, taking into consideration:	The availability of curriculum development documents for each	IQA	100% curriculum development documents

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
<p>a. The learning concept planned in an effort to meet graduate learning outcomes;</p> <p>b. The accuracy of course placement adjusted to the sequence of skill levels and integration between courses;</p> <p>c. Average student workload each semester.</p>	study program		
The Study Program conducts assessments of curriculum content standards based on	The availability of standard reporting guidelines	Analysis of questions in accordance with content standards	Minimum of 25% of courses specific

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
student learning outcomes in courses as part of Outcome-Based Education (OBE), evaluates the results, and follows up on the evaluation results (Independent Accreditation Agency for the Fields of Education Independent Accreditation Agency for the Fields of Social Sciences, Politics, Administration, and Communication).	for curriculum content		to the SP discipline, supported by valid evidence
The Study Program follows up on the evaluation results of the content standard assessment and the achievement of Graduate Learning Outcomes (GLO) based on student	Existence of standard reporting guidelines for curriculum content	Analysis of evaluation results	Minimum of 25% learning outcomes

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
learning outcomes, supported by valid evidence (Independent Accreditation Agency for the Field Education)			
PLSP implements learning that (a) is in accordance with the lesson plan that has been compiled, (b) uses student-centered teaching methods, (c) realizes GLO through sub-CLO, (d) implements assessment for learning, (e) integrates research/Community Service outcomes, and (f) utilizes relevant Information Technology (Independent Accreditation Agency	Existence of a package of course teaching documents (Lesson Plan, Teaching Materials, and Evaluation Techniques) compiled based on the guidelines	Internal Quality Audit (IQA) and Monitoring and Evaluation (MONEV)	100% compliance

<b>Statement of the Content of Standards</b>	<b>Standards Achievement Indicators</b>	<b>Method for Achieving Standards</b>	<b>Achievement Targets</b>
for the Fields of Education).			
QAO and QAC monitor and evaluate the fulfillment of curriculum content standards, and control and improve them.	Existence of documentation on the implementation of standard curriculum content in each study program	IQA and Monev	100% documented

***Parties involved in meeting standards in IQAS***

1. Rector
2. Vice Rector for Academic and Institutional Affairs
3. Dean
4. Vice Dean for Academic and Student Affairs
5. Director of Graduate Programs
6. Deputy Director of Graduate Programs
7. Quality Assurance Office (QAO)
8. Quality Assurance Clusters
9. Head of Study Program
10. PLSP



### ***Related documents***

1. Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education
2. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (INQF)
3. Graduate Competency Standards Document
4. Curriculum Document
5. Lesson Plan Document
6. University Academic Guidelines
7. Standard Operating Procedures (SOP) of the Faculty/Department/Study Program
8. Internal Quality Audit Instrument
9. Standard-based Monitoring and Evaluation Instrument

### ***References***

- 1) Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
- 2) Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualifications framework
- 3) University education guidelines
- 4) Independent Accreditation Agency for the Fields of
- 5) Independent Accreditation Agency for the Fields of Social Sciences, Politics, Administration, and Communication

## **2. Lecturers and Academic Staff Standards**

### ***Vission***

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

### ***Mission***

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation

### ***Definition of terms***

Lecturers are professional educators and scientists whose main duties are to teach, transform, develop, and disseminate knowledge, technology, and the arts through education, research, and community service.

Educational staff are members of the community who are dedicated to and appointed to support the implementation of higher education, including librarians, administrative staff, laboratory assistants and technicians, and information technology administrators.

### ***Rationale in the IQAS standards***

Standards for lecturers and educational staff are established to support the achievement of input standards, thereby aligning with the university's and faculty's vision and mission, as well as for the purposes of external quality assurance.

### ***Statement of the Contents of Standards***

*Table 11 Statements of the Content Standards: Educational Input*

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
1	The Vice Rector 2 for Planning, General Affairs, Human Resources, and Finance at UNNES must have a comprehensive human resource management system that includes: planning; (ii) recruitment; selection and dismissal of lecturers and staff; (iii) orientation and placement of lecturers and staff; (iv) career	<p>There is a formal human resource management system (for lecturers and staff) that covers: planning, recruitment, selection, and termination of lecturers and staff; orientation and placement; career development; remuneration, rewards, and sanctions.</p> <p>There is evidence that it is implemented according to the rules, transparently, and based on meritocracy.</p>

No	Standard Content Statement	Strategy for achieving standards
	development; (v) remuneration, rewards, and sanctions; which are applied at every level of the university in a transparent and accountable manner at the university, faculty, graduate school, study program, directorate, institution, and office levels.	
2	The Rector of UNNES must recruit lecturers based on the needs of the study program as outlined in the analysis of the lecturer requirements of each faculty, graduate school, and study program,	<p>There are rules regarding the submission of lecturer requirements.</p> <p>There are guidelines regarding the system and mechanism for proposing lecturer candidates, and these are implemented consistently.</p>

No	Standard Content Statement	Strategy for achieving standards
	which is planned periodically.	There are documents analyzing the lecturer requirements of each faculty, postgraduate program, and study program.
3	The study program carries out the recruitment and selection of lecturers by considering the qualifications and competencies of lecturers and educational staff to organize education in order to fulfill the learning outcomes of graduates.	<p>The recruitment of lecturers and educational staff must refer to applicable written regulations/guidelines and be carried out consistently, transparently, and accountably in the selection, recruitment, placement, development, retention, and termination of lecturers.</p> <p>The recruitment of lecturers and staff must refer to the academic needs of each study program based on the decision of the study program meeting.</p> <p>The recruitment of lecturers must be based on academic qualifications with a minimum education of a master's degree with a GPA of 3.25 and a bachelor's degree with a GPA of 3.00 in a</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>related field of expertise. Preference will be given to graduates with a doctorate in a related field of expertise or those who are currently pursuing a doctorate in a related field of expertise with the needs of the study program.</p> <p>The recruitment of non-administrative educational staff is based on academic qualifications of at least a diploma 3 graduate with a GPA of 3.00.</p> <p>The recruitment of administrative educational staff is based on academic qualifications of at least a high school graduate with a minimum national exam average score of 7.</p> <p>Educational personnel who require special expertise must have a certificate of competence in</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>accordance with their field of work and expertise.</p> <p>The recruitment of lecturers and educational personnel should be through an internship or contract process.</p> <p>The recruitment of lecturers takes into account the ratio of students to permanent lecturers whose fields of expertise are in line with: 20-30 for social sciences and for exact sciences (IAPT assessment matrix no. 25).</p> <p>The recruitment of non-permanent lecturers should take into account the percentage of non-permanent lecturers to all lecturers in the exact sciences or social sciences, which should be less than 10% (IAPT assessment matrix no. 24).</p> <p>The recruitment process for non-permanent lecturers must be regulated in separate guidelines.</p>

No	Standard Content Statement	Strategy for achieving standards
		Universities/Faculties/Departments/Study Programs must conduct job orientations for new lecturers.
4	Deans, directors of graduate schools, and Program Coordinators must assign lecturers with qualifications and competencies that match their respective fields of expertise each semester to ensure the mission and objectives of the study program are achieved.	<p>The minimum academic qualification for permanent lecturers is a master's degree in a field of expertise relevant to the competencies of the study program.</p> <p>The academic qualification of permanent lecturers with a doctoral degree that is relevant to the competencies of the study program must be &gt; 50% (Appendix 6a per BAN PT, IAPS no. 18).</p> <p>Permanent lecturers holding the positions of Lecturer, Senior Lecturer, and Professor with expertise in fields aligned with the program's competencies &gt; 70% (Appendix 6a per BAN PT, IAPS No. 19)</p>



No	Standard Content Statement	Strategy for achieving standards
		<p>Permanent lecturers holding the position of Professor with expertise in fields aligned with the program's competencies &gt; 15% (AIPT Assessment Matrix No. 22)</p> <p>Permanent lecturers who have a Professional Educator Certificate &gt;80% (AIPT assessment matrix no. 23)</p>
5	<p>The leadership of UNNES, faculty deans, directors of postgraduate schools, and Program Coordinators must be responsible for monitoring and evaluating the performance of lecturers and educational staff every semester, which is carried out consistently and followed up with</p>	<p>Lecturers must have a workload each semester in accordance with their academic qualifications of a minimum of 12 credits and a maximum of 16 credits, with a minimum of 9 credits for teaching and research duties, and a minimum of 3 credits for community service and supporting duties.</p> <p>Lecturers with the title of professor or full professor have a minimum of 3 credits worth of special duties each year.</p>

No	Standard Content Statement	Strategy for achieving standards
	improvements in performance.	<p>Lecturers with the title of professor or full professor are required to write books, produce scientific works, and disseminate ideas within 3 years.</p> <p>Lecturers must have one of the following achievements in the form of visiting professor, invited/keynote speaker, expert staff, editor/journal peer reviewer, awards/achievements, either at the national or international level (Higher Education Institutional Accreditation matrix no. 28).</p> <p>Lecturers must be able to identify learning needs for students by reviewing the course syllabi.</p> <p>Lecturers must be able to create learning plans in the form of lesson plans for students based on a rational and sustainable learning process, in accordance with local,</p>

No	Standard Content Statement	Strategy for achieving standards
		<p>national, regional, and international requirements.</p> <p>Lecturers must be able to reflect on and evaluate their learning performance for future improvements by creating lecturer performance reports accompanied by supporting data.</p>
6	<p>University leadership strives to improve the qualifications and competencies of educational staff (librarians, laboratory assistants, analysts, technicians, operators, programmers, administrative staff, and/or other support staff).</p>	<p>Non-administrative educational staff must have a minimum academic qualification of a diploma 3 graduate.</p> <p>Administrative educational staff must have a minimum academic qualification of a high school graduate.</p>

### ***Strategies for achieving standards in IQAS***

1. Developing a blueprint for the working period and requirements of lecturers and staff.
2. Developing a roadmap for faculty career development.
3. Developing guidelines, job descriptions, and performance evaluations for faculty and educational staff.
4. Encouraging and providing opportunities for further study through scholarship programs within and outside the university.
5. Conducting periodic training to support the needs of faculty and educational staff in their duties.

### ***Achievement Indicators of Standards in IQAS***

*Table 12 Achievement Indicators of Standards in IQAS: Educational Inputs*

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Vice Rector 2 for Planning, General Affairs, Human Resources, and Finance at UNNES	There is a formal human resource management system (for lecturers and	FGD IQA	Human resource management system documents cover

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
must have a comprehensive human resource management system that includes: planning; (ii) recruitment; selection and dismissal of lecturers and staff; (iii) orientation and placement of lecturers and staff; (iv) career development; (v) remuneration, rewards, and sanctions; which are implemented at every level of the university in	staff) that covers: planning, recruitment, selection, and termination of lecturers and staff; orientation and placement; career development; remuneration, rewards, and sanctions.  There is evidence that it is implemented according to the rules,		planning, recruitment, selection, and termination of lecturers and employees.

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
a transparent and accountable manner at the university, faculty, graduate school, study program, directorate, institution, and office levels.	transparently, and based on meritocracy.		
The UNNES Rector must recruit lecturers based on the needs of the study programs outlined in the analysis of the lecturer requirements of each faculty, graduate school, and study	There are rules regarding the submission of lecturer requirements.  There are guidelines regarding the system and mechanism for proposing	Internal Quality Audit (AMI) and Monitoring and Evaluation (Monev)	100% compliant

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
program planned on a regular basis.	<p>lecturer candidates, and these are implemented consistently.</p> <p>There are documents analyzing the lecturer requirements of each faculty, postgraduate program, and study program.</p>		
The study program conducts recruitment and selection of	The recruitment of lecturers and educational staff must	IQA Monev	100% compliant

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
<p>lecturers by considering the qualifications and competencies of lecturers and educational staff to provide education in order to fulfill the learning outcomes of graduates.</p>	<p>refer to applicable written regulations/guidelines and be carried out consistently, transparently, and accountably in the selection, recruitment, placement, development, retention, and termination of lecturers.</p> <p>The recruitment of lecturers and staff must refer to the</p>		



<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>academic needs of each study program based on the decision of the study program meeting.</p> <p>The recruitment of lecturers must be based on academic qualifications with a minimum education of a master's degree with a GPA of 3.25 and a bachelor's degree with a GPA of 3.00 in a</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>related field of expertise.</p> <p>Preference will be given to graduates with a doctorate in a related field of expertise or those who are currently pursuing a doctorate in a related field of expertise with the needs of the study program.</p> <p>The recruitment of non-administrative educational</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>staff is based on academic qualifications of at least a diploma 3 graduate with a GPA of 3.00.</p> <p>The recruitment of administrative educational staff is based on academic qualifications of at least a high school graduate with a minimum national exam average score of 7.</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>Educational staff requiring special expertise must have a competency certificate in accordance with their field of work and expertise.</p> <p>The recruitment of lecturers and educational personnel should be through an internship or</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>contract process.</p> <p>The recruitment of lecturers takes into account the ratio of students to permanent lecturers whose areas of expertise are in line with: 20-30 for social sciences and for exact sciences (IAPT assessment matrix no. 25).</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>The recruitment of non-permanent lecturers should take into account the percentage of non-permanent lecturers to all lecturers in the exact sciences or social sciences, which should be less than 10% (IAPT assessment matrix no. 24).</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>The recruitment process for non-permanent lecturers must be regulated in separate guidelines.</p> <p>Universities/Faculties/Departments/Study Programs must conduct job orientations for new lecturers.</p>		
	<p>Academic qualifications of permanent</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>lecturers with doctoral degrees relevant to the study program competencies &gt; 50% (Appendix 6a per BAN PT, IAPS no. 18)</p> <p>Permanent lecturers with the titles of Lecturer, Senior Lecturer, and Professor with fields of expertise relevant to the study program competencies</p>		



<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>&gt; 70% (Appendix 6a per BAN PT, IAPS no. 19)</p> <p>Permanent lecturers holding the position of Professor with expertise in fields aligned with the program's competencies &gt;15% (AIPT assessment matrix no. 22)</p> <p>Permanent lecturers holding a</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	Professional Educator Certificate >80% (AIPT assessment matrix no. 23)		
The leadership of UNNES, faculty deans, directors of graduate schools, and Program Coordinators must be responsible for monitoring and evaluating the performance of lecturers and educational staff every semester, which must be carried out	Lecturers must have a workload each semester in accordance with their academic qualifications of a minimum of 12 credits and a maximum of 16 credits, with a minimum of 9 credits for teaching and research	IQA Monev	100% compliant

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
<p>consistently and followed up with measures to improve performance.</p>	<p>duties, and a minimum of 3 credits for community service and supporting duties.</p> <p>Lecturers with the title of professor or full professor must fulfill special obligations equivalent to a minimum of 3 credits each year.</p> <p>Lecturers with the title of</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>professor or full professor must fulfill the obligation to write books, produce scientific works, and disseminate ideas within 3 years.</p> <p>Lecturers must have one of the following achievements in the form of visiting professor, invited/key-note speaker, expert staff, editor/journal</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>partner, awards/achievements, either at the national/international level (AIPT matrix no. 28).</p> <p>Lecturers must be able to identify learning needs for students through course syllabi.</p> <p>Lecturers must be able to create learning plans in the form of</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	<p>LESSON PLAN for students based on a rational and sustainable learning process, in accordance with local, national, regional, and international requirements.</p> <p>Lecturers must be able to reflect on and evaluate their learning performance for future improvements by creating</p>		

<b>Standard Content</b> <b>Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	lecturer performance reports accompanied by supporting data.		
University leaders strive to improve the qualifications and competencies of educational personnel (librarians, laboratory assistants, analysts, technicians, operators, programmers, administrative staff, and/or	Non-administrative educational staff must have a minimum academic qualification of a diploma 3 graduate.  Administrative educational staff must have a minimum	IQA	Result of IQA

<b>Standard Content Statement in the Standards for Lecturers and Educational Personnel</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
other support staff).	academic qualification of a high school graduate.		

***Parties Involved in Meeting Standards in IQAS***

1. Rector
2. Vice Rector for Planning, General Affairs, Human Resources, and Finance
3. Vice Rector for Academic Affairs and Student Affairs
4. Dean
5. Vice Dean for Academic Affairs and Student Affairs
6. Vice Dean for Planning and Resources
7. Director of Graduate School Programs
8. Vice Director of Graduate School Programs
9. Quality Assurance Office (QAO)
10. Quality Assurance Team
11. Head of Study Program



### ***Related documents***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework
3. University education guidelines
4. Faculty/department/study program SOP
5. Internal quality audit instruments
6. Standard monitoring and evaluation instruments

### ***References***

- 1) Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
- 2) Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualifications framework
- 3) University education guidelines

## ***3. Facilities and infrastructure standards***

### ***Vission***

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

***Mission***

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

***Definition of terms***

Facilities and infrastructure standards are minimum criteria regarding facilities and infrastructure in accordance with learning needs to achieve graduate competency standards..

***Rational in IQAS standards***

Facilities and infrastructure standards are established to ensure that the facilities and infrastructure owned by Universitas Negeri Semarang are capable of supporting all learning activities effectively. Facilities and infrastructure that meet these standards enable Universitas Negeri Semarang to achieve its primary vision.

## Statements of the Content Standards

Table 13 Statements of the Content Standards: Educational Inputs

No	Standard Content Statement	Strategy for Achieving Standards
1	The Vice Rector II guarantees and provides access to facilities and infrastructure that: a. accommodate the educational needs of students; b. accommodate the duties of lecturers, tutors, instructors, assistants, and advisors in accordance with their fields of expertise and educational staff; c. are accessible to students, faculty members, and educational staff with special needs; and d. are adequate for conducting education and higher education management in accordance with the needs of implementation and educational development plans at	Involve all stakeholders (students, lecturers, educational staff) in mapping the needs for facilities and infrastructure to determine the requirements for administrative areas, classrooms, laboratories, special rooms used for both academic and non-academic purposes, as well as other supporting facilities. Periodically check the accessibility of available facilities and infrastructure used by users, including users with special needs.

No	Standard Content Statement	Strategy for Achieving Standards
	Universitas Negeri Semarang.	
2	The Vice Rector II provides access to facilities and infrastructure, including: a. reliable information and communication technology to support the implementation of education; and b. learning resources.	Expansion of the campus internet network for administrative, educational, and supporting activities. Ensure that the available bandwidth is sufficient to support intensive use, such as downloading learning materials and conducting video conferences. Implement and update online learning platforms such as e-learning, modules, or LMS that can be used to deliver lecture materials, exams, and discussions online more efficiently, as well as facilitate communication between lecturers and students. Provide interactive classrooms equipped with technology such as touch screens, interactive projectors, and digital whiteboards to support

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for Achieving Standards</b>
		technology-based learning methods.
3	The Vice Rector II ensures that the facilities and infrastructure that accommodate the educational needs of students are accessible to students both on and off campus.	Conducting regular surveys of students to determine their satisfaction with the quality and accessibility of all existing infrastructure and facilities, both on and off campus. Survey data is used as a basis for making improvements to enhance facilities in a sound and efficient manner.
4	The Vice Rector II and Vice Rector IV involve the business world, industry, and the world of work in providing learning and training facilities.	Establishing cooperation with various companies based on industrial sectors relevant to the academic programs offered by the campus. Ensuring that business partners provide internship and training facilities that meet the required criteria by establishing MoUs/MoAs.
5	The Vice Rector II ensures the continuity of access to	Conducting regular audits of facilities and infrastructure, including lecture halls,

No	Standard Content Statement	Strategy for Achieving Standards
	facilities and infrastructure.	laboratories, sports facilities, libraries, IT, and other supporting facilities. Based on the audit results, plans are developed for better maintenance and procurement of facilities.
6	The Vice Rector II guarantees and provides access to facilities and infrastructure by complying with the following requirements: a. security, safety, and health; b. completeness of fire prevention and extinguishing equipment as well as emergency response to natural disasters; and c. management of waste and hazardous and toxic materials.	Providing a security system that includes 24-hour security officers. Installing CCTV cameras at vulnerable points on campus to monitor suspicious situations or activities. Creating and disseminating safety and security guidelines that must be followed by the entire academic community on campus, including evacuation procedures in the event of a fire or other natural disaster. Providing health facilities such as a first aid room or campus clinic equipped with basic medicines and trained medical personnel. Conducting regular health

No	Standard Content Statement	Strategy for Achieving Standards
		education and health checks for all members of the academic community.
		Installing an automatic fire alarm system connected to the fire department or local security to take immediate action in the event of a fire. All campus buildings are equipped with fire extinguishers.
		Establish a routine waste collection system and ensure that separated waste is processed correctly. Ensure that all laboratories and related facilities strictly follow the protocol for handling hazardous and toxic waste (B3). This includes sending waste to approved waste management facilities, using special containers, and storing waste safely.
7	In providing information and communication	Design IT policy documents that incorporate the values

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for Achieving Standards</b>
	<p>technology, the Vice Rector II implements effective, transparent, reliable, and accountable information and communication technology governance to manage and utilize data and information.</p>	<p>of accountability, transparency, effectiveness, and reliability. Define clear roles and responsibilities for IT management units and other stakeholders.</p>
8	<p>In the management and utilization of data and information, the Vice Rector II guarantees the privacy and security of data in accordance with the provisions of laws and regulations.</p>	<p>Developing ICT infrastructure (academic, financial, human resources, and infrastructure facilities) that supports cross-unit data integration. Conducting regular updates to improve the reliability of managerial, financial, and academic information systems.</p>
9	<p>The Vice Rector II shall ensure that the learning resources referred to in Article 48 paragraph (3) letter b include: a. learning resources prepared by the</p>	<p>Maintain a reliable and secure internet network throughout the school to ensure system accessibility.</p>



<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for Achieving Standards</b>
	university; and b. other learning resources.	
10	Other learning resources as referred to in (1) letter b shall at least include open learning resources that can be accessed by students, lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise, and can be used jointly by several universities.	Establish indicators for measuring the use of open sources, including the number of accesses, types of sources used, and level of participation. Conduct periodic surveys on satisfaction and effectiveness of open source use to improve services.
11	Open learning resources as referred to in paragraph (2) are learning resources that are distributed as public domain and/or use licenses that allow their use, modification, and redistribution by users.	<p>Identify and designate open educational resources that have open licenses.</p> <p>Provide an institutional repository that stores and distributes open licensed learning materials.</p> <p>Provide training and outreach to lecturers and teaching staff on the use of</p>

No	Standard Content Statement	Strategy for Achieving Standards
		and contribution to open licenses.
12	Higher education institutions implement policies that prioritize the creation and utilization of open learning resources that are relevant to the curriculum.	<p>Align open educational resources with graduate learning outcomes (GLO) in the curriculum.</p> <p>Encourage lecturers to create curriculum-based teaching materials that are openly licensed.</p> <p>Require the inclusion of open educational resources in the Semester Learning Plan (LESSON PLAN) for each course.</p>

### ***Strategies for achieving standards in IQAS***

1. The Program Coordinator and the head of the faculty laboratory identify the needs of the study program and QAS in terms of facilities and infrastructure in order to achieve WCU and document the activities of identifying these needs in an official document.

2. The Vice Dean II for Planning, General Affairs, Human Resources, and Finance designs a master development plan (RIP) or similar document, which contains planning and development in the field of facilities and infrastructure.
3. The Vice Rector II for Planning, General Affairs, Human Resources, and Finance at Universitas Negeri Semarang follows up on the development plans prepared by the SPMU and documents these follow-up activities in official documents.
4. The Vice Dean II for Planning, General Affairs, Human Resources, and Finance, assisted by the Head of General Administration, Human Resources, and Cooperation, conducts periodic monitoring and evaluation of policies related to facilities and infrastructure, the achievement of facilities and infrastructure requirements, and the use and condition of facilities and infrastructure.
5. The Vice Dean II for Planning, General Affairs, Human Resources, and Finance, assisted by the Head of General Administration, Human Resources, and Cooperation, follows up on the results of evaluations that have been conducted periodically.
6. The Vice Dean II for Planning, General Affairs, Human Resources, and Finance is responsible for completing evidence and official documents related to the determination, implementation, evaluation, control, and improvement of facilities and infrastructure.

## Achievement Indicators of Standards in IQAS

Table 14 Achievement Indicators of Standards in IQAS: Educational Inputs

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
The Vice Rector II guarantees and provides access to facilities and infrastructure that accommodate students' educational needs.	<p>Universities must have land with Right of Use, Right of Building Use, or Right of Ownership status in the name of the Higher Education Institution.</p> <p>Universities must have land to construct buildings, laboratories, and other supporting facilities that enable institutional development.</p> <p>Universities must have a master plan that includes buildings, laboratories, and</p>	<p>IQA</p> <p>Monev</p>	100% Compliant

<b>Standard Content Statement in Infrastructure Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	other supporting facilities.		
The Vice Rector II guarantees and accommodates the implementation of the duties of lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise and educational staff; is friendly towards students, lecturers, and educational	<p>The construction of buildings must be designed in accordance with the master plan.</p> <p>Higher education buildings must meet physical standards in accordance with applicable regulations and must have a minimum quality standard of A or equivalent.</p> <p>Higher education buildings must meet safety, health, comfort, and security requirements and be equipped with adequate electrical installations,</p>	<p>IQA</p> <p>MONEV</p>	100% compliant

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievem ent Targets
staff with special needs.	<p>domestic waste installations, and special waste installations.</p> <p>Universities must provide buildings that are accessible to students with special needs.</p> <p>The use of buildings must be adapted to the needs and development of academic and non-academic activities.</p> <p>Universities must have library buildings that meet the criteria for library buildings.</p>		

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievem ent Targets
	<p>Universities must have sufficient land and buildings for classrooms and libraries.</p> <p>Universities must have sufficient land and buildings for laboratories/studios /workshops/product ion units.</p> <p>Universities must have sufficient land and buildings for sports facilities.</p> <p>Universities must have sufficient land and buildings for arts facilities.</p>		

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievem ent Targets
	<p>The university must have sufficient land and buildings for student activity units.</p> <p>The university must have sufficient land and buildings for higher education leadership offices.</p> <p>The university must have sufficient land and buildings for faculty offices.</p> <p>The university must have sufficient land and buildings for administrative offices.</p>		



<b>Standard Content Statement in Infrastructure Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	Universities must have sufficient land and buildings for public facilities, including roads, electricity, water, and voice and data communication networks.		
The Vice Rector II guarantees and ensures the adequacy of higher education and education management in accordance with the needs of the institution and its educational development plans.	Relevant policy documents, operational guidelines, and SOPs are available.	FGD Monev	100% of stakeholders are present

<b>Standard Content Statement in Infrastructure Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievem ent Targets</b>
The Vice Rector II guarantees and provides facilities and infrastructure, including reliable information and communication technology, to support the implementatio n of education and learning resources.	<p>a. Availability of ICT (Information and Communicatio n Technology) systems to collect accurate, accountable, and confidential data.</p> <p>b. Availability of ICT (Information and Communicatio n Technology) systems to manage and disseminate knowledge</p> <p>c. Availability of information</p>	My UNNES App	100% My UNNES App can be accessed by the entire academic communit y.

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievem ent Targets
	<p>systems for learning, research, and Community Services that have been proven effective in meeting the following aspects: 1) availability of e-learning, e-journal, e-book, and e-repository services that are easily accessible to the academic community. 2) All types of services are evaluated periodically</p>		

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievem ent Targets
	<p>and the results are followed up to improve the information system.</p> <p>d. Availability of ICT services covering academic, financial, human resources, and advice and infrastructure services.</p> <p>e. Availability of ICT services that are easily accessible to all work units within the institution</p>		

Standard Content Statement in Infrastructure Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievem ent Targets
	<p>f. Availability of complete and up-to-date ICT services.</p> <p>g. Availability of integrated service types used for decision-making.</p> <p>h. Availability of integrated service types evaluated regularly, with results followed up to improve the information system.</p>		

***Parties involved in meeting standards in IQAS***

1. Vice Rector II for Planning, General Affairs, Human Resources, and Finance

2. Vice Rector IV for Cooperation, Business, and International Relations
3. Director at the Rectorate
4. Vice Dean II for Planning, General Affairs, Human Resources, and Finance
5. Head of General Administration, Human Resources, and Cooperation
6. Head of Faculty Laboratory
7. Study Program Coordinator

#### ***Related documents***

1. IQA instrument
2. Monev instrument
3. IAPT assessment matrix

#### ***References***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education.
2. IQAS Document.
3. Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system.
4. Law No. 12 of 2012 concerning higher education.
5. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the management and implementation of education.

6. Government Regulation Number 4 of 2014 concerning the implementation of higher education and the management of higher education institutions (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5500).
7. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework.
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 concerning the implementation of the Indonesian National Qualifications Framework in the field of higher education.

#### **4. *Financing standards***

##### ***University vision and mission***

###### ***Vission:***

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

###### ***Mission:***

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

### ***Definition of terms***

The financing standards as stipulated in Law No. 53 of 2023 Article 51 state that financing standards are the minimum criteria for education financing components to achieve graduate competency standards. Education costs include investment and operational costs. Higher education institutions have adequate funding sources to finance the implementation of education in accordance with the National Standard for Higher Education (NS HE). Higher education institutions develop strategic financial plans to ensure the availability of sustainable funding. Higher education institutions implement financial management systems based on the principles of good governance in accordance with the provisions of laws and regulations. Higher education institutions implement educational cost assistance policies for students with limited economic capabilities in accordance with the capabilities of the higher education institution and in accordance with the provisions of laws and regulations.

### ***Rational in IQAS standards***

This standard is established to support the achievement of input standards to support the vision and mission of the university and faculty, as well as for the purposes of fulfilling the external quality assurance system. Fill in the reasons for establishing standards in IQAS (HE standards).



## Statements of the Content Standards

Table 15 Statements of the Content Standard: Financing Standards

No	Standard Content Statement	Strategy for Achieving Standards
1	The Vice Rector II guarantees and provides access to facilities and infrastructure that: a. accommodate the educational needs of students; b. accommodate the duties of lecturers, tutors, instructors, assistants, and advisors in accordance with their fields of expertise and educational staff; c. are accessible to students, faculty members, and educational staff with special needs; and d. are adequate for conducting education and higher education management in accordance with the	Involve all stakeholders (students, lecturers, educational staff) in mapping the needs for facilities and infrastructure to determine the requirements for administrative areas, classrooms, laboratories, special rooms used for both academic and non-academic purposes, as well as other supporting facilities. Periodically check the accessibility of available facilities and infrastructure used by users, including users with special needs.

No	Standard Content Statement	Strategy for Achieving Standards
	needs of implementation and educational development plans at Universitas Negeri Semarang.	
2	The Vice Rector II provides access to facilities and infrastructure, including: a. reliable information and communication technology to support the implementation of education; and b. learning resources.	Expansion of the campus internet network for administrative, educational, and support activities. Ensure that the available bandwidth is sufficient to support intensive use, such as downloading learning materials and conducting video conferences. Implement and update online learning platforms such as e-learning, modules, or LMS that can be used to deliver lecture materials, exams, and discussions online more efficiently, as well as facilitate communication between lecturers and students. Provide interactive classrooms equipped with technology such as touch screens, interactive projectors, and digital

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for Achieving Standards</b>
		whiteboards to support technology-based learning methods.
3	The Vice Rector II ensures that the facilities and infrastructure that accommodate the educational needs of students are accessible to students both on and off campus.	Conducting regular surveys of students to determine their satisfaction with the quality and accessibility of all existing infrastructure and facilities, both on and off campus. Survey data is used as a basis for making improvements to enhance facilities in a sound and efficient manner.
4	The Vice Rector II and Vice Rector IV involve the business world, industry, and the world of work in providing learning and training facilities.	Establishing cooperation with various companies based on industrial sectors relevant to the academic programs offered by the campus. Ensuring that business partners provide internship and training facilities that meet the required criteria by establishing MoUs/MoAs.
5	The Vice Rector II ensures the continuity of access to facilities and infrastructure.	Conducting regular audits of facilities and infrastructure, including lecture halls, laboratories, sports facilities,

No	Standard Content Statement	Strategy for Achieving Standards
		libraries, IT, and other supporting facilities. Based on the audit results, plans are developed for better maintenance and procurement of facilities.
6	The Vice Rector II guarantees and provides access to facilities and infrastructure by complying with the following requirements: a. security, safety, and health; b. completeness of fire prevention and extinguishing equipment as well as emergency response to natural disasters; and c. management of waste and hazardous and toxic materials.	Providing a security system that includes 24-hour security officers. Installing CCTV cameras at vulnerable points on campus to monitor suspicious situations or activities. Creating and disseminating safety and security guidelines that must be followed by the entire academic community on campus, including evacuation procedures in the event of a fire or other natural disaster. Providing health facilities such as a first aid room or campus clinic equipped with basic medicines and trained medical personnel. Conducting regular health education and health checks for all members of the academic community.

No	Standard Content Statement	Strategy for Achieving Standards
		Installing an automatic fire alarm system connected to the fire department or local security to take immediate action in the event of a fire. All campus buildings are equipped with fire extinguishers.
		Establish a routine waste collection system and ensure that separated waste is processed correctly. Ensure that all laboratories and related facilities strictly follow the protocol for handling hazardous and toxic waste (B3). This includes sending waste to approved waste management facilities, using special containers, and storing waste safely.
7	In providing information and communication technology, the Vice Rector II implements effective, transparent, reliable, and accountable	Design IT policy documents that incorporate the values of accountability, transparency, effectiveness, and reliability. Define clear roles and responsibilities for IT

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for Achieving Standards</b>
	information and communication technology governance to manage and utilize data and information.	management units and other stakeholders.
8	In the management and utilization of data and information, the Vice Rector II guarantees the privacy and security of data in accordance with the provisions of laws and regulations.	Developing ICT infrastructure (academic, financial, human resources, and infrastructure facilities) that supports cross-unit data integration.  Conducting regular updates to improve the reliability of managerial, financial, and academic information systems.
9	The Vice Rector II shall ensure that the learning resources referred to in Article 48 paragraph (3) letter b include: a. learning resources prepared by the university; and b. other learning resources.	Maintaining a reliable and secure internet network throughout the school to ensure system accessibility
10	Other learning resources as referred to in (1) letter b shall	Establish indicators for measuring the use of open sources, including the number

<b>No</b>	<b>Standard Content Statement</b>	<b>Strategy for Achieving Standards</b>
	at least include open learning resources that can be accessed by students, lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise, and can be used jointly by several universities.	of accesses, types of sources used, and level of participation. Conduct periodic surveys on satisfaction and effectiveness of open source use to improve services.
11	Open learning resources as referred to in paragraph (2) are learning resources that are distributed as public domain and/or use licenses that allow their use, modification, and redistribution by users.	Identify and designate open educational resources that have open licenses. Provide institutional repositories that store and distribute open licensed learning materials. Provide training and outreach to lecturers and teaching staff on the use of and contribution to open licenses.
12	Higher education institutions implement policies that prioritize the creation and utilization of open learning resources that	Align open educational resources with graduate learning outcomes (GLO) in the curriculum. Encourage lecturers to create curriculum-based teaching materials that are openly licensed. Require

No	Standard Content Statement	Strategy for Achieving Standards
	are relevant to the curriculum.	the inclusion of open educational resources in the Semester Learning Plan (LESSON PLAN) for each course.

***Strategies for achieving standards in IQAS***

1. The Rector sets the financing standards.
2. The Rector, through WR II and QAO, ensures that the financing standards are prepared in accordance with the standards in Permendikbudristek No. 53 of 2023.
3. IQAU (Dean, Vice Dean, SPs Director, Vice Director, Head of Study Program) develops and implements financing in accordance with the standards set by the Rector.
4. QAO and the faculty quality assurance team monitor and evaluate the fulfillment of financing standards.
5. QAO and the faculty quality assurance team control and improve financing competency standards.



## Achievement Indicators of Standards in IQAS

Table 16 Achievement Indicators of Standards in IQAS: Financing Standards

Statement of Standard Content in Financing Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
The rector shall determine adequate funding sources to finance the implementation of education in accordance with NS HE.	Existence of Education Budget Utilization Reports	IQA	100% Fair without Exceptions
The Vice Rector for Planning and Finance develops a strategic financial plan to ensure the availability of sustainable funding.	The existence of financial management guidelines for education financing at UNNES	IQA Monev	100% compliant
The Vice Dean for Human Resources and Finance manages an adequate educational	The existence of a budget	IQA Monev	100% compliant

<b>Statement of Standard Content in Financing Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
operating budget from SPMU. Independent Accreditation Agency for the fields of Education	plan as the basis for implementing educational operational programs		
The Vice Rector for Planning and Finance determines the investment costs used to finance the procurement of facilities and infrastructure, as well as the development of lecturers and educational staff.	The existence of investment cost provisions used to finance the procurement of facilities and infrastructure, as well as the	IQA Monev	100% compliant

<b>Statement of Standard Content in Financing Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	development of lecturers and educational staff		
The Vice Rector for Planning and Finance determines the operational costs set per student per year, referred to as the university cost unit standard (UCUS), which is intended to cover the costs of lecturers, educational staff, learning operational materials, and indirect operational costs.	The existence of operational cost provisions set per student per year, referred to as the university cost unit standard (UCUS)	IQA Monev	100% compliant
The Vice Rector for Planning and Finance has a cost recording system and implements cost recording in	The existence of a cost recording system	IQA Monev	100% compliant

<b>Statement of Standard Content in Financing Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
accordance with the provisions of laws and regulations. By conducting an analysis of operational costs as part of the preparation of work plans and annual budgets, UNNES evaluates the level of achievement of the unit cost standard at the end of each fiscal year.	and the implementation of cost recording in accordance with the provisions of laws and regulations.		
The Vice Rector for Planning and Finance seeks funding from various sources outside of education through grants, professional services and/or expertise; endowment funds; and national and international cooperation with both government and private institutions.	The existence of funds outside of education costs.	IQA Monev	100% compliant

<b>Statement of Standard Content in Financing Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Vice Rector for Planning and Finance formulates and establishes policies, mechanisms, and procedures for raising other sources of funding in an accountable and transparent manner.	The existence of guidelines for raising other sources of funds.	IQA Monev	100% compliant

***Parties involved in meeting standards in IQAS***

1. Internal supervisory unit;
2. Head of planning;
3. Head of finance;
4. Head of accounting and reporting;
5. Program and budget sub-division;
6. Program and budget implementation evaluation sub-division;
7. Non-tax state revenue budget sub-division;
8. Non-tax state revenue budget sub-division;
9. Accounting sub-division;
10. Reporting sub-division;

11. Expenditure Treasurer and Assistant Expenditure Treasurer;
12. Receiving Treasurer;
13. Deputy Dean II in each faculty and Assistant Dean II in postgraduate programs;
14. General and Finance Subdivision in each faculty

### ***Related documents***

1. Ministry of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education
2. Rector Regulation Number 55 of 2022 concerning Financial Management Guidelines

### ***References***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education.
2. Indonesian Law No. 20 of 2003 concerning the national education system.
3. Law No. 12 of 2012 concerning higher education.
4. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the management and implementation of education.
5. Government Regulation Number 4 of 2014 concerning the implementation of higher education and the management of higher education institutions (State Gazette of the

Republic of Indonesia of 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5500).

6. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework.
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework in the Field of Higher Education.
8. Rector Regulation No. 55 of 2022 concerning Financial Management Guidelines.

## **CHAPTER II**

### **RESEARCH STANDARDS**

#### **A. Research Outcome Standard**

##### ***Vision and mission of the University***

##### **Vision**

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

##### **Mission**

UNNES has a mission:

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

##### **Goals**

UNNES has a goal:

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristic;



3. Produce and disseminate scientific and technological works of world reputed conservation perspective;
4. Realizing effective, creative, and productive educational and governance institutions; and
5. Realizing institutional cooperation in supporting educational and institutional excellence.

### ***Glossary***

1. Research outcome standards: research outcome standards are used to ensure that research results at UNNES meet the requirements set by national regulations and to support the vision of UNNES..
2. IQAS: Internal Quality Assurance System
3. EQAS: External Quality Assurance System
4. IPR: Intellectual Property Rights
5. KPI: Key Performance Indicators
6. API: Additional Performance Indicators
7. IRCS: Institute of Research and Community Service
8. PLSP: Permanent Lecture of the Study Program
9. Permanent Lecturer as Ratio Divisor
10. Strategic Plan
11. Scientific publications: articles published in nationally and internationally indexed scientific journals, books, book chapters, and conference proceedings.
12. Intellectual Property Rights (IPR): patents, copyrights, industrial designs, and plant varieties.

13. Innovation products: new technologies, prototypes, methods, and software.
14. Policies: policy recommendations adopted by the government or organizations.
15. Social and economic contributions: implementation of research results that have a real impact on society and the economy.
16. Student involvement: involving students in research activities to improve academic and research competencies.
17. Collaboration and networking: developing collaborations with various national and international research institutions to improve the quality of research.

### ***Standard Rationale in IQAS***

The research standards implemented at Universitas Negeri Semarang (UNNES) are aligned with the framework outlined in the Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023. These standards are established to ensure that research outputs produced at UNNES not only comply with the minimum criteria mandated by national policy but also surpass them in order to advance the university's vision as a conservation-based institution with an internationally recognized academic reputation.

Significant changes from the previous regulation (The Ministerial Regulation of Education, and Culture No. 3 of 2020) include strengthening aspects of research quality, the relevance of research to societal and industrial needs, and more structured and transparent research funding management. Emphasis is also placed on the protection and utilization of Intellectual Property Rights (IPR) resulting from research, as well as increased collaboration with various national and international institutions. The Ministerial

Regulation of Education, Culture, Research, and Technology 53/2023 also explains various research schemes, including basic, applied, and development research. Each scheme has mandatory outputs such as publications in scientific journals, patents, or innovation products that are ready for commercialization. This is in accordance with quality standards that require research to produce quality and impactful outputs. There is a clear process for determining research funding, including administrative and substantive selection by assigned reviewers. This standard is important to ensure that only research that meets quality criteria receives funding.

This section describes the definition and scope of research output standards, focusing on how each component supports the others to produce quality and useful research outputs. These standards outline the minimum research output criteria that must be met within the research system at universities, encompassing planning, implementation, evaluation, and dissemination of research results.

### ***Statement of the Content of the Standard***

*Table 17 Statement of the Content Standards: Research Outcomes*

<b>Types of Standard</b>	<b>Criteria</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
Research Outcome Standards	Quality, relevance, and benefits	The Rector (A) establishes research outcome standards (B) that can be used to improve the quality assurance of higher education	1. Establishment of a team to develop research output standards

		institutions and study programs (C) in accordance with the KPI and API in the Strategic Plan (D).	required in IQAS.
		The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B) are relevant to the vision and mission (C) to improve the competitiveness of the university/faculty/study program (D).	2. Establishment of research outcome guidelines to assist in achieving the targets required by IQAS, EQAS, Strategic Plan, and Vision and Mission of the University/Faculty/Graduate School.
		The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B) are adopted/used by the community (C) to solve	3. Conducting evaluation, control, improvement, and follow-up on the evaluation results of research outcome achievements.

		problems/improve welfare (D).	
		The Vice Rector for Research, Innovation, and Information Systems and Chair of IRCS (A) ensures that research results (B) are published by lecturers in reputable international journals (C) as a fulfillment of the required outcome (D).	
		The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B) are integrated into learning by PLSP that meet the following aspects: (1) research results are relevant to the	

		course; (2) research results are part of the course material; (3) integration is accompanied by evidence, such as presentation materials, handouts, or modules.	
		The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that the research results (B) are published by PLSP in nationally accredited journals with a minimum Sinta 2 rating and/or reputable international journals (C) as the first author or corresponding author (D).	
		The Vice Rector for Research, Innovation, and	

		Information Systems and the Head of IRCS (A) ensure that the research results (B) are published by PLSP in national/international journals cited by others.	
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***Strategies for Achieving the Standard in IQAS***

1. The Rector establishes a team to develop the research outcome standards required in the IQAS.
2. The Rector, through the IRCS, establishes research outcome guidelines to guide the achievement of the targets required by the IQAS, EQAS, strategic plan, and vision and mission of the university/faculty/graduate school.
3. The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS carry out evaluation, control, and improvement as well as follow-up on the evaluation results of research outcome achievements.

## Standard Achievement Indicators in IQAS

Table 18 Achievement Indicators of Standards in IQAS: Research Outcomes

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
The Rector (A) establishes research outcome standards (B) that can be used to improve the quality assurance of higher education institutions and study programs (C) in accordance with the KPI and API in the Strategic Plan (D).	The existence of research outcome standards set in KPI & API by the Rector's Decree.	Evaluation of IQAU/Postgraduate Performance Agreements	At least 90% of the required KPI & API
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B)	The existence of guidelines for the outcome and achievement of the Tri Dharma PT	Evaluation of PT Tridharma Achievement Reports	At least 90% of the requirements in the Strategic Plan



<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
are relevant to the vision and mission (C) to improve the competitiveness of the university/faculty/s tudy program (D).	set by the Rector.		
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B) are adopted/used by the community (C) to solve problems/improve welfare (D).			
The Vice Rector for Research, Innovation, and Information Systems and Chair of IRCS (A) ensures			

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
that research results (B) are published by lecturers in reputable international journals (C) as a fulfillment of the required outcome (D).			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B) are integrated into learning by PLSP that meet the following aspects: (1) research results are relevant to the course; (2) research results are part of	The existence of references to lecturers' research results in the LESSON PLAN for the courses they teach.		

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
the course material; (3) integration is accompanied by evidence, such as presentation materials, handouts, or modules.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that research results (B) are published by PLSP in nationally accredited journals with a minimum Sinta 2 rating and/or reputable international journals (C) as the first author or	An increase in articles on Google Scholar PLSP.	Evaluation of Lecturers	>75% of PLSP LESSON PLAN integrate research results into learning

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
corresponding author (D).			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS (A) ensure that the research results (B) are published by PLSP in national/international journals cited by others.	An increase in articles in national/international journals and Google Scholar PLSP.	Evaluation of PLSP Performance	>40% of PLSP publish research results in nationally accredited journals with a minimum Sinta 2 rating and/or reputable international journals as first author or corresponding author
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS evaluate and follow up on the research, with the following	Reviewing the research process and final results.		>40% of PLSP publish research results in nationally accredited journals with a minimum Sinta 2 rating and/or

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
<p>provisions. (a) Evaluation (1) is carried out on research elements by identifying at least their strengths and weaknesses, (2) is carried out based on certain quantitative/qualitative parameters, (3) is carried out comprehensively based on actual conditions using appropriate methods, (4) is documented completely and validly. (b) Follow-up (1) is based on the evaluation results, (2) is formulated in a specific,</p>			<p>reputable international journals as first author or corresponding author</p>

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
measurable, realistic, and time-based manner, (3) is monitored to ensure that the follow-up is actually implemented, and (4) is supported by complete and valid evidence of implementation.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS conduct evaluations of policies and the achievement of standards (KPI and API) in order to identify good practices, bad	Conducting a survey on satisfaction with research activity management.	Satisfaction survey	

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
practices, and new practices related to Permanent Lecturer as Ratio Divisor research, including Permanent Lecturer as Ratio Divisor satisfaction surveys on the management of research activities.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure the number of Permanent Lecturer as Ratio Divisor research projects with students on science and technology themes is in accordance with	Conducting an evaluation of the research roadmap.	FGD	Survey satisfaction results document

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
the research roadmap.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure the number of science and technology research projects that receive IPR recognition (Patents, Simple Patents, Copyrights, Industrial Product Designs).			

***Parties Involved in the Fulfillment of Standards in IQAS***

1. Rector
2. Vice Rector for Research, Innovation, and Information Systems and Head of IRCS
3. Dean
4. Vice Dean for Academic and Institutional Affairs



5. Vice Dean for Student Affairs and Alumni
6. Director of the Graduate School Program
7. Vice Director of the Graduate School Program
8. Quality Assurance Office (QAO)
9. IRCS
10. Quality Assurance Team
11. Program Coordinator

### ***Related documents***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Graduate competency standard document
4. Curriculum document
5. LESSON PLAN document
6. University education guidelines
7. Faculty/department/study program SOP
8. Research and community service guidelines

### ***References***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education

2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Guidelines for research and community service for the current year
4. Strategic plan for Legal Entity Higher Education Institution Universitas Negeri Semarang 2023-2028
5. Guidelines for the Implementation of the Internal Quality Assurance System (IQAS) Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
6. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
7. Guidelines for Research and Community Service for the Current Year
8. Strategic Plan for Legal Entity Higher Education Institution State University of Semarang 2023-2028
9. Guidelines for the Implementation of the Internal Quality Assurance System (IQAS)

## **B. Research Process Standard**

### ***Vision and Mission of the University***

#### **Vision**

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

#### **Mission**

UNNES has a mission:

1. Organizing education that is brilliant and has a world reputation;

2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

### **Goal**

UNNES has a goal:

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristic;
3. Produce and disseminate scientific and technological works of world reputed conservation perspective;
4. Realizing effective, creative, and productive educational and governance institutions; and
5. Realizing institutional cooperation in supporting educational and institutional excellence.

### **Glossary**

1. Research process standards: research process standards are minimum criteria regarding the process and management of research, including planning, implementation, assessment, supervision, and control of research activities. These are used to ensure that research at UNNES meets the requirements set by national regulations and to support the vision of UNNES.

2. IQAS: Internal Quality Assurance System.
3. EQAS: External Quality Assurance System.
4. IPR: Intellectual Property Rights.
5. KPI: Key Performance Indicators.
6. API: Additional Performance Indicators.
7. IRCS: Institute of Research and Community Service.
8. PLSP: Permanent Lecture of the Study Program.
9. Permanent Lecturer as Ratio Divisor.
10. Strategic Plan.
11. Scientific publications: articles published in nationally and internationally indexed scientific journals, books, book chapters, and conference proceedings.
12. Intellectual Property Rights (IPR): patents, copyrights, industrial designs, and plant varieties.
13. Innovative products: new technologies, prototypes, methods, and software.
14. Policies: policy recommendations adopted by the government or organizations.
15. Social and economic contributions: implementation of research results that have a real impact on society and the economy.
16. Student involvement: involving students in research activities to improve academic and research competencies.
17. Collaboration and networking: developing collaborations with various national and international research institutions to improve the quality of research.

### ***Standard rationale in IQAS***

The research process standards in IQAS emphasize the importance of systematic and high-quality research management. These standards ensure that every research project has clear stages, from planning and implementation to evaluation. In the planning stage, research must refer to the institution's research roadmap and address the needs of science and society. Research implementation must be carried out in accordance with academic standards, valid scientific methods, and research ethics principles. In addition, the involvement of lecturers, students, and collaboration with other institutions are also part of improving research quality.

Evaluation and dissemination of research results are crucial aspects of the research process standard. Periodic evaluation of research achievements needs to be carried out, both in terms of scientific outcome, social impact, and contribution to technological development. Research results also need to be published in reputable journals or implemented for the benefit of industry and society. The use of information technology in research data management as well as monitoring and evaluation are supporting factors to ensure transparency and accountability. With the implementation of good process standards, it is hoped that research at UNNES can be more effective, highly competitive, and contribute to national and global development.

## **Statement of Content of the Standard**

*Table 19 Statement of the Content Standard: Research Process*

<b>No</b>	<b>Types of Standart</b>	<b>Criteria</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
1	Research Process Standards	Planning, implementation, assessment, monitoring, and control	Research planning, which involves identifying problems, setting objectives, developing proposals, and	1. Establishment of a team to develop the research process standards required in the IQAS.

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			<p>obtaining ethical approval if necessary.</p> <p>Research implementation , data is collected in accordance with the methodology specified in the proposal. This process is followed by strict quality control to ensure the validity and reliability of the data collected. All steps and data obtained are systematically documented to</p>	<p>2. Establishment of research process guidelines to assist in achieving the targets required by IQAS, EQAS, Strategic Plan, Vision and Mission of the University/Faculty/Graduate School.</p> <p>3. Conducting evaluation, control, improvement, and follow-up of the evaluation results of</p>

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			<p>ensure transparency and repeatability of the research. This stage is very important to maintain data integrity and support accurate analysis.</p> <p>Assessment or evaluation, where the data that has been collected is processed and analyzed by researchers, interpreted, and reported in the form of progress reports and final reports.</p> <p>Research</p>	<p>research process standard indicators.</p>



No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			<p>evaluation is carried out through internal and external reviews.</p> <p>Supervision is carried out by researchers by conducting self-evaluations of the content and process of the research.</p> <p>Supervision by reviewers is carried out by evaluating the progress of the research in accordance with the quality of the content and research outcome. IRCS is tasked with</p>	

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			<p>supervising the research implementation process in accordance with the quality of the content and research outcome.</p> <p>Control of the research process is carried out by controlling the content and process of the research in accordance with the research roadmap and the budget allocation provided.</p> <p>Dissemination of research results is the</p>	

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			<p>next important stage. Research results are compiled in a report that includes an introduction, methodology, results, and discussion. This report is then published in an accredited scientific journal or presented at a scientific conference. Dissemination of results is also carried out to the public or related parties through various media to ensure that research</p>	

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			findings can be widely utilized.	

### ***Strategies for Achieving IQAS Standard***

To ensure that the research process runs efficiently and produces quality outcomes, the Research and Community Service Institute (IRCS) of Universitas Negeri Semarang (UNNES) has implemented various integrated strategies in the SIPP System. These strategies are designed to improve the quality and transparency of research through the following measures:

1. Training and mentoring: providing training for researchers in proposal writing and mentoring in the preparation of Intellectual Property Rights (IPR) documents.
2. Guidelines and roadmaps: providing comprehensive guidelines and research roadmaps to guide research activities.
3. Research management information system: using a SIPP System for research, innovation, and IPR, as well as providing research implementation monitoring forms and research report templates.
4. Evaluation and monitoring: carrying out an evaluation process that follows the stages of determination, implementation, evaluation, control, and improvement, as well as monitoring and evaluating progress reports and final reports.
5. Publication and dissemination support: providing proofreading and writing clinic services for publications, as well as conducting

widespread socialization and dissemination of research and innovation results.

6. Research seminars: holding proposals, progress, and final report seminars for researchers.

### ***Standard Achievement Indicators in IQAS.***

*Table 20 Achievement Indicators of Standards in IQAS: Research Process*

<b>Statement of Standard Content in Research Process Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
Research planning, which involves identifying problems, setting objectives, developing proposals, and obtaining ethical approval if necessary.	At this stage, research topics are determined based on their relevance and significance, research objectives are clearly and specifically formulated, research proposals are prepared to include background, literature review,	Evaluation of SPMU/Graduate School Performance Agreements	100% achieved

	methodology, schedule, and budget, and ethical approval is obtained if the research involves human or animal subjects.		
The research was conducted and data collected in accordance with the methodology outlined in the proposal. This process was accompanied by strict quality control to ensure the validity and reliability of the data collected. All steps and data obtained were systematically documented to ensure transparency and repeatability of	The existence of guidelines for the outcome and achievement of the Tri Dharma of Higher Education established by the Rector	Evaluation of PT Tridharma Achievement Reports	100% achieved

the research. This stage was crucial to maintaining data integrity and supporting accurate analysis.			
Evaluation, in which the collected data is processed and analyzed by researchers, interpreted, and reported in the form of progress reports and final reports. Research evaluation is conducted through internal and external reviews.	the existence of guidelines for the outcome and achievement of the Tri Dharma of Higher Education as determined by the Rector	Review of research processes, results, and outcomes	Research review document
Dissemination of research results is the next important stage. The research results are compiled in a	Internal review ensures the conformity of the research process and results with the initial plan, while external	Review of research processes, results, and outcomes	Research review document

<p>report that includes an introduction, methodology, results, and discussion. This report is then published in an accredited scientific journal or presented at a scientific conference. The dissemination of results is also carried out to the public or related parties through various media to ensure that the research findings can be widely utilized.</p>	<p>review involves experts or peers to ensure the quality and validity of the research.</p>		
<p>Supervision is carried out by researchers by conducting self-evaluations of the content and</p>	<p>Internal review ensures the conformity of the research process and results with the initial plan,</p>	<p>Review of research processes, results, and outcomes</p>	<p>Research review document</p>



<p>process of the research.</p> <p>Supervision by reviewers is carried out by evaluating the progress of the research in accordance with the quality of the content and research outcome.</p> <p>IRCS is tasked with supervising the research process in accordance with the quality of the content and research outcome.</p>	<p>while external review involves experts or peers to ensure the quality and validity of the research.</p>		
<p>Control of the research process is carried out by controlling the content and process of the research in accordance with the research roadmap and the</p>		<p>Evaluation of PT Tridharma Achievement Reports</p>	<p>Document</p>

budget allocation provided.			
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***Parties involved in the Fulfillment of Standards in IQAS***

1. Rector
2. Vice Rector for Academic and Institutional Affairs
3. Dean
4. Vice Dean for Academic and Institutional Affairs
5. Vice Dean for Student Affairs and Alumni
6. Director of Graduate School Programs
7. Vice Director of Graduate School Programs
8. Quality Assurance Office (QAO)
9. IRCS
10. Quality Assurance Group
11. Program Coordinator

***Related documents***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Graduate competency standard document
4. Curriculum document
5. LESSON PLAN document

6. University education guidelines
7. Faculty/department/study program SOP
8. Research and community service guidelines

### ***References***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Research and Community Service Guidelines for 2025
4. Strategic Plan for UNNES as Legal Entity Higher Education Institution 2023-2028
5. Guidelines for the Implementation of the Internal Quality Assurance System (IQAS)

### **Community Service Input Standards**

#### ***Vision and mission of the University***

##### **Vission**

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

##### **Mission**

UNNES has missions:

1. Organizing education that is brilliant and has a world reputation;

2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

## **Goals**

UNNES has goals:

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristic;
3. Produce and disseminate scientific and technological works of world reputed conservation perspective;
4. Realizing effective, creative, and productive educational and governance institutions; and
5. Realizing institutional cooperation in supporting educational and institutional excellence.

## **Glossary**

1. Research input standards: a set of guidelines and criteria that ensure that all elements involved in the research process, including the topic, researchers, facilities and infrastructure, and funding, meet high quality standards.
2. IQAS: Internal Quality Assurance System.

3. EQAS: External Quality Assurance System.
4. IPR: Intellectual Property Rights.
5. KPI: Key Performance Indicators.
6. API: Additional Performance Indicators.
7. IRCS: Institute of Research and Community Service.
8. PLSP: Permanent Lecture of the Study Program.
9. Permanent Lecturer as Ratio Divisor.
10. Strategic Plan.
11. Scientific publications: articles published in nationally and internationally indexed scientific journals, books, book chapters, and conference proceedings.
12. Intellectual Property Rights (IPR): patents, copyrights, industrial designs, and plant varieties.
13. Innovative products: new technologies, prototypes, methods, and software.
14. Policies: policy recommendations adopted by governments or organizations.
15. Social and economic contributions: implementation of research results that have a real impact on society and the economy.
16. Student involvement: involving students in research activities to improve academic and research competencies.
17. Collaboration and networking: developing collaborations with various national and international research institutions to improve the quality of research.

### ***Standard rationale in IQAS***

Input standards in research in accordance with Regulation No. 53 of 2023 emphasize the importance of targeted research policies and strategies, supported by competent human resources and adequate facilities and infrastructure. Universities must ensure that research policies are in line with the vision and mission of the institution and support the development of science and innovation that has a broad impact. In addition, the quality of researchers must be continuously improved through training programs, academic collaboration, and access to relevant research resources. Research funding is also a crucial aspect that must be managed properly, with diverse sources of funding to ensure the sustainability of research and innovation.

Apart from resources and funding, effective research management is key to ensuring the quality of research. Universities must implement transparent and accountable governance systems, ensuring that research is conducted in accordance with academic standards and scientific ethics. The use of information technology also plays an important role in supporting research efficiency, including access to scientific journals, data analysis, and digital collaboration. With optimal input standards, universities are expected to produce high-quality research that contributes to sustainable development and global competitiveness.

## **Statement of Content of the Standard**

*Table 21 Statement of the Content Standards: Research Inputs*

<b>No</b>	<b>Types of Standart</b>	<b>Criteria</b>	<b>Standard Content Statement</b>	<b>Strategy for achieving standards</b>
1	Research Input Standard	Access to facilities, infrastructure, funding, lecturer assignment, and the use of information and communication technology.	<div>Research topics must be relevant to developing scientific fields and aligned with societal needs. The research must provide solutions or new knowledge that contributes positively to the field.</div> <div>Research must offer a new and original contribution that has not previously existed, fill existing knowledge gaps, and introduce new</div>	<div>1. Establish a Research Input Standard Development Team as required in the Internal Quality Assurance System.</div> <div>2. Establish Research Input Guidelines to guide the achievement of targets required by the Internal Quality Assurance System, External Quality Assurance System, Strategic Plan, and the Vision and Mission</div>

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			innovations or findings.	of the University/Faculty /Graduate School.  3. Conduct evaluation, control, improvement, and follow-up actions based on evaluation results of the research input standard indicators.
			Research must offer a new and original contribution that has not previously existed, fill existing knowledge gaps, and introduce new innovations or findings.They	1. Establish a Research Input Standard Development Team as required in the Internal Quality Assurance System.



No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			must have adequate education and training to conduct the research.	2. Establish Research Input Guidelines to guide the achievement of targets required by the Internal Quality Assurance System, External Quality Assurance System, Strategic Plan, and the Vision and Mission of the University/Faculty /Graduate School.  3. Conduct evaluation, control, improvement, and
			Researchers must possess the necessary competencies related to the research methodology used. This includes a deep understanding of relevant techniques, tools, and procedures.	

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			<p>Researchers must comply with the applicable research code of ethics, including ethical treatment of research subjects, data integrity, and transparency in reporting research results.</p> <p>Research must be supported by adequate laboratory facilities, equipment, and materials. These facilities must meet the specific needs of the research conducted.</p>	follow-up actions based on evaluation results of the research input standard indicators.

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			Researchers must have sufficient access to scientific literature, databases, and other relevant information sources. This includes access to scientific journals, books, and digital resources.	
			Research must be supported by sufficient funding, sourced from the institution, government, or private sector. The funding must adequately cover all research needs.	
			Research funds must be managed transparently and accountably. Fund	

No	Types of Standart	Criteria	Standard Content Statement	Strategy for achieving standards
			management procedures must be clear and comply with applicable regulations to ensure the funds are not misused.	
			The research budget must be allocated according to the research needs and the approved work plan. Each budget item must be clearly detailed to ensure efficient and effective use of funds.	

### ***Strategies for Achieving IQAS Standard***

#### **1. Selection of relevant and innovative research topics**

The determination of research topics must be aligned with current needs and challenges within the scientific field. Regular seminars

and workshops can help researchers remain informed about recent developments, ensuring that research addresses knowledge gaps and offers new solutions.

## **2. Enhancement of researcher qualifications and competencies**

Researchers must participate in training, workshops, and certification programs to improve their qualifications and competencies. The institution should support access to these training opportunities and encourage active participation in conferences. Researcher competency evaluations are conducted periodically to ensure that the required expertise is met.

## **3. Provision of adequate facilities and infrastructure**

The institution must provide complete and technologically advanced laboratory facilities. Access to scientific literature and information sources must be improved by providing comprehensive databases. Researcher satisfaction is monitored through regular surveys, and necessary actions are taken in response to identified concerns.

## **4. Transparent and accountable financial management**

Research funding must be allocated based on a detailed work plan and managed transparently. Regular audits ensure that no irregularities occur. Financial management training for researchers helps support effective and efficient fund management.

## Standard Achievement Indicators in IQAS

Table 22 Achievement Indicators of Standard in IQAS: Research Inputs

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
Research topics must be relevant to developing scientific fields and aligned with societal needs. The research must provide solutions or new knowledge that contributes positively to the field.	The selected topics must correspond to current needs and challenges in the relevant field of science, reflect conservation characteristics, and align with scientific development.	Monev	At least 80% of proposed and approved research topics must relate to priority issues identified within the relevant field of study.
Research must offer a	Research must address existing	Monev	At least 70% of research

new and original contribution that has not previously existed, fill existing knowledge gaps, and introduce new innovations or findings.	knowledge gaps and offer new solutions that have not been previously studied.		conducted results in original and innovative findings.
Researchers involved in the research must possess academic qualifications relevant to the research field. They must have adequate education and training to conduct the research.	Involved researchers must have academic backgrounds and experience relevant to the research field.	monev	100% of researchers must hold appropriate academic degrees and have participated in training or workshops related to the research methodology used.
		Monev	

<p>Researchers must possess the necessary competencies related to the research methodology used. This includes a deep understanding of relevant techniques, tools, and procedures.</p>	<p>Involved researchers must have academic backgrounds and experience relevant to the research field.</p>		<p>100% of researchers must hold suitable academic qualifications and have attended training or workshops related to the research methodology used.</p>
<p>Researchers must comply with the applicable research code of ethics, including ethical treatment of research subjects, data integrity, and transparency in reporting</p>	<p>Researchers comply with applicable research ethics.</p>	<p>Monev Review of research processes and results,</p>	<p>Documentation</p>



research results.			
Research must be supported by adequate laboratory facilities, equipment, and materials. These must meet the specific needs of the research conducted.	Availability of well-equipped and technologically advanced research laboratories, research must be supported by laboratory facilities, equipment, and materials that correspond to research needs.	Monev	At least 90% of researchers report that the availability and adequacy of laboratory facilities support their research.
Researchers must have adequate access to scientific	Researchers must have adequate access to scientific literature, databases, and	Monev	At least 95% of researchers report having full

literature, databases, and other relevant information sources to support their research. This includes access to scientific journals, books, and digital materials.	relevant information sources.		access to the necessary information sources for their research.
Research must be supported by sufficient research funding, which may come from the institution, government, or private parties. The funding must adequately	Research must be supported by adequate funding from institutional, governmental, or private sources.	Monev	At least 85% of submitted research proposals receive adequate funding support.

cover all research needs.			
Research funds must be managed transparently and accountably. Financial management procedures must be clear and follow applicable regulations to prevent misuse of funds.	Funds must be managed transparently and accountably according to established procedures.	Monev	100% of research funds are reported and managed with full transparency and are audited regularly.
The research budget must be allocated according to research needs and the approved work plan. Each budget item must be clearly	Research budgets must be allocated in accordance with needs and the approved work plan.	Monev	At least 95% of researchers report that the allocated budget is aligned with the approved work plan

detailed to ensure efficient and effective use of funds.			and adequate for research needs.
Researchers must comply with the applicable research code of ethics, including ethical treatment of research subjects, data integrity, and transparency in reporting research results.	Preparation of research ethics documents	Monev	Documentation

***Parties Involved in the Fulfillment of Standards in IQAS***

1. Rector
2. Vice Rector for Research, Innovation, Information Systems, and the Head of the Institute for Research and Community Service (IRCS) and Institutional Affairs
3. Dean
4. Vice Dean for Academic and Institutional Affairs

5. Vice Dean for Student Affairs and Alumni
6. Director of the Postgraduate School
7. Deputy Director of the Postgraduate School
8. Quality Assurance Office (QAO)
9. Institute for Research and Community Service (IRCS)
10. Quality Assurance Task Force
11. Head of Study Program

### ***Related Document***

1. Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 53 of 2023 concerning Higher Education Quality Assurance
2. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (INQF)
3. Graduate Competency Standard Document
4. Curriculum Document
5. Semester Learning Plan (LESSON PLAN) Document
6. University Academic Guidelines
7. Standard Operating Procedures (SOP) of Faculties/Departments/Study Programs
8. Research and Community Service Guidelines

### ***References***

- 1) Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education Quality Assurance

- 2) Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (INQF)
- 3) Research and Community Service Guidelines of the current year
- 4) Strategic Plan of Universitas Negeri Semarang as a Legal Entity Higher Education Institution 2023–2028
- 5) Guidelines for the Implementation of the Internal Quality Assurance System

## **CHAPTER III**

### **COMMUNITY SERVICE STANDARDS**

#### **A. Community Service Outcome Standards**

##### ***Vision and Mission of the University***

##### **Vision**

To become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

##### **Mission**

UNNES has a mission:

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

##### **UNNES has a goals:**

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristics;
3. Produce and disseminate scientific and technological works of world reputed conservation perspective;

4. Realizing effective, creative, and productive educational and governance institutions; and
5. Realizing institutional cooperation in supporting educational and institutional excellence.

### ***Glossary***

Community Service is the application of science, technology, and the arts conducted institutionally by lecturers and students through scientific methodologies for the direct benefit of society. It represents a fundamental responsibility of higher education institutions in fostering community potential, thereby accelerating the attainment of national development goals and operationalizing the institution's vision and mission.

Community Service Outcome refers to measurable and tangible results that can be directly observed and felt from the Community Service activities conducted. These outcomes may take the form of products, services, behavioral changes, or enhancements in community capacity. Community Service Outcome Standards represent the minimum criteria concerning the quality, relevance, and usefulness of Community Service outcomes.

Community Service outcomes in higher education are directed toward developing science and technology, as well as improving community welfare and national competitiveness.

Community Service outcome includes all outcomes produced through activities that comply with scientific principles and methods in applying science and technology in accordance with academic autonomy and academic culture.



Community Service outcomes must meet the requirements of graduate learning outcomes and the regulatory provisions within higher education institutions.

Community Service outcomes intended for public or national interest must be disseminated through seminars, publications, patents, and/or other methods that allow the results of Community Service to be communicated to society.

### ***Standards rationale in IQAS***

In order to realize the vision, mission, and objectives of UNNES, and to implement higher education programs that are accountable with assured quality, professional, and competitive, it is necessary to implement the community service mandate that supports higher education programs, as mandated by the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education. Consequently, UNNES develops, establishes, and enforces community service standards that function as a formal reference for lecturers and students, while simultaneously serving as a guideline for the standards of inputs, processes, and outcomes within Community Service initiatives.

The expected outcomes of Community Service include the enhancement of lecturers' academic quality, demonstrated through scientific publications, commercially viable innovations, intellectual property rights, improved learning processes, and other relevant accomplishments. As a form of standardization of Community Service results, the Institute for Research and Community Service (IRCS) establishes a Community Service Outcome Standard as a reference to ensure the quality of Community Service implementation carried out by the academic community of UNNES.

## Statement of Content of the Standard

Table 23 Statement of Content of the Standards: Community Service outcome

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
Standard Outcome of Community Service	Quality, relevance, and usefulness of Community Service outcomes	<p>The Rector establishes the expected outcome achievements of Community Service that can be utilized to enhance quality assurance at the university and study program levels, in accordance with the Key Performance Indicators (KPI) and Additional Performance Indicators (API) in the Strategic Plan (Renstra).</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of the</p>	<p>Establishment of a Standard Development Team for Community Service outcomes as required in the Internal Quality Assurance System.</p> <p>Establishment of Guidelines for Community Service outcomes to guide the achievement of targets required by the Internal Quality Assurance System, External Quality Assurance</p>

<b>Types of Standard</b>	<b>Criteria</b>	<b>Statement of Content of the Standard</b>	<b>Strategy for achieving standards</b>
		<p>Institute for Research and Community Service (IRCS) ensure that Community Service outcomes are relevant to the vision and mission of the university to strengthen the competitiveness of the university/faculty/study program.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service outcomes are adopted/used by the community in solving</p>	<p>System (EQAS), Strategic Plan (Renstra), and the Vision and Mission of the University/Faculty/Graduate School.</p> <p>Implementation of evaluation, control, and improvement along with follow-up measures on the evaluation results of Community Service outcome achievements.</p>

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		<p>problems and improving welfare.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service outcomes are published by lecturers in journals accredited at a minimum national level as part of the required outcomes.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service outcomes are</p>	

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		<p>integrated into learning by Permanent Lecture of the Study Program (PLSP), meeting the following aspects:</p> <p>(1) the Community Service outcomes are relevant to the course;</p> <p>(2) the Community Service outcomes become part of the course material;</p> <p>(3) integration is supported with evidence, such as presentation materials, handouts, or modules.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS</p>	

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		<p>ensure that lecturers produce solutions to the problems faced by the assisted community by utilizing relevant expertise in every Community Service activity.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that lecturers apply science and technology to improve community welfare in every Community Service activity carried out.</p> <p>The Vice Rector for Research, Innovation, and</p>	

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		<p>Information Systems and the Head of IRCS ensure that lecturers produce scientific and technological development materials to empower and improve the quality of life of the community through every Community Service activity.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that lecturers apply community service results required by the beneficiary community in each activity by implementing</p>	

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		<p>problem-solving models, social engineering, and/or policy recommendations that can be directly applied by the community, businesses, industry, and/or government.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS conduct evaluation and follow-up of Community Service with the following provisions:</p> <p>Evaluation: (1) is carried out on Community Service elements by at</p>	



Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		<p>minimum identifying strengths and weaknesses, (2) is conducted based on specific quantitative/qualitative parameters, (3) is carried out comprehensively based on real conditions using appropriate methods, and (4) is fully documented with valid supporting evidence.</p> <p>Follow-Up Actions:  (1) are based on evaluation results,  (2) are formulated to be specific, measurable, realistic, and time-bound, (3) are monitored to ensure actual implementation, and</p>	

Types of Standard	Criteria	Statement of Content of the Standard	Strategy for achieving standards
		(4) are supported by complete and valid evidence of actions taken.	

### ***Strategies for Achieving IQAS Standards***

The Rector establishes a committee responsible for formulating the research outcome standards required in the Internal Quality Assurance System.

1. The Rector, through the Quality Assurance Office (QAO), stipulates the guidelines for research outcomes to serve as a reference in achieving the targets mandated by IQAS, External Quality Assurance System (EQAS), the Strategic Plan (Renstra), and the vision and mission of the University/Faculty/Graduate School.
2. The Vice Rector for Research, Innovation, and Information Systems, together with the Institute for Research and Community Service (IRCS), conducts evaluation, control, and improvement activities, as well as follow-up actions based on the evaluation results of research outcome achievements.
3. Deans, the Director of the Graduate School, and Study Program Coordinators ensure the availability of research outcome standard documents and must conduct monitoring of the research outcome achievements.

4. The Quality Assurance Center conducts monitoring of the implementation of research outcome standards.
5. Study Program Coordinators and the Head of the Research Team conduct evaluation of research outcome achievements.

### **Standard Achievement Indicators in IQAS**

*Table 24 Indicators of Standard Achievement in IQAS: Community Services*

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Rector stipulates the Community Service outcome standards that can be used to enhance the quality assurance of the university and study programs in accordance with the Key Performance Indicators (KPI) and Additional Performance Indicators (API) stated in the Strategic Plan (Renstra).	Availability of Community Service outcome standards listed in KPI and API through a Rector's Decree (SK Rektor)	Performance Agreement Evaluation of SPMU/Graduate School	Minimum 90% of the required KPI and API are fulfilled
The Vice Rector for Research, Innovation, and Information	The existence of guidelines on outputs	Achievement Report Evaluation	At least 90% of what is required in

Systems, with the Head of IRCS, ensures that the outcomes of Community Service programs align with the institution's vision and mission, thereby enhancing the competitiveness of the university, faculty, and study programs.	and achievement s of the Tri Dharma PT as stipulated by the Rector.	Tridharma PT	the Strategic Plan
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service outcomes are adopted/used by the community to solve problems or improve welfare.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service outcomes are published by lecturers			

in journals, at minimum nationally accredited journals, as fulfillment of required outcomes.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service outcomes are integrated into teaching by DTPS, fulfilling the following aspects: (1) outcomes are relevant to the course; (2) outcomes become part of course material; (3) integration is supported by evidence such as presentation materials, handouts, or modules.	Availability of Community Service outcome references in the LESSON PLAN of the courses taught	Lecturer Evaluation	>75% of DTPS LESSON PLAN integrates Community Service outcomes into teaching
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that	Review of the processes, achievement s, and outputs of	Monev	Community Service review results

lecturers produce solutions to problems faced by assisted communities by utilizing relevant expertise in each Community Service activity.	the Community Service Program		
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that lecturers apply science and technology to improve community welfare in each community service activity conducted.	Review of the processes, achievements, and outputs of the Community Service Program	Monev	Community Service review results
The Vice Rector for Research, Innovation, and Information Systems, along with the Head of IRCS, ensures that lecturers produce materials that promote scientific and technological development to empower and improve	Review of the processes, achievements, and outputs of the Community Service Program	Monev	Community Service review results

the quality of life in each society's service activity.			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that lecturers apply the Community Service outcomes needed by users in each activity by implementing problem-solving models, social engineering, and/or policy recommendations that can be directly applied by the community, industry, business sector, and/or government.	Review of the processes, achievements, and outputs of the Community Service Program	Monev	Community Service review results
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS conduct evaluation and follow-up on Community	Review of the processes, achievements, and outputs of the Community	Monev	Community service review results

<p>Service with the following provisions: Evaluation (1) is carried out on Community Service elements by identifying at least strengths and weaknesses, (2) is carried out based on certain quantitative/qualitative parameters, (3) is conducted comprehensively based on real conditions using appropriate methods, (4) is documented completely and validly. Follow-up (1) is based on evaluation results, (2) is formulated specifically, measurably, realistically, and time-bound, (3) is monitored to ensure implementation is carried out, and (4) is</p>	<p>Service Program</p>		
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supported by complete and valid evidence.			
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***Parties involved in the Fulfillment of Standards in IQAS***

1. Rector
2. Vice Rector for Academic and Institutional Affairs
3. Dean
4. Vice Dean for Academic and Institutional Affairs
5. Vice Dean for Student Affairs and Alumni
6. Director of Graduate School Programs
7. Vice Director of Graduate School Programs
8. Quality Assurance Office (QAO)
9. IRCS
10. Quality Assurance Group
11. Program Coordinator

***Related documents***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Graduate competency standard document
4. Curriculum document
5. LESSON PLAN document

6. University education guidelines
7. Faculty/department/study program SOP
8. Research and community service guidelines

### ***References***

1. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning quality assurance in higher education
2. Presidential Regulation No. 8 of 2012 concerning the Indonesian national qualification framework
3. Research and Community Service Guidelines for 2025
4. Strategic Plan for Legal Entity Higher Education Institution UNNES 2023-2028
5. Guidelines for the Implementation of the Internal Quality Assurance System (IQAS)

## **B. Community Service Process Standard**

### ***Vision and mission of the University***

#### **Vision**

To become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

#### **Mission**

UNNES has a missions:

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;

3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation

**UNNES has a goals:**

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristics;
3. Produce and disseminate scientific and technological works of world reputed conservation perspective;
4. Realizing effective, creative, and productive educational and governance institutions; and
5. Realizing institutional cooperation in supporting educational and institutional excellence.

**Glossary**

1. Community Service is the application of science, technology, and the arts conducted institutionally by lecturers and students through scientific methodologies for the direct benefit of society. It represents a fundamental responsibility of higher education institutions in fostering community potential, thereby accelerating the attainment of national development goals and operationalizing the institution's vision and mission.

2. Community Service Process Standards are the minimum criteria for Community Service activities, which include planning, implementation, assessment, supervision, and control of the activities.

### **Standard Rationale in IQAS**

In order to realize the vision, mission, and objectives of UNNES, and to implement higher education programs that are accountable with assured quality, professional, and competitive, it is necessary to implement the community service mandate that supports higher education programs, as mandated by the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education. Consequently, UNNES develops, establishes, and enforces community service standards that function as a formal reference for lecturers and students, while simultaneously serving as a guideline for the standards of inputs, processes, and outcomes within Community Service initiatives.

### **Statement of Content of the Standard**

*Table 25 Statement of Content of the Standard: Community Service*

<b>No</b>	<b>Types of Standart</b>	<b>Criteria</b>	<b>Statement of Content of the Standard</b>	<b>Strategy for achieving standards</b>
1	Commun ity Service Process		The Vice Rector for Research, Innovation, and Information Systems and the	1. Establish a Community Service Process Standard

No	Types of Standart	Criteria	Statement of Content of the Standard	Strategy for achieving standards
	Standar d		<p>Head of IRCS ensure that the Community Service process is relevant to the vision and mission in order to enhance the competitiveness of the university, faculty, or study program.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS establish provisions regarding collaboration in Community Service.</p>	<p>Preparation Team as required in the Internal Quality Assurance System (IQAS).</p> <p>2. Develop Community Service Process Guidelines to guide the achievement t of targets required by IQAS, the External Quality Assurance System (EQAS), the Strategic Plan (Renstra), and the</p>

No	Types of Standart	Criteria	Statement of Content of the Standard	Strategy for achieving standards
			<p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that the Community Service process is carried out by lecturers, lecturers together with students, and/or students under lecturer supervision.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service conducted by students, for the purpose of</p>	<p>vision and mission of the University, Faculty, or Graduate Program. Conduct evaluation, control, and improvement, including follow-up actions based on the evaluation results of Community Service processes.</p>

No	Types of Standart	Criteria	Statement of Content of the Standard	Strategy for achieving standards
			<p>obtaining recognition for semester credit units, is carried out under lecturers who meet the requirements as Community Service supervisors.</p> <p>The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS establish requirements for the dissemination of community service results and provisions regarding authorship.</p>	

### ***Strategies for Achieving IQAS Standards***

1. The Head of IRCS prepares the materials for the determination of the Community Service process standard.
2. The Rector establishes the Community Service process standard.
3. The Head of IRCS conducts socialization of the Community Service process standard.
4. The Dean and the Director of the Graduate Program ensure that the Community Service process standard documents are available and monitor the achievement of the Community Service process.
5. The Quality Assurance Unit monitors the implementation of the Community Service process standard.
6. The Community Service team evaluates the Community Service process.
7. The results of the Community Service process are then reported to the Dean, Director of the Graduate Program, or Head of IRCS through the SIPP System.

### ***Standard Achievement Indicators in IQAS.***

*Table 26 Achievement indicators of Standard in IQAS: Community Service*

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
<b>Determination</b>			
The Rector, Vice Rector for Research,	The availability of a code of ethics for the	The process	The process



<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
Innovation & Information Systems and the Head of IRCS establish the code of ethics for Community Service in accordance with statutory regulations	implementation of Community Service that is manifested in the Community Service guidelines that have been established	of implementing Community Service is in accordance with the established community Service guidelines	of implementing Community Service has been in accordance with the determined community Service guidelines' flow
The Rector, Vice Rector for Research, Innovation & Information Systems and the Head of IRCS establish the management and ownership of	The availability of procedures for the management and ownership of intellectual property rights	The process of management and ownership of intellectual	The process of management and ownership of intellectual

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
intellectual property rights		property rights	property rights
Intellectual based on the regulations	Intellectual based on the regulations	Intellectual property rights is carried out in accordance with statutory regulations	Intellectual property rights is carried out in accordance with statutory regulations
Statutory regulations	Statutory regulations as implemented in the established Community Service guidelines	Established statutory regulations and community service guidelines	Established statutory regulations and community service guidelines
<b>Implementation</b>			

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that the Community Service process is relevant to the vision and mission to improve the competitiveness of the university/faculty/study program.	The Community Service process is relevant to the vision and mission to improve the competitiveness of the university/faculty/study program	Monitoring the implementation of Community Service	The implementation of Community Service is in accordance with the flow contained in the established community Service guidelines
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS establish provisions in Community	The existence of guidelines for the implementation of Community Service collaboration established by IRCS	Monitoring the implementation of collaboration in Community Service	The implementation of collaboration in Community Service is in

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
Service collaboration			accordance with the flow contained in the established community Service guidelines
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that the Community Service process is carried out by lecturers, lecturers with students and/or students under the guidance of lecturers	The Community Service process is carried out by lecturers, lecturers with students and/or students under the guidance of lecturers	Monitoring the Community Service process carried out by lecturers, lecturers with students and/or students under the	The implementation of the Community Service process has been carried out by lecturers, lecturers with students

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
		guidance of lecturers	and/or students under the guidance of lecturers
<b>Assessment</b>			
The Vice Rector for Research, Innovation, and Information Systems and the Head of IRCS ensure that Community Service carried out by students with lecturer guidance in order to obtain semester credit recognition is carried out under the guidance of lecturers who meet the requirements as	The procedural framework for the implementation of community engagement activities carried out by students	Monitoring the Community Service process carried out by lecturers, lecturers with students and/or students under the guidance of lecturer	The implementation of the Community Service process has been carried out by lecturers, lecturers with students and/or students under the guidance

<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
Community Service supervisors.			of lecturers
The guidance provided by lecturers to obtain the recognition of semester credit units is conducted under the supervision of lecturers who meet the qualifications to serve as supervisors for community service activities.	The academic supervision conducted to obtain the recognition of semester credit units is carried out under the guidance of lecturers who meet the qualifications as supervisors of community service activities.	The academic supervision undertaken to obtain the recognition of semester credit units is conducted under the guidance of lecturers who meet the qualifications to	The academic supervision undertaken to obtain the recognition of semester credit units has been conducted under the guidance of lecturers who meet the qualifications as

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
		serve as supervisors for community service activities.	supervisors of community service programs .
<b>Supervision</b>			
The Vice Rector for Research, Innovation, and Information Systems, together with the Chair of the IRCS, establishes the requirements for the dissemination of community service outcomes and the provisions for authorship.	The availability of requirements for the dissemination of community service outcomes and authorship provisions is manifested in the officially established guidelines for community service implementation.	The process of disseminating the results of community service activities and the provisions for authorship are carried out in accordance with	The process of disseminating the outcomes of community service activities and the provisions for authorship have been conducted in

Statement of Content Standards in Research Outcome Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
		the established guidelines for community service implementation.	accordance with the established guidelines for community service implementation.
<b>Control</b>			
Rektor melakukan pengendalian isi pkm sesuai dengan roadmap.  Wakil rector Bidang Riset, Inovasi & Sistem Informasi melakukan pengendalian isi pkm sesuai dengan ruang lingkup dan		FGD	Dokumen



<b>Statement of Content Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
penetapan anggaran yang diberikan.			

### ***Parties Involved in the Fulfillment of Standards in IQAS***

1. Rector
2. Vice Rector III for Research, Innovation, and Information Systems
3. Director of the Graduate School
4. Quality Assurance Office (QAO)
5. Institute for Research and Community Service (IRCS)
6. Quality Assurance Cluster
7. Dean
8. Vice Dean for Business, Research, and Cooperation Affairs
9. Study Program Coordinator

### ***Related Documents***

1. Ministry of Education, Culture, Research, and Technology Regulation (Permendikbudristek) No. 53 of 2023 on Higher Education Quality Assurance
2. Presidential Regulation (Perpres) No. 8 of 2012 on the Indonesian National Qualification Framework (INQF).

3. Research and Community Service Guidelines for 2023 issued by the Ministry of Education, Culture, Research, and Technology
4. Strategic Plan (Renstra), Operational Plan (Renop), and Annual Work Plan (RKT) of IRCS UNNES.
5. Outcome Standards, Process Standards, Input Standards, Research Standards, Community Service Standards, and Standards Exceeding the National Higher Education Standards (NS-HE).
6. Monitoring and Evaluation Documents on the Implementation of Research and Community Service Activities by IRCS UNNES

### ***References***

- 1) Law of the Republic of Indonesia No. 12 of 2012 on Higher Education
- 2) Ministry of Education, Culture, Research, and Technology Regulation (Permendikbudristek) No. 53 of 2023 on Higher Education Quality Assurance
- 3) Presidential Regulation (Perpres) No. 8 of 2012 on the Indonesian National Qualification Framework (INQF)
- 4) UNNES Strategic Plan for 2023–2028 as a Legal Entity Higher Education Institution
- 5) Rector's Regulations related to Outcome Standards, Process Standards, Input Standards, Research Standards, Community Service Standards, and Standards Exceeding NS-HE
- 6) Research and Community Service Guidelines of IRCS UNNES.

## **C. Community Service Input Standards**

### ***Vision and Mission of the University***

#### **Vision**

To Become a World-class Reputable University, Pioneer of Excellence in Education with Conservation Perspective.

#### **Mission**

UNNES has a mission:

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

#### **UNNES has a goal:**

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristics;
3. Produce and disseminate scientific and technological works of world reputed conservation perspective;
4. Realizing effective, creative, and productive educational and governance institutions; and

5. Realizing institutional cooperation in supporting educational and institutional excellence.

### ***Glossary***

1. Community Service is the application of science, technology, and arts carried out by lecturers/students institutionally through scientific methodologies directly to the community as the responsibility of higher education institutions in an effort to develop community potential, thereby accelerating the achievement of national development goals, as well as implementing the vision and mission of the higher education institution.
2. Community Service Input Standards are the minimum criteria regarding access to facilities, infrastructure, funding, lecturer assignment, and the use of information and communication technology based on the university's mission.
3. Standards of Facilities and Infrastructure for Community Service are the minimum criteria regarding the facilities and infrastructure required to implement the Community Service process in order to meet Community Service outcomes.
4. Standards of Community Service Funding are the minimum criteria for Community Service funding sources and mechanisms.
5. Standards of the Use of Information and Communication Technology are the minimum criteria for the use of information and communication technology, including the availability of an integrated ICT system within the SIPP System.

### **Standard Rationale in IQAS**

In order to realize the vision, mission, and objectives of UNNES, and to implement higher education programs that are accountable with assured quality, professional, and competitive, it is necessary to implement the Community Service mandate that supports higher education programs, as mandated by the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education. Therefore, UNNES designs, formulates, prepares, and implements community service standards that serve as a reference for lecturers and students, as well as a guideline for the outcome, process, and input standards of Community Service.

### **Statement of Content of the Standard**

*Table 27 Statement of the Content Standards: Community Services*

<b>Types of Standart</b>	<b>Criteria</b>	<b>Statement of the Content of Standard</b>	<b>Strategy for achieving standards</b>
Commun ity Service Input Standar d	access to institutio nal facilities, infrastruc ture, funding schemes, lecturer deploym ent, and	The Rector, Vice Rector for General Planning, Human Resources, Finance, and the Head of IRCS ensure adequate access to	1. The Rector, Vice Rector for General Planning, Human Resources, Finance and the Head of IRCS ensure the provision of adequate access to facilities and infrastructure.  2. The Vice Rector for General Planning, Human Resources, and

Types of Standart	Criteria	Statement of the Content of Standard	Strategy for achieving standards
	the utilization of information and communication technology	facilities, infrastructure, and funding for Community Service.	<p>Finance plans the procurement and maintenance of equipment based on priority scale to meet Community Service needs.</p> <p>3. Optimization of laboratory utilization through relevant Community Service activities;</p> <p>4. Implementation of internal monitoring and evaluation (monev) of programs to improve the quality and quantity of facilities and infrastructure for Community Service, and conducting audits at the end of the program both internally and externally.</p>
		The Rector, Vice Rector for	1. The Rector determines the UNNES Integrated

Types of Standart	Criteria	Statement of the Content of Standard	Strategy for achieving standards
		General Planning, Human Resources, Finance, and the Head of IRCS ensure access to funding for Community Service activities.	<p>Activity and Budget Plan (IABP), involving all levels of higher education management from top to bottom (collegial participative).</p> <ol style="list-style-type: none"> <li>2. The Rector sets the Community Service budget plan.</li> <li>3. The Rector through the Head of IRCS conducts Community Service offering.</li> <li>4. The Rector through the Head of IRCS conducts selection of Community Service proposals.</li> <li>5. The Rector through the Head of Community Service conducts Community Service contract agreement with lecturers whose proposals are accepted.</li> <li>6. The Rector through the Internal Supervisory</li> </ol>

Types of Standart	Criteria	Statement of the Content of Standard	Strategy for achieving standards
			<p>Unit (SPI) conducts an internal audit of Community Service fund absorption.</p> <p>7. The Rector through appointed external auditors conducts external audit of Community Service fund absorption.</p> <p>8. The Rector through the Head of IRCS conducts monitoring of Community Service implementation</p> <p>9. The Rector through the Head of IRSC conducts analysis of Community Service fund absorption.</p> <p>10. The Rector through the Head of IRCS/Faculty/Postgraduate/Lecturers seeks Community Service collaboration partners.</p>



Types of Standart	Criteria	Statement of the Content of Standard	Strategy for achieving standards
			11. The Rector through the Head of IRCS/Faculty/Postgraduate/Lecturers seeks Community Service funding from collaboration partners.
		The Rector, Vice Rector for General Planning, Human Resources, Finance, and the Head of IRCS ensure the assignment and improvement of lecturer competence in conducting Community Service in accordance with the workload assigned by the university.	<ol style="list-style-type: none"> <li>1. The Rector establishes Community Service implementation standards.</li> <li>2. The Rector appoints the Head of IRCS UNNES to socialize the Community Service input standards for lecturers within UNNES periodically.</li> <li>3. The Head of IRCS UNNES conducts socialization of the Community Service input standards for lecturers within UNNES periodically.</li> </ol>

<b>Types of Standart</b>	<b>Criteria</b>	<b>Statement of the Content of Standard</b>	<b>Strategy for achieving standards</b>
			<p>4. The Rector issues a Rector's Decree (SK) on Community Service implementers.</p> <p>5. The Head of IRCS UNNES conducts monitoring and evaluation (monev) of the Community Service implementation process.</p>
		The Rector, Vice Rector for General Planning, Human Resources, Finance, and the Head of IRCS ensure the application of a reliable information and communication technology-based system to document,	<p>1. The Rector, Vice Rector for General Planning, Human Resources, Finance, and the Head of IRCS ensure the use of information and communication technology.</p> <p>2. The Rector, Vice Rector for General Planning, Human Resources, Finance, and the Head of IRCS ensure the availability of an integrated ICT system in</p>

Types of Standart	Criteria	Statement of the Content of Standard	Strategy for achieving standards
		evaluate, report, and disseminate society service processes and results.	the Research and Community Service Information System (SIPP).

### ***Strategies for Achieving Standards in IQAS***

1. The Head of IRCS prepares and develops the Community Service strategic plan and the Community Service guideline book by involving stakeholders and community service partners, which is then approved by the Rector.
2. Dissemination of the Community Service strategic plan and the Community Service guideline book, as well as the offering of Community Service activities, is carried out through official circulars down to the study program level and online in accordance with the predetermined schedule.
3. IRCS facilitates the planning, implementation, monitoring, and reporting of Community Service activities.
4. The Head of IRCS appoints a special staff member for Community Service management based on information technology.
5. The Head of IRCS determines the requirements and criteria for reviewers in the proposal submission, proposal seminar, and Community Service final report seminar stages.

6. IRCS conducts periodic training activities for Community Service implementers.
7. IRCS provides facilities to establish collaborations between Community Service implementers and partners.
8. IRCS must always be responsive in receiving input and suggestions from lecturers and users.
9. The Quality Assurance Center is required to monitor the implementation of Community Service and provide recommendations for Community Service development.
10. IRCS encourages the formation of Community Service implementation teams both at the study program level and across study programs.

### ***Standards Achievement Indicators in IQAS***

*Table 28 Standards Achievement Indicators in IQAS*

<b>Statement of Content of Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Rector, the Vice Rector for General Planning, Human Resources, and Finance, and the Head of IRCS ensure the	Provision of adequate access to institutional facilities, infrastructure, and funding to support	Monev	Document

<b>Statement of Content of Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
provision of adequate access to facilities, infrastructure, and Community Service funding.	Community Service activities		
The Rector, the Vice Rector for General Planning, Human Resources, and Finance, and the Head of IRCS ensure the assignment and improvement of lecturers' competencies in implementing Community Service in accordance with the workload assigned by the university.	Assignment and improvement of lecturers' competencies in implementing Community Service	Monev	Document

<b>Statement of Content of Standards in Research Outcome Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Rector, the Vice Rector for General Planning, Human Resources, and Finance, and the Head of IRCS ensure the implementation of a reliable information and communication technology-based system to document, evaluate, report, and disseminate the Community Service processes and results.	The utilization of a reliable, information and communication technology based system to document, evaluate, report, and disseminate the processes and outcomes of Community Service activities.	Monev	The website <a href="http://sipp.unnes.ac.id">sipp.unnes.ac.id</a> is used to document, evaluate, report, and verify the outcomes of Community Service.

***Parties Involved in Fulfillment of Standards in IQAS***

1. The Rector.

2. The Vice Rector III for Research, Innovation & Information Systems
3. The Director of the Postgraduate School.
4. The Quality Assurance Office (QAO).
5. IRCS.
6. The Quality Assurance Unit.
7. The Dean.
8. The Vice Dean for Business, Research, and Collaboration.
9. The Study Program Coordinator.

#### ***Related Documents***

1. Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education.
2. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework.
3. The 2023 Research and Community Service Guidelines issued by the Ministry of Education, Culture, Research, and Technology.
4. The Strategic Plan (Renstra), Operational Plan (Renop), and IRCS UNNES Work Plan (RKT).
5. Outcome Standards, Process Standards, Input Standards, Research Standards, Community Service Standards, and Standards exceeding SN DIKTI.
6. Monitoring and Evaluation Documents for the Implementation of Research and Community Service Activities of IRCS UNNES.

### ***References***

- 1) Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
- 2) Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education.
- 3) Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework.
- 4) Strategic Plan of UNNES as a Legal Entity State University for 2023–2028.
- 5) Rector's Regulations related to outcome standards, process standards, input standards, research standards, community service standards, and standards exceeding NS HE.
- 6) Research and Community Service Guidelines of IRCS UNNES.



## **CHAPTER IV**

### **NON-NS-HE DERIVATIVE STANDARDS**

#### **A. Identity Standards (Vision, Mission, and Objectives)**

##### ***Definition and Scope***

Identity Standards refer to the elements that provide a distinctive identity of a higher education institution, which serve as a reference in the implementation of the Tridharma consisting of education, research, and community service. Identity is the characteristic attached to Universitas Negeri Semarang, consisting of the vision, mission, and objectives that form the foundation and direction of educational implementation.

##### ***Rationale***

Identity standards are required to provide direction and serve as the foundation for the implementation of education, research, and community service at Universitas Negeri Semarang. As the direction and foundation for implementing education, research, and community service at Universitas Negeri Semarang, identity standards need to be translated into every activity starting from planning, implementation, and control, to the evaluation of the business processes of Universitas Negeri Semarang.

## Standard Content

Table 29 Standard of Content: Identity

Statement of Content Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
The university's vision must demonstrate clarity, realism, and linkage between the vision, mission, goals, and objectives (VMGO), measured within a specific period of time.	There must be documents/evidence of clearly formulated vision, mission, goals, and objectives that are highly realistic, interconnected with one another, and prepared with the involvement of lecturers, students, education staff, alumni, and society.	The University Senate establishes the long-term vision, mission, and goals of UNNES.	1.UNNES Vision, Mission, and Goals Document 2. Uploaded on the university website
The university must establish milestone achievements as the elaboration or	There must be documents containing: (1) a formulation of phased goals to be achieved	1.The UNNES Senate elaborates the VMGO in the UNNES Master	UNNES/Faculty/Graduate School Master Development Plan and

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
implementation of the strategic plan, along with mechanisms for monitoring its achievement.	<p>within a specific timeframe,</p> <p>(2) milestone achievements for each leadership period at the University/Faculty/Graduate School level, and</p> <p>(3) a monitoring mechanism and corrective actions to ensure the implementation of each stage of goal achievement.</p>	<p>Development Plan.</p> <p>2.The elected Rector elaborates the Master Development Plan into a Strategic Plan valid for one rectoral term.</p>	Strategic Plan Documents
The university must conduct systematic and continuous dissemination of the vision and mission to stakeholders.	a) There is evidence of systematic and continuous dissemination to all internal and external stakeholder	Conduct dissemination activities at the university/faculty/graduate school level.	Well-documented evidence of UNNES/Faculty/Graduate School Vision and Mission dissemination

Statement of Content Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	<p>s.</p> <p>b) Documentar y evidence of disseminati on (included in UNNES profile, vision and mission displayed in strategic areas around the campus, invitations for disseminati on activities, attendance lists).</p>		
The university and its managed work units must	There must be evidence of a strategy and clear stages to achieve	Preparation of SOP regarding VMGO.	VMGO Quality Procedure Document

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
have strategies developed to achieve the VMGO.	the VMGO through establishing quality policies, measuring achievements within a clear timeframe, and documenting them.	Achievement Target:	

### ***Strategies***

1. The University Senate establishes the long-term vision, mission, and goals of UNNES.
2. The UNNES Senate establishes the UNNES logo and the procedures for its use within the UNNES environment.
3. The UNNES Senate sets regulations for the use of the UNNES stamp and logo in official administrative procedures both within and outside the university.
4. The UNNES Senate elaborates the Vision, Mission, and Goals of UNNES into the UNNES Master Development Plan, which includes academic and non-academic development along with a clear timeline.
5. The elected Rector elaborates the Master Development Plan into a Strategic Plan applicable for one rectoral term.
6. The UNNES Senate monitors the achievements of the UNNES

Master Development Plan carried out by the Rector annually through the Rector's annual report.

7. The Faculty Senate establishes the Vision, Mission, and Goals to realize the UNNES Vision and Mission.
8. The Faculty Senate elaborates the UNNES Vision, Mission, and Goals into the Faculty Master Development Plan, which includes academic and non-academic development along with a clear timeframe.
9. The elected Dean elaborates the Faculty Master Development Plan into a Strategic Plan applicable for one dean's term of office.
10. The Faculty Senate monitors the achievements of the Faculty Master Development Plan carried out by the Dean annually through the Dean's annual report.

#### ***Parties Involved***

1. UNNES Senate
2. UNNES Rector
3. Faculty Deans
4. Director of the Graduate School
5. Faculty Senate

#### ***Related Units***

1. Rectorate
2. Dean's Office
3. Institutes
4. Directorates
5. Study Programs

**B. Standard of Governance, Leadership, Management System, Quality Assurance, and Partnership**

***Definition and Scope***

- a) Governance refers to the value system adopted within the institution or study program, organizational structure, decision-making systems and resource allocation, patterns of authority and levels of accountability, relationships among work units within the institution, including governance of business activities and the wider community outside the academic environment.
- b) IQAS (Internal Quality Assurance System) is a systemic activity of internal quality assurance carried out autonomously by each higher education institution to control and enhance the implementation of higher education in a planned and sustainable manner.
- c) EQAS (External Quality Assurance System) or accreditation, as part of the Higher Education Quality Assurance System (HE-QAS), is an assessment activity conducted to determine the eligibility of study programs and higher education institutions. Accreditation of study programs assesses their feasibility, while accreditation of higher education institutions assesses institutional feasibility. EQAS or accreditation is carried out through the evaluation of the outcomes of IQAS implementation by the university to determine the accreditation status and ranking of study programs and/or higher education institutions. Domestic EQAS assessments are conducted by NAB-HE and/or IAI, while international accreditation is granted by international accreditation agency (e.g., ASIIN, AQUIN).
- d) University partnerships refer to agreements between Indonesian higher education institutions and other universities, industries, or other parties, either domestic or international.
- e) Academic cooperation includes:

- (i) education, research, and community service;
- (ii) twinning programs;
- (iii) credit transfer and/or acquisition;
- (iv) assignment of senior lecturers to mentor developing universities;
- (v) lecturer and/or student exchange;
- (vi) shared use of various resources;
- (vii) internships;
- (viii) joint publication of scientific journals;
- (ix) joint seminars; and/or
- (x) other necessary forms of academic cooperation.

f) Non-academic cooperation includes:

- (i) utilization of assets;
- (ii) fundraising;
- (iii) services and royalties of intellectual property rights; and/or
- (iv) other necessary forms.

g) Memorandum of Understanding (MoU) is a cooperation charter document that includes, among others, institutional identity data of all parties involved, key principles forming the basis of the cooperation, and the types of cooperative activities agreed upon.

h) Memorandum of Agreement (MoA) is a cooperation document that contains detailed descriptions of the specific cooperative activities, including implementation timelines, financial arrangements (costs), and profit-sharing mechanisms, if any.

### ***Quality Objectives***

- a) The vision, mission, goals, and strategies of Universitas Negeri Semarang (UNNES) must be realized. UNNES' strategic objectives are



aligned with the strategic objectives of faculties, graduate schools, study programs, bureaus, institutes, and technical implementation units. The strategic objectives of UNNES are achieved through measurable annual quality targets within a predetermined timeframe. Achievement of these targets is carried out through planned activity programs and annual financing allocations. Implementation of quality target fulfillment requires a governance system related to institutional structure, instruments, supporting facilities, policies and regulations, and a code of ethics implemented effectively, monitored, and evaluated through clear policies and procedures. A good organizational and governance system (good governance) reflects the credibility, transparency, accountability, responsibility, and fairness of a higher education institution.

- b) The effectiveness of governance implementation is largely determined by the capacity of institutional leaders to anticipate future developments, formulate and articulate a realistic yet credible vision, and communicate it persuasively within a forward-looking and relational framework. Effective leaders are expected to intellectually and judiciously stimulate members in the pursuit of the organizational vision, while providing clear direction, objectives, roles, and responsibilities across all institutional components. Leadership functions encompass operational, organizational, and public dimensions, each contributing to the attainment of institutional goals. Effective leadership serves as a guiding and influential force that shapes the behavior of all institutional elements in upholding shared values, norms, ethics, and organizational culture, while ensuring the ability to make precise and timely strategic decisions.
- c) Public accountability of higher education institutions is

demonstrated by fulfilling the obligation to implement the national higher education vision and mission, performance targets, and National Standards for Higher Education through the implementation of a Higher Education Quality Assurance System. The quality assurance system includes quality policies, quality assurance instruments (organization, quality statements, quality manuals, quality standards), implementation of quality assurance, as well as monitoring and evaluation. IQAS is a systemic internal quality assurance activity carried out autonomously by each higher education institution to control and improve the implementation of higher education in a planned and sustainable manner.

d) In accordance with the Regulation of the Minister of Education and Culture No. 14 of 2014 on Higher Education Collaboration in Indonesia, it is stated that cooperation between one higher education institution and another, as well as with the business/industry sectors and other parties, both domestic and international, must be established. The objectives of such cooperation include enhancing effectiveness, efficiency, productivity, innovation, quality, and relevance in the implementation of the Tridharma of Higher Education, as well as improving competitiveness. Such cooperation must adhere to the following principles: (1) prioritizing national development interests, (2) respecting quality equivalence, (3) mutual respect, and (4) producing improvements in educational quality.

## Standard Content

Table 30 Standard of Content : Governance and Leadership

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
<b>Governance</b>			
The Rector of UNNES must have a governance document that fulfills the elements of credibility, transparency, accountability, responsibility, and fairness.	There must be a document that contains information on: (i) the Organizational Structure and Governance (OSG) of UNNES; (ii) the UNNES Statute legalized through a Ministerial Regulation; (iii) SOPs and/or implementing regulations for managing academic and non-academic	Preparation of the document.	OSG Document and UNNES Statute

<b>Statement of Content Standards for Governance and Leadership</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	fields.		
UNNES must always implement the code of ethics effectively, covering academic (including research and scientific works) and non-academic aspects, supported by an ethics unit and a very clear code of ethics.	There must be valid documents containing information about: the ethics unit/section in the official OSG of UNNES; academic and non-academic codes of ethics; a very complete and clear SOP for implementing the code of ethics (including procedures for resolving ethics violations); documented	Preparation of the document	Rector's Regulation, Academic Guidelines, Quality Procedures

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	monitoring and evaluation reports on the implementation of the code of ethics		
<b>University Management System</b>			
UNNES leadership must have a functional and operational management system to realize the institution's vision and mission throughout the strategic plan period.	Valid documents must contain information on: (i) UNNES Strategic Plan); (ii) SOP for preparing annual operational plans; (iii) Work Plan and Budget of Ministries/Agencies (WPB-MA). There must also be monitoring	Preparation of the document	UNNES Strategic Plan document

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	and evaluation (money) reports on Strategic Plan achievement and follow-up actions.		
UNNES leadership must have: (i) job analysis, (ii) job descriptions, and (iii) managerial competency improvement programs to ensure effective and efficient management.	Valid and reliable documents at the levels of university, institutions, bureaus, TIUs, faculties, and postgraduate schools consisting of job analysis plans, job descriptions, work procedures, and managerial	Preparation of the document.	Job Analysis Document, Rector's Regulation

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	competency development programs		
UNNES is responsible for disseminating its performance results regularly to all stakeholders, at least annually.	Valid and reliable documents containing information on: annual performance reports to the Ministry of Research, Technology, and Higher Education; annual performance reports to the Rector from faculties/postgraduate schools; annual performance	Timely submission of periodic reports by leaders of each organizational unit; each leader uses the reports based on needs and authority.	Performance Report Document

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	<p>the reports to deans from program study coordinators; a) Evidence of annual reports publicly announced and easily accessible; b) Evidence of survey results and analysis on the satisfaction of students, parents, educators/staff, and graduate users.</p>		
UNNES leadership must	Valid	Implementation	IQA



<b>Statement of Content Standards for Governance and Leadership</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
implement an internal audit system equipped with criteria and assessment instruments to measure the performance of each study program, QAS, and work unit, including dissemination of results.	documents must contain information on: (i) internal audit implementation regulations; (ii) criteria and assessment instruments; (iii) internal audit execution agenda; (iv) dissemination of audit findings; (v) follow-up reports	tion of Internal Quality Audit (IQA)	Document s, IQA Informatio n System
University, faculty, postgraduate, and study program leadership must implement an effective external audit system to measure institutional	a) Regulations on mandatory external audits for university and study	Implementa tion of External Quality Assurance (EQAS:	Accreditati on Document s; UNNES accredited “Excellent”

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
performance.	programs; b) Regulations on mandatory HED (Higher Education Database) reporting for university and study programs; c) University standards based on NS-HE, NAB-HE, and IAI to be applied at all levels; d) SOP for preparing accreditation forms involving leadership; e) Evidence of accreditation forms; f) Monitoring	National and International Accreditation	; All study programs accredited

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	and evaluation reports on NAB-HE standards implementation; g) Valid centralized database aligned with NAB-HE accreditation instruments covering 9 standards; h) Valid accreditation status for UNNES and all study programs.		
<b>Leadership</b>			
UNNES leaders must fulfill operational leadership, organizational	Valid and reliable documents related to	The process of selecting leaders of the	Rector's Regulation

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
leadership, and public leadership characteristics	procedures for selecting: Rector, Vice Rectors, Heads of Bureaus, Institutions, TIUs, Deans, Postgraduate Directors and Vice Directors, and Study Program Coordinators, where candidates are assessed on their ability to: understand the vision, mission, and strategic plan; understand higher education management	University, Faculty, Study Program, Bureau, Institute, and Technical Implementation Unit (TIU) is ensured to go through a “fit and proper test” stage that meets the standard characteristics of “operational leadership, organizational leadership,	

<b>Statement of Content Standards for Governance and Leadership</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	and governance; understand UNNES organization and governance; understand UNNES IQAS	and public leadership.”	
<b>Assurance Documents</b>			
The Head of Quality Assurance at UNNES must have IQAS documents consisting of: quality policy, PPEPP cycle implementation guidelines, quality standards, documentation procedures.	There must be valid and reliable IQAS documents containing: quality policy, PPEPP cycle implementation guidelines, quality standards, and documentation procedures	Development of IQAS documents	IQAS Document
The Head of Quality	a) Evidence of	Preparation	IQAS

<b>Statement of Content Standards for Governance and Leadership</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
Assurance is responsible for implementing IQAS in all units through the PIECI cycle proven by annual audit reports.	IQAS implementation; b) Evidence of each PIECI stage; c) Evidence of follow-up reports.	of IQAS implementation evidence documents and IQAS system	Implementation Evidence Documents and SIAMI Website
Vice Rector I and Head of Quality Assurance must provide strong support annually in study program development and accreditation document preparation through training, funding, and information.	a) Mapping data of NAB-HE accreditation status for university and study programs; b) Data on internationally accredited study programs and priorities; c) Yearly evaluation of NAB-HE accreditation	The Quality Assurance Office at the university level, along with the Quality Assurance Units within Directorate s, Institutes, Agencies, Offices, Technical Implementation Units (TIU),	IQAS Documents, Accreditation Workshop Reports, Quality Assurance Web.

Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	outcomes; d) Training on accreditation reports and self-evaluation; e) Development programs to improve accreditation status; f) Monitoring and evaluation reports on target achievement	Faculties, Postgraduate Schools, and Study Programs, implement the Internal Quality Assurance System (IQAS).	
UNNES leadership, Head of ICT TIU, and Head of Quality Assurance must provide a complete data system covering the nine accreditation standards that is accessible and consistent yearly.	A valid database aligned with BAN-PT accreditation instruments covering 9 standards,	Development of "Satu Data System"	satudata.unnes.ac.id

<b>Statement of Content Standards for Governance and Leadership</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	accessible through IT-based systems.		
<b>Partnerships (Cooperation)</b>			
UNNES leadership must establish academic and non-academic cooperation with other universities, industries, or partners domestically and/or internationally to improve the quality of education, research, and community service.	a) Clear policies on academic and non-academic cooperation with sustainability; b) Evidence of MoUs signed by Rector annually (minimum 15 MoUs); c) Evidence of MoAs signed by Deans or Postgraduate Directors	Cooperation can be initiated through: (1) HE Vice Rectors Networking Forum; (2) International Office Networking; (3) Proposals to selected partners; (4) Response to partnership	Rector's Regulation, MoU and MoA Documents



Statement of Content Standards for Governance and Leadership	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
	based on MoUs annually.	requests.	
Vice Rector IV is responsible for conducting monitoring and evaluation of the implementation of cooperation programs in each faculty and postgraduate school every semester.	a) Evidence of Monev including: TOR, assignment letters, Monev implementation statements from deans/postgraduate directors, minutes, academic/nonacademic /student affairs collaboration Monev reports; b)	Monev activities and FGDs by Vice Rector IV	Monev documents and FGD reports.

<b>Statement of Content Standards for Governance and Leadership</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
	Evidence of FGD held annually to discuss Monev results.		

### **Strategies**

1. The preparation of the vision, mission, objectives, and strategies of the faculty, postgraduate school, study programs, directorates, institutes, offices, and TIUs shall be aligned with and support the achievement of the University's vision, mission, objectives, and strategies.
2. The strategic goals of UNNES are elaborated into academic and non-academic quality targets that have measurable indicators and meet the minimum standards: NS-HE, NAB-HE IA-HE accreditation, and Study Program accreditation for academic and non-academic fields.
3. The preparation of the Annual Ministry/Institution Budget Activity Plan shall be adjusted to the fulfillment of quality target achievements of the university, bureaus, institutes, TIUs, faculties, postgraduate school, and study programs.
4. The governance system (institutions, instruments, supporting tools, policies and regulations, and code of ethics) at the University, Bureaus, Institutes, TIUs, Faculties, Postgraduate

School, and Study Programs shall be properly implemented to achieve the established strategic goals.

5. The process of selecting leaders of the University, Faculty, Study Program, Bureau, Institute, and TIU is ensured to go through a “fit and proper test” stage that meets the standard characteristics of “operational leadership, organizational leadership, and public leadership.”

6. Each head of organizational units within UNNES must submit periodic reports on time. Each head of an organizational unit who receives reports from the units under their supervision must process and utilize them according to their needs and authority.

7. Updating HED every semester.

8. The Quality Assurance Office at the University level, as well as Quality Assurance Units in the Directorates, Institutes, Boards, Offices, TIUs, Faculties, Postgraduate School, and Study Programs shall implement the Internal Quality Assurance System (IQAS).

9. External Quality Assurance (EQAS) shall be carried out by national and/or international accreditation bodies.

10. Cooperation may be initiated through several ways, including: (1) Utilizing the Forum of Vice Rectors of Public Universities in the field of cooperation, (2) Utilizing the International Affairs Office (IAO) forum, (3) Submitting proposals to selected parties to establish cooperation, (4) Responding to requests from potential partner universities that propose cooperation.

### ***Parties Involved***

1. University: rector, vice rectors
2. Postgraduate School: director, deputy director

3. Faculty: dean, vice dean
4. Study Program: study program coordinator
5. Quality Assurance: Quality Assurance Unit, QAU
6. Vice Rector IV for Planning and Cooperation c.q. development staff of the Vice Rector IV office and lecturers appointed and assigned to assist in monitoring the implementation of cooperation.

### ***Related Units***

1. All divisions/units at the University, Directorate, Institute, Board, Office, TIU, Faculty, Postgraduate School, and Study Program levels.
2. Quality assurance units at the University, Directorate, Institute, Board, Office, TIU, Faculty, Postgraduate School, and Study Program level.
3. As stated in the MoA.

## **A. Commitment of the leadership in establishing cooperation focused on the advancement of UNNES**

### ***Definition and Scope***

1. Students are learners or learning community members registered to study at a higher education institution.
2. UNNES Alumni, hereinafter referred to as alumni, are students who have completed their education as evidenced by the acquisition of a valid diploma, including graduates of FTTE, CoS (College of Sports), ITTE, and UNNES.
3. Guidelines are implementation and/or technical instructions

and university regulations, stipulated by the Rector and/or an authorized official.

### **Quality Targets**

Universitas Negeri Semarang (UNNES) must have and establish standards in improving the quality of Student Affairs and Alumni at a minimum in accordance with the National Standards for Higher Education as mandated by laws and regulations.

### **Standard Contents**

*Table 31 Standards of Content: Leaders in Establishing Cooperation*

<b>Statement of Content Standards for Leaders in Establishing Cooperation</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
<b>Student Affairs</b>			
The Rector of UNNES must have a quality document that contains: policies/approaches for new student admissions; criteria for new student admissions; procedures for new student admissions; instruments for new	There is a quality document for new student admissions that contains information about: policies/approaches for new student admissions;	Improving the guidelines/system for new student admissions and the alumni recruitment system through regular	Rector Regulation New student admission quality document

student admissions; a decision-making system; for the implementation of new student admissions every year.	criteria, procedures for admissions, instruments and decision-making system for new student admissions.	audits, improvements, or continuous quality enhancement.	
UNNES leadership and study programs must maintain the balance every year between the maximum number of students in each study program and the capacity of facilities and infrastructure, lecturers and educational staff, as well as other educational services and resources.	There is a document containing information about: the maximum number of students in each study program according to the capacity of facilities and infrastructure, number of lecturers (lecturer:student ratio) and educational	Preparation of baseline data, development of information systems, Data analysis of HED	Analysis document Link to unnes single data

	<p>staff, as well as other educational services and resources; the number of new student admission quotas according to the provisions applied by the national new student admission committee every year.</p>		
<p>The Rector of UNNES must have a system document to provide opportunities and accept students who have academic potential but are economically disadvantaged and/or physically disabled, and evidence of the implementation of the system supported by</p>	<p>There is a document that contains information about: policies for admitting students with academic potential but economically disadvantaged and</p>	<p>Preparation of Rector Regulation documents</p>	<p>Rector Regulation document</p>

complete facilities, carried out consistently every year.	physically disabled; list of students admitted who are economically disadvantaged and/or physically disabled.		
The university, faculty, postgraduate school, and study program leadership must maintain a ratio every year of the number of prospective new students participating in the selection to the number of prospective students who pass the selection greater than 5 (five).	There is a document that contains information on the ratio of the number of prospective students participating in the selection to the number of prospective students who pass the selection.	Preparation of Rector Regulation documentsd okumen	Rector Regulation document
The leadership of UNNES must implement a student admission system for academic	There is a document that contains: policies,	Preparation of documents	Document



and non-academic achievement tracks in all admission pathways for all levels of education, carried out consistently every year.	implementers and instruments for student admissions for academic and non-academic achievement tracks; list of students admitted through academic and non-academic achievement tracks.		
The leadership of UNNES must provide health services for students at all levels of education managed professionally and easily accessible on every working day.	There are documents, data, and valid and reliable information containing: service procedures, implementers with appropriate competencies	Preparation of documents Construction of Health Service Center	Establishment of UNNES Health Center Health service documents

	, facilities and infrastructure that meet health service standards, health service schedules, and list of students using the services.		
The leadership of UNNES must provide counseling guidance services aimed at helping students overcome the problems they face professionally and easily accessible on every working day.	There are documents, data and valid and reliable information containing: service procedures; implementers with appropriate competencies ; service schedules; list of students using the services.	Establishment of center Preparation of documents	UNNES Counseling Center Documents
The leadership of universities and	There are documents,	Actively involving all	SO document

<p>faculties must provide facilities for improving leadership, reasoning, interests and talents, hobbies, and student welfare in student organization activities (SO) that are easily accessible every working day or according to regulations.</p>	<p>data and valid and reliable information containing: policies regarding SO; number of Student Organizations; student organization structure; Articles of Association and Bylaws of each student organization; work programs of each student organization.</p>	<p>academic community members, educational staff and alumni from the planning stage to the development of Student Affairs and Alumni Standards.</p>	
<p>The university and faculty leadership must have soft skills and entrepreneurship development programs, at least once a year in all faculties.</p>	<p>There is a valid document at the university level containing information about: mapping of</p>	<p>Preparation of documents Establishme nt of UNNES Entrepreneurship Center</p>	<p>Document Establish ment of Entrepren eurship Center Soft skill and entrepren</p>

	<p>soft skill fields developed;</p> <p>guidelines for soft skill and entrepreneurship development;</p> <p>Soft skill and entrepreneurship development programs at the university;</p> <p>well-documented implementation reports;</p> <p>complete and clear Operational Procedures for implementing soft skill and entrepreneurship development for students</p>		<p>leadership workshops</p>
The leadership of universities, faculties,	There is a valid	Preparation of	Document MyUNNES-

postgraduate schools and study programs must have programs every year to increase the number of students with academic and non-academic achievements at provincial/regional, national, and international levels.	document containing information about: policies, guidelines and criteria for awarding outstanding students; procedures for awarding outstanding students in academic and non-academic fields; program development to increase achievements, funding provision, student participation in academic and non-academic competitions, and documented	documents Information system development	Student
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	award lists received.		
The university, faculty, postgraduate school and study program leadership must actively realize a drug-free campus every year.	There is documentation, data and valid information containing: policies; guidelines; and specific programs that address the prevention of narcotics and psychotropic abuse among students.	Preparation of documents  Medical check-up for new students	Policy Documents  Data recap documents
The university, faculty and study program leadership must provide services in the form of distribution and search of various scholarship programs, from domestic and foreign sources every year.	There are valid documents/information containing: policies; scholarship guidelines; cooperation development programs with non-ministry	Preparation of documents  Information system development	SIBIDIK System Documents

	scholarship providers; scholarship distribution procedures; and list of student scholarship recipients along with scholarship names.		
The leadership of UNNES must provide facilities and infrastructure that are easily accessible for channeling interests, talents, potential, creativity, independence, and social interaction through various centralized activities in Student Activity Units (SAU) every working day or in accordance with regulations.	There is a document containing information about: mapping of activity fields based on interests, talent, potential, creativity, independence, and social interaction developed; program development,	Preparation of documents Information system development	MyUNNES-Student System Documents

	activities documentation, SOPs for activity implementation.		
The university, faculty and study program leadership must conduct a student satisfaction survey of student affairs services, and follow-ups every year.	There is a valid document containing regulations on the obligation to conduct student satisfaction surveys and follow-ups annually, as well as evidence of instruments and procedures for measuring student satisfaction, including reports on analyzed and concluded	Conducting surveys with the help of information systems	SIKEPUS Survey Documents



	satisfaction survey results.		
The leadership of UNNES must have a career guidance and job information service program for students and graduates implemented consistently every year.	There is a valid document containing information about: dissemination of job information; regular job fairs; career planning; evidence of implementing career guidance and job information service programs for students and graduates with materials including labor market information, career planning, how	Preparation of documents of Establishment of center	TIU of Career Guidance Service Documents

	to submit job applications properly.		
The university, faculty, postgraduate school and study program leadership are responsible for: on-time graduation; GPA, average length of study, and percentage of students dropping out/withdrawing.	There is valid document evidence containing information about: length of study; GPA; students withdrawing/ dropping out for all study programs	Preparation of documents of Information system development	System satudata. unnes document
<b>Alumni</b>			
The university, faculty, postgraduate school, study program and UNNES ICT TIU leadership must provide a system for tracking and recording graduate data comprehensively, online, whose results are evaluated and followed up for improvement every	There is valid document evidence containing information about: policies, strategies and institutional commitment to encourage all study programs to carry out the	Preparation of documents Actively involving all academic community members, educational staff and alumni from the planning stage to the	Alumni Tracer System, SIKEPUS Document

semester.	graduate tracking and evaluation process; valid and reliable instruments, monitoring and evaluation of effectiveness, follow-up to achieve the set targets; online alumni tracking system (tracer study) and comprehensively recorded data;	development of Student Affairs and Alumni Standards.	
The university, faculty, postgraduate school and study program leadership must actively participate in the development of alumni organizations at university, faculty and study program levels on a scheduled basis	There is a valid document containing information about: alumni organization policies at the university, faculty and	Preparation of documents Establishments of alumni organizations at university, faculty and study	IKA UNNES, alumni organizations at faculties and study programs Document

every year.	study program levels, alumni organization guidelines, work programs, organizational structure of alumni organizations, documentatio n of activity implementati on, forms of alumni participation in supporting the development of the university, faculty and study program.	program levels	
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### ***Strategies***

1. Actively involve all academic community members, educational staff, and alumni from the planning stage to the development of the Student and Alumni Standards.

2. Involve professional organizations, alumni, business and industry sectors, and government as users of graduates, particularly in the sub-standard for alumni.
3. Conduct structured and well-planned training for lecturers in mentoring and guiding students.
4. Gradual revision of guidelines/systems shall be carried out in order to improve the Student and Alumni Standards.
5. To refine the guidelines/system for new student admissions and the alumni tracking system, periodic audits, improvements, or continuous quality enhancement shall be conducted.

#### ***Parties Involved***

1. Vice Rector for Academic and Student Affairs
2. Alumni

#### ***Related Units***

1. Directorate of Academic, Student Affairs, Cooperation and Public Relations
2. Division of Academic, Student Affairs, and Cooperation
3. Vice Dean for Academic and Student Affairs
4. Study Program
5. Tracer Study Unit
6. Advisor of student activity unit
7. TIU Counseling Guidance Services
8. Center for Health Services

## B. Standard for Human Resources

### ***Definition and Scope***

1. Lecturers are professional educators and scientists whose main duties are to transform, develop, and disseminate knowledge and technology through education, research, and community service.
2. Educational Staff are members of the community who dedicate themselves and are appointed to support the implementation of education.

### ***Quality Targets***

1. To realize the vision, mission, and objectives of Universitas Negeri Semarang, qualified and professional lecturers/educators are required.
3. To meet the criteria of lecturers and educational staff, minimum standards or measurements regarding academic qualifications and competencies are required.
4. To ensure the quality of the learning process, the competencies and Dikti/national certification required by lecturers and educational staff are needed.

### ***Standard Content***

*Table 32 Table of Standar for Human Resources*

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Vice Rector 2 of UNNES must have a comprehensive human resource	There is a formal document of the human resource management system (lecturers	Preparation of documents Information system	Documents MyUNNES-Human Resources

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
management system that includes: (i) planning; (ii) recruitment, selection, and termination of lecturers and staff; (iii) orientation and placement of lecturers and staff; (iv) career development; (v) remuneration, rewards, and sanctions; implemented at every level of the university in a transparent and accountable manner at the levels of university, faculty, postgraduate school, study program,	and staff) which includes: planning; recruitment, selection, and termination of lecturers and staff; orientation and placement; career development; remuneration, rewards, and sanctions.	development	System, SIREMUN

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
<p>directorate, institute, and office.</p>			
<p>The Rector of UNNES must recruit lecturers based on the needs of study programs as outlined in the lecturer needs analysis of each faculty, postgraduate school, and study program planned periodically.</p>	<p>There are regulations on the submission of lecturer needs.</p> <p>There are guidelines on the system and mechanism for proposing lecturer candidates and consistently implemented.</p> <p>There is a lecturer needs analysis document for each faculty, postgraduate school, and study program.</p>	<p>Preparation of documents</p>	<p>Document PM AKD 11</p>
<p>The Dean, Director of Postgraduate School, and Coordinator of</p>	<p>There is valid and reliable documented evidence</p>	<p>Preparation of the blueprint for employment</p>	<p>Documents MyUNNES-Human</p>



<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
Study Programs each semester must place/assign lecturers who have qualifications and competencies that align with the academic field and competency requirements of their duties so that the mission and objectives of the study program are achieved.	containing information about: (i) qualification criteria of lecturers teaching in each study program; (ii) data of lecturers with their education and expertise; (iii) assignment letters and teaching decrees; (iv) assignment letters and decrees for academic advisors.	and staffing needs every year. Information system development	Resources
The leadership of UNNES must be involved in every decision regarding the placement of educational staff (librarians, laboratory assistants, analysts, technicians,	There is valid and reliable documented evidence containing information about: (i) criteria and data for qualification needs of educational staff for each study	Preparing a roadmap for lecturer career development.	Document MyUNNES-Human Resources

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
operators, programmers, administrative staff, and/or other supporting staff) to ensure the quality of program implementation, with qualifications and competencies in line with the field of duty so that the mission and objectives of the study program are achieved.	program; (ii) criteria and data of skill certificates/qualifications of educational staff; (iii) decrees for the placement of educational staff based on the needs of each study program.		
The leadership of UNNES, deans of faculties, directors of postgraduate schools, and coordinators of study programs must be responsible for the implementation of monitoring and	There are formal guidelines on monitoring and evaluation, as well as records of lecturer and educational staff performance. There is a documented report of lecturer performance	Preparation of Guidelines, Job Descriptions and Performance Assessment for lecturers and	Documents MyUNNES-Human Resources, SIPP

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
evaluation (monev) of lecturer and educational staff performance every semester, conducted consistently with follow-up actions for improvement.	monev in: teaching, research, service/community engagement. There is a documented report of educational staff performance monev and evidence of follow-up for improvement.	educational staff. Information system development	
The Vice Rector 1, deans of faculties, directors of postgraduate schools, and coordinators of study programs must strive to increase the number of permanent lecturers with the positions of professor and associate	There is evidence of efforts so that the percentage of permanent lecturer positions for professors and associate professors meets the following standards: (i) professor and associate professor > 40%; (ii) associate professors whose	Preparation of Guidelines, Job Descriptions and Performance Assessment for lecturers and educational staff. Information system	Documents MyUNNES-Human Resources, <a href="http://satudata.unnes">satudata.unnes</a>

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
professor each year.	fields of expertise correspond to the competencies of the study program > 50%.	development	
The Vice Rector 1, Deans of Faculties, and Director of Postgraduate School of UNNES every year must be involved in activities to improve the qualifications and competencies of permanent lecturers through doctoral/specialist 2 study assignments so that the percentage of lecturers holding doctoral/Specialist-2 degrees > 50%.	There is documented evidence of a plan for improving lecturer competencies through study/learning permits for lecturers every year based on human resource development needs analysis. There is funding assistance for study/learning permits for lecturers every year.	Preparing a roadmap for lecturer career development. Encouraging and providing opportunities for further studies through internal and external scholarship programs.	Documents MyUNNES-Human Resources, satudata.unnes

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The university leadership must make efforts every year to improve the qualifications and competencies of educational staff (librarians, laboratory assistants, analysts, technicians, operators, programmers, administrative staff, and/or other supporting staff). Efforts include: (i) opportunities for further study/training; (ii) providing facilities including funding; (iii) clear career pathways; (iv) benchmarking; implemented	There is evidence of analysis of the number, qualifications, and competencies of educational staff at all university levels. There is a document of career path information for educational staff. There is annual funding allocation for competency improvement. There is a training/refreshment/development agenda for all educational staff competencies. There is competency improvement for librarians through Bachelor's,	Preparation of the employment blueprint and staffing needs every year. Organizing periodic training supporting job requirements for lecturers and educational staff.	Document Improvement of educator competencies

Statement of Content Standards	Standard Achievement Indicators	Method of Achieving Standards	Achievement Targets
effectively so as to improve qualifications and competencies.	Master's, and Doctoral Degree /Special Librarian education opportunities with an adequate number. There is evidence that more than 70% of laboratory assistants, analysts, technicians, operators, programmers, administrative staff, and/or supporting staff have competency certificates. There is evidence of benchmarking activities for improving qualifications of educational staff.		

<b>Statement of Content Standards</b>	<b>Standard Achievement Indicators</b>	<b>Method of Achieving Standards</b>	<b>Achievement Targets</b>
The Vice Rector 2 of UNNES every year must be responsible for conducting satisfaction surveys of lecturers, librarians, laboratory assistants, technicians, administrative staff, and supporting staff toward the human resource management system.	There is an IT-based survey instrument with validity, reliability, and user-friendly features to measure satisfaction of lecturers, librarians, laboratory assistants, technicians, and administrative staff toward the human resource management system. There is evidence of the utilization of survey results for continuous improvement.	Preparation and administration of survey instruments	SIKEPUS

### ***Strategies***

1. Encourage and provide opportunities for further studies through scholarship programs within and outside the University.

2. Develop a career development roadmap for lecturers.
3. Conduct periodic training that supports the needs of lecturers and educational staff in carrying out their duties.
5. Develop Guidelines, Job Descriptions, and Performance Appraisal for lecturers and educational staff.
6. Develop a blueprint for employment period and annual staffing needs.

#### ***Parties Involved***

1. Vice Rector for General Affairs and Finance

#### ***Related Units***

1. Vice Rector for Planning and Cooperation
3. Directorate (DUSDM)
4. Dean
5. Vice Dean II
6. Study Program Coordinator

### **C. Standard for Facilities and Infrastructures**

#### ***Definition and Scope***

The standard for facilities and infrastructure is the minimum criteria for facilities and infrastructure in accordance with the needs of services at Universitas Negeri Semarang to fulfill standards and enhance the quality of services for stakeholders.

#### ***Quality Objectives***

Universitas Negeri Semarang (UNNES) needs to have and establish standards for facilities and infrastructure to support and ensure the



implementation of education, research, and community service as the core business of UNNES.

### **Standard Content**

*Table 33 Standard Content for Facilities and Infrastructure*

<b>Statement of Standards for Facilities and Infrastructure</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
The Vice Rector II of UNNES must have a facilities and infrastructure management system consisting of policies, regulations, and guidelines/manuals covering the following aspects: (i) development and recording; (ii) determination of use; (iii) safety and security of	Availability of facilities and infrastructure management documents containing policies, regulations, and guidelines/manuals for the four (4) aspects.	UNNES leadership carries out good coordination with all faculties, institutions, and units regarding the planning, management, and accountability of all funds received and spent.  Documents are prepared,	Documents, Rector Regulations, MyUNNES-Office.

<b>Statement of Standards for Facilities and Infrastructure</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
use; (iv) maintenance/re pair/cleanliness; and implemented in each unit/level.		Rector regulations are issued, and information systems are developed.	
UNNES Rector must have evidence of land ownership and usage for each campus location, which can be presented whenever required.	There are valid documents at each campus location regarding land ownership and usage.	Documents are prepared, Rector regulations are issued, and information systems are developed.	Achievement Targets: Documents, Rector Regulations, MyUNNES-Office.
UNNES Rector must have an annual infrastructure development plan.	There is documented evidence of a very good infrastructure development plan that is supported by	Documents are prepared, and information systems are developed.	Achievement Targets: Documents, MyUNNES-Office.

<b>Statement of Standards for Facilities and Infrastructure</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
	sufficient funding.		
UNNES Library must annually have sufficient library collections, accessibility, including availability and ease of access to the e-library.	There is evidence of collections with very adequate quantities for each library material, including: (i) textbooks; (ii) international journals; (iii) nationally accredited journals; (iv) proceedings	Documents are prepared, and information systems are developed.	Achievement Targets: Documents, otomasi.unnes.ac.id.
UNNES Library must be easily accessible to users every working day for utilizing library materials,	There is evidence that the library is managed with: (i) service schedule; (ii)	Documents are prepared, and information systems are developed.	Achievement Targets: Documents, otomasi.unnes.ac.id.

<b>Statement of Standards for Facilities and Infrastructure</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
covering: (i) service hours; (ii) service quality; (iii) availability of e-library services; which meets user needs well and is visited by more than 30% of students and lecturers.	service quality; (iii) availability of e-library services.		
UNNES leadership must provide centralized learning facilities and infrastructure every semester that are easily accessible to support academic interactions among students,	There are centralized and complete learning facilities and infrastructure (including libraries, laboratories) that are easily accessible to	Documents are prepared, and information systems are developed.	Documents, Sikadu

<b>Statement of Standards for Facilities and Infrastructure</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
lecturers, experts, and other resource persons in every learning activity.	the academic community.		

### ***Strategies***

1. UNNES leadership carries out good coordination with all faculties, institutions, and units regarding planning, management, and accountability of the minimum criteria for facilities and infrastructure according to the needs in services at Universitas Negeri Semarang.
2. Ensure the existence of policy documents in the form of written regulations/decisions from the UNNES Rector accompanied by Decrees and Technical Instructions regarding the system of facilities and infrastructure management, land use, and library e-library development.
3. There is an information system regarding facilities, infrastructure, and library.
4. Strengthening the Internal Audit Unit (IAU) to ensure all risks of errors in the implementation of procurement, maintenance, and development of facilities, infrastructure, and library are minimized.

### ***Quality Target***

1. Universitas Negeri Semarang (UNNES) needs to have and establish standards for facilities and infrastructure to support and ensure the implementation of education, research, and community service as UNNES' core business.

### ***Involved Parties***

1. Rector;
2. Vice Rector II for Planning, General Affairs, Human Resources, and Finance;
3. Director of the Directorate of Planning and Finance (DPK).

### ***Related Units***

1. Internal Audit Unit;
2. Sub-directorate of Planning and Accounting;
3. Sub-unit for university facilities and infrastructure;
4. Vice Dean II in each Faculty and Vice Director II in the Postgraduate School;
5. Sub-unit for faculty facilities and infrastructure;
6. Library Unit (TIU Library);
7. Finance and Business Administration in each Faculty.

## **D. Financial/Financing Standard**

### ***Definition and Scope***

1. Universitas Negeri Semarang (UNNES) referred to in this standard includes the Rector or Vice Rectors, directorates, institutions, and TIUs.

2. UNNES Financial Standards are benchmarks for financial management stated in the form of financial standard statements that support the implementation of the Tridharma of Higher Education. UNNES financial standards consist of planning, financial management, accounting, and reporting.
3. Financial planning is a process in the financial system to achieve financial management goals for a certain period using a financial information system with maintained accessibility to avoid excessive corrections or revisions.
4. Finance is a process within the financial system that explains how individuals involved in UNNES' financial system allocate, use, and optimize monetary resources over time while assessing risks in running and supporting Tridharma higher education activities.
5. Financial accounting is the process related to UNNES' financial system that explains how financial processes are recorded, classified, summarized, interpreted, and communicated. Accounting aims to prepare accurate financial reports that can be utilized by policymakers and other stakeholders of UNNES.
6. Financial reporting is the recording of UNNES financial information for a specific accounting period that can be used to describe university performance for policy-making, performance evaluation, and other purposes relevant to UNNES stakeholders.
7. Audit Opinion on Financial Statements. An opinion/statement from an independent auditor regarding the fairness of UNNES financial statements. The opinion is obtained from an independent auditor (Public Accounting Firm - PAF) on UNNES' financial statements.

### ***Quality Target***

Universitas Negeri Semarang (UNNES) needs to have and establish financial standards covering (a) planning; (b) finance; (c) accounting; (d) reporting; and (e) transparency to support and ensure the implementation of education, research, and community service as UNNES' core business. In terms of financial management, UNNES has consecutively obtained the WTP (Unqualified Opinion) award since 2010. This indicates that the planning, management, and reporting of financial activities have been running well. The status of UNNES as a State-Owned Higher Education Institution increases university autonomy in managing finances, human resources, and assets, which is expected to enhance education quality and community services. UNNES, oriented towards income generation, requires a financial re-strategy toward profit generation by optimizing revenue sources beyond student tuition fees and Institutional Development Contribution. The independence issue of Legal Entity Higher Education Institution requires new regulations and financial strategies that shift toward agile bureaucracy and profit-generating orientation.



## Content Standards

Table 34 Financial/Financing Content Standards

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
<b>Planning</b>			
The Rector of UNNES must have a good annual budget work plan system to support the implementation of strategic plans for achieving UNNES quality targets, faculties, postgraduate schools, and study programs in order to realize UNNES' vision and mission.	<p>a. There is a financial planning policy document for UNNES in the form of a Rector's Decree and its technical guidelines.</p> <p>b. There is a guideline regulating: (i) preparation of plans, programs, and financial budgets; (ii) preparation of UNNES financial development plans; (iii) implementation</p>	Document preparation and information system development.	Sikeu, Siakun.

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>of planning coordination within UNNES; (iv) preparation of reports on the implementation of plans, programs, and budgets; and (v) monitoring and evaluation of the implementation of plans, programs, budgets, and academic and student activities.</p> <p>c. There is a well-prepared planning document to minimize revisions/corrections.</p>		

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>d. There is a financial information system that is easily accessible to avoid errors in annual financial planning.</p> <p>e. There are supporting devices in the UNNES organizational structure in the form of sub-units for programs &amp; budgets and evaluation sub-units.</p> <p>f. There is evidence of planning and monitoring implementation</p>		

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>in the form of Business Strategy Plans (BSP)/Annual Work Plans (AWP) and Budget Business Plans (RBA)/Ministry Agency Work Budget Plans (WPB-MA).</p> <p>g. There is evidence that the Budget Business Plan/Ministry Agency Work Budget Plan aligns with the plan</p>		
The Rector of UNNES must set student tuition fees each year	There is a documented mechanism for setting student tuition fees based	Document preparation, Rector	Rector regulation

<b>Statement of Standards for Financial/Financing</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
by involving all internal stakeholders.	on needs analysis involving all internal stakeholders.	regulation .	document.
The Rector of UNNES must establish policies regarding financing for students with academic potential but economically disadvantaged.	There is a policy on tuition reduction/waiver for students with academic potential who are economically disadvantaged, implemented consistently and evidenced by student data.	Document preparation, Rector regulation, information system development.	Rector regulation document, SIBIDI K, Sikeu.
The Rector of UNNES must ensure that the university's funding sources each year from students' tuition and other funds do not exceed 33%.	There is evidence in documents containing information on: (i) details of funding sources and total university funds; (ii) the amount of	Document preparation, Rector regulation, information system	Rector regulation document, Sikeu.

<b>Statement of Standards for Financial/Financing</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
	funds coming from students (college tuition and other funds).	development.	
The Rector of UNNES must allocate funds for operations (education, research, community service, including salaries and wages, operational costs for learning materials, and indirect operational costs) each year, with the calculation of operational funds per student per year greater than 18 million rupiah.	a. There is data on university operational fund usage. b. There is a calculation showing operational funds per student per year exceeding 18 million rupiah.	Document preparation, Rector regulation, information system development.	Rector regulation document, Sikeu.
The Rector of UNNES must allocate research and community service	There is reliable and valid documentation containing	Document preparation, Rector regulation	Research & Community

<b>Statement of Standards for Financial/Financing</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
funds for permanent lecturers with sufficient amounts each year.	information: average research funds per permanent lecturer per year > 3 million; average community service funds per permanent lecturer per year > 1.5 million.	, informati on system developm ent.	Service Guidelin es, Rector regulatio n, Sikeu, SIPP.
The Rector of UNNES must strive each year to raise funds outside the regular budget to enable human resource and facility development to improve the quality of the learning process at the university.	There is evidence of improving the quality of the learning process at the university through HR and facility development funded outside the regular budget.	Document preparati on, establishi ng cooperati on with foreign partners, informati on system	Cooperat ion docume nts.

<b>Statement of Standards for Financial/Financing</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
		development.	
UNNES leadership must annually socialize the sources and amounts of funds managed by the university to UNNES academic community to ensure accountable fund management.	There is evidence of budget planning socialization carried out at the university level to study programs, faculties, postgraduate schools, bureaus, institutions, and TIUs.	Document preparation.	Document
The Rector of UNNES must have a good financial system to ensure proper management of funding; receipts; fund disbursement; storage; payments; accountability of non-tax state revenue	<p>a. There is a UNNES financial policy document ratified as a Rector Regulation.</p> <p>b. There are written guidelines for managing funding, receipt,</p>	Document preparation, Rector regulation, information system development.	Rector regulation document, Sikeu, SIPP, Tax.



Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
<p>budgets; and budgets and non-tax state revenue annually at the university, faculty, and postgraduate school levels, referring to programs set in the Annual Work Meeting.</p>	<p>fund disbursement, storage, payment, and accountability of non-tax state revenue and non-state revenue budgets.</p> <p>c. There are SOPs for fund receipt, disbursement, and payment to support Tridharma Higher Education implementation.</p> <p>d. There are supporting devices in the UNNES organizational structure.</p> <p>e. There is monitoring of tax collection and</p>		

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>reporting by government treasurers.</p> <p>f. There is evidence of financial management implementation as an operational application.</p>		
<p>Vice Rector II of UNNES must have a proper accounting system so that financial management; collection and processing of financial data; and financial reporting at university, bureau, institution, TIU, faculty, and postgraduate school</p>	<p>There are regularly conducted financial audit reports by competent external auditors, with results published and followed up.</p>	<p>Document preparation.</p>	<p>Document</p>

<b>Statement of Standards for Financial/Financing</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
levels are implemented properly and consistently each year.			
Vice Rector II of UNNES must have a proper accounting system so that financial management; collection and processing of financial data; and financial reporting at university, bureau, institution, TIU, faculty, and postgraduate school levels are implemented properly and consistently each year.	<p>1. There is a UNNES accounting and financial reporting policy document ratified as a Rector Regulation.</p> <p>2. There are written guidelines for accounting system management; collection and processing of financial data; and financial reporting at university, bureau, institution, TIU, faculty, and postgraduate school levels.</p>	Document preparation, Rector regulation, information system development.	Rector regulation document, Siakun, MyUNNES-SIIMA.

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>3. There are supporting units in the UNNES organizational structure in the form of: (1) accounting sub-unit; (2) financial reporting sub-unit; and (3) SPI as supervisor.</p> <p>4. There is evidence of accounting and financial reporting in the form of ledgers and annual or periodic financial reports (semester or quarterly).</p>		

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>5. Achieving Unqualified Opinion (Wajar Tanpa Pengecualian – WTP) in UNNES financial statements.</p> <p>6. There is evaluation and monitoring of accounting and financial reporting implementation.</p> <p>7. Achieving the Unqualified Opinion (Wajar Tanpa Pengecualian – WTP) status in UNNES financial statements.</p>		

Statement of Standards for Financial/Financing	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	8. There is evaluation and monitoring of the implementation of accounting and financial reporting.		

### **Strategies**

1. UNNES financial governance is implemented with the support of clear and accountable financial information technology. Regarding asset management, UNNES plans to establish a Holding Company through business units in the form of a limited liability company with the aim of carrying out profit-oriented business activities while still prioritizing social interests.
2. In addition to efforts to increase the UNNES endowment fund from both internal and external sources, the management of UNNES's endowment fund is also targeted to generate returns with reasonable and accountable growth.
3. Collaboration involves multiple parties, including the government, state-owned enterprises (SOE), private sectors, industry, banking, schools, and non-profit organizations. UNNES also builds partnerships with alumni who work in the industrial,

government, and private sectors, particularly in the fields of education and research as the core business of UNNES.

4. Enhancing transparency and accountability in financial management; implementing an internal control system as part of strengthening transparency and accountability of financial performance.
5. Oversight functions are carried out by several bodies, including ISU (Internal Supervisory Unit), which ensures that all activities and operations of Legal Entity Higher Education Institution run according to established plans, policies, and objectives. External auditors assess and verify the reliability of financial statements and Legal Entity Higher Education Institution operations while ensuring compliance with applicable regulations. The Audit Committee collaborates with the internal audit unit of Legal Entity Higher Education Institution and external auditors to oversee the quality of financial reporting and internal controls.
6. Adaptive Policy and Financial Planning.
7. Strengthening the institutional capacity of financial management units to manage finances effectively, efficiently, transparently, and accountably.
8. As UNNES transforms from State University as a Public Service Agency to Legal Entity Higher Education Institution, this institutional status change is expected to encourage greater flexibility in financial management. However, the financial management business process continues to prioritize principles of effectiveness, efficiency, economy, and compliance with applicable regulations.
9. To ensure the availability of continuously increasing funding sources, a comprehensive funding strategy needs to be implemented. This strategy involves leveraging various funding

opportunities based on routine monitoring and assessment of internal and external situations.

10. Seeking funding from government grants (block grants) / Competitive Grants and pursuing funding from proposed foreign loan grants such as IDB, ADB, JICA, and others. External funding strategies are carried out by optimizing funding from sources including:
  - a. Education funding obtained from various sources and contributions from other operational costs, while ensuring support or subsidies for students according to affirmative policies.
  - b. Management of endowment funds.
  - c. Establishing companies to accommodate university businesses.
  - d. Increasing revenue from laboratory activities and downstreaming faculty research, including through the establishment of consulting and training service bodies based on UNNES human resources competencies and collaboration with Industry and the World of Work.
  - e. Networking with alumni.
  - f. Corporate Social Responsibility from companies in Indonesia.
  - g. Enhancing cooperation both domestically, such as with central and regional governments, SOE, ROE, and private companies, and internationally.
  - h. Revenue from the management and utilization of UNNES assets.
11. UNNES funding to achieve the established performance targets is managed with prudence while still striving to meet aggressive targets. Funding challenges for UNNES as Legal Entity Higher Education Institution are increasingly difficult, especially as National Budget subsidies decrease. Therefore, UNNES must be



more creative in generating funding sources. Consequently, policies are needed for the allocation and optimal use of funds more effectively and efficiently through activity planning in each work unit, taking into account measurable priorities while ensuring the application of Good Governance.

### ***Involved Parties***

1. Vice Rector;
2. Academic Implementation, including: Faculties, the Graduate School, and the Institute for Research and Community Service (IRCS).
3. Academic and Non-Academic Support: the Institute for Educational and Professional Development (IEPD), Technical Implementation Units (TIU), the Quality Assurance Office (QAO), Directorates (Directorate of Academic, Student Affairs, and Conservation; Directorate of Planning and Finance; Directorate of General Affairs and Human Resources; Directorate of Information Systems and Public Relations), Administrative Units, the Internal Audit Unit, and the Asset and Business Optimization Board (BOAB),
4. Offices: the Office of Legal Affairs, the Procurement Service Office, and the Office of International Affairs.

### ***Related Units***

The Institute for Educational and Professional Development (IEPD), Technical Implementation Units (TIU), Quality Assurance Office (QAO), Directorates (Academic, Student Affairs and Conservation; Planning and Finance; General Affairs and Human Resources; Information

Systems and Public Relations), Administrative Units, the Internal Audit Unit, and the Asset and Business Optimization Board (BOAB),

## **E. Information System Standard**

### ***Definition and Scope***

1. Information System refers to an information and communication technology system used to support operations and management within Universitas Negeri Semarang (UNNES).
2. Integration refers to the interconnectivity among subsystems, enabling data from one system to routinely flow to, reach, or be retrieved by one or more other systems.
3. Employees refer to Academic and Non-Academic Staff at UNNES, including Civil Servant Lecturers and Educational Staff, Permanent Non-Civil Servant Lecturers and Staff, and Non-Permanent Non-Civil Servant Lecturers and Staff.
4. Officials refer to employees assigned managerial duties within UNNES as a Legal Entity State University.
5. UNNES One Data is a data governance policy designed to produce accurate, up-to-date, integrated, and accountable data that can be easily accessed and shared among units within UNNES and with relevant external institutions. This is achieved through compliance with data standards, metadata, data interoperability, and the use of reference codes and master data.

### ***Quality Standard***

Universitas Negeri Semarang ensures strong organizational and regulatory aspects, as well as a firm commitment to upholding Good University Governance, supported by reliable and sustainable

information technology and systems. Strengthening public services is expected to achieve several outcomes, namely the creation of an integrated service system in both academic and non-academic fields based on a robust management information system.

In terms of information systems, UNNES possesses state-of-the-art information technology systems that serve as a national reference model. These reliable systems require progressive strategies to further enhance their effectiveness, thereby becoming a powerful instrument in supporting UNNES's vision to achieve world-class university reputation

### ***Contents of the Standard***

*Table 35 Standard Content for Information Systems*

<b>Statement of Standards</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
<b>Information and Communication Technology Technical Implementation Unit ( ICT TIU)</b>			
The Establishment of the Directorate of Information Systems and Public Relations (DSIH)	The Directorate of Information Systems and Public Relations (DSIH) is responsible for the management	The development of a blueprint for the planning of an integrated information system at Universitas	UNNES Application Document

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	and development of information systems, as well as the administration and coordination of data management within Universitas Negeri Semarang (UNNES)	Negeri Semarang (UNNES), involving study programs, faculties, the Information and Communication Technology Technical Implementation Unit (ICT Unit), other Technical Implementation Units (TIU), directorates, and institutes	
<b>Implementation of Information System Management and Development at Universitas Negeri Semarang (UNNES)</b>			
The implementation of information system management	a. Service processes that are fast, accurate, efficient, and	Provision of funding for the implementation of information system reform,	Development of academic and non-academic

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and development aims to support and improve the effectiveness of service processes at Universitas Negeri Semarang (UNNES)	<p>user-friendly in operational reporting.</p> <p>b. The ability to identify problems quickly, make accurate decisions, and formulate effective strategies in providing services.</p> <p>c. Enhancing the work culture, transparency, inter-unit coordination, system understanding, and</p>	supported by all units.	information systems.

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	reducing operational costs in implementation.		
UNNES has an integrated information system that utilizes a single data source within its applications.	a. UNNES has an integrated information system that utilizes a single data source in the academic field, which includes Sikadu 1.0, Sikadu 2.9, Sitedi, SimPPL, SimPKL, Elena, Otomasi, Awan Soal MKU, MBKM, P2B, Kompre,	1. Procurement of hardware and software according to institutional needs, ensuring reliable and tested quality. 2. Gradual and measurable development of an integrated information system 3. Implementation of the construction	Integrated and Unified Information System

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	<p>SimPKL FT, Graduation, and Examination Systems.</p> <p>b. UNNES has an integrated information system that utilizes a single data source in the administrative field, including Sianggar, Sikeu, Siremun, Siakun, Siradi, e-Kegiatan, Monev, Online Legalization, Digital</p>	<p>and development of an integrated information system.</p> <p>4. Gradual testing of the constructed and developed system</p> <p>5. Monitoring and evaluation of the development and implementation of the integrated information system at Universitas Negeri</p>	

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	<p>Archives, Elsa, Cooperation, Sitarla, and Siagung Systems.</p> <p>c. UNNES has an integrated information system that utilizes a single data source in the human resources field, including Simpeg, Silkados, SIPP, Siintan, Simprokum, and Simarta Systems.</p> <p>d. UNNES has an</p>	<p>Semarang (UNNES)</p> <p>6. Follow-up actions based on monitoring and evaluation results.</p> <p>7. Continuous development based on the outcomes of monitoring, evaluation, and follow-up from the previous stages.</p>	



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	<p>integrated information system that utilizes a single data source in the student affairs field, including MyUNNES, SimKKN, Sibidik, Simkatmawa, Data Pokok, Siomon, and Tracer Study Systems.</p> <p>e. UNNES has an integrated information system that utilizes a single data source through</p>		

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	<p>various tools, such as Pagoda, Kuliah 2.0, Kuliah KMS FMIPA, ATAU-MKU, AKDMK, and Payment Systems.</p> <p>f. All employees can access the information system applications through the website <a href="https://apps.unnes.ac.id">https://apps.unnes.ac.id</a>.</p> <p>g. The development of new applications is carried out in</p>		

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	accordance with the Standard Operating Procedures (SOP) for application development , as stipulated in the UNNES Application Development Guidelines.		
<b>General Information</b>			
The Rector of Universitas Negeri Semarang (UNNES) is required to establish policies governing the planning, implementation	a. An Information System Center is established, with designated persons in charge at both the university	1. Implementation of the development and enhancement of the integrated information system.	Availability of an Information System

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, monitoring, evaluation, and follow-up of information systems utilized at the university, faculty, and study program levels. These information systems should be accessible to the entire UNNES academic community, stakeholders, and institutional partners via a wide area network (WAN), ensuring ease of use, efficiency,	<p>and faculty levels..</p> <p>b. A policy document exists regarding the planning of an integrated IT system at the university, supported by the leadership and the entire academic community of Universitas Negeri Semarang (UNNES).</p> <p>c. A policy document exists regarding the implementation of an integrated IT</p>	<p>2. Gradual testing of the developed and enhanced system.</p> <p>3. Monitoring and evaluation of the development and enhancement of the integrated information system at Universitas Negeri Semarang (UNNES).</p> <p>4. Follow-up actions based on monitoring and</p>	

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maintainability, and regular updates on a monthly basis or in response to new institutional activities.	<p>system at the university, supported by the leadership and the entire academic community of UNNES.</p> <p>d. A policy document exists regarding the monitoring and evaluation of the integrated IT system at the university, supported by the leadership and the entire academic community of UNNES.</p> <p>b. A policy document</p>	<p>evaluation results.</p> <p>5. Continuous development based on the results of monitoring, evaluation, and follow-up from previous stages.</p>	

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	exists regarding the follow-up actions, development, and maintenance of the integrated IT system at the university, supported by the leadership and the entire academic community of UNNES.		
The university leadership and the Director of the Directorate of Information Systems and Public Relations (DSIH) must provide an	a. UNNES has an internet network with the following performance characteristics: (i) Adequate internet	a. Implementation of the development and enhancement of an integrated internet network.	Availability of an Internet Network

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internet network with adequate capacity to facilitate all Tridharma activities of the entire academic community at Universitas Negeri Semarang (UNNES), encompassing the university, faculties, study programs, institutes, technical implementation units (TIU), lecturers, staff, and students.	capacity that can be accessed quickly and easily by all members of the academic community; (ii) Wide coverage across all UNNES campuses with stable connectivity; (iii) Individual accounts are provided for every member of the UNNES academic community to access all UNNES internet	b. gradual testing of the developed and enhanced internet network c. Monitoring and evaluation of the development and enhancement of the integrated internet network at Universitas Negeri Semarang (UNNES). d. follow-up actions based on monitoring	

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	service facilities.	and evaluation results.  e.Continuous development based on the results of monitoring, evaluation, and follow-up from previous stages	
The leadership of Universitas Negeri Semarang (UNNES) and the Director of the Directorate of Information Systems and Public Relations (DSIH) must have access to information regarding the	UNNES has an official website with the following performance characteristics: (i) It is available in a bilingual format and easily accessible; (ii) It allows for easy navigation through its	a. Implementation of the development and enhancement of an integrated website.  b. Gradual testing of the developed and enhanced website.	Availability of the UNNES Website



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organizational structure and governance that is accessible via a Wide Area Network (WAN), easy to use, fast, maintainable, and updated on a monthly basis.	directories and subdirectories; (iii) It features an attractive design that incorporates educational value.	<p>c. Monitoring and evaluation of the development and enhancement of the integrated website at Universitas Negeri Semarang (UNNES).</p> <p>d. Follow-up actions based on the results of monitoring and evaluation</p> <p>e. Continuous development based on the outcomes of monitoring, evaluation,</p>	

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		and follow-up from previous stages.	
The leadership of Universitas Negeri Semarang (UNNES), the heads of Technical Implementation Units (TIU), and the Director of the Directorate of Information Systems and Public Relations (DSIH) must have access to information regarding the implementation activities of the Tridharma of higher	UNNES has an official website with the following performance characteristics:( i) It contains regularly updated information on Tridharma implementation activities conducted by institutions, directorates, technical implementation units (TIU), faculties, and study programs;(ii) It	a. Implementation of the development and enhancement of an integrated website. b. Gradual testing of the developed and enhanced website. c. Monitoring and evaluation of the development and enhancement of the	Availability of the UNNES Website

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education carried out by the academic community. This information must be accessible via a Wide Area Network (WAN), easily and promptly retrievable, and updated on a monthly basis.	allows for easy navigation through its directories and subdirectories;(i ii) It features an attractive design that reflects educational values.	integrated website at Universitas Negeri Semarang (UNNES) d. Follow-up actions based on the results of monitoring and evaluation. e. Continuous development based on the outcomes of monitoring, evaluation, and follow-up from previous stages.	
The university leadership and the Director of	UNNES has an official website with the	a. Implementation of the development	Availability of the

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the Directorate of Information Systems and Public Relations (DSIH) must have access to information regarding lecturers, educational staff, non-permanent employees, students, facilities, infrastructure, and university-owned assets. This information must be accessible via a Wide Area Network (WAN), easily and promptly	following performance characteristics:( i) It contains information on lecturers, educational staff, and non-permanent employees that can be accessed via a Wide Area Network (WAN), quickly and regularly updated;(ii) It provides information on students and their activities, accessible via a Wide Area Network (WAN), quickly and regularly updated;(iii) It	and enhancement of an integrated website. b. Gradual testing of the developed and enhanced website. c. Monitoring and evaluation of the development and enhancement of the integrated website at Universitas Negeri Semarang (UNNES).	UNNES Website

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retrievable, and updated at least once every month.	contains information on facilities, infrastructure, and university-owned assets, accessible via a Wide Area Network (WAN), quickly and regularly updated;(iv) It allows for easy navigation through its directories and subdirectories;(v) It features an attractive design that reflects educational values.	d. Follow-up actions based on the results of monitoring and evaluation. e. Continuous development based on the outcomes of monitoring, evaluation, and follow-up from previous stages.	
The leadership of the university,	There are <i>Blueprint</i> for the	FGD	<i>Blueprint for the Development</i>

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<p>faculties, graduate school, study programs, directorates, institutes, technical implementation units (TIU), and the Director of the Directorate of Information Systems and Public Relations (DSIH) must possess a comprehensive blueprint for the development, management, and utilization of information systems as the basis for all</p>	<p>development, management, and utilization of the information system, which includes: (i) adequate infrastructure and facilities; (ii) management units at the levels of institution, faculty, postgraduate school, study program, directorate, institute, and technical implementation unit (TIU); and (iii) a system for data flow and</p>		<p>t, <i>Management, and Utilization of the Information System</i></p>

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policy determinations.	access authorization, as well as a disaster recovery system.		
<b>Information on the Input Process of Students, Lecturers, and Educational Staff</b>			
The university leadership and the Director of DSIH must have access to information regarding the student admission selection system for diploma, undergraduate, and postgraduate programs each year, which should be	a. There is a webpage containing information on the admission of new students for diploma, undergraduate, and postgraduate programs, which can be accessed easily and quickly.	a. Implementation of the development and enhancement of an integrated website. b. Gradual trial implementation of the website development and enhancement. c. Monitoring and	Availability of the UNNES Website

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accessible quickly through a Wide Area Network (WAN).	b. There is a website with the following performance characteristics: (i) its directories and subdirectories can be easily navigated; and (ii) it features an attractive design that also carries educational value.	<p>evaluation of the development and enhancement of the integrated website at UNNES.</p> <p>d. Follow-up actions based on the monitoring and evaluation results.</p> <p>e. Continuous development based on the outcomes of the monitoring, evaluation, and follow-up stages.</p>	



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<p>The university leadership, heads of bureaus, and the Director of DSIH must have accurate information from the relevant units, namely BAKHUM, the Directorate of DSIH, and the associated banks, regarding the re-registration of new students each year for diploma, undergraduate, and postgraduate programs, which should</p>	<p>a. There is an accurate and centralized database at DSIH UNNES that is connected with BAKHUM and the associated banks. The database is valid, accessible through a Local Area Network (LAN), and provides quick access for diploma, undergraduate, and postgraduate programs.</p>	<p>a. Implementation of the development and enhancement of an integrated database.</p> <p>b. Gradual trial implementation of the database development and enhancement.</p> <p>c. Monitoring and evaluation of the development and enhancement of the integrated</p>	<p>An accurate and centralized database is available.</p>

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be quickly accessible through a Wide Area Network (WAN).	b. There is data on the number of students who re-register, their admission pathways, and those who withdraw. The data is valid, accessible through a Wide Area Network (WAN), and provides quick access for diploma, undergraduate, and postgraduate programs. A database is also available to anticipate	database at UNNES. d. Follow-up actions based on the results of monitoring and evaluation. e. Continuous development based on the results of monitoring, evaluation, and follow-up from the previous stages.	

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	the development of PDDIKTI data.		
The university leadership and the Director of DSIH must have access to information regarding the selection system for each new recruitment of academic and administrative staff, which should be quickly accessible through a Wide Area Network (WAN).	a. There is a webpage containing information on the selection system, selection mechanisms, and the appointment of new academic and administrative staff, which can be easily and quickly accessed through a Wide Area Network (WAN)	a. Implementation of the development and enhancement of an integrated website. b. Gradual trial implementation of the website development and enhancement. c. Monitoring and evaluation of the development and	Availability of the UNNES Website

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	b. There is a website whose directories and subdirectories can be easily navigated, featuring an attractive design that also carries educational value.	enhancement of the integrated website at UNNES. d. Follow-up actions based on the results of monitoring and evaluation. e. Continuous development based on the outcomes of monitoring, evaluation, and follow-up from the previous stages.	
<b>Information on the Implementation Process for Students, Lecturers, and Educational Staff</b>			
The Director of DSIH must	a. There is a webpage	a.Implementati on of the	Availability of the

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provide a service for new student biodata entry each semester for diploma, undergraduate, and postgraduate programs, which should be quickly accessible through a Wide Area Network (WAN).	<p>that provides biodata entry services for students at all program levels.</p> <p>b. There is a student database for all program levels that can be easily updated.</p> <p>c. There is student biodata that supports the Higher Education Database (PDDIKTI)</p>	<p>development and enhancement of an integrated website.</p> <p>b. gradual trial implementation of the website development and enhancement.</p> <p>c. Monitoring and evaluation of the development and enhancement of the integrated website at UNNES.</p>	UNNES Website

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		<p>d. Follow-up actions based on the results of monitoring and evaluation.</p> <p>e. Continuous development based on the outcomes of monitoring, evaluation, and follow-up from the previous stages.</p>	
The Vice Rector I, Director of the Postgraduate School, Deans of Faculties, Study Program Coordinators, and the Director of DSIH	There is an academic information system with the following performance characteristics: (i) it facilitates course	a. Implementation of the development and enhancement of an integrated	The UNNES information system (SIKADU) is available.

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must provide an information service for student course registration for diploma, undergraduate, and postgraduate programs, which should be quickly accessible through a Wide Area Network (WAN) and updated every semester.	registration for students at all program levels; (ii) it is easily and quickly accessible through a Wide Area Network (WAN); and (iii) it possesses a high level of security..	<p>information system.</p> <p>b. Gradual trial implementation of the information system development and enhancement</p> <p>c. Monitoring and evaluation of the development and enhancement of the integrated information system at UNNES.</p> <p>d. Follow-up actions</p>	

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		<p>based on the results of monitoring and evaluation.</p> <p>e. Continuous development based on the results of monitoring, evaluation, and follow-up from the previous stages.</p>	
The university leadership, deans of faculties, director of the postgraduate school, study program coordinators,	There are academic information system with the following performance characteristics: (i) it facilitates academic	a. Implementation of the development and enhancement of an integrated	Sikadulena



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and the Director of DSIH must provide an information service for academic advising conducted by academic advisors for students at all program levels..	advising for students at all program levels; (ii) the academic advising service can be easily and quickly accessed through a Wide Area Network (WAN); and (iii) it facilitates an online advising system between lecturers and students, with data that can be properly stored.	information system. b. Gradual development of the information system c. Monitoring and evaluation of the system development d. Follow-up actions based on the results of monitoring and evaluation.	
The university leadership, deans of faculties, director of the postgraduate	There is an academic information system with the following performance	a. Gradual implementation of the development and enhancement	Availability of the UNNES information system

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school, study program coordinators, and the Director of DSIH must provide an information service for class schedules of diploma, undergraduate, and postgraduate programs, which should be quickly accessible through a Wide Area Network (WAN) and updated every semester.	characteristics: (i) it facilitates class schedule services for students at all program levels; (ii) the class schedule service can be easily and quickly accessed through a Wide Area Network (WAN); and (iii) class schedules are regularly updated and securely stored.	of an integrated information system. b. Monitoring and evaluation of the system development. c. Follow-up actions based on the results of monitoring and evaluation.	
The university leadership, deans of faculties,	There is an academic information system with the	a. Gradual implementation of the development	Availability of the UNNES

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<p>director of the postgraduate school, study program coordinators, and the Director of DSIH must provide an information service for class schedules of diploma, undergraduate, and postgraduate programs, which should be quickly accessible through a Wide Area Network (WAN) and updated every semester.</p>	<p>following performance characteristics: (i) it facilitates the grade entry process for students at all program levels; (ii) the grade entry service can be easily and quickly accessed through a Wide Area Network (WAN); and (iii) the grade entry data are regularly updated and securely stored.</p>	<p>and enhancement of an integrated information system</p> <p>b. Monitoring and evaluation of the system development</p> <p>c. Follow-up actions based on the results of monitoring and evaluation.</p>	<p>information system</p>
<p>The university leadership,</p>	<p>There is an academic</p>	<p>a. Gradual implementation</p>	<p>Availability of the</p>

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deans of faculties, director of the postgraduate school, study program coordinators, and the Director of DSIH must provide a service for evaluating lecturers' performance in the teaching and learning process by students of diploma, undergraduate, and postgraduate programs, which should be quickly accessible	information system with the following performance characteristics: (i) it facilitates the service for evaluating lecturers' performance in the teaching and learning process by students at all program levels; (ii) the lecturer performance evaluation service can be easily and quickly accessed through a Wide Area Network (WAN); and (iii) the system	on of the development and enhancement of an integrated information system  b. Monitoring and evaluation of the system development  c. Follow-up actions based on the results of monitoring and evaluation.	UNNES information system

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through a Wide Area Network (WAN) each semester.	provides a platform for students to evaluate lecturers' performance during the teaching and learning process		
The university leadership, deans of faculties, director of the postgraduate school, study program coordinators, and the Director of DSIH must provide an information service for student study results (SSR) for	There is an academic information system with the following performance characteristics: (i) it facilitates the processing of student study results (SSR) for all program levels; (ii) the SSR service can be easily and	a. Gradual implementation of the development and enhancement of an integrated information system. b. Monitoring and evaluation of the system development.	Availability of the UNNES information system

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diploma, undergraduate, and postgraduate programs, which should be quickly accessible through a Wide Area Network (WAN) and updated every semester.	quickly accessed through a Wide Area Network (WAN); and (iii) it has a high level of security and is updated every semester.	c. Follow-up actions based on the results of monitoring and evaluation.	
The university leadership, deans of faculties, director of the postgraduate school, study program coordinators, and the head of the ICT Technical Implementation	There is an academic information system with the following performance characteristics: (i) it contains curriculum information for study programs at all levels; (ii) it is accessible	a. Gradual implementation of the development and enhancement of an integrated information system. b. Monitoring and evaluation of	Availability of the UNNES information system

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Unit (ICT TIU) must provide a Curriculum Information System service that is accessible through a Wide Area Network (WAN), fast, easy to use, well-maintained, and updated every semester.	through a Wide Area Network (WAN), fast, easy to use, well-maintained, and updated as needed according to the characteristics of each study program; and (iii) it has a high level of security and is updated every semester.	the system development. c. Follow-up actions based on the results of monitoring and evaluation.	
The university leadership, deans of faculties, director of the postgraduate school, and the Director of DSIH must provide a	There is a Lecturer Information System (SIDOS) with the following performance characteristics: (i) it facilitates	a. Gradual implementation of the development and enhancement of an integrated	Availability of the UNNES information system

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Lecturer Information System (SIDOS) service that is accessible through a Wide Area Network (WAN), fast, easy to use, and updated every semester.	the UNNES lecturer database; (ii) it can be easily and quickly accessed through a Wide Area Network (WAN); (iii) it has a high level of security and is updated every semester; (iv) it is continuously developed in accordance with dynamically changing regulations (for example, KKD, BKD, and online promotion systems); and (v) it is	information system. b. monitoring and evaluation of the system development. c. Follow-up actions based on the results of monitoring and evaluation.	



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	<p>integrated with the PDDIKTI system and other online systems of the Ministry of Education, Culture, Research, and Technology.</p> <p>DSIH provides institutional email services (unnes.ac.id) for all lecturers. There is a policy requiring all UNNES lecturers to activate, update, and maintain their SIDOS accounts.</p>		

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<p>The university leadership and the Director of DSIH must provide an Employee Information System (Simpeg) service that is accessible through a Wide Area Network (WAN), fast, easy to use, and updated every semester.</p>	<p>There is an Employee Information System (Simpeg) with the following performance characteristics: (i) it facilitates the UNNES employee database; (ii) it can be easily and quickly accessed through a Wide Area Network (WAN); (iii) it has a high level of security and is updated every semester; (iv) it is continuously developed in accordance</p>		

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	<p>with dynamically changing regulations (for example, KKP and online promotion systems); and (v) it is integrated with the PDDIKTI system and other online systems of the Ministry of Education, Culture, Research, and Technology.</p> <p>DSIH provides institutional email services (unnes.ac.id) for all employees. There is a policy</p>		

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	requiring all UNNES employees to activate, update, and maintain their Simpeg accounts.		
The university leadership and the Director of DSIH must provide a Student Information System (SIMAS) service that is accessible through a Wide Area Network (WAN), fast, easy to use, and updated every semester.	There is a Student Information System (SIMAS) with the following performance characteristics: (i) it facilitates the UNNES student database; (ii) it can be easily and quickly accessed through a Wide Area Network (WAN), has a	a. Gradual implementation of the development and enhancement of an integrated information system. b. Monitoring and evaluation of the system development. c. Follow-up actions based	Availability of the UNNES information system

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	<p>high level of security, and is updated every semester; (iii) it is continuously developed in accordance with dynamically changing regulations (for example, HED data entry); and (iv) it is integrated with the HED system and other online systems of the Ministry of Education, Culture, Research, and Technology.</p> <p>DSIH provides institutional</p>	on the results of monitoring and evaluation.	

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	email services (unnes.ac.id) for all students. There is a policy requiring all UNNES students to activate, update, and maintain their SIMAS accounts.		
The university leadership and the Director of DSIH must provide an Accounting and State-Owned Property Information System (SIMAK-BMN) service that is accessible through a Wide Area Network (WAN), fast,	There is a policy requiring all units to record their SIMAK-BMN data within their respective units.  UNNES has an Accounting and State-Owned Property Information System (SIMAK-	a. Gradual implementation of the development and enhancement of an integrated information system  b. Monitoring and evaluation of the system development	Availability of the UNNES information system

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easy to use, and updated every semester.	BMN) with the following performance characteristics: (i) it maintains a database of state-owned property; (ii) it can be easily and quickly accessed through both WAN and LAN networks and is regularly updated; (iii) it has a high level of security and is updated every semester; (iv) it is continuously developed in accordance with dynamically	c. Follow-up actions based on the results of monitoring and evaluation.	

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	changing regulations; and (v) it is integrated with the HED system and other online systems of the Ministry of Education, Culture, Research, and Technology.		
The university leadership and the Director of DSIH must provide a Financial Information System (SIMKEU/SIM-Akuntansi) service that is accessible through both Local Area	There is a policy requiring all units to implement the Financial Information System (SIMKEU) or Accounting Information System (SIM-Akuntansi) within their respective units	a. Gradual implementation of the development and enhancement of an integrated information system  b. monitoring and evaluation of	Availability of the UNNES information system



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Network (LAN) and Wide Area Network (WAN), fast, easy to use, and updated every semester.	<p>through WAN and LAN networks as needed.</p> <p>UNNES has a Financial Information System (SIMKEU) or Accounting Information System (SIM-Akuntansi) with the following performance characteristics:</p> <p>(i) it provides an accounting and financial database and information system accessible through both WAN and LAN;</p>	<p>the system development</p> <p>c. Follow-up actions based on the results of monitoring and evaluation.</p>	

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	(ii) it can be easily, quickly, and reliably accessed; (iii) it has a high level of security and is updated every semester; (iv) it is continuously developed in accordance with dynamically changing regulations; and (v) it is integrated with relevant institutional systems and other online systems of the Ministry of Education, Culture,		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	Research, and Technology.		
The university leadership and the Director of DSIH must provide an Inventory Information System (SIMADA) service that is accessible through both Wide Area Network (WAN) and Local Area Network (LAN), fast, easy to use, and updated every semester.	Universitas Negeri Semarang (UNNES) has a policy requiring all units to record their Inventory Information System (SIMADA) data within their respective units through both WAN and LAN networks as needed.  UNNES has an Inventory Information System (SIMADA) with the following	a. Gradual implementation of the development and enhancement of an integrated information system  b. Monitoring and evaluation of the system development  c. Follow-up actions based on the results of monitoring and evaluation.	Availability of the UNNES information system

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>performance characteristics:</p> <p>(i) it provides a database and inventory information system accessible through both WAN and LAN networks; (ii) it can be easily, quickly, and reliably accessed through WAN and LAN; (iii) it has a high level of security and is updated every semester; (iv) it is continuously developed in accordance with</p>		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>dynamically changing regulations; and</p> <p>(v) it is integrated with relevant institutional systems and other online systems of the Ministry of Education, Culture, Research, and Technology.</p>		
<p>The Vice Rector I and the Director of DSIH are required to provide licensed learning software and general software in an adequate</p>	<p>There are policy on the use of licensed software.</p> <p>Licensed learning software is available with the following criteria:(i) an adequate</p>	<p>Procurement of licensed software</p>	<p>Licensed software is owned and utilized</p>

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
quantity, in accordance with the characteristics of each field of study, every semester.	<p>number in accordance with the characteristics of the respective fields of study and accessible to each relevant study program;(ii) licensed with the latest version and accessible to each relevant study program.</p> <p>There are also regular updates of general software for finance, human resources, SIMAK BMN, and SIMKEU, which</p>		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	are licensed with the latest versions and accessible to each relevant study program or work unit.		
The university leadership and the Director of DSIH shall provide computers equipped with licensed operating systems, which are continuously connected to the WAN network across all levels of the university, including faculties,	<p>There are policy on the use of computers equipped with licensed operating systems.</p> <p>Computers equipped with licensed operating systems are available in an adequate number, in accordance with the</p>	Procurement of computers and licensed operating systems	Licensed computers and operating systems are owned and utilized.

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
directorates, institutions, technical implementation units (TIUs), and study programs.	characteristics of each unit, and are connected to the WAN network across all levels of the university, including faculties, directorates, institutions, technical implementation units (TIUs), study programs, and students.		
The university leadership and the Director of DSIH shall provide e-learning services that correspond to the	E-learning services are available in accordance with the characteristics of each field of study at the diploma,		



<b>Statement of Standards</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
characteristics of each field of study at the diploma, undergraduate, and postgraduate levels, and that are properly and consistently utilized each semester.	undergraduate, and postgraduate levels, which are properly and consistently utilized each semester and consistently updated every semester.		
The university leadership and the Director of DSIH shall provide online access services to library collections, including books, repositories of students' scientific works	There is a policy concerning:(i) the repository of students' scientific works;(ii) the repository of lecturers' scientific works or articles;(iii) the database of central and faculty library		

<b>Statement of Standards</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
at the diploma, undergraduate, and postgraduate levels, and online journal articles, in an easy, fast, and continuous manner.	collections; and (iv) reputable journal services with up-to-date collections all of which are centralized for every academic level and can be easily and quickly accessed online by the UNNES academic community.		
The Vice Rector I shall be responsible for updating the PDDIKTI data of all study programs at every academic level in a valid, continuous, and consistent	The HED data for all study programs are integrated with various related units.  A database is available to facilitate the processes of data input,	Updating data in the PD Dikti system	Update data di PD Dikti

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
manner each semester.	<p>updating, and uploading to the PD Dikti feeder system.</p> <p>Monitoring and evaluation of PD Dikti data for all study programs are conducted continuously and consistently every semester.</p> <p>Follow-up actions are carried out based on the results of monitoring and evaluation regarding the updating, input, uploading, and existing data in</p>		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	the HED feeder system for all study programs, in a continuous and consistent manner each semester.		
<b>Information Related to Outcome</b>			
The Director of DSIH shall provide an alumni webpage service that is updated every semester.	<p>UNNES has a subdirectory on its official website specifically dedicated to alumni information, which is accessible via the WAN network and updated every semester.</p> <p>UNNES has a tracer study subdirectory for</p>	<p>a. Gradual implementation of the development and enhancement of an integrated information system</p> <p>b. Monitoring and evaluation of the system development</p> <p>c. Follow-up actions</p>	Availability of the UNNES information system

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>alumni and stakeholders, which is accessible via the WAN network and updated every semester.</p> <p>UNNES has a subdirectory containing information on the organizational structure, statutes and bylaws (AD-ART), and the duties and functions of the alumni management.</p> <p>UNNES has a subdirectory</p>	based on the results of monitoring and evaluation.	

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	<p>featuring activities conducted by alumni, both on and off campus.</p> <p>UNNES provides an online legalization service for verifying valid alumni data, which is regularly updated.</p>		

### **Strategy**

1. Affirming the leadership's commitment to the reform of the UNNES information system.
2. Establishing a commitment in the form of sustainable and consistent policies.
3. Developing *blueprint* for an integrated information system at UNNES involving study programs, faculties, DSIH, technical implementation units (TIUs), directorates, and institutions.

4. Providing funding for the implementation of the information system reform supported by all units.
5. Procuring hardware and software in accordance with needs, ensuring reliable and tested quality.
6. Developing an integrated information system in a gradual and measurable manner.
7. Implementing the development and enhancement of the integrated information system.
8. Conducting gradual trials for system development and improvement.
9. Monitoring and evaluating the development and enhancement of the integrated information system at UNNES.
10. Following up on the results of monitoring and evaluation.
11. Ensuring continuous development based on monitoring and evaluation results and follow-up from previous stages.

#### ***Parties Involved***

1. Rector of UNNES
2. Vice Rector I
3. Vice Rector II
4. Vice Rector III
5. Vice Rector IV
6. Head of the ICT Technical Implementation Unit (ICT TIU)

#### ***Related Unitst***

1. Directors.

2. Deans.
3. Vice Deans
4. Institutions
5. Directorate of Information Systems and Digital Services (DSIH)
6. Student Affairs Unit
7. Student Executive Boards (SEB) at the University, Faculty, and Study Program levels
8. Alumni Association Management

## **F. Risk Standard**

### ***Definition and Scope***

1. Risk refers to the possibility of an event occurring that may negatively affect the achievement of objectives.
2. Risk management is a systematic approach encompassing culture, processes, and structures to determine the best actions in relation to risks.
3. The risk management process involves the systematic implementation of management policies, procedures, and practices covering communication and consultation, context establishment, risk identification, risk analysis, risk evaluation, risk mitigation, as well as monitoring and review.
4. Key risk refers to a critical risk that must be effectively managed to ensure the successful achievement of organizational objectives.
5. Work units refer to all organizational units within UNNES, consisting of faculties, the graduate school, institutions, bureaus, agencies, bodies, and technical implementation units (TIU).



### **Quality Objectives**

Anticipatory measures against potential risks arising from institutional changes, policy shifts, and the Industrial Revolution 4.0 must be supported by additional documents that describe the impacts, risks, and corresponding solutions. The implementation of risk management at UNNES aims to increase the likelihood of achieving objectives and improving performance, encourage proactive management, provide a strong foundation for decision-making and planning, enhance the effectiveness and efficiency of organizational resource allocation, strengthen compliance with regulations, build stakeholder confidence, and improve organizational resilience..

### **Contents of the Standard**

*Table 36 Standard Content for Risk Management*

<b>Statement of Standards</b>	<b>Indicators of Standard Achievement</b>	<b>Methods for Achieving the Standards</b>	<b>Targets of Standard Achievement</b>
<b>Development of a Risk-Aware Culture</b>			
The development of a risk-aware culture is aligned with the objectives of UNNES	The development of a risk-aware culture is aligned with the conservation values applied	Developing UNNES risk management policies and guidelines to serve as a framework for	Documents on UNNES Risk Management Policies and Guidelines

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	in the implementation of activities to achieve UNNES's objectives.	implementing risk management in all units within UNNES.	
The risk-aware culture is recognized and managed as part of the decision-making process in all organizational units.	Leadership that demonstrates a commitment to considering risks in every decision-making process. Continuous communication to all work units regarding the importance of risk management. Recognition for those who effectively manage risks.	Formulating the key risk profile of UNNES and its mitigation plan annually, in alignment with UNNES's strategic objectives.	Document on UNNES's Key Risk Profile and Mitigation Plan

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	Integration of risk management into the overall management processes of UNNES.		
<b>Conduct of the Risk Management Process</b>			
Communication and consultation throughout all stages of the risk management process.	Communication and consultation are carried out at every stage of the risk management process with both internal and external stakeholders.	Communicating UNNES's key risks and delivering relevant mitigation plans to all related work units.	
Establishing the context, scope, and risk criteria.	Context establishment is conducted by outlining objectives and defining		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>internal and external parameters considered in managing risks.</p> <p>Determining the scope and risk criteria for subsequent processes.</p>		
Identifying, analyzing, evaluating, mitigating, monitoring, and reviewing risks.	Risk identification is carried out by identifying events, causes, and consequences of risks that may hinder, reduce, or delay the achievement of UNNES's objectives.	Monitoring and reporting UNNES's key risk levels and the implementation of mitigation measures.	Report on UNNES's key risk levels and the implementation of their mitigation measures.

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	<p>Risk analysis is conducted by determining the level of consequence (impact) and the likelihood of risk occurrence based on established risk criteria, while considering the reliability of existing control systems.</p> <p>Risk evaluation is performed to support decision-making on whether further risk</p>		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	<p>management actions are required and to determine the priority of such actions.</p> <p>Risk mitigation is conducted by identifying possible mitigation options, selecting one or more appropriate options, and implementing the chosen mitigation plan.</p> <p>Monitoring and review are carried out for all aspects of</p>		

Statement of Standards	Indicators of Standard Achievement	Methods for Achieving the Standards	Targets of Standard Achievement
	the risk management process.		
<b>Establishment of the Risk Management Structure</b>			
In order to ensure effective control and supervision over the implementation of risk management, UNNES has established a formal Risk Management Structure.	There is a risk management structure consisting of the UNNES Risk Management Commission and the Risk Management Implementation Commissions at the work unit level.	To ensure that the risk management process within each work unit operates effectively.	Risk Management Structure in Each Work Unit at UNNES

### **Strategies**

1. Formulate UNNES's Risk Management Policy and Guidelines as a reference for implementing risk management across all units within the university.
2. Develop UNNES's Key Risk Profile and its mitigation plan annually, based on the university's strategic objectives.

3. Monitor and report UNNES's key risk levels and the implementation of their mitigation measures.
4. Communicate UNNES's key risks and disseminate relevant mitigation plans to all related work units.
5. Ensure that the risk management process within each work unit operates effectively.

#### ***Parties Involved***

1. Rector
2. Risk Management Commission, consisting of a Chair, Secretary, and Members.
3. Leadership of Faculties, Graduate School, Institutes, Study Programs, and other relevant work units.

#### ***Related Units***

1. University
2. Public Relations
3. Institutes
4. Technical Implementation Units (TIU)
5. Student Affairs Unit
6. University, Faculty, and Study Program Student Executive Boards (SEB)
7. Alumni Association