QUALITY STANDARDS

UNDERGRADUATE EDUCATION PROGRAM

QUALITY ASSURANCE AGENCY

SURABAYA STATE UNIVERSITY

QUALITY STANDARDS
UNDERGRADUATE EDUCATION PROGRAM

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FOREWORD

Praise and thanks the presence of Allah SWT above all blessings bestowed to We so that can operate task For realize Higher Education goals play a role strategically in enlighten life nation, advance knowledge and technology by applying mark humanities as well as cultivation and empowerment sustainable Indonesian nation.

To realize Surabaya State University (Unesa) vision as a Legal Entity State University (PTNBH) to become a strong, adaptive, innovative educational university based on entrepreneurship needs implementation of System Internal Quality Assurance (SPMI) by implementing Education, Research and Service Standards to the Community (PkM) as well Unesa Higher Education Standards are based on PPEPP cycle (Determination, Implementation, Evaluation, Control, Improvement)

Implementation of SPMI requires document quality that is Quality Policy, Quality Manual, Quality Standards and Quality Forms. Book The Unesa Undergraduate Education Program Quality Standards are used as guidelines for implementing the Undergraduate Education Program at Unesa following applicable laws and regulations from government, national and international accreditation agencies, and regulations from Unesa.

Hopefully, The Book of Quality Standards for this Undergraduate Education Program can be useful and utilized as it should for the successful implementation of SPMI at Unesa as well as civilize enhancement quality in all aspects that lead to holistic and sustainable *Continuous Quality Improvement* (CQI) in Higher Education

Surabaya, May 2023
Rector,

Prof. Dr. Nurhasan, M. Kes
NIP. 196304291990021001

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Figure 1.1 Undergraduate Quality Standards

Undergraduate Quality Standards are periodic and revised based on annual results evaluation standards. The history of these quality standards shows an increase in quality standards at the University. Development Undergraduate Quality Standards in the latest 2022 experience changes to indicators in each standard. Several standards have changed to increase quantitative data to improve quality continuously.

B. Applied Undergraduate Quality Standards
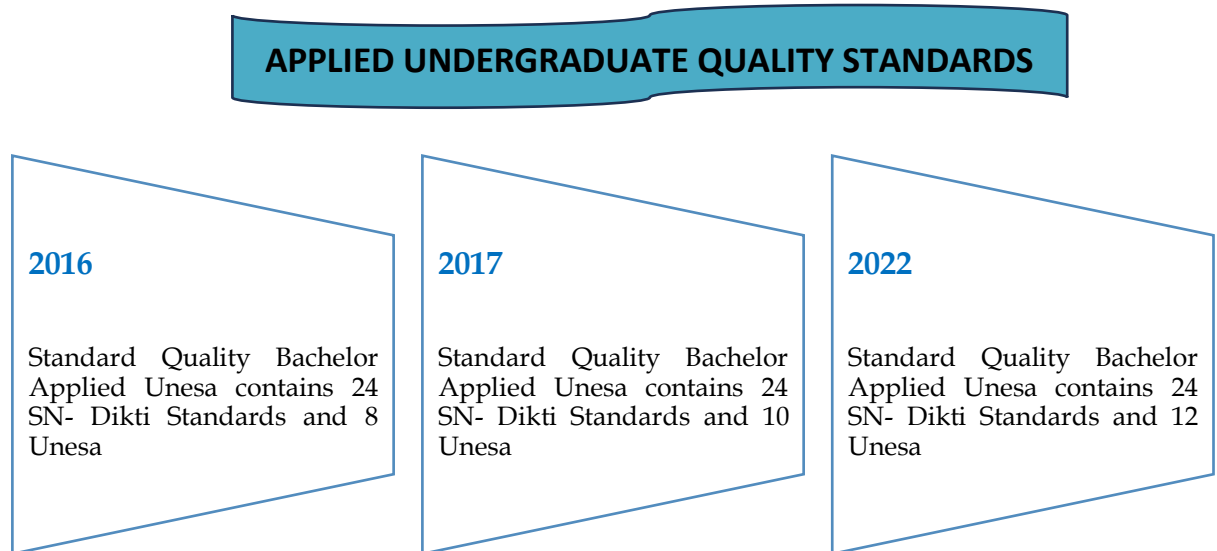
Figure 1.2 Applied Undergraduate Quality Standards

The applied bachelor's degree at Unesa underwent a total change, starting from Diploma 3, now becoming Diploma 4, and being included in the vocational program.

C. Master's Postgraduate Quality Standards
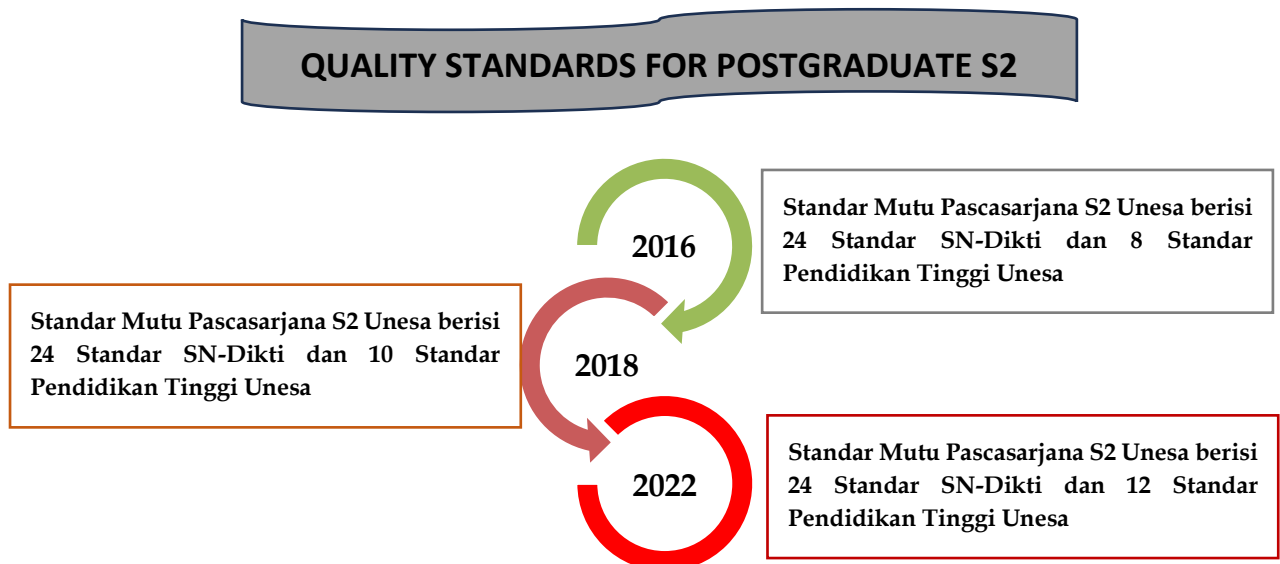
Figure 1.3 Master's Postgraduate Quality Standards

Postgraduate Quality Standards experienced change standards are relatively old.

This is because there have been no significant changes in the standard indicators, but since 2018, audits have been carried out regularly continuously and present change indicators that will slowly improve significantly.

D. Doctoral Postgraduate Quality Standards
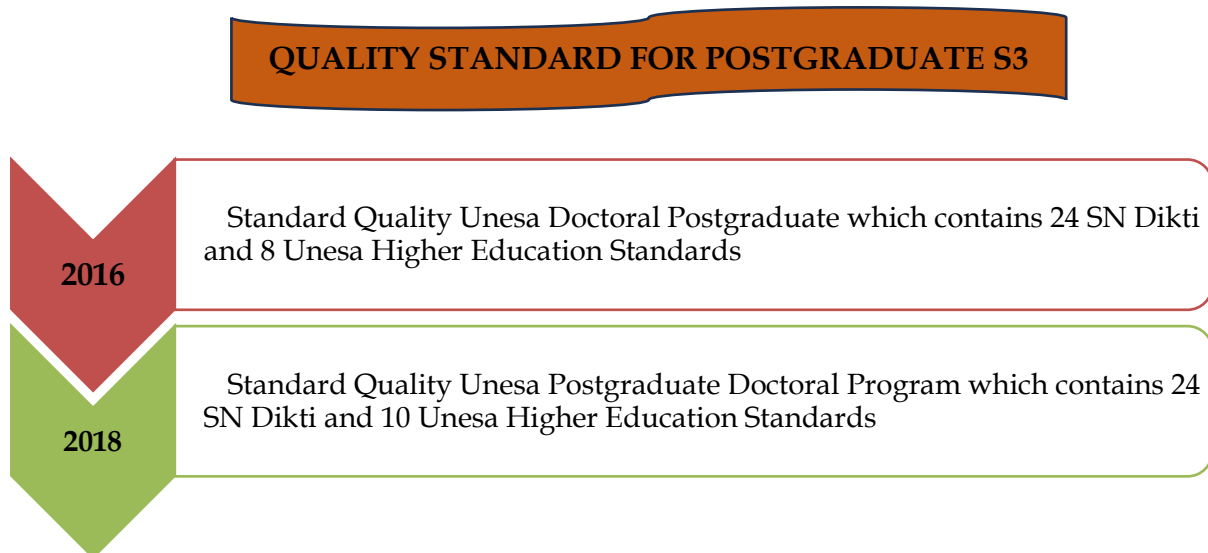
Figure 1.4 Doctoral Postgraduate Quality Standards

Because the 2018 standard indicators have not changed, these standards are still valid until Currently, the indicators are high, and the exceedances still need to be achieved not yet can changed the standard. Still, in 2023, the doctoral study program will be carried out with International accreditation (SPME), which needed additional Unesa Higher Education Standards, namely international accreditation standards, as standard for the quality of the study program's IKT achievements.

E. Professional Education Quality Standards

Professional education at Unesa still has a Professional Teacher Education (PPG) program, but other professional study programs will be developed in the future. For this reason, the development of KKNI level 7 still requires quality standards that differ from those for undergraduate and applied graduates at level 6, postgraduate level 8, or level 9. Development standards this profession remains referring to SN Dikti.

QUALITY STANDARDS FOR PROFESSIONAL

2021

Standard Quality of Professional Education Unesa contains 10 Unesa Higher Education Standards

2022

Standard Quality of Professional Education Unesa contains 24 SN Dikti and 10 Unesa Higher Education Standards

Figure 1.5 Professional Education Quality Standards

CHAPTER II
QUALITY ASSURANCE SYSTEM AT UNESA

A. Quality Policy at Unesa

The quality assurance system at Unesa is carried out internally by the university concerned through the implementation of the Internal Quality Assurance System (SPMI) and externally carried out by BAN PT, the Mandiri Accreditation Institute (LAM), international accreditation institutions through the National Quality Assurance System (SPME) and international. SPMI is a systemic activity to guarantee the quality of higher education by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner. This quality policy guideline is needed to implement Internal and External Quality Assurance at Unesa, following the basic principles and regulations of SPMI and SPME. This means that the development of quality policies at Unesa is carried out to achieve performance targets for the quality assurance system nationally and internationally.

1. Legal Foundation
   a. Law Number 20 of 2003 concerning the National Education System.
   b. Constitution Number 14 of 2005 concerning Teachers and Lecturers;
   c. Constitution Number 12 of 2012 concerning Higher Education.
   d. Constitution Number 20 of 2013 concerning Medical Education
   e. Regulation Government Number 37 of 2009 concerning Lecturers
   f. Regulation Government Number 32 of 2013 concerning Change on Regulation Government Number 19 of 2005 concerning National Education Standards
   g. Regulation Government Number 4 of 2014 concerning Higher Education Implementation and Management College;
   h. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   i. Regulation Government Number 37 of 2022 concerning State University Legal Entity Surabaya State University
   j. Regulation President the Republic of Indonesia Number 8 2012 about _ Framework Indonesian National Qualification
   k. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for

Higher Education

l. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards;

m. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 62 of 2016 Concerning System Higher Education Quality Assurance;

n. Minister of Research, Technology and Higher Education Regulation Number 61 of 2016 concerning Higher Education Database;

o. Minister of Research, Technology, and Higher Education Regulation Number 32 of 2016 concerning Accreditation of Study Programs and Higher Education;

p. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

q. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

r. Regulation of the Minister of Education, Culture, Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

s. Minister of Education and Culture Regulation Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.

t. Circular Letter of the Minister of Research, Technology and Higher Education Number 255/B/SE/VIII/2016 concerning Guidelines for Preparing Higher Education Curriculum

u. BAN-PT Regulation Number 59 of 2018 concerning Instruments for preparing LED and LKPS APS 4.0 and APT 3.0

v. Guidebook "Freedom to Learn - Independent Campus " 2020 Directorate General of Higher Education, Ministry of Education and Culture.

w. BAN-PT Regulation Number 1 of 2022 concerning BAN-PT Accreditation Mechanism

x. Regulation Rector of Surabaya State University Number ... 2023 about _ Organization and Work Procedures Elements under the Chancellor of Surabaya State University

y. Surabaya State University Academic Policy

z. Plan Surabaya State University Strategic

2. The vision of the Quality Assurance Agency (BPM)
As a Quality Assurance Agency that is trustworthy, transparent, and responsible to make Unesa a robust, adaptive, and innovative educational university based on entrepreneurship.

3. Mission of the Quality Assurance Agency (BPM)
   a. Build and continuously develop a quality document system according to academic developments at Unesa
   b. Encourage, control, and improve the quality of academic performance in implementing internal and external quality assurance at Unesa
   c. Developing national and international standard quality in maintaining and improving academics at Unesa
   d. Improving the organizational quality culture of all *stakeholders*

4. Quality policy
The management of the Unesa Quality Assurance Agency (BPM) is committed to always ensuring the fulfillment of national and international quality standards in a systemic, measurable, and sustainable manner to meet the expectations of internal and external stakeholders. To make this happen, Unesa BPM Management always:
   a. Carrying out SPMI and SPME that follow developments in academic standards at home and abroad
   b. Improving service quality and developing internal quality assurance organizations at Unesa
   c. Comply with and fulfill the national laws and regulations requirements in Indonesia and Unesa policies.
   d. Carry out monitoring, evaluation, and continuous quality improvement in the quality assurance process at Unesa
   e. Monitoring control and improving performance programs in units and units at Unesa

B. Internal Quality Assurance System (SPMI)

SPMI at Unesa follows regulations based on applicable law. The Quality Assurance System policy at Unesa is based on the Unesa Chancellor's Regulation No. 3 of 2020 concerning the Internal Quality Assurance System of Surabaya State

University. Determination of quality policies and documents consisting of quality policies, quality manuals, quality standards, and quality forms are used to determine, implement, evaluate, control, and improve the quality standards of Higher Education (PT) and Study Program Management Units (UPPS)/Study Programs (Prodi). The implementation of SPMI at Unesa is based on PPEPP (Determination, Implementation, Evaluation, Control, Improvement Standard) as follows:
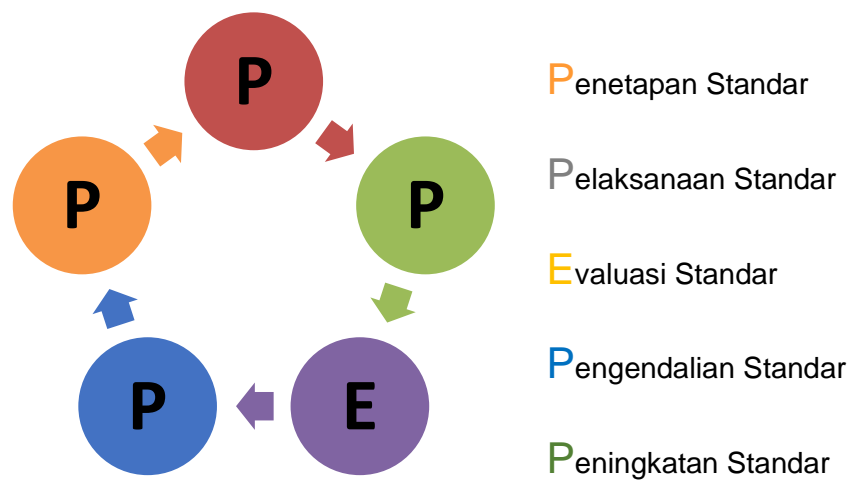
Figure 2.1 SPMI implementation

1. **Determination (P).**

   The setting begins with the preparation of SPMI policy documents, SPMI manual documents, SPMI standard documents and documents/forms SPM I by the university-level quality assurance team, namely the Quality Assurance Agency (BPM) together with representatives from the faculty-level quality assurance team, namely the Quality Assurance Team (GPM) concerning the National Education Standards (SN Dikti), Teacher Education Standards, Education Standards Unesa's National Medical and Higher Education Standards, assessment matrices set by the National Accreditation Board for Higher Education (BAN-PT), assessment matrices set by both national Accreditation Institutions and international accreditation agency criteria as well as other relevant guidelines or provisions such as Strategy Plan (Renstra), Statutes and academic policies of Unes a .

2. **Implementation (P).**

   Implementation of standards is the implementation of Quality Standards in

implementing education, research, and PkM, and Unesa Higher Education standards by all academics at Unesa. BPM manages the SPMI implementation process. Implementation activities in the implementation of SPMI involve all Unesa leadership (Rector, Deputy Chancellor, Director, Head of Institution/Agency, Dean, Deputy Dean, Coordinator of study programs/Prodiction Coordinators), Quality Assurance consisting of from B, and Quality Assurance (BPM) at university-level, Quality Assurance Group (GPM) at the level faculties, and Assurance Units Quality (UPM) at the study program level who synergize with each other in determining, implementing, evaluating, controlling and improving quality according to established standards and also evaluating standards that still need to be improved/perfected.

3. Evaluation (E) .

E standard evaluation aims to measure or monitor the achievement of the implementation of the Unesa Quality Standards, which is carried out periodically. Standard implementation evaluation activities are carried out by quality assurance by conducting audits, monitoring, and evaluation (monev) activities, and satisfaction surveys. BPM prepares instruments and schedules for implementing audits, monitoring and evaluation and satisfaction surveys. Implementation instruments and templates for audit reports, monev, and satisfaction surveys are accessed via SIMUTU. The schedule for implementing Unesa's audit, monitoring and evaluation, and environmental satisfaction surveys is determined based on the Chancellor's Decree. BPM socializes the implementation of audits, monitoring, evaluation, and satisfaction surveys to GPM, which in turn socializes the scheduling of audits, monitoring, evaluation, and satisfaction surveys to study programs through UPM.

4. Control (P).

Control is a corrective action to ensure the standard's criteria/indicators/commands are fulfilled. Unesa's SPMI Standard Control aims as a reference or guideline for monitoring the results of evaluations of the implementation of quality standards that have been carried out so that leaders at both the study program, UPPS, and university levels can determine the follow-up actions needed to improve or increase the quality standards that have been implemented and evaluated in the PPEPP cycle. Standard control activities are carried out by reviewing evaluation results from audit reports, monitoring and evaluation, and satisfaction surveys on RTM for the UPPS level. UPPS leaders and study programs attended the RTM, quality assurance (GPM and

UPM), as well as auditors and monitoring and evaluation. The results of this control will formulate efforts that need to be improved and problem-solving in the short, medium, and long term, as stated in the Follow-up Document (DTL). If the results of the follow-up process carried out by the study program or UPPS still need to be resolved, they will be discussed in a Follow-up Meeting (RTL) at the university level. The RTL was attended by university leaders and BPM .

5. Increase (P).

increasing standards continuously improves the quality (*Continuous Quality Improvement* - CQI) of Unesa's quality standards. Improving the Implementation of SPMI Unesa Standards can be done by formulating new standards after the specified quality standards have been met. Improvement activities are carried out based on the evaluation results of standards that have reached the minimum standards that have been carried out in the RTL. The focus of RTL is an effort to a) correct deficiencies or non-conformities that have been identified; b) maintain, and or; c) re -increase the standards that have been declared successfully achieved within the specified period. Based on recommendations from the Chancellor regarding the achievement of quality standards, BPM formulated an increase in the Unesa Quality Standards set by Unesa to improve standards/measures so that they are higher than the standards/measures set by SN Dikti. The results of the standards improvement stage will return to the first cycle, namely standard setting.

PPEPP activities in this internal quality assurance system involve the Academic Senate, Unesa leadership, a) the Chancellor; b) The Vice Chancellor consists of the Vice Chancellor for Education, Student Affairs and Alumni (WR 1), the Deputy Chancellor for law, administration, finance, resources and business (WR 2), the Vice Chancellor for Research, Community Service, Innovation, Publication and University Ranking (WR 3); Deputy Chancellor for Planning, Development, Cooperation and Information and Communication Technology (Wr 4); c) Dean; d) The Deputy Dean consists of the Deputy Dean for Learning, Research and Community Service, Student Affairs and Alumni (WD 1), Deputy Dean for Planning, Finance, Resources, General Affairs, Cooperation and Information Communication Technology (WD 2); e) Study program coordinator (koorprodi); f) Quality assurance consisting of the Quality Assurance Agency (BPM) at the university level, the Quality Assurance Group (GPM) at the faculty/UPPS level, and the Quality Assurance Unit (UPM) at the study program level which synergize with each other in determining, implementing, evaluating,

controlling and improving quality according to established standards and also evaluating standards that still need to be improved/perfected.

Figure 2.2 System Internal Quality Assurance (SPMI) at Unesa
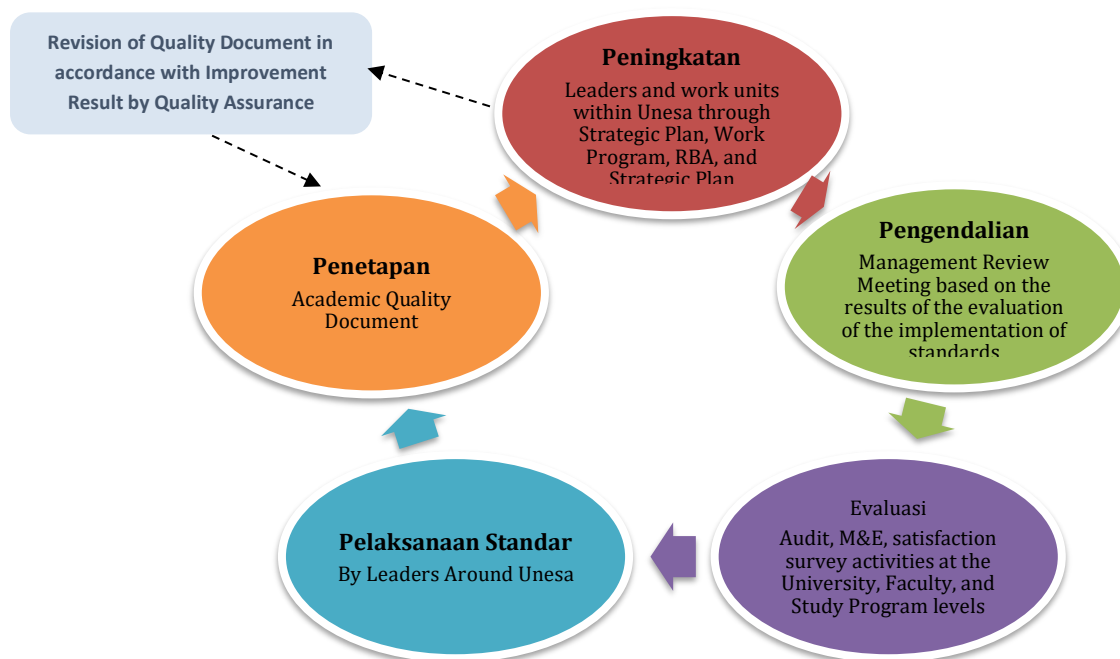
Mechanism SPMI activities are implicitly depicted in Figure 1 above, where all leaders are involved in PPEPP activities.

C. External Quality Assurance System (SPME)

Unesa has considered and placed its quality standard criteria in national and international accreditation into target indicators in existing quality standards. Until 2022, national accreditation criteria have been determined from BAN-PT, LAM-DIK, LAMEMBA, LAMSAMA, LAMKES, LAMINFOKOM, LAMTEK, and international accreditation based on the 2015 *Europa Standard Guide*. Article 55 of the Higher Education Law states that:

1. Accreditation is an assessment activity according to the criteria determined based on the SN Dikti;
2. Accreditation is carried out to determine eligibility:
    a. Study program; And
    b. University; based on criteria referring to SN Dikti.
3. The government established the National Accreditation Board for Higher

Education (BAN-PT) to:
a. develop an accreditation system;
b. carry out University accreditation.

The government or community forms an Independent Accreditation Institution (LAM) to accredit study programs. Further provisions regarding SPME or Accreditation have been stipulated in Minister of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programs and Universities, as well as Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards and Permenristekdikti No. 62 of 2016 concerning Higher Education Quality Assurance Systems

Higher Education Data Base (PD Dikti) Article 56 of the Higher Education Law regulates that PD Dikti is a nationally integrated collection of higher education implementation data for all universities. PD Dikti is a source of data and information for:
1. LAM and BAN-PT to carry out accreditation of study programs and universities by their respective authorities;
2. Government, to regulate, plan, supervise, monitor, and evaluate as well as develop and coordinate study programs and universities;
3. Community, to find out the performance of study programs and universities.

PD Dikti at the national level is developed and managed by the Ministry of Education and Culture or by an institution appointed by the Ministry of Education and Culture. Higher education institutions must have PD Dikti at the university level, who is tasked with storing and ensuring data and information's truth, accuracy, and completeness. The university administration then submits the data and information to PD Dikti at the national level for storage. Further provisions regarding PD Dikti are in addition to those stipulated in Permendikbud No.3 of 2020 concerning National Higher Education Standards and Permenristekdikti No.62 of 2016 concerning Higher Education Quality Assurance Systems, Permenristekdikti No.61 of 2020 concerning Higher Education Database (PD Dikti) .

D. Improving Standards at Unesa
Implementation guarantee quality to implementation standard Unesa quality is carried out in a way cycle with stages : a) determination script policy quality b) determination Unesa Quality Standards consisting of on standard quality of

undergraduate, master's and doctoral education programs , standards quality of educational programs profession c) Audience , Monitoring and Evaluation, and surveying satisfaction to competence standards that have been determined d) implementation evaluation self in a way systematic and periodic , e) preparation Recommendations for Corrective Action (formulation correction) from the audit form or RTM results as control , and f) implementation of programs and activities For enhancement quality in a way sustainable .

SPMI is based on two main principles: continuous improvement/improvement of processes (*continuous improvement*) and constant improvement of Unesa quality standards (*sustainable quality*). Application of the principle of constant improvement through PPEPP mechanism, meanwhile principle of *sustainable quality* held through mechanism cycle Quality Control in Figure 2.3
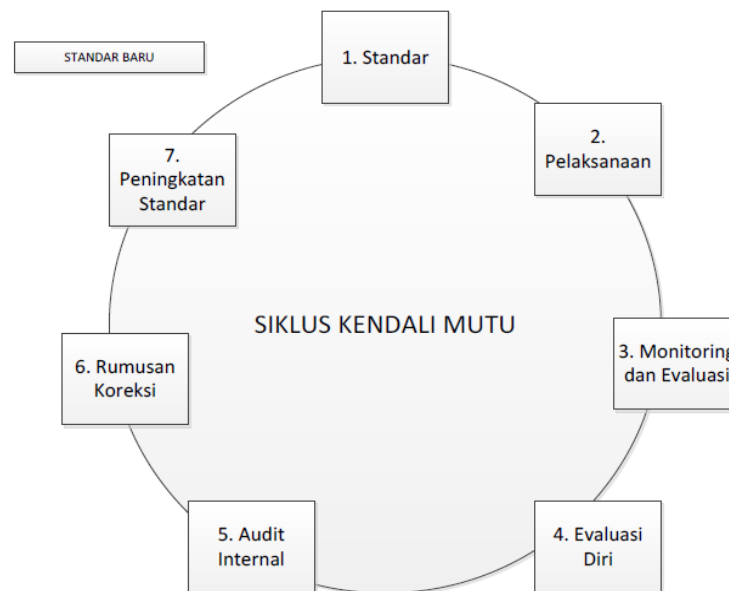
Figure 2.3 Cycle Quality Control

Consistent implementation of PPEPP will realize *Kaizen* (continuous improvement) in the quality of Unesa's human resources. Enhancement quality in a way sustainable held through repeated and continuous PPEPP cycles can seen in Figure 2.4

19
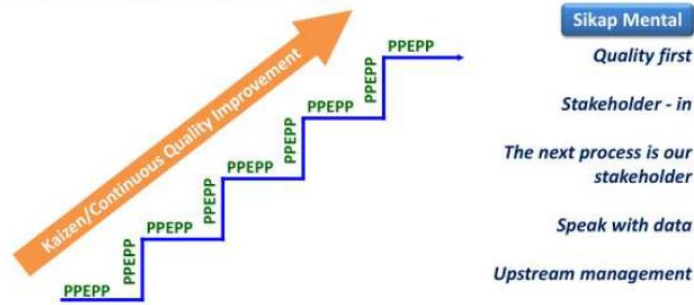
Figure 2.4 Improvement of Quality Standards

Upgrade history Quality Standards for Undergraduate Education Programs at Unesa

Unesa has implemented SPMI since 2008 by first developing simple quality standards. The PPEPP cycle has been purely implemented since 2016, where the results of the standard evaluation are used to revise the standards.

Table 2.1 Development Unesa Undergraduate Education Program Quality Standards

No.	Standard Name	Year
1.	Unesa Undergraduate Quality Standards contain 24 SN- Dikti Standards and 8 Unesa Higher Education Standards	2016
2.	Unesa Undergraduate Quality Standards contain 24 SN- Dikti Standards and 10 Unesa Higher Education Standards	2017
3.	Unesa Undergraduate Quality Standards contain 24 SN- Dikti Standards and 10 Unesa Higher Education Standards, there are IKU and IKT	2018
4.	Unesa Undergraduate Quality Standards contain 24 SN- Dikti Standards and 11 Unesa Higher Education Standards	2019
5.	Unesa Undergraduate Quality Standards contain 24 SN- Dikti Standards. and 11 Unesa	2020

No.	Standard Name	Year
	Higher Education Standards	
6.	Unesa Undergraduate Quality Standards contain 24 SN- Dikti Standards and 12 Unesa Higher Education Standards	2021
7.	Unesa Undergraduate Quality Standard, which contains 24 SN- Dikti Standards and 10 Teacher Education Standards, 16 Medical Education Standards, and 12 Unesa Higher Education Standards	2023

By periodic Unesa Undergraduate Education Program Quality Standards, are revised based on annual results evaluation standards. The history of this quality standard shows an increase in quality standards at Unesa.

CHAPTER III
GRADUATE STANDARDS (S1) AT UNESA

A. Scope

Standard bachelor is the Minimum standard undergraduates hold at Unesa. This standard refers to a) Regulations President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification ; b) Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education ; c) Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ; d) Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards ; and e) Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

Based on Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards states that National Higher Education Standards are a standard unit that includes National Education Standards, plus Research Standards and Community Service Standards. National Education Standards are minimum criteria for learning at higher education levels at universities throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Research Standards are the minimum criteria regarding the Research system at Universities that apply throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Community Service Standards (PkM) are the minimum criteria regarding the community service system at the University which apply throughout the jurisdiction of the Unitary State Republic of Indonesia a.

National Higher Education Standards; Teacher Education Standards; and National Medical Education Standards assembled closely with the Framework Indonesian National Qualifications (KKNI) which is a framework for grading competency qualifications that can compare, equalize and integrate the fields of education and the fields of job training and work experience in the context of providing recognition of work competencies by the job structure in various sectors. Qualification frameworks are also applied in other countries. Figure 3.1 compares several countries' qualifications to measure human resource capabilities and recognition.

IQF : Indonesia Qualifications Framework
EQF : European Qualifications Framework
AQF : Australian Qualifications Framework
AQRF : ASEAN Qualification Refference Framework
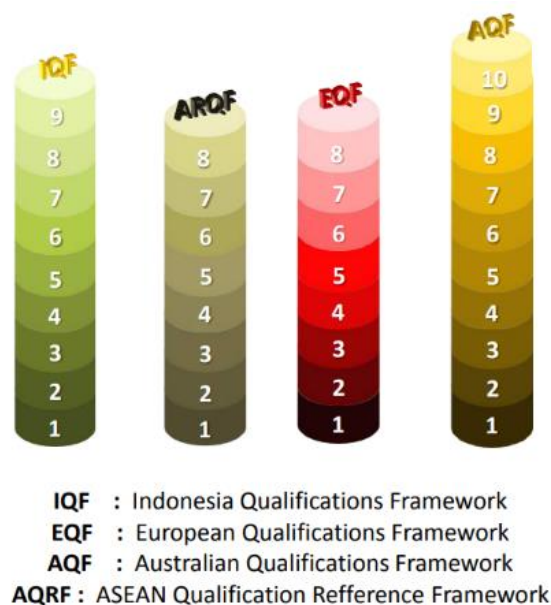
Figure 3.1 Qualification Frameworks in Several Countries

KKNI embodies the quality and identity of the Indonesian nation related to the national education system, national job training system, and national learning outcomes equality assessment system, which Indonesia has to produce quality and productive national human resources. Bachelor degree graduates are included in KKNI level 6. KKNI level 6 is expected to be able to apply their field of expertise and utilize science and technology in their field in solving problems and be able to adapt to the situations they face; master the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of a specific part of that field of expertise in depth, and be able to formulate procedural problem solving; able to make the right decisions based on analysis of information and data, and

able to guide in selecting various alternative solutions independently and in groups; responsible for one's work and can be given responsibility for achieving the organization's work results.

B. Objective

These undergraduate standards have been prepared as a guideline for implementing SN Dikti and facilitating study programs related to the following matters.

1. Produce benchmark documents that must be met in implementing education.
2. Produce benchmark documents that must be met in conducting research.
3. Produce benchmark documents that must be met in implementing community service.
4. Produce benchmark documents that must be met in implementing the quality assurance system that applies internally at Unesa.
5. Produce benchmark documents that must be met in implementing international accreditation/certification systems (AUN, ASIIN, ASIC, IABEE, AQAS, and others).

C. Legal Foundation

The legal basis underlying undergraduate standards is.

1. Constitution Number 20 of 2003 concerning the National Education System;
2. Constitution Number 14 of 2005 concerning Teachers and Lecturers;
3. Constitution Number 12 of 2012 concerning Higher Education;
4. Constitution Number 20 of 2013 concerning Medical Education;
5. Regulation Government Number 37 of 2009 concerning Lecturers
6. Regulation Government Number 32 of 2013 concerning Change on Regulation Government Number 19 of 2005 concerning National Education Standards
7. Regulation Government Number 4 of 2014 concerning Higher Education Implementation and Management College;
8. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
9. Regulation Government Number 37 of 2022 concerning State University Legal Entity Surabaya State University
10. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification

11. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education

12. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 concerning National Higher Education Standards;

13. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 62 of 2016 Concerning System Higher Education Quality Assurance;

14. Minister of Research, Technology and Higher Education Regulation Number 32 of 2016 concerning Accreditation of Study Programs and Universities;

15. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

16. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

17. Regulation of the Minister of Education, Culture, Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

18. Regulation Rector of Surabaya State University Number ... 2023 about _ Organization and Work Procedures Elements under the Chancellor of Surabaya State University

D. Undergraduate Quality Toolkit

Based on SPMI policy, the tools needed to implement undergraduate quality at Unesa are as follows.

1. Quality Standards and Quality Targets

Quality standards are benchmarks that must be met in the implementation of education, research, PkM according to national higher education standards and must be met by internal *stakeholders* against standards developed by Unesa. Standard quality set for each educational strata by adopting or modifying from SN Dikti, BAN-PT, independent accreditation institution (LAM) is good national nor international, and Unesa Higher Education standards as standard additions that apply at Unesa. Quality standards are then reduced to quality targets. A quality target is a target to be achieved (as a standard) which is derived from the quality policy. Preparing quality targets is the responsibility and commitment of management (leadership). The unit sets quality targets for

a certain period by considering existing achievements compared to quality standards.

2. Standard Operational Procedures (SOP)

Achievement standard quality must be supported by the existing standard operations (SOP) developed for the entire process at Unesa. Quality procedures are guidelines containing mechanisms and sequences or work processes of an activity or activity to support implementing a quality management system.

3. *Self-assessment checklist* instrument

This instrument collects data and information to assess the strength of study programs, UPPS, and universities. Achievement of quality targets for each study program is documented and checked with the help of a *self-assessment checklist instrument. This checklist* is an instrument for planning, implementing, controlling, and developing standards. The completed form is referred to as a quality record and serves as proof of the implementation of the activity.

E. Undergraduate Quality Standards

Implementation standards at Unesa and the units are realized, and their implementation is translated into strategic plans and work programs under the leadership of the University, which also integrates Main Performance Indicators (IKU) and Additional Performance Indicators (IKT). Responsible parties are responsible for implementing the Unesa Quality Standards, namely Leader related (Rector / Director / Head of Agency/Dean/ Study Program Coordinator (Koorprodi)/ Chairman Laboratory, and guarantee quality. The entire leader Surrounding Unesa's commitment to reaching Unesa Quality Standards are realized in Unesa's IKU and IKT achievements. Activity implementation standards by work unit/faculty/study program documented with Good as form implementation of SPMI at Unesa. The details of KPI and IKT are: Unesa Quality Standards are as follows:

1. Key Performance Indicators (KPI)

Table 3.1 Mapping of KPI and IKT on 25 Standards Unesa Higher Education Standards

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
Education Standards					
Standard 1. Graduate Competency (SKL) SN Dikti No. 03 of 2020 Article 5-7	1.1	The study program has completeness and formulation of Graduate Competency Standards (SKL) / Graduate Learning Outcomes (CPL) which contain complete graduate competencies (main, supporting, other) which are formulated very clearly. By referring to the profile of study program graduates	IKU IKT	Curriculum Audit	Curriculum Audit Instrument
	1.2	The study program determines SKL/CPL, which is oriented towards the PT's vision and mission by considering competitive competencies in the era of globalization, industry 4.0 and international	IKU IKT		
	1.3	The study program determines SKL/CPL which refers to the KKNI	IKU IKT		
	1.4	All courses in the study program are in accordance with SKL and are oriented towards the competencies needed in the 21st century.	IKU IKT		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	1.5	The study program provides work experience to students.	IKU		
	1.6	The study program provides competency tests related to CPL	IKU IKT		
Standard 2. Learning Content, SN Dikti No. 03 of 2020 Article 8-9	2.1	The courses in the study program have depth and breadth of learning material formulated by referring to descriptions of graduate learning outcomes from the KKNI.	IKU IKT	● Learning Monev ● Student satisfaction survey	● Offline learning monitoring and evaluation instrument ● Online learning monitoring and evaluation instrument ● Hybrid learning monitoring and evaluation instrument
	2.2	The learning materials for courses in the Study Program have depth and breadth of learning materials, which must utilize research results and community service results	IKU		
	2.3	The study program has courses which in determining the final grade give weight to the assignment (practicum/practice, homework or paper)	IKU		
	2.4	The study program has courses that are equipped with course descriptions, RPS	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		(PDMK = Percentage of Course Descriptions that have RPS).			
	2.5	The study program has a practicum module for carrying out practicums.	IKU IKT		
	2.6	The courses in the Study Program have a cumulative and/or integrative nature of the depth and breadth of learning materials developed in the Study Program.	IKU		
Standard 3. Learning Process SN Dikti No. 03 of 2020 Article 10-20	3.1	The learning process in the study program has the characteristics/nature of interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centered.	IKU	Learning Monev	● Offline learning monitoring and evaluation instrument ● Online learning monitoring and evaluation instrument ● Hybrid learning monitoring and evaluation instrument
	3.2	The planning of the learning process in each study program is presented in a semester learning plan (RPS) or other terms	IKU		
	3.3	The study program reviews the semester learning plan (RPS) document periodically	IKU IKT		
	3.4	Implementation of the Learning Process Form of	IKU IKT		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		interaction between lecturers, students and learning resources			
	3.5	The learning process in the Study Program which is carried out through curricular activities must be carried out systematically and structured through various courses with a measurable learning load	IKU		
	3.6	The MK learning process carried out inside and outside the study program can use one or a combination of several learning methods which are accommodated in one form of learning.	IKU		
	3.7	Higher education facilitates learning outside of higher education	IKU		
	3.8	The Study Program organizes learning outside the Study Program	IKU IKT		
	3.9	The university facilitates the fulfillment of study periods and loads for students for undergraduate programs	IKU		

Standard	Standard Content		Types of Performance Indicators	Audit Name	Instrument Type
	3.10	Learning in the Study Program conforms to learning methods with *Learning Outcomes*. Example: RBE (*researchbased education*), vocational related practice/practicum.	IKU		
	3.11	Learning in the Study Program is carried out in the form of practicum, practicum, or field practice	IKU		
	3.12	The Study Program Management Unit (UPPS) monitors and evaluates the implementation of the learning process, including characteristics, planning, implementation, learning process and student learning load to obtain graduate learning outcomes	IKU		
	3.13	The Study Program organizes quality learning to achieve graduate competency according to the number of credits in the courses.	IKU IKT		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	3.14	The Study Program has a mechanism for preparing lecture material	IKU IKT		
	3.15	The study program carries out scheduled scientific activities every month.	IKU		
Standard 4. Learning Assessment SN Dikti No. 03 of 2020 Article 21-27	4.1	The study program carries out quality learning assessments (student learning processes and outcomes) to measure the achievement of learning outcomes based on assessment principles which include: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, which is carried out in an integrated manner.	IKU	Learning Monev	● Offline learning monitoring and evaluation instrument ● Online learning monitoring and evaluation instrument ● Hybrid learning monitoring and evaluation instrument
	4.2	The study program carries out assessments consisting of assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) performance, 4) written test, 5) oral test, and 6) questionnaire. The assessment instrument	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		consists of: 1) process assessment in the form of a rubric, and/or 2) assessment of results in the form of a portfolio, or 3) design work			
	4.3	Study programs carrying out assessments contain the following elements: 1) have an assessment plan contract, 2) carry out assessments according to the contract or agreement, 3) provide feedback and allow students to question the results, 4) have documentation of the assessment process and student learning outcomes , 5) have procedures that include planning stages, activities for giving assignments or questions, performance observations, returning observation results, and giving final grades, 6) report assessments in the form of student success qualifications in taking a course in the form of letters and numbers, 7) have evidence of plans and has carried out an improvement process	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		based on the results of the monitoring and evaluation assessment			
	4.4	UPPS conducted a survey to determine the level of student satisfaction with the educational process.	IKU		
	4.5	The study program analyzes and follows up on the results of measuring student satisfaction.	IKU		
	4.6	The study program has a mechanism to guarantee the quality of exam questions	IKU		
	4.7	The study program assesses learning processes and outcomes to measure competency achievement	IKU		
	4.8	PT issues professional certificates	IKU		
Standard 5. Lecturers and Education Personnel SN Dikti No. 03 of 2020 Article 28-32	5.1	Unesa has a complete, transparent, and accountable human resource management system. (4.1)	IKU	● Learning Monev ● Audit of Leadershp Performance Achievements	● Offline learning monitoring and evaluation instrument ● Online learning
	5.2	Unesa has a ratio of permanent lecturers to study programs of more than 12	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	5.3	The Study Program is supported by sufficient permanent lecturer resources who meet educational qualifications according to the study program field	IKU IKT	● Audit of product specifications	monitoring and evaluation instrument ● Hybrid learning monitoring and evaluation instrument ● ACKP Instrument ● Study program specification audit instrument
	5.4	Unesa has standards for professional development and lecturer performance	IKU IKT		
	5.5	Unesa has formal guidelines regarding monitoring and evaluation systems, as well as track records of the performance of lecturers and education staff	IKU IKT		
	5.6	The study program carries out monitoring and evaluation (monev) of lecturer performance in the fields of education, research, service/PKM. Monev's results are well documented	IKU IKT		
	5.7	Unesa is supported by sufficient educational staff and appropriate educators/competence	IKU IKT		
	5.8	Unesa has efforts to improve the qualifications and	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		competence of education staff.			
	5.9	The study program is supported by sufficient educational staff and appropriate educators/competence	IKU		
	5.10	Unesa conducted a satisfaction survey of lecturers, librarians, laboratory assistants, technicians, and administrative staff regarding the human resource management system	IKU		
	5.11	Unesa has policies related to the qualifications and competencies of lecturers and education staff	IKU		
	5.12	Unesa has a policy regarding permanent lecturers	IKU IKT		
	5.13	Unesa has an educational personnel policy	IKU IKT		
Standard 6. Learning Facilities and Infrastructure	6.1	Unesa provides learning facilities for study programs	IKU	● Learning Monev ● Audit of learning facilities and	● Offline learning monitoring and evaluation instrument
	6.2	Unesa provides learning infrastructure for study programs	IKU		
	6.3	Unesa has a system for managing learning	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
SN Dikti No. 03 of 2020 Article 33-39		infrastructure and facilities according to needs, and adjustments are made at least once every 4 years.		infrastructure	● Online learning monitoring and evaluation instrument ● Hybrid learning monitoring and evaluation instrument ● Instrument for auditing learning facilities and infrastructure
	6.4	Unesa is equipped with adequate infrastructure and facilities and supports the implementation of the Tri Dharma of Higher Education in accordance with applicable rules/requirements.	IKU IKT		
	6.5	Unesa is equipped with adequate infrastructure with A accreditation qualification	IKU		
	6.6	Unesa and Study Program facilitate facilities and infrastructure for students with special needs in accordance with existing regulations, and adjustments are made every specific time	IKU		
	6.7	Unesa has an adequate Information System according to needs to serve the entire academic community	IKU		
	6.8	Unesa has a development *blueprint*, management	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		and utilization of information systems, which are well documented			
	6.9	Quality Assurance evaluates the performance achievements of improving learning infrastructure services	IKU IKT		
Standard 7. Learning Management SN Dikti No. 03 of 2020 Article 40-41	7.1	Unesa's policy in making strategic and operational plans related to learning that can be accessed by the academic community and stakeholders, and can be used as a guide for study programs in implementing learning programs	IKU	Learning Monev	● Offline learning monitoring and evaluation instrument ● Online learning monitoring and evaluation instrument ● Hybrid learning monitoring and evaluation instrument
	7.2	Unesa organizes learning according to the type and educational program that is in line with the learning achievements of graduates	IKU		
	7.3	Unesa maintains and improves the quality of study program management in implementing learning programs with targets that refer to the vision and mission of higher	IKU		

Standard	Standard Content		Types of Performance Indicators	Audit Name	Instrument Type
		education in a sustainable manner			
	7.4	Unesa carries out monitoring and evaluation of study program activities in carrying out learning activities;	IKU IKT		
	7.5	Unesa has guidelines for planning, implementation, evaluation, supervision, quality assurance and development of learning activities and lecturers	IKU		
	7.6	Study programs submit reports on study program performance in organizing learning programs at least through higher education databases	IKU		
	7.7	Unesa carries out control evaluations and continuous quality improvement in research activities and PkM in learning	IKU		
	7.8	Unesa implements learning management standards	IKU		
	7.9	UPPS manages learning management standards	IKU IKT		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
Standard 8. Financing Learning SN Dikti No. 03 of 2020 Article 42-44	8.1	Unesa has fund management documents, which include planning for receipt, allocation, reporting, auditing, monitoring, and evaluation, as well as accountability to stakeholders, according to the draft budget that has been determined.	IKU	● Check the learning funding requirements	● Checklist for filling out learning funding -
	8.2	Unesa has a mechanism for determining student education costs by involving all internal stakeholders, which is carried out regularly every year.	IKU		
	8.3	Unesa has a policy regarding financing for students who have academic potential and are economically disadvantaged, as well as the percentage of students who receive tuition fee waivers or exemptions from the total number of students.	IKU		
	8.4	Unesa manages funds originating from students (percentage of tuition fees and other funds)	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	8.5	Unesa allocates the use of funds for operations (education, research, community service, including salaries and wages, and investment in infrastructure, advice and human resources).	IKU IKT		
	8.6	Unesa has a monitoring and evaluation system and internal and external funding audits for more effective use of funds. Transparent and comply with applicable financial regulations.	IKU IKT		
Research Standards					
Standard 9. Research Results SN Dikti No. 03 of 2020 Article 46	9.1	Minimum criteria regarding the quality of research results must be in accordance with the research guidelines issued by the Ministry of Research, Technology, and Higher Education and adjusted to applicable regulations	Standard KPI IKU Ministry	Research Audit	Research audit instrument
	9.2	LPPM has a formal Research Strategic Plan document which contains the development basis, research road map, resources, strategic program targets and	Standard KPI IKU Ministry		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		performance indicators that are adjusted to applicable regulations.			
	9.3	LPPM has research guidelines and evidence of socialization, and adjustments are made according to applicable rules	IKU		
	9.4	LPPM has a reporting document to higher education leaders and partners/funders, fulfilling the aspects comprehensive, detailed, relevant, up-to-date and delivered on time.	IKU		
	9.5	Unesa has registered intellectual property results	IKU IKT		
	9.6	Unesa has a research and development *(RnD) prototype*	IKU IKT		
	9.7	Unesa has an industrial prototype from research results	IKU IKT		
Standard 10. Research Content	10.1	LPPM determines the scope of primary research material and adapts it to applicable regulations	IKU	Research Audit	Research audit instrument
	10.2	LPPM determines the scope of applied research	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
SN Dikti No. 03 of 2020 Article 47		material and adapts it to applicable regulations			
	10.3	The research manager creates and determines a Research Strategic Plan which contains the development foundation, research road map, resources, strategic program targets and performance indicators	IKU IKT		
	10.4	Unesa has a research roadmap that is relevant between national level research and management units	IKU IKT		
Standard 11. Research Process SN Dikti No. 03 of 2020 Article 48	11.1	LPPM has rules and regulations for a *timeline* of research activities, which includes planning, implementation, and reporting each year	IKU	Research Audit	Research audit instrument
	11.2	LPPM has scientific rules and methods for the research process and is adapted to applicable regulations	IKU		
	11.3	LPPM has standards for quality, work safety, health, comfort and security for lecturers and is adjusted to applicable laws	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	11.4	L P PM has research guidelines and evidence of its dissemination.	IKU		
	11.5	L P PM has valid evidence regarding the implementation of the research process	IKU		
	11.6	Lecturers at the Study Program involve students in joint research to develop a science group research roadmap	IKT		
	11.7	LPPM has a mechanism for measuring the satisfaction of researchers and research activity partners with research services and processes	IKU IKT		
Standard 12. Research Assessment SN Dikti No. 03 of 2020 Article 49	12.1	LPPM has minimum criteria for research processes and research results	IKU IKT	Research Audit	Research audit instrument
	12.2	LPPM determines the elements of assessing the research process and results	IKU		
	12.3	LPPM applies the principles of assessing research processes and outcomes	IKU		
	12.4	LPPM has research assessment methods and instruments	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	12.5	LPPM has assessment and review procedures	IKU		
Standard 13. Researcher SN Dikti No. 03 of 2020 Article 50	13.1	Unesa determines the minimum criteria for researchers that comply with the rules and are adjusted each time	IKU	Research Audit	Research audit instrument
	13.2	Unesa determines standards for researchers' abilities regarding research methodology that abide by the rules and are adjusted for each specific time	IKU		
	13.3	Unesa determines research capability standards that are in accordance with the regulations and are changed each time period	IKU		
	13.4	Unesa determines the standards of authority for researchers in accordance with the rules of the Director General for Strengthening Research and Development and is adjusted every certain time	IKU		
	13.5	Unesa determines the guidelines for the authority of researchers in accordance with the regulations of the	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		Director General for Strengthening Research and Development and is adjusted at spesific periods of time			
	13.6	Unesa has a functional research group and research laboratory.	IKU		
Standard 14. Research Facilities and Infrastructure SN Dikti No. 03 of 2020 Article 51	14.1	Unesa sets standards for research facilities and infrastructure in accordance with the regulations of the Director General for Strengthening Research and Development	IKU	Research Audit	Research audit instrument
	14.2	Unesa determines which university facilities will be used as research facilities and infrastructure for a certain period of time	IKU		
	14.3	Unesa determines the quality standards for research facilities and infrastructure in accordance with the regulations of the Director General for Strengthening Research and Development	IKU		
	14.4	Unesa determines institutional research policies based on the	IKU		

Standard	Standard Content		Types of Performance Indicators	Audit Name	Instrument Type
		regulations of the Director General for Strengthening Research and Development			
	14.5	Unesa determines policies regarding the relevance of research activities to fields of study based on the regulations of the Director General for Strengthening Research and Development	IKU		
	14.6	LPPM evaluates performance achievements and user responses	IKU		
Standard 15. Research Management SN Dikti No. 03 of 2020 Article 52-53	15.1	Unesa prepares minimum criteria for research management based on the Unesa LPPM RIP, which is adjusted periodically	IKU	Research Audit	Research audit instrument
	15.2	Unesa prepares research management rules based on the Unesa LPPM RIP which are adjusted regularly	IKU		
	15.3	Unesa prepares standards related to research management institutions based on Unesa institutional regulations which are adjusted periodically	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	15.4	Unesa prepares a higher education research Renstra in accordance with the vision and mission, Development Master Plan and Renstra Revised PT according to the time period of each plan	IKU		
	15.5	Unesa has an effective research activity management system in accordance with Unesa's institutional regulations which are adjusted periodically	IKU		
	15.6	Unesa has a mechanism for analyzing success and/or failure in achieving predetermined standards	IKU		
Standard 16. Research Funding and Financing SN Dikti No. 03 of 2020 Article 54-55	16.1	LPPM has financial management guidelines and policies	IKU	Research Audit	Research audit instrument
	16.2	LPPM is obliged to provide funds periodically	IKU		
	16.3	Unesa is obliged to provide internal research funds regularly	IKU		
	16.4	The study program budgets research funds every three years	IKU		

Standard	Standard Content		Types of Performance Indicators	Audit Name	Instrument Type
	16.5	Unesa did it evaluation achievements performance finance study	IKU IKT		
Community Service Standards					
Standard 17. Results of Community Service

SN Dikti No. 03 of 2020 Article 57 | 17.1 | LPPM has a guide as a result of community service that applies science and technology. | IKU | PkM Audit | PkM audit instrument |
	17.2	LPPM seeks community service results aimed at: solving problems society faces.	IKT		
	17.3	Unesa has a policy For producing something work industrial prototype	IKU IKT		
	17.4	The study program analyzes the results of PkM activities	IKU IKT		
Standard 18. Content of Community Service

SN Dikti No. 03 of 2020 Article 58 | 18.1 | LPPM and Study Programs have a road map, standards, and guidelines for implementing PkM | IKU | PkM Audit | PkM audit instrument |
| | 18.2 | LPPM seeks to provide community service content based on the PkM *roadmap* which is based on community needs | IKU IKT | | |
| | 18.3 | LPPM has guidelines regarding the content of community service which | IKU IKT | | |

Standard	Standard Content		Types of Performance Indicators	Audit Name	Instrument Type
		has depth and breadth of material			
Standard 19. Community Service Process SN Dikti No. 03 of 2020 Article 59	19.1	LPPM has a guide to the community service process consisting of planning, implementing, and reporting activities according to applicable regulations	IKU	PkM Audit	PkM audit instrument
	19.2	LPPM has a PkM Form guide that can be done	IKU		
	19.3	LPPM has a PkM implementation process guide that meets established standards	IKU		
	19.4	LPPM has a guide to the PkM Process by students which is directed and evaluated	IKU		
	19.5	PkM activities for lecturers, educational staff and students must be implemented in industry and learning at universities as well as efforts to obtain patent rights	IKU		
Standard 20. Assessment of Community Service	20.1	LPPM has PkM Assessment guidelines which are carried out with educational, objective, accountable, and transparent	IKU	PkM Audit	PkM audit instrument

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
SN Dikti No. 03 of 2020 Article 60		principles by applicable regulations			
	20.2	LPPM carries out a P k M assessment referring to minimum criteria	IKU		
	20.3	LPPM evaluates PkM results assessment activities in continuously maintaining the quality of activity processes	IKU		
Standard 21. Implementing Community Service

SN Dikti No. 03 of 2020 Article 61 | 21.1 | LPPM has guidelines regarding competencies that are in accordance with PkM needs, which are implemented every PkM Proposal submission period | IKU | PkM Audit | PkM audit instrument |
| | 21.2 | Implementation of community service as intended is determined based on:
a. academic qualifications; And
b. results of community service based on applicable regulations | IKU | | |
| | 21.3 | In implementing PkM, DTPS involves PS students | IKU | | |
| Standard 22. Facilities and Infrastructur | 22.1 | Unesa has a policy to provide PkM facilities and infrastructure to fulfill the results of | IKU | PkM Audit | PkM audit instrument |

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
e for Community Service SN Dikti No. 03 of 2020 Article 62		community service every year by the Strategic Plan			
	22.2	Unesa provides permission use Facilities and infrastructure to support the implementation of PkM activities held annually.	IKU		
	22.3	Unesa guarantees fulfillment standards for facilities and infrastructure in accordance with applicable regulations	IKU		
	22.4	Podi is obliged to provide support for facilities and infrastructure if LPPM has given permission	IKU		
	22.5	Unesa conducted a satisfaction survey customers in a way periodically	IKU		
Standard 23. Management of Community Service SN Dikti No. 03 of 2020 Article 63-64	23.1	Unesa has minimum criteria for planning , implementation, control, monitoring and evaluation, and reporting activities.	IKU	PkM Audit	PkM audit instrument
	23.2	Unesa forms a Management Center PkM on duty to carry out community service management every year	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
	23.3	LPPM does management Devotion To the Community	IKU IKT		
	23.4	LPPM has a written policy from the PT leadership (Rector, Dean, or Head of study program) regarding community service (strategic plan, making PkM road maps, and implementing PkM in PT or UPPS)	IKU		
Standard 24. Funding and Financing of Community Service SN Dikti No. 03 of 2020 Article 65	24.1	Unesa provides Funding and financing devotion to the community based on minimum criteria for sources and funding mechanisms and financing of community service which have been prepared in accordance with applicable regulations	IKU	PkM Audit	PkM audit instrument
	24.2	Unesa provides internal funding for devotion to society based on applicable regulations	IKU		
	24.3	Unesa provides facility Funding PkM can sourced from DRPM, collaboration with other institutions at home and	IKU		

Standard		Standard Content	Types of Performance Indicators	Audit Name	Instrument Type
		abroad, or funds from the community			
	24.4	Unesa allocates special funding for PkM activities for lecturers allocated in accordance with guidelines	IKU		
	24.5	Unesa arranges mechanism funding in activity financing PkM	IKU		
	24.6	Unesa did it supervision funding and financing PkM	IKU		
	24.7	Unesa implemented it response user about service funding activity financing PkM on each year	IKU		
	24.8	LPPM has a recapitulation of PkM activities relevant to the field of study program expertise at least once a year, either with PT/mandiri financing, domestic financing, or external financing	IKT		

2. Additional Performance Indicators (IKT)

Unesa Higher Education Standards in question here is standard addition that becomes target reference from leadership and community members academics from the unit/ institution / prodi. Unesa Undergraduate Quality Standards consist of: from 24 SN- Dikti standards (Education, Research, PkM),

10 Teacher Education Standards, 16 Medical Education Standards, and 12 Unesa Higher Education Standards (Standards Determination of Vision and Mission, Standards Student Affairs , Alumni Standards, Collaboration Standards, Standards Library, Standard System Information, Standards Curriculum, Standards for Civil Service and Leadership, Standards PT Outcomes and Achievements, Standards Study Program Specifications, Standards MBKM Implementation, Standard International Accreditation). Unesa Higher Education Standards This developed system evaluation or a separate audit with two mechanisms, namely 1) audit with method charging *assessment* and interview *checklist* and 2) evaluation self with fill-in instrument achievement standard, following description mapping audit activity and name of evaluation Unesa Higher Education Standards at Unesa.

Table 3.2. Mapping standards, audits, and instrument types
in 12th Standard Unesa Higher Education Standards

No	Standard name	Name audit/monev/survey	Type of instrument
25	Vision and Mission	Vision and Mission understanding survey (at UPPS level)	Instrument 25. Survey of understanding the vision and mission
26	Student Affairs	Audit (7)	Instrument 26.1 student audit
		Student satisfaction survey	Instrument 26.2 student satisfaction survey
27	Alumni	Tracer implementation audit (8)	Instrument 27.1 audit of tracer study implementation
		Alumni satisfaction survey	Instrument 27.2 alumni satisfaction survey

No	Standard name	Name audit/monev/survey	Type of instrument
		User satisfaction survey	Instrument 27.3 user satisfaction survey
28	Cooperation	Implementation Audit and collaboration products (9)	Instrument 28.1 Audit of cooperation implementation
		Collaboration partner satisfaction survey	Instrument 28.2 collaboration partner survey
29	Library	Library audits (10)	Audit instrument 29.1 library
		Library service satisfaction survey	library service satisfaction survey
30	Information Systems	Information system audit (11)	Instrument 30 information system audit
		Information system service satisfaction survey	Instrument 30 information system service satisfaction
31	Curriculum	Curriculum audit, study program specifications and MBKM implementation	Instrument 31 Curriculum, study program specifications and MBKM implementation
32	Governance and leadership	Audit of Leadership Performance Achievements (12)	Form to fill in the achievement of Unesa's IKU and IKT quality standards

No	Standard name	Name audit/monev/survey	Type of instrument
33	Outcomes and Achievements of PT	Audit of Leadership Performance Achievements (12)	Form to fill in the achievement of Unesa's IKU and IKT quality standards
34	Study Program Specifications	Curriculum audit, study program specifications and MBKM implementation	Instrument 31 Curriculum, study program specifications and MBKM implementation
35	MBKM implementation	Curriculum audit, study program specifications and MBKM implementation	Instrument 31 Curriculum, study program specifications and MBKM implementation
36	International Accreditation	International Accreditation Audit (15)	Instrument 36. International accreditation audit

CHAPTER IV
NATIONAL STANDARDS FOR HIGHER EDUCATION AND TEACHER EDUCATION STANDARDS

Based on Constitution Number 12 of 2012 concerning Higher Education in article 54, states that standards education tall consists from : 1) standard national education height determined by the minister on suggested a body in charge organize and develop standard national education high; and 2) standard education height set by each college high level by referring to the National Higher Education Standards. College tall own freedom arrange fulfillment of National Higher Education Standards concerning existing regulations. The government gave Surabaya State University as a college a high task to organize teacher procurement programs in education child age early, education basic, and/ or education intermediate as well as to organize and develop knowledge educational and non-educational so develop standard academic educational programs bachelor referring to the Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards and Regulations of the Minister of Education, Culture, Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards. As for space scope, The National Higher Education Standards consist of 24 standards, which include:

a. National Education Standards
   1. standard competence graduates ;
   2. standard fill Learning ;
   3. learning process standards ;
   4. standard evaluation education Learning ;
   5. standards for lecturers and educational staff ;
   6. standard facilities and infrastructure Learning ;
   7. standard management ; And
   8. standard financing Learning .

b. Standard Study
   1. standard results Research ;
   2. standard fill Research ;
   3. Research process standards ;
   4. standard evaluation Research ;
   5. standard researcher ;
   6. standard facilities and infrastructure Research ;
   7. standard management Research ; And

  8. standard funding and financing Study

c. Standard Devotion to Society

  1. standard results Devotion to the Community;

  2. standard fill Devotion to the Community;

  3. Service process standards to the Community;

  4. standard evaluation Devotion to the Community;

  5. standard executor Devotion to the Community;

  6. standard facilities and infrastructure Devotion to the Community;

  7. standard management Devotion to the Community; And

  8. standard funding and financing Devotion to Society

Whereas room scope Teacher Education Standards consist of 10 standards which include :

a. Standard national education , consisting from :

  1. Standard competence graduate of

  2. Standard fill

  3. Process standards

  4. Standard evaluation

  5. Standard lecturers and staff education

  6. Standard facilities and infrastructure

  7. Standard management

  8. Standard financing

b. Standard study

c. Standard devotion to public

  Based on National Higher Education Standards (SN Dikti) and Teacher Education Standards , then room scope standard education , standards research and standards devotion to the community at Unesa is as following :

EDUCATIONAL STANDARDS

  1. STANDARD 1. GRADUATE COMPETENCY STANDARDS (SKL)

  1. Description

    Graduate Competency Standards are prepared to achieve Unesa's vision, mission, and milestones. This standard also guarantees the quality of competency of Bachelor graduates so that it is in line with the KKNI and National Education Standards. Moreover, this standard is expected to be able to achieve the minimum criteria from international accreditation bodies or external quality assurance bodies, including the *Accreditation Board for*

Engineering and Technology (ABET), *Indonesian Accreditation Board for Engineering Education* (IABEE), *Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften , der Informatik, der Naturwissenschaften und der Mathematic* (ASIIN), *Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen eV* (AQAS), and *Foundation for International Business Administration Accreditation* (FIBAA). This standard is the minimum criteria graduates possess, including attitudes, knowledge, and skills stated in formulating graduate learning outcomes.

SKL standards are used as the primary reference for developing content standards, process standards, educational assessment standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, and financing standards. Graduate competency standards are formulated based on: a. national education goals; b. Student development level; c. Indonesia's national qualifications framework; and D. pathway, level, and type of education. National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia.

2. Definition of Terms
   a. Graduate Competency Standards are minimum criteria regarding the qualifications of graduate abilities, which are the internalization of the domains of attitudes, knowledge, and skills expressed in formulating graduate learning outcomes. Graduate Learning Outcomes (CPL) must refer to the KKNI CP description and be equivalent to the qualification level in the KKNI.
   b. Learning Outcomes (CP) are defined as abilities obtained through internalizing knowledge, attitudes, skills, competencies, and accumulated work experience. CP is a gauge (measuring instrument) of what a person obtains in completing a learning process, whether structured or unstructured. The CP formulation is structured into 4 elements: attitudes and values, workability, mastery of knowledge, and authority and responsibility.
   c. Competence is a set of intelligent, responsible actions that a person has as a condition for being considered capable by society in a person as a condition for being considered capable by society in carrying out tasks in a particular field of work in the field of work

3. **Standard Reference**
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture, Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Standard Contents , Indicators , Types of indicators performance , strategy, and person in charge

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
1.1	The study program has completeness and formulation of Graduate Competency Standards (SKL) / Graduate Learning Outcomes (CPL) which contain complete graduate competencies (main, supporting, other) which are formulated very clearly. By referring to the profile of	The curriculum in all study programs contains complete graduate competencies (primary, supporting, other) that are formulated clearly.	IKU	• Workshops • Profile analysis • Stakeholder analysis • Analyze previous successes of VMST • Documentation	Coordinating program
		There are conformity formulation achievements competencies that include attitudes, knowledge and	• IKU • IKT		

N o	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	study program graduates	skills (General and Specific) with refers to the profile Unesa graduate . For formulation achievements learning graduates of the Bachelor of Education program must load aspect of academic educational and scientific and/ or expertise which includes 1) competence understanding of participant education , 2) competence practice participant-centered learning _ education , 3) competence mastery field scientific and/ or expertise (philosophy science , subatandi , structure , pattern thought , tradition science and development scientific), 4) competence			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		attitude and personality			
1.2	The study program determines SKL/CPL which is oriented towards the PT's vision and mission by considering competitive competencies in the era of globalization, industry 4.0 and international	Study program has formulate appropriate study program SKL with KKNI, vision and mission study program , and oriented towards the era of globalization and revolution industry 4.0, *adaptable* , and competence Power competitive national as well as international	● IKU ● IKT	● Workshops ● Documentation	Coordinating program
1.3	The study program determines SKL/CPL which refers to the KKNI	The study program's SKL/CPL formulation must refer to the KKNI CPL description and have it equality with level qualifications at the KKNI	IKU	● Workshops ● Documentation	● WD 1 ● Coordinating program
		The SKL/CPL study program formulation is mandatory refers to the association's SKL science at	IKT		

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		national and international levels			
1.4	All courses in the study program are in accordance with SKL and are oriented towards the competencies needed in the 21st century.	All courses in the study program are more operational following SKL/CPL and oriented towards 21st-century and sustainable competencies.	● IKU ● IKT	● Curriculum analysis and evaluation ● Workshops ● Documentation ● Curriculum revitalization	Coordinating program
1.5	The study program provides work experience to students.	The study program curriculum contains courses that provide work experience in activities in specific fields for a certain period in the form of job training/practical work/field work practice or other work activities.	IKU	● Workshops ● Documentation ● F GD	Coordinating program
1.6	The study program provides competency tests related to CPL	The study program facilitates at least one competency test support Achievements	IKU	Training	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		Competence Graduate of			
		Minimum 50% of students in the study program take the competency test support Achievements Competence Graduate of	IKT		

5. Document Related
   a. Academic Manuscript
   b. Guidelines Curriculum
   c. Study Program Curriculum Document
   d. Semester Learning Plan Document (RPS)
   e. Module for activity Practice

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture, Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

f. Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

i. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

j. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

k. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

l. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

B. STANDARD 2. LEARNING CONTENT
1. Description

Content standards are minimum criteria that cover the scope of material to achieve graduate competency in specific pathways, levels, and types of education. Learning content standards are minimum criteria for the depth and breadth of learning material. The depth and breadth of learning material refer to the learning achievements of graduates.

The content Standards for each subject formulate the scope of material and level of student competency that must be met or achieved in an educational unit at a certain level and type of education. Learning Content Standards were developed to determine the criteria for the scope and level of competency in accordance with graduate competencies formulated in the Graduate Competency Standards, namely attitudes, general skills, knowledge and special skills. The material's characteristics, suitability, adequacy, breadth, and depth are determined in accordance with the characteristics of the competency and the process of obtaining the competency.

2. Definition of Terms
   a. Standard fill learning is minimum level criteria breadth , depth , sequence , and mutuality linkages between material learning with substance science .
   b. Learning is the process of student interaction with educators and learning resources in a learning environment that includes teachers and students exchanging information.
   c. Learning Objectives: behavioral learning outcomes that are expected to occur, be possessed, or be mastered by students after participating in certain learning activities.
   d. Learning Outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. CP is a measure (measuring instrument) of what a person obtains in completing a learning process, whether structured or unstructured, and as a formulation of learning objectives to be achieved and must be possessed by all study programs, it is also a statement of the quality of graduates.
   e. Competence is set to action smart , full responsibilities you have somebody as condition For considered society can afford in somebody as condition For considered society can afford to carry out tasks in the field work certain in the field of work
   f. Learning content is depth and breadth material learning refers to achievements learning graduates using SN-Dikti , Teacher Education Standards and KKNI.

3. Standard Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology

Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Indicators , Standard Content , Indicators , Types of Performance Indicators, Strategy, and Responsible Person

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
2.1	The courses in the study program have depth and breadth of learning material formulated by describing graduate learning outcomes from the KKNI.	The courses in the study program have The depth and breadth of learning material composed by referring to the description of graduate learning outcomes from the KKNI is at least 75%	● IKU ● IKT	● Workshops ● FGD ● Documentation	Coordinating program
		The level of depth and breadth of learning material describes the minimum abilities that undergraduate graduates must master, namely theoretical concepts in the field knowledge and skills specific in a way general and concept theoretical part special in field knowledge and skills certain . For	IKU	● Workshops ● FGD ● Documentation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		the Bachelor of Education program is required between material learning with substance undergraduate program science education			
2.2	The learning materials for courses in the study program have Depth and breadth material learning must utilise results research and results PkM	More than 80% of study programs have at least 10% of courses whose material integrates research results, and PkM	IKU	●Workshops ●FGD	Coordinating program
2.3	The study program has courses which in determining the final grade give weight to the assignment (practicum/practice, homework or paper)	The study program has courses that give weight to assignments in determining the final grade of ≥ 50% of the course	IKU	●FGD ●Documentation	Coordinating program
2.4	The study program has courses that are equipped with course descriptions, RPS	The study program has courses that are equipped with course descriptions and RPS ≥ 95%	IKU	Documentation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	(PDMK = Percentage of Course Descriptions that have RPS).				
2.5	The study program has a practicum module for carrying out practicums.	The study program has more than enough practicum Modules (plus demonstrations in the laboratory) in the PT itself.	IKU	Documentation	Coordinating program
		The study program has 100% modules practicum at PT itself.	IKT		
2.6	The courses in the Study Program have a cumulative and/or integrative nature of the depth and breadth of learning materials developed in the Study Program.	The lecture material has a depth and breadth of learning material that contains 100 % knowledge, skills and strengthening attitudes	IKU	Documentation	Coordinating program
		The depth and breadth of learning material is outlined in the study material, which is	IKU	Documentation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		structured in the form of courses			

5. Related document
   a. Academic Manuscript
   b. Guidelines Curriculum
   c. Study Program Curriculum Document
   d. Semester Learning Plan Document (RPS)
   e. Module for Practical activities
   f. Teaching materials resulting from the integration of research results and PkM

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument.
   g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument.
   h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs.

i. National Accreditation Board for Higher Education Regulation Number 10 of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education.

j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.

l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers

C. STANDARD 3. LEARNING PROCESS

1. Description

Process Standards are criteria for implementing learning in educational units to achieve Graduate Competency Standards which are developed referring to Graduate Competency Standards and Content Standards. Process standards are minimum criteria for the learning process based on pathway, level and type of education to achieve graduate competency standards which include learning planning, learning implementation and assessment of the learning process. Learning planning, implementation of the learning process and assessment of the learning process are carried out to increase the efficiency and effectiveness of achieving graduate competencies. The learning process is held interactively, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with students' talents, interests, and physical and psychological development.

2. Definition of Terms

a. The learning process is the process of student interaction with educators and learning resources in a learning environment.

b. The Indonesian National Qualifications Framework, abbreviated to KKNI, is a competency qualification grading framework that can compare, equalize, and integrate the fields of education and the fields of work training and work experience in the context of providing recognition of work competencies in accordance with the work structure in various

sectors.

c. A study program is a unit of education and learning activities with a specific curriculum and learning methods in one type of academic, professional, and/or vocational education.

d. Academic education is Higher Education undergraduate programs and/or postgraduate programs that are directed at mastering and developing branches of Science and Technology.

3. Standard Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
3.1	learning process in the study program has characteristics / traits active ,	learning process in the study program is fulfilling characteristics of the learning process study program covers characteristic interactive , holistic , integrative ,	IKU	• Socialization • Learning monitoring and evaluation	Coordinating program

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No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	reflective , interactive , holistic , integrative , scientific , constructive , contextual , innovative , thematic , effective , collaborative , and student - centered	scientific , contextual , thematic , effective , collaborative , and student - centered as well as has produce graduates who match their achievements learning .			
3.2	Planning the learning process in each study program eye studying served in plan semester learning (RPS) or another term	All courses in the study program have be equipped Plan Semester Learning (RPS) or other terms	IKU	● Workshops ● Documentation ● FGD	Coordinating program
		RPS is developed by lecturers in a way independent or With a group skill something field knowledge and/ or technology in the study program	IKU	Workshops	Coordinating program
3.3	Study program review document plan semester learning (RPS)	The study program reviews and adjusts the RPS regularly periodically as well as can accessed by students , implemented in a way consistent .	● IKU ● IKT	● Documentation ● Learning monitoring and evaluation	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	regularly and periodically	Contents of the material learning in RPS, have relevant depth and breadth _ For reach achievements learning graduates , as well reviewed repeat in a way periodically.	● IKU ● IKT	● Documentation ● Learning monitoring and evaluation	Coordinating program
3.4	Implementation of the Learning Process Form interaction between lecturers , students and sources Study	Implementation learning taking place in form interaction between lecturers , students , and sources Study in environment Study certain in a way *on-line* and *off-line* in documented audio-visual form	IKU	● Documentation ● Learning monitoring and evaluation	● Coordinating program ● Lecturer
		Learning processes related to research _ student must refers to standards study	IKT	● Documentation ● Learning monitoring and evaluation	● Coordinating program ● Lecturer
		Learning process related to service _ to public student must refers to standards PkM	IKT	● Documentation ● Monitoring and evaluation	● Coordinating program ● Lecturer
		In undergraduate programs learning process education give experience authentic that is experience	IKU	● Documentation ● Monitoring and evaluation	● Coordinating program ● Lecturer

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		participant - centered learning _ educate as early as possible for student candidate educator in situation real in units education			
3.5	learning process carried out in the study program through activity curricular must done in a way systematic and structured through various eye studying with a load measurable learning _	Learning process curricular must use method effective learning _ according to characteristics material For CPL fulfillment	IKU	● Documentation ● Monitoring and evaluation	● Coordinating program ● Lecturer
		Learning in the study program uses use one or more method discussion group / simulation / study case / learning collaborative / learning cooperative , learning based project / learning based problem /or other effective methods	IKU	● Documentation ● Monitoring and evaluation	● Coordinating program ● Lecturer
		In undergraduate programs education there is practicum and practice field in form learning micro and PLP	IKU	● Documentation ● Monitoring and evaluation	● Coordinating program ● Lecturer
3.6	MK learning process carried out inside and outside the study program can	Form learning that can be done chosen among them lectures / responses and tutorials/seminars/ studio practicums , practicums field ,	IKU	● Documentation ● Monitoring and evaluation	● Coordinating program ● DPA ● Lecturer

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	be done use one or a combination a number of method hosted learning _ in something form learning	practice workshop , work practice / research , design , development / training military , exchange student / internship / entrepreneur / forms other			
3.7	Unesa facilitates learning outside the University	Unesa has it guidelines implementation learning outside the relevant university , credit transfer mechanism .	IKU	● Documentation ● Socialization	● WR1 ● Academic Directorate
		Unesa has collaborations with partner institutions (other universities, industry, education units , government regions , in other institutions)	IKU	● Documentation ● Socialization	● WR 1 ● WR 4 ● Field Innovation and Collaboration
3.8	The Study Program organizes learning outside the Study Program	The study program organizes learning in other study programs within the University	IKU	Documentation	● Coordinating program ● DPA
		The study program organizes learning in the same study program outside the university	IKU	Documentation	● Coordinating program ● DPA

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		The study program organizes learning in other study programs outside the university	IKU	Documentation	● Coordinating program ● DPA
		The study program organizes learning at non-tertiary institutions	IKT	Documentation	● Coordinating program ● DPA
		Learning outside the study program is carried out under the guidance of lecturers	IKU	Documentation	● Coordinating program ● DPA
3.9	Unesa facilitates fulfillment of study period and load for students for undergraduate programs	The study period for diploma four and undergraduate programs is a maximum of 7 years with a study load of at least 144 credits	IKU	Documentation	● WR 1 ● Academic Directorate
		The study period in the study program is a minimum of 4 (four) semesters and a maximum of 11 (eleven) semesters	IKU	Documentation	Coordinating program
		Learning outside the study program at the same university is 1 semester or the equivalent of 20 credits	IKU	Documentation	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		Studying at the same study program outside the university / different study program at a different university / learning outside the university for a maximum of 2 semesters or the equivalent of 40 credits	IKU	Documentation	Coordinating program
3.10	Learning in the Study Program conforms to learning methods with *Learning Outcomes* . Example: RBE (research-based *education*), vocational related practice/practicum.	The study program has valid evidence that shows method The learning carried out is in accordance with the planned learning outcomes in 75% to 100% of the courses	IKU	● Documentation ● Learning Monev	Coordinating program
3.11	Learning in the Study Program is carried out in the form of practicum,	The study program has courses in the form of practicum, practicum or field practice including KKN which is carried out > 20% of the total	IKU	● Document ation ● Learning Monev	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	practicum, or field practice	learning hours during education			
3.12	Study Program Management Unit (UPPS) carries out Monev and implementation of the learning process covers characteristics , planning , implementation, learning process and student learning load to obtain graduate learning outcomes	UPPS has valid evidence regarding the system and implementation of monitoring and evaluation of the learning process including characteristics, planning, implementation, learning processes and student learning loads which are carried out periodically, consistently and followed up in order to maintain and improve the quality of the learning process and to ensure conformity with the RPS.	IKU	• Learning monitoring and evaluation • Documentation	WD 1
3.13	The Study Program organizes quality learning to achieve graduate competency according to the number of	Learning in the study program is carried out at least 16 meetings per semester. including for taking mid-semester exams (UTS) and final semester exams (UAS)	IKU	• Documentation • Learning monitoring and evaluation	Coordinating program
		The presence of lecturers in giving lectures is 100%. Student attendance is a	IKU		Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	credits in the courses.	minimum of 75% of the number of meetings that should be according to the credit weight			
		The implementation of practicum activities is equipped with up-to-date practicum guidelines, work instructions and reference books	IKT		Coordinating program
		The study program implements a mechanism for monitoring student attendance and presence lecturers, and suitability of lecture material which is taught with each RPS semester	IKT		Coordinating program
		Implementation of courses (compulsory/elective) that implement *Student Centered Learning* at least 50%. (discussions , case studies, collaborative learning, cooperative learning, problem-based learning and others that effectively facilitate graduate CP fulfillment)	IKT		Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		The learning process in the Study Program corresponds to the time allocation of 1 (one) credit for the learning process in the Study Program in the form of activities: lectures, responses, or tutorials according to the SN Dikti and its realization in the learning stated in the lecture schedule.	IKU		Coordinating program
		The learning process in the Study Program determines the time allocation of 1 (one) credit for the learning process in the Study Program in the form of practicum, studio practice, workshop practice, field practice, research, community service, and/or other similar learning processes, 170 (one hundred and seventy) minutes per week per semester	IKU	Documentation	Coordinating program
3.14	The Study Program has a mechanism for preparing	The study program implements a mechanism for reviewing RPS, lecture materials, lecture	IKU	● Documentation ● Learning monitoring	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	lecture material	evaluations involving lecturers in scientific fields.		and evaluation	
		Study program apply mechanism preparation material lectures by a group of lecturers in one field of science taking into account input from other lecturers or from graduate users	IKT	● Documentation ● Learning monitoring and evaluation	Coordinating program
3.15	The study program carries out scheduled scientific activities every month.	Implementation and regularity of programs and activities outside of structured learning activities to improve the academic atmosphere. Examples: public lectures/studium generale, scientific seminars, book reviews.	IKU	Documentation	Coordinating program

5. Document Related
    a. Document Plan Semester Learning (RPS)
    b. Document activity academic study program
    c. Teaching materials integrated with research results and PkM
    d. Document determining the study period and student learning load
    e. PLP/PPP/PI/PKP Guidelines
    f. KKN/ Internship Guidelines
    g. Learning Monitoring and Evaluation SOP

6. Reference
    a. Regulation Government Republic of Indonesia Number 4 of 2022

Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification

c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education

d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

f. Regulation of the National Accreditation Board for Higher Education Number 3 of the Year 2019 about Higher Education Accreditation Instrument .

g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument.

h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs.

i. National Accreditation Board for Higher Education Regulation Number 10 of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education.

j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.

l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers

D. STANDARD 4. LEARNING ASSESSMENT

1. Description

Learning assessment standards are minimum criteria for assessing student learning processes and outcomes to fulfill graduate learning outcomes.

Assessment of student learning outcomes considers assessment principles including: valid, objective, fair, integrated, open, comprehensive and continuous, systematic, criteria-based, and accountable.

Assessments carried out by educators/lecturers are not only assessments of learning but also assessments for learning and assessments as learning. Assessment of learning is carried out to measure student achievements against predetermined competencies. Assessment for learning allows educators to use information about students' conditions to improve learning. In contrast, assessment for learning allows students to see their learning achievements and progress to determine learning targets.

2. Definition of Terms
   a. Learning assessment standards are minimum criteria for assessing student learning processes and outcomes to fulfill graduate learning outcomes
   b. Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes.
   c. Learning is a process of interaction between students, between students and lecturers and learning resources in a learning environment
   d. Assessment of student learning processes and outcomes includes assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, assessment implementation, assessment reporting, and student graduation. Assessment principles include integrated educational, authentic, objective, accountable and transparent principles.
   e. Learning outcomes are assessed in the domains of attitudes, knowledge and skills.
   f. Assessment of the attitude domain is carried out through observation, self-assessment, assessment between students (students assess their colleagues in one field or group), and assessment of personal aspects that are tough, adaptive, and innovative based on entrepreneurship.
   g. Assessment of the knowledge domain through various forms of written and oral tests, which technically can be carried out directly or indirectly. Directly means that lecturers and students meet face-to-face during assessments. Meanwhile, indirectly, for example through giving take-home exams.
   h. Skill domain assessment through performance assessments, which can be held through practicums, practice, simulations, etc.

3. Reference Standard
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards , Indicators , Types of Performance Indicators , Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
4.1.	The study program carries out quality learning assessments (student learning processes and outcomes) to measure the achievement of learning outcomes based on assessment principles which include: 1)	The study program has valid evidence of the fulfillment of the 5 assessment principles carried out in an integrated manner and equipped with an assessment rubric/portfoli	IKU	Documentation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, which is carried out in an integrated manner.	o for a minimum of 70% of the number of courses			
4.2.	The study program carries out assessments consisting of assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) performance, 4) written test, 5) oral test, and 6) questionnaire. The assessment instrument consists of: 1) process assessment in the form of a rubric, and/or; 2) assessment of results in the form of a portfolio, or 3) design work	The study program has valid evidence that shows the suitability of assessment techniques and instruments for minimum learning outcomes of 75% to 100% of the number of courses. Study programs for undergraduate programs education own valid evidence that shows PLP program assessment carried out by lecturers and/or tutors	IKU	Documentation	Coordinating program
4.3.	Study programs carrying out	The study program has	IKU	Documentation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	assessments contain the following elements: 1) have an assessment plan contract, 2) carry out assessments according to the contract or agreement, 3) provide feedback and give students the opportunity to question the results, 4) have documentation of the assessment process and student learning outcomes , 5) have procedures that include planning stages, activities for giving assignments or questions, performance observations, returning observation results, and giving final grades, 6) report assessments in the form of student success qualifications in taking a course in the form of letters	valid evidence that the assessment includes 7 elements as stated in the standard content.			

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	and numbers, 7) have evidence of plans and has carried out an improvement process based on the results of the monitoring and evaluation assessment				
4.4.	UPPS conducted a survey to determine the level of student satisfaction with the educational process.	> 75% of students expressed satisfaction with the learning experience	IKU	● Survey ● Monitoring and Evaluation	GPM UPM
4.5.	The study program carries out analysis and follow-up on the results of measuring student satisfaction.	The measurement results are analyzed and followed up at least twice every semester, and used to improve the learning process and show increased learning outcomes	IKU	Documentation	Coordinating program
4.6.	The study program has a mechanism to	Study program applies a	IKU	Documentation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	guarantee the quality of exam questions	mechanism For reviewing and validating exam questions for all subjects are of good quality and in accordance with the RPS			
4.7.	The study program carries out the assessment of learning processes and outcomes to measure competency achievement	Study Program Lecturer do evaluation participation , assignments , UTS, UAS	IKU	Documentation	Coordinating program
		Study program lecturer enter mark end student appropriate time in accordance calendar Unesa academic	IKU	Documentation	Coordinating program
4.8	PT issues professional certificates	PT issues professional certificates in collaboration with professional organizations, training institutions or	IKU	Documentation	● WR 1 ● WD 1

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		accredited certification institutions			

5. Related document
   a. Document Plan Semester Learning (RPS)
   b. Document question Midterm and Final Exams
   c. Document Evaluation
   d. Guidelines survey satisfaction students towards the learning process

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument.
   g. National Accreditation Board for Higher Education Regulation Number 5 Year 2019 about Study Program Accreditation Instrument.
   h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs.
   i. National Accreditation Board for Higher Education Regulation Number 10

of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education.

j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences .

k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.

l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers .

E. STANDARD 5. LECTURERS AND EDUCATIONAL PERSONNEL

1. Description

Educator standards are the minimum criteria for competence and qualifications for educators to carry out their duties and functions as role models, learning designers, facilitators, and student motivators. The minimum criteria for educator competence include pedagogical competence, personality competence, social competence, and professional competence. The minimum criteria for educator qualifications are the minimum academic qualifications that educators must fulfill as proven by a diploma; or diplomas and certificates of expertise. These Lecturer and Education Personnel Standards are the minimum criteria regarding the qualifications and competency of human resources for lecturers and education personnel (administration, technicians, laboratory assistants, archivists, librarians, operators) at Unesa to provide education to fulfill graduate learning outcomes. This standard regulates the management of human resources in a transparent, accountable and meritocracy-based manner, starting from planning, recruitment, selection, orientation, qualifications, placement, employee development, career development, awards, administrative sanctions and dismissal. This standard also regulates the ratio of permanent lecturers and non-permanent lecturers, as well as the ratio of lecturers and students.

2. Definition of Terms

a. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service.

b. Educational staff are educational personnel who participate in providing education with special duties as professional educators, including archivists, laboratory assistants, administrators, librarians, operators and technicians.

3. Standard References
   a. Article 45 Law no. 14 of 2005 concerning the Teacher and Lecturer Law
   b. Article 46 Law no. 14 of 2005 concerning the Teacher and Lecturer Law
   c. Article 47 of Law no. 14 of 2005 concerning the Teacher and Lecturer Law
   d. Article 48 Law no. 14 of 2005 concerning the Teacher and Lecturer Law
   e. Article 49 of Law no. 14 of 2005 concerning the Teacher and Lecturer Law
   f. Government Regulation No.37 of 2009 concerning Lecturers
   g. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   h. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   i. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategy, and Responsible Person

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
5.1.	Unesa has System management source Power complete , transparent and accountable human beings . (4.1)	Unesa has a formal document system management source Power humans which include : (1) planning , (2) recruitment , selection , and	IKU	Mapping workshop planning , determination Employees , Performance Evaluation , Developme	WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		dismissal employee , (3) orientation and placement employee , (4) development career , (5) remuneration , awards and sanctions transparent and accountable based on meritocracy .		nt career , Evaluation performance , Awards , Recognition , Mentoring, Baperjakat	
5.2	Unesa has it ratio lecturer permanent and product more from 12	Amount lecturer keep PT on the page higher education compared to with amount study program more from 12	IKU	Planning Mapping	WR 2
5.3	The Study Program is supported by resources lecturer remains sufficient and fulfilling _ qualification education in accordance with field studies study program	Study program has a development program lecturer For increase appropriate qualifications and competencies _ with need fields in the study program .	IKU	Planning Mapping Seminars, Conferences Advanced Study	Coordinating program
		Percentage lecturer still with education finally	IKT	Study further	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		S 3 is the plane his expertise in accordance with study program competencies more from 60%.			
		Percentage lecturer still owns it position lecturer heads and professors in the field his expertise in accordance with study program competencies more from 50%.	IKT	Performance Evaluation	Coordinating program
		Ratio amount student to amount lecturer still For grove Social Sciences <30 For grove exact <20	IKT	Planning Mapping	Coordinating program
		Ratio lecturer No still to amount all over lecturer ≤ 10%	IKT	Development career service , follow carry on results satisfaction ,	WR 1, WR 2
		Ratio Amount lecturer own certificate	IKT	Development career service ,	WR 1, WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		competence more big from 50%		follow carry on results satisfaction	
5.4	Unesa has standard development profession and performance lecturer	Confession on expertise lecturer at regional level 30%, national 50 %, at international level 20% of amount existing lecturers . _	IKU	Development career , evaluation performance , analyze Satisfaction service , follow carry on results satisfaction ,	WR 1, WR 2
		Amount involving research _ lecturer DTPS from source PT financing amounting to Rp. 10 million lecturer per year , Mandiri Rp. 5 million per lecturer per year , domestic institutions Rp. 100 million per year and institution overseas one _ activity in 1 year	IKT	Development career , evaluation performance , analyze Satisfaction service , follow carry on results satisfaction ,	WR 1, WR 2
		Amount involving devotion _ lecturer DTPS Rp	IKT	Development career , evaluation performanc	WR 1, WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		. 7.5 million lecturer per year , Mandiri Rp. 3 million per lecturer per year , domestic institutions Rp. 50 million per year and institution overseas one _ activity in 1 year per study program .		e , analyze Satisfaction service , follow carry on results satisfaction ,	
5.5	Unesa has formal guidelines regarding _ monitoring and evaluation system , as well record footsteps performance lecturers and staff education	Unesa has formal monitoring and evaluation guidelines complete ; _ and there is proof held in a way consistent .	IKU IKT	Workshop, Discussion , Evaluation , Testing , Reflection , Action carry on	WR 1
		Unesa/UPPS has document record footsteps performance lecturer	IKU	Workshop, Discussion , Evaluation , Testing , Reflection , Action carry on	Dean Coordinating program
5.6	The study program carries out performance monitoring and evaluation (monev) . lecturer in the field education , research	The study program has document results monev performance lecturer in the field education ,	IKU	Evaluation performance , development career	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	, service / dedication _ _ to society . Monev results are well documented	research and PkM .			
		Load average performance lecturers per semester or average FTE (*Fulltime Teaching Equivalent*) maximum 12	IKU	Documentation	Coordinating program
		The presence of lecturers in giving lectures is 100%.	IKU	Documentation	Coordinating program
		Every lecturer continues to participate in activities (as a speaker/participant) in indexed scientific seminars/workshops/advancements/ *workshops* /performances/exhibitions/demonstrations (national/international) at least once a year.	IKT	Documentation	Coordinating program
		Every lecturer is required to develop written work/Appropriate Technology/IPR	IKU	Documentation	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		at least once every three years.			
		Every lecturer is required to develop a nationally accredited scientific publication article once every two years.	IKU	Manuscript guidance, professorship, patent rights guidance and patent rights facilities, rewards, incentives,	Coordinating program
		Every lecturer is required to develop an article for a reputable international scientific publication once every two years.	IKT	Manuscript guidance, professorship, patent rights guidance and patent rights facilities, rewards, incentives,	Coordinating program
		Publication of writings in mass media/international proceedings at the international level, at least one lecturer has 1 work in two years.	IKT	patent rights guidance and patent rights facilities, rewards, incentives,	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		Lecturer citations produce one work that is cited at least once a year.	IKT	Documentation	Coordinating program
		The study program has 1 product/service created by lecturers which is adopted by industry/society within two years.	IKT	Documentation	Coordinating program
		Lecturers have recognition in the same field as their expertise, at least 40 percent of the number of permanent lecturers	IKT	Documentation	Coordinating program
		The burden of a permanent lecturer on a study program in supervising students' final assignments is at least five tutors	IKU	Documentation	Coordinating program
5.7	Unesa is supported by energy sufficient education and appropriate educators/ competence	Unesa has planning and development programs to improve the	IKU	Mapping, career development, further studies, workshops,	WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		competence of educational staff		seminars, skills training, branchmarking, performance evaluation, service satisfaction, follow-up	
		Unesa is supported power librarian with background behind appropriate education (D4/S1/S2/S3) with an amount in accordance with service needs	IKU	Mapping, career development, further studies, workshops, seminars, skills training, branchmarking, performance evaluation, service satisfaction, follow-up	WR 2
		Unesa has more of the 70% of technicians/laboratories/operators/programmers who have competency certificates	● IKU ● IKT	Mapping, career development, further studies, workshops, seminars, skills training,	WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
				branchmarking, performance evaluation, service satisfaction, follow-up	
		Unesa has power Sufficient expertise /PLP in study programs that meet minimum needs, consistently evaluating PLP performance by direct superiors	IKU	Mapping, career development, further studies, workshops, seminars, skills training, branchmarking, performance evaluation, service satisfaction, follow-up	WR 2
5.8.	Unesa has effort For increase qualifications and competencies of educational staff.	There is career development with clear career paths for education staff as archivists/administration/laboratory as well as continuous and well-implemented	IKU	training/certified competency improvement/seminars/workshops/comparative studies/further studies	WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		position promotions so as to improve the qualifications and competence of education staff .			
5.9.	study program is supported by sufficient educational staff and appropriate educators/competence	Study program own amount power technician/laboratory assistant/operator/program at least 1 person who is competent / suitably qualified in each laboratory	IKU	Training , improvement competence certified	● WR 2 ● WD 2
		The study program has a minimum number of competent/appropriately qualified administrative staff per study program .	IKU	Training , improvement competence certified , seminars, workshops, comparative studies , studies carry on	● WR 2 ● WD 2
5.10	Unesa did it survey satisfaction lecturers , librarians , laboratory assistants , technicians and administrative staff regarding human resource	There are instruments For measure satisfaction lecturers , librarians , laboratory assistants ,	IKU	Instrument development, Validation, Reliability, Analysis, Reports, Follow-up	● WR 2 ● BPM ● WD 2 ● GPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	management systems	technicians and administrative staff, towards a human resource management system, which has: a. validity, b. reliability c. easy to use.			
		The results of a satisfaction survey of lecturers, librarians, laboratory assistants, technicians and administrative staff regarding the human resource management system which: a. clear, b. comprehensive, c. easily accessible by stakeholders.	IKU		● WR 2 ● BPM ● WD 2 ● GPM
		There is use of survey results in continuous improvement of quality:	IKU		● WR 2 ● BPM ● WD 2 ● GPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		a. Instrument repair **b.** HR performance targets **c.** Improved management of human resource services			
5.11	Unesa has it policy related with Qualifications and competencies of lecturers and education staff	's academic qualifications are at least Master's degree relevant to the study program and proven by a diploma	IKU	Documentation	● WR 1 ● WR 2
		Lecturer competency is stated as an education certificate and/or professional certificate	IKU	Documentation	● WR 1 ● WR 2
5.12	Unesa has it policy about lecturer still	The number of permanent lecturers at the University is at least 60% of the total number of lecturers	IKU IKT	Documentation	● WR 1 ● WR 2
		number of tasks assigned to carry out learning in	IKU	Documentation	● WR 1 ● WR 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		each study program is 5 people			
5.13	Unesa has it policy power education	Education staff have a minimum qualification of Diploma 3 graduates, except for administrative staff who have a minimum qualification of high school	IKU	Documentation	WR 2
		Education personnel who require special skills are required to have a competency certificate in accordance with their field of duties and expertise	IKT	Documentation	WR 2

5. Related document
   a. Mapping Document for Faculty Lecturers and Staff
   b. HDCP Document
   c. Lecturer Profile Document
   d. Educator Profile Document
   e. Lecturer Recruitment Guidelines
   f. Tendik Recruitment Guidelines
   g. Career Development Guidelines
   h. Guidelines for Employee Transfers and Dismissals

i. Remuneration Guidelines

j. BKD Guidelines

k. Guidelines Performance Assessment (SKP)

6. Reference

   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification

   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education

   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

   f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument.

   g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

   h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs.

   i. National Accreditation Board for Higher Education Regulation Number 10 of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education.

   j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

   k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.

   l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers

F. STANDARD 6. LEARNING FACILITIES AND INFRASTRUCTURE
1. Description

   Standard facilities and infrastructure are Minimum criteria for required facilities and infrastructure available according to needs content and learning process in frame fulfillment achievements learning graduates in the Internal Education Unit The implementation of this Standard Education is determined by the principles of supporting the implementation of active, creative, collaborative, fun and effective learning; guarantee security, health and safety; friendly towards people with disabilities; and friendly towards environmental sustainability.

2. Definition of Terms
   a. Facilities are anything that can be used as tools and equipment to achieve learning objectives. Examples of educational facilities include buildings, electricity, water, classrooms, tables, chairs, and learning media tools.
   b. Infrastructure is the basic facilities needed to carry out the functions of the University. Things that include infrastructure include yards, parks, fields, roads to schools, and so on

3. Standard References
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
6.1	Unesa provides learning facilities for study programs	learning facilities provided at Unesa consist of at least : on a. furniture ; b. equipment education ; c. educational media ; d. book , book electronics , and repositories ; e. means technology information and communication ; f. instrumentation experimentation ; g. means sports ; h. means artistic ; i. means facility general ; j. material finished use ; And k. means maintenance , safety , and security .	IKU	● Documentation ● Audit of facilities and infrastructure	● WR 2 ● BPI

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
6.2	Unesa provides learning infrastructure for study programs	Infrastructure The learning provided by Unesa consists of at least: above : a. land ; b. room class ; c. library ; d. laboratory / studio / workshop work / production unit ; e. laboratory learning micro f. center source learn r integrated with technology and information g. place exercising ; h. room For artistic ; i. activity unit room students ; j. room University leaders ; k. room ; l. administrative room ; _ And	IKU	● Documentation ● Audit of facilities and infrastructure learning	● WR 2 ● BPI

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		m. facility general (roads , electricity , water, communications networks, data)			
6.3	Unesa has a system for managing learning infrastructure and facilities according to needs , and adjustments are made at least once every 4 years.	There is an infrastructure and facilities management document containing policies, regulations, and guidelines/guidance including (Planning, Procurement, Development and Recording , Determination of use , Security and safety of use , and Maintenance/repair/cleanliness), and adjustments are made at least once every 4 years .	IKU	Document preparation/revitalization workshop	WR 2

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
6.4	U nesa has adequate infrastructure and facilities , and supports the implementation of the Tri Dharma of Higher Education, in accordance with applicable rules/requirements.	There is legal proof of land ownership and use: **a.** Own land **b.** Land area $\geq$ 5000m ^{2} **c.** The land is used for educational activities	IKU	● Identify legal documents proving ownership and land use rights. ● Management Documents that are not yet valid or not yet available.	WR 2
		There is a document for the development of infrastructure and facilities supported by adequate funds	IKT	Inventory of ownership documents, management of infrastructure and facilities.	WR 2
		There are documents of ownership, maintenance, management of goods/ instructions for use that the Study Program has learning facilities, including: **a.** furniture; **b.** educational equipment; **c.** educational media;	IKU	Socialization & Workshop on utilization procedures (space, goods).	● WD 2 ● Coordinating program

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		d. books, e-books, and repositories; **e.** information and communication technology facilities; **f.** experimental instrumentation/laboratory equipment; **g.** sports facilities; **h.** arts facilities; **i.** public facilities; **j.** consumables; And **k.** maintenance facilities, work safety and security			
		There is determination Number, type, and specification means learning based on ratio use means in accordance with characteristics method And form learning, as well must ensure implementation of the learning	IKT	Socialization of rules Workshop on drafting rules	● WR 2 ● WD 2 ● Coordinating program

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		process And service administration academic			
		Availability collection library, accessibility including availability And convenience access adequate *e-library* based on qualification Superior For every material References following. **a.** Book text **b.** Journal international **c.** Journal national accredited **d.** Proceedings Which is very adequate based on APT Superior qualification	*IKT*	● *Benchmarking* ● Librarian internship ● Preparation of Digital Libraries	WR 1
		There is access libraries outside PT or source References other like journal national And international standards as	IKT	● Collaboration between libraries ● National Journal Access Rights	● WR 4 ● Head library

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		qualification Accreditation A.		• International Journal Access Rights	
6.5	Un esa has adequate infrastructure with A accreditation qualification	There is a minimum lecturer work space of 4 m ^{2} / lecturer equipped with adequate facilities	IKU	• Socialization of rules • Preparation of improvement and development plans • Budget proposal	WR 2
		There is space for a thesis trial of at least 16 m ^{2} /student	IKU		WR 2
		There is a classroom of at least 2 m2 ^{per} student and is equipped with sufficient learning facilities and can be used every day (minimum 20 hours per week)	IKU		WR 2
		There is a leadership work space of at least 15 m ^{2} / person equipped with adequate facilities	IKU		
		There is a minimum office	IKU		

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		administration space of 4 m ² / person equipped with adequate facilities			
		There is a lecturer meeting room of at least 120 m ² equipped with adequate facilities	IKU		
		There is documentary evidence that laboratory rooms, studios, reading rooms, experimental/practical gardens are equipped with equipment and consumables in adequate quantities and of good quality that can be used every day	IKU		
		There is proof documents p supporting infrastructure (place sports, space set student, room health services, prayer rooms, canteens, toilets) are	IKU		

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		adequate and the quality is very good to meet student needs.			
		There is evidence document study program own infrastructure comfortable and healthy learning , consisting of : **a.** land; **b.** classroom; **c.** library; **d.** laboratory/studio/workshop/ production unit; **e.** place to exercise; **f.** space for art; **g.** student activity unit room; **h.** leadership room; **i.** lecturer room; **j.** administration room; And **k.** public facilities	IKU		
		Public facilities at the Study Program as a form of learning infrastructure include:	IKU		

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		a. road; b. water; c. electricity; d. voice communications network; And e. data			
		There are special operational facilities for learning that are adequate, appropriate and comfortable to use, namely a. benches and tables b. board c. LCD d. Electricity e. Adequate AC/fan/ventilation f. Instructional Media g. *Handouts* / activity instructions are available in all courses h. Book reading materials in the study program include two national	IKU		

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		journals, three international journals which are owned and subscribed to continuously, and the ratio of books owned is above 500 books - *updated* for the last 10 years			
		Building University must has a minimum quality standard of class A or equivalent	IKU		
		Building University must fulfil condition safety , health , comfort , and security , as well as be equipped with installation powerful electricity _ adequate and installation, fine waste domestic nor waste specifically, if required)	IKU		

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		Standard quality building University based on regulation minister in charge affairs government in the field work general.	IKU	● Identify building quality ● Collaborating with experts	
6.6	Unesa and Study Program facilitate facilities and infrastructure for students with special needs in accordance with existing regulations , and adjustments are made every certain time	The study program has guidelines about means And infrastructure for needy students special as specified by Director General Learning And Student Affairs	IKU	● Benchmarking ● Planning design & budget ● Document guidelines learning for disabilities	Coordinating program
		Unesa has means And infrastructure for needy students _ specifically includes: **a.** Mop the shopping with writing *Braille* and information in bentu ksound; **b.** ramp for _ user chair wheel; **c.** track guide (*guiding block*) on the road or	IKU		WR 2

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		corridor in the environment campus; **d.** map/plan campus or building in form map/plan arise; And **e.** *toilet* or room bathe For user chair wheel.			
6.7	Unesa has an adequate Information System according to needs to serve the entire academic community	Unesa has facility system adequate information, including; **a.** Connected computer with network broad/internet , **b.** Licensed *software* with adequate amount. **c.** Facility *e-learning* used in a way Good, **d.** Access *on-line* collection library.	IKU	● Benchmark ing ● Building systems ● Providing human resources ● Socializing	WR 4
		Availability System information And facilities used in administration which includes:	IKU		● WR 4 ● WD 2 ● Coordi nating progra m

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		a. Connected computer with network broad/internet **b.** Adequate database *software*. **c.** Access to relevant and highly relevant data fast.			
		The study program has adequate internet access with the number ratio service civitas proven academics by response service users	IKU	• Bandwidth adequacy survey • Bandwidth development planning	• WD 2 • PPTI
6.8	Unesa has a development *blueprint*, management and utilization of information systems, which are well documented	Availability of development blueprints management And utilization of information systems from means adequate infrastructure, management unit, data flow system and autonomy data access, and	IKU	Documentation dissemination	• WR4 • WD 2 • PPTI

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		disaster recovery systems that can used with Good			
6.9	Quality Assurance evaluates the performance achievements of improving learning infrastructure services	There is an analysis of the success of achieving standards which includes identification of the root of the problem, supporting factors for success, inhibiting factors in achieving standards and a brief description of follow-up actions.	IKU	Infrastructure Audit Learning	BPM
		There is a response from users of learning infrastructure in the study program	IKT		

5. Related documents
   a. Infrastructure planning and development documents
   b. Infrastructure management documents
   c. Maintenance documents
   d. Tool inventory document
   e. SOP for use tool
   f. Guidelines for auditing facilities and infrastructure learning

6. References
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument.
   h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs.
   i. National Accreditation Board for Higher Education Regulation Number 10 of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education.
   j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.
   k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.
   l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers

G. STANDARD 7. LEARNING MANAGEMENT

1. Description

    Management standards are minimum criteria for planning,

implementation and supervision of educational activities carried out at the study program level so that education can run efficiently and effectively. Planning, implementation and supervision of educational activities at the higher education level implements University autonomy in accordance with statutory provisions. Learning management standards must refer to graduate competency standards, learning content standards, learning process standards, lecturer and education staff standards, and learning facilities and infrastructure standards. The study program management unit and the University carry out implementation of management standards.

2. Definition of Terms
   a. Learning Management is a process for achieving learning goals. To achieve learning goals, an educational process is needed that starts with planning, organizing and assessing. Planning includes determining what you want to achieve, how to achieve it, the time and personnel required. Meanwhile, organizing is the distribution of tasks to personnel involved in achieving learning goals, coordinating, directing and monitoring.
   b. Learning management is a series of activities to organize or control a learning activity
   c. The management unit is the management unit (the smallest part of the management)

3. Standard References
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
7.1.	Unesa has policy related plan strategic , and operational related with learning that can be accessed by the academic community and stakeholders and can be used as a guide for study programs in implementing learning programs	There are documents strategic and operational plans related to learning that can be accessed by the academic community and stakeholders, and can be used as guidelines for study programs in implementing learning programs	IKU	● Preparation/ adjustment workshop ● Offline and online publications	● WR 1 ● WD 1
7.2	Un esa organize learning in accordance with aligned types and educational programs with achievements learning graduate of	There is evidence of the implementation of learning activities appropriate _ with aligned types and educational programs with achievements learning graduate . For undergraduate programs education special PLP management is carried out by	IKU	Learning evaluation	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		the management unit collaborative field _ with study programs and schools partner			
7.3	Unesa maintain and improve quality study program management in implementing learning programs with referring target _ the University's vision and mission sustainable	There is evidence of Un esa maintain and improve quality study program management in implementing learning programs in a way sustainable with appropriate target _ with Unesa's vision and mission	IKU	● Preparation of implementation guidelines ● Evaluation ● Repair	● WR 1 ● WD 1 ● Coordinating program ● UPM
7.4	Un esa do monitoring and evaluation to study program activities in carry out activity learning ;	There are monitoring and evaluation documents for the implementation of sustainable learning	IKU IKT	● Preparation of monitoring instruments ● Development of evaluation instruments ● Evaluation and improvement	● WR 1 ● WD 1 ● Coordinating program ● UPM
7.5	U nesa own guide planning , implementation , evaluation ,	There are guidelines for planning, implementation,	IKU	● Socialization ● Regular adjustment/r	WR 1

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	supervision , assurance quality , and development activity learning and lecturers	evaluation, supervision, quality assurance, and development of learning activities and lecturers		eview of guidelines	
7.6	Study Program submit reports on the performance of study programs in organizing learning programs at least through higher education databases	There are reports on the performance of study programs in organizing learning programs at least through higher education databases.	IKU	● Preparation of performance instruments ● Offline reporting ● Online reporting	Coordinating program
7.7	Unesa implemented it evaluation continuous quality control and improvement in research activities and PkM in learning	Unesa has guidelines implementation evaluation , control and continuous quality improvement in research activities and PkM in learning	IKU	● Preparation/ adjustment of guidelines ● Socialization	LPPM
		Unesa has valid evidence regarding the results of monitoring and evaluation of the integration of	IKU	● Implementation monitoring ● Evaluation ● Follow-up	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		research and PkM into learning			
7.8	Unesa implemented it standard manager learning	In implementing mandatory learning management standards: a. Prepare policies , Strategic Plan , Renop related with learning that can be accessed by the academic community b. organize according to the type and study program that is in line with CPL c. Maintaining the quality of study program management d. carry out learning monitoring and evaluation at the study program	IKU	● Documentation ● Learning monitoring and evaluation ● FGD	● WR 1 ● BPM ● WD 1 ● GPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		e. has guidance, planning, implementation, evaluation, supervision, quality assurance and development of learning activities and lecturers, f. submit study program learning reports at least through PD Dikti.			
7.9	The Study Program Management Unit (UPPS) manages learning management standards	UPPS in managing compulsory learning: a. carry out the preparation of the curriculum and RPS for each MK b. organize learning programs according to content standards, processes,	IKU IKT	● Documentation ● Learning monitoring and evaluation ● FGD	● WD 1 ● GPM ● UPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		assessments to achieve CPL **c.** good academic atmosphere and quality culture **d.** Do monev For maintain and improve quality of the learning process **e.** Report the results of the learning program periodically			

5. Related documents
   a. Manuscript academic
   b. Unesa Strategic Plan
   c. Document Study Program Curriculum
   d. Learning Monitoring and Evaluation SOP

6. References
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education

d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs .

i. National Accreditation Board for Higher Education Regulation Number 10 of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education .

j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences .

k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.

l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers .

H. STANDARD 8. LEARNING FINANCING

1. Description

Financing standards are minimum criteria regarding education financing in educational units (investment and operational costs) prepared to fulfill graduate learning outcomes. Education financing consists of: a. investment costs; and b. operating costs. Investment costs include cost components: land investment, provision of facilities and infrastructure, provision and development of human resources, and fixed working capital. Operational costs include personnel and non-personnel cost components. Higher education operational costs are part of the higher education costs required to carry out educational activities, including lecturer costs, education personnel costs, learning operational material costs, and indirect operating costs. The

operational costs of higher education are set per student per year, called athe unit standard for higher education operational costs. The standard unit of higher education operational costs for state universities is determined periodically by the Minister by considering: a). type of study program, b). level of accreditation of universities and study programs; and c). regional expensiveness index. The unit standard for higher education operational costs is the basis for each university to prepare an annual university revenue and expenditure budget (RAPB) and determine student costs.

2. Definition of Terms
   a. Learning financing is the entire budget used to support the student learning process
   b. Operational cost units are costs calculated based on the operational cost requirements for providing education, which are prepared in accordance with the Service Standards/Performance Contracts for Legal Entity State Universities
   c. The Shopping Budget Plan calculates the amount of costs required for materials and wages, as well as other costs related to carrying out activities.

3. Standard Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies
   and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
8.1.	Unesa has it document fund management which includes planning receipts, allocations, reporting, audits, monitoring and evaluation, as well as accountability to stakeholders, according to the established budget draft.	There are complete documents that include: planning revenue and allocation of funds a. reporting b. auditing c. monitoring and evaluation d. accountability to stakeholders	IKU	● Budget team training ● Internal monitoring ● Internal audit	● WR 2 ● BPI
		There are documents for the management and allocation of funds and activities, which involve the Study Program/Faculty in planning the Work Program/Renop/Study Program Strategic Plan.	IKU		
		Have accountability documents (including mechanisms and audit reports) for the use of funds by	IKU		

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		the management unit			
		There are Quality Guidelines in planning, implementing, managing and evaluating the use of funds	IKU	Guideline adjustments socialization	WR 2
		There is an operational cost analysis document	IKU		
		There is an evaluation report on financing achievement	IKU		
8.2.	Unesa has a mechanism for determining student education costs by involving all internal stakeholders , which is implemented in a way routine / regular every year	There is a mechanism for determining the educational costs charged to students based on the results of a needs analysis that includes all internal stakeholders .	IKU	• Needs and empowerment analysis • Coordination	WR 2
8.3.	Unesa has policy about financing students who have academic potential and are economically	There is a policy document regarding fee waivers/exemptions for students who have	IKU	Socialization Confirm aid recipient status	WR 2

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	disadvantaged, as well as the percentage of students who receive tuition fee waivers or exemptions from the total number of students.	academic potential and are economically disadvantaged, which are implemented consistently and can be proven by data on students who receive education fee waivers or exemptions in sufficient amounts.			
8.4.	Unesa manages the funds that come from it from student (percentage of SPP and other funds)	There is evidence percentage of educational funds originating from student ≤ 3 3 %	IKU	• Socialization • Coordination use his • Evaluation and reporting use	WR 2
8.5.	Unesa allocates Use of funds for operations (education, research, community service, including salaries and wages, and investment in infrastructure, advice and	There are operational funds per student per year ≥ IDR 18 million	IKU IKT	• Socialization • Coordination use his • Evaluation and reporting use	WR 2
		There are documents on the use of funds for operations which include education, research and community service	IKU		

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	human resources).	There are policy documents for raising other sources of funds as well as being accountable and transparent	IKU		
8.6.	Unesa has it monitoring and evaluation system as well as internal and external funding audits For more effective use of funds. transparent and comply with applicable financial regulations.	There is a monitoring and evaluation system for funding and performance that is accountable and carried out periodically, documented and followed up.	IKT	• Preparation/adjustment of monitoring instruments • Socialization • Implementation monitoring • Auditing	WR 2
		There are financial audit reports carried out periodically by competent external auditors and the results are published and followed up by the University.	IKT		
		The results of customer satisfaction analysis in learning financing services	IKU		

5. Related document

a. Document Guidelines Management finance
b. Audit Guidelines
c. Financial responsibility report

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   h. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instrument for Economics, Business , Management and Accounting Study Programs .
   i. National Accreditation Board for Higher Education Regulation Number 10 of 2021 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Education .
   j. National Accreditation Board for Higher Education Regulation Number 11 of 2021 concerning Accreditation Instrument for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences .
   k. National Accreditation Board for Higher Education Regulation Number 12 of 2021 concerning Accreditation Instrument for Study Programs in Academic and Vocational Education Scope of Engineering.
   l. National Accreditation Board for Higher Education Regulation Number 8 of 2022 concerning Instrument for Accreditation of Study Programs in Undergraduate Programs Scope Informatics and Computers

RESEARCH STANDARDS

I. STANDARD 9. RESEARCH RESULTS

1. Description

Research result standards are minimum criteria regarding the quality of research results, especially in undergraduate programs. The results of research at Unesa must be directed towards the research *roadmap* and also the development of *a roadmap* in study programs throughout the Unesa environment. Research in the Unesa undergraduate program is aimed at the development of science and technology, disabilities, arts and sports which are adapted to each undergraduate study program. The research *roadmap in* undergraduate study programs and universities will lead to graduate outcomes and/or undergraduate program graduate profiles. Research at Unesa is in accordance with guidelines research issued by the Ministry of Education and Culture Research and Technology based on SN- Dikti, Unesa's vision and mission, for developing knowledge education, values culture local, as well as development and implementation discipline knowledge and technology with attention customized Unesa advantages in a way periodically in form study monodisciplinary, interdisciplinary and multidisciplinary in a convention held scientific _ in a way integrated with maintenance education and PkM.

2. Definition of Terms

a. Research result standards are the minimum criteria regarding the quality of research results.

b. Development research is a scientific way to obtain data so that it can be used to produce, develop and validate products

c. Graduate Outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies and accumulated work experience.

d. A university graduate profile is a characteristic or role that a graduate can play in a particular field of expertise or work after completing their studies.

e. *roadmap* is a road map and is specifically for mapping the journey of a research. So that the research is more structured, can continue to develop, and produce something that is both useful and easy to apply

3. Standard Reference

a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021

concerning National Education Standards

b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
9.1	criteria regarding the quality of research results must comply with the research guidelines issued by the Ministry of Research, Technology and Higher Education and be adjusted to applicable regulations	100% research results with the development of science and technology for each study program , as well as benefits for improving community welfare and the nation's competitiveness	IKU	• Socialization of minimum criteria regarding the quality of research results • Workshop on preparing research proposals • Conduct periodic research quality evaluations • Do control and follow-up on research results	• W R 3 • LPPM • Coordinating program
		100% of the output is produced through activities that meet scientific principles and methods systematically in accordance with scientific autonomy and academic culture,	• IKU • IKT		

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		especially undergraduate programs			
		100% of research results are not confidential, do not disturb and/or do not endanger the public or national interest and must be disseminated on a national/international scale by means of seminars, publications, patents, and/or other means that can be used to convey research results to the public.	●IKU ●IKT		
9.2	LPPM has a formal Ren stra document Research that contains development foundations, research road maps, resources , strategic program targets and performance	The existence of a formal Ren stra document Research that includes a development basis, research road map, resources (including allocation of internal research funds), strategic	IKU	Preparation, review, adjustment and socialization of Research Strategic Plans, road maps, resources (including allocation of internal research	●WR 3 ●LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	indicators that are adjusted to applicable regulations	program targets and performance indicators, and is oriented towards international competitiveness.		funds), strategic program targets and research performance indicators periodically	
		There is a report on the results of the strategic plan's success analysis on research activities related to the Ministry's Main Performance Indicators	● IKU ●IKT		
9.3	LPPM has research guidelines and evidence of socialization and adjustments are made according to applicable regulations	There are research guidelines that are socialized, easy to access, in accordance with the research strategic plan	IKU	●Preparation , review, adjustment and dissemination of research guidelines online. ●Reviewing and FGD research guidelines by stakeholders	●WR 3 ●LP PM
9.4	LPPM has a reporting document to University leadership and partners/funders, fulfilling the aspects	There is a research activity report document, which meets 5 aspects, which is prepared by the research manager and reported to	IKU	● Dissemination of research guidelines ● Conduct periodic research quality evaluations	●WR 3 ●LP PM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	comprehensive, detailed, relevant, up to date, and delivered on time.	university leaders and partners/funders.			
9.5	Un esa have registered intellectual property results	There are <500 intellectual properties registered as a result of research and academic activities every year	●IKU ●IKT	●Socialization of procedures for registering intellectual property to researchers ●A special unit was formed to facilitate researchers in processing intellectual property registration	●WR 3 ●LP PM
9.6	Un esa have a research and development prototype *(Reseach and Development/RnD)*	There are 10 research and development *(RnD) prototypes* from the research results	●IKU ●IKT	●There is a University Internal Policy Grant program ●Socialization of Grant Funds sourced from DRPM and funds from within and outside the country to researchers	●WR 3

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• Grant proposal making workshop	
9.7	Un esa have an industrial prototype from research results	There are 10 industrial prototypes from research results in one year	• IKU • IK T	• There is a University Assignment Research program • Socialization of Grant Funds sourced from DRPM and funds from within and outside the country to researchers • Link and match collaboration with stakeholders and industry	• WR 3 • LPPM
9.8	Unesa as The organizers of the Bachelor of Education Program have plan parent study related to excellence field education and teaching includes a) policy education	There is study about superiority field education and teaching includes a) policy education ; b) science education ; c) science teacher training , d) teacher education	• IKU	• Socialization • Link and match collaboration with partners school / education	• WR 3 • LPPM • Coorpro di _

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	; b) science education ; c) science teacher training , d) teacher education				

5. Related document
   a. and PkM Strategic Plan Document
   b. Research *Rodmap* Document
   c. Research guidance document
   d. Evidence document of socialization of research guidelines, development and research roadmap
   e. Research activity report document

6. Reference
   a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
   f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

J. STANDARD 10. RESEARCH CONTENT

1. Description

The minimum criteria regarding the depth and breadth of research material can be interpreted as the research content. Research material includes basic research, applied research, and collaborative research. Material in fundamental analysis must be oriented toward research outputs in the form of explanations or discoveries to anticipate new symptoms, phenomena, rules, models, or postulates. Material in applied research must be oriented towards research outputs in the form of innovation and development of science and technology that benefit society, the business world and/or industry. The depth and breadth of this research must still be related to the research roadmap of the university, faculty, and study program itself.

2. Definition of Terms

a. Research content standards are minimum criteria regarding the depth and breadth of research material.

b. Postulates are assumptions, estimates, or hypotheses that are acknowledged or established in such a way that a study can be carried out systematically.

c. Study base is nature research _ pure and possessive objective For find a particular generalization or theory or principle

d. Applied research is research whose aim prioritizes the practical aspect (application in the field).

3. Standard Reference

    a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

    b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

    c. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Performance Indicators , Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
10.1	LPPM determines the scope of basic research material and adapts it to applicable regulations	● There is a document determining the scope of basic research material and applied research that is oriented towards research outputs in the form of explanations or discoveries to anticipate a new symptom,	IKU	● Socialization of the scope of basic research and applied research material ● Carry out contracts regarding the output of basic research and applied research produced	● WR 3 ● LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		phenomenon, rule, model or postulate. ● There is a document determining the material in basic research and applied research, including special study material for the national interest and containing the principles of usefulness, sophistication and anticipating future needs. ● There is a research output document regarding the scope of basic research material and applied research which is oriented towards research outputs in the form of		by researchers	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		explanations or discoveries to anticipate a new symptom, phenomenon, rule, model or postulate. ● There are research output documents on material in basic research and applied research including special study material for the national interest and containing the principles of usefulness, sophistication and anticipating future needs.			
10.2	LPPM determines the scope of applied research material and adapts it to applicable regulations	● There is a document determining the scope of applied research material that is oriented towards	IKU	● Socialization of the scope of applied research material ● Carry out contracts regarding	● WR 3 ● LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		research outputs in the form of innovation and the development of science and technology that are beneficial to society, the business world and/or industry. ● There is a document determining the material in applied research which includes special study material for the national interest and contains the principles of usefulness, sophistication and anticipating future needs. ● There is a research output document determining		applied research outputs produced by researchers	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		the scope of applied research material oriented towards research outputs in the form of innovation and development of science and technology that benefit society, the business world and/or industry. ● There are research output documents on material in applied research, including special study material for the national interest and containing the principles of usefulness, sophistication and anticipating future needs.			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
10.3	LPPM creates and establishes Strategic Plan Research that includes development foundations, research road maps , resources, strategic program targets and performance indicators	• Un esa establish a Research Plan that includes a development basis, research road map, resources (including allocation of internal research funds), strategic program targets and performance indicators, and is oriented towards international competitiveness. • There are documents strategic plan research that determines the alignment of research roadmaps at university, faculty and study program levels that support the	• IKU • IKT	• Create and establish a Research Strategic Plan according to indicators • Socialize the strategic plan that has been established to the academic community at Unesa • Expanding research collaboration to increase international competitiveness. • Inform and socialize grant programs from various funding sources from within the country and abroad.	• WR 3 • LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		realization of 4 areas of research development, namely science and technology, arts and culture, disabilities and sports, social		• Evaluate the feasibility of research with a research road map	
10.4	Un esa have a relevant research road map between national-level research and management units	The relevance of conducting research in management units includes the following elements: **a.** Having a road map at the university, UPPS and PS level which covers the research agenda of lecturers and students as well as the scientific development of PS by considering an interdisciplin	• IKU • IKT	• The university management unit, UPPS, and Study Program create and determine a road map that covers the research agenda of lecturers and students as well as the scientific development of PS by considering an interdisciplinary or	●WR 3 ●LPPM ●UPPS ●Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		ary or multidisciplinary approach. **b.** There is evidence that lecturers and students carry out research in accordance with the lecturer's research agenda which refers to a research road map of 8 major titles or 4 **c.** There is evidence of evaluating the suitability of lecturer and student research with the road map and study program development **d.** There is evidence of using evaluation results to		multidisciplinary approach. ● Socialize and motivate lecturers and students to carry out research in accordance with the lecturer's research agenda which refers to the research road map ● Meeting to evaluate research results with the suitability of the road map that has been established to improve the relevance of PS research and scientific	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		improve the relevance of PS research and scientific development. e. There is evidence that shows the alignment of research roadmaps at university, faculty and study program levels that support the realization of 4 areas of research development, namely science and technology, arts and culture, disabilities and sports		development.	

5. Related document
   a. and PkM Strategic Plan Document
   b. Research guidance document
   c. Research output documents
   d. Research *roadmap* document

6. Reference

    a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry

    b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

    c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

    d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

    e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

    f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

    g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

    h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

    i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

    j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

    k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

K. STANDARD 11. RESEARCH PROCESS

1. Description

    Research process standards can be in the form of activities consisting of

planning, conducting research, evaluating or monitoring, and reporting and implementing research outputs. The research process starts with planning, which identifies problems and designs a framework for thinking in solving problems, the research process conducts research activities based on research methods, evaluation and monitoring is to reflect on research deficiencies by experts or reviewers and monitor established research outputs.

2. Definition of Terms
   a. Research process standards are minimum criteria regarding research activities consisting of planning, implementation, evaluation/monitoring and reporting
   b. Research activities are activities that fulfill scientific principles and methods systematically in accordance with scientific and cultural autonomy.
   c. The research process is a series of actions carried out in carrying out research. The research process is carried out systematically, objectively and logically.

3. Standard Reference
   a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Performance Indicators , Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
11.1	LPPM has rules and regulations *timeline* of research	There are regulatory guidelines and *a timeline* for	IKU	Preparation of rules and *timelines* for planning,	●WR 3 ●LPPM ●WD1

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	activities which includes planning, implementation and reporting each year	planning, implementation, monitoring, evaluation and reporting each year		implementation, monitoring and reporting each year	
11.2	LPMM has scientific rules and methods for the research process and is adapted to applicable regulations	All research carried out is based on scientific principles and methods systematically in accordance with scientific autonomy and academic culture	IKU	● Conduct research monitoring and evaluation ● Research proposal writing workshop	● WR 3 ● LPPM ● WD 1
		Unesa guarantees that research is carried out for education, teaching and community service activities			
		There are activities, training, seminars and workshops as well as transformation to other universities to support			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		increasing the quality and quantity of research			
11.3	LPPM has standards for quality, work safety, health, comfort and security for lecturers and is adjusted to applicable regulations	There are standards for quality, work safety, health, comfort and security for lecturers	IKU	Preparation and dissemination of quality standards, work safety, health, comfort and research security for lecturers	● WR 3 ● LPPM
11.4	L P PM has research guidelines and evidence of its dissemination.	There are research guidelines that are socialized, easily accessible, in accordance with the research strategic plan, and understood by stakeholders.	IKU	Research guidelines were prepared that were socialized, easily accessible, in accordance with the research strategic plan, and understood by stakeholders	● WR 3 ● LPPM
11.5	L P PM has valid evidence regarding the implementation of the research process	There are guidelines for assessment and review procedures, There is proof of the legality of the appointment of reviewers, There is proof of the results of the research	IKU	● Creation and revision of assessment and review procedures ● A good documentation system is evidence of the legality of the appointment	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		proposal assessment, There is proof of the legality of the assignment of researchers/researcher collaboration, There is evidence of minutes of monitoring and evaluation results, as well There is documented evidence of research output		of reviewers, the results of the assessment of research proposals, the legality of the assignment of researchers/researcher collaboration, minutes of monitoring and evaluation results, as well as documentation of research output	
11.6	Lecturers at the Study Program involve students in joint research to develop a science group research roadmap	There is final project student research included in the lecturer's research agenda, with the number of final project students being 1 research per year	IKT	● Lecturers in expertise clusters/laboratories/study programs have a research roadmap and research agenda. ● *roadmap* and research agenda are	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				socialized to students. ● Involving students in lecturer research.	
11.7	LPPM has a mechanism for measuring the satisfaction of researchers and research activity partners with research services and processes	There is a mechanism for measuring the satisfaction of researchers and research activity partners with research services and processes that fulfill the following aspects: **a.** Clarity of the instruments used, implementation, recording and analysis of data. **b.** Availability of valid evidence regarding the results of measuring the satisfaction of researchers and partners	● IKU ● IKT	● A satisfaction survey of researchers and research activity partners was conducted regarding research services and processes ● Documentation of the results of measuring researcher and partner satisfaction was carried out ● Regular and systematic follow-up is carried out	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		with research activities that are carried out consistently, and followed up regularly and in a systematic manner. **c.** There is a follow-up to the satisfaction survey results contained in the LPPM service work program			

5. Related document
   a. Regulatory documents and *timeline* for planning, implementation and reporting each year
   b. Document the scientific rules and methods of the research process
   c. Quality standard documents, work safety, health, comfort and security for lecturers
   d. Quality standard documents, work safety, health, comfort and security for students

6. Reference
   a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering, and development of the meteorology, climatology, and geophysics industry
   b. Republic of Indonesia Government Regulation Number 4 of 2022

concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

L. STANDARD 12. RESEARCH ASSESSMENT

1. Description

Research assessment standards are the minimum criteria for assessing the process and results of research carried out in an integrated manner. Research assessment has a reliable, accountable, transparent, and fair assessment rubric.

2. Definition of Terms

a. Research activities are activities that fulfill scientific principles and methods

systematically in accordance with scientific and cultural autonomy.

b. Rules are rules that regulate human behavior and behavior in social life.

c. Assessment is a decision about the value that is considered as the next step after carrying out measurements.

3. Standard Reference

a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Education, Culture , Research and Technology Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
12.1	LPPM has minimum criteria for research processes and research results	The assessment of the research process and results was carried out based on the SIMLITABMAS Kemristekdikti and Unesa guidelines	● IKU ● IKT	Socialization of minimum criteria for research processes and research results based on the Kemristekdikti SIMLITABMAS guidelines	LPPM
12.2	LPPM determines the elements of	The assessment process contains	IKU	The socialization	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	assessing the research process and results.	educational, objective, accountable and transparent elements in the assessment process and research results.		of the assessment process contains educational, objective, accountable and transparent elements	
12.3	LPPM applies the principles of assessing research processes and results.	There is an assessment of the research process and results in accordance with the results standards, content standards and assessment process standards.	IKU	Preparation and dissemination of quality standards, work safety, health, comfort and research security for lecturers	LPPM
12.4	LPPM has research assessment methods and instruments	There is an assessment process and assessment results carried out using methods and instruments that are relevant, accountable, and can represent measures of performance achievement.	IKU	Preparation of research assessment instruments using methods and instruments that are relevant, accountable, and can represent measures of performance	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				achievement.	
12.5	LPPM has assessment and review procedures	There is documentary evidence of compliant assessment and review procedures	IKU	The assessment and review procedures are prepared and revised every certain period	LPPM

5. Related document

    a. Document rules and *timeline* for planning, implementation and reporting each year

    b. Document the scientific rules and methods of the research process

    c. Quality standard documents, work safety, health, comfort and security for lecturers

    d. Quality standard documents, work safety, health, comfort and security for students.

6. Reference

    a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry

    b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

    c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

    d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher

Education Standards

e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs Informatics and Computers

M. STANDARD 13. RESEARCH

1. Description

Researcher standards are the minimum criteria for a researcher's ability to carry out research. Researchers must have a level of mastery of research methodology appropriate to the scientific field, research object, and the level of complexity and depth of research. Researcher abilities are determined based on academic qualifications and research results. The researcher's ability determines his authority in carrying out research. Further provisions regarding the authority to carry out research are regulated in detailed guidelines issued by the Unesa Institute for Research and Community Service (LPPM).

2. Definition of Terms

a. A researcher is any person who carries out activities using a particular system to obtain knowledge or an individual who carries out a number of practices which can traditionally be associated with educational, thinking

or philosophical activities.

b. Research methodology is a scientific process or method for obtaining data that will be used for research purposes

b. Academic qualifications are the minimum level of education that must be met by a researcher as proven by a diploma/certificate of expertise

c. Research authority is the right that researchers have to do something or order other people to do or not do something in order to achieve certain goals

3. Standard Reference

a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards .

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
13.1	Un esa determine the minimum criteria for researchers that are in accordance with the rules and adjusted for each certain period of time	There is a compatibility between the scientific field being researched and the researcher	IKU	● Socialization of research rules ● Socialization of types of research	● WR 3 ● LPPM
13.2	Un esa determine standards of researcher ability regarding	The researcher's ability to research	IKU	● Preparation of rules for researchers' research	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	research methodology that are in accordance with the rules and adjusted for each specific time period	methodology, research objects and the level of complexity and depth of research		methodology capabilities ● Research methodology training for researchers	
13.3	Un esa determine standards of researcher ability that are in accordance with the rules and adjusted each time period	There is a researcher's curriculum vitae which can include academic qualifications and the results of research that has been carried out	IKU	● Dissemination of research roadmap ● Socialization of the researcher's curriculum vitae template	
13.4	Un esa determine standards of authority for researchers that are in accordance with the regulations of the Director General for Research and Development Strengthening and are adjusted over a certain period of time	There is a curriculum vitae which contains the authority of the researcher in conducting research	IKU	Socialization of researchers' authority in accordance with the regulations of the Director General for Strengthening Research and Development	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
13.5	Un esa determine the guidelines for the authority of researchers in accordance with the regulations of the Director General for Strengthening Research and Development and adjust them each time period	Use of guidelines from the Director General for Strengthening Research and Development regarding the authority to conduct research	IKU	Socialization of guidelines from the Director General for Strengthening Research and Development regarding the authority to conduct research	
13.6	U nesa has a functional research group and research laboratory.	There is a research group in the Study Program and a functional research laboratory to support research	IKU	● Formation of research groups/study families in the Study Program ● Reactivation of research-based laboratories ● Forming a research umbrella in each research group	Coordinating program

5. Related document
   a. Research and PkM Strategic Plan Document
   b. Research guidance document
   c. Research output documents
   d. Research *roadmap* document

6. Reference

    a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry

    b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

    c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

    d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

    e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

    f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

    g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

    h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

    i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

    j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

    k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

N. STANDARD 14. RESEARCH FACILITIES AND INFRASTRUCTURE

1. Description

    Standards for research facilities and infrastructure are the minimum

criteria for facilities and infrastructure needed to support research content and processes to fulfill research results. Research facilities and infrastructure are university facilities used to facilitate research at least related to the field of study program science. These research facilities and infrastructure are university facilities that are also used for the learning process and community service activities.

2. Definition of Terms
   a. Standards for research facilities and infrastructure Minimum criteria for facilities and infrastructure used to support research.
   b. Research facilities Tools and/or media used to support research
   b. The research infrastructure owned by the university is the main support for conducting research

3. Standard Reference
   a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards.

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
14.1	Unesa establish standards for research facilities and infrastructure in	The existence of guidelines and documents for the facilities and infrastructure	IKU	• Socialization of rules regarding the use of university	• WR 3 • L PPM

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	accordance with the regulations of the Director General for Strengthening Research and Development	required by the institution to support the content and research process requirements in order to fulfill the research results		facilities and infrastructure for research • Identify facilities and infrastructure • Evaluation of the use of university facilities and infrastructure for research • Review of the use of university facilities and infrastructure for research	
14.2	Unesa me has it facility which are used as research facilities and infrastructure during a certain period of time	• There are research facilities covering the fields of study program science, learning processes, and community service activities • Un esa improving the quality of research and the	IKU	Utilization of research facilities and infrastructure at other institutions through research collaboration programs; and carrying out specifications for research	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		number of research outputs through the use of shared resources and facilities (*sharing facilities*) owned by universities and state agencies/institutions		facilities and infrastructure	
14.3	Un esa own standards for research facilities and infrastructure in accordance with the regulations of the Director General for Strengthening Research and Development	The existence of research facilities and infrastructure that meet the elements of work safety, health, comfort and security of researchers, the community and the environment	IKU	• socialization of minimum criteria for research facilities and infrastructure • review of the use of research facilities and infrastructure	
14.4	Un esa I have institutional research policy based on the regulations of the Director General for Strengthening Research and Development	There is the availability of institutional research policies or guidelines that include standards for research facilities and infrastructure that can be accessed	IKU	• dissemination of research guidelines • review proposals and research reports • evaluation of research guidelines	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		easily and applied effectively.			
14.5	Un esa own policy regarding the relevance of research activities to the field of study based on the regulations of the Director General for Strengthening Research and Development	The existence of a road map and relevant research agenda supports learning outcomes that include research facilities and infrastructure	IKU	• preparing a UPPS and university research road map • create research agendas at UPPS and university levels • UPPS and university research roadmaps • prepare a research road map at the study program level • create a study program level research agenda • activate research groups at the study program level	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
14.6	LPPM evaluates performance achievements and user responses	There is an analysis of the success of achieving standards and there are results of analysis of user responses to carry out follow-up actions that can be used as improvements	IKU	• instrument development • questionnaire analysis	LPPM

5. Related document
   a. Research and PkM Strategic Plan Document
   b. Research guidance document
   c. research facilities and infrastructure

6. References
   a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
   f. National Accreditation Board for Higher Education Regulation Number 5

of 2019 concerning Study Program Accreditation Instruments.

g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

O. STANDARD 15. RESEARCH MANAGEMENT

1. Description

Research management standards are minimum criteria regarding planning, implementation, control, monitoring and evaluation, and reporting of research activities. Work units carry out research management in institutions tasked with managing research. The institution in question is the Institute for Research and Community Service (LPPM) Surabaya State University (Unesa).

2. Definition of Terms

a. RIP Research Master Plan is a policy direction for managing institutional research within a certain period of time (for example 5 years)

3. Standard Reference

a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

b. Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology

of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards .

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
15. 1	U nesa develop minimum criteria for research management based on the Unesa LPPM RIP which is adjusted periodically	There is compatibility between the research road map of the Ministry of Research, Technology and Higher Education and the Unesa LPPM RIP which is supported by submitting proposals, carrying out research and control, monitoring, evaluation and reporting	IKU	● Review of the suitability between the Ministry of Research, Technology and Higher Education's research road map and the Unesa LPPM RIP ● Improvements based on review results	● WR 3 ● LPPM
15. 2	Un esa prepare research management rules based on the Unesa LPPM RIP which are adjusted periodically	There are research activities that are well managed institutionally	IKU	● Identification of research management rules ● Preparation of research management rules ● Carrying out regular research monev and evaluation	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
				• Evaluate rules and research	
15.3	Un esa prepare standards related to research management institutions based on Unesa institutional regulations which are adjusted periodically	There is a well-organized synergy between research institutions and the Development Center as a supporting work unit (Article 50:3) (Article 51:1)	IKU	• LPPM prepares and develops research program plans based on the university's research strategic plan; • LPPM prepares and develops regulations, guidelines and internal research quality assurance systems; • facilitate the implementation of research; • carry out monitoring and evaluation of research implementation;	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
				• carry out dissemination of research results; • facilitate increasing researchers' ability to carry out research, write scientific articles, and obtain intellectual property (IP); • giving awards to outstanding researchers; and needs analysis • report on the research activities it manages.	
15.4	Un esa compiling R enstra University research is in accordance with the vision and mission, Development	The existence of a research strategic plan	IKU	Universities are required to: - have a research strategic plan which is part of the university's	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	Master Plan and R enstra Revised PT according to the time period of each plan			strategic plan; - have guidance regarding researcher criteria by referring to results standards, content standards, and research process standards; - develop research assessment criteria and procedures that at least involve aspects of increasing the number of scientific publications, new discoveries in the field of science and technology, and the quantity and quality of teaching materials;	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
				- maintain and improve the quality of management of research institutions or functions in carrying out research programs in a sustainable manner; - carry out monitoring and evaluation of research institutions or functions in implementing research programs; - carry out needs analysis regarding the amount and type of research; And - submit institutional performance reports through higher	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
				education databases.	
15.5	Un esa has an effective research activity management system in accordance with Unesa's institutional regulations which are adjusted periodically	The existence of data sources that show the existence and effectiveness of management of research activities.	IKU	● research management data ● implementation of research monitoring and evaluation ● evaluate the effectiveness of documenting research data sources	
15.6	Un esa has a mechanism for analyzing success and/or failure in achieving predetermined standards	There is a mechanism for measuring performance achievements using appropriate methods, and the results are analyzed and evaluated. The results of identifying the root of the problem, supporting factors for success and inhibiting factors in achieving standards, and follow-up efforts.	IKU	● Performance achievements are measured using appropriate methods ● Analysis of the results of identifying the root of the problem, supporting factors for success and inhibiting factors in achieving standards,	● WR 3 ● LPPM

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
				and follow-up efforts in LPPM, UPPS, Study Programs were carried out.	

5. Related document
   a. Research and PkM Strategic Plan Document
   b. Research guidance document
   c. Research output documents
   d. Research roadmap document

6. Reference
   a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   e. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
   f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.
   g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the

Scope of Economics, Business, Management and Accounting.

h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

P. STANDARD 16. RESEARCH FUNDING AND FINANCE

1. Description

Research funding and financing standards are the minimum criteria for sources and mechanisms for research funding and financing. Unesa is obliged to provide internal research funds. Apart from Unesa's internal research budget, research funding can come from the government, collaboration with other institutions at home and abroad, or funds from the community.

2. Definition of Terms

a. Research funding and financing standards are criteria that cover funding sources and mechanisms as well as research financing.

b. Research funding is the provision of funds for research.

c. Research funding is everything related to research costs.

3. Standard Reference

a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
16.1	LPPM has financial management guidelines and policies	There are financial management guidelines that include planning, realization and accountability in accordance with applicable policies and regulations	IKU	● Workshops ● Implementation of Guideline Evaluation ● Implementation analysis ● Development and revision of guideline evaluation results	LPPM
16.2	LPPM is obliged to provide funds periodically	The existence of RBA or other funding sources that support the implementation of research activities	IKU	● Worshop prepares and develops research program plans, regulations, guidelines and internal research quality assurance systems; ● Monitoring and evaluating research	● WR 3 ● WR 2 ● WD 1 ● WD 2 ● LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				implementation; • carry out dissemination of research results; • facilitate increasing researchers' ability to carry out research, write scientific articles, and obtain intellectual property (IP); • giving awards to outstanding researchers; And • report on the research activities it manages.	
16.3	Unesa is obliged to provide internal research funds on a regular basis	There is a RIP that supports the budget plan	IKU	• have a research strategic plan which is part of the university's strategic plan;	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• develop assessment criteria and procedures • maintain and improve the quality of management of research institutions or functions in carrying out research programs in a sustainable manner; • Monitoring and evaluation of research institutions or functions in implementing research programs; • utilize research facilities and infrastructure at other institutions through research collaboration programs;	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• carry out needs analysis • evaluation of the performance of research institutions or functions in carrying out research programs at least through higher education databases.	
16.4	The study program budgets research funds every three years	Study programs have an average amount of funds absorbed over 10 million/lecturer in a year. The study program has funding from research from national funding sources at least 2 proposals and international funding sources 1 proposal	IKU	• Proposal making training • Socialization of research programs • Workshops • FGD	• WD 2 • Coordin ating program
16.5	Unesa evaluates research financial	Universities and study programs conduct analyzes of the success of	• IKU • IKT	Achievement audit	• Univers ity senate

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	performance achievements	absorbing research funds through standard achievement evaluations			● Faculty Senate ● BPI
		There is customer satisfaction regarding research financial management	● IKU ● IKT	Questionnaire analysis	LPPM

5. Related document
   a. Research and PkM Strategic Plan Document
   b. Research guidance document
   c. Research output documents
   d. Research roadmap document
   e. Research funding and financing guidelines

6. References
   a. Republic of Indonesia Government Regulation No. 13 of 2018 concerning research, engineering and development of the meteorology, climatology and geophysics industry
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   d. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   e. National Accreditation Board for Higher Education Regulation Number 3

of 2019 concerning Higher Education Accreditation Instruments.

f. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

g. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

h. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

j. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

COMMUNITY SERVICE STANDARDS (PkM)

Q. STANDARD 17. RESULTS PkM

1. Description

The standards for Community Service results are the minimum criteria for PkM results in applying, practicing, and cultivating science and technology in order to advance general welfare and make the life of the nation intelligent and results PkM can used For development knowledge knowledge, technology, education, innovation, and improvement well-being society.

2. Definition of Terms

a. Quality assurance is the process of establishing and fulfilling management quality standards consistently and continuously, so that consumers, producers and other interested parties obtain satisfaction.

b. Feasibility policy is a policy that can be used to control quality.

c. Quality unity is the unity of integrated quality control in Research and Community Service Institutes.

d. PkM *Roadmap* includes solving problems faced by society by utilizing

relevant academic community expertise, using appropriate technology, science and technology development materials, and teaching materials or training modules to enrich learning resources.

3. Standard Reference
   a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
17.1	LPPM has a guide as a result of community service that applies science and technology.	There is a guide resulting from community service that applies science and technology.	IKU	● Develop minimum criteria for community service results that are characterized by application, practice and cultivation ● Identifying/categori	LPPM
		There are minimum criteria for community service results that implement, practice and cultivate one aspect: a. education, b. Science, c. science, d. technology,	IKU		

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No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		e. sport, f. literature, and art		zing the results of community service ● Socialization of minimum criteria for PkM results ● Information on PkM result collection limits ● Filing of PkM results reports.	
17.2	LPPM makes efforts results PkM addressed For solving problems faced by society .	There are minimum criteria for results PkM can _ solving problems faced by society through: a. use of appropriate technology more than 17% b. development education and teaching , science knowledge , science ,	IKT	● There are guidelines for determining report results ● Develop minimum criteria for community service results ● Socialization of minimum	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		technology , sports , literature and art by 25 % c. development of teaching materials or training modules more than 25%		criteria for PkM results ● Information on PkM result collection limits ● Filing of PkM results reports.	
17.3	Unesa has policy For produce something work industrial prototype	There are more than 7 prototype works per year that can be used by industry from the results of PkM activities	● IKU ● IKT	● Socialization ● Activity guidance/ mentoring ● Proposal making training	LPPM
17.4	The study program carries out analysis of the results of PkM activities	The study program analyzes the results of PkM activities with the achievement of study program standards and the PkM roadmap for lecturers and students	IKU	● Auditing ● Evaluation workshop and making reports ● Socialization	● LPPM ● Quality Assurance ● Coordinating program
		More than 25% of PkM results are used in learning.	IKT		

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		There are more than 25% of PkM results involving students	IKU		

5. Related document
  a. Research and PkM Strategic Plan Document
  b. kM Rodmap Document
  c. PkM guidance document
  d. Document proof of socialization of PkM guidelines
  e. Activity report document PkM

6. Reference
  a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
  b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
  c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
  d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
  e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.
  f. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.
  g. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.
  h. Regulation of the National Accreditation Board for Higher Education

Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

i. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

j. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

R. STANDARD 18. CONTENTS OF COMMUNITY SERVICE

1. Description

Community Service content standards are the minimum criteria regarding the depth and breadth of PkM material. Depth and breadth of material PkM refers to the standard result PkM. Depth and breadth of material PkM is sourced from the results of research or development of science and technology in accordance with community needs.

2. Definition of Terms

a. Quality assurance is the process of establishing and fulfilling management quality standards consistently and continuously, so that consumers, producers and other interested parties obtain satisfaction.

b. The depth and breadth of the material is the scope of the content of the material.

c. Policy feasibility is a criterion for determining whether a subject is appropriate for determining policy

d. Access to information services is openness in providing information.

e. The Community Service Roadmap is a guide to solving problems faced by the community by utilizing relevant academic community expertise, using appropriate technology, materials for developing science and technology, and teaching materials or training modules to enrich learning resources.

3. Standard Reference

a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

b. Regulation of the Minister of Education and Culture of the Republic of

Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
18.1	LPPM and Study Programs have a road map, standards and guidelines for implementing PkM	There are road map policy documents, standards and guidelines for implementing PkM in LPPM and study programs to ensure the quality of PkM content	IKU	● Policy document development workshop ● Develop PkM content standards ● Develop a roadmap	LPPM
18.2	LPPM seeks to provide community service content based on the PkM *roadmap* which is based on community needs	There is an increase in community service results originating from research results by 30% every year	● IKU ● IKT	● Socialization of PkM activities and funds that can be absorbed ● Proposal writing training ● Reviewer training	
		There is an increase in the number of	● IKU ● IKT		

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		PkM who are able to solve problems and apply appropriate technology by 35% every year			
		There is an increase in the number of PkM implemented directly by DU/DI, the community or the government by 35% every year.	● IKU ● IKT		
18.3	LPPM has guidelines regarding the content of community service which has depth and breadth of material	● There is an increase in the benefits felt by the community from community service activities through user responses ● intellectual property rights by 35	● IKU ● IKT	● Develop a PkM content format that includes: problems faced by the community and the benefits of PkM in solving problems ● Coordination with the Intellectual	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		% every year		Property Rights Center for recording intellectual property rights	
		There is an evaluation of the road map regarding the direction of development of community service content at the university	IKU	• Develop PkM content guidelines • Evaluate the PkM content roadmap • Dissemination of guidelines and road maps	LPPM

5. Related document
   a. Research and PkM Strategic Plan Document
   b. Research guidance document
   c. Research output documents
   d. Research roadmap document

6. References
   e. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   f. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   g. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

h. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

i. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

j. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

k. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

l. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

m. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

n. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

S. STANDARD 19. COMMUNITY SERVICE PROCESS

1. Description

Community Service process standards are the minimum criteria for PkM activities, which consist of planning, implementing and reporting activities. PkM activities can take the form of developing an empowerment model community and giving solution at hand public like technology, science, and art.

2. Definition of Terms

a. Monitoring is the activity of monitoring the implementation of PkM to obtain information continuously so that the PkM results are in accordance with the stated objectives.

b. Evaluation is a PkM assessment activity at the end of the activity to see the achievements of the PkM implemented.

c. Planning is a coordinated service activity to achieve certain goals within a certain time period

d. Implementation is an activity carried out by an activity in a planned, orderly

and directed manner in order to achieve the expected goals

e. Reporting is a written description of an activity that provides the results and process of systematically analyzing a series of activities.

f. Community empowerment is a process of community service activities where the community takes the initiative to start a process of social activities to improve the situation and conditions in their area.

g. Community empowerment is an enterprise by the community to obtain results and benefits.

3. Standard Reference

a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
19.1	LPPM has service process guide to public consists on planning , implementation , and reporting activity in	There are guidelines to guide you conformity with the Strategic Plan Abdimas LPPM Unesa via stages :	IKU	● Develop activity process guidelines PkM start from proposal submission , implement	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
	accordance applicable rules _	submission , implementation , and reporting according to the book applicable guidelines _		ation and reporting ● Adapting to the Strategic Plan Abdimas LPPM Unesa ● Follow applicable rules _	
		There is monitoring and evaluation results implementation , and reporting according to the book applicable guidelines _	IKU	● Develop monitoring and evaluation instruments ● Arrange a schedule implementation of monitoring and evaluation ● Determine team monev ● Compile reports monev	
19.2	LPPM has guide form PkM who can done	Form of activity PkM in the form of :	IKU	Socialization of the PkM form	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		a. service to the community; b. application of science, technology, sports, literature and arts according to their field of expertise; c. capacity building or community empowerment			
19.3	LPPM has a PkM implementation process guide that meets established standards	The process of implementing PkM should meet quality standards, work safety, health, comfort and security of implementat	IKU	● Socialization and workshops ● Ensure student involvement in PkM	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		ion, society, the environment, and involve students from start to finish			
		There is a quality standard document for implementing PkM which is reviewed on an ongoing basis.	IKU	● Develop quality standards ● Continuous review of standards	
		There is monev and implementation of PkM	IKU	● Prepare a schedule for implementing monitoring and evaluation ● Determine the monitoring and evaluation team ● Prepare monitoring and	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
				evaluation reports	
19.4	LPPM has a guide to the PkM Process by students which is directed and evaluated	The student PkM process is carried out in a programmed and directed manner in accordance with the applicable guidebook	IKU	● Develop student PkM programs and directions according to applicable guidelines ● Socialization	LPPM
		There is a quality standard document for student PkM implementation which is reviewed on an ongoing basis.	IKU	● Develop quality standards ● Review standards periodically	
		There is monitoring and evaluation of the implementation of student PkM based on	IKU	● Prepare a schedule for implementing monitoring and evaluation ● Determine the	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		established standards		monitoring and evaluation team ● Prepare monitoring and evaluation reports	
19.5	Activity PkM lecturers , staff education and students must implemented in industry and learning at Unesa as well attempted management patent rights	There are learning activities from the results of the PkM activities of lecturers, education staff and students for at least a number of lecturers for three years	IKU	● Socializing ● Carrying out monitoring and evaluation ● Reporting monitoring and evaluation results	LPPM
		There is implementation of the process of implementing the results of PkM activities for lecturers, education staff and			

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		students in industries appropriate to their fields			
		There is an increase in IPRs and patents every time year with the amount of 20% of a number activity PkM at Unesa _			

5. Related document
   a. Research and PkM Strategic Plan Document
   b. PkM guidance document
   c. PkM external documents
   d. PkM roadmap document

6. References
   a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3

of 2019 concerning Higher Education Accreditation Instruments.

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

f. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

g. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

h. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

i. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

j. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

T. STANDARD 20. ASSESSMENT OF COMMUNITY SERVICE

1. Description

Community Service assessment standards are the minimum criteria for assessing the P kM process and results. Assessment of the P kM process and results carried out in an integrated manner that at least fulfills educational, objective, accountable and transparent elements. Furthermore, assessment of the process and results of Community Service must pay attention to conformity with outcome standards, content standards and Community Service process standards.

1. Definition of Terms

a. Assessment is the process of collecting and processing information to determine the achievement of activity results.

b. Active participation is the activity of citizens in participating in determining policies issued by the government.

c. Reviewers are reviewers who carry out activity reviews.

d. Educative assessment is an assessment that can motivate implementers to

continue to improve the quality of Community Service.

e. Objective assessment is an assessment that is based on assessment criteria and is free from the influence of subjectivity.

f. Accountable assessment is an assessment carried out in accordance with clear criteria and procedures that can be understood by Community Service implementers.

g. A transparent assessment is an assessment that complies with procedures and the results of the assessment can be accessed by all stakeholders.

3. Standard Reference

a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
20.1	LPPM has PkM Assessment guidelines which are	The PkM assessment meets the specified conditions and stages:	IKU	• Develop an assessment format that contains the elements: 1)	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	carried out with educational, objective, accountable and transparent principles in accordance with applicable regulations	**a)** progress report, **b)** monitoring and evaluation, **c)** results seminar		progress report, 2) monitoring and evaluation, and 3) results seminar ● Determine the assessment team ● Prepare an assessment schedule	
20.2	LPPM carries out a PkM assessment referring to minimum criteria	Assessment meets **a.** level of community satisfaction; **b.** changes in attitudes, knowledge and skills in the community in accordance with program targets; **c.** the use of science, technology, sports, literature and art in society in a	IKU	● Break *down* the assessment format that meets the minimum criteria ● Socialization	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		sustainable manner; **d.** creation of enrichment of learning and/or learning resources as well as maturation of the academic community as a result of the development of science and technology; or **e.** resolution of social problems and policy recommendations that can be utilized by stakeholders			
20.3	LPPM evaluates PkM results assessment activities in continuously maintaining the quality of activity processes	There are evaluation activities when assessing PkM results using valid and accurate instruments so that evaluation results can be obtained to	IKU	Carrying out audit activities, reporting activity results, making improvements to results	LPPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		improve the quality of PkM activities			

5. Related Documents
   a. Research and PkM Strategic Plan Document
   b. PkM guidance document
   c. PkM external documents
   d. PkM roadmap document

6. References
   a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.
   f. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.
   g. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.
   h. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study

Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

i. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

j. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

U. STANDARD 21. IMPLEMENTING COMMUNITY SERVICE

1. Description

The standards for implementing Community Service are the minimum criteria for the ability of implementers to implement PkM. Implementers of Community Service must have mastery of scientific application methodologies appropriate to their field of expertise, type of activity, and the level of complexity and depth of activity targets. Ability to implement P kM determined based on academic qualifications and PkM results.

1. Definition of Terms

a. Quality improvement is an increase in conferment to requirements, namely in accordance with what is required or standardized

b. University accountability is the University's accountability which can be knowledge and responsibility for every action, product, decision and policy including government public administration, and implementation within the scope of the role or work position which includes having an obligation to report, explain and be questioned for every consequence that has been produced.

c. The quality of PT resources is in conformity with standards in all improvements and management of university resources

d. The Community Service Implementer is a permanent lecturer in the study program.

2. Standard Reference

a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

b. Republic of Indonesia Government Regulation Number 4 of 2022

concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

3. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
21.1	LPPM has guidelines about competencies that are in accordance with PkM needs which are implemented every PkM Proposal submission period	The Implementation Team is required to have mastery of the scientific application methodology that is appropriate to the field of expertise, type of activity, as well as the level of complexity and depth of activity targets	IKU	● Issuance of Chancellor's Decree regarding PkM personnel ● Preparation of standards for the PkM implementation team ● Socialization of research rules and PkM Personnel Guidelines	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• Mapping Lecturer Competencies • Carrying out reviews and selection of community service implementers	
		Implementation is in accordance with the targets, schedule and planned duration of implementation	IKU	• Preparation of PkM Implementation Guidelines • Socialization of PkM Guide • Monitoring and Evaluation Activities for PkM Implementation	LPPM
		Implementation in the context	IKU	• Preparation of	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		of utilization, utilization and development of science and/or technology.		PkM Implementation guidelines ● Desk Evaluation of Research Proposals by reviewers	
		Implementation of PkM contributes to regional development, innovation and technology transfer, solutions to community problems, poverty alleviation and community empowerment.	IKU	● Preparation of PkM Implementation guidelines ● Desk Evaluation of Research Proposals by reviewers	LPPM
21.2	Implementation of community service as intended is determined based on:	There is a service curriculum vitae which contains academic	IKU	● Preparation of PkM Implementation	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	c. academic qualifications; And **d.** results of community service based on applicable regulations	qualifications and the results of research that has been carried out		guidelines ● Desk Evaluation of Research Proposals by reviewers	
		There is monitoring and evaluation that can be monitored properly, scheduled and consistent	IKU	● Preparation of PkM Implementation guidelines ● PkM reviewer refreshment ● Monitoring and Evaluation Activities for PkM Implementation	LPPM
		PkM results developed in accordance qualification academic ,	IKU	● Preparation of PkM Implementation ntation	LPPM

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No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		done follow further, integrate the results into learning and publish them at least through regional seminars		guidelines ● Monitoring and Evaluation Activities for PkM Implementation	
		The implementation of PKM is well facilitated by the institution, there is support from infrastructure and infrastructure cooperation, there are awards for outstanding PKM implementers		Issuance of Chancellor's Decree	LPPM
21.3	In implementing PkM, DTPS involves PS students	More than 25% of DTPS PkM involved students in the last 3 years.	IKU	Socialization of DTPS PkM activities to students	Coordinating program

4. Related document
   a. Research and PkM Strategic Plan Document
   b. PkM guidance document
   c. PkM external documents
   d. *Roadmap* document PkM

5. Reference
   a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.
   f. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.
   g. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.
   h. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.
   i. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.
   j. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

V. STANDARD 22. FACILITIES AND INFRASTRUCTURE P kM

1. Description

Standards for Community Service facilities and infrastructure are the minimum criteria regarding the facilities and infrastructure needed to support the PkM process to fulfill the PkM results. PkM facilities and infrastructure is a U nesa facility which is used to facilitate PkM at least those related to the application of the field of knowledge of the Study Program managed by the University and the target areas of activities, learning processes, and research activities. These facilities and infrastructure must meet quality standards, work safety, health, comfort, and security.

2. Definition of Terms

a. Service is the process of meeting the needs used for an activity

b. Collaboration is work carried out by two or more people in order to achieve goals or targets that have previously been planned and mutually agreed upon.

c. Utilization is things, methods, results of work that can be used for a purpose

d. Community service facilities and infrastructure are university facilities that are also used for the learning process and research activities and must meet quality, work safety, health, comfort and security standards.

3. Standard Reference

a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
22.1	Unesa has policy provide PkM facilities and infrastructure fulfill the results of community service every year in accordance with the Strategic Plan	The existence of an SOP that regulates the improvement of infrastructure and infrastructure facilities services by institutions that are needed to support the content and process needs of community service in order to fulfill the results of community service	IKU	● Preparation of facilities and infrastructure inventory documents ● Socialization and *Roadshow* of ownership of facilities and infrastructure to each unit within Unesa	● WR 3 ● LPPM
		There are good and complete inventory documents to meet the needs of PkM activities	IKU		
22.2	Unesa provides permission use Facilities and infrastructure to support the implementation of PkM activities held annually.	There is permission from the university to use the facilities; **a.** related to the application of scientific fields from university-managed study	IKU	Preparation of Quality Procedures for the Use of Facilities and Infrastructure to support	● WR 3 ● LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		programs and target areas of activity; **b.** learning process; and research activities		PkM activities	
22. 3	Unesa guarantees fulfillment standards for facilities and infrastructure in accordance with applicable regulations	PkM facilities and infrastructure fulfill the elements of work safety, health, comfort and security for employees, the community and the environment	IKU	• Certification of laboratories and supporting facilities and infrastructure • Implementation of care and maintenance and standardization of PkM supporting facilities and infrastructure	• WR 3 • LPPM
22. 4	The study program provides support facility facilities and	There are documents on the use of facilities and infrastructure for PkM activities	IKU	• Archives Socialization • Willingness analysis	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	infrastructure if LPPM has given permission	in the study program		● Survey	
		There is a record of the study program's involvement in implementing PkM activities in accordance with the road map for PkM activities in the study program	IKU		
22.5	Unesa conducted a satisfaction survey customer in a way periodically	There are valid customer satisfaction survey instruments	IKU	● Workshops ● Survey ● FGD	LPPM
		There are results of customer satisfaction survey analysis regarding facilities and infrastructure	IKU		

5. Related document
   a. Research and PkM Strategic Plan Document
   b. PkM guidance document
   c. kM facilities and infrastructure

6. Reference
   d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education

Standards

e. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards

f. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

g. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

h. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

i. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

j. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

k. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

l. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

m. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

W. STANDARD 23. MANAGEMENT OF COMMUNITY SERVICE

1. Description

    Community Service management standards are minimum criteria regarding planning, implementation, control, monitoring, evaluation, and reporting of PkM activities. PkM Management is implemented by work units in the form of institutions tasked with managing PkM.

2. Definition of Terms

    a. Quality excellence is excellence that meets requirements or standards

b. A management system is a process that helps formulate organizational policies and goals.

3. Standard Reference
   a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
23.1	Unesa has minimum criteria about planning , implementation , control , monitoring and evaluation, and reporting activities.	**1.** PkM activities have conformity criteria with **a)** Unesa LPPM Abdimas Strategic Plan **b)** Ministry of Research, Technology and Higher Education's PkM road map, **c)** study program roadmap,	IKU	● Socialization of the LPPM Abdimas Strategic Plan ● Preparation of Abdimas Unesa road map. ● Preparation of PM Monitoring and Evaluation ● Drafting Minimum	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		d) The minimum criteria for PkM management consist of planning, implementation, control, monitoring and evaluation, and reporting 2. The existence of a Work Order (SPK), 3. The existence of quality procedures, monitoring and evaluation, 4. There are appropriate activity reports.		criteria for PkM management consisting of planning, implementation, control, monitoring and evaluation, and reporting	
23.2	Unesa forms a Management Center PkM on duty to carry out community service management every year	Management of community service activities that are well managed in accordance with OTK	IKU	● Involving LPPM representatives in community service management training ● Carrying out	● WR 3 ● LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				assessments and monitoring and evaluation of LPPM performance	
23.3	LPPM does management Devotion To the Community	There is a well-organized synergy between LPPM and the Development Center as a supporting work unit	● IKU ● IKT	● Organize and develop PkM program plan in accordance with the Strategic Plan PkM Unesa; ● Organize and develop regulations, guidelines, and systems Guarantee internal quality of activities PkM ; ● Carry out monitoring and evaluation	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				of PkM implementation; • Carry out dissemination of PkM results; • Facilitate activities to increase the ability to implement PkM; • Giving awards to PkM implementers who excel; • Carry out needs analysis regarding the number and type of PkM; And • Prepare reports on PkM activities that it manages.	

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
23.4	LPPM has a written policy from the PT leadership (Rector, Dean, or Head of study program) regarding community service (strategic plan, making PkM road maps, and implementing PkM in PT or UPPS)	The existence of regulations, guidelines and an internal quality assurance system for PkM activities; own Strategic Plan PkM which is University Strategic Plan with provisions . **a)** Have PkM assessment criteria and procedures that at least concern aspects of PkM results in implementing, practicing and cultivating science and technology in order to advance general welfare and make the nation's life more intelligent; **b)** Improving the quality of	IKU		LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		management of PkM institutions or functions in carrying out PkM programs in a sustainable manner; c) Have guidance on the criteria for implementing PkM by referring to output standards, content standards and PkM process standards; d) Carry out needs analysis regarding the number and type of PkM; And e) Convey report performance institution or function PkM in organize PkM programs at least through higher			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		education databases. f) Available document complete policy Head of PT (Chancellor , Dean, or Coordinator of Study Programs) regarding PkM , and have socialized , implemented , evaluated and followed up			

5. Related document
   a. Research and PkM Strategic Plan Document
   b. PkM guidance document
   c. PkM external documents
   d. PkM roadmap document

6. Reference
   a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology

of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

f. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

g. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

h. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

i. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

j. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

X. **STANDARD 24. FUNDING AND FINANCE OF PkM**
1. Description

Community Service funding and financing standards are the minimum criteria for sources and mechanisms for PkM funding and financing. PkM funding sources consist of internal funds originating from universities and external funds originating from the government, collaboration with other institutions at home and abroad, or funds from the community. Funding PkM for lecturers it is used to finance planning, implementation, control, monitoring and evaluation, reporting, and dissemination of PkM results. PkM funding and financing mechanisms are regulated by University leaders.

2. Definition of Terms
   a. Funding is a method used to obtain money to meet the needs of an activity.
   b. Financing is the provision of money or bills equivalent to it, based on an

agreement or agreement between the parties giving the money.

3. Standard Reference
    a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
    b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
    c. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
24.1	Unesa provides Funding and financing devotion to public based on minimum criteria for sources and mechanisms funding and financing PkM that has arranged in accordance applicable regulations _	There are guidelines mechanism funding activity PkM	IKU	• Workshop on Preparing PkM Financing and Funding Guidelines • Workshop on preparing funding and financing mechanisms • Internal socializati	• WR 3 • LPPM
		There is implementation guarantee quality mechanism funding activity PkM	IKU		

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No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				on of PkM funding and financing ● RBA Evaluation ● Prepare SPJ ● Service response	
24.2	Unesa provides internal funding for devotion to society based on applicable regulations	The existence of RBA or other funding sources that support the implementation of community service activities	IKU	● RBA preparation workshop ● FGD ● Analysis of results With the progress of the PkM map	● WR 3 ● LPPM
24.3	Unesa provides facility Funding PkM can sourced from DRPM, collaboration with other institutions at home and abroad, or funds from the community	There are other sources of funding from the government, collaboration with other institutions at home and abroad, or funding from the community	IKU	● Increasing the quantity and quality of PkM proposals ● Establish collaboration with other institutions	● WR 3 ● LPPM

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No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• Evaluation and Control of collaboration	
24.4	Unesa allocates funding special For activity PkM for lecturer allocated according to the guide	There is an allocation of funds to finance: planning , **a)** implementation , **b)** control , monitoring and **c)** evaluation, **d)** reporting , as well as **e)** dissemination of results	IKU	• Workshop on preparing RBA for PkM activities • FGD	• WR 2 • WR 3
24.5	Unesa arranges mechanism funding in activity financing service to society	There is management management and increasing the capacity of managers with tasks **1)** regulate the expenditure of funds **2)** arrange financing which includes: **a.** management devotion	IKU	• Issuance of Decree regarding the allocation of PkM Funding • Workshop on Preparing Implementation Guidelines and Allocation	• WR 2 • WR 3

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		to composed society _ on proposal selection , monitoring and evaluation , reporting , and dissemination results PkM ; And **b.** increasing implementing capacity		of PkM Funding	
24.6	Unesa did it supervision funding and financing of community service	All funded PkM activities have progress reports and activity accountability regarding fund absorption for 70% and 100% of activities	IKU	● Auditing ● Audit Report	● WR 2 ● WR 3
		All funded PkM activities have an audit report by the internal supervisory unit	IKU		
24.	Unesa implemented it response user about service funding activity	There are user response reports regarding funding services for financing	IKU	● FGD ● Analysis	LPPM

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	financing PkM on each year	activities continuously and consistently every year			
24.	LPPM has recapitulation activity relevant PkM _ with field study program expertise at least once a year , OK with PT/ mandiri financing , financing domestically , as well financing outside	Fulfilled amount PkM Involving lecturers _ students ≥ 25% in each study program	IKT	● Training preparation of PkM proposals ● Development networking partner PkM	● LPPM ● Coordinating program

5. Related document
   a. Research and PkM Strategic Plan Document
   b. PkM guidance document
   c. PkM external documents
   d. PkM roadmap document
   e. PkM funding and financing guidelines

6. Reference
   a. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   b. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   c. Regulation of the Minister of Education, Culture, Research and Technology

of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards

d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

f. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

g. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

h. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

i. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

j. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

CHAPTER V
NATIONAL STANDARDS FOR MEDICAL EDUCATION

Medical education is business consciously and planned in formal education consisting of academic education and professional education at higher education level whose study programs are accredited to produce graduates who have competence in medicine or dentistry. National standards for medical education aim to 1) guarantee the quality of education, research, and community service (PkM) carried out by medical or dental faculties in accordance with the criteria set out in the National Standards for Medical Education; and 2) encourage medical faculties and dental faculties to achieve quality education, research and PkM beyond the criteria set out in the National Medical Education Standards on an ongoing basis. Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards, standards academic education academic medical consists of 16 standards, namely:

1. Standard competence graduate of
2. Standard fill
3. Process standards
4. Standard House Sick education
5. Standard vehicle education medical
6. Standard lecturer
7. Standard power education
8. Standard reception candidate student
9. Standard facilities and infrastructure
10. Standard management
11. Standard financing
12. Standard evaluation
13. Standard study
14. Standard devotion to public
15. Standard contract cooperation House Sick education and/or rides education medical
16. Standard monitoring and reporting undergraduate program attainment

A. STANDARDS 1. GRADUATE COMPETENCY STANDARDS

1. Description

Graduate Competency Standards (SKL) are prepared to achieve Unesa's vision, mission, and milestones. This standard also guarantees the quality of competence of Bachelor graduates to align with KNI K and National Medical Education Standards. This standard is the minimum criteria graduates possess, including attitudes, knowledge and skills expressed in the formulation of learning outcomes for academic education graduates.

The development of medical science and technology, the level of health of the Indonesian people, as well as priority health problems and the Six Pillars of Health Service Transformation 2022, especially the transformation of primary services, the change of health human resources, and the transformation of health technology are also the basis for formulating the profile of medical graduates and medical professional education.

So, the profile of doctors who graduate from Unesa are doctors who will be able to work in primary health services, especially areas in Indonesia with a low or low ratio of doctors and health workers (for example: 3T or remote, disadvantaged and outermost areas) who play the role of five -star doctor namely as a provider health service (care provider), community leader, decision maker, manager, and communicator, and excels in the field of sports medicine.

The Medical Study Program at the U Nesa Faculty of Medicine prepares graduates to become doctors who master basic competencies and excel in sports medicine. The U nesa Faculty of Medicine Medical Study Program is held to integrate seven basic competency areas from the 2012 SKDI with 3 (three) additional competency areas related to scientific literacy, ICT and sports medicine.

2. Definition of Terms

a. Graduate Competency Standards are minimum criteria regarding the qualifications of graduate abilities. These are the internalization of attitudes, knowledge, and skills in formulating learning outcomes for academic education graduates. Graduate Learning Outcomes (CPL) must refer to the KKNI CP description and have equality with level qualifications at the KKNI.

b. Learning Outcomes (CP) are abilities obtained by internalizing knowledge,

attitudes, skills, competencies, and accumulated work experience. CP is a gauge (measuring instrument) of what a person receives in completing a learning process, whether structured or unstructured. The CP formulation is structured into 4 elements: attitudes and values, workability, mastery of knowledge, and authority and responsibility.

c. Competence is a set of intelligent, responsible actions that a person has as a condition for being considered capable by society in a person as a condition for being considered capable by society in carrying out tasks in a particular field of work. There are ten competency areas in the Unesa Faculty of Medicine medical study program, namely 1) Noble professionalism, 2) Self-awareness and self-development, 3) Effective communication, 4) Information management, 5) Scientific foundations of medical science, 6) Clinical skills, 7) Management Health Problems, 8) Science Literacy, 9) Information and Communication Technology (ICT) Literacy, 10) Sports Medicine

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification ;
   g. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education;
   h. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   i. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

j. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

k. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

l. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Contents of Standards, Indicators, Types of Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
1.1	The study program has completeness and formulation of Graduate Competency Standards (SKL) / Graduate Learning Outcomes (CPL) which contain complete graduate competencies (main, supporting, other) which are formulated very clearly. by referring to the profile of study program graduates	The study program has a curriculum document that contains the complete graduate competencies (main, supporting, other) formulated clearly.	IKU	• Workshops • Profile analysis • Stakeholder analysis • Analyze previous successes of VMST • Documentation	Coordinating program
1.2	The Study Program determines SKL/CPL which is oriented towards Unesa's vision and mission by considering competencies in	The study program has formulated the study program SKL in accordance with the SKDI competencies	• IKU	• Workshops • Documentation	Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
	accordance with SKDI				
1.3	All courses in the study program are in accordance with SKL and are oriented towards the ten competencies required by medicine and sustainability	The study program has a complete RPS which shows that all courses in the study program are in accordance with the SKL/CPL and are oriented towards ten medical and sustainable competencies.	● IKU ● IKT	● Curriculum analysis and evaluation ● Workshops ● Documentation ● Curriculum revitalization	Coordinating program
1.4	The study program provides work experience to students.	The study program has a study program curriculum document which contains courses that provide work experience in activities in certain fields for a certain period of time in the form of job training/practical work/field work practice or other work activities.	IKU	● Workshops ● Documentation ● FGD	Coordinating program
1.5	The study program provides competency tests related to CPL	A minimum of 50% of students in the study program take competency tests to support Graduate	IKU	Training	Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		Competency Achievement			

5. Document Related
    a. Document script academic
    b. Curriculum guidance document
    c. Study program curriculum document
    d. Semester Learning Plan Document (RPS)
    e. Module for practical activities

6. Reference
    a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
    b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
    c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
    d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
    e. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
    f. Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
    g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.
    h. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

B. STANDARD 2. LEARNING CONTENT STANDARDS

1. Description

Learning content standards in academic education are minimum criteria for the depth and breadth of learning material by graduate competency standards. The level of depth and breadth of learning material is cumulative and integrative, which is outlined in the study material in a structured manner in the form of modules. Incremental is the deepening and strengthening of learning subjects in line with the completion time that has been taken. Meanwhile, integrative is the process of delivering learning material in an integrated manner between various scientific disciplines to build a multi-, inter- and trans-disciplinary thinking framework.

The competencies of doctors graduating from the Unesa Faculty of Medicine are prepared based on the 2012 Indonesian Doctor Competency Standards, the vision and mission of the Unesa Medicine Study Program, the vision and mission of the Unesa Medicine Study Program, excellence in the field of sports medicine, and the Indonesian National Qualification Framework level 6-7. These competencies are then formulated into learning outcomes at each stage of education. Learning for Unesa Medical Study Program students is based on Graduate Learning Outcomes (CPL), formulated based on predetermined competencies. The doctors produced by the Unesa Medicine Study Program can carry out duties, functions and roles in primary services with the advantages of sports medicine. Learning content standards were developed to determine criteria for the scope and level of competency by graduate competencies formulated in graduate competency standards, namely aspects of attitude, general skills and specific skills and mastery of knowledge which are achieved sequentially, gradually and tiered in the educational process. The Unesa Faculty of Medicine study program is held to integrate seven basic competency areas from the 2012 SKDI with 3 (three) additional competencies related to scientific literacy, ICT and sports medicine.

2. Definition of Terms

a. Standard-fill learning is minimum level criteria depth and breadth material learning.

b. Learning Objectives: behavioral learning outcomes that are expected to occur, be possessed, or be mastered by students after participating in specific learning activities.

c. Learning Outcomes are abilities obtained by internalizing knowledge,

attitudes, skills, competencies, and accumulated work experience. Learning outcomes are indicators (measuring instruments) of what a person obtains in completing the learning process, whether structured or unstructured, and as a formulation of learning objectives to be achieved and must be possessed by all study programs, and are also a statement of the quality of graduates.

d. Competence is a set of intelligent, responsible actions that a person has as a condition for being considered capable by society in a person as a condition for being considered capable by society in carrying out tasks in a particular field of work. There are ten competency areas in the Unesa Faculty of Medicine medical study program, namely 1) Noble professionalism, 2) Self-awareness and self-development, 3) Effective communication, 4) Information management, 5) Scientific foundations of medical science, 6) Clinical skills, 7) Management Health Problems, 8) Science Literacy, 9) Information and Communication Technology (ICT) Literacy, 10) Sports Medicine

e. Learning content is the depth and breadth of learning material referring to the learning outcomes of graduates using standards in line with the KKNI, National Higher Education Standards, and National Medical Education Standards.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification ;
   g. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education;

h. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;

i. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

j. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

k. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

l. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
2.1	The courses in the study program have cumulative and/or integrative learning material formulated by referring to the description of graduate learning outcomes from SKDI	The lecture material has a depth and breadth of learning material that contains 100% knowledge, skills and strengthening attitudes	IKU	● Workshops ● FGD ● Documentation	● Coordinating program ● Curriculum team
		The depth and breadth of learning material is outlined in study material which is structured in the form of courses			

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
2.2	The learning materials for courses in the study program have The depth and breadth of learning material must utilize research results and PkM results	The study program has courses whose material integrates research results and PKM of at least 10%	IKU	● Workshops ● FGD -	● Coordinating program ● Curriculum team
2.3	The study program has courses that are equipped with course descriptions, RPS (PDMK = Percentage of Course Descriptions that have RPS).	The study program has courses that are equipped with course descriptions and RPS ≥ 95%	IKU	Documentation	● Coordinating program ● Curriculum team
2.4	The study program has a practicum module for carrying out practicums.	study program has more than enough practical modules (plus demonstrations in the laboratory)	IKU	Documentation	Coordinating program
2.5	The excellence of the study program supports learning outcomes/learning achievements	Study program medical own eye studying excellence of study programs that support	IKU	Documentation	● Coordinating program ● Curriculum team

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	and research and PkM roadmaps significantly, both in theory, practicum and practice	learning outcomes/ achievements learning and research roadmap and PkM in form theory , practicum , and practice as well as there is indicator performance additions that go beyond SN Dikti . (Integration between education, research and PkM)			
2.6	Involvement of stakeholders in the process of evaluating and updating the curriculum in study programs	Evaluation and updating of the curriculum in the study program involves internal and external stakeholders, and is reviewed by experts in the study program's field of science.	IKU	Document ation	• Coordinating program • Curriculum team
2.7	Suitability of learning outcomes with graduate profiles and appropriate KKNI/SKKNI	Learning outcomes in the medical study program are derived from graduate profiles	IKU	Document ation	• Coordinating program • Curriculum team

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	levels in the study program.	and meet the KKNI level and are updated regularly every 4 to 5 years according to developments in science and technology and user needs.			
2.8	Accuracy of curriculum structure in shaping learning outcomes in study programs.	The medical study program has a curriculum structure in accordance with the sequence of learning outcomes and is depicted in a competency map, and provides flexibility to facilitate diversity of interests and talents through elective MK.	IKU	Document ation	● Coordinating program ● Curriculum team

5. Document Related
   a. Document script academic
   b. Curriculum guidance document
   c. Study program curriculum documents
   d. Semester Learning Plan Document (RPS)
   e. Module for practical activities
   f. Teaching materials resulting from the integration of research results and PkM

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification
   c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education
   d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   e. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
   f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   h. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

C. STANDARD 3. LEARNING PROCESS STANDARDS
   1. Description

   Process Standards are minimum criteria for implementing learning in educational units to achieve graduate learning outcomes. Process standards include the characteristics of the learning process, implementation of the learning process, and student learning load. The learning process is carried out in an interactive, scientific, contextual, thematic, effective, collaborative, and student-centered manner at the faculty medicine, home Sick education, rides education medicine, and/or society.

   The academic medical education process is carried out with a student-centered learning strategy, based on individual and community health problems as well as developments in science and technology that are integrated horizontally and vertically, elective, and structured, and systematic with

mandatory attention to the safety of patients, the community, students and lecturers.

The learning process occurs through interaction between lecturers, students, patients, the community, and other learning resources in a specific learning environment according to the curriculum implemented with a comprehensive, collaborative, practice-based interprofessional health education approach.

Student learning loads and graduate learning outcomes in the Medical Education process are expressed in a block and/or module system, equating to semester credit units.

2. Definition of Terms

   a. The learning process is a process of interaction between lecturers, students, patients, the community, and other learning resources in a specific learning environment through the curriculum

   b. The Indonesian National Qualifications Framework (KKNI) is a competency qualification grading framework that can compare, equalize and integrate the fields of education and, job training and work experience in the context of providing recognition of work competencies in accordance with the job structure in various sectors.

   c. A study program is a unit of educational and learning activities with a specific curriculum and learning methods in one type of academic, professional, and/or vocational education.

   d. The block system is the Unesa Medical Study Program Curriculum, designed using a block system arranged so that students gain competence in stages and a structured manner. The medical study program curriculum consists of two stages, namely the academic stage and the professional stage. The academic stage is divided into Locomotor Block (6 credits), Sports Medicine Block (6 credits), KKN (2 credits), and elective courses (4 credits). The professional stage is taken in 4 semesters with a load of 40 credits with local content in sports medicine amounting to 2 credits (5%).

3. Reference Standard

   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;

d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;

e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;

f. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification ;

g. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education;

h. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;

i. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

j. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

k. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

l. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
3.1	The learning process is held interactively, scientifically, contextually,	There is evidence that the learning process in the study program is carried out interactively, scientifically, contextually,	IKU	● Socialization ● Learning monitoring	● Coordinating program ● Quality assurance

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	thematically, effectively, collaboratively and student-centered, carried out in medical faculties, teaching hospitals, medical education facilities, and/or the community	thematically, effectively, collaboratively and student-centered which is carried out in medical faculties, teaching hospitals, medical education facilities, and/or the community in accordance with learning outcomes		and evaluation	
3.2	The learning process must pay attention to the safety of patients, the community, students and lecturers	There is evidence that the learning process in medical study programs is carried out with attention to the safety of patients, the community, students and lecturers	IKU	Learning monitoring and evaluation	● Coordinating program ● Quality assurance
3.3	The learning process takes place in the form of interaction between lecturers, students, patients and the community	There is evidence that the learning process in medical study programs is carried out in the form of interactions between lecturers, students, patients and the community and other learning resources in a certain learning	IKU	Learning monitoring and evaluation	● Coordinating program ● Quality assurance

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	and other learning resources in a certain learning environment according to the curriculum	environment according to the curriculum			
3.4	The learning process can be implemented with a comprehensive collaborative practice-based interprofessional health education approach	There is evidence that the learning process carried out by medical study program lecturers is carried out using a comprehensive collaborative practice-based interprofessional health education approach	IKU	Learning monitoring and evaluation	● Coordinating program ● Quality assurance
3.5	Student learning loads and graduate learning outcomes in medical education are expressed in a block and/or module system which	The existence of a study program curriculum document containing student learning loads and graduate learning outcomes in medical education expressed in a system of blocks and/or modules which can be equated to semester credit units (SKS).	IKU	Curriculum audit	● Coordinating program ● Curriculum team ● Quality assurance

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	can be equated to semester credit units (SKS)				
3.6	Quality of the Semester Learning Plan (RPS) and document support with depth and breadth in accordance with the learning achievements of graduates in the study program. The RPS document includes: 1) learning achievement targets, 2) study materials, 3) learning methods, 4) time and stages of assessment, 5) learning achievement	The quality of the RPS is very good, supported by complete documentary evidence covering all aspects 1 to 7	IKU	● Workshops ● Documentation ● FGD	● Coordinating program ● Curriculum team

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	results, 6) reviewed and adjusted periodically, 7) accessible to students				
3.7	Unesa carries out monitoring and evaluation of learning implementation in study programs including 1) Characteristics, 2) Planning, 3) Implementation of the learning process 4) Student learning load 5) Implemented consistently 6) Followed up to obtain graduate learning	The study program has valid evidence regarding the monitoring and evaluation system for implementing learning in the study program covering 6 aspects.	IKU	● Learning monitoring and evaluation	● Coordinating program ● Quality assurance

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	outcomes in the study program.				
3.8	UPPS/study program carries out follow-up on the results of monitoring and evaluation on the implementation of the learning process in the study program.	The UPPS/study program carries out follow-up actions on the results of monitoring and evaluation of the implementation of the learning process every semester and shows a very significant increase in the quality of the learning process and there is a management review as a form of control.	IKU	● RTM learning monitoring and evaluation	● Coordinating program ● Quality assurance
3.9	Implementation and regularity of programs and activities outside of structured learning activities to improve the academic atmosphere in the study program.	The medical study program carries out scientific activities outside of structured learning activities routinely every year so that the academic atmosphere runs very well and is conducive.	IKU	● Collaboration with educational partners	● Coordinating program

5. Document Related
a. Curriculum audit guidelines
b. Learning Monitoring and Evaluation SOP

c. Curriculum document

d. Semester Learning Plan Document (RPS)

e. Teaching materials integrated with research results and PkM

f. Curriculum audit report

g. Learning monitoring and evaluation results report

6. References

a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

b. Regulation President Republic of Indonesia Number 8 of 2012 concerning Framework Indonesian National Qualification

c. Regulation of the Minister of Education and Culture Number 73 of 2013 concerning Application Framework Indonesian National Qualifications for Higher Education

d. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

e. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

f. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

g. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

h. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

D. STANDARD 4. EDUCATIONAL HOSPITAL STANDARDS

1. Description

A standard educational hospital is a hospital that functions as a place for education, research and integrated health services in the fields of medical education, continuing education and other health education in a multi-professional manner. Teaching hospitals are used to coordinate, collaborate and develop medical education facilities in accordance with statutory provisions. Hospitals that meet standards in accordance with statutory provisions can be designated as teaching hospitals.

2. Definition of Terms
   a. Teaching hospital standards are the minimum criteria for hospitals that function as a place of education, research and service health in a way integrated in field education medicine , education sustainability and education health other in a way multiprofessional
   b. Teaching Hospital is a hospital that functions as a place for integrated health, education and research services in the fields of medical and/or dental education, continuing education and other health education in a multi-professional manner .
   c. Main Teaching Hospital is a general hospital used by the Faculty of Medicine and/or an oral dental hospital used by the Faculty of Dentistry to fulfill all or most of the curriculum in order to achieve competency in the field of medicine or dentistry.
   d. Affiliated Teaching Hospitals are special hospitals or general hospitals with certain superior medical services that are used by the Faculty of Medicine and/or the Faculty of Dentistry to fulfill the Curriculum in order to achieve competency in the field of medicine or dentistry.
   e. A Satellite Teaching Hospital is a general hospital used by the Faculty of Medicine and/or the Faculty of Dentistry to fulfill the curriculum in order to achieve competency in the field of medicine or dentistry.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;

g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
4.1	Unesa/UPPS has the availability of medical hospitals that meet the requirements that guarantee the achievement of KDI in Study Programs which function as places for education, research and integrated health services in the fields of Medical Education, continuing education and other health education in a multi-professional manner.	Unesa/UPPS has the availability of medical hospitals that meet: 1) Excellent Primary Education is used by one institution and is equipped with Affiliated and Satellite Teaching Hospitals that meet learning	IKU	● Benchmarking ● FGD	● WR4 ● Dean ● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
		needs (minimum 1 type A/B and 1 type C). 2) Supported by very complete cooperation documents (MoU and Pks as well as various joint regulations) in accordance with statutory regulations			
4.2	The variety of cases in teaching hospitals meets the list of diseases of Doctor Competency Standards with treatment levels 1 – 4.	Teaching hospitals meet the list of diseases of the Doctor Competency Standards with treatment levels 1 – 4, where the standard case variations are 10 main diseases.	IKU	● Benchmarking ● FGD	● Dean ● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
4.3	Hospital contribution to education.	Hospital contribution to education very good for process learning which includes aspects: 1) commitment 2) management and administration 3) HR 4) educational support 5) curriculum and implementation of education	IKU	●Benchmarking ●FGD	●Dean ●Coordinating program

5. Related document
    a. Unesa collaboration guidelines
    b. Document collaboration with home Sick education

6. Reference
    a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
    b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
    c. Regulation of the Minister of Research, Technology and Higher Education

of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

E. STANDARD 5. STANDARD FOR MEDICAL EDUCATION VEHICLE

1. Description

The standard vehicle for medical education for undergraduate medical students is a health service facility other than a teaching hospital that is used as a place to provide medical education. Medical education facilities can be community health centers, laboratories, clinics, and other health service facilities other than teaching hospitals that meet the educational process requirements. Health service facilities must meet standards in accordance with statutory provisions.

In carrying out education in the health sector, health service facilities are needed in the form of educational hospitals and educational facilities in the health sector as places of learning that provide the widest possible opportunities for students to gain knowledge and experience in accordance with the expected competencies. Educational facilities aim to ensure the provision of health services that can be used for medical education and education in other health fields by prioritizing the interests and safety of patients/clients in educational facilities; and guaranteeing the provision of quality health, education, and research services in medical education and other health fields. Requirements to become an educational institution based on Minister of Health Regulation Number 35 of 2019 include 1) a valid Puskesmas operational permit or Pratama Clinic operational permit, 2) a registration letter for the Puskesmas, 3) an accreditation certificate, 4) documents as an educational network from the Main Teaching Hospital and Faculty of Medicine and/or Faculty of Dentistry specifically for educational facilities for medical education.

2. Definition of Terms

a. Standard vehicle education Medicine is the minimum criteria for health service facilities other than teaching hospitals that are used as delivery venues education medical assessment of processes and results Study student in frame fulfillment achievements learning graduate of

b. Educational facilities are health service facilities other than teaching hospitals that are used as a place to provide medical education, and/or study programs in other health education fields.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
5.1	Unesa/UPPS has the availability of medical education facilities that meet the requirements that guarantee the achievement of KDI in the Study Program.	Unesa/UPPS has available medical education facilities that meet: 1) has other educational facilities consisting of community health centers, laboratories, other facilities or clinics that are accredited at least Main 2) Supported by very complete cooperation documents (MoU and Pks as well as various joint regulations) in accordance with	IKU	● Benchmarking ● FGD	● WR4 ● Dean ● Coordinating program

No.	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		statutory regulations			
5.2	Contribution of medical education vehicles to Medical education	Contribution of educational vehicles to education very good for process learning which includes aspects: 1) commitment 2) management and administration 3) HR 4) educational support 5) curriculum and implementation of education	IKU	●Benchmarking ●FGD	●Dean ●Coordinating program

5. Related document
    a. Unesa collaboration guidelines
    b. Collaboration documents with educational facilities

6. Reference
    a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
    b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

F. STANDARDS 6. LECTURER STANDARDS

1. Description

   Standard medical lecturers, after this referred to as lecturers, are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology and/or clinical skills through education, research, and lecturer service to the community. Lecturers must meet the minimum criteria in accordance with the National Higher Education Standards. Medical faculty lecturers can come from universities, teaching hospitals, and/or medical education institutions, foreign national lecturers from universities, teaching hospitals, and/or medical education institutions from other countries must follow statutory regulations.

   The minimum criteria for lecturer competence include pedagogical, personality, social, and professional competence. The minimum criteria for lecturers for undergraduate programs with academic qualifications are at least a master's or applied master's degree relevant to the study program and/or a professionally certified lecturer pertinent to the study program and a minimum qualification equivalent to level eight of the KKNI.

2. Definition of Terms

   a. Lecturer Standards are the minimum criteria regarding the qualifications and competency of lecturers' human resources at Unesa to provide education to fulfill graduate learning outcomes. This standard regulates the management of human resources in a transparent, accountable, and meritocracy-based manner, starting from planning, recruitment, selection,

orientation, qualifications, placement, development of employees, career development, awards, sanctions administration, and termination.

b. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers in the Unesa medical study program come from permanent civil servant lecturers, permanent non-PNS lecturers, and permanent Unesa lecturers from the main teaching hospital.

3. Reference Standard
   a. Constitution Number 14 of 2005 concerning the Teacher and Lecturer Law
   b. Constitution Number 20 of 2013 concerning National Education System ;
   c. Constitution Number 12 of 2012 concerning Higher Education;
   d. Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   f. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   h. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   i. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   j. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   k. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Contents of Standards , Indicators , Types of Indicators , Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
6.1	Medical lecturers are appointed and dismissed by authorized officials from the ministry that handles government affairs in the field of education or by Unesa officials	Unesa has a formal human resource management system document which includes: 1) planning, 2) recruitment, selection and dismissal employee , 3) employee orientation and placement , 4) development career , 5) remuneration, awards and sanctions, which is transparent and accountability based on meritocracy.	IKU	Planning mapping workshops, Employee Determination, Performance Evaluation, Career Development, Performance Evaluation, Awards, Recognition, Mentoring	WR 2
6.2	Medical faculty lecturers oversee the scientific groups of biomedicine, clinical medicine, bioethics/health humanities, medical education and	Unesa/UPPS has evidence of monitoring medical lecturers based on the scientific groups of biomedicine, clinical medicine,	IKU	Lecturer mapping	● WR 2 ● WD 2 ● Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	community and public health	bioethics/health humanities, medical education and community and public health			
6.3	Percentage of permanent lecturers with a minimum position of associate professor at UPPS.	UPPS has a percentage of lecturers remain in position minimum head lecturer ≥ 30%	IKU	Documentation	WD 2
6.4	Percentage of permanent lecturers with Sp-2/S-3 education whose fields of expertise are in accordance with the study program at UPPS.	UPPS has a percentage of lecturers remain educated Sp-2/S-3 which is field appropriate skills study program ≥ 30%	IKU	Lecturer development through further study	●WD 1 ●WD 2
6.5	Percentage of permanent lecturers with Sp-2/S3 education whose areas of expertise are in accordance with the study program	Percentage of permanent lecturers with Sp-2/S3 education whose field of expertise is in accordance with the study program ≥ 40%	IKU	Lecturer development through further study	●WD 1 ●WD 2 ●Coordinating program
6.6	Percentage of permanent lecturers who have a minimum position	Percentage of permanent lecturers who have a minimum	IKU	Documentation	●WD 2 ●Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	of associate professor whose field of expertise is in accordance with the study program	position of associate professor whose field of expertise is in accordance with the study program ≥ 60%			
6.7	Percentage of permanent study program lecturers who have an Educator Certificate / Lecturer Certificate	Percentage of permanent study program lecturers who have an Educator Certificate / Lecturer Certificate ≥ 60%	IKU	Documentation	● WD 2 ● Coordinating program
6.8	Percentage of permanent study program lecturers who have a Competency Certificate/Doctor Professional Registration Letter	Percentage of permanent study program lecturers who have a Competency Certificate/Doctor Professional Registration Letter ≥ 90%	IKU	Documentation	● WD 1 ● Coordinating program
6.9	The ratio of students to lecturers whose fields of expertise are in accordance with the field of study program	The ratio of students to lecturers whose areas of expertise correspond to the field of study program is ≤ 10 where Each branch of science has 1	IKU	Lecturer mapping	● WD 1 ● WD 2 ● Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		(one) permanent lecturer			
6.10	Average study program lecturer load per semester, or average FTE (*Fulltime Teaching Equivalent*)	Average study program lecturer load per semester, or average FTE (*Fulltime Teaching Equivalent*) ($12 \leq R_{FTE} \leq 16$ credits)	IKU	Lecturer mapping	● WD 1 ● WD 2 ● Coordinating program
6.11	Activities of permanent lecturers whose fields of expertise are in accordance with the study program in scientific seminars/workshops/upgrading/exhibitions which do not only involve PT lecturers themselves.	Activities of permanent lecturers whose field of expertise is in accordance with the study program in scientific seminars/workshops/upgrading/exhibitions which do not only involve PT lecturers themselves ≥ 2.25	IKU	Lecturer development	Coordinating program
6.12	Percentage of the number of non-permanent lecturers, to the total number of lecturers (= P_{DTT})	The study program has a percentage of non-permanent lecturers to the total number of lecturers ≤ 10%	IKU	Lecturer mapping	● WD 1 ● WD 2 ● Coordinating program
6.13	Non-permanent lecturers who have a Competency	Number of non-permanent lecturers who	IKU	Lecturer mapping	● WD 1 ● WD 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	Certificate or similar certificate in their field.	have a Competency Certificate or similar certificate in their field in the study program 100%			● Coordinating program
6.14	UPPS carries out lecturer development efforts	UPPS plans and develops permanent study program lecturers (DTPS) following the HR development plan in higher education (Renstra PT) consistently, in order to achieve an ideal ratio of permanent lecturers to the number of students, academic guidance and final project guidance as well as additional performance indicators that exceed SN Higher Education	IKU	Lecturer mapping	● WD 1 ● WD 2
6.15	Monitoring and evaluating the performance of	The study program has valid evidence	IKU	● BKD filling	WD 2

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	lecturers regarding the tridharma and educational staff in services in study programs which includes the following elements: **1)** Development of the learning process (curriculum preparation to learning evaluation) **2)** Implementation of the learning process **3)** Have a research agenda **4)** Carrying out research **5)** Have a PkM agenda **6)** Implementing PkM **7)** Followed up for the tridharma improvement process	regarding the monitoring and evaluation system for lecturers' performance towards the tridharma and educational staff in the study program covering 7 aspects and there is a management review as a form of control.		● Filling in SKP	

5. Document Related
    a. Document Faculty Lecturer Mapping
    b. HDCP Document
    c. Lecturer Profile Document
    d. Lecturer Recruitment Guidelines
    e. Career Development Guidelines

f. Guidelines for Employee Transfers and Dismissals

g. Remuneration Guidelines

h. BKD Guidelines

i. Performance Assessment Guidelines (SKP)

6. Reference

a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

G. STANDARD 7. EDUCATIONAL PERSONNEL STANDARDS

1. Description

This educational staff standard is a minimum criterion regarding the qualifications and competence of human resources for academic staff (administration, technicians, laboratory assistants, archivists, librarians, operators) at Unesa to provide education to fulfill graduate learning outcomes. Educational staff standards in academic education are in accordance with national higher education standards. This standard regulates the management of human resources in a transparent, accountable, and meritocracy-based manner, starting from planning, recruitment, selection, orientation, qualifications, placement, employee development, career development, awards, administrative sanctions, and dismissal. The minimum qualification criteria for educational staff are the minimum academic qualifications that must be met by educational staff as proven by a diploma; or diplomas and certificates of expertise.

2. Definition of Terms
   a. Educational personnel standards are minimum criteria regarding the qualifications and competencies of human resources for educational personnel (administration, technicians , laboratory assistants , archivists , librarians , operators) at Unesa for organize education in frame fulfillment achievements learning graduate .
   b. Educational personnel (tendik) are educational personnel who participate in providing education with special duties as professional educators, including archivists, laboratory assistants, administrators, librarians, operators and technicians.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
7.1	Unesa is supported by sufficient educational staff who have appropriate competencies	Unesa has plans and development programs to improve the competence of education staff	IKU	● further studies , workshops, seminars, skills training , branch marking , performance evaluation, ● Education staff service satisfaction survey	● WR 2 ● WD 2
		Unesa is supported by librarians with appropriate educational backgrounds (D4/S1/S2/S3) in numbers appropriate to service needs	IKU		
		Unesa has more than 70% of technicians/laboratories/operators/programmers who have competency certificates	IKU IKT		
		Unesa has sufficient skilled staff in study programs that meet minimum needs	IKU		
7.2	Unesa has efforts to improve the qualifications and	There is career development with clear career	IKU	Certified training/competenc	● WR 2 ● WD 2

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	competence of education staff.	paths for education staff as archivists/administration/laboratory as well as continuous and well-implemented position promotions so as to improve the qualifications and competence of education staff .		y improvement/seminars/workshops/comparative studies/further studies	
7.3	The medical study program is supported by sufficient educational staff and appropriate educators/competence	The medical study program has a minimum number of technicians/laboratories/operators/programmers of 1 person who is competent/suitably qualified in each laboratory	IKU	Training, certified competency improvement, seminars, workshops, comparative studies, further studies	● WR 2 ● WD 2
		Medical study programs have a minimum number of competent/qualified administrative staff per study program.	IKU		
7.4	Unesa conducted a survey of education staff satisfaction	There is an instrument to measure the	IKU	Instrument	Quality assurance

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	with the human resource management system	satisfaction of librarians, laboratory assistants, technicians and administrative staff with the human resource management system, which has: a. validity, b. reliability c. easy to use.		development, Validation, Reliability, Analysis, Reports, Follow-up	
		The results of a satisfaction survey of lecturers, librarians, laboratory assistants, technicians and administrative staff regarding the human resource management system which: **a.** clear, **b.** comprehensive, **c.** easily accessible to stakeholders.	IKU		
		There is use of survey results in	IKU		

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
		continuous improvement of quality: **a.** Instrument repair **b.** HR performance targets **c.** Improved HR service management			
7.5.	Unesa has an educational personnel policy	Education staff have a minimum qualification of Diploma 3 graduates, except for administrative staff who have a minimum qualification of high school	IKU	HR Documentation	● WR 2 ● WD 2
		Education personnel who require special skills are required to have a competency certificate in accordance with their field of duties and expertise	IKT		
7.6	Qualifications and adequacy of educational staff at	UPPS has educational staff who meet the	IKU	Documentation	● WR 2 ● WD 2

No	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	UPPS based on type of work (administration, librarian, technician, etc.) with the following conditions: **1)** minimum educational qualifications for educational staff. **2)** sufficient number of laboratory assistants to support the learning process in accordance with the needs of the study program. **3)** the existence of information and computer technology in the administrative process	level of adequacy and qualifications based on study program service needs in academic implementation and the management unit functions very well.			

5. Document Related
   a. HDCP Document
   b. Educational personnel profile document
   c. Staff recruitment guidelines
   d. Career development guidelines
   e. Guidelines for employee transfers and dismissals
   f. Remuneration guidelines
   g. Performance Assessment Guidelines (SKP)

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

H. STANDARD 8. STANDARD FOR ADMISSION OF PROSPECTIVE STUDENTS

1. Description

   The standard for accepting prospective students is the minimum standard where the medical faculty selects prospective students according to the principles of transparency, fairness, affirmative action, and attention to talent per the provisions of statutory regulations. Selection for prospective student admissions is carried out in accordance with the national quota determined by the Minister and the capacity of Unesa's medical faculty. Prospective students who take part in the Unesa medical student admission selection must take academic, health, aptitude, and personality tests and meet the requirements set by Unesa. Acceptance of prospective medical students at Unesa is also carried out through track, particularly in the framework of the affirmation program in accordance with the provisions of regulation legislation.

2. Definition of Terms
   a. The standard for accepting prospective students is the minimum standard by which medical faculties carry out selection of prospective students student according to principle transparency , fairness , affirmativeness , and attention talent in accordance with the provisions regulation legislation

    b. Medical Students, hereinafter referred to as Students, are students who take Medical Education

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Contents of Standards , Indicators , Types of Performance Indicators , Strategies and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
8.1	The ratio of prospective students taking part in the selection to	The ratio of prospective students who take part in the selection is ≥ 5 of	IKU	Promotion of study programs	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	capacity in five years final.	the capacity in the last five years			
8.2	Percentage new foreign students to total students in just five years final.	Percentage new foreign students ≤ 5% of the total students in just five years final.	IKU	Promotion of study programs	Coordinating program
8.3	Unesa/UPPS measures student satisfaction with the educational process, which meets the following aspects: 1) valid, reliable, easy to use instrument, 2) carried out regularly and comprehensively, 3) analysis is carried out for decision making, and 4) *monitoring* and evaluation of implementation. 5) there is feedback. 6) follow up on feedback.	UPPS and study programs medical do measurement satisfaction service student satisfaction with the educational process and fulfilling aspects 1 to 6, and there is a management review as a form of control.	IKU	Survey of student satisfaction with the educational process	● Quality assurance ● Coordinating program
8.4	Unesa/UPPS/study program increases the interest of prospective	Unesa/UPPS/program makes efforts to increase the interest of	IKU	Promotion of study programs	● Dean ● Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	students and evidence of their success, by fulfilling the following aspects: **1)** held every year, **2)** monitoring and evaluation of results is carried out, **3)** there is feedback, **4)** follow-up is carried out.	prospective students which is shown by significant improvement and fulfilling 4 aspects.			
8.5	Unesa/UPPS/study program conducted a student satisfaction survey regarding access and quality of services in the fields of reasoning, talent interests, health, scholarships, guidance and counseling, and dormitories at UPPS, by fulfilling the following aspects: **1)** implementation, **2)** monitoring and evaluation of results is carried out, **3)** there is feedback,	Unesa/UPPS/program conducts student satisfaction surveys regarding access and quality of services which are very good in the field and fulfill 4 aspects and there are additional performance indicators that go beyond SN Dikti	IKU	Survey of student satisfaction with access and quality of services	• Quality assurance • Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	4) follow-up is carried out				

5. Document Related
   a. Guidelines for student admissions at Unesa
   b. Study program Promotion and Branding Documents
   c. Student satisfaction survey guidelines

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

I. STANDARD 9. FACILITIES AND INFRASTRUCTURE
   1. Description
      Standards for learning facilities and infrastructure in academic education are the minimum criteria regarding facilities and infrastructure in accordance with the needs for content and learning processes to fulfill the learning outcomes of academic education graduates at medical faculties. The number, type, and specifications of facilities and infrastructure are determined based on

the ratio of use of facilities and infrastructure in accordance with the characteristics of learning methods and forms, as well as ensuring the implementation of the learning process and academic administration services. Laboratory rooms in medical faculties must meet safety, health, comfort, and security requirements in accordance with statutory provisions. Meanwhile, hospital education provides adequate facilities, infrastructure, and equipment _ For implementation learning according to the module education.

2. Definition of Terms
   a. Learning facilities can be used as tools and equipment to achieve learning objectives. Medical faculty academic learning facilities include educational equipment, educational media, textbooks, electronic books, repositories, information and communication technology, experimental instruments, furniture, public facilities, laboratory equipment, skills laboratory equipment, equipment for national competency testing and maintenance, safety and security.
   b. Infrastructure is the basic facilities needed to carry out the functions of the University. Medical faculty academic learning infrastructure consists of land and buildings. The land is a comfortable and healthy environment and builds an academic atmosphere to support the learning process in accordance with statutory provisions. Buildings must meet a) class A quality standards or equivalent and meet requirements based on ministerial regulations that administer government affairs in the field of public works; b) meet safety, health, comfort, and security requirements; c) adequate electricity and water installations; and d) management of domestic waste and particular waste in accordance with statutory provisions. The building consists of a lecture hall; tutorial room or small group discussion room; student guard room; practicum or laboratory room; clinical skills room; computer room; lecturer room; education management room; library, supporting student activities.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;

d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;

e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;

f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;

g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors ;.

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
9.1	Unesa provides learning facilities for medical study programs	The learning facilities provided by Unesa for medical faculties/study programs consist of at least: a) educational equipment, b) educational media, c)	IKU	● Documentation of the availability of learning facilities ● Implementation of audits of learning	● WR2 ● WD2 ● Head of the laboratory ● Guarantee quality

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
		textbooks, d) electronic books, e) repositories, f) information and communication technology, g) experimental instruments , h) furniture, i) public facilities, j) laboratory equipment, k) skills laboratory equipment, l) equipment for national competency testing and maintenance, m) safety and security		facilities and infrastructure	
9.2	Unesa provides learning infrastructure for medical study programs	The learning infrastructure provided by Unesa for medical faculties/study programs consists of at least a) land; b) building	IKU	● Documentation of the availability of learning facilities ● learning facilities and infrastructure	● WR2 ● WD2 ● Head of the laboratory ● Quality assurance
9 .3	Learning infrastructure in the form of land	There is evidence that the learning infrastructure in	IKU	● Documentation of the	● WR2 ● WD2

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	at the medical faculty is in a comfortable and healthy environment and builds an academic atmosphere to support the learning process in accordance with statutory provisions.	the form of land at the medical faculty is in a comfortable and healthy environment and builds an academic atmosphere to support the learning process in accordance with statutory provisions.		availability of learning facilities ● Implementation of audits of learning facilities and infrastructure	● Head of the laboratory ● Quality assurance
9.4	Learning infrastructure in the form of land at the medical faculty is in a comfortable and healthy environment and builds an academic atmosphere to support the learning process in accordance with statutory provisions.	There is evidence that the learning infrastructure in the form of land at the medical faculty is in a comfortable and healthy environment and builds an academic atmosphere to support the learning process in accordance with statutory provisions.	IKU	● Documentation of the availability of learning infrastructure ● Implementation of audits of learning facilities and infrastructure	● WR2 ● WD2 ● Head of the laboratory ● Quality assurance
9.5	Learning infrastructure in the form of	There is evidence that learning infrastructure	IKU	● Documentation of the	● WR2 ● WD2

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	buildings which include lecture rooms, tutorial rooms or small group discussion rooms, student guard rooms, practicum or laboratory rooms, clinical skills rooms, computer rooms, lecturer rooms, education management rooms, libraries, supporting student activities at the medical faculty fulfill : 1) quality standard A or equivalent meets the requirements based on ministerial regulations 2) safety, health, comfort and security	includes lecture rooms, tutorial rooms or small group discussion rooms, student guard rooms, practicum or laboratory rooms, clinical skills rooms, computer rooms, lecturer rooms, education management rooms, libraries, supporting student activities to support the learning process. in accordance with statutory provisions		availability of learning infrastructure ● Implementation of audits of learning facilities and infrastructure	● Head of the laboratory ● Quality assurance

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	requirements 3) adequate electricity and water installations 4) management of domestic waste and special waste in accordance with statutory regulations				
9.6	Unesa/UPPS/study program has a development *blueprint* , management and utilization of well-documented information systems for facilities and infrastructure	Availability of development blueprints management And utilization of information systems from means adequate infrastructure, management unit, data flow system and autonomy data access, and disaster recovery systems that can used with Good	IKU	Documentation	● WR 2 ● WD 2 ● PPTI
9.7	UPPS or study programs have library materials	UPPS or study programs have library materials in the form of	IKU	Documentation	● WD1 ● Coordinating program

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No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	in the form of textbooks.	textbooks with ≥ 400 titles			
9.8	UPPS or study program has the number of accredited national journals owned (subscribed) in the last three years.	The study program has ≥ 5 journal titles, complete numbers or which have access to accredited national electronic journals.	IKU	Documentation	● WD1 ● Coordinating program
9.9	UPPS or study program has a number of reputable international journals owned (subscribed) in the last three years.	Number of reputable international journals owned (subscribed) in the last three years by UPPS/study program J_{IL}= 100%,	IKU	Documentation	● WD1 ● Coordinating program
9.10	UPPS or study program has the number of proceedings held in the last three years.	Number of proceedings held in the last three years ≥ 9	IKU	Documentation	● WD1 ● Coordinating program
9.11	Unesa/UPPS has the availability, access and utilization of the main facilities in the laboratory	The laboratory facilities available are very complete, very well maintained and the study	IKU	Documentation	● WR2 ● WD2 ● Head of the laboratory

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
		program has very good access (has flexibility in using it outside of scheduled practicum activities).			
9.12	Unesa/UPPS has adequate biomedical laboratory facilities which at least function as anatomy, histology, biochemistry, physiology, microbiology, parasitology, pathology and pharmacology laboratories as well as a computer laboratory/computer room (CBT Center) *in* the Study Program.	The laboratory facilities are very complete, with a very adequate area ratio per student per practicum session and exam.	IKU	Documentation	● WR2 ● WD2 ● Head of the laboratory
9.13	Unesa/UPPS has adequate, accessible and quality facilities and infrastructure to guarantee the	UPPS provides state-of-the-art infrastructure and facilities as well as sufficient accessibility to ensure	IKU	Documentation	● WR2 ● WD2 ● Chairman laboratory

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	achievement of learning, research, PkM and improve the academic atmosphere in study programs.	achievement of learning, research, PkM, and improve the academic atmosphere in medical study programs			
9.14	UPPS carries out internal audits of the management of facilities and infrastructure	Internal audits are carried out consistently with implementation stages carried out every year. There is follow-up on the results of internal audits of facilities and infrastructure management and there are management reviews as a form of control.	IKU	Implementation of audits of learning facilities and infrastructure	● Quality assurance ● Dean ● WD2 ● Head of the laboratory

5. Document Related
   a. Infrastructure planning and development documents
   b. Infrastructure management documents
   c. Maintenance documents
   d. Tool inventory document
   e. Laboratory SOP
   f. Guidelines for auditing facilities and infrastructure

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022

Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

d. Regulation of the National Accreditation Board for Higher Education Number 3 of the Year 2019 about Higher Education Accreditation Instrument .

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

J. STANDARD 10. MANAGEMENT STANDARDS

1. Description

Management standards are minimum criteria regarding the planning, implementation and supervision of educational activities carried out at the study program level so that the implementation of education runs efficiently and effectively. Planning, implementation and supervision of activity education at the level of education tall apply University autonomy in accordance with the provisions of regulation legislation.

The medical faculty is a work unit under a university or institute. Medical faculty management is based on the principles of good governance, including transparency, accountability, fairness, objectivity and accountability. The medical faculty is led by a dean with competence in the medical field. Medical faculties at least have an organizational structure that has the functions of: a) preparing strategic policies; b) preparation of tactical and operational policies; c) policy implementation, and d) implementing of an internal quality assurance system.

Faculty medical own grouping scientific disciplines according to developments in science and technology and creating standard operational procedures, including development, implementation, and evaluation of strategic and operational policies.

The medical faculty has a budgeting system, carries out budget realization

analysis in each fiscal year, and submits audited financial reports to relevant stakeholders, implements an internal quality assurance system in accordance with the provisions of laws and regulations used to improve the quality of the medical faculty on an ongoing basis. Medical faculties submit study program performance reports through the Higher Education Database.

2. Definition of Terms
   a. Learning Management is a process for achieving learning goals. To achieve learning goals, an educational process is needed that starts with planning, organizing and assessing. Planning includes the activity of determining what you want to achieve, how to achieve it, the time and personnel required. While organizing is distribution task to personnel involved _ in business reach objective learning , coordinating , directing and monitoring .
   b. Learning management is a series of activities to organize or control a learning activity
   c. The management unit is the management unit (the smallest part of the management)

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Contents of Standards , Indicators , Types of Performance Indicators , Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
10.1	UPPS Medicine carries out good governance including transparency, accountability, fairness, objectivity and accountability	UPPS has evidence of the implementation of good governance which includes transparency, accountability, fairness, objectivity and accountability to ensure the implementation of quality study programs	IKU	Carry out good governance	●Dean ●Coordinating program
10.2	UPPS has a complete organizational structure and effective organizational management at UPPS Medicine.	UPPS Medicine has a formal document of organizational structure and work procedures which is equipped with duties and functions, and has been running	IKU	Arrangement of an organizational structure equipped with job descriptions	●Dean ●SPF

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		consistently and guaranteeing good governance and running effectively and efficiently.			
10.3	Implementation of SPMI on UPPS as proven by the existence of 4 the following aspects: 1) Legal document establishing the elements implementing quality assurance. 2) Availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms. 3) Implementation of the quality assurance cycle (PPEPP cycle).	UPPS implements SPMI which meets the following 4 aspects: 1) Legal document establishing the elements implementing quality assurance. 2) Availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms. 3) Implementation of the quality assurance cycle (PPEPP cycle).	IKU	• SPMI Document • Implementation of audits, monev and surveys • Implementation of RTM • Implementation of RTL	Quality assurance (BPM, GPM, UPM)

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	4) Valid evidence of the effectiveness of quality assurance implementation.	4) Valid evidence of the effectiveness of quality assurance implementation			
10.4	UPPS leadership commitment	valid evidence/acknowledgment that the UPPS leadership has operational, organizational and public leadership characteristics.	IKU	Carrying out activities as a form of manifestation of operational, organizational and public leadership.	●Dean ●Coordinating program
10.5	UPPS and the medical study program measure satisfaction with management services for stakeholders: **1)** Students (management, service and learning), **2)** Lecturers (management, research and PkM), 3.	UPPS and the medical study program measure service satisfaction for all stakeholders and fulfill aspects 1 to 6, and there is a management review as a form of control.	IKU	Management service satisfaction survey for students, lecturers, graduates/ alumni, graduate users	● Quality assurance ● Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	Educational staff (management), 3) Graduates / alumni (management, learning, competency), 4) Graduate users (management and competency), which fulfills the following aspects: 7) valid, reliable, easy to use instrument, 8) carried out regularly and comprehensively, 9) analysis is carried out for decision making, and 10) *monitoring* and evaluation of implementation. 11) there is feedback. 12) follow up on feedback.				

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
10.6	Study program submit reports on the performance of study programs in organizing learning programs at least through higher education databases	There are reports on the performance of medical study programs in organizing learning programs at least through higher education databases.	IKU	●Preparation of performance instruments ●Study program performance reporting	●　Coordinating program ●　PPTI

5. Document Related
   a. Unesa Strategic Plan
   b. Faculty Strategic Plan
   c. Organizational structure
   d. Evidence of *Good Governance*
   e. Evidence of Public Leadership
   f. SPMI Document

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   f. Regulations of the National Accreditation Body for Higher Education

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K. **STANDARD 11. LEARNING FINANCING**

   1. Description

       financing standards are a joint responsibility between the central government, regional government, medical faculties, dental faculties, teaching hospitals, and/or the community. UPPS prepares plans and allocates funds for educational programs and the development of educational innovation in accordance with statutory provisions. Medical education financing consists of investment costs, employee costs, operational costs and maintenance costs. Investment costs in medical faculties include: a. costs for providing facilities and infrastructure; b. human Resource Development; and c. fixed working capital. Operational costs include educational costs incurred by the central government, regional government, medical faculties, dental faculties, teaching hospitals, and/or the community for regular and continuous learning processes. Operational costs consist of at least: a. salaries of lecturers and education staff as well as allowances attached to salaries; b. consumable educational materials or equipment; and c. Indirect educational operational costs in the form of electricity, water and services telecommunications , maintenance facilities and infrastructure , overtime pay , transportation , consumption , taxes and insurance .

       The use of fees is carried out transparently and it is mandatory to report this to the Minister through the university leader. Unesa determines affordable medical education fees in accordance with statutory provisions.

   2. Definition of Terms

      a. Financing learning is all over budget used _ For supports the learning process student

      b. Operational cost units are costs calculated based on the operational cost requirements for providing education which are prepared in accordance with the Service Standards/Performance Contracts for Legal Entity State Universities

      c. The Shopping Budget Plan is a calculation of the amount of costs required for materials and wages, as well as other costs related to carrying out activities.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors;

4. Standard Contents , Indicators , Types of indicators performance , strategy, and person in charge

No.	Standard Content	Indicator	Indicator Type performance	Strategy	Person responsible
11.1	Unesa has a fund management document that includes planning for receipt, allocation, reporting, auditing, monitoring and	There are complete documents that include: planning the receipt and allocation of funds, reporting, auditing,	IKU	Budget team training Internal monitoring Internal audit	WR 2

No.	Standard Content	Indicator	Indicator Type performance	Strategy	Person responsible
	evaluation, as well as accountability to stakeholders , according to design budget that has been set .	monitoring and evaluation, and accountability to stakeholders			
		There are documents for the management and allocation of funds and activities, which involve the Study Program/Faculty in planning the Work Program/Renop/Study Program Strategic Plan.	IKU		
		Have accountability documents (including mechanisms and audit reports) for the use of funds by the management unit	IKU		
		There is an operational cost analysis document	IKU		
		There is an evaluation report on financing achievement	IKU		

No.	Standard Content	Indicator	Indicator Type performance	Strategy	Person responsible
11.2.	Unesa has a mechanism for determining education costs for medical students by involving all internal stakeholders , which is carried out routinely every year.	There is a document on the mechanism for determining educational fees charged to medical students based on the results of a needs analysis that includes all internal stakeholders .	IKU	Needs and empower ment analysis Coordinat ion	WR2
11.3	The percentage of funds obtained from students is compared with the total funds received (PD_{HMS}) at UPPS during the last three years.	Percentage of funds obtained from students compared to total funds received ≤ 33%	IKU	Analysis of the need for receiving funds	● WR2 ● WD2
11.4	Use of funds for operations (education, research and community service) at UPPS	Use of funds for operations (education, research and community service) at UPPS > 40	IKU	Analysis of the use of operation al funds	● WR2 WD2
11.5	Use of investment funds (infrastructure investment, facilities investment, HR investment, etc.) in UPPS	Use of investment funds (infrastructure investment, facilities investment, HR investment, etc.) in UPPS	IKU	Analysis of the use of investme nt funds	● WR2 ● WD2

No.	Standard Content	Indicator	Indicator Type performance	Strategy	Person responsible
		$5\% \leq P_{DI} \leq 10\%$ of total PD			
11.6	The amount of research funding per lecturer per year at UPPS for the last three years.	Total research funding per lecturer per year at UPPS for the last three years ≥ 5 million ($R_{DP} \geq 5$ million)	IKU	Analysis of the use of research funds	● WR2 ● WD1 ● WD2
11.7.	The amount of PkM funding per lecturer per year at UPPS for the last three years.	The amount of PkM funds per lecturer per year at UPPS for the last three years is ≥ 10 million ($R_{PKM} \geq 10$ million)	IKU	Analysis of the use of PkM funds	● WR2 ● WD1 ● WD2
11.8	Adequate funds to guarantee operational achievement of the Tridharma and investment in UPPS.	Funds can guarantee the continuity of Tridharma operations, investment in human resource development, facilities and infrastructure in the last 3 years, as well as having sufficient funds for the next 3 year development plan supported by realistic funding sources.	IKU	Analyze the adequacy of funds to ensure operational achievement of Tridharma and investment	● WR2 ● WD2 ● BPI
11.17.	Unesa conducted an internal audit	Internal audits are carried out	IKU	Preparation/adjust	● WR2 ● BPI

No.	Standard Content	Indicator	Indicator Type performance	Strategy	Person responsible
	of financial management at UPPS.	consistently with implementation stages carried out every year. There is a follow-up to the results of the internal audit of financial management and there is a management review as a form of control.		ment of instruments implementation audit of financial management at UPPS.	

5. Document Related
   a. Document financial audit report
   b. Chancellor's Regulations
   c. Financial Management Guidance Document
   d. Financial responsibility report

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education of the Republic Indonesia Number 18 of 2018 concerning National Medical Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health

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L. STANDARD 12. ASSESSMENT STANDARDS
  1. Description

      Assessment standards in academic education are the minimum criteria for student learning processes and outcomes to fulfill graduate learning outcomes. Determination of assessment standards in accordance with learning plans and achievements. The medical faculty establishes guidelines regarding assessment, which include a) assessment principles, b) assessment regulations, c) assessment methods and instruments, d) assessment mechanisms and procedures, e) assessment implementation, f) assessment reporting, g) student graduation. The principles of assessment in medical faculties pay attention to assessment principles, including: valid, reliable, educative, authentic, objective, fair, accountable, and transparent. Implementation of assessments during the educational process is carried out by lecturers and/or a team of lecturers.

  2. Definition of Terms
      a. Learning assessment standards are minimum criteria regarding the assessment of processes, and results Study student in frame fulfillment achievements learning graduate of
      b. Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes.
      c. Learning is a process of interaction between students, between students and lecturers, and learning resources in a learning environment.
      d. Assessment of student learning processes and outcomes includes a) assessment principles, b) assessment regulations, c) assessment methods and instruments, d) assessment mechanisms and procedures, e) assessment implementation, f) assessment reporting, g) student graduation.
      e. The principles of assessment in medical faculties pay attention to assessment principles, including: valid, reliable, educative, authentic, objective, fair, accountable and transparent which are carried out in an integrated manner.

  3. Reference Standard
      a. Constitution Number 20 of 2013 concerning National Education System ;
      b. Constitution Number 12 of 2012 concerning Higher Education;
      c. Constitution Number 20 of 2013 concerning Medical Education ;

d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;

e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;

f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;

g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;

h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;

i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;

j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors ; Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards.

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
12.1	UPPS medicine has guidelines for assessing student learning processes and outcomes including a) assessment principles, b) assessment	UPPS medicine has guidelines for assessing student learning processes and outcomes	IKU	Develop guidelines for assessing student learning processes and outcomes	WD1

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	regulations, c) assessment methods and instruments, d) assessment mechanisms and procedures, e) assessment implementation, f) assessment reporting, g) student graduation				
12.2	The medical study program carries out quality learning assessments (student learning processes and outcomes) to measure the achievement of learning outcomes based on assessment principles which include 1) valid, 2) reliable, 3) educational, 4) authentic, 5) objective, 6) fair, 7) accountable, and 8) transparent which is carried	The study program has valid evidence regarding the fulfillment of the 8 assessment principles which are carried out in an integrated manner and are equipped with an assessment rubric/portfolio	IKU	Assessment documentation	Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	out in an integrated manner				
12.3	The lecturer or team of lecturers assesses students during the education process	There is an assessment from the lecturer or team of lecturers to students during the education process	IKU	Develop an assessment rubric	Lecturer or team of lecturers
12.4	The medical faculty determines a formula to determine the final assessment of student learning outcomes based on the assessment results of each assessment implementation	There are formula guidelines for determining the final assessment of student learning outcomes based on the assessment results of each assessment implementation	IKU	Assessment Guidelines	WD1

5. Document Related
   a. Unesa academic manuscript
   b. Curriculum Document
   c. Semester Learning Plan (RPS)
   d. Lecturer assessment document
   e. Curriculum audit guidelines
   f. Learning monitoring and evaluation SOP

6. Reference
    a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
    b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
    c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
    d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
    e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
    f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

M. STANDARDS 13. RESEARCH STANDARDS

1. Description

Research standards in academic education are the minimum criteria regarding the research system in medical faculties. The Faculty of Medicine carries out research within the scope of medical science, which is adapted to developments in medical science and in accordance with statutory provisions. The Faculty of Medicine is obliged to conduct research in biomedical sciences, basic dental sciences, clinical medical sciences, clinical dentistry sciences, bioethics/health humanities sciences, medical education sciences, community medicine, and public health sciences adapted to advances in medical science. Research at medical faculties using humans and experimental animals as research subjects must pass ethical review from the medical ethics committee in accordance with statutory provisions. Medical faculties have policies that support the link between research and education and PkM and determine research priorities and supporting resources. The medical faculty organizes research programs for students according to their educational level under the guidance of lecturers. The medical faculty allocates a budget to ensure research activities that support Medical Education of at least 5% (five percent) of the medical faculty's operational budget.

2. Definition of Terms
   a. Research standards in academic education are the minimum criteria regarding the research system in medical faculties
   b. The research field is a scientific field that is used as a basis for conducting research by lecturers and students. The scientific fields of the Unesa medical faculty in research include biomedical science research, basic dental science, clinical medical science, clinical dentistry, bioethics/health humanities, medical education, as well as community medicine and public health which are adapted to advances in medical science.

3. Standard Reference
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors ;.

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
13.1.	The Medicine Study Program carries out research within the scope of medical science which is adapted to developments in medical science and in accordance with statutory provisions.	There is a research roadmap that is in accordance with the scope of medical science	IKU	Develop a research *roadmap*	● WD1 ● Coordinating program
13.2	Research at the UPPS medical faculty using humans and experimental animals as research subjects must pass an ethical review from the medical ethics committee in accordance with statutory provisions.	There are guidelines for conducting research in the field of medical science	IKU	Prepare research guides in the field of medical science	LPPM
13.3	Medical faculties have policies that support the link between research and education and PkM and determine research priorities and	There is a policy from UPPS Medicine regarding the link between research and education and PkM as well as	IKU	Develop policies related to the relationship between research, education	UPPS

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	supporting resources	determining research priorities and supporting resources		and PkM and determine research priorities and resources	
13.4	The medical faculty organizes research programs for students according to their educational level under the guidance of lecturers	Students carry out research activities under the guidance of lecturers	IKU	Develop a research roadmap	● UPPS ● Coordinating program
13.5	The medical faculty allocates a budget to ensure research activities that support Medical Education of at least 5% (five percent) of the medical faculty's operational budget	There is the availability of a budget allocation to ensure research activities that support Medical Education are at least 5% (five percent) of the medical faculty's operational budget	IKU	Prepare a research budget	● UPPS ● Coordinating program
13.6	The study program has research activities carried out by permanent lecturers in the last three years	The number of research activities by permanent lecturers in study programs over the last	IKU	Documentation of PkM activities	● Dean ● WD1 ● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
		three years has been more than 5 times (NK ≥ 5)			
13.7	The relevance of research in the study program includes the following elements: **1)** have a research roadmap that refers to the scientific vision of the study program, **2)** carrying out research in accordance with the research roadmap **3)** evaluate the suitability of research with the roadmap, and **4)** follow up on evaluation results to improve the relevance of research and scientific development.	The study program meets the 5 elements of research relevance for lecturers and students and there are additional performance indicators that exceed SN-Dikti	IKU	● Develop a research *roadmap* ● Documentation of research activities ● Monev and Research audit	● LPPM ● Dean ● WD1 ● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	5) Integration of research into courses .				
13.8	LPPM and study programs carry out monitoring and evaluation on the implementation of research by lecturers and students in study programs which includes the following elements: **1)** have a research roadmap for lecturers and students, **2)** implemented consistently **3)** evaluate the suitability of research with the roadmap, and **4)** follow up on monitoring and evaluation results to improve the relevance of research and scientific development.	The study program has valid evidence regarding the monitoring and evaluation system for implementing research by lecturers and students in the study program covering 4 aspects and there is a management review as a form of control	IKU	● LPPM carries out research monitoring and evaluation that is integrated with SIMLPPM ● Carry out Research audits	● LPPM ● Quality assurance ● Coordinating program

5. Related Documents
   a. Research and PkM Guide
   b. Research Roadmap
   c. Research audit guidelines

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .
   f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

N. STANDARD 14. STANDARD FOR COMMUNITY SERVICE

1. Description

   Community service standards (PkM) in Bachelor of Medicine education are the minimum criteria for applying, practicing, and empowering medical science and technology. PkM activities are organized by UPPS Medicine, which is part of the implementation of Medical Education. PkM is carried out by lecturers based on Unesa assignments in accordance with statutory provisions. Performance of PkM takes the form of health services to the community by prioritizing patient and community safety.

2. Definition of Terms
   a. Community service standards (PkM) in Bachelor of Medicine education is minimum criteria regarding implementation , practice , and empowerment knowledge knowledge and technology medical

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors ;.

4. Standard Contents , Indicators , Indicator Types performance , strategy , and person in charge

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
14.1.	Unesa has a PKM guide which contains the application, practice and empowerment of medical science and technology	There is a PkM guide which contains the application, practice and empowerment of medical science and technology	IKU	Develop minimum criteria for Medical PkM	LPPM

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
14.2	PkM activities are organized by UPPS Medicine which is part of the implementation of Medical Education	Implementation of PkM activities which are part of the implementation of Medical Education	IKU	Preparing Study Program Renovation	Coordinating program
14.3	Implementation of PkM takes the form of health services to the community by prioritizing patient and community safety	The form of implementing Medical PkM is in the form of health services to the community by prioritizing patient and community safety	IKU	Conformity with the PkM roadmap	Coordinating program
14.4	PkM is carried out by lecturers based on Unesa assignments in accordance with statutory provisions	There is a decree assigning the PkM implementation team to carry out PkM activities	IKU	Issue a decree assigning the PkM implementation team to carry out PkM activities	Dean
14.5	LPPM seeks community service results aimed at: solving problems faced by society .	There are minimum criteria for acceptable results of community service solve problems faced by society	IKT	Develop minimum criteria for PkM results	LPPM

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
14.6	LPPM, UPPS and Study Program have a PkM *roadmap* , standards and guidelines for implementing PkM	There are road map policy documents, standards and guidelines for implementing PkM in LPPM, UPPS and study programs to ensure the quality of PkM content	IKU	Develop a PkM *roadmap* , standards and guidelines for PkM implementation	• LPPM • Dean • Coordinating program
14.7.	The study program has had PkM activities by permanent lecturers in the last three years	The number of PkM activities by permanent study program lecturers over the last three years has been more than 5 times (NK ≥ 5)	IKU	Documentation of PkM activities	• Dean • WD 1 • Coordinating program
14.8.	The relevance of PkM in study programs includes the following elements: **1)** have a roadmap that refers to the PkM scientific vision for lecturers and students, **2)** implementation of PkM in accordance	The study program meets the 5 elements of PkM relevance for lecturers and students and there are additional performance indicators that go beyond SN - Higher Education	IKU	• Prepare a PkM *roadmap* Documentation of PkM activities • Monev and PkM audit	• LPPM • Dean • WD1 • Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	with the PkM roadmap. 3) evaluate the suitability of PkM lecturers and students with the roadmap, and 4) follow-up on evaluation results to improve the relevance of PkM and scientific development. 5) Utilization of PkM results to enrich learning.				
14.9.	LPPM and study programs conduct monitoring and evaluation on the implementation of PkM for lecturers and students in study programs which includes the following elements: 1) have a PkM roadmap for lecturers and students, 2) implemented consistently	The study program has valid evidence regarding the monitoring and evaluation system for implementing PkM for lecturers and students in the study program covering 4 aspects and there is a management review as a form of control	IKU	• LPPM carries out PkM monev integrated with SIMLPPM • Carry out PkM audits	• LPPM • Quality assurance • Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	3) evaluate the suitability of PkM lecturers and students with the roadmap, and **4)** follow up on monitoring and evaluation results to improve the relevance of PkM and scientific development.				

5. Related document
   a. Research and PkM Guide
   b. PkM Roadmap
   c. kM audit guidelines

6. Reference
   a. Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards
   b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards
   d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.
   e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

f. Regulations of the National Accreditation Body for Higher Education Accreditation Institutions Independent Higher Education Health (LAM-PTKes)

O. STANDARD 15. COOPERATION CONTRACT STANDARD FOR EDUCATIONAL HOSPITALS AND/OR MEDICAL EDUCATIONAL INSTITUTIONS WITH MEDICAL EDUCATION PROVIDERING COLLEGES

1. Description

Standard cooperation contracts for educational hospitals and/or medical education facilities are the minimum criteria for Medical UPPS in entering into collaboration contracts with teaching hospitals and/or medical education facilities in accordance with statutory provisions. The Faculty of Medicine can only collaborate with 1 (one) Main Teaching Hospital. Regarding organizing primary care doctor programs, specialist-subspecialist doctors and specialist-subspecialist dentists. The Faculty of Medicine can collaborate with a maximum of 2 (two) Main Teaching Hospitals. The Faculty of Medicine can collaborate with Affiliated Teaching Hospitals and/or Satellite Teaching Hospitals, namely hospitals owned by private, home Sick owned by the Local Government, and home Sick owned by agencies.

UPPS Medical collaboration contracts with teaching hospitals and/or medical education facilities contain a) guarantees of the availability of resources that support the implementation of education, research, and community service processes; b) organizing education, research, and community service processes; c) implementation of quality assurance of education, research, and community service; d) creating a conducive academic atmosphere; and e) medicolegal, education management, and student capacity.

2. Definition of Terms

a. Collaboration contracts for teaching hospitals and/or medical education facilities are the minimum criteria for Medical UPPS to enter into collaboration contracts with teaching hospitals and/or medical education facilities in accordance with statutory provisions. Medical faculty collaboration contracts can be made with teaching hospitals and medical education institutions.

b. A medical hospital functions as a place for education, research, and integrated health services in a multi-professional manner in medical education, continuing education, and other health education. Teaching

hospitals consist of leading teaching hospitals, affiliate teaching hospitals, and satellite teaching hospitals.

c. Medical education facilities are facilities other than teaching hospitals that are used as places for providing education. Medical education facilities include community health centers, laboratories, and other facilities.

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
15.1	UPPS Medicine enters into cooperation contracts with teaching hospitals and/or medical education facilities in accordance with statutory provisions	There is proof of medical UPPS cooperation documents with teaching hospitals and/or medical education facilities in accordance with statutory provisions	IKU	● *Benchmarking* ● FGD ● Socialization	● WD 2 ● Team collaboration
15.2	UPPS Medicine carries out cooperation contracts with teaching hospitals and/or medical education facilities including: **1)** guarantee of the availability of resources that support the implementation of education, research and community service processes; **2)** organizing education, research and	UPPS Medical cooperation contracts with teaching hospitals and/or medical education facilities must contain a minimum of five components from the content of standard 15.2	IKU	● *Benchmarking* ● FGD ● Socialization	● WD 2 ● Team collaboration

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	community service processes; 3) implementation of quality assurance of education, research and community service; 4) creation of a conducive academic atmosphere; And 5) medicolegal, educational management, and student capacity.				
15.3	Unesa/UPPS Medicine carries out collaborative activities with domestic and foreign agencies relevant to the study program in the last three years	There is evidence of collaboration with academic or professional institutions at home and abroad, all of which are relevant to the area of expertise of the medical study program	IKU	● *Benchmarking* ● FGD ● Socialization	● WD 2 ● Team collaboration
15. 4	UPPS/Medical study program measures satisfaction with management	Medical UPPS/PS measures service satisfaction towards	IKU	● Collaboration partner management	● Quality assurance ● Team m

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	services for stakeholders, namely collaboration partners (management, learning, research, PkM) on UPPS that meets the following aspects: 1) valid, reliable, easy to use instrument, 2) carried out regularly and comprehensively, 3) analysis is carried out for decision making, and 4) *monitoring and evaluation* of implementation. 5) there is feedback. 6) follow up on feedback.	management service satisfaction for stakeholders, namely collaboration partners (management, learning, research, PkM) and fulfills aspects 1 to 6, and there is a management review as a form of control.		service satisfaction survey (management, learning, research, PkM)	collaboration ● Coordinating program
15.5	Quality, benefits, satisfaction and sustainability of educational, research and collaboration	U PPS/PS medicine has valid evidence regarding existing collaboration	IKU	● PkM Documentation	● Collaborative team ● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	PkM relevant to the medical study program in UPPS medicine has valid evidence regarding existing collaboration that meets the following 4 aspects: **1)** provide benefits for internal study programs **2)** fulfillment of learning, research, PkM processes. **3)** Providing increased Tridharma performance and study program support facilities **4)** provide satisfaction to partners. **5)** guarantee the continuity of cooperation and its results.	that meets 4 aspects.			

5. Document Related

    a. Document contract UPPS Medicine collaboration with home Sick education and/or rides education medical

    b. Chancellor's Regulations

    c. FGD Document

    d. Benchmarking Report

    e. Collaboration Document

6. Reference

    a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards

    b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

    c. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

    d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

    e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

    f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

P. STANDARD 16. MONITORING AND REPORTING STANDARDS FOR MEDICAL BACHELOR PROGRAM ACHIEVEMENTS

1. Description

    Standards for the Achievement of the Bachelor of Medicine Program are the minimum criteria regarding reporting and monitoring by the independent accreditation institution, Independent Accreditation Institution for Higher Education in Health (LAM-PTKes) , monitoring and reporting the curriculum periodically in accordance with community needs and developments in science and technology. The Faculty of Medicine submits data on the implementation of Medical Education through the Higher Education Data Base (PDPT)

2. Definition of Terms

a. Standard Monitoring and Reporting the Achievement of the Bachelor of Medicine Program is a minimum criterion regarding reporting and monitoring by LAM-PTKes and monitoring and reporting curriculum in a way periodically

3. Reference Standard
   a. Constitution Number 20 of 2013 concerning National Education System ;
   b. Constitution Number 12 of 2012 concerning Higher Education;
   c. Constitution Number 20 of 2013 concerning Medical Education ;
   d. Regulation Government Number 52 of 2017 concerning Regulation Implementation Constitution Number 20 of 2013 concerning Medical Education ;
   e. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards ;
   f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 Concerning National Higher Education Standards ;
   g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards ;
   h. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards ;
   i. Perconsil No. 10 of 2012 concerning Indonesian Medical Professional Education Standards ;
   j. Perconsil No. 11 of 2012 concerning Standard Competency of Indonesian Doctors

4. Standard Contents , Indicators , Indicator Types performance , strategy, and person in charge

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
16.1	The Bachelor of Medicine program is accredited by the Independent Accreditation Institute for Higher Education in Health (LAM-PTKes)	The Medicine Study Program received Very Good accreditation from (LAM-PTKes)	IKU	Prepare accreditation documents according to the instrument (LAM-PTKes)	Coordinating program
16.2	Unesa/ UPPS monitors and reports on curriculum implementation regularly	There are regular curriculum evaluation activities	IKU	Curriculum Audit	Coordinating program
16.3	UPPS Medicine submits data on the implementation of Medical Education through the Higher Education Data Base (PDPT)	The study program has data documents on the implementation of Medical Education	IKU	Documentation of student, lecturer, curriculum data	● Coordinating program ● PPTI
16.4	The study program has data on the percentage of study success	There is a study success percentage value in the medical study program ≥ 95%	IKU	Student study scores	● Coordinating program ● PPTI

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
16.5	The study program has Cumulative Achievement Index (GPA) percentage data for the last five years	The percentage value of the Cumulative Achievement Index (GPA) for the last five years in the medical study program where $N_{IPK} \geq 3$	IKU	Increasing student GPA scores	● Coordinating program ● PPTI
16.6	On-time graduation percentage (K_{TW})	There is a percentage value for graduating on time in medical study programs $K_{TW} \geq 80\%$	IKU	Increased student graduation on time	● Coordinating program
16.7	The waiting period for graduates to get their first job	The waiting period for medical study program graduates to get their first job is ≤ 3 months ($R_{MT} \leq$ 3 months)	IKU	Providing students who will graduate	● Coordinating program
16.8	The study program carries out alumni tracking (*tracer study*)	There is evidence of the implementation of alumni tracking (*tracer study*)	IKU	Socialization	● Coordinating program ● Tracer team
16.9	Number of scientific articles presented/published by permanent	Number of scientific articles presented/published by permanent	IKU	● Increased scientific articles ● Manuscript	● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	lecturers whose field of expertise is the same as PS, for 3 years.	lecturers in the same field of expertise as PS, for 3 years ≥ 6 (NK ≥ 6)		Assistance	
16.10	Research/work of lecturers and/or study program students who have obtained intellectual property rights (patents, simple patents, copyrights, trademarks, trade secrets, product designs), appropriate technology, and models/design/engineering or works that have received recognition / awards from national/international institutions during the last three years of the study program.	There are two or more IPRs obtained from the research/work of lecturers and/or students of medical study programs	IKU	● Socialization ● increasing the number of research lecturers and students	● Coordinating program
16.11	PkM carried out by lecturers and/or study program students who have	There are a minimum of 2 works in the form of Intellectual	IKU	● Socialization ● Increase in the number	● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	obtained Intellectual Property Rights (Patents, Simple Patents, Copyrights, Trademarks, Trade Secrets, Product Designs), Appropriate Technology, and Models/designs/engineering or works that have received recognition/awards from national/international institutions during the last three years of the study program.	Property Rights (Patents, Simple Patents, Copyrights, Trademarks, Trade Secrets, Product Designs), Appropriate Technology, and Models/designs/ engineering or works that have received recognition/awards from national institutions or international.		of PkM lecturers and students	
16.12	Awards for Permanent Lecturers of Top Study Programs Achievements in obtaining awards, grants, funding for programs that have a broad impact and Tridharma of Higher Education activities at	Permanent lecturers in study programs receive at least 2 grant awards, program funding and academic activities from international, national, regional and local PT institutions.	IKU	● Socialization ● Rewards	● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	national and international levels.				
16.13	Student achievement/reputation in the last three years in academic and non-academic fields (for example achievements in research, scientific work competitions, sports and arts).	The study program has proof of awards for winning scientific, sports and arts competitions at international, national, regional and local PT levels in which students participated	IKU	Coaching and mentoring students	● Coordinating program
16.14	The implementation of learning is followed by monitoring and evaluation, feedback and follow-up to improve graduate learning outcomes in order to support output competencies and learning outcomes in the study program.	The study program has evidence of the effectiveness of learning carried out using valid and relevant methods including coverage, depth and usefulness, and is followed by monitoring and evaluation, feedback and follow-up to improve graduate learning outcomes in	IKU	Learning monitoring and evaluation	● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
		order to support output competencies and learning outcomes.			
16.15	The research implementation was followed by monitoring and evaluation, feedback, and follow-up to increase the number of scientific works, citations, Intellectual Property Rights stipulated by the Ministry of Law and Human Rights (Patents, Copyright), Appropriate Technology, and Books with ISBNs in the study program.	The study program has evidence of the implementation of research carried out using valid and relevant methods and followed by monitoring and evaluation, feedback and follow-up to increase the number of scientific works, citations, Intellectual Property Rights stipulated by the Ministry of Law and Human Rights (Patents, Copyright), Appropriate Technology, and books with ISBN.	IKU	Research audit	● Coorpodi
16.16	Implementation of PkM is a follow-up to the results of	The study program has evidence of the implementation	IKU	PkM Audit	● Coordinating program

No.	Standard Content	Indicator	Types of performance indicators	Strategy	Person responsible
	research followed by monitoring and evaluation, feedback, and follow-up to increase the number of scientific works, Intellectual Property Rights stipulated by the Ministry of Law and Human Rights (Patents, Copyright), Products, Appropriate Technology, and Books with ISBNs in study programs.	of PkM carried out using valid and relevant methods and followed by monitoring and evaluation, feedback and follow-up to increase the number of scientific works, Intellectual Property Rights stipulated by the Ministry of Law and Human Rights (Patents, Copyright), Products, Appropriate Technology, and books with ISBN.			

5. Document Related
   a. LamPTKes assessment instrument
   b. Chancellor's Regulations

6. Reference
   a. Regulation Government Republic of Indonesia Number 4 of 2022 Concerning Changes to Regulations Government Number 57 of 2021 Concerning National Education Standards
   b. Regulation of the Minister of Education and Culture Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards
   c. Regulation of the Minister of Research, Technology and Higher Education

of the Republic of Indonesia Number 18 of 2018 concerning National Medical Education Standards

d. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instrument .

e. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instrument .

f. Regulations of the National Accreditation Body for Higher Education Independent Accreditation Institution for Higher Education in Health (LAM-PTKes)

CHAPTER VI
UNESA HIGHER EDUCATION STANDARDS

A. STANDARD 25. DETERMINING VISION AND MISSION
   1. Description

   The standards for determining the vision and mission are a reference for institutional excellence that is aspired to and achieved in the future. The standards for deciding this vision and mission are a reference for excellence in the quality of implementation and strategy of study programs to reach the end. The strategy and efforts to realize it are understood and supported with total commitment and good participation by all stakeholders. All existing formulations are easy to understand, explained logically, in sequence, and organized in the steps _ followed by channel think (logic), which is logical and academically reasonable.

   Success implementation mission becomes reflection realization vision. The success of achieving goals with targets that meet the requirements of a suitable formulation reflects the excellent implementation of the mission and strategy.

   Study program outcomes (graduates, research results, and community service) reflect these goals and objectives. These statements are known, understood, and become the common property of all study program management components and institutions, and are realized through strategies and scheduled activities in the study program. This standard is a reference for all study program implementation activities.

   2. Definition of Terms
      a. Vision is a statement that describes something wish wish _ achieved future and capable motivating all members of the community within realize vision the
      b. The mission is a statement of how to achieve what is desired to realize the vision
      c. Goal is a condition that will be achieved or produced in the medium term or at the end of the Strategic Plan period
      d. Target conditions that will be achieved in real terms by organizational units in a specific and measurable formulation

   3. Reference Standard
      a. Law No. 12 of 2012 concerning Higher Education

b. PP No. 4 of 2014 concerning the implementation of Higher Education and Management of Higher Education

c. Minister of Research, Technology and Higher Education Regulation of the Republic of Indonesia No. 79 of 2017 concerning the Statute of Unesa

d. Permenristekdikti number 15 of 2016 concerning Unesa OTK

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
25.1	Unesa has a clear and realistic Vision, Mission, Goals and Targets (VMTS).	VMTS was prepared by involving lecturers, students, education staff and external stakeholders.	IKT	• Formation of the VMTS formulation team • The preparation of VMTS involves internal (lecturers and students) and external (users and stakeholders) *stakeholders*.	Rector
		The formulation of the PT's Vision and Mission must include the competitiveness of higher education at the	IKT	The VMTS formula is formulated based on self-evaluation with SWOT analysis and FGD to determine the competitiveness and	• WR 1 • WR 2 • WR 3 • WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		international level.		achievement milestones of VMTS	
		The formulation of the Vision and Mission must include the year of achievement described in *milestones* .	IKT		
		The formulation of the Vision and Mission must be able to be used to formulate long-term (Master Development Plan), medium-term (Strategic Plan) and short-term (Operational Plan) goals and objectives of PT	IKT		
		Unesa has results-oriented goals and objectives.	IKT		
		Unesa sets targets that lead to *nation*	IKT		

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		economic development			
		The VMTS formulation was ratified through the Chancellor's Decree	IKT	● The Chancellor together with the Senate evaluated the VMTS formulation ● The VMTS that have been evaluated are determined in the Chancellor's Decree	Rector
		1) The PT VMTS formulation must be a reference in developing units within the PT environment, including the formulation of the Faculty VMTS and the Study	IKT	The study program undertakes: ● self-evaluation through SWOT analysis and ● conducting FGDs with internal and external *stakeholders* to determine study program specifications,	● Head of the Unesa environmental work unit ● Dean ● Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		Program's scientific vision. 2) The formulation of the study program's scientific vision should at least include a) study program specifications, b) study program competitiveness, and c) set within a certain time period.		competitiveness and VMTS milestones .	
25.2	a long-term (Renip), medium (Renstra) and short-term development plan (Renop) which contains performan	1) Unesa has Long Term, Medium and Short Term Plans based on VMTS 2) There are completeness and results-oriented objectives	IKT	● Workshop on preparing Renip, Strategic Plan and Renop based on the established VMTS and the results of the SWOT analysis. ● Determination of	● WR 1 ● WR 2 ● WR 3 ● WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	ce indicators and targets to measure the achievement of the strategic goals that have been set.	of Renip , Renstra, and Renop PT. 3) The completeness of the contents of the strategic plan document must refer to: a) the strategic plan at the level above it, b) aligned with the performance contract, c) aligned with the main tasks and functions, d) describes *the core business* , e) describes strategic issues developing in the region, f) describes causality		performance indicators and targets is based on PT standards related to each strategic goal and target ● Using the Strategic Plan on it, performance contracts, main tasks and functions, *core business* , local strategic issues and good practices as the basis for preparing the Strategic Plan. ● Determining success measurement indicators based on SMART principles (*specific, measurable, attainable, relevant, timebound*), sufficient in terms of numbers, success	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		and g) refers to good practices. 4) The Strategic Plan achievement indicators must meet the criteria for measuring success 5) The performance targets set must meet the following criteria: be able to describe a certain level that should be achieved; in line with the Strategic Plan above, SMART, based on an adequate data base, based on logical		measures must be sufficient to indicate the achievement of program goals, objectives and results. ● Obtain the correct *data base , as a basis for logical arguments and calculations.* ● Prepare Renop that is in line with the Strategic Plan and the results of the current year's self-evaluation. ● Publication of Renip, Strategic Plan and Renop documents throughout the community ● Conduct leadership performance audits to measure achievement	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		arguments and calculations. 6) The Strategic Plan document is used as a reference for preparing the Annual Work Plan Document with the following provisions : a) Renip, Renstra and Renop have been published b) The achievement of the Strategic Plan is monitored and its achievements		of target indicators in strategic goals ● Carrying out periodic data collection on performance results, measuring performance in stages ● Identify the root causes of nonconformities ● Follow up on the results of identification of non-conformities ● Identify the results of improvements from the follow-up process	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		evaluated c) Setting performance targets in accordance with PT standards, in line with the Strategic Plan at the level above			
		The Strategic Plan documents are reviewed periodically and improvements are made to increase innovation in efforts to achieve VMTS		Carry out a review process and determine improvements that demonstrate innovation	● WR 1 ● WR 2 ● WR 3 ● WR 4
25.3	VMTS is well understood by all academics and	VMTS has been included in various academic documents, including Renip, Renstra,	IKT	Inclusion of VMTS in Renip, Strategic Plan, Renop documents and academic guidelines	● WR 1 ● WR 2 ● WR 3 ● WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	education staff	Renop and academic guidelines as a basis for developing long-term, medium and short-term planning.			
		VMTS is socialized through various academic guidelines and media as a form of socialization	IKT	Inclusion in academic guideline documents, curriculum documents, study program profiles, web sites, banners and other media	WR 1
		continuous survey method of understanding VMTS	IKT	A VMTS understandability survey was conducted	WR 1 WR 4

5. Related document
    a. VMTS Drafting Team Decree
    b. Proof of FGD implementation (minutes and attendance list)
    c. Self-evaluation results to determine the VMTS formulation
    d. VMTS Determination Decree
    e. Long Term (Renip), Medium Term (Renstra) and Short Term (Renop) Plans
    f. VMTS Socialization Document
    g. VMTS Comprehension Survey Results Report every year

6. Reference

    a. Ristekdikti, 2019. Independent Evaluation of Performance Accountability. http://siakunlap . ristekdikti.go.id

    b. BAN PT Regulation Number 59 of 2018 concerning IAPT 3.0 and IAPS 4.0

B. STANDARD 26. STUDENT AFFAIRS

1. Description

    This standard is a minimum criterion regarding students which includes a new student admission system to determine the quality of student input, the attractiveness of study programs and student services . This standard contains standards for new student admissions, quality of students and graduates, measurement of student satisfaction, student services, career guidance services, entrepreneurship and employment information for students and graduates, student academic services and student academic performance.

2. Definition of Terms

    a. The quality of student input is the quality of prospective students which is determined by fulfilling the requirements for prospective student recruitment to guarantee their potential ability to achieve learning outcomes.

    b. Good student quality is reflected in certain ratios that have been determined in the standards

    c. Students are all students registered at all levels of education at Unesa

    d. Students with disabilities are those who have inabilities, obstacles or difficulties in carrying out certain activities, which result in a person requiring special assistive devices, environmental modifications or alternative techniques to be able to participate fully and effectively in attending university education .

    e. Student services are services provided by the university to all students in the form of guidance, improvement and development in the areas of: reasoning, interests and talents, welfare, as well as career and entrepreneurial guidance.

3. Standard Reference

    a. Republic of Indonesia Government Regulation No.17 of 2010 concerning Management and Implementation of Education

    b. Law No.20 of 2003 concerning the National Education System.

c. Law No.12 of 2012 concerning Higher Education.

d. Law no. 19 of 2011 concerning Ratification of the Convention on the Rights of Persons with Disabilities.

e. Regulation of the Minister of National Education (Permendiknas) No. 70 of 2009 concerning Inclusive Education for Students who Have Disabilities and Have Potential Intelligence and/or Special Talents.

f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 46 of 2017 concerning Special Education and Special Education Services in Higher Education

g. BAN-PT Regulation Number 59 of 2018 concerning Guidelines for Preparing Self-Evaluation Reports, Guidelines for Preparing Higher Education Performance Reports, and Assessment Matrices in Higher Education Accreditation Instruments

h. BAN-PT Regulation Number 3 of 2019 concerning higher education accreditation instruments

i. BAN-PT Regulation Number 5 of 2019 concerning study program accreditation instruments

j. Standards and Guidelines for Quality Assurance in The European Higher Education Area (ESG), 2015

k. Master Manual for The Washington Accord Accreditation, for Science-Based Engineering Programs, version 1.0, July 2018.

l. Attachment 9 to BAN-PT Regulation Number 21 of 2022 concerning EMBA Instruments.

m. LAMSAMA IAPS Undergraduate Assessment Matrix 1.0, 2021

n. Attachment to the Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Educational Scope

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
26.1	Unesa/ UPPS/Study	Unesa/ UPPS/Study	IKT	● Preparation of new	UPPS/Stud y Program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
	Program has a new student admission system	Program has a quality document for new student admissions which contains the following elements: 1) Policy/approach to new student admissions 2) new student admission criteria 3) new student admission procedures 4) instrument; admission of new students 5) decision making system and implemented consistently.		student admission guidelines which include policies, criteria, admission procedures, instruments and decision-making systems. ● Preparation of SOP for new student admissions ● Preparation of new student admission instruments ● Preparation of SOPs for decision making in admitting new students	Academic Manager
		Unesa/ UPPS/Study Program have a quality document for	IKT		UPPS/Study Program Academic Manager

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		accepting foreign students which contains the following elements: 1) Foreign student admission policy/approach 2) foreign student admission criteria 3) foreign student admission procedures 4) instrument; acceptance of foreign students 5) decision making system and implemented consistently.			
		Unesa/ UPPS/Study Program have a system document that provides opportunities	IKT		UPPS/Study Program Academic Manager

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		and accepts students who have academic potential but are economically disadvantaged and physically disabled and proof of the implementation of the system. which is supported by very complete facilities			
		Surabaya State University, UPPS, Study Program have policy documents that comply with equity principles that are applied consistently	IKT	Identify principles, concepts and strategies for implementing equity principles Preparation of policies for implementing equity principles.	UPPS/Study Program Academic Manager
26.2	The Study Program has good quality prospective students. N $_P$ = Number of provinces where	The distribution of students in the study program comes from more than 7 provinces in Indonesia	IKT	Socialization and promotion of institutions and study programs, imaging of institutions, study program	Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
	students come from UPPS and PS have efforts to increase the interest of prospective students and have proof of success (output)			specifications which are always adapted to developments in market needs, increasing the quality of graduates who are ready to use, increasing the success of published graduate achievements, increasing student achievement, efforts to improve infrastructure services , increasing national and international accreditation	
		Fulfillment of the ratio of the number of applicants to the number of applicants who pass the selection ≥ 5	IKT		Coordinating program
		The ratio of the number of applicants and prospective new students is met ≥ 5	IKT		
		Fulfillment of the percentage of the number of students who re-register to the number of students who pass the selection ≥ 95%	IKT		Coordinating program
		transfer students ≤ 0.25 .	IKT		Coordinating program
		Fulfillment of the percentage of foreign students in the last 3 years to	IKT		University Academic Manager, UPPS and Study

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		the total number of students in the last 3 years ≥ 1%			Program Coordinator
		Surabaya State University , UPPS, Study Program is making efforts to increase candidate interest indicated students with significant improvement (> 10%) enrollees in 3 years Final	IKT		UPPS/Study Program Academic Manager
		There are students with disabilities	IKT		
26.3	Unesa/ UPPS/Study Program take measurements student satisfaction with student services	Unesa/ UPPS/Study Program has an instrument for measuring student satisfaction with student services 1) valid 2) reliable 3) easy to use	IKT	● Preparation of instruments to measure student satisfaction with student services ● Testing the validity and reliability of measuremen	University Academic Manager, Unesa/ UPPS/Study Program Student Affairs Manager

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		4) carried out periodically every semester 5) carried out a review, follow-up and published regarding measuring student satisfaction		t instruments • Testing the feasibility of ease of use of the instrument • Implementation of measuring student satisfaction with services (students and students with disabilities)	
		Unesa/ UPPS/Study Program has a report on the results of a survey of student satisfaction with student activity services which: 1) comprehensive, 2) analyzed with appropriate methods, 3) well concluded ,	IKT	• Preparation of reports on satisfaction survey results • Follow up on non-conformities • Improvement results obtained as a result of follow-up • Publication of survey results for stakeholders .	University Academic Manager, Unesa/ UPPS/Stud y Program Student Affairs Manager

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		4) used to improve the student activity service management system, 5) easily accessible to stakeholders.			
26.4	Unesa/ UPPS/Study Program provides services to students	Unesa/ UPPS/Study Program has improved the accessibility and service of the unit coaching and development areas: 1) coaching and developing interests and talents 2) increased welfare 3) career and entrepreneurship counseling	IKT	● Establishment of guidelines/S OPs regarding student services in: coaching and developing interests and talents, improving welfare, career and entrepreneur ship counseling, counseling guidance, soft skills	University Academic Manager, Un esa / UPPS/Stud y Program Student Affairs Manager

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		4) guidance and counseling 5) *soft skills* development 6) health services		development, and health services ● Implementation of student services in accordance with guidelines and SOPs ● Implementation of monitoring and evaluation of student services ● Follow up on discrepancies in student services ● Improved student services	
26.5	Unesa/ UPPS/Study Program has a career guidance service program, entrepreneurship and job information for students and graduates .	Unesa/UPPS/Study Program has formal policy documents and scheduled programs regarding the provision of career guidance services,	IKT	Preparation of policy documents by identifying principles, concepts and strategies regarding career guidance, entrepreneurship and job information.	Unesa Student Affairs Manager/ UPPS/Study Program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		entrepreneurship and employment information for students and graduates, which include: 1) dissemination of work information 2) holding regular job fairs 3) career planning guidance 4) job application training 5) job placement services 6) Entrepreneurship program		Establishment of a Job Center Guidelines for career guidance services, job information and job placement. Guidelines for implementing the Entrepreneurship Program	
		Unesa/ UPPS/Study Program has implemented a career guidance and job information service program for students and	IKT	● Work Program Planning for Career Guidance Services and Job Information ● Preparation of documents	Unesa Student Affairs Manager / UPPS/Study Program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		graduates which makes it easy for students and graduates to: 1) obtain comprehensive information about the job market, 2) planning a realistic career, 3) submit a job application well.		and SOPs for career guidance and work information includes: a. dissemination of work information b. holding regular job fairs c. career planning d. job application training e. job placement services ● Carry out career guidance services according to SOP ● Monitoring and evaluating/auditing the performance achievements of career guidance and work information services	

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
				• Conduct a satisfaction survey of career guidance services and job information • Carry out follow-up analysis of non-conformities • Improving services from the results of non-conformities	
		Unesa/ UPPS/Study Programs have programmatic efforts to improve student achievement in academic and non-academic fields. **a.** Guidance for improving achievement **b.** Provision of funds	IKT	• Preparation of work programs and achievement targets for increasing student achievement • Preparation of a Business Plan and Budget to increase student achievement • Guidance guidelines	UPPS/Study Program Student Affairs Manager

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		c. Providing opportunities to participate		for improving academic and non-academic student achievement • Preparation of SOPs for Student Participation for achievement • student achievement activities based on SOP • Conduct audits of performance achievements • Conduct a satisfaction survey regarding achievement improvement guidance services.	
26.6	The study program has good quality graduates.	There has been an increase in student academic achievement at regional/local,	IKT	Improving the quality of learning, sustainable imaging and publications,	Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		national and international levels in the last 3 years		mentoring, competency training, cadre of lecturers to supervise student work in academic and non-academic fields.	
		There has been an increase in student non-academic achievements at regional/local, national and international levels in the last 3 years	IKT		Coordinating program
		The percentage of students who DO or withdraw from a study program is a maximum of 6 %	IKT		Coordinating program
		The percentage of students who graduate on time is at least 50%	IKT		Coordinating program
		The average length of study for graduates (years) is 3.5 years < MS $\leq$ 4.5 years			Coordinating program
		The average Cumulative	IKT		Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		Achievement Index (GPA) of graduates in the last three years is > 3.25			
		Fulfillment of levels and sizes workplace or place graduate further studies > 80%. RI = (NI / NL) x 100 % , RN = (NN / NL) x 100% , RW = (NW / NL) x 100%, RS = (NS/NL) x 100 % NI = Number of graduates working in multinational/international business entities. NN = Number of graduates who work in national level business entities or are licensed entrepreneurs.	IKT		Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		NW = Number of graduates who work in regional/local level business entities or are unlicensed entrepreneurs. NS = Number of graduates who are studying further. NL = Number of graduates. With conditions: If the percentage of graduates tracked in 3 years (TS-4 to TS-2) $\geq$ 80%			
		Fulfillment of income or Average earnings per month of the year first work 3 years (TS-2 – TS-4) > 50% larger from UMR	IKT		Coordinating program
		Fulfillment of study success	IKT		Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		(percentage of study success/pass rate) is $\geq$ 80%			
		The waiting time for graduates to get their first job or become an entrepreneur or further study within 3 years is < 6 months with the percentage of graduates being tracked $\geq$ 80%	IKT		Coordinating program
		The Study Program has carried out a tracer study which includes 5 aspects as follows: **1)** implementation of coordinated tracer studies at the PT level, **2)** Tracer study activities are carried out	IKT		Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		regularly every year and documented, **3)** The contents of the questionnaire cover all the core DIKTI tracer study questions. **4)** targeted at the entire population (graduates from TS-4 to TS-2), **5)** The results are disseminated and used for curriculum and learning development.			
26.7	The Study Program fulfills the dimensions of student academic services	The Study Program has policies that prepare, explain and support students to	IKT	Preparation of guidelines and SOPs, implementation of periodic monitoring and evaluation	Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Person responsible
		ensure academic progress and encourage student success in completing the program.		accompanied by follow-up improvements	
26.8	The Study Program meets the dimensions of student academic performance	The Study Program shows the results of evaluating the development of student academic performance and competency as well as the follow-up actions needed to encourage student academic performance.	IKT	Preparation of follow-up reports and FGDs	Coordinating program

5. Related Documents
   a. Guidelines for the new student admission system
   b. Guidelines for the admission system for new foreign students
   c. Guidelines for accepting students who have academic potential but are economically disadvantaged
   d. Guidelines for admitting students with disabilities
   e. guidance and counseling guidelines
   f. interest and talent service guidelines
   g. soft skills development guidelines

b. scholarship service guidelines

c. health service guidelines

d. Instrument for measuring student satisfaction with student services

e. Report on student service satisfaction survey results

f. Follow-up report on satisfaction survey results

g. Student performance audit report

h. Follow-up report on student affairs audit results

i. Chancellor's Regulations Concerning New Student Admissions Policies

j. Chancellor's Regulations Concerning Foreign Student Admissions Policies

k. Chancellor's Regulations Concerning Admissions Policies for students who have academic potential but are economically disadvantaged

l. Chancellor's Regulations Concerning the Policy for Accepting Disabled Students

m. Chancellor's Regulations Concerning Student Service Policies

n. Chancellor's Regulations Regarding Student Service Satisfaction Surveys

o. Other relevant documents in achieving the standard.

6. References

a. Ministry of Research, Technology and Higher Education. 2019. New Scheme for State University Entrance Selection 2019. http://ristekdikti.go.id

b. SNMPTN. 2019. General Information on SNMPTN 2019. https://snmptn.ac.id

c. College Entrance Test Institute. 2019. SBMPTN 2019. https://sbmptn.ltmpt.ac.id

d. Attachment to BAN-PT Regulation Number 59 of 2018 concerning Guidelines for Preparing Self-Evaluation Reports, Guidelines for Preparing Higher Education Performance Reports, and Assessment Matrices in Higher Education Accreditation Instruments

e. BAN-PT Regulation Number 3 of 2019 concerning higher education accreditation instruments

f. BAN-PT Regulation Number 5 of 2019 concerning study program accreditation instruments

g. Supena A., Munawir Y., Budiyanto, Nur A., Ridwan RT 2017. Guide to Services for Students with Disabilities in Higher Education. Ministry of Research, Technology and Higher Education, Directorate General of Learning and Student Affairs, Directorate of Learning. http://belmawa.ristekdikti.go.id

h. Standards and Guidelines for Quality Assurance in The European Higher Education Area (ESG), 2015

i. Master Manual for The Washington Accord Accreditation, for Science-Based Engineering Programs, version 1.0, July 2018.

j. Attachment 9 to BAN-PT Regulation Number 21 of 2022 concerning EMBA Instruments.

k. LAMSAMA IAPS Undergraduate Assessment Matrix 1.0, 2021

l. Attachment to the Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Educational Scope

C. STANDARD 27. ALUMNI

1. Description

Alumni standards have strategic value in university development. Searching for alumni track records through tracer studies aims to collect information about the waiting period for graduates, the suitability of graduates' work fields, and user satisfaction of graduates in the world of work. The *results* of tracer studies can be used to evaluate various higher education outcomes, improve and guarantee the quality of higher education institutions, relevance and development of university curricula with the application of competencies in the world of work, sources of information for stakeholders, and policy making.

2. Definition of Terms

a. Unesa alumni are graduates from all levels of education at Surabaya State University.

b. Tracer study (TS) is a study tracking the traces of graduates/alumni which is carried out 2 (two) years after graduating.

c. Stakeholders are users of Surabaya State University graduates, including professional, scientific and industrial associations, government and private agencies, as well as practitioners.

3. Standard Reference

a. Circular Letter of the Director General of Learning and Student Affairs No 471/B/SE/VII/2017 concerning Implementation of Study Tracers in Higher Education.

b. Director General of Higher Education. 2021. Handbook of Key Performance

Indicators for State Universities. Jakarta: Ministry of Education and Culture.

c. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
27.1	Unesa has a *Tracer Study Implementation Policy*	Unesa carries out graduate tracking *(tracer study).*	IKT	Making *tracer study guidelines* as determined by the Chancellor's regulations. the university level *tracer study* team based on the Chancellor's Decree Planning the *tracer study program* by *the tracer study team*	WR 1
		Unesa has documents on the results of implementing *tracer studies* on graduates every year.	IKT	Development of tracer study instruments Socialization of the implementation of the tracer study. Carrying out *tracer studies* every year for alumni after 2 years of graduation	● WR 1 ● Tracer Team

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		Unesa conducted a survey of graduate user (*employer*) opinions regarding the quality of alumni	IKT	Planning alumni user satisfaction surveys Developing a survey instrument for graduate users' opinions regarding the quality of alumni The level of user satisfaction of graduates is assessed from the aspects of ethics, expertise in science (main competency), foreign language skills, use of information technology, communication skills, teamwork and development. Implementation of graduate user satisfaction surveys	
		The study program uses tracking results and user	IKT	*tracer study* results and user satisfaction	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		satisfaction surveys to improve: **a.** learning process, **b.** fundraising, **c.** job information, **d.** build networks.		Making reports on *tracer study results* Evidence of follow-up on *tracer study results* to improve: learning process, fundraising, job information and building networks.	
		On average, graduates get their first job < 3 months, at least 66%; less than 6 months minimum 24%; and less than 12 minimum 9%	IKT	Improvements/follow-up are carried out based on the results of *the tracer study*	WR 1, Coordinating program
		Profile of graduates who match their field of work with their field of study at least 81%	IKT		
		Evaluation of the curriculum and learning process in the study program takes into account the	IKT		

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		results of *the tracer study* .			
		Monitoring and evaluation is carried out on the implementation of *the tracer study*	IKT	Monitoring and evaluation was carried out on the implementation of *the tracer study* and follow-up	WR 1, BAKPK
		Monitoring and evaluation is carried out on the achievement of graduate *outcome targets* .	IKT	An audit was carried out on the achievement of graduate *outcome targets*	WR 1, BAKPK
27. 2.	The study program has a strong network with alumni.	Alumni participation in supporting the academic development of study programs in the form of: 1) Curriculum development and achievements of study program graduates 2) Donate funds 3) Facilities donations 4) Involvement in academic activities	IKT	An Alumni Association Association at the Department/Prodi level was formed Establishment of an alumni work program to support the academic development of the study program. Monitoring and evaluation was carried out on the implementation of alumni work	UPPS Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		5) Network development 6) Providing facilities for academic activities		programs in supporting the field of academic development	
		Participation of graduates and alumni in supporting non-academic development of study programs in the form of: a. Donate funds b. Facilities donations c. Involvement in non-academic activities d. Network development e. Providing facilities for non-academic activities.	IKT	Establishment of alumni work programs to support non-academic development of study programs Monitoring and evaluation was carried out on the implementation of alumni work programs in supporting the development of non-academic fields	UPPS Coordinating program

5. Related Documents
    a. Chancellor's regulations regarding *tracer studies*
    b. *Tracer study* guide
    c. SK *Tracer study team*
    d. *Tracer study* work program

e. *Tracer study* instrument

f. *Tracer study* implementation report

g. Follow-up report on *tracer study results*

h. *tracer study* report

i. Audit report on performance results for achieving graduate target *outcomes*

j. Follow-up report on audit results

k. Graduate user satisfaction survey work program

b. Report on graduate user satisfaction survey results

c. Follow-up report on satisfaction survey results

d. Monitoring and evaluation report on the implementation of graduate user satisfaction surveys.

6. References

a. Ministry of Education and Culture. 2022. Tracer Study Questionnaire. On line. https:// pkts.belmawa.ristekdikti.go.id

b. Director General of Higher Education. 2021. Handbook of Main Performance Indicators for State Universities. Jakarta: Ministry of Education and Culture.

c. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

b. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

c. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

d. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

e. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

f. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

g. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study

Programs in Undergraduate Programs in Informatics and Computers .

D. STANDARD 28. COOPERATION

1. Description

This standard is the minimum criterion for cooperation between Unesa and domestic and foreign agencies. The collaboration aims to increase the effectiveness, efficiency, productivity, creativity, innovation, quality, and relevance of implementing the U nesa tridharma to improve the nation's competitiveness. The collaboration includes academic and/or non-academic fields with other universities, the business world, or other parties, both domestically and abroad, based on strategic plans and statutes. Collaboration is carried out through offers and/or requests in a mentor-guided or collaborative pattern.

2. Definition of Terms

a. Collaboration is a joint activity between Unesa and external parties (working partners), whether state/private educational institutions, government/regional government, private sector/BUMN, or other institutions or individuals, domiciled within and/or abroad, which is carried out for mutual interests and benefits, both profit and non-profit based on the agreement stated in the cooperation agreement.

b. The business world is an individual and/or business entity, whether legal entity or non-legal entity, which carries out activities by exerting energy and thought to achieve the goal of making a profit.

c. Other parties are individuals, associations, foundations, and/or institutions, whether legal entities or non-legal entities, which carry out activities by mobilizing energy and thought to achieve humanitarian, social and religious goals that are non-profit in nature.

3. Standard Reference

a. Minister of Education and Culture Regulation Number 14 of 2014 concerning Higher Education Cooperation.

b. Director General of Higher Education. 2021. Handbook of Main Performance Indicators for State Universities. Jakarta: Ministry of Education and Culture.

c. National Accreditation Board for Higher Education Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments.

d. National Accreditation Board for Higher Education Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments.

e. National Accreditation Board for Higher Education Regulation Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Business, Management and Accounting.

f. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope.

g. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences.

h. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Accreditation Instruments for Study Programs in Academic and Vocational Education in the Engineering Scope.

i. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

4. Contents of Standards, Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
28.1	Unesa creates formal policy documents and procedures for developing networks and partnerships (domestic and overseas), and monitoring and evaluating satisfaction of cooperation partners.	There is formal policy and procedure documents, which are comprehensive, detailed, up-to-date and easily accessible to stakeholders, regarding the development of networks	IKT	● *Benchmarks* ● FGD ● Socialization	WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		and partnerships (domestic and international) including how to monitor and evaluate the satisfaction of cooperation partners.			
28.2	Unesa prepares network and partnership development planning documents to achieve the institution's vision, mission and strategic goals.	Valid and targeted network and partnership development planning documents are available to achieve the institution's vision, mission and strategic goals	IKT	● *Benchmarks* ● FGD	WR 4
28.3	Unesa has data on the number, scope, relevance and usefulness of cooperation each year	Network data and collaboration partners are available that are relevant to VMTS and useful for the development of the institutional tridharma of more than	IKT	● Mapping ● Analysis ● FGD	WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		3,000 local/regional and national collaborations as well as more than 150 international collaborations including: Multinational companies/ High standard national companies/Global technology companies/ Technology *startup companies/world class non - profit* organizations /Institutions/ multilateral organizations /Universities included in the QS100 list based on science (QS100 *by subject)* /Universities, faculties or programs studies in			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		relevant fields/government agencies, BUMN and/or BUMD/hospitals/UMKM (Multinational companies/ world-class non-profit organizations /universities included in the QS100 list based on science (QS100 *by subject*)			
28.4	Unesa monitors and evaluates the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as efforts to improve the quality of networks and partnerships to ensure the	There is evidence of monitoring and evaluation of the implementation of partnership programs and the level of satisfaction of cooperation partners as measured by valid instruments,	IKT	● Instrument preparation ● Monev ● Survey ● RTL	WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
	achievement of vision, mission and strategic goals at least every year	as well as continuous improvement in the quality of networks and partnerships, to ensure the realization of the vision , implementation of the mission and achievement of strategic goals.			

5. Related Documents
   a. Unesa collaboration guidelines
   b. Cooperation agreement
   b. Report on collaboration partner satisfaction survey results
   c. Follow up plan

6. References
   a. Minister of Education and Culture Regulation Number 14 of 2014 concerning Higher Education Cooperation.
   b. Director General of Higher Education. 2020. Free Learning Guidebook - Independent Campus. Jakarta: Ministry of Education and Culture.

A. STANDARD 29. LIBRARY
   1. Description
      These Unesa library standards establish the basis for university library management that is able to facilitate the learning process and play a role in improving the academic climate/atmosphere. Unesa library standards refer to the University Library Accreditation instrument, which contains six library

management components, consisting of the following components: 1) Library collection standards, 2) Library facilities and infrastructure standards; 3) Library service standards; 4) Library staff standards; 5) Library management standards, and 6) Library management standards.

2. Definition of Terms
   a. Library collections are all collected materials that are processed and stored in the library to be presented to the public (students) to meet users' needs for information.
   b. Facilities and Infrastructure are everything that can be used as a tool to achieve aims or objectives; tool; media for all activities in the library
   c. Library services include all service activities to users related to the utilization and use of library collections in an appropriate and timely manner for the benefit of library users.
   d. Library personnel are all human resources who have the task of managing and administering libraries starting from the lowest level to the top leadership (Head of the Library).
   e. Library management is that every university maintains a university library.
   f. Library management is a process and effort to achieve library goals by managing and using library resources in the form of people, funds, equipment and library ownership in order to produce their respective works, functions, roles and expertise.

3. Standard Reference
   a. Law number 13 of 2017 concerning National Standards for Higher Education Libraries.
   b. National Higher Education Library Regulation number 10 of 2018 concerning PT Library accreditation instruments
   j. PT APT 4.0 and APS tires.

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
29. 1	Unesa is supported by libraries	a. Collection type 1) Collection library shaped work	IKT	Planning , Analysis, Survey,	● Head Library

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
	with collection References appropriate _ field with adequate amount _	write , work print , digital and/or works record consists on fiction and non- fiction . **2)** Non- fiction collection consists on book must eye lectures , reading general , reference , publication periodic , load local , reports research , and literature gray . b. Amount collection 1) Amount book mandatory per eye course at least 3 (three) titles . 2) Title book enrichment 2 (two) times the amount book mandatory . 3) Audio visual collections are tailored to the needs of each university. 4) Collection source electronic (*e-resource*) quantity and material tailored to the needs of each university. 5) Journal scientific at least 2 (two) titles (subscribe or receive in a way		Procurement , evaluation , control and improvement .	

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		routine) per study program . 6) Magazines scientific popular at least 1 (one) title (subscribe or receive in a way routine) per study program . 7) Payload local (*local content*) or repository consists from results work academic community (thesis , thesis , dissertation , seminar paper , symposia , conferences , report research , reports immortalization society , miscellaneous reports , speeches inauguration , article published in a journal national nor international, internal campus publications , magazines or bulletins campus). c. Development collection Addition Annual collections are at least 3% of the total			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		existing collections (titles) . d. Collection load local Library provide collection load local university concerned , ie collection library form results research , thesis , thesis , dissertation , seminar paper , symposium , conference , report research , reports immortalization society , miscellaneous reports , speeches inauguration , article published in a journal national nor international , internal campus publications , magazines or bulletins campus . e. Collection reference Library provide collection reference such as : dictionaries , encyclopedias , sources biography , bibliography , book handle *(hand book)* , manual, atlas, map , holy book , directory , and abstract . f. Processing material library Library materials described , classified ,			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		given header subject and arranged in a way systematic with a standard system . g. Chop reset / *stock taking* Library do chopped repeat collection least library _ very in 3 (three) years . h. Weeding Weeding carried out at least 1 (one) time in 3 (three) years through coordination with departments / study programs related . Weeding done with consideration condition collection the library is broken and ca n't repaired , and ca n't converted in form other . Apart from that, consider amount collection library too _ much or more provision in policy development collection . i . Preservation collection Preservation collection library covers nature activities _ prevention and control damage physical and/or media transfer fill			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		from one format to another format.			
29.2	Availability means infrastructure library	Building/ area room Building area Unesa library must be at least 0.5 m2 x number all over student . b. Room 1) Composition room Library room includes : a) collection area 45% b) user area 25% c) working area 10% d) other areas/toilets, space guests , seminar/ theater , lobby 20%/ room area expression public . 2) Settings condition room Library do arrangement condition room by : _ a) lighting - reading area (magazines and letters news) 200 lumens - table read (space read general) 400 lumens - table read (space read reference) 600 lumens	IKT	Planning , Use results analysis requirements , workshops , procurement , evaluation , user surveys , and control and improvement .	● WR 2 ● Head Library

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		- 600 lumen circulation area - 400 lumen processing area - access area closed (closed access) 100 lumens - collection area 200 lumen book - working area 400 lumens - viewing area hear 100 lumens b) Humidity - space collection book 45 – 55 rh - space AV/microfilm collection 20 – 21 rh c) Temperature Reading area library , collection area and work space $20^0 - 25^0$ Celsius . c. Means Library provide means library adapted to collection and service , for ensure sustainability function library and comfort with attention			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		users who have need special (disability), such as following : 1. Furniture : Can support activity obtain information and manage library . The least consists on chairs and tables read visitors , librarian chairs and work desks , tables circulation , and multimedia table (1 set/ user). 2. Furniture storage Can keep collection libraries and other equipment for management library . The least consists on rack books , shelves magazines , shelves letter news , cupboard / drawer catalogs , and cabinets that can be locked (1 set/ library). 3. Multimedia equipment The least consists on 1 set of computers equipped with technology information and communication (1 set/ library). 4. Other equipment			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		Minimum consists on book inventory For take notes collection library , book handle processing For cataloguing material References that is chart classification , header list subject and regulations cataloging , as well board announcement (1 set/ library). d. Library location The location of the University Library is central activity learning and easy accessible to the community academics			
29.3	Availability service the library adequate in education , research , and service	Service a. Opening hours library Library provide service to users must be at least 54 (fifty four) hours of work per week . b. Type of service library Type of service least library , consisting _ from : 1) service circulation ; 2) service reference ;	IKT	Planning , Use results analysis needs , workshops , procureme nt , evaluation , control and improvem ent .	● WR 1 ● WR 3 ● WR 4 ● Head library

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		3) service literacy information .			
		Library have material References form dissertation / thesis / thesis / assignment end the minimum amount is equal to the amount Unesa students			
		Library have material References form journal scientific accredited Dikti at least 3 journals subscribed to with number complete in a way continuous Library have material References form journal scientific international Subscribe to at least 3 journals with complete numbers in a way continuous			
		Library have proceeding seminar results offline and online from _ results of national and international seminars at PT/Prodi for 3 years			
		c. Report performance			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		Report performance library includes : 1) report statistics visitors ; 2) report statistics borrowers and repayment ; 3) report statistics usability collection . Report submitted at least 1 (one) time in 6 (six) months to rector or chairman institution education . d. Library Cooperation Library collaborate with other universities, the National Library and other institutions related to education e. Promotion Library Library do promotion in frame introduce functions library , introducing services and services library , and encourage civitas academic For utilise the collection . f. There is a satisfaction survey activity service n from user in a way continuous and present follow carry on from survey			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		results in the work program			
29.4	Library staff	Library Staff University Library staff consists of from head library , librarian , personnel technical library , and energy administration . a. Head library **1)** Library led by one head in charge answer to university leadership . **2)** Qualification head library is power have a minimum of a master's degree in science libraries and information or other masters who have follow education and training library . **3)** Head University Libraries must own certificate competence library issued by the institution certification . b. Librarian Ratio librarian that is for every 500 (five hundred) students at	IKT	Planning , Use results analysis needs , workshops , procurement , evaluation , control and improvement .	● WR 2 ● Head Library

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		least 1 (one) librarian . c. Technical personnel library Ratio power technical that is for every 5,000 (five thousand) students at least 1 (one) person technical library .			
29.5	Organizer of the event Library	**a.** University Library is established and determined by Decree of the Chancellor or Head of the Foundation/Educational Institution. b. Number Tree Library (NPP) Every University Libraries are required tell its existence in a way do register at the National Library of the Republic of Indonesia for obtain number principal library (NPP). c. Structure organization 1) Structure organization The University Library includes head library ,	IKT	Planning , Use results analysis needs , workshops , procurement , evaluation , control and improvement .	Head Library

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		service user , service technical , technological information and communication as well as business administration . 2) Library status is subsystem from system education , not the implementing unit technical . 3) Head Library become member senate university academics . d. Work program In order operate organization , the University Library creates work programs and implements at least semester and annual work programs .			
29.6	Management Library	University Library has plan strategic plan (renstra) which contains : vision , mission , goals and policies that are adjusted to the plan strategic of its parent university . a. Library vision University Library has vision a library	IKT	Planning , Use results analysis needs , workshops , procurement , evaluation , control and improvement .	Head Library

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		that refers to the university's vision .			
		b. Library mission			
		The mission of the University Library is facilitate the learning process as well as role in increase atmosphere academic .			
		c. Purpose of the library			
		University Library aims to :			
		1) provide material library and access information for user For interest education , research and service to society ;			
		2) develop , process and utilize collection ;			
		3) improve literacy information user ;			
		4) utilize technology information and communication ;			
		5) preserve material library , okay fill nor the medium .			
		d. Policy library			
		University Libraries support university policy for interest education , research and service to public through making policy written covering _ components : budget			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		and funding , place location , facilities infrastructure , collection , technology , organization , personnel , utilization and promotion library .			
		e. Function library Function University Libraries namely : 1) function education ; 2) function research ; 3) function information ; 4) function recreation ; And 5) function preservation .			
		f. Budget The university allocates budget library every year at least 5% (five percent) of the total external university budget development physical and salary .			
		g. Technology information and communication Library Universities take advantage technology information and communication For realize administration and management For increase performance			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		library and necessities user .			

5. Related document
   a. Library Service Guidelines Document
   b. Library Management Guidance Document
   c. Library user service/satisfaction survey instrument.
   d. Report on customer/library user satisfaction results.

6. Reference
   a. Law number 13 of 2017 concerning National Standards for Higher Education Libraries.
   b. KKBI.Kemendikdibud.go.id, https://kbbi.kemdikbud.go.id, 2019

E. STANDARD 30. INFORMATION SYSTEMS
   1. Description

   The Surabaya State University (Unesa) information system standard is one of Unesa's additional internal standards which is a minimum standard that regulates systems to provide information for management in making decisions and also to carry out organizational operations where the system is a combination of people, information technology and organized procedures related to Unesa's academic and non-academic activities.

   2. Definition of Terms
   a. A management information system or management information system is a planning system that involves internal parts of an institution or agency which includes the use of technology, procedures and human interaction to solve organizational problems such as services, budgets, or determining appropriate organizational strategies.
   b. Information Management is the management of information resources from a collection of data into useful information that can be utilized by an organizational environment.

3. Standard Reference
    a. National Accreditation Board for Higher Education. 2019. Undergraduate Study Program Accreditation Instrument. Jakarta: BAN-PT.
    b. Article 77 Permenristekdikti number 15 of 2016 concerning Unesa OTK

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
30.1	Learning in the study program is supported by information systems 6.3.1	Unesa has an information system and facilities used by study programs in the learning, research and PkM processes which are proven to be effective, including all of the following facilities. 1) computers connected to a wide network/internet, 2) sufficient number of licensed *software*. 3) *e-learning* facilities are used well, 4) *on-line* access to library collections. 5) *- learning* services (*e-books, e - journals , e-repositories*)	IKT	Planning, Analysis, Survey, Procurement, performance evaluation, strengthening program (through control and improvement).	● WR 1 ● WR 2 ● WR 4 ● PPTI

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
30.2	Unesa has a good information system and facilities 6.3.2	The information systems and facilities used by Unesa in administration include all of the following facilities. 1) Computers connected to a wide network/internet 2) Adequate database *software* . 3) Access to relevant data is very fast.	IKT		
		Unesa has an information system for managing infrastructure and facilities that is transparent, accurate and fast .	IKT		
		complete, effective and objective decision-making support system .	IKT		
		The information system developed by Unesa includes at least: **(1)** Institution *website* **(2)** Internet facilities **(3)** Local network	IKT		

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		(4) Wireless network It has been used for internal and external campus communications and provides easy access to information sources			
		Unesa has a KBPM ≥ 0.75 per student	IKT		
		The university information system has high data accessibility	IKT		
30.3	Accessibility of data in information systems, Unesa has *a blue print* for the development, management and utilization of a complete information system.	Each type of data has an assessment based on the following rules: **1)** Data is handled manually **2)** Data is handled by computers without a network **3)** Data is handled by computers, and can be accessed via a local area network (LAN) **4)** Data is handled by computers, and can be accessed via a wide network (WAN)	IKT	Planning, use of the results of needs analysis, workshops, procurement, evaluation, user surveys, as well as control and improvement.	● WR 1 ● WR 2 ● WR 4 ● PPTI

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
30.4	Unesa has formal documents and Information System management guidelines that cover several aspects at PT	There are formal documents and guidelines for managing Information Systems which include: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) PkM, 6) human resources, 7) finance, 8) facilities and infrastructure, 9) information system, 10) quality assurance system, and 11) cooperation	IKT	Unesa creates and establishes formal documents and Information System management guidelines that are integrated, detailed and have compatibility between 11 aspects	• WR 1 • WR 2 • WR 4 • PPTI
30.5	Unesa has valid evidence regarding the implementation of policies and management guidelines covering 14 aspects	Availability of valid evidence regarding the implementation of policies and management guidelines with consistent, effective and efficient application covering 14 aspects: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) PkM, 6)	IKT	• PPTI implements management policies and guidelines with consistent, effective and efficient implementation covering 11 aspects. • PPTI periodically documents	• WR 1 • WR 2 • WR 4 • PPTI

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		HR, 7) finance, 8) facilities and infrastructure, 9) information system, 10) quality assurance system, and 11) Cooperation, 12) Providing a website page for lecturers' work data regarding the number of patent IPRs, 13) Providing a website page for lecturers' work data regarding number of science and technology/art works, and 14) Providing a website page for foreign student data documents in the last 5 years (TS-4 to TS).		evidence regarding the implementation of management policies and guidelines. ● Conduct service satisfaction surveys using existing Information Systems.	
30.6	Unesa has an ICT (Information and Communication Technology) system to collect data that is	There is valid evidence that the Information System at Unesa has carried out its function of collecting data that is accurate, accountable and maintains confidentiality. The existence of an information system	IKT	● PPTI documents evidence. The information system at the University functions well to collect data that is	● WR 1 ● WR 2 ● WR 4 ● PPTI

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	accurate, accountable and maintains confidentiality.	for administrative services that is proven to be effective in fulfilling the following aspects: 1) includes academic services, finance, human resources, and facilities and infrastructure (assets), 2) easily accessible to all work units within the institution, 3) complete and up to date, 4) all types of services have been integrated and used for decision making, and 5) All types of integrated services are evaluated periodically and the results are followed up to improve the information system.		accurate, accountable and maintains confidentiality on a regular basis. ● Carrying out periodic evaluations of Information Systems as well as control and improvement.	

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
30.7	Unesa has *a Blueprint* for the development, management and utilization of a complete information system.	*The blue print* contains the development, management and utilization of information systems, which includes: 1) adequate infrastructure and facilities 2) management unit at the institutional level 3) data flow system and data access authorization, 4) *disaster recovery system* .	IKT	Planning, Analysis, Survey, Procurement, performance evaluation, strengthening programs through control and improvement.	● WR 1 ● WR 4 ● PPTI
30.8	Availability of ICT (Information and Communication Technology) systems to manage and disseminate knowledge	The existence of an information system for learning, research and PkM services that has been proven to be effective in fulfilling the following aspects: 1) *e-learning* services , libraries (*e-journals, e-books, e-repositories* , etc.),	IKT	● Unesa has an information system for learning, research and PkM services in accordance with integrated standards ● Conduct regular evaluations of service types, the	● WR 1 ● WR 4 ● PPTI

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		2) easily accessible to academics, and **3)** All types of services are evaluated periodically and the results are followed up to improve the information system.		results of which are followed up to improve the information system through control and improvement.	
30.9	UPPS and Study Programs can properly access information system facilities as seen from the availability, up-to-dateness and readiness of information and communication technology facilities and	There is evidence of the Adequacy and Accessibility of Information and Communication Technology Facilities. The adequacy of facilities can be seen from the availability, up-to-dateness and readiness of information and communication technology facilities and equipment utilized by UPPS for: **a.** collect data quickly, accurately and responsibly and maintain confidentiality. **b.** managing educational data	IKT	Collecting data, evaluating adequacy and up-to-dateness, as well as controlling and improving service improvements.	WD 2 Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	equipment	(university management information systems: academic, library, HR, finance, assets, *decision support system* , etc.) c. disseminating knowledge (*e-learning, e-library* , etc.).			
30.10	Quality assurance is carried out by evaluating informatics standards and carrying out periodic controls and improvements	There are monitoring and evaluation activities of services, controlling program improvements in accordance with informatics developments consistently	IKT	Audit, Evaluation of results, Improvement of activities from audit results and user responses	PPTI
		There are results from responses from users of information services at Unesa	IKT		

5. Related document
    a. Information Systems Service Guidance Document
    b. Service/user satisfaction survey instrument
    c. Information Systems Development Document
    d. Information System development data at PT

6. Reference
   a. Indra Kharisma Raharjana, 2017, Information Systems Development Book Using Agile Methodology
   b. Moh Idochi Anwar, 2018. Information Systems Development at PT

F. STANDARD 31. CURRICULUM
1. Description

   The curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve the goals of Higher Education. Curriculum standards are the minimum criteria to guarantee the quality of academic program implementation at the study program level.

2. Definition of Terms
   a. The curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve the goals of Higher Education.
   b. The Indonesian National Qualifications Framework, hereinafter abbreviated to KKNI, is a competency qualification grading framework that can compare, equalize and integrate the fields of education and the fields of work training and work experience in the context of providing recognition of work competencies in accordance with the work structure in various sectors.
   c. Study Program is a Study Program is a unit of education and learning activities that has a specific curriculum and learning methods in one type of academic education, professional education, and/or vocational education.
   d. Academic education is higher education with undergraduate/applied graduate programs and/or postgraduate programs which are directed at mastering and developing branches of science and technology.

3. Standard Reference
   a. Law Number 20 of 2003, concerning the National Education System
   b. Law Number 12 of 2012 Article 35 paragraph 2 concerning curriculum
   c. Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education Institutions
   b. Presidential Regulation number 8 of 2012, concerning the Indonesian

National Qualifications Framework (KKNI)

c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Higher Education Standards

d. Minister of Research and Higher Education Regulation Number 44 of 2015 concerning National Higher Education Standards (SN Dikti)

e. Circular Letter of the Minister of Research, Technology and Higher Education Number 255/B/SE/VIII/2016 concerning Guidelines for Preparing the Higher Education Curriculum

f. BAN PT Regulation Number 59 of 2018 concerning Instruments for preparing LED and LKPS APS 4.0

g. Guide to Preparing Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campus 2020

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
31.1	Unesa has a curriculum development policy	Unesa has a curriculum development policy that considers: 1) job needs and competitiveness 2) provision of skilled human resources to anticipate current and future needs, 3) industrial development, 4) developing graduates' abilities for entrepreneurship, and	IKT	• Socialization • Benchmarking • Workshops	WR 1

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		5) application of dual system learning methods (*dual system*), in industry and at universities.			
31.2	Unesa has curriculum development guidelines	Unesa has curriculum development guidelines which include: **1)** Graduate profiles, learning outcomes that refer to KKNI, study materials, curriculum structure and RPS that refer to SN-Dikti and benchmarking at international institutions, the latest regulations, and sensitivity to current issues including character education, SDGs, narcotics, and anti-drug education corruption in accordance with the educational program being implemented, 2)	IKT	● Socialization ● Benchmarking ● Workshops	WR 1

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		Mechanism for determining (legality) of the curriculum which involves authorized elements within the institution in an accountable and transparent manner.			
	Unesa has implementation guidelines curriculum	Unesa has curriculum implementation guidelines which include planning, implementing, monitoring and reviewing the curriculum which takes into account feedback from stakeholders, achieving strategic issues to ensure suitability and up-to-dateness.	IKT	● Socialization ● Benchmarking ● Workshops	WR 1
31.3	The study program evaluates and updates the curriculum involving stakeholders	The study program evaluates and updates the curriculum regularly every 4 to 5 years involving internal and external stakeholders, and is reviewed by experts	IKT	● Socialization ● Benchmarking ● Workshops	WR 1

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		in the study program, industry, associations, and according to developments in science and technology and user needs. Evaluation			
		All courses listed in the curriculum are equipped with an updated Semester Learning Plan (RPS).	IKT	● Workshops ● Dissemination	Coordinating program
31.4	The study program has a curriculum that contains learning outcomes in accordance with the graduate profile and KKNI level 6 (permenristekdikti no. 44 of 2015)/SKKNI as appropriate).	Learning outcomes are derived from the graduate profile which refers to 1) results of agreements with associations/professions 2) meet the KKNI level 3) in accordance with *the Program Educational Objectives (PEO)*	IKT	● Benchmarking ● Workshops ● Sanctioning ● Public test	Coordinating program

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
31.5	The study program has a curriculum structure in establishing learning outcomes.	The study program has a curriculum structure in the form of a competency map in accordance with the sequence of learning outcomes that are internationally competitive and provide flexibility to facilitate diversity of interests and talents through selected MK.	IKT	● Workshops ● FGD	Coordinating program
		The study program curriculum contains a curriculum matrix/map	IKT	Workshops	Coordinating program
31.6	The study program curriculum has flexibility in the weight of elective courses (BMKP) in credits and the ratio of elective courses (RMKP) in the credits provided/implemented to the credits of elective courses that must be taken are considered as elective courses.	The study program has a curriculum that contains BMKP ≥ 9 credits and provided/implemented ≥ 2 credits of elective courses that must be taken	IKT	Documentation	Coordinating program

5. Related document
   a. Academic Manuscript Documents
   b. Chancellor's Regulations
   c. Guidelines for Preparing the 2020 MBKM Higher Education Curriculum
   d. SK/ST Curriculum Preparation Task Force Team
   e. Study Program Curriculum Document
   f. Minutes of Curriculum Preparation
   b. List of Participants Attendance
   c. Association CP Formulation

6. Reference
   a. Law Number 20 of 2003 concerning the National Education System
   b. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI)
   B. Minister of Education and Culture Regulation Number 73 of 2013 concerning Implementation of the Indonesian National Qualifications Framework for Higher Education
   C. Minister of Research and Higher Education Regulation Number 44 of 2014 concerning National Higher Education Standards (SN Dikti
   D. Circular Letter of the Minister of Research, Technology and Higher Education Number 255/B/SE/VIII/2016 concerning Guidelines for Preparing the Higher Education Curriculum
   E. BAN PT Regulation Number 59 of 2018 concerning Instruments for preparing LED and LKPS
   F. Guide to Preparing Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campus 2020

G. STANDARD 32. GOVERNANCE, LEADERSHIP AND QUALITY ASSURANCE
   1. Definition

   Standards for governance, leadership, and quality assurance are additional standards developed by BPM Unesa and become a reference for study programs to implement good university governance. This standard is a reference for study programs to implement the tri dharma of higher education, such as education, research, and PkM . Standards for governance, leadership and quality assurance are developed based on national standards for study program management.

   Adequate and quality governance refers to the governance organization

(OTK) or organizational system developed at the university, faculty and study program levels. Based on the existing organizational system, managers carry out their roles based on the main tasks and functions that have been agreed upon and become a reference for the credibility and accountability of managers towards the applicable organizational system.

In implementing good university governance, five pillars of government serve as a reference, namely credible, transparent, accountable, responsible and fair. Each institution carries out its managerial activities based on applicable rules and regulations so that predetermined performance indicators can be achieved and exceeded. Apart from that, management of universities, faculties and study programs should be transparently based on applicable regulations and open. Meanwhile, accountable, managers are responsible for their position and primary duties. Furthermore, managers should report every activity or program under their control openly as a form of responsibility. Apart from that, managers treat their staff fairly in terms of work and the rewards they deserve. Providing rewards and punishment is not given because of the elements of liking and liking , but based on the achievements obtained .

Good governance also requires managers to have operational, organizational, and public leadership characteristics. Operationally, a manager carries out his main duties based on applicable laws. Organizational leadership characteristics refer to organizational governance (OTK), how a manager coordinates and communicates according to his main responsibilities and functions with other managers in an organizational system. Meanwhile, the characteristics of public leadership expect a leader who can communicate within the general public and foster cooperation at both national and international levels.

Regarding cooperation, managers (leaders) are expected to be able to collaborate with surrounding institutions as well as at national and international levels. The collaboration should help implement the tri dharma of higher education, namely cooperation in the fields of education, research and community service so that the partnership carried out over a specific time is valuable and sustainable. Institutions that are considered ' excellent ' can carry out cooperation at the national and international levels and maintain the ' sustainability ' of existing collaboration.

Management of an institution/agency also refers to the managerial stages of governance starting from planning , organizing , selecting and placing personnel , implementing , monitoring and supervising , controlling ,

supervising & controlling . , assessment (assessment & evaluation) and reporting (reporting) as well as development (developing). The management phase starts from planning which is then carried out based on personal organization and coordination in managing management. Supervision and control up to assessment are also required and then reported manually and electronically to all stakeholders (internal and external) to become a reference for development.

The governance and civil service implementation should be measured in a quality assurance system that refers to the PPEPP pattern (Planning for Implementation, Evaluation, Control and Improvement). Suitable management activities are always planned and implemented based on procedures that have been developed and verified. Exemplary management implementation is evaluated based on validated instruments where monitoring and evaluation results are discussed at management review meetings. The results of the management review meeting are used as a basis for improving and improving the implementation of civil service and governance. The results of the PPEPP are socialized to stakeholders, both internal stakeholders and external stakeholders and can be accessed by all stakeholders.

The management and management system of a college (university) can reflect 'strong leadership' where the entire academic community realizes the best possible governance, governance and managerial procedures. All pillars and management phases can guarantee effective and efficient management towards a good governance university . The implementation of good governance at the university cannot be separated from the existing quality assurance system. Implementation of quality assurance refers to institutional policies and applicable regulations as well as a code of ethics where managers must follow these regulations in implementing the tri dharma of higher education and cooperation.

2. Definition of Terms
   a. Civil service is a system that can make leadership, management systems and quality assurance run effectively within the university/institution that manages the study program.
   b. Governance is a management system that must effectively and efficiently carry out the functions of planning, organizing, staff development, direction and supervision.
   c. Accountability is the embodiment of the obligation of a government agency

to take responsibility for the success/failure of implementing activity programs that have been mandated by stakeholders in order to achieve the organization's mission in a measurable manner with performance goals/targets determined through performance reports prepared periodically.

d. Leadership is a person's ability to influence all individual and group behavior in achieving goals. Strong leadership is characterized by visionary leadership (which is able to formulate and articulate a realistic, credible, attractive vision of the future).

e. Academic integrity is the moral principles applied in the academic environment, especially those related to truth, justice, honesty. The values upheld in academic integrity include six aspects, namely: honesty, trust, fairness, respect, responsibility and humility.

f. Risk management is a structured approach to managing uncertainty related to threats; a series of human activities including risk assessment, developing strategies to manage them and mitigating risks using empowerment/resource management.

g. Performance achievements are performance successes that are measured, analyzed, evaluated, and there is follow-up for improvement steps

h. The University Quality Assurance System is a systemic activity to improve the quality of higher education in a planned and sustainable manner.

i. The Internal Quality Assurance System (S PMI) is a systemic activity of guaranteeing University quality by each University autonomously to control and improve the administration of the University in a planned and sustainable manner.

j. The External Quality Assurance System (S PME) is an assessment activity through accreditation to determine the feasibility and level of quality achievement of study programs and universities.

k. Stakeholder satisfaction is the level of satisfaction of internal and external stakeholders with each criterion as measured by a satisfaction instrument that is valid, reliable and easy to use and implemented regularly.

3. Standard Reference
   a. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336)
   b. Government Regulation Number 4 of 2014 concerning the Implementation

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

c. Minister of Research, Technology and Higher Education Regulation No. 51 of 2016 concerning Implementation of the Performance Accountability System for Government Agencies in the Ministry of Research, Technology and Higher Education

d. Minister of National Education Regulation No. 53 of 2008 concerning Guidelines for Preparing Minimum Service Standards for State Universities that implement Public Service Agency management

e. Minister of Research, Technology and Higher Education Regulation No. 62 of 2016 concerning the Higher Education Quality Assurance System

f. BAN-PT Regulation Number 59 of 2018 concerning Guidelines for Preparing Self-Evaluation Reports, Guidelines for Preparing Higher Education Performance Reports, and Assessment Matrices in Higher Education Accreditation Instruments

g. Regulation Rector of Surabaya State University Number ... 2023 about _ Organization and Work Procedures Elements under the Chancellor of Surabaya State University

h. Surabaya State University Statutes

4. Contents of Standards , Indicators, Types of Performance Indicators, Strategies and Responsible Persons

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
32.1	Unesa has formal documents of the civil service system which are translated	The civil service document includes five pillars such as credible, transparent, accountable, responsible	IKT	Ensure that civil service system documents have been evaluated and arranged according to needs to ensure accountability, sustainability and	• Senate academic • Rector • WR 1 • WR 2 • WR 3 • WR 4 • Planning Team

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	into various policies and regulations that are used consistently, effectively and efficiently according to the institutional context and ensure accountability, sustainability, transparency and mitigation of potential risks	and fair in manual and electronic form which can be accessed by all stakeholders (internal and external) thereby ensuring accountability, sustainability and transparency as well as mitigating potential risks.		transparency as well as mitigating potential risks. The civil service system documents include: 1. Statute 2. OTK 3. Position Description 4. Academic policy 5. Unesa Standards 6. Minimum Service Standards 7. Long term plan 25 years (Renip), medium term 5 years (Renstra), short term 1 year (Renop) which refers to the ministry's strategic plan 8. Performance agreement containing program objectives, performance indicators, performance	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				targets and budget 9. Performance results measurement document 10. Performance data reporting 11. The performance report contains an overview of the achievement of targets as stipulated in the performance agreement 12. Performance report evaluation results 13. Internal Quality Assurance System Document to ensure standards are achieved through the PPEPP cycle (Quality Manual, Quality Procedures, Audit Guidelines,	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				Audit Instruments, Audit Reports, Follow-Up, Standard Improvement	
				14. Internal Supervisory System Document	
				15. Management information system blue print	
				16. HR Planning in *the Human Capital Development Program* (HCDP)	
				17. Determination of risk management policies, strategies and methodologies	
				18. Formation of organization and risk management tasks	
				19. Determination of risk management operational	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				framework and policies **20.** determination of *risk assessment* **21.** determining *risk response* **22.** Preparation of Chancellor's regulations regarding: **1)** SPMI Guidelines **2)** Academic guidelines **3)** Basic curriculum framework **4)** Personnel Guidelines **5)** Financial Guidelines **6)** Cooperation Implementation Guidelines **7)** Guidelines for making proposals for opening new study programs **8)** Quality Assurance	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				work procedures **9)** Curriculum Evaluation Guidelines **10)** Determining educational priorities **11)** Determining Priorities for Research and Innovation Sectors	
32.2	Unesa has valid evidence (formal policy documents and regulations) to ensure the integrity and quality of institutions that are implemented consistently,	Valid evidence of the integrity and quality of civil service, governance and leadership as well as cooperation is reported to all interested parties as evidence of 'good university government'.	IKT	• Issuance of regulations related to rules and sanctions for *academic misconduct violations* • Preparation of guidelines, Quality Manual and Quality Procedures (PM) as well as the Chancellor's Decree for handling violations in the academic and research fields	• Rector • WR 1 • WR 1 • WR 2 • Ethics commission • Legal bureau

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	effectively and efficiently.			• Preparation of guidelines for implementing the code of ethics • Preparation of PM related to handling code of ethics violations • Code of ethics implementation report • Follow-up and changes in follow-up results	
32.3	Unesa has formal document structure organization , including *an industrial advisory board* which is tailored to the needs of the program being held and institutional work	The revised organizational structure documents and management duties according to the new university status are uploaded on the official website and can be accessed by all stakeholders (internal and external) manually and electronically.	IKT	• Evaluation and improvement of Urjab is related to several additional new organizational structures • Issuance of Chancellor's Decree regarding Unesa's new organizational structure • Issuance of Chancellor's Decree regarding Unesa's new Urjab	• Rector • WR 2 • Legal bureau

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	procedures which are equipped with duties and functions to ensure the implementation of university functions consistently, effectively and efficiently				
32.4	Unesa has Valid evidence regarding good practices in realizing *Good University Governance* (GUG) includes aspects: credibility,	1. Implementation documents for the 5 pillars of civil service (credible, transparent, accountable, responsible and fair) can be easily accessed	IKT	Evidence of GUG good practice Credibility aspect: Fulfillment of standards for the academic quality and quantity of lecturers and staff • Planning achievement targets and strategies for achieving academic quality and quantity	WR 1 WR 2 Staffing

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	transparency, accountability, responsibility, fairness and consistent, effective and efficient risk management. The university publishes a summary of the annual report to the public.	manually and electronically. 2. Risk management as a reference for the implementation of governance is minimized so that the achievement of indicators can be increased. 3. LAKIN as a form of reporting to the community is expected to be ranked first in reporting performance achievements.		standards for lecturers and staff that have been determined in the Strategic Plan and Renop • updating data on academic levels and lecturer ranks as well as mapping the needs and competency development of lecturers and staff • Audit of achievement of performance targets • Follow-up • Changes in follow-up results • Improved standards • Publication of audit results	BPM Rector Rector, WR 4, and Planning Team, BPM, PPTI, each work unit

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				Fulfillment of standards for quantity and quality of cooperation (data on the amount of cooperation, implementation of cooperation, partner satisfaction and sustainability) - Planning achievement targets and strategies for achieving quality and quantity standards of cooperation - Preparation of cooperation guidelines - Preparation of cooperation SOPs (update of cooperation quantity data) - Audit the achievement of	Rector Chancellor, WR 2, Dean, Postgraduate Director, Study Program Coordinator, lecturers, staff

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				cooperation targets • Follow-up • Changes in follow-up results • Improved standards • Publication of audit results Recognition and Actualization HR expertise to the public • Planning achievement targets and strategies for achieving public leadership • Audit of the achievement of public leadership targets • Follow-up • Changes in follow-up results • Improved standards	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• Publication of audit results Fulfillment of managerial capacity by compiling Renip, Restra and Renop documents • arranged management guidelines , regulations and SOPs academic , finance and infrastructure, academic and student services • Audit and follow-up on audit results Transparency Aspect • Implementation of an ICT-based management system • Dissemination of information via electronics	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• Dissemination of information through outreach, periodic meetings, leaflets and mass media • Internal audit Accountable Aspect Implementation of the mandate as well as national strategic direction and policies: • Implementation of the mandate through permits and identity in the statute • Formulation of policies in the implementation of national strategies and. leading to meeting national and global needs.	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				Guaranteed quality and relevance of tridharma *output* and *outcomes* Guaranteed effectiveness and efficiency, as well as financial transparency and accountability Responsibility Aspect 1. Availability of Urjab documents that are socialized and understood by every organ and work unit 2. Availability of reports on the implementation of duties and authority according to Urjab Fair Aspect Implementing the principle of meritocracy in	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				employee management in the following aspects: • Appointment of employees and officials (document: Chancellor's regulations and about requirements and appointment candidate leaders and employees , POS regarding the election process leader . • Lecturer and staff career development • Job promotion • Assignment of assignments • Payroll • Rewards and sanctions for employee performance and discipline.	
32.5	Unesa has complete institution _ carry	As proof of quality assurance, the existence and functioning of	IKT	• There is a Chancellor's regulation regarding the implementatio	Ethics Commission

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	out or function in enforcing the code of ethics to ensure values and integrity consistently, effectively and efficiently.	quality assurance institutions and systems are evaluated periodically (every year) by internal and external quality assurance.		n of the code of ethics for lecturers, staff and students. ● There is a code of ethics guidelines ● handling SOP violation code ethics ● There is a report on the implementation and results of handling code of ethics cases	
32.6	Unesa has documented and valid evidence regarding the establishment of good communication between leadership and internal stakeholders which is carried	Achievement of the vision and mission based on appropriate strategies is evaluated and the results are reported and uploaded to electronic media to be accessed by all stakeholders (internal and external). Furthermore, the results of the evaluation	IKT	● There is a Chancellor's regulation regarding requirements for appointing leaders ● There are documents for submitting nominations for leadership candidates ● There are documents regarding the decision-making process	Academic Senate Rector University, Faculty, Postgraduate, Head of Bureau, Head of Institutions, Head of Central

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	out programmatically and intensively to encourage the achievement of the institution's vision, mission, culture and strategic goals.	of the achievement of the vision and mission are used as a reference for institutional development.		for appointing leaders ● There is an integrity pact ● There is an appointment decree	
		Good communication is established and recorded manually and electronically where evidence of communication can be accessed by all stakeholders (internal and external)		● Implementation of VMTS socialization and the University's quality culture ● Implementation of scheduled coordination meetings between leadership and internal stakeholders and Management Review Meetings	Chancellor, Vice Chancellor, BPM, BPI, Head of Bureau , Head of Institution and all heads of faculties and study programs
32.7	Unesa has documented and valid evidence of a comprehensive review	Evidence of assessing and improving leadership characteristics and leadership capabilities as evidence of performance	IKT	● Implementation of performance audits, follow-up and leadership improvement changes that occur	BPM, BPI Rector, WR 2

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	and effective improvement of the implementation of leadership and personnel at various levels of management to achieve planned organizational performance.	achievement can be accessed by all stakeholders (internal and external) manually and electronically.		• Evaluation of Management Structure	
32.8	Unesa has formal proof of functioning system management university functional and operational which includes 9 aspects that are	Evidence of the implementation of 9 aspects of governance/managerial (planning, organizing, selecting and placing personnel, implementing, monitoring and supervising, controlling,	IKT	Documents available: • Planning : Renip , Strategic Plan , Renop , RBA, HDCP, Technology blue print Information • governance SOPs , meetings Management Quality Review , Leadership Coordination	Chancellor, Deputy Chancellor, Head of Bureau, PPTI, BPM, BPI

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	implemented consistently, effectively and efficiently.	assessing, reporting and developing) refers to the SOP and its implementation is evaluated periodically.		Meeting, Institutional Coordination Meeting, Faculty Coordination Meeting, Study Program Coordination Meeting ● Staffing: Regulations Chancellor and SOP about recruitment , selection , placement , retention and dismissal for lecturers and staff. HCDP planning ● Implementation . Must be a visionary (complying VMTS documents standard); Have a strategic plan (document renip , strategic plan and renop); Operate management	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				risks (risk assessment results , reports monev management risk); Guard reputation (accreditation and certification documents study program , cooperation documents , documents public leadership ; Guard integrity (evidence implementatio n main duties); Focus on goals and results (evidence achievement of the tridharma and cooperation program) ● Controlling: Coordinating with Hosts and BPI in implementing controlling.	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
				• Control . After done evaluation , the results are used as material for RTM • Assessment . Evaluation performance • Reporting . reporting done to all units that require manual and electronic • Development . The results of the evaluation and RTM are followed up and used as a reference for institutional development	
32.9	Unesa has formal documents and management guidelines that are detailed and have compatibility	Management which refers to 11 aspects (education, conducive academic atmosphere & scientific autonomy, student affairs, research, PKM, HR, finance, facilities &	IKT	Preparation of management guidelines consisting of: **a.** Planning Guidelines and SOPs **b.** Implementation Guidelines and SOPs Work Plan **c.** Monitoring and Evaluation	WR 1 WR2 WR 3 WR 4 BPM PPTI

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	between 11 aspects	infrastructure, management information system, quality assurance system and cooperation) is carried out in accordance with applicable SOPs, where SOPs and instruments are evaluated and followed up where the results of the evaluation and follow-up can be accessed easily.		Guidelines and SOPs which concerns the following 11 aspects: **1)** education, **2)** development of academic atmosphere and scientific autonomy, **3)** student affairs, **4)** study, **5)** PkM, **6)** HR, **7)** finance, **8)** facilities and infrastructure, **9)** information Systems, **10)** quality assurance system, and **11)** cooperation	
32.10	Unesa has valid evidence regarding the implementation of policies and management guideline	Evidence of RTM results as a form of audit of 11 management aspects at universities can be accessed properly for improvement activities/prog	IKT	There are performance reports available for each work unit which is responsible for 11 aspects. SIMUTU is available to assess performance achievements in 11 aspects.	Vice Chancellor , Coordinating Study Program , WD 1, WD 2 , Deputy Director for Academic and Student Affairs, Deputy Director for General

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	s with consistent, effective and efficient implementation covering 11 aspects.	rams, both manually and electronically.			Affairs and Postgraduate Finance, BPM
32.11	Unesa has formal plan document strategic and evidence of the preparation mechanism as well as approval and determination, which includes 5 aspects and there are benchmarks with similar universiti	Availability document The Strategic Plan has been uploaded to the system university information and can be accessed both manually and electronically. In addition, there is evidence of the involvement of internal and external stakeholders in the preparation process. Evidence is available that the revised RENSTRA	IKT	Availability of Strategic Plan Documents that: 1. based on self-evaluation from the previous Strategic Plan 2. involving stakeholders 3. refers to VMTS 4. analysis of internal and external conditions 5. ratification of the Strategic Plan 6. implementation of benchmarks with similar universities at international level as a basis for planning the development of	Rector, WR 4 Planning Team

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	es at international level	refers to changes and improvements to the previous RENSTRA. RENSTRA refers to the institution's VMTS. The existing RENSTRA is legalized by the authorized institution and its achievements are evaluated regularly.		*the International University*	
32.12	Unesa has implementing SPMI as proven by the existence of 5 aspects, having standards that exceed those of SN-DIKTI, and implementing risk-	Internal quality assurance documents such as quality assurance governance organizations and policy decrees for the establishment of assurance organs, quality assurance documents and the implementation of internal	IKT	Establishment of quality assurance organizations at university, faculty and study program levels (SK BPM, GPM and UPM) Compilation of SPMI documents: quality commitment statement, quality policy, quality standards, quality manual, instruments determined by	Rector Dean BPM Rector BPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	based SPMI (*Risk Based Audit*) or other innovations.	audits and reports have been uploaded to the university's quality assurance management information system and can be accessed for management review meetings. The results of the RTM are followed up to develop an institutional quality assurance system.		Chancellor's regulations) Developing a policy regarding internal quality audits Arranged audit guidelines Arrangement of auditor requirements There is an Auditor's Decree Audit Schedule Planning Audit Implementation Availability of Audit Reports Availability of evidence of follow-up and changes	BPM Rector BPM BPM BPM BPM
32.13	Unesa has valid evidence regarding good practices in developing a quality	Valid evidence of the implementation of elements such as internal audit results, feedback, performance assessment	IKT	● Establish Chancellor's regulations regarding the implementation of RTM. ● Carrying out RTM	Chancellor, BPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	culture at universities through management review meetings, which have a discussion of 7 elements on the agenda.	(process & product), performance improvement and performance improvement, status of preventive and corrective actions, follow-up to previous reviews, changes that may affect the quality management system, and recommendations for improvements have been uploaded to the university information system and can be accessed both manually and electronically.		which discusses: 1. Internal audit results 2. Feedback 3. Process performance and product suitability 4. Preventive and corrective actions 5. Follow-up 6. Resulting changes 7. Recommendations Improve standards 8. Make Management Review Meeting reports	
32.14	Unesa has external certification /accredita	Obtained a superior accreditation title from the National	IKT	● Socialization of international accreditation/certification	BPM , GPM International accreditation/certification task force

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	tion by institutions international or internationally reputable	Accreditation Agency (BAN-PT) for university accreditation , as well as an excellent (unconditional) recognition opinion from international accreditation institutions.		- Training in preparing international accreditation/certification forms - Formation of a task force team to assist in the implementation of international accreditation/certification - Assistance in preparing international accreditation/certification forms - Fulfillment of requirements for international accreditation/certification - Carrying out visitations	
32.15	Unesa has Number of study programs in the main program that are	Received the title of 'excellent' accreditation from a reputable international accreditation	IKT	- Socialization of international accreditation/certification - Training in preparing international accreditation/ce	BPM, GPM International accreditation/certification task force

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	accredited by reputable international institutions.	agency. The expected increase is 20% of existing study programs accredited as superior by international accreditation institutions within three years.		rtification forms • Formation of a task force team to assist in the implementation of international accreditation/certification • Assistance in preparing international accreditation/certification forms • Fulfillment of requirements for international accreditation/certification • Carrying out visitations	
32.16	External audits are carried out by a Public Accounting Firm with an Unqualified *Opinion*	Received 'Unqualified' (WTP) status from the national public accountant 'Financial Audit Agency' (BPK)	IKU IKT	Implementation of BPI internal audits, follow-up on audit results, and changes to obtain KAP audit results with WTP opinions	BPI

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
32.17	Unesa is capable increase mark Excellent study program accredited status by BAN-PT or the Independent Accreditation Institute (LAM) periodically	Received 'Excellent' accreditation status for 90% of existing study programs from the National Accreditation Body (BAN-PT) or Independent Accreditation Institute (LAM) which is nationally recognized for study programs at UNESA. 90% of existing study programs received superior accreditation status from LAMDIK in the next five years.	IKT	• Socialization of accreditation with 9 criteria • Training on preparing LEDs and LKPS • Assistance in preparing LED and LKPS • Simulation assistance and visitation preparation • Visitation assistance	BPM GPM
32.18	Unesa has formal policy and procedure	Collaboration documents are uploaded to the university information system where	IKT	• Preparation of comprehensive and up-to-date network and partnership development	WR 4 PPTI BPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	documents , which are comprehensive, detailed, up to date and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international) including techniques for monitoring and evaluating cooperation partner satisfaction	the results of measuring the level of satisfaction of domestic and foreign collaboration partners can be accessed both manually and electronically.		policy and procedure documents ● Socialization of cooperation guidelines ● Use of IT for easy access ● Preparation of cooperation monitoring and evaluation guidelines ● Preparation of partner satisfaction monitoring and evaluation instruments ● Compilation of collaboration report templates	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
32.19	Unesa has document planning development valid and targeted networks and partnerships to achieve the institution's vision, mission and strategic goals	The cooperation strategic plan document is always updated (updated) at any time to meet the requests of the wider community. Apart from that, the determination and usefulness of cooperation is adjusted to the vision and mission of the institution,	IKT	Preparation of a Strategic Plan for network and partnership development	WR 4
32.20	Unesa has networks and cooperation partners that are relevant to VMTS and beneficial for the development of institutio	Collaboration covers aspects of the university's tri dharma (education, research and PKM) with a percentage of 75& at the national level and 50% at the international level.	IKT	Availability of *a database* of network MoU documents and cooperation partners that are relevant to VMTS and useful for developing institutional tridharma which includes local/regional, national and international cooperation.	WR 4 PPTI

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	nal tridharma which includes local/regional, national and international cooperation.				
32.21	The university has evidence of monitoring and evaluating the implementation of partnership programs and the level of satisfaction of cooperation partners as measured by valid	Audit/monitoring instruments for partner satisfaction levels in collaboration activities are always updated in accordance with applicable policies to ensure the sustainability of collaboration at national and international levels.	IKT	Implementation of monitoring and evaluation regarding satisfaction with the implementation of the partnership program Preparation of cooperation monitoring and evaluation report documents containing: ● Analysis of program implementation ● Analysis of satisfaction ratings ● Improvement efforts	BPM Team collaboration

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	instruments, as well as improving the quality of networks and sustainable partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.			• Quality of networks and relationships	
32.22	The ratio of the number of international collaborations and the number	Increasing the number of collaborations at the international level where each study program has collaboration at the	IKT	• Preparation of research collaboration and PKM databases by utilizing management information systems	WR 3 , WR 4 LPPM, PPTI

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	of lecturers ≥ 0.02	international level in research and PKM.		• Preparation of Collaboration Reports	
32.23	Unesa has standard quality that surpasses SN-DIKTI and has international competitiveness. Additional performance indicator data has been measured, monitored, reviewed and analyzed for continuous improvement.	Drafting Indicator performance Additional additions that go beyond SN Dikti have been validated and stated legally by the Chancellor.	IKT	Creating additional and derivative standards, there is a quality manual, analysis of performance achievements, there are guidelines for developing PT standards to study program standards which are always measured, analyzed and followed up.	Chancellor, WR 1, WR 2, WR 3, WR 4, BPM, BPI

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
32.24	Unesa has Analysis achievement University performance that meets 2 aspects, is carried out every year and the results are published to stakeholders.	Reports on the results of analysis of performance achievements are uploaded to the management information system and can be accessed properly as evidence of transparency in efforts to improve performance. As accountable evidence, the results of analysis and evaluation of performance achievements include identifying the root of the problem and its causes in order to find solutions as an effort to increase indicators of performance achievement	IKT	Preparation of quarterly performance targets.

Availability of Performance Achievement Reports that meet the following aspects:
  Accurate measurement of performance achievements
  Analysis of performance achievements which includes identifying the root of the problem, supporting factors and obstacles to achieving standards
  Follow-up description | Rector
WR 1
WR 2
WR 3
WR 4 |

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		and institutional development.			
32.25	Unesa has carry out system guarantee quality that is proven to be effective meets 4 aspects and a review of the quality assurance cycle involving external reviewers is carried out.	Evaluation/audit reports carried out by BPM at the university level are uploaded to the university information system and can be accessed both manually and electronically. Aspects related to measuring satisfaction levels include: 1. existence of formal documents establishing quality standards 2. Consistency in implementing quality assurance 3. monitoring, evaluation and control of	IKT	Preparation of SOPs for implementing PPEPP for every standard Standard preparation Standard setting Preparation of audit guidelines Preparation of audit reports Preparation of Quality Review Meeting Results Proof of Repair Results Report	BPM BPM Academic Senate BPM BPM BPM BPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		established quality standards, and 4. The results are followed up to improve and improve quality			
32.26	Unesa implemented it measure ment satisfactio n holder internal and external interests in each criterion that meets 4 aspects, the results are published and easily accessible to stakehold ers, and a review of the implemen	The results of the level of satisfaction measurement of internal and external stakeholders regarding the achievement of managerial management performance and the university's tri dharma are uploaded to the higher education information system (SIMBPM) and can be accessed both manually and electronically. Aspects of measuring satisfaction for	IKT	Availability of satisfaction level assessment instrument documents for internal and external stakeholders in the following aspects: **1.** Friendship and cooperation **2.** Student **3.** Maanusis resources **4.** Finance **5.** Sarpras **6.** Research and PKM Compilation of internal and external stakeholder satisfaction report documents that meet 4 aspects: **1.** Carried out periodically	WR 4 , BPM WR 4, BPM

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	tation of user satisfaction measurements is carried out.	both internal and external stakeholders include: 1. Use a satisfaction instrument that is valid and easy to use 2. Carried out at the end of every semester or every year (regularly) and the data is recorded completely and comprehensively 3. The results are analyzed using appropriate methods and are useful for decision making 4. A review of the results of the satisfaction measurement implementation was carried out		2. Analyzed with appropriate and useful methods for drawing conclusions 3. There is follow-up to improve and increase the quality of outcomes	

No.	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		5. Followed up to improve and increase the quality of teaching 6. The results are published and easily accessible to interested parties			

5. Related document
   1) College Establishment Permit
   2) PT operational permit
   3) Determination of the change of IKIP Surabaya to Surabaya State University
   4) Determination of Unesa as BLU
   5) Statute
   6) OTK
   7) Position Description
   8) Academic policy
   9) Unesa Standards
   10) Minimum Service Standards
   11) Long term plan 25 years (Renip), medium term 5 years (Renstra), short term 1 year (Renop) which refers to the ministry's strategic plan
   12) Performance contracts
   13) Performance results measurement document
   14) Performance data reporting documents
   15) Leadership Performance Audit Document
   16) Report Results of evaluation of performance reports
   17) Management Structure Evaluation Document
   18) Internal Quality Assurance System Documents (Quality Policy, Quality

Declaration, Quality Standard, Quality Manual, Audit Guidelines, Audit Form, Audit Plan, Audit Report, Follow-up Report)

19) Internal Supervisory System Document

20) Management information system blue print

21) HR Planning Documents in the Human Capital Development Program (HCDP)

22) Leadership candidate submission documents

23) Documents regarding the decision-making process for appointing leadership

24) Integrity pact document

25) Leadership coordination meeting document

26) Meeting documents between leadership and internal stakeholders (lecturers, students and staff)

27) Management review meeting documents

28) Benchmark Results Report Document to similar domestic and foreign PTs

29) National and international certification and accreditation documents

30) WTP determination document

31) MoU document

32) Cooperation Report

33) Satisfaction Report (collaboration partners and internal and external stakeholder services)

34) Follow-up reports and changes to the results of follow-up implementation of the code of ethics

35) Report on the implementation and results of handling code of ethics cases

36) Chancellor's Decree (SK) Concerning the Internal Quality Assurance System Quality Manual

37) Chancellor's Decree Concerning Academic Guidelines

38) Chancellor's Decree Concerning the Basic Curriculum Framework

39) Chancellor's Decree concerning Guidelines for making proposals for opening New Study Programs

40) Chancellor's Decree Concerning Determining Educational Priorities

41) Chancellor's Decree Concerning Determining Priorities in the Field of Research and Innovation

42) Chancellor's Decree concerning Guidelines for handling academic and research misconduct

43) Chancellor's Decree concerning Quality Procedures for handling academic violations and research misconduct

44) Chancellor's Decree concerning Guidelines for implementing the code of ethics

45) Chancellor's Decree concerning Quality Procedures related to handling code of ethics violations

46) Chancellor's Decree concerning the establishment of risk management policies, strategies and methodologies

47) Chancellor's Decree concerning the establishment of an organization and the main tasks and functions of risk management

48) Chancellor's Decree concerning Determination of risk management operational frameworks and policies

49) Chancellor's Decree concerning Determination of risk assessment and risk response

50) Chancellor's Decree Concerning the BPI Team, BPM , L P PM, Public Relations, Library, Planning, Auditor Team, other ad hoc teams

51) Chancellor's Decree concerning Management Guidelines and SOPs (Planning, Implementation and Evaluation) related to: 1) education (input, process, output, outcome), 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) PkM, 6) HR, 7) Finance, 8) facilities and infrastructure, 9) information systems, 10) quality assurance system, 11) cooperation

52) Chancellor's Regulations Concerning Procedures for Leadership and Senate Elections

53) Chancellor's Regulations Concerning Sanctions for Academic Misconduct Violations

54) Chancellor's Regulations Concerning Sanctions for Violations of Research Misconduct

55) Chancellor's Regulations Concerning Handling of Code of Ethics Violations

56) Chancellor's Regulations Concerning Requirements and appointment of prospective leaders and employees,

57) Chancellor's Regulations Concerning the Leadership Election Process.

58) Chancellor's Regulations Concerning Career Development for Lecturers and Staff

59) Chancellor's Regulations Concerning Promotions Chancellor's Regulations Concerning Salaries

60) Chancellor's Regulations Concerning Awards and sanctions for employee performance and discipline

61) Chancellor's Regulations Concerning the Implementation of S PMI

62) Chancellor's Regulations Concerning Audit Implementation

63) Chancellor's Regulations Regarding the Implementation of Management Quality Review Meetings

6. Reference

a. Wahab, R. 2016. Good, Transparent and Accountable Governance. National Anti-Corruption National Seminar. http://uny.ac.id

b. Wiwoho, J., 2016. Risk Control Strategies in Higher Education. Activities to Increase the Capacity of Internal Supervisory Apparatus in Carrying out Risk-Based Audits. Ministry of Higher Education Research and Technology.

c. S Development Team , 2014. National Policy for Evaluation of the Implementation of PMI/Dikti S Standards through Internal Quality Audits. Ministry of Education and Culture of the Republic of Indonesia, Directorate General of Higher Education, Directorate of Learning and Student Affairs.

d. Lutfi. 2018. Risk Management and Change Management in Higher Education. Management Worshop for Higher Education Administration and Management. Kopertis Region VII.

e. Directorate of Institutions and Cooperation, Directorate General of Higher Education, Ministry of Education and Culture. Good University Governance. http://www.win2pdf.com

f. Sembiring l. 2006. Academic Audit in Higher Education. Council for Higher Education. Directorate General of Higher Education.

H. STANDARD 33. OUTCOMES AND ACHIEVEMENTS OF PT

1. Definition

Unesa, as an education provider, has a responsibility and promise to the community to provide the best, fast, easy, affordable, and measurable services. This service is manifested in leadership performance through the quality of output and achievements obtained. Therefore, standards are needed, namely references and benchmarks that are used as guidelines for implementation service and as a reference for assessing the quality of outcomes and achievements.

University performance indicators are a discourse about the achievements that the university itself has achieved. The Times Higher Education, which is one of the prestigious institutions that regularly becomes a reference through

its World University Rankings, places university performance indicators into several criteria that focus on: student affairs, academic nuances, leadership (university leadership), as well as relations with industry and government.

The influence of universities on the world of science is measured by how many educational products, research, and community service are used in scientific practice and discourse, both in the form of implementation and citations in journals. University innovation is seen from how intensively and extensively the invention produced by the university is used by the industrial world and the educational market in the form of products, methods, and consultancy services. Meanwhile, what is no less important is teaching created by a conducive learning environment. This is achieved by prioritizing management development and access to maximum learning resources.

2. Definition of Terms
   a. Education is the learning of attitudes, knowledge, and skills that are passed on from one generation to the next through teaching, training, or research
   b. Higher Education is the level of education after secondary education which includes diploma, bachelor's, applied bachelor's, master's, applied master's, doctoral, applied doctoral, professional and specialist programs organized by universities based on Indonesian culture.
   b. Learning is the process of student interaction with lecturers and learning resources in a learning environment.
   c. Research is an activity carried out according to scientific principles and methods systematically to obtain information, data and information relating to the understanding and/or testing of a branch of knowledge and technology.
   d. Community Service is an activity of the academic community that utilizes science and technology to advance the welfare of society and make the nation's life more intelligent.
   e. University ranking is a university quality ranking program based on the academic performance of teaching staff in implementing the tri dharma of higher education.
   f. Accreditation is a form of government and community recognition of educational institutions.
   g. A reputable journal is a scientific work written, published in compliance with scientific principles and scientific ethics, has an ISSN, written using official UN languages (Arabic, English, French, Russian, Spanish and

Chinese), has an online version of the publication, an Editorial Board) are experts in their field from at least 4 (four) countries. Scientific articles published in 1 (one) publication number have at least 2 (two) authors from countries, and are indexed by international databases: Web of Science, Scopus, Microsoft Academic Search, and/or pages according to the consideration of the Directorate General of Higher Education.

3. Standard Reference
   a. Law Number 12 of 2012 concerning Higher Education
   b. Unesa Chancellor's Performance Agreement in 2022
   b. Unesa Chancellor's Performance Report for 2021
   c. Unesa Minimum Service Unit (BPM) as PTN BLU

4. Contents of Standards, Indicators, Types of Performance Indicators , and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
33.1	Unesa has a study program that is accredited as Superior	Unesa has a study program that is accredited with a minimum of 40% Excellence	IKT	● FGD ● Accompaniment	WR 1
33.2	Unesa is at least ranked at national and international levels	Unesa's ranking has increased from all universities in Indonesia based on the international ranking agency THE's (Timer Higher Education) (SDGs Impact Ranking) namely 18 (INA) WUR	IKT	● FGD ● Documentation of achievements and outcomes ● Manuscript ● Conference	WR 1

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		First ranking achievement at international level SDG 4 Quality Education is 401-600			
		First ranking achievement at international level SDG 5 Gender Equality is 201-300			
		Unesa's ranking increased from all universities in Indonesia based on the international ranking institution (Scimago Institution Rangkins SIR), namely 736 (world), 358 (Asia) and 15 (INA).			
		Unesa's ranking is based on the Webometrics ranking agency, namely 35 (INA) – 3551 (world)			

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		Unesa's ranking is based on the 4ICU ranking agency, namely 41 (INA)			
		Unesa's ranking is based on the UI Green Metriks rating agency, namely 40 (INA)			
33.3	Unesa has superior institutional accreditation	Unesa has superior institutional accreditation	IKT	● FGD ● Accompaniment	WR 1
33.4	Unesa has a Science and Technology Center of Excellence	The Center for Science and Technology Excellence has at least 2 innovative products every year	IKT	● FGD ● Accompaniment	WR 1
33.5	Unesa has a reputable journal	Unesa has a nationally indexed reputable journal of at least 16 journals	IKT	● FGD ● Accompaniment	WR 1
		Unesa has a globally indexed reputable journal with at least 1 journal		● FGD ● Accompaniment	WR 1

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
33.6	Unesa has innovation products to strengthen innovation capacity	Unesa has innovation products to strengthen innovation capacity with at least 3 innovation products	IKT	● FGD ● Accompaniment	WR 1
33.7	Increasing the quality of higher education graduates	Percentage of S1 and D4/D3/D2 graduates who succeeded in getting a job; continuing studies; or be self-employed at least 80%	IKT	● Accompaniment ● Tracer studies	WR 1
		Percentage of undergraduate and D4/D3/D2 graduates who spent at least 20 (twenty) credits outside campus; or achieve the lowest national level achievement of at least 35%.		● Accompaniment ● Melissa	WR 1
33.8	Increasing the quality of higher education lecturers	the industrial world, or develop students who have achieved the lowest achievements at national level in	IKT	● Accompaniment	WR 1

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		the last 5 (five) years at least 25 %			
		Percentage of permanent lecturers with doctoral academic qualifications; have a competency/prof essional certificate recognized by industry and the world of work; or come from professional practitioners, the industrial world, or the world of work at least 30%.		● Further study research assistance ● Competen cy certificatio n funding	WR 1
		The number of research outputs and community service that have successfully received international recognition or been implemented by the community per number of lecturers is at least 0.15.		● Research grants and PKM	WR 1

5. Related document

   a. Surabaya State University Statutes 2017

b. Surabaya State University OTK in 2017

b. Leadership performance report document

c. Performance Standards and Indicators (Table 3) no. 42 – 46

d. Achievements of the Unesa Chancellor's Performance Contract

6. Reference

    a. Law Number 20 of 2003 concerning the National Education System

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

    c. Government Regulation Number 23 of 2005 concerning Financial Management of Public Service Agencies (State Gazette of the Republic of Indonesia of 2005 Number 48, Supplement to State Gazette of the Republic of Indonesia Number 4502) as amended by Government Regulation Number 74 of 2012 concerning Amendments to Government Regulation Number 23 of 2005 concerning Financial Management of Public Service Agencies (2012 State Gazette Number 171, Supplement to State Gazette of the Republic of Indonesia Number 5340);

    d. Government Regulation Number 65 of 2005 concerning Guidelines for the Preparation and Implementation of Minimum Service Standards (State Gazette of the Republic of Indonesia of 2005 Number 150, Supplement to the State Gazette of the Republic of Indonesia Number 4585);

    e. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);

    f. Regulation of the Minister of Research, Technology and Higher Education Number 15 of 2016 concerning the Organization and Work Procedures of the State University of Surabaya (State Gazette of the Republic of Indonesia of 2016 Number 624);

    g. Regulation of the Minister of Research, Technology and Higher Education Number 74 of 2016 concerning Guidelines for Preparing Minimum Service Standards for State Universities Implementing Public Service Agency Financial Management (State Gazette of the Republic of Indonesia of 2016 Number 1641);

    h. Regulation of the Minister of Research, Technology and Higher Education Number 79 of 2017 concerning the Statutes of the State University of

Surabaya (State Gazette of the Republic of Indonesia of 2017 Number 1858);

I. STANDARD 34. DEVELOPMENT OF PRODUCT SPECIFICATIONS

1. Description

This standard is a reference for the excellence and characteristics of the study program to provide direction and measure the success of developing the vision and mission, objectives, study program profile, self-evaluation, graduate achievements and graduate competency standards as well as professional improvement of the academic community in the study program. The academic community in the study program needs to be mapped to improve their skill competency based on the research and service roadmap developed by the study program so that study program specification standards developed with scientific characteristics can be realized from various appropriate scientific support from the academic community. This standard can also be used by study programs in developing derivative standards at the study program level to always be evaluated consistently to be used to improve the quality of output of study program graduates.

2. Definition of Terms

a. Study program specifications are the specificities, advantages and/or characteristics of a study program that will be used as a direction for development and achievement of the study program's vision and mission.

b. Scientific vision of the study program, scientific vision is the ideals of the study program in studying and developing certain knowledge which is superior and characterizes the field of expertise of the study program to respond to the development of science and technology and its application for the benefit of society in order to improve the quality of life of the people in it, both individually and collectively. The aim of PS is to produce graduates as reflected in the graduate profile that has been determined in the PS Curriculum. A graduate profile is a role that a graduate can undertake in a particular field of expertise or work area after completing their studies

b. The study program profile is an outline of the study program which is stated descriptively in text and images.

c. Graduate learning outcomes can reflect students' success in developing and applying their knowledge and profession, attitudes or behavior in society

and being able to increase their competence in lifelong learning

    d. Derived standards are standards that are derived from PT standards and can be used by units, institutions and study program management units.

3. Standard Reference

    a. PP no 37 of 2022 concerning PTN-BH Unesa

    b. Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Education Scope

    b. Regulation of the National Accreditation Board for Higher Education Number 2 of 2022 concerning Accreditation Instruments for Study Programs in the Education Scope

    c. Regulation of the National Accreditation Board for Higher Education Number 8 of 2021 concerning Accreditation Instruments for Study Programs in the Scope of Economics, Management, Business and Accounting

    d. Regulation of the National Accreditation Board for Higher Education Number 12 of 2021 concerning Instruments for Accreditation of Study Programs in Academic and Vocational Education in the Technical Scope

    e. Regulation of the National Accreditation Board for Higher Education Number 8 of 2022 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Informatics and Computers

    f. Regulation of the National Accreditation Board for Higher Education Number 11 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in Natural Sciences and Formal Sciences

4. Contents of Standards, Indicators, Types of Strategy Performance Indicators and Responsible Persons

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
34.1	Unesa provides guidelines , and evaluation monitoring in	audit guidelines in developing specification	IKT	1. Preparation of Guidelines	WR 1, WR 2, Dean

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
	developing specifications for Unesa study programs and environmental units in accordance with the PT's vision and mission are consistently evaluated	s for study programs and units at Unesa institutions in accordance with the vision and mission of PT		2. Guidelines Socialization and Roadshow 3. Monitoring and Evaluation 4. Reports and follow-up	
		There is an audit of the achievement of developing specifications for study programs and units at Unesa institutions on a regular basis through SWOT analysis and analysis of Self-Evaluation results			
34.2	Program has a vision and mission whose success is evaluated every year.	There is a scientific vision of the study program that is	IKT	● Preparation of Vision and Mission ● Evaluation of Vision	Dean, Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		characterized by study program specifications and its achievements can be evaluated in stages in a continuous analysis of milestones using appropriate methods.		and Mission ● Results report ● Improvement efforts	
		There is an evaluation document on the analysis of the success of the scientific vision obtained from the analysis of the success of the study program objectives and graduate profiles and supported by tracer results.			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
34.3	The Study Program has a study program profile that shows the study program specifications and is continuously improved	There is a study program profile that can show study program specifications and be improved continuously according to developments	IKT	- Drafting - Monitoring and Evaluation - Results report	Dean Coordinating program
34.4	The study program develops short and long term research and community service development plans/roadmaps that are in accordance with the vision and mission of the study program, strategic plan and vision and mission of PT	There is a research road map document that is in accordance with the study program specifications and there is a continuous evaluation of the implementation of its achievements There is a community service road map document	IKT	- Drafting - Monitoring and Evaluation - Results report	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		that is in accordance with the study program specifications and there is a continuous evaluation of the implementation of its achievements			
		There are monitoring evaluation or audit results that are used to develop research and service roadmaps			
34.5	The study program has a professional mapping of lecturers and staff in accordance with the study program specifications	There is a mapping of the professionalism of lecturers and staff in accordance with study program specifications	IKT	● Drafting ● Monitoring and Evaluation ● Results report ● Increased yield	Dean Coordinating program
		There are monitoring			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		evaluation or audit results that are used to develop the professionalism of lecturers and staff			
		The professional development of lecturers and staff is based on the scientific competencies that have been established in the study program curriculum			
34.6	The study program has a curriculum and course development plan that is in accordance with the study program specifications	There is a curriculum development plan made based on the results of an analysis of user needs, graduate competencies, analysis of management review meetings	IKT	● Drafting ● Monitoring and Evaluation ● Results report ● Increased yield	Dean Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Person responsible
		and analysis of the success of previous curricula			
34.7	The achievements of graduate students show the specifications of a competent study program according to the competency standards of graduates	Graduates' achievements are in accordance with the specifications of competent study programs and success is monitored every year and every four years	IKU IKT	• Drafting • Monitoring and Evaluation • Results report • Increased yield	Dean Coordinating program
34.8	Study programs are required to fill in audit/monev/survey results in the internal quality assurance information system via SIMUTU at each specified audit period.	There is a study program report from the internal quality assurance information system once every year regarding the results of the audit that has been arranged every year	IKT	• Drafting • Monitoring and Evaluation • Results report • Increased yield	Dean Coordinating program

5. Related document
   a. Strategic Plan of Each Faculty
   b. Chancellor's Decree on Development of Study Program Specifications
   d. LED Writing Guidebook
   e. Research, Community Service and Human Resources Quality Procedures
   f. Audit Guidelines
   g. Evaluation result documents and related RTM
6. Reference
   a. Guidebook for Implementing Research and PkM Ristekdikti, XII edition
   b. National and International S PME Self Evaluation Reports

J. STANDARD 35. STANDARD FOR IMPLEMENTATION OF INDEPENDENT LEARNING CAMPUS INDEPENDENT

1. Description

Students' creativity, capacity, personality and needs, and developing independence in seeking and finding knowledge through actual reality, social interaction, collaboration, self-management, performance demands, targets and achievements. The independent campus learning implementation standards guide students to be more connected with the needs of the times, namely facing social, cultural changes, the world of work and rapid technological advances.

This standard is the minimum criteria for implementing the independent learning policy which is based on Minister of Education and Culture Regulation number 3 of 2020 concerning National Standards for Higher Education in Indonesia. The development of this standard refers to the 2020 independent learning guidebook - independent campus. This reference is about the policy guidelines of the minister of education and culture which aims to encourage students to master various valuable knowledge for entering the world of work by providing opportunities for students to choose their courses.

2. Definition of Terms
   a. Independent Learning - Independent Campus is one of the policies of the Minister of Education and Culture which indicates the right to study for 3 (three semesters) outside the study program.
   b. The learning process at the Merdeka Campus is one manifestation of student-centered learning which is very essential.
   c. Student-centered learning at the Merdeka Campus is learning that provides

challenges and opportunities to develop student innovation, creativity, capacity and needs

3. Standard Reference
   a. Presidential Regulation Number 8 of 2012 concerning KKNI Article 1 paragraph 2
   b. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards no. 3 of 2020 concerning National Higher Education Standards articles 18,19,20,
   c. Independent Learning guidebook, Directorate General of Higher Education, Ministry of Education and Culture, 2020

4. Contents of Standards, Indicators, Types of Performance Indicators, Strategies, and Responsible Persons

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
35.1	Unesa compiled policy implementation process campus independent	There are policies that can cover the guidelines developed	IKT	• Workshops • Reference surgery • Collaboration studies • Analyzing Tracer studies • FGD • Comparative study	WR 1
		There are guidelines that have been developed and become the direction of the independent campus program			
35.2	Unesa facilitates right student For take 40 credits in 2 semesters inside or outside PT	There are facilities student to take 40 credits in 2 semesters inside or outside PT	IKT	• Workshops • Reference surgery • Collaboration studies • Analyzing Tracer studies • FGD	WR 1 Dean WD 1 Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		There is a KKNI/OBE curriculum for study programs that facilitates students to take 40 credits in 2 semesters inside or outside PT		• Workshops • Reference surgery • Collaboration studies • Analyzing Tracer studies • FGD • Comparative study	
		The existence of graduate achievements that facilitate learning activities inside and outside PT			Dean WD 1 Coordinating program
35.3	Unesa serves making document cooperation MoA For student activities include internships, research, community service, KKNT, social activities and others	There is an MoA cooperation document for implementing student activities including internships, research, community service, KKNT, social activities	IKT	• Approach • Collaboration studies • SWOT Analysis • Analysis of the results of the collaborative response • FGD	WR 1 WR 4
		There are policy guidelines for implementing cooperative activities		• Workshops • FGD	
35.4	Unesa prepares , agrees and manages exchange	There are policy guidelines to regulate the implementation of student	IKT	• Workshops • FGD	WR 1 WR 4

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	programs students at home or abroad	exchange programs at home and abroad			
		There is an increase in the number of MoAs with other PTs at home and abroad		• Approach • Collaboration studies • SWOT Analysis • Analysis of the results of the collaborative response • FGD	
		There are reports of student exchange activities within and outside the country which increase every year			
35.5	Unesa compiles , agrees and regulates activity internship / student work practice	There are policy guidelines to regulate the implementation of student internship/work practice programs	IKT	• Workshops • FGD	WR 1 LP3M Unesa
		There is an increase in the number of MoA/SPK with partners every year		• Approach • Collaboration studies • SWOT Analysis • Analysis of the results of the collaborative response	
		There is an integrated KKNI/OBE curriculum that			

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		recognizes semester credits and assessments of internship activities		• FGD	
35.6	Unesa compiles , agrees and regulates teaching assistance program activities in educational units wherever located	There are policy guidelines to regulate the implementation of teaching assistance programs in educational units wherever they are located	IKT	• Workshops • FGD • Tracer study analysis • Response Analysis	WR 1 LP3M Unesa
		Increasing the number of MoA/SPK with educational unit partners wherever located		• Approach • Collaboration studies • SWOT Analysis • Analysis of the results of the collaborative response • FGD • Tracer studies	WR 1 LP3M Dean WD 1
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments of teaching assistance development activities			
35.7	Unesa makes it happen activity study	There are policy guidelines to regulate the implementation	IKT	• Workshops • FGD	WR 1 LPPM Dean WD 1

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	students at the institution / center studies	of student research programs at institutions/study centers			
		Increase in the number of MoA/SPK with study institutions/centers		• Approach • Collaboration studies • SWOT Analysis • Analysis of the results of the collaborative response • FGD • Tracer studies	
		There is an KKNI/OBE curriculum that recognizes semester credits and assesses student research program activities at study institutions/centers			
35.8	Unesa makes it happen activity project humanity students at home (Pemda, PMI, BPBD, BNPB etc.) and abroad (UNESCO, WHO, UNICEF,	There are policy guidelines to regulate the implementation of student humanitarian project programs	IKT	Documentation	Rector WR 1 LPPM Dean WD 1
		Increase in the number of MoA/SPK with domestic and foreign institutions		• Documentation • Collaboration studies	Rector WR 4 MY I

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
	UNHCR etc.)	There is an KKNI/OBE curriculum that recognizes semester credits and assessments of humanitarian project program activities		• Documentation • FGD	WR 1 WD-1
		The existence of a CPL that can accommodate humanitarian project activities		• FGD • Workshops	WR-3 WD 1
35.9	Unesa organizes and develops activity businessman student in the form of learning, integration of incubation centers and establishing collaboration with partners	There are policy guidelines to regulate the implementation of student entrepreneurial activity development programs	IKT	• Accompaniment • FGD	WR 4
		Increased number of MoA/SPK with partners		Collaboration studies	WR 4
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments to develop student entrepreneurial activities		• FGD • Benchmarking • Workshops	WD-1 Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		The existence of a CPL that can accommodate entrepreneurial activities		FGD	Coordinating program
		There is an increase in the number of funded proposals for entrepreneurial PkM activities		• Accompaniment • Workshops	WR-3 WD 1
		There is an increase in the number of incubations		Workshops	WR-3 WD 1
35.10	Unesa develops activity build a Village/ Real Work College Thematic in society	There are policy guidelines to regulate the implementation of programs to build Villages/Thematic Real Work Colleges in the community	IKT	• Workshops • FGD	WR-3 LPPM WD 1
		Increase in the number of MoA/SPK with villages in Indonesia		Workshops	WR-3 LPPM WD 1
		There is a KKNI/OBE curriculum that recognizes semester credits and assessments for		• FGD • Workshops	WR 1 WR-3 LPPM WD 1

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		developing and building villages/thematic real work courses in the community			
		The existence of a CPL that can accommodate activities to build Villages/ Thematic Real Work Lectures in the community		● FGD ● Workshops	WR-3 WD 1
35.11	Unesa develops activity project Independent	There are policy guidelines to regulate the implementation of Independent project activity development programs	IKT	● FGD ● Workshops	WR-3 LPPM WD 1
		Enhancement amount MoA / SPK with available CPL accommodate activity activities and partner		● Collaboration Analysis ● Promotion	WR 4
		There is a KKNI/OBE curriculum that recognizes it semester credits and assessments		● FGD ● Workshops	WR 1 WD 1 Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Person responsible
		develop activity project Independent student			

5. Related Documents
   a. Academic Manuscript Documents
   b. Independent Learning Curriculum Guidelines Document
   c. University Graduate Profile Document
   d. Study Program Curriculum Document

6. References
   a. Presidential Regulation Number 8 of 2012 concerning KKNI
   b. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards
   c. BAN PT Regulation Number 59 of 2018 concerning APT 3.0 and APS 4.0 Assessment Instruments
   d. Guidebook for Independent Learning at Independent Campus, Directorate General of Higher Education, Ministry of Education and Culture, 2020
   e. Study Program Curriculum Document

L. STANDARD 36. INTERNATIONAL ACCREDITATION
1. Description

This standard is the minimum criteria for international accreditation, which includes OBE curriculum standards and graduate profiles, study program specifications, student-centered learning, teaching staff, learning resources and student support, Information Management, Facilities and Infrastructure, Quality Assurance and Strategic Planning, and Financial *Resources*. Each of these standards has been reduced to several sub-standards, which have been adapted to the criteria required by several international accreditation institutions recognized by the government. The preparation of these standards aims for universities and study programs to have measurable indicators to achieve international standards so that the quality of learning in the Study Program will increase and impact university recognition at the global level.

2. Definition of Terms
   a. OBE is an approach that emphasizes the continuity of the learning process in an innovative, interactive and effective manner. OBE influences the entire educational process from curriculum design; formulation of learning objectives and outcomes; educational strategy; learning method design; assessment procedures; and educational environment/ecosystem
   b. Graduate profile: roles that can be carried out by graduates in certain areas of expertise or work after completing the study program.
   c. PEO (*Program Educational Objectives*) is a graduate role 3-5 years after graduating from the Study Program
   d. PLO (*Program Learning Outcomes*) is a minimum criterion regarding the qualifications of graduates' abilities which include attitudes, knowledge and skills expressed in the OBE-based learning outcome formulation
   b. Graduate Competency Standards stated in the Learning Outcome Program formulation can evaluate the success of graduates and are used as the main reference for developing CLO learning and courses that can be measured/evaluated continuously.
   c. Course Learning Outcome (CLO) is defined as the ability obtained through internalization of knowledge, attitudes, skills, competencies and accumulated work experience. CLO is a gauge (measuring instrument) of what a person obtains in completing a learning process, whether structured or unstructured. The CLO formulation is structured into 4 elements, namely attitudes and values, work ability, mastery of knowledge, and authority and responsibility.
   b. Competence is a set of intelligent, responsible actions that a person has as a condition for being considered capable by society in a person as a condition for being considered capable by society in carrying out tasks in a certain field of work. in the field of work
   c. Attitudes and values: are behavior and values that constitute the character or identity of the Indonesian nation and state. These attitudes and values are internalized during the learning process, whether structured or not.
   d. Work ability: is the final manifestation of the transformation of the potential that exists in each individual learner into competencies or abilities that are applicable and useful.
   e. Mastery of knowledge: is information that has been processed and organized to obtain understanding, knowledge and experience

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accumulated to have an ability.

f. Authority and Responsibility: are the consequences of a learner having the supporting abilities and knowledge to play a role in society correctly and ethically.

g. Learning outcomes and outputs are the direct and immediate results of learning, while outcomes are the long-term effects of the learning process

h. The mobility program is an exchange activity for lecturers and students with overseas university partners

i. International achievements of the academic community are achievements both academic and non-academic obtained by the academic community at home and abroad

3. Standard Reference

a. Law Number 12 of 2012, concerning Higher Education.

b. Government Regulation Number 4 of 2014, concerning the Implementation of Higher Education and Management of Higher Education Institutions.

c. Presidential Regulation Number 8 of 2012 concerning KKNI Article 1 paragraph 2

d. Minister of Education and Culture Regulation Number 45 of 2019, concerning the Organization and Work Procedures of the Ministry of Education and Culture.

f. Minister of Research, Technology and Higher Education Regulation Number 62 of 2016 concerning Higher Education Quality Assurance Systems

g. Minister of Education and Culture Regulation Number 3 of 2020, concerning National Higher Education Standards.

h. Minister of Education and Culture Regulation Number 5 of 2020, concerning Accreditation of Study Programs and Higher Education.

i. Minister of Education and Culture Decree Number 83/P/2020, concerning International Accreditation Institutions .

j. BAN PT Regulation Number 59 of 2019 concerning APT 3.0 and APS 4.0 Instruments

k. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards (SN Dikti)

l. Standards and Guidelines for Quality Assurance in The European Higher Education Area (ESG), 2015

m. Master Manual for The Washington Accord Accreditation, for Science-

Based Engineering Programs, version 1.0, July 2018

n. Criteria for the accreditation of degree programs – ASIIN Quality Seal, Engineering, Informatics, Natural Sciences, Mathematics, Medicine individually and in combination with other subject areas, 2021

o. Criteria and indicators for program accreditation – AQAS, 2019

p. Standards of the Council for Accreditation of Counseling and Related Educational Programs 2015

q. Self-Study Report Template for Associate, Baccalaureate, and initial Master Degree Programs, NAYC, 2021

r. Assessment Guide for The Accreditation of Programs in Management Studies, Economics, Law and Social Sciences by FIBAA, 2020

s. LAMSAMA IAPS Undergraduate Assessment Matrix 1.0, 2021

t. LAM-INFOKOM Undergraduate Study Program Accreditation Assessment Matrix – 2021

u. Attachment 9 to BAN-PT Regulation Number 21 of 2022 concerning EMBA Instruments.

v. Attachment to the Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Educational Scope

w. 2020 Guiding Principles and Standards for Business Accreditation, AACSB

x. ABET, Applied and Natural Sciences Accreditation Commission, Criteria for Accrediting Applied and Natural Sciences Programs, November 2, 2019, www.abet.org

y. IACBE, International Accreditation Council for Business Education, Principles 2022 , www.iacbe.org

This standard will be divided into 7 criteria

a. Standard 36.1 OBE Curriculum and Graduate Profile

b. Standard 36.2 Study Program Specifications

c. Standard 36.3 Student-centred Learning, Teaching and Assessment

d. Standard 36.4 Teaching Staff

e. Standard 36.5 Learning Resources and Student Support

f. Standard 36.6 Management of Information, Facilities and Infrastructure

g. Standard 36.7 Quality Assurance

h. Standard 36.8 Strategic Planning and Financial Resources

4. Contents of Standards, Indicators, Types of Performance Indicators , Strategies, and Responsible Persons

A. Standard 36.1 Curriculum Educational Outcomes and Graduate Profile

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
36.1.1	The Study Program has an OBE - based curriculum that has profile graduates , Program Education Objective (PEO), Program Learning Outcome (PLO),	Study Program Curriculum has load competence graduate of in a way complete (main , supporting , other) formulated in a way clear . There is a background science formation curriculum, Profile graduates , Program Education Objective (PEO), Program Learning Outcome (PLO) which includes knowledge, skills (General and Specific) and attitudes . It 's mandatory analysis material study internationally _ _ _ from	IKT	Development / restructuring The Study Program curriculum is in accordance with DU/DI requirements and applicable regulations	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		association science or standard from international institutions . _ Curriculum development refers to the profile P S graduates and study tracer results and stake holders .			
		Drafting team curriculum in the Study Program letter task official and has carry out curriculum reviews internally and externally	IKT		
		Restructurisation curriculum made with make document in a way official and has been confirmed leadership and senate faculty	IKT		
36. 1.2	The Study program profile has characteristics that match the	Profile graduate of has include description short from each profile	IKT	Update profile and description _ profile graduate of	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
	tracer results and are reliable with evidence exists results alumni analysis	Profile graduate of has in accordance with PEOs	IKT	Update your profile graduate of in accordance with PEO and tracer study results	Coordinating program
		Study program own mechanism form review in a way periodically to profile graduate of equivalent with duration curriculum	IKT	Develop related guidelines / SOPs review on profile graduate of accompanied by monitoring and evaluation and follow-up carry on	Coordinating program
36. 1.3	Study Program has completeness of the appropriate Educational Program Objectives provision OBE Curriculum	Program Education Objective (PEO) has fulfil three criteria that is academic , professional , and attitude	IKT	Do adjustment on change study program curriculum	Coordinating program
		PEO is based on results tracer study analysis , stakeholder (alumni user survey) and PLO analysis for 4 years	IKT	Do adjustments to the document study program curriculum	Coordinating program
		There is suitability PEO with profile graduate and have analyzed in a way	IKT	Do adjustments to the document study program curriculum	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		continuous / periodic for 4 years very			
36.1.4	PLO which includes competence knowledge , skills general and skills specialties and skills attitude , made through analysis deep from profile graduates , tracer results , analysis KKNI study , analysis study association international	Formulation PLO has load results evaluation study KKNI material , associations national and / or international	IKT	CPL reviewer sustainable and consistent according to the results evaluation assessment PLO achievements	Coordinating program
		PLO knowledge become competence kei l muan basic and applied developed _ become appropriate courses . _	IKT	Do adjustments to the document study program curriculum	Coordinating program
		PLO skills general and specific can show competence skills that can be turned back become eye studying with activity skills / practicum / project assignments / or appropriate skills _ with science and	IKT	Do adjustments to the document study program curriculum	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		specifications Study Program that will be developed to student			
		PLO attitude is skills students who emphasize character _ student so that later become graduate of personality which is resilient , adaptive , and innovative based entrepreneurship , and being resilient and adaptive to change science and technology .	IKT	Do adjustments to the document study program curriculum	Coordinating program
		The Study Program has carry out analysis the PLO's achievements and have been do repair at least lack of every year refer results analysis	IKT	Do adjustments to the document study program curriculum	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
36.1.5	PLO mapped become supporting courses _ its achievement so that profile graduates and PEOs can achieved	PLO mapping has been served in form tables and graphs that can be explained connection between the PLO and the eye studying	IKT	Do adjustment on evaluation existing curriculum _ done	Coordinating program
		The PLO has accommodated with good on the eyes studying Study program	IKT	Do adjustments to the document study program curriculum	Coordinating program
		Number of CU/ECTS allocated has in accordance with workload content material and recorded in transcript , SKPI (Diploma Supplement) and RPS in the system academic	IKT	Do adjustments to the document study program curriculum	Coordinating program
		Allocation time has in accordance with calculation of workload specified by standards or	IKT	Do adjustments to the document study program curriculum	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		applicable legislation _			

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
36.2.1	Study program own possible specifications _ seen mission , PEO and in profile graduate of	Study program own mission with write clear and constitutive specifications _ possible advantages _ worth competence specific and adaptive to global development	IKT	Do PEO review according to results PEO assessments are carried out every 3-5 years after students graduate	Coordinating program
		The Study Program has PEO that has describe specification Study Program (can integrated or stand yourself) who can lowered from vision and mission Study program	IKT	Do adjustments to the document study program curriculum	Coordinating program
		There is a ptive description addition Specific competence that can be become competence skill	IKT	Do adjustments to the document study	Coordinating program

No	Standard Content	Indicator	Indicator Type Performance	Strategy	Responsible Person
		specifically in the Study Program		program curriculum	

c. Standard 36.3 Student-centred Learning, Teaching and Assessment

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
36.3.1	Study program own Plan Learning with learning strategies and assessment based formulated outcome base education (OBE). very clearly and easily _ well evaluated _	RPS has shows the HOTS learning model/strategy which carries out problem based learning, project based , inquiry and active learning strategies which are relevant to the OBE curriculum	IKT	Do it evaluation of RPS on a regular basis periodically every year according to newness material study	Coordinating program
		Suitability use of operational verbs in determine CPMK and Sub-CPMK according to Bloom's taxonomy	IKT	Workshop on the formulation of CPMK and Sub-CPMK	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		The Study Program has do RPS validation in accordance with CLO and sub CLO and documented well by the Study Program Curriculum and Academic System Team (Siakadu)	IKT	Do adjustments and updates to the RPS document	Coordinating program
		The Study Program has carry out e-valuation and adjustment of models/ methods learning _ done in a way periodically (every year)	IKT	Do adjustments and updates to the RPS document	Coordinating program
		The Study Program has top appeal procedure evaluation student and have done it e mechanism well _ _	IKT	Drafting appeal guidelines /SOP	Coordinating program
		Study program in a way	IKT	Report results evaluation	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		periodically do evaluation on eye courses offered _ according to PLO and assessment PEO attainment (3-5 years after graduating students through alumni user surveys)		eye studying	

d. Standard 36.4. Teaching Staff

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
36.4.1	UPPS and Study Programs own plan professional development of lecturers at the level international	There is enhancement activity professional lecturer in development career to j long more rank _ high , and great teacher	IKT	Do mapping in Study Program HR development	UPPS, Coordinating Program
		There is 10 percent increase activity internship / exchange lecturer abroad _	IKT	Development networking and partnerships abroad _	Coordinating program
		There is 10 percent increase	IKT	Development nt	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		study collaboration lecturers with partners abroad _		networking and partnerships abroad _	
		There is 10 percent increase Study Program lecturers who get recognition abroad _	IKT	Development networking and partnerships abroad _	Coordinating program
		Study Programs and/or UPPS carry out organizing international seminars _	IKT	Development networking and partnerships abroad _	Coordinating program
		There is improvement amount lecturer guest (guest lecturer) in the Study Program from Academics and Professionals / Practitioners with networks and/or partners abroad according to the field science	IKT	Development networking and partnerships abroad _	Coordinating program
		There is improvement amount international publication _ _ from year to year	IKT	Publication workshops and manuscript clinics	Coordinating program
		The Study Program plans	IKT	training and workshops	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		and develops lecturer For innovate _ in learning through use technology information			
		The Study Program has mechanisms and instruments in selecting , recruiting , evaluating , and promoting lecturer	IKT	Breastfeeding guidelines or SOP, carry out evaluate and act carry on repair For enhancement	UPPS Coordinating program
		There is improvement confession work scientific study program lecturer through Hirsch indexer (H) index scopus /impact factor WOS > 80% of whole study program lecturer	IKT	Workshops and training publication journal	Coordinating program
		There is enhancement confession work scientific study program lecturer through Sinta Score indexer > 80% of whole study program lecturer	IKT	Workshops and training publication journal	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		Study program own lecturer assigned industry / practitioner _ as guardian eye studying programmed studies by > 5%	IKT	Development networking and partnerships	Coordinating program
		The Study Program has a minimum of 1 PS lecturer with certification profession national / international	IKT	Study Program Human Resource Development	Coordinating program
		Fulfilled percentage lecturer PS is still the one member organization profession field science level international by 25%	IKT	Study Program Human Resource Development	Coordinating program
		PT through LPPM provides protection of rights Riches Intellectual (IPR) in three year final work Study Program lecturer . With the following conditions :	IKT	Study Program Human Resource Development	University Academic Manager

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		a = amount work book Infocom with an ISBN written students / lecturers . b = amount Copyrighted works who have go out the certificate , c = number of patents held get number registration , d = number of patents held approved (granted). n = number DTPS lecturer , NK = (3*a + 6*b + 10*c + 12*d)/n If NK ≥ 3, then score = 4 If NK = 0, then score = 0 Other calculated with formula .			

e. Standard 36.5. Learning Resources and Student Support

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
36.5.1	Study Program supports student in activity international in enhancement academic and non-academic	There is a 10 percent increase in student mobility outside Unesa , both abroad	IKT	Increase involvement student in exchange students to partners abroad _	Coordinating program
		The Study Program has activity apprenticeship overseas and special students _ majoring in international languages There is enhancement apprenticeship every student abroad _ _ year	IKT	Increase involvement student in activity intern with partners abroad _	Coordinating program
		Study program own mapping and documents about distribution student domestic , overseas and disability	IKT	Own documentation regarding distribution data student	Coordinating program
		The Study Program has facility adequate learning and IT infrastructure , counselors and mentors other . Including provision adequate access _ For counseling	IKT	Update learning IT in a way periodically	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		(in inside or outside campus) which is conducive For individual and group			

f. Standard 36.6. Information, Facilities and Infrastructure Management

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
36.6.1	The Study Program has an updated website	Study program has a website with information updated which includes : HOME Containing activity popular in each Study Program . For example , a publication summary latest lecturers and/or students , information exam graduation , activities practice , activity cooperation , PKM, etc.	IKT	● Workshops ● Documentation	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		PROFILE 1. History Containing history its founding Study program as well as development each period until currently . 2. Vision, Mission, and Goals Containing vision , mission and goals 3. Accreditation Containing Study Program accreditation information (good national nor international) 4. Organizational Structure Containing structure organization Study Program . 5. Video Profile			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		Contains profile videos Study Program . STAFF **1.** Lecturer Contains KBK (Group Field Expertise) in each Study Program , Staff Handbook, links to GC, Sinta, Scopus, ORCID) **2.** Guest and Invited Lecturer Containing information lecturer guest (national nor international), lecturer Study Program that becomes lecturer guests outside Unesa . **3.** Administrati on Staff			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		Containing helpful administrative staff information _ activity Study program ACADEMIC A. CURRICULUM 1. Graduate Profile Containing Profile Graduate of Study program 2. PEO (Program Educational Objective) Contains the PEO for each Study Program listed in *Curriculum Summary* 3. PLO (Program Learning Outcomes) Contains the PLO for each Study Program			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		listed in *Curriculum Summary*			
		4. Linkage Between PEO and IQF Containing map information (linkages) between PEO and KKNI. It could be table or chart .			
		5. Linkage Between PEO and PLO Containing map information (linkages) between PEO and PLO. It could be table or chart .			
		6. Linkage Between PLO and Courses Containing map information (linkages) between PLO and Courses . It could be			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		table or chart . **7.** Curriculum Structure Containing information structure curriculum developed and implemented by the Study Program **8.** Roadmap of Curriculum Contains a curriculum roadmap Study Program . **9.** PLO Achievement s Containing information PLO achievement s . **B.** LECTURE **1.** Module Handbook Containing handbook module documents for all eye college .			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		2. Portfolio Containing portfolio eye college (start from RPS, assessment assignments , UTS, UAS, up to measurement PLO achievement). **3.** Thesis Containing example thesis Study Program (abstract in Language English , sample) **C.** GUIDELINES **1.** Academic Guideline Containing Surabaya State University Postgraduate Academic guidelines **2.** Academic Calendar			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		Contains Academic Calendar **3.** Thesis Writing Guideline Contains a Thesis Writing Guide			
		RESEARCH & PUBLICATION **A.** RESEARCH (Link to SINTA Department) **B.** PUBLICATION (Journal Link Study Programs and seminars that have been held) **C.** INTELLECTUAL PROPERTY RIGHT (Link to SINTA Department) **D.** COMMUNITY SERVICE (please provide table data for the list of PKM activities			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		from Study Program) STUDENTS & ALUMNI 1. Students Containing activity students (mobility eg exchange student or *short course* , achievement for example performance student like *best presenter* or champion competitions , scholarships) 2. International Students Containing effort bring student from LN, activities *sandwiches* , etc. _ 3. Alumni Containing Alumni information and reports *Tracer Study* FACILITIES			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		1. Library (Link to Unesa library) 2. Laboratories (link to each Study Program lab) 3. Facilities Video (a video of the facilities used is prepared Study program in sustainability activities) COLLABORATION 1. Research Collaboration Containing information collaboration research conducted by the HR Study Program . Apart from that, you can served publication from various affiliate as form collaboration research .			

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		2. Academic Collaboration Containing information collaboration academic .			
		The Study Program has information which describes academic units , educational programs , and programs and fields specials offered , incl criteria acceptance , accreditation status, methods teaching , requirements matriculation , and information help finance .	IKT	Do renewal n available informatio n _ on the website	Coordinating program
36.6.2	The Study Program has adequate facilities _ in support learning	The Study Program has adequate K3 facilities in support learning	IKT	Provide K3 facilities comply with standards applicable learning _	Coordinating program
		The Study Program has policies and	IKT	Develop guidelines / SOPs	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		mechanisms development , replacement , and management facility learning and K3		regarding mechanism development , replacement , and management facility learning and K3, evaluation and improvement	
		Study program own K3 guidelines / SOPs in operate equipment learning in the laboratory	IKT	Develop K3 guidelines / SOPs in operate equipment learning in the laboratory , doing monitoring and evaluation , as well do control and action carry on	Coordinating program
		The Study Program has adequacy classrooms , offices ,	IKT	Preparing work programs and SOPs for	Coordinating program

No	Standard Content	Indicator	Performance Indicators	Strategy	Responsible Person
		laboratories and equipment Other supports include modern tools, computing resources must be available , easy accessible , and in systematic done maintenance and refurbishment For support achieving the PLO		maintenance and upgrading tools in the laboratory , carrying out monev and follow up carry on repair	

g. Standard 36.7. Quality Assurance

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
36.7.1	Implementation of Internal Quality Audits	The Study Program has audited through Internal Quality Audit in scope curriculum OBE based _ periodically	IKT	Develop guidelines /SOP for implementing space AMI scope evaluated curriculum _ in a way periodically , carried out control and action carry on on nonconformity	Manager , Study Program Coordinator

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
				results AMI findings	
		The Study Program has audited through internal quality audits scope means infrastructure learning in a way periodically	IKT	Develop guidelines /SOP for implementing space AMI scope means infrastructure evaluated learning _ in a way periodically , carried out control and action carry on on nonconformity results AMI findings	Manager , Study Program Coordinato r
		The Study Program has audited through internal quality audits scope achievement of PLO and PEO as a whole periodically (3-5 years after graduating students through alumni user surveys)	IKT	Develop guidelines /SOP for implementing space AMI scope the achievements of the PLO and PEO are evaluated in a way periodically , carried out control and action carry on on nonconformity	Manager , Study Program Coordinato r

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
				results AMI findings	
		The Study Program has audited through internal quality audits scope fulfillment international accreditation criteria	IKT	Develop guidelines / SOPs for implementing AMI in scope fulfillment evaluated international accreditation criteria _ in a way periodically , carried out control and action carry on on nonconformity results AMI findings	Coordinating program
36.7.2	The Study Program applies culture academics with integrity	The Study Program has guidelines in apply alert to fraud academic (academic fraud)	IKT	Develop implementation guidelines /SOPs alert to fraud academic (academic fraud)	Coordinating program
		The Study Program has guidelines in guard atmosphere academic in guard intolerance and discrimination	IKT	Develop internal guidelines / SOPs guard atmosphere academic in guard intolerance and discrimination	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		to students and staff		to students and staff	
36.7.3	Evaluation from internal and external stakeholders in support guarantee quality	Fulfilled level satisfaction student on the educational process (learning and performance teach lecturer), in the aspects of reliability, responsiveness, assurance, empathy, tangible amount $\geq$ 75%	IKT	Develop guidelines /SOP, implement evaluation accompanied by a review of the results report evaluation For followed up and improved . Evaluation results and actions carry on published in a way periodically	Coordinating program
		The Study Program has do analyze and act carry on from results measurement satisfaction student with measurement results analyzed and followed up at least 2 times every semester, as well used For improving the learning process and	IKT	Drafting report follow carry on results findings / evaluation	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		demonstrating enhancement results learning .			
		The Study Program has carry out a suitability survey burden Study student in a way periodically and follow up report results as continuous improvement of the learning process	IKT	Drafting survey guidelines , survey instruments and reports results as well as follow continue .	Coordinating program
		The Study Program has do measurement satisfaction student to facilities and infrastructure fulfilling learning — aspect - aspect following : 1) Use instrument valid, reliable , easy satisfaction used ,	IKT	Drafting survey guidelines , survey instruments and reports results as well as follow continue .	Coordinating program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		2) held in a way periodically , as well the data recorded in a way comprehensive , **3)** analyzed with appropriate methods _ as well as beneficial For taking decision , **4)** level satisfaction and bait come back followed up For repair and improvement quality outer in a way regular and systematic , **5)** carried out a review of implementation measurement satisfaction **6)** the result published and easy accessed			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		The Study Program has do Measurement satisfaction stakeholders _ interest (students , lecturers , power education , graduates , users , partners industry , and partners others) against service management and source Power human , which fulfills aspect - aspect following : **1)** use instrument valid, reliable , easy satisfaction used , **2)** held in a way periodically , as well the data recorded in a way comprehensi ve ,	IKT	Develop guidelines /SOP, implement evaluation accompanied by a review of the results report evaluation For followed up and improved . Evaluation results and actions carry on published in a way periodically	Coordinatin g program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		3) analyzed with appropriate methods _ as well as beneficial For taking decision , 4) level satisfaction and bait come back followed up For repairs and improvements quality outer in a way regular and systematic , 5) carried out a review of implementation measurement satisfaction lecturers and students , as well 6) the result published and easy accessed by lecturers , students , staff education , graduates ,			

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		users , partners industry , and partners other			
		The Study Program has do measurement satisfaction user graduates which include aspects : (1) ethics , (2) expertise in field knowledge (competence main), (3) ability language foreign , (4) use technology information , (5) ability communicating , (6) cooperation and (7) development self	IKT	Develop guidelines /SOP, implement evaluation accompanied by a review of the results report evaluation For followed up and improved . Evaluation results and actions carry on published in a way periodically	Coordinatin g program
		The Study Program has communicate results from implementation of Quality Assurance with internal and external stakeholders (	IKT	FGD, documentation on the website, and socialization results follow continued QA	Coordinatin g program

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
		lecturers , students , staff education , graduates , users , partners industry , and partners others) in a way transparent and sustainable			
4	Involvement of external stakeholders in implementation guarantee quality	Study program has involving external stakeholders to strengthening profile graduates , curriculum and collaboration	IKT	Prepare SOPs as well instruments and reports evaluation follow carry on	Coordinating program
5	Fulfillment of international accreditation status	Study program has do follow carry on in finish all over findings and recommendations report results international accreditation visitation (PS with accreditation status with conditions)	IKT	Implementation of RTM and RTL findings / recommendations report results international accreditation visitation	Coordinating program

h. Standard 36.8. Strategic Planning and Financial Resources

No	Standard Content	Indicator	Types of Performance Indicators	Strategy	Responsible Person
36.8.1	UPPS on a regular basis periodically monitor plan strategic through management risk	UPPS monitors progress _ achievement plan strategic through implementation management risk accompanied mitigation in a way periodically	IKT	Drafting matrix management risk , evaluation and action carry on repair	UPPS
36.8.2	Study Program Commitment in give impact social to community (referring to the UN Sustainable Development Goals/SDG's)	The Study Program has do activities that have a positive societal impact in accordance with the mission of the Study Program at the local , regional, national and international levels	IKT	Preparation of work programs, service roadmaps community , implementation activities , evaluation implementation and action carry on repair	Coordinating program
36.8.3	management by UPPS and Study Programs	There is income generating from UPPS and internal study programs reach plan strategic and mission through grants, private funds, or other receipts generated by activities innovative as well as cooperation .	IKT	Preparation of work programs	UPPS and Coordination of Study Programs

5. Related document
   a. OBE Based Study Program Curriculum
   b. Documentation in implementing curriculum restructuring
   c. ECTS Guidelines at Unesa
   d. RPS
   e. Assessment/Portfolio Workload
   f. Guidelines/SOP for appeals
   g. Staff development document (HCDP)
   h. Documents regarding reports on increasing overseas activities for both lecturers and students
   i. Document mapping and distribution of students based on diversity (student origin, DN, LN, disability)
   j. Guidelines/SOP for implementing K3
   k. Guidelines/SOP regarding mechanisms for developing, replacing and managing learning infrastructure
   l. Guidelines/SOP for implementing K3 in the laboratory
   m. audit guide within the scope of the curriculum
   n. audit guide within the scope of learning infrastructure
   o. audit guide within the scope of PLO and PLO achievements
   p. audit guide within the scope of fulfilling international accreditation criteria
   q. audit report and follow-up within the scope of the curriculum
   r. audit report and follow-up on the scope of learning infrastructure
   s. audit report and follow-up within the scope of PLO and PLO achievements
   t. audit report and follow-up within the scope of fulfilling international accreditation criteria
   u. Guidelines, reports and follow-up evaluations from students
   v. Guidelines, reports and follow-up evaluations from faculty
   w. Guidelines, reports and follow-up evaluations from alumni and education staff
   x. Other relevant documents in achieving the standard.

6. Reference
   a. Minister of Education and Culture Decree Number 83/P/2020, concerning International Accreditation Institutions.
   b. BAN PT Regulation Number 59 of 2019 concerning APT 3.0 and APS 4.0 Instruments

c. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards (SN Dikti)

d. Standards and Guidelines for Quality Assurance in The European Higher Education Area (ESG), 2015

e. Master Manual for The Washington Accord Accreditation, for Science-Based Engineering Programs, version 1.0, July 2018

f. Criteria for the accreditation of degree programs – ASIIN Quality Seal, Engineering, Informatics, Natural Sciences, Mathematics, Medicine individually and in combination with other subject areas, 2021

g. Criteria and indicators for program accreditation – AQAS, 2019

h. Standards of the Council for Accreditation of Counseling and Related Educational Programs 2015

i. Self-Study Report Template for Associate, Baccalaureate, and initial Master Degree Programs, NAYC, 2021

j. Assessment Guide for The Accreditation of Programs in Management Studies, Economics, Law and Social Sciences by FIBAA, 2020

k. LAMSAMA IAPS Undergraduate Assessment Matrix 1.0, 2021

l. LAM-INFOKOM Undergraduate Study Program Accreditation Assessment Matrix – 2021

m. Attachment 9 to BAN-PT Regulation Number 21 of 2022 concerning EMBA Instruments.

n. Attachment to the Regulation of the National Accreditation Board for Higher Education Number 10 of 2021 concerning Accreditation Instruments for Study Programs in Undergraduate Programs in the Educational Scope

o. 2020 Guiding Principles and Standards for Business Accreditation, AACSB

p. ABET, Applied and Natural Sciences Accreditation Commission, Criteria for Accrediting Applied and Natural Sciences Programs, November 2, 2019, www.abet.org

q. IACBE, International Accreditation Council for Business Education, Principles 2022, www.iacbe.org