

# QUALITY STANDARD

UNDERGRADUATE EDUCATION PROGRAM  
STATE UNIVERSITY OF SURABAYA 2019



# UNESA

**QUALITY STANDARDS  
UNDERGRADUATE EDUCATION  
PROGRAM**



**STATE UNIVERSITY OF SURABAYA**

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## PREFACE

Praise and gratitude to Allah SWT. for all the blessings and conveniences given to us in carrying out various tasks and activities of the Tridharma of Higher Education. To realize the vision of the State University of Surabaya (Unesa) to become a University that is Excellent in Education, Strong in Science (Excellent in Education, Strong in Science), it is necessary to implement an Internal Quality Assurance System (SPMI) in Higher Education by implementing educational standards, research and community service as well as Unesa's internal standards based on the standard PPEPP (Planning-Implementation-Evaluation-Control-Improvement) cycle.

Implementation of Quality Standards requires the existence of a basis and policy as a reference for implementation. The book "Quality Standards (Bachelor Education Program) Unesa" contains the Chancellor's Decree on Unesa's policies in implementing Quality Standards in the Unesa Undergraduate Education Program. This Quality Standards book is expected to be a guide/guideline for the Bachelor program in carrying out the quality assurance process in their respective work units, especially in the management and implementation of the Unesa Undergraduate Education Program.

Quality Standards are basic provisions as guidelines for implementing education in the Bachelor program at Unesa and can be used as material for evaluating the achievement of Unesa's quality. In this fourth edition, quality standards that have exceeded the National Higher Education Standards (SN Dikti) will be set and harmonized with the APS 4.0 instrument which refers to 9 criteria of BAN-PT. The Independent Learning-Independent Campus Policy (MBKM) is also the basis for increasing the standard of undergraduate education at Unesa.

Hopefully, this book can be useful and used properly for the successful implementation of the Internal Quality Assurance System (SPMI) at our beloved Unesa.

Surabaya, December 2020  
Rector,

Prof. Dr. Nurhasan M.Kes  
NIP 196304291990021001

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## **CHAPTER I**

### **INTERNAL QUALITY ASSURANCE SYSTEM**

#### **A. Quality Assurance System in Higher Education**

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self- control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Higher Education is a level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on Indonesian culture.

Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying humanities values as well as the sustainable culture and empowerment of the Indonesian nation. To increase the nation's competitiveness in the face of globalization in all fields, higher education is needed that is capable of developing science and technology and producing intellectuals, scientists and / or professionals who are cultured and creative, tolerant, democratic, strong character, and dare to defend the truth for the benefit nation.

Law No.12 of 2012 article 51(1) states that quality higher education is higher education that produces graduates who are able to actively develop their potential and produce science and / or technology that is useful for society, nation, and state and paragraph 2 states that the government organizes Higher Education quality assurance system to obtain quality education

Furthermore, in article 52 paragraph 1-4 it is stated that (1) Higher education quality assurance is a systemic activity to improve the quality of higher education in a planned and sustainable manner. (2) The quality assurance as referred to in paragraph (1) shall be carried out through the stipulation, implementation, evaluation, control and improvement of higher education standards. (3) The Minister shall determine the higher education quality assurance system and the National Higher Education Standards. (4) The higher education quality assurance system as referred to in paragraph (3) is based on the Higher Education Database (PD Dikti).

The quality assurance system in higher education 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 and LAM PTKES through the External Quality Assurance System (SPME)

Based on Permendikbud No. 50/2014 Article 1, the quality of higher education is the level of conformity between the implementation of higher education and higher education standards consisting of national higher education standards and higher education standards set by tertiary institutions. Higher education quality assurance system is a systemic activity to improve the quality of higher education in a planned and sustainable manner. Internal quality assurance system, hereinafter abbreviated as SPMI, is a systemic activity of higher education quality assurance by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner.



Permendikbud Number 62 of 2016 Article 2 states that an external quality assurance system, hereinafter abbreviated as SPME, is an assessment activity through accreditation to determine the feasibility and level of achievement of the quality of study programs and universities.

The higher education quality assurance system aims to ensure the fulfillment of higher education standards in a systemic and sustainable manner, so that a quality culture grows and develops. The Higher Education Quality Assurance System functions to control the implementation of higher education by tertiary institutions to realize quality higher education.



Picture 1. Higher Education Quality Assurance System

## B. Internal and External Quality Assurance System Policy of Unesa

The Internal Quality Assurance System at Unesa follows the regulations based on the prevailing laws. Quality Assurance System Policy at Universitas Negeri Surabaya is based on the rector's regulation regarding the implementation of SPMI in Unesa. Determination of quality policies and documents consisting of quality policies, quality manuals, quality standards and quality forms are used to establish, implement, evaluate, control and improve the quality of PT standards and the Study Program Management Unit / Study Program. The efforts of universities in running SPMI in Unesa are based on PPEPP.

1. Appointment. Activities appointment quality policies and documents, Academic Senate at Unesa to establish quality policies and documents. Every year the standards are revised and developed by considering and controlled based on evaluation by auditing by the Quality Assurance Division at the PT level.
2. Implementation. Activities of implementing quality policies and documents are carried out by all leaders at the university, faculty and study program levels as well as those who carry out activities in education, research, community service, and other support such as



tridarma supporting standards (Student, Alumni, Curriculum, Library, Vision, Mission, Pamong Governance, PT Output, Information Technology, Prodi Specifications).

3. Evaluation. Evaluation activities are carried out by Quality Assurance by conducting audits 1) on line through SSO.SIMPPM by filling in and uploading data tables and documentary evidence and 2) off line through observation and interviews using instruments from the standard to be evaluated. The results of this evaluation will be summarized through an evaluation report based on the implementation of standards and an assessment of the success or lack of standards. Reports will be made by the Quality Assurance Center and given to the leadership.
4. Control. Control activities are carried out by reviewing the evaluation results together between the audit results and the Management Review Meeting (RTM) improvement program. The results of this control will formulate efforts that need to be corrected and solutions to problems in the long or short term.
5. Improvement. Improvement activities are carried out by creating work programs yearly as well as remedial steps in an effort to correct deficiencies that have been identified and also maintain and or improve results that have been declared successful.

PPEPP activities in this internal quality assurance system involve the Academic Senate, Unesa's leaders (Chancellor, Vice Chancellor, Dean, Deputy Dean, Head of Study Program), University Quality Assurance Division, Quality Assurance Group at the Faculty level, and Quality Assurance Unit at the study program level. which synergizes with each other in setting, implementing, evaluating, controlling and improving the quality according to predetermined standards and also evaluating standards that still need to be improved / perfected.



Figure 2. Internal Quality Assurance System in Unesa

## **CHAPTER II BACHELOR EDUCATION STANDARDS**

### **A. Scope**

Higher Education SPMI (PT) Standards are written documents containing various criteria, measures, benchmarks or specifications of all higher education activities of a PT to realize its vision and mission, so that they can be judged to be of quality in accordance with statutory provisions so as to satisfy internal and external stakeholders of PT.

The written document of the SPMI-PT Standard (Quality Standard) functions, among others, as:

1. Tool to realize the vision, mission and goals of PT;
2. Indicators to show the level (level) of PT quality;
3. Benchmarks that must be achieved by all parties within the PT so as to become a motivating factor for working with, or even exceeding, standards;
4. Authentic evidence of PT compliance with laws and regulations and evidence to the public that the relevant PT actually owns and provides educational services using standards.

The SPMI-PT standards in each PT must meet and be able to exceed the National Education Standards. Guidelines for the translation of the National Education Standards into various standards in the SPMI-PT as well as guidelines for the formulation of standard statements.

The development of standards for the undergraduate program at Universitas Negeri Surabaya (Unesa) was prepared according to the Regulation of the Minister of Research, Technology and Higher Education number 44 of 2015 concerning National Higher Education Standards (SN Dikti) and Regulation of the Minister of Research, Technology and Higher Education number 50 of 2018 concerning Amendments to the Regulation of the Minister of Research, Technology and Higher Education number 44 of 2015, especially in human resource standards. In accordance with these regulations, the minimum undergraduate education standards have educational standards, research standards, and community service standards which total at least 24 Standards.

Standards in education include (1) Graduate Competency Standards, (2) Learning Content Standards, (3) Learning Process Standards, (4) Learning Assessment Standards, (5) Lecturers and Education Personnel Standards, (6) Learning Facilities and Infrastructure Standards, (7) Learning Management Standards, and (8) Learning Financing Standards for undergraduate programs apply to all undergraduate programs at Universitas Negeri Surabaya.

Research standards include (1) Research Result Standards, (2) Research Content Standards, (3) Research Process Standards, (4) Research Assessment Standards, (5) Researcher Standards, (6) Research Facilities and Infrastructure Standards, (7) Research Management Standards, (8) Research Funding and Financing Standards.

Community Service Standards include (1) Community Service Results Standards, (2) Community Service Content Standards, (3) Community Service Process Standards, (4) Community Service Assessment Standards, (5) Community Service Implementation

Standards, (6) Standard for Community Service Facilities and Infrastructure, (7) Standard for Community Service Management, (8) Standard for Community Service Funding and Financing.

Additional standards relating to the implementation of undergraduate education at the Universitas Negeri Surabaya (Unesa) include (1) Unesa Vision and Mission Standards, (2) Student Affairs Standards, (3) Alumni Standards, (4) Cooperation Standards, (5) Library Standards, (6) Information Systems Standards, (7) Curriculum Standards, and (8) Governance and Leadership Standards, (9) PT Output and Achievement Standards, (10) International Accreditation Standards

In addition, Unesa also prepares study programs to participate in International Accreditation such as ASIIN, IABEE, AQAS, and others. Determination Standards Accreditation International aims to produce a document of quality by the gauge measuring the Institute of international accreditation. The standards in question include: (1) Learning Achievement Standards, (2) Study Program Specification Standards (3) Study Program Structure Standards, (4) Approach Standards in Learning and Teaching, (5) Student Assessment Standards, (6) Academic Staff Quality Standards, (7) Support Staff Quality Standards, (8) Quality Standards, and Student Support, (9) Facilities and Infrastructure Standards, (10) Quality Improvement Standards, (11) Output Standards

## **B. The Purpose of Compiling Standard Books at the State University of Surabaya**

Facilitating study programs related to the following matters.

1. Produce benchmark documents that must be met in the delivery of education.
2. Produce benchmark documents that must be fulfilled in conducting research.
3. Produce standard documents that must be fulfilled in the implementation of communityservice.
4. Produce benchmark documents that must be met in the implementation of the qualityassurance system that applies internally at Universitas Negeri Surabaya.
5. Produce benchmark documents that must be met in the implementation of an international accreditation / certification system (AUN, ASIIN, ASIC and others).

## **C. Policy Foundation**

1. Law Number 20 of 2003 concerning the National Education System.
2. Law Number 12 of 2012 concerning Higher Education.
3. Law Number 14 of 2005 concerning Teachers and Lecturers.
4. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework.
5. Government Regulation Number 32 of 2013 concerning National Education Standards.
6. Government Regulation Number 37 of 2009 concerning Lecturers.
7. Permendikbud Number 73 of 2013 concerning the Implementation of the IndonesianNational Qualifications Framework.
8. Permenristekdikti Number 44 of 2015 concerning National Higher Education Standards.
9. Permenristekdikti Number 61 of 2016 concerning Higher Education Database.
10. Permenristekdikti Number 62 of 2016 concerning Higher Education Quality Assurance System.
11. Regulation of the Minister of Research, Technology and Higher Education number 50 of 2018 concerning Amendments to the Regulation of the Minister of Research, Technologyand Higher Education number 44 of 2015
12. Circular of the Minister of Research, Technology and Higher Education

Number 255 / B / SE / VIII / 2016 concerning Guidelines for Higher Education Curriculum Development

13. BAN PT Regulation Number 59 of 2018 concerning Instruments for preparing the LED and LKPS APS 4.0 and APT 3.0
14. Minimum Service Standards for Universitas Negeri Surabaya as PTN BLU
15. Universitas Negeri Surabaya Academic Policy in 2016
16. Strategic Plan (RENSTRA) of Universitas Negeri Surabaya for 2016-2020
17. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education (SNDikti)
18. Permendikbud Number 5 of 2020 concerning Accreditation of Study Programs and Universities.
19. Guidebook for "Independent Learning-Independent Campus" in 2020, Directorate General of Higher Education, Ministry of Education and Culture.

#### **D. Vision, Mission, Goals and Policies of Unesa**

##### **1. Vision**

The development and implementation of Unesa's internal quality assurance system is inseparable from the vision to be achieved. Unesa's vision is

*"Excellent in education strong inscience"*

##### **2. Mission of Unesa**

- a. Increase the quantity and quality of human resources, access, equity, quality and relevance of education.
- b. Developing institutions that are recognized nationally and internationally.
- c. Develop quality infrastructure and are oriented towards eco and cyber campus.
- d. Carrying out high quality tridarma colleges and useful for community development.
- e. Increase Unesa's competitiveness in the fields of education and science and technology.

##### **3. Purpose of Unesa**

To carry out the mission and achieve Unesa's vision, the goals that Unesa had to achieve were reformulated, namely:

- a. Fulfillment of the quantity and quality of human resources.
- b. Realizing the quality of academic services.
- c. The realization of superior educational and scientific programs.
- d. The realization of partnerships with stakeholders at large and the image of a highly competitive campus.
- e. The realization of organizational arrangements and eco-oriented facilities and cybercampus.
- f. The realization of the development of a transparent and accountable state property and financial management system.
- g. Realizing the quality of student coaching.
- h. Realizing the quantity and quality of research and community service.

As a university that is committed to improving quality in all aspects of implementing academic and non-academic programs, Unesa has a quality statement "In order to participate in national development through the provision of human resources, Unesa is committed to guaranteeing the quality of graduates by implementing an internal quality assurance system. on an ongoing basis".

#### **4. Profile of Unesa Graduates**

In accordance with the vision, mission, and goals, Unesa graduates have the following competency profiles

- a. Become professional, faithful, intelligent, independent, honest, caring and tough educators and non-educators (dream of beauty).
- b. Able to act as citizens who are proud and love their homeland, and support world peace.
- c. Able to work together and have social sensitivity and high concern for society and the environment.
- d. Respect the diversity of cultures, beliefs, and religions, as well as the original opinions/findings of others.
- e. Upholding law enforcement and having the spirit to put the interests of the nation and society at large.
- f. Have an entrepreneurial mentality so that they can create jobs and / or be able to compete in the job market in the era of globalization.
- g. Have sincerity, commitment, sincerity to develop the attitudes, values, and abilities of students.
- h. Have skills / expertise / abilities in completing work, master science and technology, master methods and abilities in applying science / knowledge, and have managerial abilities, a level of autonomy and responsibility in carrying out their duties according to their education level.

RI Law No. 12 of 2012 concerning Higher Education article 54, states that higher education standards consist of: 1) national higher education standards set by the minister at the suggestion of an agency tasked with compiling and developing national higher education standards; and 2) higher education standards set by each tertiary institution with reference to the National Higher Education Standards. Higher education institutions have the flexibility to regulate the fulfillment of the National Higher Education Standards by referring to existing regulations. Universitas Negeri Surabaya develops academic standards for undergraduate education in accordance with Permenristekdikti Number 44 of 2015 concerning National Standards for Higher Education and Permenristekdikti Number 50 of 2018 concerning Amendments to Permenristekdikti Number 44 of 2015 concerning National Standards for Higher Education as follows.

#### **1. National Higher Education Standards**

##### **a. Higher Education Standards**

- 1) Competency Standards of Graduates
- 2) Standard Learning Content
- 3) Learning Process Standards
- 4) Learning Assessment Standards
- 5) Standards for Lecturers and Education Personnel
- 6) Standard Learning Facilities and Infrastructure
- 7) Learning Management Standards
- 8) Learning Financing Standards

### **b. Research Standards**

- 1) Standard research results
- 2) Standard research content
- 3) Standard research process
- 4) Research assessment standards
- 5) Researcher's standards
- 6) Standard research facilities and infrastructure
- 7) Research management standards
- 8) Research funding and financing standards

### **c. Community Service Standards**

- 1) Standard results of community service
- 2) Standard content of community service
- 3) Standard community service process
- 4) Standard of community service assessment
- 5) Standard for implementing community service
- 6) Standard facilities and infrastructure for community service
- 7) Standard management of community service
- 8) Funding standards and community service financing

## **2. Internal Standards of State University of Surabaya**

- 1) Standard for Establishing Vision and Mission
- 2) Student Affairs Standards
- 3) Alumni Standards
- 4) Cooperation Standards
- 5) Library Standards
- 6) Information System Standards
- 7) Curriculum Standards
- 8) Governance and Leadership Standards
- 9) Output Standards and Achievements of PT
- 10) Standard Prodi Specifications

## **3. International Accreditation Standards**

- 1) Standards 1. Learning Achievement
- 2) Standards 2. Prodi Specifications
- 3) Standards 3. Study Program Structure
- 4) Standard 4. Approach in Teaching and Learning
- 5) Standards 5. Student Assessment
- 6) Standards 6. Quality of Academic Staff
- 7) Standard 7. Support Staff Quality
- 8) Standard 8. Quality and Student Support
- 9) Standard 9. Facilities and infrastructure



10) standard 10. Quality Improvement Standards

11) Standard 11. Output

## **E. Quality Assurance System Tools**

Based on the above mentioned Unesa Internal Quality Assurance System (SPMI) policies, the tools needed for the implementation of SPMI in Unesa are as follows.

### **1. Manual of Unesa's Internal Quality Assurance System**

The Unesa SPMI Manual is a guideline or guide for internal stakeholders to carry out Unesa's internal quality assurance. The Unesa SPMI Manual explains that the overall implementation of Unesa's internal quality assurance system is used to appointment, implement, evaluate, control, and improvement standards related to the quality assurance system

### **2. Quality Standards and Quality Targets**

Quality standards are benchmarks that must be met in the implementation of education, research, community service according to national higher education standards. Quality standards are also a benchmark that must be met by internal stakeholders against the standards developed by Unesa.

Quality standards are set for each level of education by adopting or modifying the National Higher Education Standards (SN Dikti), the National Higher Education Accreditation Board (BAN-PT) and additional standards applicable at the Unesa level. The quality standard is subsequently reduced to a quality target. The quality target is a target to be achieved (as a standard) derived from the quality policy. The preparation of quality objectives is the responsibility and commitment of management (leadership). The quality target is set by the unit for a certain period of time by considering the existing achievements compared to the quality standard.

### **3. Quality Procedure**

The achievement of quality standards must be supported by the existence of quality procedures developed by the entire process at Unesa. Quality procedures are guidelines containing mechanisms and work sequences / processes of an activity or activity in order to support the application of a quality management system.

### **4. Assessment forms and self-assessment checklist**

Assessment forms are tools to collect data and information used to assess the appropriateness and quality of higher education institutions.

The achievement of quality objectives for each study program is documented in quality assessment forms and self-assessment checklists. Quality assessment forms and self-assessment checklists serve as instruments for planning, implementing, controlling, and developing standards. The completed forms are referred to as quality records, and serve as evidence of the implementation of activities.

## **F. Internal Quality Assurance Cycle**

Based on Article 52 (2) of Law Number 12 of 2012 and Article 5 of Permendikbud Number 50 of 2014, the mechanism for implementing the Internal Quality Assurance

System (SPMI) in Unesa through a cycle of activities abbreviated as PPEPP, which consists of:

- 1) Standard appointment, namely standard-setting activities that refer to the Higher Education National Standards and have referred to the Strategic Plan, Statutes and Unesa's academic policies.
- 2) Implementation of standards, namely activities to meet the standards set by Unesa.
- 3) Evaluation of standard implementation, namely the activity of comparing the outputs of standard compliance activities with predetermined standards.
- 4) Control of standard implementation, namely the analysis of causes of a predetermined standard that cannot be achieved, so that it can be used as a basis for corrective action; and
- 5) Improvement standards, namely improvement activities for higher standards rather than a predetermined standard.



Figure 3. SPMI Mechanism

#### G. Internal Quality Assurance System for the Implementation of Undergraduate Education Programs

The internal quality assurance process for the implementation of undergraduate education programs is in principle carried out independently by each study program and faculty. The quality assurance process at the faculty level is carried out by the Quality Assurance Group (GPM) under the coordination of the Deputy Dean for Academic Affairs. At the Study Program level, quality assurance is carried out by the Quality Assurance Unit (UPM) whose implementation is under the coordination of the Quality Assurance Group.

The Unesa Quality Assurance sector plays a role in setting quality standards, quality procedures, quality manuals, quality assessment forms and self-assessment checklists by referring to or modifying the accreditation guidelines issued by the National Accreditation Board for Higher Education (BAN-PT), monitoring and evaluating the extent of assurance quality can be implemented.

The implementation of the internal quality assurance system at Unesa follows the PPEPP cycle as follows:

### **1. Standard appointment**

- a. The Unesa Quality Assurance Team (BPM) together with representatives from the Quality Assurance Group (GPM) compile quality standards, quality procedures, and internal quality objectives for undergraduate education programs by referring to the national education standards (SN Dikti) and the standards of the National Accreditation Board for Higher Education (BAN-PT).
- b. BPM prepares an Internal Quality Assurance System Implementation Guide and supporting documents (study program and faculty quality assurance assessment forms). Also compiled a self-assessment checklist of study programs and faculties.
- c. BPM disseminates quality standards, quality procedures and quality objectives of Unesa to Unesa's faculty and postgraduate students. In addition, the quality assurance assessment documents / forms were also socialized.

### **2. Standard implementation**

Study programs and faculties carry out activities according to the annual program of study programs and faculties and implement an internal quality assurance system.

- a. The study program (UPM) and the faculty (GPM) formulate programs / activities for the implementation of an internal quality assurance system.
- b. GPM and UPM prepare relevant and necessary documents related to appointment quality standards.
- c. The Quality Assurance Unit (UPM) and the Quality Assurance Group (GPM) at the faculty fill out the internal quality assessment forms and send them the Quality Assurance Center (PPM)
- d. Documents and forms that have been filled in by GPM and UPM will be processed by BPM and used as a database to evaluate the achievement of predetermined quality standards.

### **3. Evaluation of standard implementation**

- a. UPM and GPM monitor the achievement of the specified quality objectives and report them to BPM.
- b. UPM and GPM conduct self-evaluations by filling out a self-checklist assessment so that it can be seen whether there is a gap between the achievement of quality objectives and the quality standards set. For study programs that are currently / will carry out the accreditation process, it is advisable to also complete a self-assessment checklist by following the format according to BAN-PT and the results of filling out the forms reviewed by PPM.
- c. BPM on the assignment of the Rector / Deputy Chancellor for Academic Affairs / Chairperson of LP3M Unesa conducts audits and / or monitoring and evaluation to study programs and faculties with the help of internal auditors to evaluate the extent to which SPMI in study programs and faculties is implemented. The results of internal audits related to the implementation of SPMI are reported by BPM to the Rector / Deputy Chancellor for Academic

Affairs / Chairperson of LP3M Unesa.

**4. Control of standard implementation**

- a. BPM together with GPM conducts a comprehensive evaluation of the implementation of the quality assurance system and the achievement of quality objectives and the results of internal audits. The evaluation results are used as recommendations for corrective actions by the Chancellor.
- b. BPM evaluates and improves the quality management system that is implemented every year, including forms, quality objectives and checklists which are developed by receiving input from study programs, faculties and other related units.
- c. Recommendations from the Chancellor are used by study programs / faculties / UPT to take corrective actions in the next internal quality assurance cycle.

**5. Improvement Standard (I)**

Based on recommendations from the Chancellor related to the achievement of quality standards and quality objectives by Unesa's study program / faculty / UPT, BPM formulated an increase in Higher Education Standards set by Unesa as an effort to improve standards / measures so that they are higher than the standards / measurements set by SN Dikti.

## CHAPTER III STANDARD OF UNIVERSITY EDUCATION

### STANDARD 1. GRADUATE COMPETENCY STANDARD (SKL)

#### 1. Description

This standard is the minimum criterion regarding the qualification of graduate abilities which includes attitudes, knowledge, and skills that are stated in the formulation of graduate learning outcomes. SKL is a criterion regarding the qualifications of a graduate's ability which includes attitudes, knowledge and skills. The SKL Standard is used as the main reference for the development of content standard, process standards, education assessment standards, standard for educators and education personnel, standards for facilities and infrastructure, management standards, and financing standards.

#### 2. Definition of Terms

- a. Graduate Competency Standards are minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes. In the SKL it is stated that the Graduate Learning Outcomes (CPL) must refer to the CP KKNi description and have equivalence with the qualification level at the KKNi.
- b. Graduate Competency Standards stated in the formulation of graduate learning outcomes are used as the main reference for developing learning content standards, learning process standards, learning assessment standards, lecturer and education staff standards, learning facilities and infrastructure standards, learning management standards, and learning financing standards.
- c. Learning Outcomes (CP) are defined as abilities acquired through internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. CP is an indicator (measuring instrument) of what a person gets in completing the learning process, whether structured or not. The CP formulation is composed of 4 elements, namely attitudes and values, workability, mastery of knowledge, and authority and responsibility.
- d. Competence is a set of intelligent, responsible actions that a person has as a condition to be considered capable by the community in a person as a condition to be considered capable by the community in carrying out tasks in certain fields of work in the field of work
- e. Attitudes and values: are behaviors 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.
- f. Workability: is the final manifestation of the transformation of the potential that exists in each learner into applicable and useful competencies or abilities.
- g. Mastery of knowledge: is information that has been processed and organized to gain understanding, knowledge, and accumulated experience to have an ability.
- h. Authority and responsibility: is a consequence of a learner who already has the ability and supporting knowledge to play a role in society correctly and ethically.

### 3. Standard Reference

- a. Presidential Regulation Number 8 of 2012 concerning KKNI Article 1 paragraph 2.
- b. Permenristekdikti Number 44 of 2015 concerning Higher Education National Standards Articles 5, 6, and 7.
- c. Permenristekdikti Number 62 of 2016 concerning Higher Education Quality Assurance Systems.
- d. BAN PT Regulation Number 59 of 2018 concerning APT 3.0 and APS 4.0 Instruments.
- e. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education (SN Dikti)

### 4. Content Standards, Indicators, Strategies and People in Charge

NO	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
1.1	Prodi has a completeness and formulation of Standards of Competence Graduates (SKL) which contains the competence of graduates in full (primary, supporters, etc.) are formulated in very clear. By referring to the profile of the graduates of PT	Curriculum Prodi load the competence of graduates in full (primary, supporters, etc.) are formulated clearly. There is a formulation of competency achievements that include attitudes (beautiful dreams), knowledge and skills (general and special). By referring to the profile of PT	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Documentation</li> </ul>	Head of Study Program
1.2	Prodi determines SKL that is oriented towards the vision and mission of the PT by considering competitive competencies in the era of globalization, industry 4.0 and international	Formulation SKL Prodi in accordance with the vision, mission, and oriented in the era of globalization, the revolution industrial 4.0 and competence of competitiveness nationally and internationally)	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Documentation</li> </ul>	Head of Study Program
1.3	Study Program determines SKL/CPL which refers to KKNI	The formulation of the SKL/CPL Study Program must refer to the description of the KKNI CPL and be equivalent to the qualification level at the KKNI.	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Documentation</li> </ul>	Head of Study Program
1.4	The entire eye lectures in Prodi has conformity with SKL and oriented competencies that are needed Century 21.	The subjects that exist in Prodi accordance with SKL and oriented on the competence of the century 21.	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Documentation</li> </ul>	Head of Study Program
1.5	The study program	The study program	<ul style="list-style-type: none"> <li>• Workshop</li> </ul>	Head of Study



NO	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	provides work experience to college students.	curriculum 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 practices or other work activities.	<ul style="list-style-type: none"> <li>• Documentation</li> <li>• FGD</li> </ul>	Program

## 5. Related Documents

- a. Academic Manuscript Documents
- b. Curriculum Guidelines Documents
- c. University Graduate Profile Documents
- d. Study Program Curriculum Documents

## 6. References

- a. Presidential Regulation Number 8 of 2012 concerning KKNI
- b. Permenristekdikti Number 44 of 2015 concerning SN Dikti Articles 5, 6, and 7
- c. Permenristekdikti Number 62 of 2016 concerning Higher Education Quality Assurance Systems.
- d. BAN PT Regulation Number 59 of 2018 concerning APS 4.0 and APT 3.0 Instruments.

## STANDARD 2 LEARNING CONTENTS

### 1. Description

The standard of learning content is the minimum criterion for the depth and breadth of the learning material. The depth and breadth of content learning, as referred to refer to the achievement of learning graduates. Standard contents are intended to meet the needs of future ahead and meet the Generation Gold Indonesia 2045.

The scope of the material and the level of competence of students that must be met or achieved in an educational unit in a certain level and type of education are formulated in the Content Standards for each subject. The fulfillment of the standard learning content developed criteria to determine the scope and level of competence that is in accordance with the competence of graduates were formulated on Standards of Competence Graduates, the attitude, general skills, knowledge, and specialized skills. The characteristics, suitability, adequacy, breadth, and depth of the material are determined in accordance with the characteristics of the competence and the process for obtaining the competency.

### 2. Definition of Terms

- a. The standard of learning content is the minimum criteria for the level of depth and breadth of learning materials.

- b. Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information.
- c. Learning Objectives learning outcomes expected behavior occurs, owned or controlled by the participant students after following the activities of learning certain.
- d. Learning Outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. CP is an indicator (instrument of measurement) of what a person gets in completing the learning process and well-structured and as a formulation of the learning objectives to be achieved and must be owned by all study programs, it is also a statement of the quality of graduates.
- e. Competence is a set of intelligent actions, full of responsibility that a person has as a condition to be considered capable by society in a person as a condition to be considered capable by society in carrying out tasks carrying out tasks in certain the field of work.
- f. Learning content is the depth and breadth of learning material refers to the achievement of learning graduates by using the SN-DIKTI and KKNI.

### 3. Standard 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).
- c. Permendikbud Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education.
- d. Permenristidikti Number 44 of 2014 concerning National Higher Education Standards (SN Dikti) Articles 5, 8 and 9.
- e. BAN PT Regulation No. 59 of 2018 concerning the Preparation of LED and LKPS 4.0

### 4. Content of Standard, Indicators, Strategies and People in Charge

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
2.1	The courses in the Study Program have the depth and breadth of learning materials formulated with reference to the description of the learning outcomes of graduates from the KKNI.	The courses in the Study Program have the depth and breadth of learning materials formulated by referring to the description of the learning outcomes of graduates from the KKNI at least 75%	<ul style="list-style-type: none"> <li>- Workshop</li> <li>- FGD</li> <li>- Documentation</li> </ul>	Head of Study Program
		The level of depth and breadth of learning materials describes the minimum skills that must be mastered by undergraduate graduates, namely theoretical concepts	<ul style="list-style-type: none"> <li>- Workshop</li> <li>- FGD</li> <li>- Documentation</li> </ul>	Head of Study Program

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		in certain areas of knowledge and skills in general and theoretical concepts in special sections in the field of knowledge and skills. certain.		
2.2	The learning materials for the courses in the Study Program have the depth and breadth of compulsory learning materials to utilize the results of research and the results of community service	The study program has courses whose material integrates the results of research and PKM at least 10%	Workshop FGD	Head of Study Program
2.3	The study program has courses which in determining the final grade give weight to assignments (practicum/practice, homework, or papers)	The study program has courses that give weight to assignments in determining the final score 50%	FGD Documentation	Head of Study Program
2.4	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 have been completed with course descriptions and RPS 95%	Documentation	Head of Study Program
2.5	The study program has a practicum module for practical implementation.	The study program has more than enough practicum modules (plus demonstrations in the laboratory) on their own.	Documentation	Head of Study Program
2.6	The courses in the Study Program have the depth and breadth of the learning materials developed in the Study Program are cumulative and/or integrative.	Lecture materials have the depth and breadth of learning materials containing knowledge, skills and strengthening attitudes	Documentation	Head of Study Program
		The depth and breadth of learning materials are outlined in study materials that are structured in the form of courses	Documentation	Head of Study Program

## 5. Related Documents

- a. Academic Manuscript Documents
- b. Curriculum Guidelines Documents

- c. Study Program Curriculum Document
- d. Semester Learning Plan Document (RPS)
- e. Modules for practicum activities
- f. Teaching materials resulting from the integration of research results and PKM

## 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)
- c. Permendikbud Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education
- d. Permenristidikti Number 44 of 2014 concerning National Higher Education Standards (SN Dikti) Articles 5, 8 and 9
- e. BAN PT Regulation No. 59 of 2018 concerning the Preparation of LED and LKPS 4. 4.0

## STANDARD 3 LEARNING PROCESS

### 1. Description

Process Standards are criteria regarding the implementation of learning in educational units to achieve Graduate Competency Standards. Learning process standards are developed referring to the Competency Standards for Graduates and Content Standards that have been determined in accordance with the provisions. It is necessary to plan of learning, implement learning process and assessment the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies. The learning process is carried out in an interactive, inspirational, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students.

### 2. Definition of Terms

- a. The learning process is a process of interaction between students and educators and learning resources in a learning environment.
- b. Indonesian National Qualifications Framework, hereinafter referred to KKNI, is the skeleton hierarchy qualification competence that can reconcile, equalizes and integrated between the fields of education and field training work and work experience in order to award the work competency recognition in accordance with the structure of employment in various sectors.
- c. Study Program is a unit of education and learning activities that have a specific curriculum and learning methods in one type of academic education, professional education, and / or vocational education.
- d. Education academic is an Education High program undergraduate and / or graduate programs aimed at the acquisition and development branch of Science Knowledge and Technology.

### 3. Standard Reference

- a. Permenristekdikti Number 44 Year 2015 on SN Higher Education, Article 10 up to 18.
- b. Free Preparation Curriculum High Education in the era of Industry 4.0 Directorate

of Higher Education Year 2018

- c. BAN-PT Regulation Number 59 of 2018 concerning the APS 4.0 Instrument and the LED and LKPS Assessment Matrix
- d. Manuscript Academic KJNI Unesa 2016

#### 4. Content of Standard, Indicators, Strategies and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
3.1	The learning process in the Study Program has the characteristics of being interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.	The learning process in the Study Program meets the characteristics of the study program's learning process including interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics and has produced graduates in accordance with learning outcomes.	- Socialization - Monitoring and evaluation	Head of Study Program
3.2	Planning the learning process in the Study Program for each subject is presented in a semester learning plan (RPS) or other terms	All courses in the Study Program have been equipped with Semester Learning Plans (RPS) or other terms	- Workshop - Documentation - FGD	Head of Study Program
		RPS is developed by lecturers independently or with a group of expertise in a field of science and/or technology in the study program	- Workshop	Head of Study Program
3.3	The Study Program reviews the semester learning plan (RPS) document periodically	The study program reviews and adjusts the RPS regularly and can be accessed by students, carried out consistently.	- Documentation - Monitoring and evaluation	Head of Study Program
		The content of learning materials in the RPS has relevant depth and breadth to achieve graduate learning outcomes and is reviewed regularly.	- Documentation - Monitoring and evaluation	Head of Study Program
3.4	Implementation of the Learning Process The form of interaction between lecturers, students and learning resources	The implementation of learning takes place in the form of interactions between lecturers, students, and learning resources in certain learning environments on-line and off-line in the	- Documentation - Monitoring and evaluation	Head of Study Program, DPA, Lecturer

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		form of documented audio-visual		
		The learning process related to student research must refer to research standards	- Documentation - Monitoring and evaluation	Head of Study Program, DPA, Lecturer
		The learning process related to community service, students must refer to the PkM standard	- Documentation - Monitoring and evaluation	Head of Study Program, DPA, Lecturer
3.5	The learning process in the Study Program which is carried out through curricular activities must be carried out in a systematic and structured manner through various courses with a measurable learning load	The curricular learning process must use effective learning methods in accordance with the characteristics of the material to fulfill CPL	- Documentation - Monitoring and evaluation	Head of Study Program, DPA, Lecturer
		Learning in the Study Program uses one or more group discussion methods/simulations/study in cases/collaborative learning/cooperative learning, project-based learning/problem-based learning/or another effective method	- Documentation - Monitoring and evaluation	Head of Study Program, DPA, Lecturer
3.6	The MK learning process carried out inside and outside the Study Program can use one or a combination of several learning methods that are accommodated in a form of learning	The forms of learning that can be chosen include lectures/responses and tutorials/seminars/practices, studio practice, field practice, workshop practice, work practice/research, design, military development/training, student/apprenticeship/entrepreneurial exchanges/forms. other	- Documentation - Monitoring and evaluation	Head of Study Program, DPA, Lecturer
3.7	Colleges facilitate learning outside of College	PT has guidelines for implementing learning outside the relevant PT, transfer mechanism credits.	- Documentation - Socialization	WR 1  LP3M Learning Fields
		PT has cooperation with partner institutions (other universities, industry, education units, local governments, and other institutions)	- Documentation - Socialization	WR 4  LP3M Learning Fields



No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
3.8	The Study Program organizes learning outside the Study Program	The Study Programs organize learning in other Study Programs within PT	- Practice - Documentation	Head of Study Program, DPA
		The Study Program organizes learning in the same study program outside PT	- Practice - Documentation	Head of Study Program, DPA
		Study Programs organize learning in other Study Programs outside PT	- Practice - Documentation	Head of Study Program, DPA
		Study Program organizes learning at non-university institutions	- Practice - Documentation	Head of Study Program, DPA
		Learning outside the study program is carried out under the guidance of the lecturer	- Practice - Documentation	Head of Study Program, DPA
3.9	PT can hold intermediet semesters	PT has guidelines for holding the intermediate semester. - Held at least 8 weeks - The student's study load is at most 9 credits - Student learning load to achieve CPL	- Documentation - Practice	WR 1, WD 1
		The implementation of the intermediate semester is in the form of lectures, face-to-face meetings are held for 16 times including USS and intermediet semester US	- Documentation - Practice	WR 1, WD 1
3.10	PT facilitates the fulfillment of the time and study load for students for undergraduate programs	The study period for the D-4 and undergraduate programs is a maximum of 7 years with a study load of at least 144 credits	- Documentation - Practice	WR 1
		The study period in the study program is at least 4 (four) semesters and a maximum of 11 (eleven) semesters	- Documentation - Practice	Head of Study Program
		Learning outside the study program at the same university for 1 semester or the equivalent of 20 credits	- Documentation - Practice	Head of Study Program
		Learning on The same study program outside the university / different study programs at different universities / learning outside the university for a maximum of 2 semesters or the	- Documentation - Practice	Head of Study Program

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		equivalent of 40 credits		
3.11	Learning in the Study Program has a suitability of learning methods with Learning Outcomes.  Example: RBE (research based education), vocational related practice/practicum.	The Study Program has valid evidence that shows the learning method implemented in accordance with the planned learning outcomes at 75% until 100% courses	- Documentation - Monitoring and evaluation	Head of Study Program
3.12	Learning in the Study Program is carried out in the form of practicum, practice, or field practice	The study program has courses in the form of practicum, practice or field practice including KKN which is carried out > 20% of the total learning hours during education	- Documentation - Monitoring and evaluation	Head of Study Program
3.13	The Study Program Management Unit (UPPS) monitors and evaluates the implementation of the learning process including the characteristics, planning, implementation, learning process and student learning load to obtain graduate learning outcomes	The Study Program Management Unit (UPPS) has valid evidence regarding the system and implementation of monitoring and evaluation of the learning process including the characteristics, planning, implementation, learning process, and student learning load which is carried out periodically, consistently, and followed up to maintain and improve the quality of the learning process and to guarantee compliance with RPS. The monitoring and evaluation system is carried out online	- Monitoring and Evaluation - Documentation	Vice dean of academic fields.
3.14	The Study Program organizes quality learning to achieve graduate competence in accordance with the number of credits in the course.	The implementation of learning in the Study Program is carried out for at least 16 meetings per semester. included among to conduct the sub summative exam (USS) and summative exam (US)	- Documentation - Monitoring and evaluation	Head of Study Program
		The presence of lecturers in giving lectures is 100%. Attendance of students is at least 75% of the number of meetings that should be		Head of Study Program

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		according to weight Credits		
		The implementation of practicum activities is equipped with practical guidelines, work instructions, reference books up-to-date		Head of Study Program
		The study program implements a monitoring mechanism for student attendance, lecturer attendance, and the suitability of lecture materials taught with RPS every semester		Head of Study Program
		Application of courses (mandatory/optional ) that apply Student Centered Learning at least 50%. (discussions, case studies, collaborative learning, cooperative learning, problem-based learning and others that effectively facilitate the fulfillment of graduate CP)		Head of Study Program
		The learning process in the Study Program is according to the time allocation of 1 (one) credit in 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		

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		learning contained in the lecture schedule.		
		The learning process in the Study Program determines the time allocation of 1 (one) SKS in 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	- Documentation	Head of Study Program
3.15	The Study Program has a mechanism for preparing lecture materials	The study program implements a mechanism for reviewing lesson plans, lecture materials, and evaluating lectures that involve lecturers in knowledge groups.	- Documentation - Monitoring and evaluation	Head of Study Program
		The study program applies the mechanism for compiling lecture materials by groups of lecturers in one field of science by taking into account input from other lecturers or from graduate users		
3.16	The study program carries out scientific activities that are scheduled to be carried out every month.	Implementation and periodicity of programs and activities outside of structured learning activities to improve the academic	- Documentation	Head of Study Program

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		atmosphere. Example: general lecture/studium generale, scientific seminar, book review.		

## 5. Releted Document

- a. Semester Learning Plan (RPS)
- b. Report on the results of learning monitoring and evaluation
- c. Prodi academic activity documents
- d. Integrated Teaching Materials of research results and community service
- e. Documents determining the period of study and the burden of learning students
- f. Guidelines for PLP/PPP/PI/PKP
- g. Guidelines KKN

## 6. References

- 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)
- c. Permendikbud Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education
- d. Permenristidikti Number 44 of 2014 concerning National Higher Education Standards(SN Dikti) Articles 5, 8 and 9
- e. BAN PT Regulation No. 59 of 2018 concerning the Preparation of LED and LKPS 4.0

## STANDARD 4 LEARNING ASSESSMENT

### 1. Description

Learning assessment standards are the minimum criteria for assessing student learning processes and outcomes in order to meet graduate learning outcomes. The assessment of student learning outcomes takes into account the principles of assessment including: valid, objective, fair, integrated, open, comprehensive and continuous, systematic, based on criteria, accountable.

The assessment carried out by educators / lecturers is not only an assessment of learning, but also an assessment for learning and an assessment as learning. Assessment of learning is carried out to measure students' achievements against competencies which have been set. Assessment for learning allows educators to use information on students' conditions to improve learning, while assessment as learning allows students to see their learning achievements and progress to determine learning targets.

### 2. Definition of Terms

- a. Learning assessment standards are the minimum criteria for assessing student learning processes and outcomes in order to meet 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 include assessment principles, techniques and instrument ratings, the mechanisms and the procedure assessment, implementation assessment, reporting assessments, and graduation. The principles of assessment include educational, authentic, objective, accountable and transparent principles which are carried out in an integrated manner.
- e. Assessment of learning outcomes is carried out in the domains of attitudes, knowledge and skills.
- f. Rate realm of attitudes is done through observation, self-assessment, an assessment of students (students assess his colleagues in the field or group), and assessment aspects of personal y ang emphasize the aspect IDAMAN JELITA
- g. Assessment of the domain of knowledge through various forms of written tests and oral tests which technically can be carried out directly or indirectly. In the direct intention is lecturers and students meet face-to-face during the assessment. Meanwhile, indirectly, for example, through the provision of take home exams.
- h. Assessment of the realm of skills through performance appraisal which can be carried out through practicum, practice, simulation, etc.

### **3. Standard Reference**

- a. Permenristekdikti Number 44 of 2015 concerning SN Dikti Articles 10-25
- b. Permendikbud Number 255 / B / SE / VIII / 2016 concerning Guidelines for Higher Education Curriculum
- c. Guidelines for Preparation of Higher Education Curriculum in the Industrial Era 4.0
- d. Manuscript Academic KKNi Unesa Year 2016.



#### 4. Content of Standard, Indicators, Strategies and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
4.1.	Prodi carry out learning assessment quality (process and student learning outcomes) to measure achievements learning based on the principles of judgment are includes: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, that is done in a integrated	Prodi has evidence sahih who show suitability of techniques and instruments an assessments learning minimum 75% - 100% of the amount courses	Documentation	Head of Study Program
4.2.	Prodi carry out the assessment consists of techniques and instruments appraisal. Technique the assessment consists of: 1) observation, 2) participation, 3) performance, 4) written test, 5) oral test, and 6) questionnaire. Assessment instrument consists of: 1) assessment process in shape rubric, and / or; 2)assessment of results in the form of a porthofolio, or 3) design work	Prodi has evidence sahih who show suitability of techniques and instruments an assessment of achievements learning minimum 75% up to 100% of the amount courses.	Documentation	Head of Study Program
4.3.	The study program implements the assessment contains the elements the following elements: 1) have a contract assessmentplan, 2) carry out the assessment according to the contract or agreement, 3) provide feedback and give achance to question results to students, 4) have assessment documentation process andlearning	Prodi has evidenceValid implementation assessment includes 7 elements ason standard content.	Documentation	Head of Study Program

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	<p>outcomes student, 5) have a procedure which includes stages planning, activities giving assignments or questions, performance observation, return of results observation, and giving final grades, 6) reporting assessment in the form of qualification of successful student inside take a course lecture in form letters and numbers, 7) have the evidence plan and have do the process results based improvements money assessment</p>			
4.4.	UPPS conducted a survey to determine the level of student satisfaction with the process education.	> 75% students expressed satisfaction with the learning experience	Survey Monitoring dan Evaluation	Vice Dean for Academic
4.5.	Prodi conducts analysis and follow-up from measurement results student satisfaction.	Measurement results analyzed and followed up at least 2 times each semester, as well used for process improvement learning and show increase in yield learning	Documentation	Head of Study Program
4.6.	Study program has mechanism for guarantee the quality of the exam questions	Study program Apply mechanism for review and validating questions all courses test good quality college and according to RPS	Documentation	Head of Study Program
4.7.	Study program carry out the assessment process and results learning for measure the achievement of competencies	Lecturers of the study program do an assessment participation, assignments, USS, US	Documentation	Head of Study Program
		Study program lecturer enter	Documentation	Head of Study Program

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		students' final grades on time no later than 10 days from US ends		

## 5. Related Document

- a. Semester Learning Plan (RPS)
- b. PM Learning Assessment
- c. Documents about Exam Summative and Examination Sub Summative
- d. Survey report on student satisfaction with the learning process
- e. Document of follow-up on the results of the student satisfaction survey
- f. Test score document

## 6. Reference

- a. Law of The Republik of Indonesia Number 14 of 2005 concerning Teachers and Lecturers
- b. Law of The Republik of Indonesia Number 20 of concerning the National Education System
- c. Republic of Indonesia PP No. 19 of 2005 on National Education Standards
- d. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework
- e. Candy Research and Technology of Higher Education 44 Years 2015 Standards of National Education High
- f. Academic Text of Unesa KKNi Curriculum

## STANDARD 5 LECTURER AND EDUCATIONAL STAFF

### 1. Description

The standards for Lecturers and Educational staff are the minimum criteria regarding the qualifications and competence of human resources for lecturers and educational staff (administration, technicians, laboratory assistants, archivists, librarians, operators) in Unesa to provide education in order to fulfill graduate learning outcomes. This standard regulates the management of human resources in a transparent, accountable and meritocratic manner, from planning, recruitment, selection, orientation, qualification, placement, employee development, career development, rewards, 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 arts through education, research, and community service.
- b. Educational staff are educational personnel who participate in organizing education with special duties as teaching professions, in the form of archivist, laboratory

assistant, administration, librarian, operator and technician.

### 3. Standard Reference

- a. Article 45 of Law No.14 of 2005 Concerning the Teacher and Lecturer Law
- b. Article 46 of 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 of 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. Article 27 Permenristekdikti No. 44 on SNPT
- h. Article 27 Permenristekdikti No. 44 on SNPT
- i. Article 29 paragraph 4,5,6 Permenristekdikti Number 50 of 2018 concerning SNPT
- j. Article 30 Permenristekdikti No. 44 on SNPT
- k. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education Articles 28-32.
- l. Regulation BAN- PT Number 59 Year 2018 concerning Instruments APT 3.0 and Instruments APS 4.0

### 4. Content of Standard, Indicators, Strategies and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
5.1.	College have a System resource management human power that is complete,transparent, and accountable. (4.1)	College have documents formal system resource management human which includes: (1) planning, (2) recruitment, selection, and dismissal employee, (3) orientation and employee placement, (4) career development, (5) remuneration,	Workshop mapping planning, determination Employee, Evaluation Performance, Development career, evaluation performance, Appreciation, Recognition, Mentoring,	Vice Rector For General Affair and
5.2	Higher education institutions have a permanent lecturer and study program ratio of more than 12	The number of permanentPT lecturers on the Dikti page compared to the number of study programsis more than 12	Mapping Planning	ViceRector for General Affair and Finance
5.3	Program Study supported by resource lecturers remains were sufficient and meets the qualifications education in accordance with the field of study Program	The study program has a development program lecturers to improve the qualifications and competency that correspondto the needs fields in the study program	Mapping Planning, Advanced Study Conference	Head of Study Program
		Percentage of permanent	Further study	Head of

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		lecturers with the latest S3 education whose field of expertise is in accordance with the competence of the study program more than 60%.		Study Program
		The percentage of tenured faculty who have the post of associate professor and professor large that field of expertise in accordance with the competency program of study is more than 50%.	Performance Evaluation	Head of Study Program
		The ratio of the number of students to the number of permanent lecturers For the Social Sciences clump < 30 For exact family < 20	Mapping planning	Head of Study Program
		The ratio of professors are not fixed to the amount of the entire faculty $\leq 10\%$	Career development services,	Vice Rector Academic affair,
		The Ratio of the number of lecturer have a certificate of competence greater than 50%	followup results of satisfaction	Vice Rector General Affair and Finance
5.4	Higher education institutions have professional development standards and lecturer performance	Recognition on the expertise of faculty level, region of 30%, national 50%, the level of international 20% of the number of lecturers were there.	Career development, performance evaluation, analyzing service satisfaction, following up on satisfaction results	Vice Rector for Academic Affair  Vice Rector for General Affair and Finance
		The amount of research that involves faculty DTSP of sources of financing PT amounting to 10 million / lecture / year, the independently 5 million per faculty / year, the Institute in the country of 100 million per year and institutions outside the country of the activities in 1 year	Career development, performance evaluation, analyzing service satisfaction, following up on satisfaction results	Vice Rector for Academic Affair  Vice Rector for General Affair and Finance
		The number of community services involving DTSP lecturers 7.5 million / lecturer / year, the independently 3		

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		million per faculty per year, the Institute in the country of 50 million per year and foreign institutions of the activities within 1 year per study program.		
5.5	Higher education institutions have formal guidelines on monitoring and evaluation systems, as well as a track record of the performance of lecturers and education personnel (4.2.1)	Colleges have formal guidelines for monitoring and evaluation are complete; and there is evidence that it is implemented regularly consistent	Workshop, Discussion, Viability, Evaluation, Testing, Reflection, Follow-up	Vice Rector for Academic Affairs
		Higher Education (Faculties) has a document track record of lecturer performance		Dean Head of Department
5.6	The Study Program carries out monitoring and evaluation (money) of lecturer performance in the fields of education, research, service / dedication to the community. Results Money documented with good	Prodi has documents on the results of monitoring and evaluation on the performance of lecturers in the fields of education and research and community service	Performance evaluation, career development	Head of Study Program
		Average lecturer performance load per semester or average FTE (Fulltime Teaching Equivalent) maximum 12		Head of Study Program
		The presence of the lecturer inside give lectures 100%.		
		Each lecturer continues to participate in activities (as a speaker / participant) scientific seminars / workshops / administrators / workshops / shows /	Guidance manuscript, professorship, guidance Haki patent and facilities Haki patents, reward, incentive	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		exhibitions / demonstrations (national / international) indexed at least once in a year.		
		Each lecturer is required to develop written works / Appropriate Technology / IPR at least one in three year		
		Each lecturer is required to develop one nationally accredited scientific publication article in two years.		
		Every lecturer is required to develop reputable international scientific publication articles one in two years		
		Publication of writings in the mass media / international proceedings at the international level is minimal one lecturer has 1 works in two years Citation for lecturers produce a work that is cited with at least one year once.		
		Study Program has 1 products/services created by lecturers that are adopted by industry/society in two years		
		Lecturers have rekognosi the plot with the expertise of at least 40 percent of the number of permanent lecturers		
		Permanent Lecturer Load for the study program in supervising student final assignments at least five guidance		
5.7	University High is supported by educators who meet and educator / competence which correspond	Higher education institutions have development plans and programs to improve the competence of employees education	Mapping, career development, follow-up studies, workshops, seminars, skills	Vice Rector for General Affair and Finance

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		College high powered energy librarian with a background behind education which correspond (D4 / S1 / S2 / S3) with a number that is appropriate to the needs service	training, branchmarking, performance evaluation, service satisfaction, follow- up	Vice Rector for General Affair and Finance
		Higher education institutions have more than 70% technicians / laboratory assistants / operators / programmers who have a certificate competence		Vice Rector for General Affair and Finance
		University High have personnel expertise / PLP were insufficient in study programs that correspond to the minimum needs, evaluating in a consistent performance of PLP by the direct supervisor		
5.8	Higher education has an effort to improve the qualifications and competence of educational personnel	There is a career development with a clear career path for education staff as archivist / administration / lab as well as continuous and well-executed promotion of positions so as to improve the qualifications and competence of educational personnel	training / improvement of certified competence / seminars / workshops / comparative studies / further studies	Vice Rector for General Affair and Finance
5.9	The program of study is supported by educators who meet and educator / competence which corresponden	The study program has a number of technicians / laboratory assistants / operators / program minimal one person whose competence / qualifications are appropriate in each laboratory		
		The program of study has a number of personnel administration that competence / qualifications which correspond at least 1 person per program of	Training, enhancement of certified competencies , seminars, workshops, learning , further studies	Vice Rector for General Affair and Finance



No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		study		
5.10	Higher education institutions conduct a survey on the satisfaction of lecturers, librarians, laboratory assistants, technicians, and administrative staff on the resource management system human power	There is an instrument to measure the satisfaction of lecturers, librarians, laboratory assistants, technicians and administrative staff, with the human resource managementsystem, which has: a. validity b. reliability c. easy to use	Instrument development , Validation, Reliability, Analysis, Reports, Follow Up	Vice Rector for General Affair and Finance
		Their results of the survey of satisfaction of lecturers, librarians, laboratory, technicians, and personnel administration of the system management of resources humans are: a. clear, b. comprehensive, easily accessible to stakeholders interests		
		There is the use of survey results in continuous improvement for quality: a. Instrument repair b. HR performance targets c. Improved service management energy source power human		
5.11	Higher education institutions have policies related to the qualifications and competencies of lecturers and education staff	Lecturer's academic qualifications are at least S2 which are relevant to the study program and proven with a diploma	Documentation	WR 1
		The competence of the lecturer is stated as an Education certificate and/or professional certificate	Documentation	WR 1
5.12	Higher education	The number of	Documentation	WR 1

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	institutions have policies regarding permanent lecturers	permanent lecturers in tertiary institutions is at least 60% of the total number of lecturers		WR 2
		Number of tasks assigned to carry out learning in each study program minimum 5 people	Documentation	WR 1 WR 2
5.13	Higher education institutions have education personnel policies	Educational staff have a minimum qualification of Diploma 3 graduates except for administrative staff who have qualifications lowest high school	Documentation	WR 2
		Educational staff who require special skills must have a certificate of competence in accordance with their field of duty and expertise	Documentation	WR 2

## 5. Related Documents

- a. Mapping Documents for Faculty Lecturers and Students
- b. HDCP document
- c. Lecturer Profile Documents
- d. Document Profile Power Educators
- e. Lecturer Recruitment Guidelines
- f. Tendik Recruitment Guidelines
- g. Career Development Guidelines
- h. Guidelines Mutations and Termination of Employees
- i. Remuneration Guidelines
- j. BKD Guidelines
- k. Performance Appraisal Guidelines (SKP)
- l. Baperjakat Guidelines

## 6. References

- a. Permeristekdikti Number 79 of 2017 concerning the Statute of Unesa
- b. Permenristekdikti Number 44 of 2014 concerning Higher Education National Standards (SN Dikti)

## STANDARD 6 LEARNING FACILITIES AND FACILITIES

### 1. Description

This standard is a minimum criterion regarding facilities and infrastructure according to the needs of the content and learning process in order to fulfill graduate learning outcomes.

Standard facilities include: standard for furniture, educational equipment, educational media, books, information technology facilities, sports and the arts. Meanwhile, infrastructure standards include: land standards, classrooms, libraries, laboratories, leadership rooms, lecturers' rooms, administration rooms and public facilities.

## 2. Definition of Terms

- a. Facilities are anything that can be used as a tool in achieving successful learning in the classroom, for example educational facilities, including buildings, electricity, water, classrooms, tables, chairs and learning media tools.

Infrastructure is a supporting facility for carrying out learning in Higher Education High and include infrastructure, such as yards, parks, fields, roads to schools and others.

## 3. Standard Reference

- a. Article 31, Permenristekdikti Number 44 of 2015.
- b. Article 32, Permenristekdikti Number 44 of 2015.
- c. Article 33, Permenristekdikti Number 44 of 2015.
- d. Article 34, Permenristekdikti Number 44 of 2015.
- e. Article 35, Permenristekdikti Number 44 of 2015.
- f. Article 36, Permenristekdikti Number 44 of 2015.
- g. Article 37, Permenristekdikti Number 44 of 2015.
- h. Standards for Higher Education Facilities and Infrastructure for the Undergraduate Program.

## 4. Isi Standar , Indikator, Strategi, dan Penanggung Jawab

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
6.1	Higher education institution provides learning facilities for study programs	The learning facilities provided at the PT consist of at least furniture; b. educational equipment; c. educational media; d. books, e-books, and repositories; e. information and communication technology facilities; f. experimental instrumentation; g. sports facilities; h. art facilities; i. public facilities; j. consumables; and K. maintenance, safety and security facilities.	- Documentation - MONEV - Audit	Vice Chancellor General Affairs and Finance
6.2	Higher education institution provides learning infrastructure for study programs	Learning infrastructures provided by PT at least consists 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. Higher Education leadership room; i. Lecturer room; j. administration room; and K. public facilities (roads,	- Documentation - MONEV - Audit	Vice Chancellor General Affairs and Finance

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		electricity, water, communication networks, data)		
6.3	Higher education institutions have an appropriate learning infrastructure and facilities management system needs, and made adjustments at least every 4 years	The existence of infrastructure and facilities management documents containing policies, regulations, and guidelines / guidelines covering (Planning, Procurement, development and Recording, Determination of use, Safety and safety of use, and Maintenance / repair / cleanliness), and minimal adjustments are made once every 4 years.	Workshop preparation / Digitized crystallization document	Vice Rector for General Affair and Finance
6.4	University High equipped with infrastructure and facilities are inadequate, as well as supporting the implementation of the Tri Dharma College High, in accordance with the rules / requirements that apply	There is proof of legal ownership and use of land: a. The land belongs to its own b. Land are $\geq 5000m^2$ c. Land is used for educational activities	Identification of legal documents as proof of ownership and land use rights. Document processing that is not yet valid or not yet available.	Vice Rector for General Affair and Finance
		There is a document for the development of infrastructure and facilities that are supported by adequate funds	Inventory of ownership documents, infrastructure management and Means	Vice Rector for General Affair and Finance
		Their documents the ownership, maintenance, pengelolaan goods / instructions of use that the Program has the means of learning, including: a. furniture; b. educational equipment ; c. educational media ; d. books, electronic books, and repositories; e. information and	Socialization & Workshop on utilization procedures (space, goods).	Vice Rector for General Affair and Finance,  Head of Department / Head of Study Program

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		<p>communication technology facilities ;</p> <p>f. experimental instrumentation / laboratory equipment ;</p> <p>g. sports facilities:</p> <p>h. art facilities ;</p> <p>i. means facilities general;</p> <p>j. consumables; and</p> <p>k. maintenance facilities, safety, and job security</p>		
		<p>There is a determination of the number, types and specifications of learning facilities based on the ratio of the use of the facilities in accordance with the characteristics of the learning methods and forms, and must ensure the implementation of the learning process and administrative services academic</p>	<p>Dissemination of rules Workshop on the preparation of rules</p>	<p>Vice Rector for General Affair and Finance,</p> <p>Vice Dean for General Affair and Finance</p> <p>Head of Department / Head of Study Program</p>
		<p>Availability of library collections, accessibility including availability and ease of access to adequate e-libraries based on Superior qualifications for each of the following library materials.</p> <p>a. Text book</p> <p>b. International journal</p> <p>c. Accredited national journal</p> <p>d. Proceedings Which is very adequate based on the APT Superior qualification</p>	<p>Benchmarking Internship for librarian Digital Library Preparation</p>	<p>Vice Rector for General Affair and Finance,</p>
		<p>Their access to library on the outside of the PT or source libraries more like journals of national and international are adequate as Qualification Accreditation A</p>	<p>Cooperation between libraries of National Journal Access Rights International Journal Access Rights</p>	<p>Vice Rector for General Affair and Finance,</p>
6.5	University High is	There is space work lecturer of at least 4 m <sup>2</sup> /	Socialization of the rules.	Vice Rector for

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	equipped with infrastructure that is adequate to qualification accreditation A (6.2.3)	lecturers equipped with facilities which is adequate	Preparation of improvement and development plans	General Affair and Finance,
		There is room for a trial minimal thesis 16 m <sup>2</sup> /student		Vice Rector for General Affair and Finance,
		There is a classroom of at least 2 m <sup>2</sup> /student and is equipped with adequate learning facilities and can be used every day (minimum 20hours per week)		Vice Rectorfor GeneralAffair and Finance
		There is a leadership workspace of at least 15 m <sup>2</sup> /person equipped with facilities which is adequate		
		There is an offices administration space of at least4 m <sup>2</sup> / person equippedwith adequate facilities		
		There is a space conference lecturer of at least 120 m <sup>2</sup> equipped with facilities whichadequate		
		There is evidence the document space laboratory, studio, library, garden experiment / practice is equipped with equipment and consumables premises njumlah that adequate and quality both can be used everyday		
		The existence of evidence documents the infrastructure support (where sport, space set of students, space health, mosque, canteen, toilets) are adequate and the quality is very good to meet the needs ofcollege student.		
		There is evidence that the study program has a comfortable and healthy		

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		learning infrastructure (34.1),consisting of: a. land; b. class room ; c. Library; d. laboratory / studio / workshop / productionunit ; e. sports place ; f. space for the arts; g. student activity unit room ; h. leadership room ; i. lecturer room ; j. administrative room ; and k. public facilities		
		Public facilities in the Study Program as a form of learning infrastructure include: a. Street; b. water; c. electricity; d. voice communication network ; and e. data		
		The existence of the facility specifically be operational in learning adequate, decent, and comfortable to use, namely a. benches and tables b. board c. LCD d. Electricity e. Ac / fan wind / ventilation were enough f. Learning media g. Handout / manual activities available in the entire eye study h. Book reading materials in study programs which include two national journals, three journals international		

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		owned and subscription is continuous, and the ratio of books are held above 500 book 10 year update last		
		Building universities height should have a standard of quality of at least grade A or equivalent		
		Building universities height must meet the requirements for safety, health, comfort, and safety, and is equipped with the installation of electrical power sufficient and installation, both waste domestic and waste specifically, if necessary		
		Standard building quality universities high as referred to in paragraph (1) article (2) is based on the rules minister who handles government affairs in field of public works.	Identification of the quality of the building Holding expert	
6.6	Universities and Prodi facilitate the means and infrastructure for students with disabilities specifically in accordance with the rules that exist, and made adjustments each period certain time	The Study Program has guidelines regarding the facilities and infrastructure for the student who needs special as that determined by the Director General of Education and Student Affairs	Benchmarking Planning Design & budget	Head of department / Head of Study program
		Colleges have facilities and infrastructure for the student who needs special includes: a. Labeling with writing Braille and information in sound form b. ramp to the seat of the wheels; ' c. track guides (guiding block) on the road or corridor in the neighborhood campus;		Vice Rector For General Affair and Finance



NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		d. map / floor plan of a campus or building in the form of an embossed map / floor plan ; and e. toilet or room shower for wheelchair users.		
6.7	Higher Education has an adequate Information System as needed in serving the entire academic community	PT has adequate information system facilities, including; (1) The computer that is connected to the network area / internet, (2) Software that is licensed the amount that is adequate. (3) Facilities e-learning that put to good use, (4) Access on-line kekoliksi library	Benchmarking Building a HR Providing system Conduct socialization	Vice Rector For General Affair and Finance
		Availability System information and facilities which are used in the administration of which include: (1) The computer that is connected to the network area / internet (2) Software basis of data that adequate. (3) Access to data relevant and very fast		Vice Rector For General Affair and Finance Head of department / Head of Study program
		Prodi has access to the internet which is adequate to the ratio of the number of services civitas academics are evidenced by service user response	Survey of bandwidth adequacy Development planning bandwidth	
6.8	Higher education institution has a blueprint for the development, management and utilization of information systems, which is documented by the good	Availability of blueprints for the development of management and utilization of information systems from adequate infrastructure, management units, data flow systems and data access autonomy, and	Documentation socialization	

NO.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		disaster recovery systems that can be used with good		
6.9	Performance evaluation performance of enforceability of an increase in services means the infrastructure of learning	The existence of an analysis of the success of the standard achievement which includes identification of the root of the problem, the supporting factors for success, the inhibiting factors for the achievement of the standard and a description short follow-up	Internal Quality Audit	PPM
		There is a user response learning infrastructure in the study program		

## 5. Releted Document

- a. Infrastructure planning and development documents
- b. Infrastructure management document
- c. Maintenance documents
- d. Tool inventory document
- e. POS tool usage
- f. Infrastructure audit report document

## 6. References

- a. Permenristekdikti Number 44 of 2015 concerning Higher Education National Standards
- b. Guidelines for the Management of Goods and Service

## STANDARD 7 LEARNING MANAGEMENT

### 1. Description

Learning management standards are the minimum criteria for planning, implementing, controlling, monitoring, and evaluating, as well as reporting learning activities at the study program level. Learning management standards must refer to graduate competency standards, learning content standards, learning process standards, lecturers and education staff standards, and learning facilities and infrastructure standards. Implementing management standards is carried out by the study program management unit and universities.

### 2. Definisi Istilah

- a. Learning management is an organ that organizes or controls a learning activity
- b. The management unit is a management unit (the smallest part of the manager)

### 3. Standard Reference

- a. Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN Dikti) Article 40-41
- b. BAN PT Regulation Number 59 of 2018 concerning IAPT 3.0 and IAPS 4.0

### 4. Content of Standard, Indicators, Strategies and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
7.1.	Higher Education Policies in making strategic and operational plans related to learning that can be accessed by academics and stakeholders, and can be used as guidelines for study programs in implementing the program learning	The existence of the document strategic plan, and operations associated with the learning that can be accessed by a community of academic and stakeholder interests, and can be used as guidelines for the program of study in implementing the program of learning	Workshop preparation / adjustment Offline and online publication	Vice Rector For Academic Affairs Vice Dean For Academic Affairs
7.2	Higher Education organizes learning according to the type and educational program that is in line with learning outcomes graduates	Implementation of learning activities that are in accordance with the type and educational program that is in line with the learning outcomes of graduates	Learning evaluation	Head of Study Program
7.3	University High maintain and improve the quality of the management of a program of study in implementing the program of learning with the goal that refers to the vision and mission of the university high in sustainable	The existence proof College High maintain and improve the quality of program management study to implement a program of learning on an ongoing basis with the goal of which is in accordance with the vision and mission of universities high	Preparation of implementation guidelines Improvement Evaluation	Vice Rector For Academic Affairs Vice Dean For Academic Affairs Head of Study Program UPM
7.4	University High undertake monitoring and	The existence of monitoring and evaluation	Development of monitoring instruments	Vice Rector For Academic Affairs

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	evaluation of program activities Study in carrying out activities learning	documents for the implementation of learning	Development of evaluation instruments for evaluation and improvement	Vice Dean For Academic Affairs Head of Study Program UPM
7.5	University High have guidelines for planning, implementing, evaluating, monitoring, quality assurance, and developing learning activities and lecturers	There are guidelines for planning, implementing, evaluating, monitoring, quality assurance, and developing learning activities and lecturers	Socialization Adjustments guide in regular	Vice Rector For Academic Affairs
7.6	Prodi submit reports on the performance of study programs in implementing learning programs at least through the higher education database	There is a report on the performance of study programs in implementing learning programs atleast through the higher education database	Arrangement of performance instruments Offline reporting Online reporting	Vice Rector For Academic Affairs
7.6	Prodi submit reports on the performance of study programs in implementing learning programs at least through the higher education database	There is a report on the performance of study programs in implementing learning programs at least through the higher education database	Arrangement of performance instruments Offline reporting Online reporting	Head of study Program
7.7	Higher education institution implementing the evaluation of control and improvement of quality in continuing the research activities and community service into the learning	Higher education institution has guidelines for the evaluation, control and improvement of quality on an ongoingbasis on the activitiesof research and community service toin learning	Development / adjustment of guidelines Socialization	LPPM
		Higher education institution has evidence that valid on	Implementation monitoring Follow - up	LPPM

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		the results of monitoring and evaluation of the integration of research and community service to in learning	Evaluation	
7.8	Higher education institution implement learning management standards	In implementing the mandatory learning management standards: a. Develop policies, RENSTRA, RENOP related to learning that can be accessed by the academic community b. organize according to the type and study program that is in line with the CPL c. Maintain the quality of study program management d. conduct MONEV learning in Study Program e. have guidance, planning, implementation, evaluation, supervision, quality assurance and development of learning activities and lecturers, f. submit a study report for the Study Program at least through PD Dikti.	MONEV FGD Documentation	WR 1 BPM LP3M
7.9	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, process, and assessment standards to achieve CPL c. Creating a good academic atmosphere and quality culture	MONEV FGD Documentation	WD 1 BPM GPM

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		d. Conduct MONEV to maintain and improve the quality of the learning process e. Report the results of the learning program periodically.		

## 5. Related Document

- a. Academic Policy
- b. UNESA RENSTRA
- c. RENOP Unesa
- d. Study Program Curriculum
- e. Academic text Curriculum, learning
- f. SPMI PT . Quality Manual
- g. Monitoring and evaluation reports and Learning audits every year
- h. Minutes of monev and audit

## 6. References

- a. KKNi Curriculum Guide
- b. Guidelines for the Implementation of Research and PkM
- c. Permendikbud Number 3 of 2020 concerning National Higher Education Standards
- d. BAN PT Regulation Number 59 of 2018

## STANDARD 8 LEARNING FINANCING

### 1. Description

Learning financing standards are the minimum criteria regarding components and the amount of investment costs and operational costs that are arranged in order to meet graduate learning outcomes. Higher education operational costs are part of the higher education costs needed to carry out educational activities which include lecturers' fees, teaching staff costs, learning operational materials costs, and indirect operational costs. Higher education operational costs are set per student per year which is referred to as the standard unit of higher education operational costs. The standard for higher education operational unit costs for state universities is set periodically by the Minister by considering: a). type of study program, b). accreditation level of universities and study programs; and c). regional cost index. The higher education operational cost unit standard forms the basis for each university to prepare an annual higher education income and expenditure budget plan (RAPB) and determine the costs borne by students.

### 2. Definition of Terms

- a. Learning financing is the entire budget used to support the student learning process.
- b. The unit of operational costs is the cost calculated based on the need for operational

costs of education that are compiled in accordance with the Legal Entity State Higher Education Service Standards / Contracts for Performance.

- c. The expenditure Budget Plan is the calculation of the amount of costs required for materials and wages, as well as other cost related to the implementation of activities.

### 3. Standard Reference

- a. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education (SN Dikti) Article 42-44
- b. BAN PT Regulation Number 59 of 2018, criteria 5, 7, 8 and 9

### 4. Content of Standard, Indicators, Strategies and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
8.1.	Higher education institution has documents fund management which includes planning the reception, allocation, reporting, auditing, monitoring and evaluation, and accountability of response to stakeholder interests, corresponding draft budget that has been set	Their documents were complete that includes: planning the reception and allocation of funds a. reporting b. audit c. monitoring and evaluation d. accountability answers to stakeholders interests	Team training budget Monitoring Internal Audit Internal	Vice Rector for General Affairs and Finance
		The existence of documents on the management and allocation of funds and activities, which involve Study Programs / Faculties in planning Work Programs / Renop / Renstra Department / Program study		
		Have documents that are accountable (including mechanisms and audit reports) for the use of funds by the management unit		
		The existence of Quality Guidelines in planning, implementing, managing, and evaluating the use of funds	Adjustment of socialization guidelines	Vice Rector for General Affairs and Finance
8.2.	Higher education	The existence of the	Needs and	Vice Rector for

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	institution has a mechanism of determination of the cost of education of students by involving all stakeholders interests of the internal, which is carried out in a routine / regular every year. (6.1.2)	document the mechanism for setting the cost of education which is charged on students based on the results of the analysis of needs involving all stakeholders interests internally	empowerment analysis  Coordination	General Affairs and Finance
8.3	Higher education institution has a policy regarding the financing of students who potentially are academic and are less able to economically, as well as the percentage of students who get waivers or exemptions cost of education to the total students	The existence of the document policy on relief / exemption fees for students who could potentially be academic and less capable in the economy are implemented consistently and can be proven by the data of students receiver waivers cost of education or waived in a number that is sufficient.	Socialization  Confirmation of beneficiary status	Vice Rector for General Affairs and Finance
8.4	Higher education institution managing funds originating from students (percentage of tuition fees and other funds) (6.1.4)	There is evidence the percentage of funds the education that comes from students of $\leq 33\%$	Socialization Coordinating its use Evaluation and reporting of usage	Vice Rector for General Affairs and Finance
8.5	Higher education institution allocates the use of funds for operations (education, research, community service, including salaries and wages, and infrastructure investment, advice, and human resources)	There is operational funds per student per year $\geq$ Rp. 18 million		
		There is a document on		



No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		the use of funds for operations that include education, research, and community service Public		
		The existence of the document the use of the funds in an effort that has been carried out by unit managers to improve the qualifications and competence of lecturers and staff education		
8.6	Higher education institution has a system of monitoring and evaluation as well as auditing internal funding and external to the utilization of funds are more effective. trans famine and satisfy the rules of finance are applicable	There is a monitoring and evaluation system for funding and performance that is accountable and carried out regularly, documented and followed up	Compilation / adjustment of monitoring instruments Socialization Implementation monitoring Audit	Vice Rector General Affairs and Finance
		The existence of a financial audit report that is carried out periodically by a competent external auditor and the results are published and followed up by the college.		
		There is an analysis result customer satisfaction in service financing learning		

## 5. Related Document

- a. Previous Audit Report Document
- b. Chancellor's Regulation
- c. Financial Management Guidance Documents
- d. SK/ST Task Force Audit Team
- e. New Events result Audit

f. Financial accountability report

**6. References**

- a. Regulation of the Minister of Education and Culture Number 93 of 2014 concerning Procedures for Establishing Standard Operating Cost Units for Legal Entity State Universities.
- b. Regulation of the Minister of Research, Technology, and Education High Republic of Indonesia Number 22 of 2015 concerning Single Tuition Fees and Single Tuition Fees at State Universities within the Ministry of Research, Technology, and Higher Education.
- c. Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN Dikti)

**CHAPTER IV**  
**RESEARCH STANDARD**

**STANDARD 9. RESEARCH RESULTS**

**1. Description**

Research result standard is the minimum criterion regarding the quality of research results. Research results in tertiary institutions must be directed at developing science and technology, as well as improving people's welfare and national competitiveness. The research results must also lead to the fulfillment of graduates' learning outcomes and fulfill the provisions and regulations in Higher Education.

**2. Definition of Terms**

- a. Research result standard is the minimum criterion regarding the quality of research results.
- b. Learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience.

**3. Standard Reference**

- a. Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN Dikti) article 46
- b. BAN PT APT PTN BLU
- c. BAN PT APS No. 2 Th. 2019 APS Instrument LED Setup Guide
- d. Performance Agreement Action Plan of 2019.

**4. Content of Standard, Indicators, Strategies, and People in Charge**

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
9.1	LPPM has minimum criteria regarding the quality of research results in accordance with the Guidelines issued by the Ministry of Research, Technology and Higher Education and adjusted to applicable regulations	<p>The availability of research results in science development and technology, as well as improving people's welfare and the nation's Competitiveness</p> <p>There is an output generated through activities that fulfill scientific principles and methods systematically in accordance with scientific autonomy and academic culture.</p> <p>There are research results that are not confidential, not</p>	<p>- Socialization of minimum criteria regarding the quality of research results</p> <p>- Workshop on the preparation of research proposals</p> <p>- Conduct periodic evaluation of research quality</p>	Vice Rector for Academic Affairs and LPPM

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		disturbing and / or not endangering public or national interests, must be disseminated on a national / international scale in a manner disseminated, published, patented, and / or other methods that can be used to convey research results to the public.		
		The results of student research meet the predetermined graduates' learning outcomes and the regulatory provisions in higher education.		
9.2	LPPM has a formal document of Research Strategic Plan which contains a development basis, a research road map, resources, strategic program objectives and performance indicators adjusted to applicable regulations	There is a formal document of Research Strategic Plan that contains a development foundation, a research roadmap, resources (including internal research funding allocations), strategic program objectives and performance indicators, and is oriented towards international competitiveness.	Preparation, review, adjustment and dissemination of Strategic Research Plans, road maps, resources (including internal research funding allocations), strategic program objectives and research performance indicators on a periodic basis.	Vice Rector for Academic Affairs and LPPM
9.3	LPPM has research guidelines and evidence of its socialization and adjustments are carried out according to applicable regulations	There are socialized research guidelines, easily accessible, according to research strategic plans, and understood by stakeholders.	<ul style="list-style-type: none"> <li>- Preparation, review, adjustment and online socialization of research guidelines.</li> <li>- Reviewing and Focus Group Discussing of research</li> </ul>	Vice Rector for Academic Affairs and LPPM

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
			guidelines by stakeholders.	
9.4	LPPM has research reporting documents by research managers to higher education leaders and partners / funders, fulfilling the following aspects: 1) comprehensive, 2) detailed, 3) relevant, 4) current, and 5) delivered on time.	There are report documents of research activities which fulfills 5 aspects made by the research manager and reported to the higher education leader and partners / funders.	<ul style="list-style-type: none"> <li>- Socialization of research guidelines</li> <li>- Conduct periodic evaluation of research quality</li> </ul>	Vice Rector for Academic Affairs and LPPM
9.5	Study programs have research relevance in the management unit each year	There is a road map that covers the research agenda of lecturers and students as well as the scientific development of the study program by considering an interdisciplinary or multidisciplinary approach.	Socialization of the Research Strategic Plan, road map, resources (including internal research funding allocations), strategic program objectives and university research performance indicators.	Head of Study Program
		The availability of research activities for lecturers and students according to lecturers' research agenda that refers to the research roadmap and scientific development of study program.	Research monitoring and evaluation	
		There is an evaluation of the suitability between lecturers' and students' research and road map.	There are research clusters at study program	
		There is evidence of the use of evaluation results	- Documenting all evidence of	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		to improve the relevance of research.	<p>the use of evaluation results for improvement of research relevance</p> <ul style="list-style-type: none"> <li>- Evaluation for improvement of research relevance at study program level</li> </ul>	
9.6	Study program determines the percentage of the number of students' research as their final project which is on the agenda of lecturers' research on the number of students in the final project each year	There is a percentage ratio of at least 10% of the number of studies included in the lecturers' research agenda to the number of students in the final project each year	<ul style="list-style-type: none"> <li>- Socialization of the LPPM's and study program's research roadmap to students</li> <li>- There is a scientific cluster and research groups in each study program</li> <li>- Evaluation of students' research as the final project periodically.</li> </ul>	Head of Study Program
9.7	Higher education institutions have registered intellectual property results.	There are 233 intellectual property results registered from the results of research, community services, and academic activities every year.	<p>Dissemination of procedures for registering intellectual property to researchers</p> <ul style="list-style-type: none"> <li>- A special unit was formed to facilitate researchers in managing the registration of intellectual property results.</li> </ul>	Vice Rector for Academic Affairs
9.8	Higher education institutions have a research and development prototype (Research and Development / RnD).	There are 55 research and development prototypes (Research and Development / R & D) from the research results.	<ul style="list-style-type: none"> <li>- There is a Higher Education Internal Policy Grant program</li> <li>- Socialization of Grant Funds sourced from</li> </ul>	Vice Rector for Academic Affairs

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
			DRPMand funds from within and outside the country to researchers - Workshops of making grant proposals.	
9.9	Higher education institutions have industrial prototypes from research results.	There are 33 industrial prototypes from the research results in one year.	- There is a Higher Education Internal Policy Grant program - Socialization of Grant Funds sourced from DRPMand funds from within and outside the country to researchers - Link and match collaborations with stakeholders and industry.	Vice Rector for Academic Affairs

## 5. Related Documents

- a. The Research Strategic Plan document which contains the basis for development, research roadmap, resources (including internal research funding allocations), strategic program objectives and performance indicators, and is oriented towards international competitiveness.
- b. Research guideline documents (hardcopy, soft copy and can be accessed online).
- c. Proof documents of socialization of research guidelines.
- d. Research activity report documents, which meet 5 aspects, which are made by the research manager then are reported to the university leader and partners / funders.
- e. Research roadmap of study programs.
- f. Documentation of all evidence of the use of evaluation results to improve the research relevance.

## 6. References

- a. Republic of Indonesia Law No. 18 of 2002
- b. Republic of Indonesia Government Regulation No 20 of 2005.
- c. Republic of Indonesia Government Regulation No.13 of 2018 concerning research,

engineering and development of the meteorological, climatological and geophysical industries.

## STANDARD 10. RESEARCH CONTENT

### 1. Description

Research content standard is the minimum criterion regarding the depth and breadth of the research material. The depth and breadth of the research material includes material on basic and applied research. Material in basic research must be oriented towards research outcomes in the form of explanations or findings to anticipate new symptoms, phenomena, rules, models, or postulates. Material in applied research must be oriented towards research output in the form of innovation and development of science and technology that is beneficial to society, business, and / or industry.

### 2. Definition of Terms

- a. Research content standard is the minimum criterion regarding the depth and breadth of the research material.
- b. Postulates are assumptions, estimates, or hypotheses that are recognized or established in such a way that a study can be carried out systematically.

### 3. Standard Reference

- a. Article 45, Permenristekdikti Number 44 of 2015.
- b. BAN PT Regulation No. 59 of 2018 concerning APT PTN BLU.
- c. BAN PT APS No.2 of 2019 APS Instrument LED Developing Guide.
- d. Performance Agreement Action Plan of 2019.

### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
10.1	LPPM establishes the scope of basic research and adapt it to applicable regulations.	There are documents mention the scope of basic research which is oriented to research outputs in the form of explanations or findings to anticipate new symptoms, phenomena, rules, models, or postulates.	- Socialization of the scope of basic research. - Performing a contract about the basic research output produced by the researcher.	Vice Rector for Academic Affairs and LPPM
		There are documents mention the materials of basic research including material for special studies of national interest and contains the principles of benefit, sophistication, and anticipating future needs.		



No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		There is a research output document states the scope of basic research oriented to research output in the form of explanations or findings to anticipate newsymptoms, phenomena, rules, models, or postulates.		
		There is a research output document states that the material in basicresearch includes specialstudy material for the national interest and contains the principles ofbenefit, sophistication, and anticipating future needs.		
10.2	LPPM determine the scope of applied research and adapt itto applicable regulations.	There are documents mention the scope of applied research that is oriented towards research output in the form of innovation and development of science and technology that is beneficial to society, business, and / or industry.	<ul style="list-style-type: none"> <li>- Socialization of the scope of applied research.</li> <li>- Performing a contract about the applied research output produced by the researcher.</li> </ul>	Vice Rector for Academic Affairs and LPPM
		There are documents mention the material in applied research which includes special study material for the national interest and contains the principles of benefit, sophistication, and anticipating future needs.	-	
		There is a research output document mentions the scope of applied research that is oriented towards research output in the form of innovation as well development of science and technology that is beneficial to society, the business world, and / or industry.	-	
		There is a research output	-	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		document states that the material in applied research includes special study material for the national interest and contains the principles of benefit, sophistication, and anticipating future needs.		
10.3	LPPM makes and determines a Research Strategic Plan that contains development foundation, research roadmaps, resources, strategic program objectives and performance indicators.	Tertiary education institutions have a Research Strategic Plan which contains a development foundation, a research roadmap, resources (including internal research funding allocations), targets strategic programs and performance indicators, as well as oriented towards international competitiveness.	<ul style="list-style-type: none"> <li>- Creating and establishing a Strategic Research Plan according to the indicators.</li> <li>- Socializing the established strategic plans to the academic community at Unesa.</li> <li>- Expanding research collaboration to improve international competitiveness.</li> <li>- Inform and disseminate grant programs from various sources of funds from within the country and abroad.</li> <li>- Evaluating the feasibility of research with the research road map.</li> </ul>	Vice Rector for Academic Affairs and LPPM
10.4	Higher education institutions have a research road map that is relevant between national-level research	The research relevance of the management unit includes the following elements: a. Having a road map at the level of LPPM, UPPS and PS that covers the research agenda of lecturers and students as well as the scientific	- LPPM, UPPS, and study programs create and define a road map covering the research agenda of lecturers and students as well as scientific development of	Vice Rector for Academic Affairs, LPPM, and UPPS

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	and management units.	<p>development of the study program by considering an interdisciplinary or multidisciplinary approach.</p> <p>b. There is evidence that lecturers and students carry out appropriate research which is relevant with the lecturer's research agenda that refers to the research road map.</p> <p>c. There is evidence of evaluation of the suitability of lecturers' and students' research with road maps, and</p> <p>d. There is evidence of the use of the evaluation results to improve the relevance of research and science development of study program.</p>	<p>the study program by considering an interdisciplinary or multidisciplinary approach.</p> <p>- Disseminate and motivate lecturers and students to carry out research in accordance with the lecturers' research agenda which refers to the research roadmap</p> <p>- Hold a meeting to evaluate the suitability of the research results with the road map that has been determined to improve the relevance of research and scientific development in study programs.</p>	

### 5. Related Documents

- a. The Research Strategic Plan document.
- b. Research guideline documents.
- c. Research output documents.

### 6. References

- a. Republic of Indonesia Law No. 18 of 2002
- b. Republic of Indonesia Government Regulation No 20 of 2005.
- c. Republic of Indonesia Government Regulation No.13 of 2018 concerning research, engineering and development of the meteorological, climatological and geophysical industries

## STANDARD 11. RESEARCH PROCESS

### 1. Description

Research process standard is the minimum criterion for research activities consisting of planning, implementation, and reporting.

## 2. Definition of Terms

- a. Research process standard is the minimum criterion for research activities consisting of planning, implementation, and reporting.
- b. Research activities are activities that fulfill scientific principles and methods systematically in accordance with scientific autonomy and culture.

## 3. Standard Reference

- a. Article 46, Permenristekdikti Number 44 of 2015.
- b. BAN PT Regulation No. 59 of 2018 concerning APT PTN BLU.
- c. BAN PT APS No.2 of 2019 APS Instrument LED Developing Guide.

## 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
11.1	LPPM has rules and a timeline for research activities which include planning, implementation, and reporting each year.	There are rules and timeline for planning, implementation, and reporting every year.	Arrangement of rules and timeline for planning, implementation, and reporting each year.	Vice Rector for Academic Affairs and LPPM.
11.2	LPPM has scientific principles and methods of research processes and is adjusted to applicable regulations.	<p>There is research which is carried out based on scientific principles and methods systematically in accordance with scientific autonomy and academic culture.</p> <p>Unesa guarantees that research is carried out for education, teaching and community service activities.</p> <p>There are activities, training, seminars and workshops as well as transformation to other universities to support research's quality and quantity improvement.</p>	<ul style="list-style-type: none"> <li>- Conduct research monitoring and evaluation.</li> <li>- Arrange workshops for research proposal writing.</li> </ul>	Vice Rector for Academic Affairs and LPPM.
11.3	LPPM has standards of quality, work safety, health, comfort, and security for lecturers and is adjusted to applicable regulations.	The availability of quality standards, work safety, health, comfort, and security for lecturers.	Preparation and dissemination of quality standards, occupational safety, health, comfort, and safety for lecturers' research.	Vice Rector for Academic Affairs and LPPM.

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
11.4	LPPM has standards of quality, work safety, health, comfort, and security for students and is adjusted to applicable regulations.	The availability of quality standards, work safety, health, comfort, and security for students.	Preparation and dissemination of quality standards, occupational safety, health, comfort, and safety for students' research.	Vice Rector for Academic Affairs and LPPM.
11.5	LPPM has research guidelines and evidence of its dissemination.	The availability of research guidelines that are socialized, easily accessible, in accordance with the research strategic plan, and are understood by stakeholders.	Creating research guidelines that are socialized, easily accessible, in accordance with the research strategic plan, and are understood by stakeholders.	Vice Rector for Academic Affairs and LPPM.
11.6	LPPM has valid evidence about the implementation of the research process.	The availability of guidelines for assessment and review procedures.	<ul style="list-style-type: none"> <li>- Development and revision of assessment and review procedures</li> <li>- Good documentation system including legality evidence of reviewer appointment, assessment results of research proposals, legality of researcher assignment / researcher collaboration, minutes of</li> </ul> There is documentation evidence of research outputs.	LPPM.
		There is legality evidence of the reviewer appointment.		
		There is evidence of the assessment results of research proposals.		
		There is legality evidence of the researcher assignment / researcher collaboration.		
		There is evidence of minutes of monitoring and evaluation results.		
		There is documentation evidence of research outputs.		
11.7	Lecturers in a study program involve students in research which is included in	There is a student research in the final project that is included in the lecturer's	<ul style="list-style-type: none"> <li>- Lecturers in the expertise group / laboratory / Study Program have a</li> </ul>	Head of Study Program

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	the lecturer's research agenda.	research agenda on the number of students in the final project 1 research per year.	research roadmap and agenda. - The research roadmap and agenda are socialized to students. - Engage students in lecturers' research. - research.	
11.8	LPPM has a mechanism to measure the satisfaction of researchers and research activity partners towards research services and processes.	There is a mechanism for measuring the satisfaction of researchers and research activity partners with services and research processes that meet these aspects: a. Clarity of instruments being used, implementation, recording and data analysis. b. The availability of valid evidence regarding the measuring results of the satisfaction of researchers and research activities partners which is carried out consistently, and is followed up regularly and systemized.	- Conducted a survey on the satisfaction of researchers and research activity partners on research services and processes. - Documentation of the measuring results of the satisfaction of researchers and partners. - Follow up regularly and systematically.	LPPM

**5. Related Documents**

- a. Rules document and timeline for planning, implementation, and reporting each year.
- b. Documents of scientific principles and methods of the research process.
- c. Document of quality standards, work safety, health, comfort, and security for lecturers.
- d. Document of quality standards, work safety, health, comfort, and security for students.

**6. References**

- a. Republic of Indonesia Law No. 18 of 2002
- b. Republic of Indonesia Government Regulation No 20 of 2005.

- c. Republic of Indonesia Government Regulation No.13 of 2018 concerning research, engineering and development of the meteorological, climatological and geophysical industries.

**STANDARD 12. RESEARCH ASSESSMENT**

**1. Description**

Research assessment standard is the minimum criterion for an assessment of the research process and results which are carried out in an integrated manner.

**2. Definition of Terms**

- a. Research activities are activities that fulfill scientific principles and methods systematically in accordance with scientific autonomy and culture.
- b. Rules are rules that regulate human behavior and behavior as social life.

**3. Standard Reference**

- a. Article 47, Permenristekdikti Number 44 of 2015.
- b. BAN PT Regulation No. 59 of 2018 concerning APT PTN BLU.
- c. BAN PT APS No.2 of 2019 APS Instrument LED Developing Guide.

**4. Content of Standard, Indicators, Strategies, and People in Charge**

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
12.1	LPPM has minimum criteria for research processes and results.	The assessment of the research process and results was carried out based on the SIMLITABMAS Kemenristekdikti guidelines.	Socialization of minimum criteria for research process and results based on SIMLITABMAS Kemenristekdikti guidelines.	LPPM
12.2	LPPM determines the assessment elements of research processes and results.	The assessment process contains educational elements, objectives, accountable and transparent in the assessment of research process and results.	The socialization of the assessment process contains educational elements, objectives, accountable and transparent.	LPPM
12.3	LPPM applies the principles of process and research result assessments.	There is an assessment of research process and results in accordance with the result standard, content standard, and assessment process standard.	Creation and socialization of quality standards, occupational safety, health, comfort, and research security for lecturers.	LPPM
12.4	LPPM has research assessment methods and instruments.	There is an assessment of research process and results which are carried out using methods and instruments that are relevant, accountable,	Creation of research assessment instruments using methods and instruments that are relevant, accountable, and can	LPPM

		and can represent a measure of performance achievement.	represent a measure of achievement performance.	
12.5	LPPM has an assessment and review procedures.	There is documentary evidence of satisfactory assessment and review procedures.	Creation and revision of procedures for assessments and reviews which are carried out every certain period.	LPPM

## 5. Related Documents

- a. Rules document and timeline for planning, implementation, and reporting each year.
- b. Documents of scientific principles and methods of the research process.
- c. Document of quality standards, work safety, health, comfort, and security for lecturers.
- d. Document of quality standards, work safety, health, comfort, and security for students.

## 6. References

- a. Republic of Indonesia Law No. 18 of 2002
- b. Republic of Indonesia Government Regulation No 20 of 2005.
- c. Republic of Indonesia Government Regulation No.13 of 2018 concerning research, engineering and development of the meteorological, climatological and geophysical industries.

## STANDARD 13. RESEARCHER

### 1. Description

Researcher standard is the minimum criterion for the researcher's ability to carry out research. Researchers must have the ability to master the level of research methodology in accordance with the scientific field, research object, as well as the level of complexity and depth of research. Researcher's ability is 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 Research and Community Service Institute (LPPM).

### 2. Definition of Terms

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

### 3. Standard Reference

- a. Permenristekdikti Number 44 of 2015 concerning SN Dikti Article 48.
- b. BAN PT Regulation No. 59 of 2018 concerning APT PTN BLU.
- c. BAN PT APS No.2 of 2019 APS Instrument LED Developing Guide.



#### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
13.1	Higher education institutions determine the minimum criteria for researchers who are in accordance with the rules and adjusted for each certain period of time.	There is suitability of the scientific field under study with the researchers.	<ul style="list-style-type: none"> <li>- Socialization of research rules</li> <li>- Socialization of types of research</li> </ul>	Vice Rector for Academic Affairs and LPPM.
13.2	Higher education institutions determine the standards for researchers' ability related to research methodologies that are in accordance with the rules and are adjusted for each certain period of time.	There is researchers' ability of research methodology, research objects as well as the level of complexity and depth of research.	<ul style="list-style-type: none"> <li>- Creation of rules for researchers' research methodology ability</li> <li>- Research methodology training for researchers</li> </ul>	
13.3	Higher education institutions determine standards for the researchers' ability which is in accordance with the rules and are adjusted for each certain period of time.	There is a curriculum vitae of researchers that contains academic qualifications and research results that have been done.	<ul style="list-style-type: none"> <li>- Socialization of the research roadmap</li> <li>- Socialization of the research curriculum vitae template</li> </ul>	
13.4	Tertiary Education Institutions determine standards of researchers' authority in accordance with the rules of the Director General of Research and Development Strengthening and are adjusted every certain period of time.	There is a curriculum vitae which contains the researchers' authority in conducting research.	<ul style="list-style-type: none"> <li>- Socialization of researchers' authority in accordance with the rules of the Director General of Research and Development Strengthening.</li> </ul>	
13.5	Higher education institutions determine guidelines for researchers' authority in accordance with the rules of the Director General of Research and Development Strengthening and are	The use of guidelines from the Director General of Research and Development Strengthening related to the authority to conduct research.	Socialization of guidelines from the Director General of Research and Development Strengthening regarding the authority to	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	adjusted every certain period of time.		conduct research.	
13.6	Higher education institutions have research groups and functional research laboratories.	There is a research group in the Study Program and a functional research laboratory.	Establishment of research groups /study clusters in a Study Program. Reactivation of research-based laboratories. Establish a research umbrella in each research group.	

## 5. Related Documents

Research guideline document.

## 6. References

- a. Republic of Indonesia Law No. 18 of 2002
- b. Republic of Indonesia Government Regulation No 20 of 2005.
- c. Republic of Indonesia Government Regulation No.13 of 2018 concerning research, engineering and development of the meteorological, climatological and geophysical industries.

## STANDARD 14. RESEARCH FACILITIES AND INFRASTRUCTURE

### 1. Description

Research facilities and infrastructure standard is the minimum criteria for facilities and infrastructure needed to support the needs of the research content and process in order to fulfill the research results. Research facilities and infrastructure are university facilities that are used to facilitate research at least related to the scientific field of a study program. The research facilities and infrastructure are university facilities that are also used for the learning process and community service activities.

### 2. Definition of Terms

- a. Research facilities and infrastructure standard is the minimum criteria for facilities and infrastructure used to support research.
- b. Research facilities are tools and / or media used to support research.
- c. Research infrastructure is all thing owned by higher education institutions as the main support for conducting research.

### 3. Standard Reference

- a. Permenristekdikti Number 44 of 2015 concerning SN Dikti Article 49.
- b. BAN PT, APT 4.0 and APS.

#### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
14.1	Higher education institutions establish research facilities and infrastructure standard in accordance with the rules of the Director General of Research and Development Strengthening.	There are guidelines and documents for the facilities and infrastructure by the institution to support the needs of research content and process in order to fulfill the research results. (Article 49: 1)	<ul style="list-style-type: none"> <li>- Socialization of regulations regarding the use of higher education institution's facilities and infrastructure for research</li> <li>- Identification of facilities and infrastructure</li> <li>- Evaluation of the use of higher education institution's facilities and infrastructure for research</li> <li>- Review of the use of higher education institution's facilities and infrastructure for research</li> </ul>	Vice Rector for Academic Affairs and Head of LPPM.
14.2	Higher education institutions determine university facilities that are used as research facilities and infrastructure for a certain period of time.	There are research facilities covering the field of a study program, the learning process, and community service activities (Article 49: 2)	Utilization of research facilities and infrastructure at other institutions through collaborative research programs; and carry out the specification of research facilities	
		Higher education institutions are required to improve the quality of research and the number of research outputs through the use of shared resources and facilities (sharing facilities) owned by universities and state agencies / institutions.		
14.3	Higher Education Institutions determine quality standards of research facilities and infrastructure in accordance with the rules of the Director General of Research	The availability of research facilities and infrastructure that meet the elements of work safety, health, comfort and security of researchers, the community and the environment.	<ul style="list-style-type: none"> <li>- Socialization of minimum criteria for research facilities and infrastructure</li> <li>- Review of the use of research facilities and infrastructure</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	and Development Strengthening.			
14.4	Higher Education Institution determines institutional research policies based on the rules of the Director General of Research and Development Strengthening.	The availability of institutional research policies or guidelines that include research facilities and infrastructure standard that can be easily accessed and applied effectively.	<ul style="list-style-type: none"> <li>- Socialization of research guidelines</li> <li>- Review proposals and research reports</li> <li>- Evaluation of research guidelines</li> </ul>	
14.5	Higher Education Institutions determine policies regarding the relevance of research activities to the field of study based on the rules of the Director General of Research and Development Strengthening.	There are a road map and a relevant research agenda that supports learning outcomes that include research facilities and infrastructure.	<ul style="list-style-type: none"> <li>- Creating a university research roadmap</li> <li>- Creating a university-level research agenda</li> <li>- Socialization of university research roadmap</li> <li>- Creating a research road map at the study program level</li> <li>- Making a research agenda at the study program level</li> <li>- Activating research groups at the study program level</li> </ul>	
14.6	LPPM evaluates the performance achievements and users' responses.	There is an analysis of the success of achieving standards and there is an analysis results of user responses to follow up that can be used as improvements.	<ul style="list-style-type: none"> <li>- Instrument development</li> <li>- Questionnaire analysis</li> </ul>	LPPM

## 5. Related Documents

- a. Research guideline document.
- b. University research roadmap.
- c. Research agenda.
- d. Study Program's research roadmap.
- e. Minutes of activities.

## 6. References

- a. Law on research code of ethics.
- b. Research and Community Service Guide XII Edition, 2018.

## STANDARD 15. RESEARCH MANAGEMENT

### 1. Description

Research management standard IS the minimum criteria for planning, implementing, controlling, monitoring and evaluating, as well as reporting research activities. Research management is carried out by a work unit in the form of an institution that is in charge of managing research. The institution is the Institute for Research and Community Service (LPPM), State University of Surabaya (Unesa).

### 2. Definition of Terms

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

### 3. Standard Reference

- a. Permenristekdikti Number 44 of 2015 concerning SN Dikti Article 50-51.
- b. BAN PT Regulation No. 59 of 2018 concerning APT PTN BLU.
- c. BAN PT APS No.2 of 2019 APS Instrument LED Developing Guide.

### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
15.1	Higher education institutions determine the minimum criteria for research management based on the RIP LPPM Unesa which is adjusted periodically.	There is the suitability between the research roadmap of the Ministry of Research, Technology and Higher Education with RIP LPPM Unesa which is supported by submitting proposals, conducting research and control, monitoring, evaluation, and reporting.	<ul style="list-style-type: none"> <li>- Reviewing the suitability of the research road map of the Ministry of Research, Technology and Higher Education with RIP LPPM Unesa</li> <li>- Improvements based on review results.</li> </ul>	Vice Rector for Academic Affairs and LPPM.
15.2	Higher education institutions determine research management rules based on the RIP LPPM Unesa which are adjusted periodically.	There are research activities that are well managed institutionally.	<ul style="list-style-type: none"> <li>- Identifying research management rules</li> <li>- Formulating research management rules</li> <li>- Conducting a regular research monitoring and evaluation</li> <li>- Evaluating the rules and research</li> </ul>	
15.3	Higher Education Institutions establish a standard related to research management institutions based on Unesa institutional regulations which are	There is a well-institutionalized synergy between the research institute and the Development Center as supporting work	<ul style="list-style-type: none"> <li>- LPPM compiles and develops a research program plan based on the research plan of Higher Education Institutions;</li> <li>- LPPM compiles and</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	adjusted periodically.	unit (Article 50: 3) (Article 51: 1)	develops regulations, guidelines, and internal research quality assurance systems; <ul style="list-style-type: none"> <li>- facilitate the conduct of research;</li> <li>- carry out monitoring and evaluation of research implementation;</li> <li>- disseminate research results;</li> <li>- facilitate the enhancement of the ability of researchers to carry out research, write scientific articles, and acquire intellectual property (IP);</li> <li>- give awards to outstanding researchers; and</li> <li>- needs analysis;</li> <li>- report on research activities managed.</li> </ul>	
15.4	Higher Education Institutions create a Higher Education Research RENSTRA in accordance with the vision and mission, Development Master Plan and Higher Education RENSTRA which are revised according to the timeframe of each plan.	The availability of a research strategic plan.	Higher Education Institution is obliged to: <ul style="list-style-type: none"> <li>- have a research strategic plan which is part of the strategic plan of higher education institution;</li> <li>- have guidelines on the criteria of researchers with reference to the result standard, content standard, and research process standard;</li> <li>- determining criteria and procedures of research assessment at least in terms of increasing the</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
			number of scientific publications, innovation in the field of science and technology, and the quantity and quality of teaching materials;	

## 5. Related Documents

- a. Research guideline documents.
- b. RIP LPPM.
- c. Vision and mission of Higher Education Institution.
- d. Strategic Plan of Higher Education Institution.

## 6. References

- a. Republic of Indonesia Law No. 18 of 2002.
- b. Republic of Indonesia Government Regulation No 20 of 2005.
- c. Republic of Indonesia Government Regulation No.13 of 2018 concerning research, engineering and development of the meteorological, climatological and geophysical industries.

## STANDARD 16. RESEARCH FUNDING AND FINANCING

### 1. Description

Research funding and financing standards are the minimum criteria for sources and mechanisms of research funding and financing. Unesa is obliged to provide internal research funding. Apart from Unesa's internal research budget, research funding can come from the government, cooperation 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 include sources and mechanisms of research funding and financing.
- b. Research funding is the provision of funds for research.
- c. Research financing is everything related to research costs.

### 3. Standard References

- a. Permenristekdikti Number 44 of 2015 concerning SN Dikti Article 52-53.
- b. BAN PT, APT 4.0 and APS.

#### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
16.1	LPPM has financial management guidelines and policies.	The availability of financial management guidelines covering planning, realization and accountability in accordance with applicable policies and regulations.	<ul style="list-style-type: none"> <li>- Workshop</li> <li>- Implementation of Guidelines Evaluation</li> <li>- Analysis of implementation</li> <li>- Development and revision of evaluation results of guidelines</li> </ul>	LPPM
16.2	LPPM is obliged to provide funds on a regular basis.	The availability of a budget plan (RBA) or other funding sources that supports the implementation of research activities.	<ul style="list-style-type: none"> <li>- Workshops of creating and developing research program plans, regulations, guidelines, and internal research quality assurance systems;</li> <li>- Monitoring and evaluation of research implementation;</li> <li>- Disseminating research results;</li> <li>- Facilitating the enhancement of researchers' ability to carry out research, write scientific articles, and acquire intellectual property rights (IP);</li> <li>- Giving awards to outstanding researchers; and</li> <li>- Reporting on research activities managed.</li> </ul>	Vice Rector for Academic Affairs and Head of LPPM.
16.3	Higher education institutions are obliged to provide internal research funds on a regular basis.	There is a Research Master Plan (RIP) that supports the budget plan.	<ul style="list-style-type: none"> <li>- Having a research strategic plan that is part of the higher education institution's strategic plan;</li> <li>- Developing criteria and assessment procedures;</li> <li>- Maintaining and improving the quality of institutional management or research</li> </ul>	



No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
			<p>functions in carrying out research programs in a sustainable manner;</p> <ul style="list-style-type: none"> <li>- Monitoring and evaluating research institutions or functions in carrying out research programs;</li> <li>- Utilizing research facilities and infrastructure at other institutions through research collaborative programs;</li> <li>- Performing a needs analysis;</li> <li>- Evaluating the performance of research institutions or functions in conducting research programs at least through the higher education database.</li> </ul>	
16.4	A study program allocates research funds every three years.	A study program has an average amount of absorbed funds above 10 million / lecturer in a year.	<ul style="list-style-type: none"> <li>- Proposal development training</li> <li>- Socialization of research programs</li> <li>- Workshop</li> <li>- FGD</li> </ul>	UPPS and Head of Study Program
16.5	Higher education institutions evaluate the results of research financial performance.	Higher education institutions and study programs conduct an analysis of the success of absorbing research funds through evaluation of standard outcomes.	Outcome audit	Senate of Higher education institutions, Senate of the faculty, SPI

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		There is customers' satisfaction about research financial management.	Questionnaire analysis	Head of LPPM

**5. Related Documents**

- a. Research guideline documents
- b. Higher education institution's RENSTRA
- c. Higher education institution's RENOP
- d. LPPM's RENSTRA
- e. Research RBA

**6. References**

- a. Guideline XII for research and community services.
- b. Regulation of the Minister of Health of the Republic of Indonesia Number 7 of 2016 concerning the Research Ethical Commission and National Health Development.

**CHAPTER V  
COMMUNITY SERVICE STANDARD**

**STANDARD 17. COMMUNITY SERVICE RESULTS**

**1. Description**

This standard is a reference for the results of community services. The Institute for Research and Community Service (LPPM) must provide quality assurance, policy feasibility and implementation of a system of community service results as well as management of community service results as an integrated quality unit. LPPM must actively participate in the system of community service results in order to be able to produce quality service outputs for the community. LPPM must strive for good access to standard information services resulting from community service. LPPM must manage the lecturers who carry out community service as partners in achieving the set standards. LPPM must actively participate in the empowerment and utilization of community service partners.

**2. Definition of Terms**

- a. Quality assurance is the process of establishing and fulfilling management quality standards in a consistent and sustainable manner, so that consumers, producers and other interested parties obtain satisfaction.
- b. Policy appropriateness is a policy that can be used to control quality.
- c. Quality unity is integrated quality control in the Institute for Research and Community Service.

**3. Standard Reference**

- a. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education.
- b. Article 77 of Permenristekdikti number 15 of 2016 concerning OTK Unesa
- c. Abdimas Unesa Strategic Plan (Renstra) 2016-2020

**4. Content of Standard, Indicators, Strategies, and People in Charge**

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
17.1	LPPM has guidelines on the results of community services that apply science and technology.	There are of guidelines for the results of community services that apply science and technology.	<ul style="list-style-type: none"> <li>- Develop minimum criteria for the results of community services that have the characteristics of application, practice and culture.</li> <li>- Identify / classify the results of community services.</li> <li>Socialization of minimum criteria for community service results.</li> <li>- Information on collection deadline for community service</li> </ul>	LPPM

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
			results. - Archiving community service - results reports.	
		There is a minimum criteria for the results of community services which apply and cultivate one of the aspects of: a. education, b. knowledge, c. science, d. technology, e. sports, f. literature, and art		
17.2	LPPM strive for results of community service aimed at solving problems faced by society.	There are minimum criteria for the results of community services that can solve problems faced by society through: a) utilization of appropriate technology, and b) development of education, knowledge, science, technology, sports, literature, and arts, c) development of teaching materials or training modules.	<ul style="list-style-type: none"> <li>• There are guidelines for determining the results of the report</li> <li>• Developing minimum criteria for the results of community service</li> <li>• Socialization of minimum criteria for community service results</li> <li>• Information on collection deadline for community service results</li> <li>• Archiving community service results reports</li> </ul>	LPPM
17.3	Higher education institution has a policy to produce industrial prototype work.	There are at least 5 prototype works per year that can be used by industry as a result of community service activities.	<ul style="list-style-type: none"> <li>• Socialization</li> <li>• Activity guidance / mentoring</li> <li>• Proposal development training</li> </ul>	LPPM
17.4	A study program conducts analysis of the results of community service activities.	A study program analyzes the results of community service activities with study program standard achievements and the community service road map for lecturers and college students.	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Workshops on evaluation and making reports</li> <li>• Socialization</li> </ul>	LPPM Coordinator of study program
		There is utilization of the community service		

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		results of permanent lecturers that are used in the learning process of at least three community service results every year.		
		There is student involvement in community service activities.		

## 5. Related Documents

- a. Ristekdikti Guidelines for the implementation of research and community services.
- b. Rector's Decree.
- c. Community Service Handbook.
- d. Quality procedures of the borrowing and use of facilities and infrastructure of each unit.

## 6. Referensi

Ristekdikti Handbook for the implementation of research and community services.

## STANDARD 18. COMMUNITY SERVICE CONTENTS

### 1. Description

This standard is a reference for the depth and breadth of community service materials. The depth and breadth of community service materials must refer to standard 17 regarding the community service result standard. The depth of content and breadth of service materials must be sourced from the results of research or development of science, technology, sports, literature and art in accordance with the needs of society.

The Institute for Research and Community Service (LPPM) must provide quality assurance, policy feasibility and implementation of the depth and breadth of community service materials as well as managing the content of community service reports as an integrated quality unit. LPPM must participate actively so that the servants are able to produce quality community service report content. LPPM must strive for access to information about minimal standard of community service reports contents properly. LPPM must manage the service implementing lecturers as partners in achieving the set service report content standard.

### 2. Definition of Terms

- a. The depth and breadth of the material is the scope of the material content.
- b. Policy eligibility is a criterion for determining whether a subject is eligible for policy determination.
- c. Access to information services is openness in providing information.

### 3. Standard Reference

- a. Article 56 Permenristekdikti number 44 of 2015.
- b. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa.
- c. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
18.1	LPPM and study program have road maps, standards and guidelines for implementing community services (PkM).	There is a road map policy document, standards and guidelines for the implementation of PkM in LPPM and study programs that can be used to ensure the quality of PkM contents.	<ul style="list-style-type: none"> <li>- Workshop on policy document development</li> <li>- Developing PkM content standard</li> <li>- Developing a road map.</li> </ul>	LPPM
18.2	LPPM strive for the contents of community service according to the needs of the community.	There is an increase in the results of community service that comes from the research results by 30% every year.	<ul style="list-style-type: none"> <li>- Socialization of PkM activities and absorbable funds</li> <li>- Proposal writing training</li> <li>- Reviewer training</li> </ul>	
		There is an increase in the number of PkM which are able to solve problems and apply appropriate technology by 35% each year.		
		There is an increase in the number of PkM that is applied directly by DU / DI, the community, or the government by 35% every year.		
18.3	LPPM has guidelines on the content of community service that has the depth and breadth of the material.	<p>There is an increase in the benefits felt by the community from community service activities through user responses.</p> <p>There is an increase in the attainment of intellectual property rights by 35% every year.</p> <p>There is an evaluation of the road map regarding the development direction of the content of community service at higher education</p>	<ul style="list-style-type: none"> <li>• Development of a PkM content format covering: problems faced by the community and the benefits of PkM in solving problems</li> <li>• Coordination with the IPR Center for registration of property rights intellectual</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		institutions.	<ul style="list-style-type: none"> <li>• Development of PkM content guidelines</li> <li>• Evaluating the road map of PkM content</li> <li>• Socialization of guidelines and road maps</li> </ul>	

## 5. Related Documents

- a. Ristekdikti guidelines for the implementation of research and PkM.
- b. Rector's Decree.
- c. LPPM Unesa guidebook for PkM.
- d. Manual and quality procedure for monitoring and evaluation of PkM LPPM Unesa
- e. Minutes of activities, minutes of monitoring and evaluation.

## 6. References

Ristekdikti Handbook for the implementation of research and community services.

## STANDARD 19. COMMUNITY SERVICE PROCESS

### 1. Description

This standard is a reference for the community service process which consists of planning, implementing and reporting activities. The Institute for Research and Community Service (LPPM) must guarantee the quality, feasibility of policies and implementation of community service processes that can be carried out in a directed, measured and programmed manner. LPPM must participate actively so that the community service process runs well. LPPM must strive for good access to standard information services for community service processes. LPPM must manage the lecturers and students who carry out the service as partners in achieving the set standards. LPPM must actively participate in the empowerment and utilization of community service partners.

### 2. Definition of Terms

- a. Planning as a coordinated service activity to achieve certain goals within a certain period of time.
- b. Implementation is an activity carried out by an activity in a planned, orderly and directed manner in order to achieve the expected goals.
- c. Reporting is a written description of an activity that provides the results and processes of systematically analyzing of a series of activities.
- d. Community empowerment is a process of community service activities in which the community takes the initiative to initiate a social activity process to improve the situation and conditions in their territory.

- e. Community empowerment is an activity by the community in order to get results and benefits.

### 3. Standard Reference

- a. Article 57 Permenristekdikti number 44 of 2015.  
 b. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa.  
 c. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
19.1	LPPM has guidelines for a community service process consisting of planning, implementing, and reporting activities according to applicable regulations.	There are guidelines that guide compliance with the LPPM Unesa's Abdimas Renstra through the stages: submission of proposals, implementation, and reporting in accordance with the applicable guidebook.	<ul style="list-style-type: none"> <li>• Developing process guidelines for PkM activities starting from submitting proposals, implementing and reporting</li> <li>• Adjusting with the LPPM Unesa's Abdimas Renstra</li> <li>• Follow the applicable rules</li> </ul>	<ul style="list-style-type: none"> <li>• LPPM</li> </ul>
		There is monitoring and evaluation of implementation results and reporting in accordance with the applicable guidebook.	<ul style="list-style-type: none"> <li>• Developing a schedule for the implementation of monitoring and evaluation</li> <li>• Determining a monitoring and evaluation team</li> <li>• Creating monitoring and evaluation reports</li> </ul>	
19.2	LPPM has guidelines on the form of PkM that can be done.	<p>The form of community service activities can be in the form of:</p> <ul style="list-style-type: none"> <li>• service to the community;</li> <li>• application of science, technology, sports, literature and arts in accordance with their fields of expertise;</li> <li>• community capacity building;</li> <li>or</li> <li>• community empowerment</li> </ul>	Socialization of the form of PkM	
19.3	LPPM has guidelines for the PkM	The process of implementing PkM should meet quality	<ul style="list-style-type: none"> <li>• Socialization and workshops</li> <li>• Ensuring student</li> </ul>	



	implementation process that meets the set standards.	standards, work safety, health, comfort, and security for the executor, community, environment, and involve students from beginning to end.	involvement in PkM
		There is a quality standard document for the implementation of PkM which is continuously reviewed.	<ul style="list-style-type: none"> <li>• Developing quality standards</li> <li>• Reviewing standards continuously / periodically.</li> </ul>
		There is monitoring and evaluation for the implementation of PkM based on established standards.	<ul style="list-style-type: none"> <li>• Developing a schedule for the implementation of monitoring and evaluation</li> <li>• Determining a monitoring and evaluation team</li> <li>• Creating monitoring and evaluation reports</li> </ul>
19.4	LPPM has a guide of students' PkM Process which is guided and evaluated.	The student PkM process is carried out programmatically and directed in accordance with the applicable guidebook.	<ul style="list-style-type: none"> <li>• Arranging programs and direction of students' PkM according to the applicable guidelines</li> <li>• Socialization</li> </ul>
		There is a document for the quality standard of student PkM implementation which is reviewed continuously.	<ul style="list-style-type: none"> <li>• Developing quality standards</li> <li>• Reviewing standard continuously / periodically</li> </ul>
		There are monitoring and evaluation for the implementation of students' PkM based on the standards set.	<ul style="list-style-type: none"> <li>• Developing a schedule for the implementation of monitoring and evaluation</li> <li>• Determining a monitoring and evaluation team</li> <li>• Creating monitoring and evaluation reports</li> </ul>
19.5	PkM activities for lecturers, education staff and	There are learning activities from the results of the PkM	<ul style="list-style-type: none"> <li>• Conducting socialization</li> <li>• Conducting</li> </ul>

	students must be implemented in industry and learning at universities and efforts to obtain patent or intellectual property rights.	Activities of lecturers, education staff and students at least a number of lecturers in three years.	monitoring and evaluation • Reporting the results of monitoring and evaluation	
		There is a process implementation of the PkM activity results of lecturers, education staff and students in the appropriate industry according to the field.		
		There is an increase in intellectual property rights and patents every year with a total of 20% of the number of PkM activities that are in higher education institution.		

## 5. Related Documents

- a. LPPM Unesa's Abdimas Renstra
- b. Unesa PkM guidebook
- c. Report sheet
- d. Results of the progress / monitoring and evaluation report

## 6. References

Ristekdikti Handbook for the implementation of research and community services.

## STANDARD 20. COMMUNITY SERVICE ASSESSMENT

### 1. Description

This standard is a reference for evaluating community service reports. The assessment of the process and results of community service must fulfill the elements of being educational, objective, accountable and transparent. In providing an assessment, it must also pay attention to conformity with the result standard, content standard, and process standard of community service.

The Institute for Research and Community Service (LPPM) must provide quality assurance, policy feasibility and implementation of a community service assessment system and management of community service report assessment as an integrated quality unit. LPPM must actively participate in producing a quality community service assessment report. LPPM must strive to properly access standard information services

for community service assessments. LPPM must manage the service reviewer as a partner in achieving the set service report assessment standard.

## 2. Definition of Terms

- a. Assessment is the process of gathering and processing information to determine the achievement of activity results.
- b. Active participation is an activity for citizens to participate in determining policies issued by the government.
- c. Reviewer is a reviewer who reviews activities.

## 3. Standard Reference

- a. Article 58 Permenristekdikti number 44 of 2015.
- b. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa.
- c. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

## 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
20.1	LPPM has guidelines for PkM Assessment which is carried out on the principles of being educative, objective, accountable, and transparent in accordance with applicable regulations.	The PkM assessment meets the stipulated conditions and stages: a) progress reports, b) monitoring and evaluation, c) seminar results.	<ul style="list-style-type: none"> <li>• Developing an assessment format that contains the following elements:               <ol style="list-style-type: none"> <li>1) progress reports,</li> <li>2) monitoring and evaluation,</li> <li>3) seminar results</li> </ol> </li> <li>• Determining the assessment team</li> <li>• Developing an assessment schedule</li> </ul>	LPPM
20.2	LPPM conducts PkM Assessment referring to the minimum criteria.	Assessment fulfills <ol style="list-style-type: none"> <li>a. level of community satisfaction;</li> <li>b. changes in attitudes, knowledge and skills in the community in accordance with the program objectives;</li> <li>c. the use of science, technology, sports, literature, and arts in a sustainable manner;</li> <li>d. creating enrichment of learning and / or learning resources as well as the maturation of the academic community as a result of the</li> </ol>	<ul style="list-style-type: none"> <li>• Breakdown of assessment formats that meet the minimum criteria</li> <li>• Socialization</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		development of science and technology; or e. addressing social problems and policy recommendations that can be used by stakeholders.		
20.3	LPPM evaluates the assessment activities of PkM results in maintaining the quality of the activity process continuously.	There are evaluation activities when assessing PkM results through valid and accurate instruments so that evaluation results can be obtained to improve the quality of PkM activities.	Performing audit activities, reporting results activities, making improvements to results.	

## 5. Related Documents

- a. LPPM Unesa's Abdimas Renstra
- b. PkM guidebook
- c. Activity progress reports
- d. Report sheet
- e. Manual and quality evaluation procedures for PkM Unesa

## 6. References

Ristekdikti Handbook for the implementation of research and community services.

## STANDARD 21. COMMUNITY SERVICE IMPLEMENTERS

### 1. Description

This standard is a reference for the excellence of the quality of service / community service held for and related to the development of higher education quality.

Service / community service is carried out as a manifestation of the contribution of expertise, activities to utilize educational results, and / or research in the fields of science, technology, sports, literature and / or arts, in an effort to meet demand and / or initiate an increase in the quality of life of the nation. Good higher education institutions have a management system for collaboration with external stakeholders in the context of organizing and continuously improving the quality of academic programs. The results of the collaboration are well managed for academic interests and as a manifestation of the university's accountability as a non-profit institution. Good higher education institutions are able to design and utilize collaborative programs that involve active university participation and utilize and improve the expertise and quality of university resources.

## 2. Definition of Terms

- a. Quality improvement is an increase in conferment to requirements, namely in accordance with the requirements or standards.
- b. Higher Education Accountability is the higher education's accountability which can constitute knowledge and accountability for every action, product, decision and policy including public administration of government, and implementation within the scope of a role or work position which includes having an obligation to report, explain and be able to questionable for each resulting consequence.
- c. Quality of Higher Education's Resources is conformity with the standards in all improvements and management in the resources of higher education.

## 3. Standard Reference

- a. Article 59 Permenristekdikti number 44 of 2015.
- b. Permenristekdikti no 79 of 2017 concerning the Statute of Unesa, article 18.
- c. UNESA Strategic Plan.
- d. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa.
- e. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

## 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
21.1	LPPM has guidelines on competencies that are in accordance with the needs of PkM which is carried out every period of submitting PkM Proposals.	The implementing team must have mastery of the scientific application methodology in accordance with the field of expertise, type of activity, as well as the level of complexity and depth of activity objectives.	<ul style="list-style-type: none"> <li>• Issuance of Rector's Decree regarding PkM personnel</li> <li>• Developing standard for PkM implementation team</li> <li>• Socialization of research regulations and PkM Personnel Guidelines</li> <li>• Lecturer Competency Mapping</li> <li>• Implementation of review and selection of community service implementers.</li> </ul>	LPPM
		Implementation is in accordance with the target, the planned schedule and duration of implementation.	<ul style="list-style-type: none"> <li>• Development of PkM Implementation Guidelines</li> <li>• Socialization of PkM Guidelines</li> <li>• Monitoring and Evaluation</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
			Activities of PkM Implementation	
		Implementation is in the context of utilizing, exploiting and developing science and / or technology.	<ul style="list-style-type: none"> <li>• Formulation of PkM Implementation guidelines</li> <li>• Desk Evaluation of Research Proposals by reviewers</li> </ul>	
		The implementation of PkM contributes to regional development, innovation and technology transfer, solutions to community problems, poverty alleviation, and community empowerment.	<ul style="list-style-type: none"> <li>• Formulation of PkM Implementation guidelines</li> <li>• Desk Evaluation of Research Proposals by reviewers</li> </ul>	
21.2	The community service implementer as intended is determined based on: a. academic qualification; and b. results of community service based on applicable provisions.	The availability of an implementers' curriculum vitae that contains academic qualifications and research results that has been done.	<ul style="list-style-type: none"> <li>• Formulation of PkM Implementation guidelines</li> <li>• Desk Evaluation of Research Proposals by reviewers</li> </ul>	
		There are monitoring and evaluation that can monitor properly, scheduled and consistent.	<ul style="list-style-type: none"> <li>• Formulation of PkM implementation guidelines</li> <li>• Refresher the PkM reviewers</li> <li>• Monitoring and evaluation activities of PkM implementation</li> </ul>	
		The results of community service are developed according to academic qualifications, are followed up, integrate the results of learning and are published at least through regional	<ul style="list-style-type: none"> <li>• Formulation of PkM implementation guidelines</li> <li>• Monitoring and evaluation activities of PkM implementation</li> </ul>	

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		seminars.		
		The implementation of PKM is well facilitated by the institution, there is support for collaboration of facilities and infrastructure, there are awards for achieving PkM implementers.	Issuance of Rector's Decree	

## 5. Related Documents

- a. Ristekdikti guidelines for the implementation of research and PkM
- b. Rector's Decree
- c. PkM Handbook
- d. PkM Implementation Quality Manual
- e. Quality Procedure for the implementation of PkM monitoring and evaluation

## 6. References

Ristekdikti Handbook for the implementation of research and community services.

## STANDARD 22. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE

### 1. Description

This standard is a reference for the excellence of the quality of service / community service held for and related to the development of higher education quality.

Service / community service is carried out as a manifestation of the contribution of expertise, activities to utilize educational results, and / or research in the fields of science, technology, sports, literature, and / or arts, in an effort to meet demand and / or initiate an increase in the quality of life of the nation. Good higher education institutions have a management system for facilities and infrastructure in community service activities, collaborative activities with external stakeholders are needed in the context of organizing and continuously improving the quality of academic programs in community service activities.

### 2. Definition of Terms

- a. Service is the process of meeting the needs which is used for an activity.
- b. Collaboration is a work carried out by two or more people in order to achieve goals or targets that have been previously planned and also mutually agreed upon.
- c. Utilization is a matter, method, result of work that can be used for an interest.

### 3. Standard References

- a. Permenristekdikti number 44 of 2015, article 60.
- b. Permenristekdikti no 79 of 2017 concerning the Statute of Unesa, article 18.

- c. UNESA Strategic Plan
- d. Permenristekdikti number 15 of 2016, article 77 concerning OTK Unesa.
- e. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

#### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
22.1	Higher education institutions are required to have a policy of providing PkM facilities and infrastructure to meet the results of community service every year in accordance with the Strategic Plan.	<p>There is Standard Operating Procedures (POS) in improving facility and infrastructureservices by institutions which are needed to support the content needs and community service processes in order to fulfill the results of community service.</p> <p>The availability of a good and complete inventory document to meet the needs of PkM activities.</p>	<ul style="list-style-type: none"> <li>• Development of facility and infrastructure inventory documents</li> <li>• Socialization and Roadshow of ownership of facilities and infrastructure to each unit around Unesa</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Rector for Academic Affairs</li> <li>• LPPM</li> </ul>
22.2	Higher education institutions are required to provide permits to use the facilities and infrastructure to support the implementation of the PkM activities which are held annually.	<p>There is a permit from the university to use the facility;</p> <p>a. related to the application of the field of study of the study program managed by the university and the target area of activities;</p> <p>b. learning process; and</p> <p>c. research activities</p>	Development of quality procedures for the use of facilities and infrastructure to support PkM activities.	
22.3	Higher education institutions are required to ensure compliance with standards for facilities and infrastructure in accordance with applicable regulations.	PkM facilities and infrastructure meet the elements of work safety, health, comfort and security for implementers, the community and the environment.	<ul style="list-style-type: none"> <li>• Certification of laboratories and supporting facilities and infrastructure</li> <li>• Implementation of care and maintenance and standardization of facilities and infrastructure to support PkM</li> </ul>	
22.4	A study program is obliged to provide support for facilities and infrastructure if LPPM has granted permission.	<p>There are documents on the use of facilities and infrastructure for PkM activities at study program.</p> <p>There is a record of the</p>	<ul style="list-style-type: none"> <li>• Archive Socialization</li> <li>• Willingness analysis</li> <li>• Survey</li> </ul>	Coordinator of a study program



No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		involvement of the study program in the implementation of PkM activities according to the road map of PkM activities in the study program.		
22.5	Higher education institution conducts regular customer satisfaction surveys.	There is a valid customer satisfaction survey instrument. There is an analysis of a customer satisfaction survey about the facilities and infrastructure.	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Survey</li> <li>• FGD</li> </ul>	LPPM

## 5. Related Documents

- a. Ristekdikti guidelines for the implementation of research and PkM
- b. Rector's Decree
- c. PkM Handbook
- d. Quality procedures of borrowing and use of facilities and infrastructure at each unit
- e. Documents for facilities and infrastructure
- f. Report sheet

## 6. References

- a. Ristekdikti Handbook for the implementation of research and community services, edition XII.
- b. Guidelines for Preparing Self-Evaluation Reports.

## STANDARD 23. COMMUNITY SERVICE MANAGEMENT

### 1. Description

This standard is a reference for the excellence of the quality of service / community service held for and related to the development of higher education quality.

Service / community service is carried out as a manifestation of the contribution of expertise, activities to use educational results, and / or research in the fields of science, technology, sports, literature, and / or art, in an effort to meet demands and / or initiate improvements to the quality of life of the nation. Good higher education institutions have a management system for collaboration with external stakeholders in the context of organizing and continuously improving the quality of academic programs. The results of the collaboration are well managed for academic interests and as a manifestation of the university's accountability as a non-profit institution. Good higher education institutions are able to design and utilize collaborative programs that involve active university participation and utilize and improve the expertise and quality of university resources.

### 2. Definition of Terms

- a. Quality excellence is the virtue that is according to the requirement or standard
- b. The management system is a process that helps formulate organizational policies and

goals.

### 3. Standard References

- a. Articles 61 and 62 Permenristekdikti number 44 of 2015.
- b. Permenristekdikti no 79 of 2017 concerning the Statute of Unesa, article 18.
- c. UNESA Strategic Plan
- d. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa.
- e. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
23.1	Higher education institutions have minimum criteria regarding planning, implementation, control, monitoring and evaluation, and activity reporting.	<p>a) PkM activities have conformity criteria with.</p> <ol style="list-style-type: none"> <li>1. Abdimas LPPM Unesa's strategic plan</li> <li>2. Road map with the Ministry of Research, Technology and Higher Education's PkM,</li> <li>3. The minimum criteria for PkM management, consisting of planning, implementation, control, monitoring and evaluation, and reporting</li> </ol> <p>b) The availability of a Work Order (SPK);</p> <p>c) There are quality procedures, monitoring and evaluation;</p> <p>d) There is an appropriate activity report.</p>	<ul style="list-style-type: none"> <li>• Socialization of the LPPM Abdimas Strategic Plan</li> <li>• Development of the Abdimas Unesa Roadmap</li> <li>• Development of quality procedures of monitoring and evaluation</li> <li>• Development of quality procedures Report</li> <li>• Formulation of minimum criteria for PkM management which consists of planning, implementing, controlling, monitoring and evaluation, and reporting</li> </ul>	LPPM
23.2	Higher education institutions are required to form a PkM Management Unit which is tasked with managing community service annually.	Management of community service activities that are well managed in accordance with the OTK.	<ul style="list-style-type: none"> <li>• Include LPPM representatives in community service management training</li> <li>• Carry out assessment and monitoring and evaluation of LPPM performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Rector for Academic Affairs</li> <li>• LPPM</li> </ul>
23.3	The Institute for Research and Community Service, Higher Education is obliged to carry out the	There is a well-institutionalized synergy between LPPM and the Development Center as a supporting work unit.	<ul style="list-style-type: none"> <li>• Compiling and developing PkM program plans in accordance with the Unesa PkM strategic plan;</li> <li>• Compile and develop</li> </ul>	LPPM

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
	management of community service.		regulations, guidelines, and internal quality assurance systems for PkM activities; <ul style="list-style-type: none"> <li>• Monitoring and evaluating the implementation of PkM;</li> <li>• Carry out the dissemination of PkM results;</li> <li>• Facilitating activities to increase the ability to implement PkM;</li> <li>• Give awards to excellent PkM implementers;</li> <li>• Conducting a needs analysis concerning the number and types of PkM; and</li> </ul> Preparing reports on the PkM activities it manages.	
		The availability of regulations, guidelines, and internal quality assurance systems for PkM activities; has a PkM strategic plan (RENSTRA) which is the higher education institution's strategic plan (RENSTRA) with provisions. <ol style="list-style-type: none"> <li>1. Having criteria and procedures for PkM assessment at least concerning aspects of PkM results in applying, practicing, and cultivating science and technology in order to advance general welfare and the intellectual life of the nation;</li> <li>2. Improving the quality of the management of the PkM institutions or functions in carrying out the PkM program in a sustainable manner;</li> <li>3. Have guidelines on the</li> </ol>		

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
		criteria for implementing PkM by referring to the result standard, content standards, and process standard of PkM; 4. Conducting a needs analysis concerning the number and types of PkM; and 5. Delivering reports on the performance of the service institution or function to the community in organizing the PkM program at least through the higher education database.		

**5. Related Documents**

- a. Ristekdikti guidelines for the implementation of research and PkM
- b. Rector's Decree
- c. PkM Handbook
- d. Quality procedures of borrowing and use of facilities and infrastructure
- e. Report sheet

**6. References**

Ristekdikti Handbook for the implementation of research and community services.

**STANDARD 24. COMMUNITY SERVICE FUNDING AND FINANCING**

**1. Description**

Funding and Financing standards of community service are the minimum criteria for sources and mechanisms of funding and financing of community service in accordance with Permenristek RI No. 44 of 2015.

Funds and fees are components that play an important role in the implementation of community service to produce quality and sustainable service. The university must have an adequate budget so that the implementation of community service is in accordance with the University's Vision and Mission.

The community service standard must refer to the result standard, content standard, process standard, assessment standard, implementation standard, facilities and infrastructure standard, management standard of community service, as well as funding and financing standards of community service.

**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 an equivalent claim, based on an agreement

between the parties giving the money.

### 3. Standard Reference

- a. Articles 61 and 62 Permenristekdikti number 44 of 2015.
- b. Permenristekdikti no 79 of 2017 concerning the Statute of Unesa, article 18.
- c. UNESA Strategic Plan
- d. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa.
- e. Abdimas Unesa's strategic plan (Renstra) for 2016-2020.

### 4. Content of Standard, Indicators, Strategies, and People in Charge

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
24.1	Higher Education Institutions are required to provide funding and financing for community service based on the minimum criteria for sources and mechanisms of funding and financing of community service that have been prepared in accordance with applicable regulations..	<p>There is a guideline for the funding mechanism for community service activities.</p> <p>There is an implementation of quality assurance for funding mechanism for community service activities.</p>	<ul style="list-style-type: none"> <li>• Workshop on development of PkM funding and financing guidelines</li> <li>• Workshop on the preparation of funding and financing mechanisms</li> <li>• Socialization of PkM's internal funding and financing</li> <li>• Plan budget (RBA) evaluation</li> <li>• Preparing accountability report (SPJ)</li> <li>• Service response</li> </ul>	
24.2	Higher education is obliged to provide internal funds for community service based on applicable regulations.	The availability of an RBA or other funding source that supports the implementation of community service activities.	<ul style="list-style-type: none"> <li>• Workshop on the preparation of the RBA</li> <li>• FGD</li> <li>• Result analysis of the implementation of the PkM map</li> </ul>	
24.4	Higher Education allocates special funding for community service activities for lecturers which is allocated according to the guidelines.	<p>There is allocation of funds to finance:</p> <p>a) implementation,</p> <p>b) control, monitoring and</p> <p>c) evaluation,</p> <p>d) reporting, as well</p> <p>e) dissemination</p>	<ul style="list-style-type: none"> <li>• Workshop on the preparation of RBA for PkM activities</li> <li>• FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Rector for Academic Affairs</li> <li>• Vice Rector for General Affairs and Finance</li> <li>• LPPM</li> </ul>

No.	CONTENT OF STANDARD	INDICATORS	STRATEGY	PERSON IN CHARGE
24.5	Higher Education is obliged to regulate the funding mechanism in financing community service activities.	<p>of results</p> <p>There is management and increasing the capacity of managers with tasks:</p> <ol style="list-style-type: none"> <li>1) regulate the expenditure of funds</li> <li>2) arrange financing which includes:               <ol style="list-style-type: none"> <li>a. community service management consisting of proposal selection, monitoring and evaluation, reporting, and dissemination of the results of community service; and</li> <li>b. capacity improvement of implementers</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Issuance of Decree regarding PkM Funding allocation</li> <li>• Workshop on Preparation of Implementation Guidelines and PkM funding allocation</li> </ul>	
24.6	Higher education institutions are required to supervise the funding and financing of community service.	All PkM activities that are funded have a progress report and an activity accountability report regarding the absorption of funds for 70% and 100% of the activities.	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Audit Report</li> </ul>	
		All PkM activities that are funded have an audit report by the internal supervisory unit.		
24.7	Higher education institutions carry out user responses about funding services for community service financing activities every year.	There are reports of user responses regarding funding services for financing activities continuously and consistently every year.	<ul style="list-style-type: none"> <li>• FGD</li> <li>• Analysis</li> </ul>	LPPM

**5. Related Documents**

- a. Ristekdikti Guidelines for the implementation of research and community services.
- b. Rector's Decree.
- c. Community Service Handbook.
- d. Quality procedures of the borrowing and use of facilities and infrastructure of each unit.

**6. References**

- a. Ristekdikti Handbook for the implementation of research and community services.
- b. LPPM Unesa Handbook for the implementation of research and community services.

**CHAPTER VI  
INTERNAL STANDARD  
STATE UNIVERSITY OF SURABAYA**

**STANDARD 25. VISION MISSION DETERMINATION**

**1. Description**

The vision and mission standard is a reference for the excellence of the institution that is aspired to and wants to be achieved in the future. The standard of vision mission determination is the benchmark of excellence the quality of implementation and strategy of the program of study to achieve future ahead. The strategy and efforts to achieve it are understood and supported with full commitment and good participation by all stakeholders.

All over the existing formulation is easy to understand, described logically, the sequence and the arrangement of the steps follow an academically reasonable line of thought (logic). The success of the implementation of the mission is a reflection of the realization of the vision. The success of the achievement of the goals by the target qualified good formula, it becomes a reflection of enforceability of the mission and strategy of the well.

The aforementioned goals and objectives are reflected in the form of study program outcomes (graduates, research results and community services). These statements are known, understood and belong together to all components of the management of study programs and institutions, and are realized through strategies and scheduled activities in the study program. This standard becomes a reference for all study program implementation activities.

**2. Definition of Terms**

- a. Vision is a statement that describes a desire of wanting to achieve in the future and able to motivate all the community in realizing the vision.
- b. Mission is a statement of how you can do to achieve what we want to realize the vision.
- c. The objective is a condition to be achieved or produced in the medium term or at the end of the Strategic Plan period.
- d. The target is conditions to be achieved by the organizational unit in a specific and measurable formulation.

**3. Standard References**

- a. Law No. 12 of 2012 on Higher Education
- b. PP No. 4 of 2014 concerning the implementation of Higher Education and Management of Higher Education.
- c. Permenristekdikti of the Republic of Indonesia No 79 of 2017 concerning the Statute of Unesa
- d. Permenristekdikti number 15 of 2016 concerning OTK Unesa.

**4. Content Standards, Indicators, Strategies, and Insurers Responsibility**

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
25.1	Higher education has vision,	There are preparation activities Vision Mission Objectives and	Forming a team of VMTS formulation	Rector



NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
	mission, goals, and objectives are clear and realistic.	Target (VMTS) carried out with the involvement of faculty, students, staff education and external stakeholders.	Preparation of VMTS involve <i>stakeholders</i> internally (lecturers and students) and external (user and stakeholders).	
		The formulation of the Higher Education Vision and Mission must include the competitiveness of higher education at the international level.	Formulation VMTS is constructed by self-evaluation with SWOT analysis and FGD to determine competitiveness and milestone achievements VMTS	Vice Rector for Academic Affairs Vice Rector for Student Affairs
	The formulation of the Vision Mission to include the achievement of which is described in milestone achievement ( <i>Miles stone</i> )			
	The formulation of the Vision Mission should be used to formulate goals and long term higher education objectives (Plan Master Development (RIP)), middle term (Strategic Plan (Renstra)) and short term (Operational Plan (Renop))			
	Higher education shall have the purpose and objectives are oriented on results			
	Higher education establishes goals that lead to <i>nation economic development</i>			
		The VMTS formulation was ratified through the Rector's Decree		
		<p>The formulation of the VMTS Higher education must be a reference in formulating the VMTS for the Faculty and the scientific vision of the Study Program.</p> <p>The formulation of the scientific vision of the study program at least includes a) the specifications of the study program, b) the competitiveness of the study program, and c) is determined within a certain time frame.</p>	Study Program did evaluate themselves with the analysis of SWOT, do FGD with <i>stakeholders</i> internal and external to be able to determine the specifications Study Program, power competitiveness and milestone achievements VMTS	Dean Head of Study Program

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
25.2	Higher education obliged to have a plan of development of term length, medium, and short the load indicators of performance and targets to measure the achievement of strategic objectives which have been set.	<p>University should have a Long, Medium and Short Term Plan based VMTS of University</p> <p>There are completeness and results oriented goals in the long term, medium term and short term plans of University.</p> <p>Completeness of the contents of the Renstra document must refer to: a) Renstra level above, b) in line with the performance contract, c) in line with the main tasks and functions, d) describing the <i>core business</i>, e) describes the strategic issues that develop in the area, f) describes the relationship of causality and g) refers on good practices. The Renstra achievement indicators must meet the criteria for measuring success.</p> <p>Determination of the performance targets have been set by either i.e.: able to describe the levels of certain supposed to be achieved; in line with the Renstra init, SMART, based on the basis of data that is adequate, based on arguments and calculations are logical</p> <p>The Renstra document is used as a reference for the preparation of the Annual Work Plan Document with the following provisions:</p> <ol style="list-style-type: none"> <li>1. Renip, Renstra and Renop have been published.</li> <li>2. Achievement of the Strategic Plan is monitored and evaluated for its achievement.</li> <li>3. Setting a target of</li> </ol>	<p>Workshop preparation of Renip (term length, the Strategic Plan (medium) and Renop (short) based on VMTS which has been determined and the results of the analysis of SWOT.</p> <p>Determination of indicators and performance targets are based on university standard are associated with each goal and objective strategic Using the Strategic Plan level above, performance contract, main tasks and functions, <i>core business</i>, local strategic issues and good practices as the basis for the preparation of the Strategic Plan.</p> <p>Set indicators of success measures based on the SMART principle (<i>specific, measurable, achievable, relevant, time bound</i>), sufficient in terms of numbers, a measure of success should adequately indicate the achievement of program objectives, objectives and outcomes.</p> <p>Get the correct data base, as a basis for logical arguments and calculations.</p> <p>Prepare a Renop that is in line with the Renstra and the results of the self-</p>	Vice Rector for Student Affairs

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		<p>performance in accordance with a university standard, aligned with the Renstraat the level above.</p>	<p>evaluation of the year that has been running.</p> <p>Publication of Renip documents, Renstra and Renop throughout the community.</p> <p>Conduct an audit leadership performance to measure achievement of target indicators in strategic objectives. Undertake the collection of data results of performance periodically, measurement of performance tiered Identify the rootcause of the nonconformity.</p> <p>Follow up on the results of the identification of non-conformities Identify the results of improvements from the follow-up process.</p>	
		<p>The Renstra document is reviewed periodically and determines improvements to increase innovation in efforts to achieve VMTS.</p>	<p>Conduct a review process and determine improvements that demonstrate innovation.</p>	<p>Vice Rector for Student Affairs</p>
<p>25.3</p>	<p>Civitas academic understanding VMTS with well by the entire community of faculty and staff education</p>	<p>There VMTS are listed in various documents of academic as Renip, Strategic Planning and Renop and guidelines for academic as the basis of development planning term long, medium and run short.</p>	<p>It was clear.</p>	<p>Vice Rector for Academic Affairs</p> <p>Vice Rector for Student Affairs</p>
		<p>There is VMTS which issocialized through various academic guidelines and media as a medium of socialization.</p>	<p>Inclusion in the academic guideline document, document curriculum, study program profile, web site, banner and media</p>	<p>Vice Rector for Academic Affairs</p> <p>Vice Rector for Student Affairs</p>

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			Other.	
		There are analyzes Level of understanding VMTS measured by the method of survey for continuous understanding.	The VMTS understanding survey was conducted.	Vice Rector for Academic Affairs

## 5. Related Documents

- a. Decree of the VMTS Formulating Team
- b. Evidence of the implementation of the FGD (minutes and attendance list)
- c. Self- evaluation results to determine the formulation of VMTS
- d. Decree on VMTS determination
- e. Long Term (Renip), Medium Term (Renstra) and Short Term Plan (Renop)
- f. VMTS Socialization Documents
- g. Reports Results of Survey of understanding VMTS every year

## 6. References

- a. Ristekdikti, 2019. Independent Evaluation of Performance Accountability. <http://siakunlap.ristekdikti.go.id>
- b. Badan Akreditasi Nasional Perguruan Tinggi, 2018. College Accreditation . Guidelines for Preparing Self- Evaluation Reports

## 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, attractiveness of study programs and student services. This standard contains criteria for recruitment and selection of new student candidates, the ratio of the number of applicants to the number of new students; The criteria for study program attractiveness are reflected in the ratio of the presence of foreign students to the number of students, and service criteria include reasoning, interests and talents, welfare and career services and entrepreneurial guidance.

### 2. Definition of Terms

- a. The quality of student input is the quality of prospective students which is determined by meeting the requirements of prospective students' recruitment to ensure their potential ability to achieve learning outcomes.
- b. The quality of good student quality is reflected in the size of a certain ratio that has been set in the standard.
- c. Students are all students enrolled in all levels of education at Universitas Negeri Surabaya.
- d. Students with disabilities are those who have disabilities, obstacles, or difficulties in carrying out certain activities, which result in a person requiring special tools, environmental modifications or alternative techniques to be able to participate fully and effectively in attending education in tertiary institutions.
- e. Student services are the services provided by the college high for all students in the

form of development, improvement and development in the field: reasoning, interests and talents, well- being, as well as career and guidance entrepreneurship.

### 3. Standard References

- a. Regulation of the Government of the Republic of Indonesia 17 Year 2010 on the Management and Operation 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 the Ratification of the Convention on the Rights of Persons with Disabilities.
- e. Regulation of the Minister of Education National (the game) 70 Year 2009 on Education Inclusive for Participants Didik who Have Abnormalities and Has Potential Intelligence and / or Talent Specialties.
- f. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia 46 Year 2017 on Special Education and Special Educational Services in Higher Education.
- g. Regulation BAN-PT Number 59 year 2018 about Guidelines for Preparation of Self-Evaluation Reports, Guidelines for Preparation of Higher Education Performance Reports, and Assessment Matrix in Higher Education Accreditation Instruments.

### 4. Content Standards, Indicators, Strategies and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
26.1	Higher education have an admission system for new students	PT has documents quality of acceptance new student who is load the elements following: a. New student admission policy/ approach b. new student admission criteria c. admission procedure new student d. instrument; new student admission e. decision making system and implemented with consistent.	Development of guidelines student admission new covering policies, criteria, admission procedures, decision making instruments and systems. Preparation of a quality procedure for new student admissions. Arrangement of new student admission instruments Preparation of a quality procedure for decision making in new student admissions	Vice Rector for Academic Affairs BAK PK
		University has a quality document for foreign student admission which contains the following elements: a. Foreign student admission policy / approach b. international student admission criteria c. foreign student admission procedures		

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		d.instrument; acceptance of foreign students e.decision making system and implemented with consistent.		
		University has a documentsystem that provides opportunities and accept students who have academic potential butare not able to be economic and disabled physically andevidence of implementation of the system page. which is supported by very completefacilities		Vice Rector for Academic Affairs  BAK PK
		PT has a policy documentthat is in accordance withthe principle of equity which is applied consistently	Identification of principles, concepts and strategies for the application of the principle of equity  Formulation of policies for the application of equity principles.	Vice Rector for Academic Affairs  BAK PK
26.2	Study Programs have prospective students with good quality.  $N_p$ = Number of provinces from which students come Unit of Study Program Manager (UPPS)and Study Program (PS) have an effort toincrease the interest of prospective students and have proof of success.	Students are there in the course derived from morethan 7 provinces in Indonesia	Dissemination and promotion agencies andStudy Program, imaginginstitutes, specifications Study Program are always tailored to the development needs of the market, improvement of the quality of the graduatesare ready for use, an increase in the success of the achievements of the graduates were published,an increase achievement of students, efforts to increase the service of facilities, improvement of national accreditation and the Internasional	Vice Rector forStudent Affairs Head of Study Program
		The ratio of the number of prospective students who took part in the selection to the number of prospective students who		Vice Rector forStudent Affairs Head of Study Program

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		passed the selection was $\geq 5$		
		The ratio of the number of registrants and prospective new students $\geq 5$		
		The ratio of the number of students who re-registered to the number of students who passed the selection $\geq 95\%$		Vice Rector for Student Affairs Head of Study Program
		The ratio of the number of new transfer students to the number of non-transfer students is $\leq 0.25$ .		Vice Rector for Student Affairs Head of Study Program
		Ratio of the number of students of foreign during the 3 years of the last of the amount of the entire students at last 3 years $\geq 1\%$		Vice Rector for Student Affairs Head of Study Program
		UPPS do efforts to increase the interest of prospective students who demonstrated with a significant increase ( $> 10\%$ ) registrants within last 3 years.		Vice Rector for Student Affairs  UPPS
26.3	Higher Education take measurements satisfaction students towards student services	University has an instrument to measure student satisfaction with student services that a. valid b. reliably c. easy to use d. implemented periodically for each semester	Arrangement of measurement instruments for students satisfaction with student services  Testing the validity and reliability of the measurement instrument  Testing the feasibility of ease of use of the instrument  Implementation of measuring student satisfaction with services (students and students with disabilities)	Vice Rector for Student Affairs
		University has a report on the results of the survey of satisfaction of students towards services activities student who: a. comprehensive,	Preparation of reports the results of a survey of satisfaction  Follow up on non-conformities	Vice Rector for Student Affairs

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		b. analyzed by a method that is appropriate, c. concluded with the good, d. used to improve the management system of student activities services, e. easily accessible to stakeholders interests.	The results of the improvements obtained are the follow up results  Publication of survey results for stakeholders	
		The percentage of customer satisfaction is atleast 70%.		Vice Rector for Student Affairs
26.4	Higher education provide services	University increases the accessibility and services of the coaching and development unit in the areas of: a. guidance and counseling b. interests and talents c. soft skills development d. scholarship e. health	Establishment of student service guidelines: 1. guidance and counseling guidelines 2. Service Guidelines interests and talents 3. guidelines for soft skills development 4. scholarship service guidelines 5. health service guidelines  Preparation of procedures for student service quality  Implementation of services according to Quality Procedure (PM)  Monitoring and evaluation of service implementation  Follow up on student service mismatches  Service improvement and service accessibility	Vice Rector for Student Affairs
26.5	Higher education has a program service career guidance, entrepreneurship and information work for students and graduates.	University has a formal document on policies and scheduled programs regarding the provision of career guidance services, entrepreneurship and job information for students and graduates, which include: a. dissemination of work information b. the organization of the labor	Preparing policy documents by identifying principles, concepts and strategies regarding career guidance, entrepreneurship and job information.  Job Center Establishment  Guidelines for career guidance services, job information and job placement.	Vice Rector for Student Affairs



NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		market in periodic c. career planning guidance d. job application training e. job placements services f. Entrepreneurship program	Guidelines for the implementation of the Entrepreneurship Program	
		University implementing career guidance service program and job information for students and graduates that make it easy for students and graduates to: a. obtain information that is comprehensive on the market work, b. plan a realistic career, c. apply for a job with good.	Program Planning Work Career Assistance Services and Job Information Preparation of documents and PM career guidance and job information include: a. dissemination of work information b. the organization of the labor market in periodic career planning c. job application training d. job placement services Carry out career guidance services according to PM  Conduct an audit of the achievement of career guidance service performance and job information  Conduct a survey on the satisfaction of career guidance services and job information  Conduct a follow up to the mismatch  Identification of the results of improvements  Perform service improvements	Vice Rector for Student Affairs
		University has an attempt is programmed to increase the achievement of students in the field of academic and non-academic. a. Guidance increase in achievement b. Provision of funds	Preparation of work programs and achievement targets for increasing student achievement  Preparation of Plans Business Budget to increase student achievement	Vice Rector for Student Affairs

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		c. Providing opportunities to participate	<p>Guidelines for improving academic and non-academic student achievement</p> <p>Preparation of PM Student Participation for achievement</p> <p>Implementation of student achievement activities based on PM</p> <p>Conduct an audit of performance achievement</p> <p>Conducting a survey of satisfaction with performance improvement guidance services.</p>	
26.6	Study Program has good quality graduates	Student achievement at the provincial/ regional, national, and level levels international.	Improved quality of learning, imaging and publications are continuous, coaching, training competence, cadre lecturer in guiding the work of the student.	Head of Study Program
		The percentage of students DO or resign themselves to a program of study maximum 6%		Head of Study Program
		Percentage of students those who pass on time are at least 50%		Head of Study Program
		The average index Honors Point Average (GPA) students > 3		Head of Study Program

## 5. Related Documents

- a. New student admission system guidelines
- b. Guidelines for the new foreign student admission system
- c. Guidelines for acceptance of students who have the potential of academic but was not able to be economic
- d. Guidelines for the admission of students with disabilities
- e. Guidance and counseling guidelines
- f. Interest and Talent Service guidelines
- g. Guidelines for soft skills development
- h. Scholarship service guidelines
- i. Health service guidelines
- j. Instrument measurements of satisfaction students to service students
- k. Report on the results of the student service satisfaction survey
- l. Report of follow up results of a survey of satisfaction
- m. Student field performance audit report

- n. Follow - up reports on student audit results
- o. Rector's Regulation Regarding the new student admission policy
- p. Rector's Regulation Regarding Foreign Student Admission Policy
- q. Regulations Rector About Policies admission of students has the potential of academic but are notable to be economic
- r. Rector's Regulation Regarding the Policy for the admission of disabled students
- s. Rector's Regulation Regarding Student Service Policy
- t. Rector's Regulation Regarding Student Service Satisfaction Survei

## 6. References

- a. Kemenristek Dikti. 2019. Scheme New Selection Log College High State 2019.<http://ristekdikti.go.id>
- b. SNMPTN. 2019. General Information for 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 Preparation of Evaluation Reports
- e. Self, Guidelines for Preparation of Higher Education Performance Reports , and Assessment Matrix in Higher Education Accreditation Instruments
- f. Supena A., Munawir Y., Budiyanto, Nur A., Ridwan R.T. 2017. Guidelines for Student Services with Disabilities in Higher Education . Kemenristek Higher Education, Directorate General for Education and Student Affairs Direktorat Learning. <http://belmawa.ristekdikti.go.id>

## STANDARD 27. ALUMNI

### 1. Description

Alumni standards are an important component in the dimension of higher education accreditation. The existence of the role of alumni and alumni to participate and strengthen the field of academic and non- academic becomes the starting measure the success of guaranteeing the quality of higher education institutions. The efforts to find a track record of graduates through *tracer studies* need to be conducted to determine the absorption, the process, and the position of graduates in the world of work in order to then be able to prepare graduates in accordance with the competence of the needed in the world of work and help the program the government in order to map out and align the needs of the world of work with competence that is obtained from the university *Tracer studies* are also needed as one of the evaluation tools of the outcomes of higher education, improvement and guarantee the quality of higher education institutions, relevance and curriculum development in universities high with application competence in the world of work, a source of information for stakeholders interests (*stakeholders* ) and decision-making and policy-making, as well as the completeness of the requirements for accreditation BAN -PT.

### 2. Definition of Terms

- a. Unesa alumni are graduates from all levels of education at the Universitas Negeri Surabaya
- b. Tracer Study (TS) is a study tracking the footsteps of graduates / alumni who performed two years after graduation
- c. Stakeholders are the users of graduates of Universitas Negeri Surabaya among other associations of professional, scientific, and industrial related, institutions of

government and private sector, as well as practitioners.

### 3. Standard Reference

- a. Regulation of the Minister of Research, Technology and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education 2015-2019
- b. Letter circulars Director General of Education and Student Affairs No. 471 / B / SE / VII / 2017 on the Implementation of Tracer Studies at University High.
- c. Regulation BAN-PT Number 59 year 2018 about Free Compilation Report Self Evaluation, Performance Reports Preparation Guide for Higher Education, and the Matrix Assessment in Instrument Accreditation College

### 4. Content Standards, Indicators, Strategies Achievement and Insurers Responsibility

NO	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
27.1	Perguruan Tinggi memiliki Kebijakan Pelaksanaan Tracer Study	Perguruan Tinggi melaksanakan pelacakan lulusan ( <i>tracer study</i> ).	Pembuatan pedoman <i>tracer study</i> yang ditetapkan dengan peraturan Rektor.  Penetapan tim <i>tracer study</i> tingkat universitas berdasarkan SK Rektor  Perencanaan program <i>tracer study</i> oleh tim <i>tracer study</i>	Wakil Rektor Bidang Kemahasiswaan  BAK PK
		Perguruan Tinggi mempunyai dokumen hasil pelaksanaan <i>tracer study</i> terhadap lulusan setiap tahun.	Pengembangan instrument <i>tracer study</i>  Sosialisasi pelaksanaan <i>tracer study</i> .  Pelaksanaan <i>tracer study</i> setiap tahun terhadap	Wakil Rektor Bidang Kemahasiswaan  BAK PK  UPPS

NO	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
		<p>Perguruan Tinggi melakukan survey pendapat pengguna (<i>employer</i>) lulusan terhadap kualitas alumni</p>	<p>alumni setelah 2 tahun lulus</p> <p>Perencanaan survey kepuasan pengguna alumni</p> <p>Pengembangan instrument survey pendapat pengguna lulusan terhadap kualitas alumni</p> <p>Tingkat kepuasan pengguna lulusan dinilai dari aspek etika, keahlian pada ilmu (kompetensi utama), kemampuan berbahasa asing, penggunaan teknologi informasi, kemampuan berkomunikasi, kerjasama tim dan pengembangan</p> <p>Pelaksanaan survey kepuasan penggunaan lulusan</p>	
		<p>Prodi menggunakan hasil pelacakan dan survey kepuasan penggunaan untuk perbaikan:</p> <p>a. proses pembelajaran, b. penggalangan dana, c. informasi pekerjaan, d. membangun jejaring.</p>	<p>Analisis hasil <i>tracer study</i> dan kepuasan penggunaan</p> <p>Pembuatan laporan hasil <i>tracer study</i></p> <p>Bukti tindak lanjut hasil <i>tracer study</i> untuk perbaikan: proses pembelajaran, penggalangan dana, informasi pekerjaan dan membangun jejaring.</p>	Kaprodi
		<p>Rata-rata lulusan mendapatkan pekerjaan pertama &lt; 3 bulan</p>	<p>Dilakukan perbaikan /tindak lanjut dari hasil tracer studi</p>	<p>Wakil Rektor Bidang Akademik, Wakil Rektor Bidang</p>

NO	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
		<p>Profil lulusan yang memiliki kesesuaian bidang kerja dengan bidang studi minimal 80%</p> <p>Evaluasi kurikulum dan proses pembelajaran di prodi mempertimbangkan hasil <i>tracer study</i>.</p>		Kemahasiswaan, Kaprosdi
		Dilakukan monitoring dan evaluasi terhadap keterlaksanaan <i>tracer study</i>	Dilakukan monev terhadap keterlaksanaan <i>tracer study</i> dan tindak lanjut	Wakil Rektor Bidang Kemahasiswaan BAK PK
		Dilakukan monitoring dan evaluasi terhadap ketercapaian target outcome lulusan.	Dilakukan audit terhadap ketercapaian target outcome lulusan	Wakil Rektor Bidang Kemahasiswaan BAK PK
27.2.	Program studi memiliki jejaring yang kuat dengan alumni.	<p>Partisipasi alumni dalam mendukung pengembangan akademik program studi dalam bentuk:</p> <ol style="list-style-type: none"> <li>Pengembangan kurikulum dan capaian lulusan prodi</li> <li>Sumbangan dana</li> <li>Sumbangan fasilitas</li> <li>Keterlibatan dalam kegiatan akademik</li> <li>Pengembangan jejaring</li> <li>Penyediaan fasilitas untuk kegiatan akademik</li> </ol>	<p>Dibentuk Himpunan Ikatan Alumni tingkat Jurusan/Prodi</p> <p>Pembentukan program kerja alumni dalam mendukung pengembangan akademik Prodi.</p> <p>Dilakukan monev terhadap keterlaksanaan program kerja alumni dalam mendukung bidang pengembangan akademik</p>	UPPS Kaprosdi

NO	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
		Partisipasi lulusan dan alumni dalam mendukung pengembangan non-akademik program studi dalam bentuk: a. Sumbangan dana b. Sumbangan fasilitas c. Keterlibatan dalam kegiatan non akademik d. Pengembangan jejaring e. Penyediaan fasilitas untuk kegiatan non akademik.	Pembentukan program kerja alumni dalam mendukung pengembangan non akademik prodi  Dilakukan monev terhadap keterlaksanaan program kerja alumni dalam mendukung pengembangan bidang non akademik	UPPS  Kaprodi

#### 5. Dokumen terkait

- a. Peraturan Rektor tentang *tracer study*
- b. Pedoman *tracer study*
- c. SK Tim *tracer study*
- d. Program kerja *tracer study*
- e. Instrumen *tracer study*
- f. Laporan pelaksanaan *tracer study*
- g. Laporan tindak lanjut hasil *tracer study*
- h. Laporan monev *tracer study*
- i. Laporan audit hasil kinerja pencapaian target outcome lulusan
- j. Laporan tindak lanjut hasil audit
- k. Program kerja survey kepuasan pengguna lulusan
- l. Laporan hasil survey kepuasan pengguna lulusan
- m. Laporan tindak lanjut hasil survey kepuasan
- n. Laporan monev pelaksanaan survey kepuasan pengguna lulusan.

#### 6. Referensi

- a. Lampiran Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Nomor 13 tahun 2015 tentang Rencana Strategis Kementerian Riset, Teknologi dan Pendidikan Tinggi Tahun 2015-2019
- b. *Tracer Study* Kemenristekdikti 2017. Form Kuisener Standar *Tracer Study*. <https://pkts.belmawa.ristekdikti.go.id>

- c. Lampiran Peraturan BAN-PT Nomor 59 tahun 2018 tentang Panduan Penyusunan Laporan Evaluasi Diri, Panduan Penyusunan Laporan Kinerja Perguruan Tinggi, dan Matriks Penilaian dalam Instrumen Akreditasi Perguruan Tinggi

## STANDARD 28. COOPERATION

### 1. Description

The standard is a criterion of at least about the design, implementation and evaluation of cooperation between Unesa with agencies within and outside the country to provide education in order to meet the learning outcomes of graduates. Efforts to increase cooperation are carried out by universities as an effort to increase all academic and non-academic activities at universities that benefit universities by taking into account the development of global competitiveness in the industrial era 4.0. This cooperation standard is used as the internal standard of university in an effort to maintain the quality of reliable, trustworthy and highly efficient cooperation management to be of benefit to the people of Indonesia.

### 2. Definition of Terms

- a. Cooperation is an effort made by several people or groups to achieve common goals
- b. Internal standards of University are a standard adopted by the university and the additional standards are needed to control the implementation of the activities which is required by the internal

### 3. Standard Reference

- a. National Accreditation Board for Higher Education. 2019. Instrument for Undergraduate Study Program Accreditation. Jakarta: BAN-PT
- b. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa

### 4. Standards Content, Indicators, Strategies, and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
28.1	Higher education has policies, management guidelines, and monitoring and evaluation by the tertiary institution in collaborative activities. (7.3.1)	There is a formal document on policies and procedures for network and partnership development (domestic and foreign) and monitoring and evaluation of partner satisfaction cooperation	Planning, Analysis, Survey, Procurement, evaluation	Vice Rector for Planning and Cooperation
		There is a planning document network development and partnerships that are determined to achieve the vision, mission and strategic objectives of the institution.		



NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		Cooperation to ensure the following four aspects : (1) the quality of cooperation activities, (2) the relevance of cooperation activities, (3) productivity of cooperation activities, (4) sustainability of cooperation activities .		
		Cooperation with institutions in the country, very much in number. Everything is relevant to the field of expertise that exist in PT.		
		Cooperation with institutions in outside the country, many in number. Everything is relevant to the field of expertise that exist in PT.		
28.2	Higher education undertakes monitoring and evaluation of the implementation and results of cooperation in periodically. (7.3.4)	University has a design document , process, and results of monitoring and evaluation of cooperation on a regular basis during the collaboration , which can be accessed by all stakeholders .	Planning, using the results of needs analysis , workshops, procurement, evaluation, user surveys , and other strategies	Vice Rector for Planning and Cooperation
28.3	Partnership benefits and satisfaction. (7.3.5)	There is a level of satisfaction of cooperation partners as measured by valid instruments as well as continuous improvement of the quality of the partnership network to ensure the realization of the vision, the implementation of the mission and achievement of strategic goals	Instrument development , evaluation, user surveys , and other strategies	Vice Rector for Planning and Cooperation

### 1. Related Documents

- a. Unesa cooperation guidelines
- b. Cooperation Agreement (MoU)
- c. Manuals and quality forms in the field of Cooperation
- d. Quality evaluation results report
- e. Event news

### 2. Reference

- a. Permen No. 4 of 2017 concerning Guidelines for Cooperation at the Ministry of Research Technology and Higher Education
- b. Unesa's Strategic Plan

## STANDARD 29. LIBRARY

### 1. Description

The standard library of higher education it sets the basic management of higher education libraries that facilitate the learning process and play a role in improving the climate / atmosphere academic. This standard applies to the libraries of both public and private universities which include universities, institutes, colleges, academies, polytechnics and other tertiary institutions. The instrument Accreditation Library of Higher Education has six components of the management of the library, composed on the components as follows.

- a. library collections;
- b. library facilities and infrastructure; library services;
- c. personnel library;
- d. library operation and management; and
- e. amplifier.

### 2. Definition of terms

- a. Collections of library is matters of reading that are collected in the library
- b. Means and Infrastructure (facilities) are all things that can be used as a tool to achieve the purpose or goal; tool; media from all activities in the library
- c. Library Services is an administrative and library support business in providing user facilities

### 3. Standard Reference

- a. Law number 43 of 2017 concerning Libraries
- b. Higher Education National Library Regulation number 10 of 2018 concerning library accreditation instruments of PT
- c. BAN-PT APT 4.0 and APS.

### 4. Standards Content, Indicators, Strategies, and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
29.1	University / faculty / study program is supported by the library with a collection of libraries which matches the field with that number adequate	The existence of policies and supporting guidelines in serving and managing the library	Planning, Analysis, Survey, Procurement, evaluation	Head of Library
29.2	Availability services library that is adequate in education, research, and dedication	Libraries have library materials such as books text amounts to a minimum equal to two times the amount Unesa students .	Planning, using the results of needs analysis , workshops, procurement, evaluation, surveys users, and other strategies	Vice Rector for Academic Affairs Head of Library
		The library has library materials in the form of a dissertation / thesis / thesis / final project with a minimum amount equal to the number of students Unesa		
		The library has library materials in the form of journals scientifically accredited by the		

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE														
		Directorate of Higher Education																
		a minimum of three journals subscribed with complete editions and continuously																
		Libraries have amaterial library in the form of journalScientific internationally subscribed at least 3 journals with complete editions and continuously																
29.3	Unesa / faculty / study program is supported by a library that has good accessibility	There are several libraries in the outside university that canbe accessed and excellent amenities	Planning, using the results of needs analysis, workshops, procurement, evaluation, survey	Vice Rector for AcademicAffairs Head of Library														
		Libraries are managed with 1) service time 2) quality of service 3) availability of <i>e- library</i> services 4) type of literature 5) innovative activities which meet the needs of users witha well and a visit by >30% students and lecturers	users, and another strategy Analysis, service survey , report, reflection, follow-up / routine activity program															
29.4	Unesa is supported by means and infrastructure (facilities) of library that are good	Libraries provide building / area floor that adequate <table border="1" data-bbox="588 1440 916 1715"> <thead> <tr> <th>Jmh Mhsw</th> <th>Luas (m2)</th> </tr> </thead> <tbody> <tr> <td>&lt; 1000</td> <td>200</td> </tr> <tr> <td>1000-2500</td> <td>500</td> </tr> <tr> <td>2501-5000</td> <td>1000</td> </tr> <tr> <td>5001-7500</td> <td>1500</td> </tr> <tr> <td>7501-10000</td> <td>2000</td> </tr> <tr> <td>10000-20000</td> <td>4000</td> </tr> </tbody> </table> The library room has space: 1. The collection area 2. Reading area 3. Work area 4. Circulation Area 5. Discussion room / theater 6. Guest room 7. Lobby 8. Administration room	Jmh Mhsw	Luas (m2)	< 1000	200	1000-2500	500	2501-5000	1000	5001-7500	1500	7501-10000	2000	10000-20000	4000	Analysis, service survey , report, reflection, follow up / routine activity program	Vice Rector for General Affairs and Finance Head of Library
Jmh Mhsw	Luas (m2)																	
< 1000	200																	
1000-2500	500																	
2501-5000	1000																	
5001-7500	1500																	
7501-10000	2000																	
10000-20000	4000																	

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		9. Toilet		
		Comfortable room , good air circulation , affordable location		
29.5	There is an increase in the quality of services in the library	<p>There is an increase in the competence of expertise of librarians are programmed</p> <p>There are standard guidelines for services that provide the procedure of service with good, friendly, greetings and greetings</p> <p>There are national and international collaborations that are programmed and provide additional information to users in increasing literacy</p> <p>There is a survey of user satisfaction as a result of the Librarian collaboration with institutions other</p> <p>There is a development / follow-up result of the Librarian cooperation with other institutions</p>	<p>Training, discussion, reflection, evaluation of performance, Improved career, Study appeal</p>	Head of Library

## 5. Related Documents

- a. Library Service Guidelines Documents
- b. Implementation Guidelines Documents and
- c. Service / satisfaction survey instruments
- d. Report the results of the satisfaction of the customer

## 6. References

- a. Library National Standard (SNP) 010: 2011
- b. KKBI.Kemendikbud.go.id, <https://kbbi.kemdikbud.go.id> , 2019

## STANDARD 30. INFORMATION SYSTEMS

### 1. Description

Standard of information is a minimum standard of the set system that provides information for management decision making and also to carry out operations for which the system is a combination of those people, information technology and procedures organized relating to the activities of academic and non-academic in Universitas Negeri Surabaya.

### 2. Definition of terms

- a. A management information system is a planning system part of the internal control of a business which includes the use of people, documents, technology, and procedures for decision support in solving problems in an organization.
- b. Management Information is is the collection, storage, dissemination, archiving and destruction of information.

### 3. Standard References

- a. National Accreditation Board for Higher Education. 2019. Instrument for Undergraduate Study Program Accreditation. Jakarta: BAN-PT.

b. Article 77 Permenristekdikti number 15 of 2016 concerning OTK Unesa

**4. Standards Content, Indicators, Strategies and Insurers Responsibility**

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
30.1	Learning in the study program is supported by an information system 6.3.1	PT has an information system and facilities that are used by study programs in the learning process, research, community services which is proven to be effective, including all the following facilities: a. a computer that is connected to the network area / internet, b. software which is licensed the amount that is adequate. c. the facility of e-learning which put to good use, d. on-line access to library collections. e. Services e-learning (e-book, e-journal, e-repository)	Planning, analysis, survey, procurement, performance evaluation, strengthening programs	Vice Rector for Academic Affairs,  Vice Rector for General Affairs and Financial Head of PPTI
30.2	Higher education has system information and facilities were good 6.3.2	System information and facilities which are used college High in the administration include all of the following facilities: a. A computer connected to a wide network / internet b. <i>Software</i> basis of data that adequate. c. Access to relevant data is very fast.		
		University has an information system for the management of infrastructure and facilities that is transparent, accurate and fast.		
		University has a support system complete, effective, and objective decision making.		
		The system information that is developed by University minimum include: (1) Institutional website (2) Internet facilities (3) Local network (4) The wireless network has been utilized for internal and external campus communications as well provide easy access of the source of information		
		Higher education institutions have KBPM $\geq 0.75$ per student		
		College information system height have accessibility of data are high		

30.3	Accessibility of data in higher education information systems has <i>Blue print</i> development, management, and utilization complete information system.	Each type of data has an assessment based on the following rules: 1. Data is handled by manual 2. Data dealt with computer without network 3. Data is handled with computer, and can be accessed via a local network (LAN) 4. Data handled with computer, and can be accessed over a wide network (WAN)	Planning, use of the results of the analysis of needs, workshops, procurement, evaluation, surveys of users, and the strategies of other	a. Vice Rector for Academic Affairs, b. Vice Rector for General Affairs and Finance, c. Head of PPTI,
30.4	Higher education has a document formal and guidelines for the management of System Information that includes some aspects in PT	The existence of formal documents and information system management guidelines which include: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) community services, 6) HR, 7) finance, 8) facilities and infrastructure, 9) information systems, 10) quality assurance system, and 11) cooperation	Higher Education establishes and establishes formal documents and guidelines for the management of Information Systems that are integrated, detailed and have conformity between 11 aspects	a. Vice Rector for Academic Affairs, b. Vice Rector for General Affairs and Finance, c. Head of PPTI,
30.5	Higher education has evidence that valid on the implementation of policies and guidelines for the management of which covers 11 aspects	The availability of evidence that is valid on the implementation of policies and guidelines for the management of the application of consistent, effective, and efficient covering 11 aspects: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) community services, 6) HR, 7) finance, 8) facilities and infrastructure, 9) information systems, 10) quality assurance system, and 11) cooperation	PPTI implement policies and guidelines for the management of the application of consistent, effective, and efficient cover 11 aspects.  PPTI do documentation of evidence about the implementation of policies and guidelines for the management of it periodically. Conduct a satisfaction survey service the use of System Information that there is.	a. Vice Rector for Academic Affairs, b. Vice Rector for General Affairs and Finance, c. Head of PPTI,
30.6	Higher education has ICT System (Information and Communication)	The existence of evidence that System Information at University has run its function to collect the data that is accurate, accountable, and maintained confidential	PPTI stores evidence of system information in University functioning with a well for collecting	a. Vice Rector for Academic Affairs, b. Vice Rector for General Affairs and Finance, c. Head of PPTI,

	n Technologies) for collecting accurate, accountable, and maintained confidential data.	The existence of an information system 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),  easily accessible to all work units within the scope of 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 services that integrates evaluated in regular intervals and the results are followed up for improvement of system information.	the data are accurate, accountable, and maintained confidential periodically  Doing evaluation system information that run it periodically	
30.7	Higher education college has a development of <i>blueprint</i> , management and utilization of the system information that is complete.	<i>Blue print</i> loads development, management and utilization of information systems, which include: a. infrastructure and facilities are inadequate b. management unit at the institutional level c. data flow system and data access authorization d. <i>disaster recovery</i> system	Planning, analysis, survey, procurement, performance evaluation, strengthening programs	
30.8	Availability System ICT (Technologies of Information and Communication Technologies) to manage and disseminate science knowledge	The existence of an information system for service learning process, research, and community services which is proven to be effective in fulfilling the following aspects: 1) availability of e- learning services, libraries (e- journals, e-books, e- repository , etc.),  2) easily accessible by a community of academics, and  3) the whole kind of service is evaluated by periodic results are followed up for improvement of system information.	Education High- system information for service of process of learning, research, and community services in accordance with the standard.  Conduct periodic evaluations of the types of services , the results of which are followed up for improvement information system	Vice Rector for Academic Affairs Head of PPTI
30.9	UPPS and	The existence of evidence of	Collecting data,	UPPS

	Study Program can access by either means of a system of information visible on the availability, currency, and useable facilities and equipment technology of information and communication	adequacy and accessibility Facility Technology of Information and Communication Adequacy visible means of availability, currency, and useable facilities and information technology equipment and communications are utilized by UPPS to:  a. collect data that is fast, accurate, and can be accounted for and kept confidential. b. managing education data (higher education management information systems: academics, libraries, human resources, finance, assets, decision support systems, etc.) c. spread knowledge (e-learning, e-library, etc.).	evaluating the adequacy and currency, improving services.	Head of Study Program
30.10	Quality Assurance carried out by evaluating informatics standards and carrying out regular controls and improvements	There are monitoring activities and service evaluation, control	Audit, Evaluation the result, Increased activity from audit results and user responses	Head of PPTI
		improvement program that is in accordance with the development of informatics is consistent		
		The results of the response from users of informatics services at Unesa		

## 5. Related Documents

- a. Information System Service Guidelines Document
- b. Service Survey Instruments / user satisfaction
- c. SI Development Documents
- d. SI development data at PT

## 6. References

- a. Indra Kharisma Raharjana, 2017, Book of Information System Development Using Agile Methodology
- b. Moh Idochi Anwar, 2018. Informatics System Development at PT



## STANDARD 31. CURRICULUM

### 1. Description

This standard is a reference for excellence in the quality of the curriculum, learning, and academic atmosphere to ensure the quality of the implementation of academic programs at the study program level. The curriculum that is designed and implemented must be able to guarantee the achievement of goals, the implementation of the mission, and the realization of the vision of the study program.

The curriculum is the overall plan and arrangement regarding graduate learning outcomes, study materials, processes, and learning assessments that are used as guidelines for the implementation of study programs in the education system, especially higher education. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards, the curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for implementing study programs.

In the development of the curriculum of the program, the process of learning, and the atmosphere of academic, courses must be critical and responsive to the development of policies, rules and regulations that apply, social, economic, and cultural.

### 2. Definition of Terms

- a. The curriculum is the overall plan and arrangement regarding graduate learning outcomes, study materials, processes, and learning assessments that are used as guidelines for the implementation of study programs in the education system, especially higher education.
- b. Framework Qualifications National Indonesia (KKNI), is the skeleton hierarchy qualification of competence that can reconcile, equalizes and integrates between education and training fields of employment and work experience in order to award the work competency recognition in accordance with the structure of employment in various sectors
- c. Study Program is the unity of activity of education and learning that has a curriculum and methods of teaching specific to one type of academic education, professional education, and / or educational vocation.
- d. Education academic is higher education at undergraduate and / or graduate programs level aimed for acquisition and development of branch of Science and Technology.

### 3. Standard References

- a. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI)
- b. Permendikbud Number 73 of 2013 concerning the Indonesian National Qualifications Framework for Higher Education
- c. Permenrisdikti Number 44 Year 2015 on Standards of National Education High (SN Higher Education)
- d. Letter Circular Minister Ristekdikti No. 255 / B / SE / VIII / 2016 on Free Preparation College High
- e. BAN PT Regulation Number 59 of 2018 concerning Instruments for preparing the LED and LKPSAPS 4.0

#### 4. Standards Content, Indicators, Strategies and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
31.1	Higher education institutions have a curriculum development policy	University High has a policy of development of curricula that take into consideration: 1) the need and power of competitiveness kerjan2) provision of resources humans are skilled to anticipate the needs of past present and future ahead, 3)development of the industry, 4) development ofgraduate skills to be entrepreneurial, and 5) application of dual system learning methods (dual system), in industry and in college	Socialization Benchmarking Workshop	Vice Rectorfor Academic Affairs.
31.2	Higher education has curriculum development guidelines	Higher education has curriculum development guidelines which include: 1) Graduate profile, learning outcomes that refer to KKNi, study materials, curriculum structure and semester learning plans (RPS) which refer to SN-DIKTIand benchmarks on international institutions, the latest regulations, and sensitivity to the latest issues including character education, SDGs, drugs, and educational anti-corruption in accordance with the program of education were implemented, 2) setting mechanisms (legality) curriculum engaging elements authorized in institutions are accountable and transparent.	Socialization Benchmarking Workshop	Vice Rectorfor Academic Affairs
		University has guidelinesfor the implementation of a curriculum that includes planning, implementation, monitoring and review of the curriculum are expensive feed back from the stakeholders interests,achievement of issues strategic to ensure the suitability and		

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		update.		
31.3	Study Program did the evaluation and updating of the curriculum involves stakeholder interests	Study Program did the evaluation and updating of the curriculum on a regular basis every 4 to 5 years involving stakeholder interests internally and	Benchmarking Workshop Sanctioning Public Test	Head of Study Program
		externally, and were reviewed by an expert field of science program of study, industry, associations, and the corresponding development of science and technology and the needs of the user. Evaluation		
		All courses listed in the curriculum are equipped with Plan Learning Semester (RPS) which updated	Workshop Dissemination	Head of Study Program
31.4	The study program has a curriculum that contains learning outcomes in accordance with the profile of graduates and the level 6 KKNI level (Permenristekdikti no. 44 of 2015) / SKKNI as appropriate).	Learning outcomes are derived from the graduate profile which refers to the results of agreements with associations / professions and meets the KKNI level	Benchmarking Workshop Sanctioning Public Test	Head of Study Program
31.5	Study Program has a curriculum structure in shaping learning outcomes. Depicted on the competency map	Study Program has the structure of the curriculum in accordance with the order of the achievements of the learning set powerless competitiveness internationally, and provide flexibility to facilitate the diversity of interests and talents through MK selection.	Workshop FGD	Head of Study Program
		The study program curriculum contains a curriculum map / matrix	Workshop	Head of Study Program
31.6	Curriculum Study Program has the flexibility of elective course load (BMKP) in credit and = credit ratio of elective course number (RKMP) that provided / performed against credit of elective courses that must be taken.	Study Program has a curriculum that contains BMKP $\geq$ 9 credits and are provided / implemented $\geq$ 2 times credit of elective course that must be taken	- Documentation	Head of Study Program

NO.	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
		5) penerapan metode pembelajaran system ganda (dual system), di industri dan di perguruan tinggi.		
31.2	Perguruan tinggi memiliki pedoman pengembangan kurikulum	<p>Perguruan tinggi memiliki pedoman pengembangan kurikulum yang memuat: 1) Profil lulusan, capaian pembelajaran yang mengacu kepada KKNI, bahan kajian, struktur kurikulum dan rencana pembelajaran semester (RPS) yang mengacu ke SN-DIKTI dan benchmark pada institusi internasional, peraturan peraturan terkini, dan kepekaan terhadap isuisu terkini meliputi pendidikan karakter, SDGs, NAPZA, dan pendidikan anti korupsi sesuai dengan program pendidikan yang dilaksanakan, 2) Mekanisme penetapan (legalitas) kurikulum yang melibatkan unsur-unsur yang berwenang dalam institusi secara akuntabel dan transparan.</p> <p>Perguruan tinggi memiliki pedoman implementasi kurikulum yang mencakup perencanaan, pelaksanaan, pemantauan, dan peninjauan kurikulum yang mempertimbangkan umpan balik dari para pemangku kepentingan, pencapaian isu-isu strategis untuk menjamin kesesuaian dan kemutakhirannya.</p>	<ul style="list-style-type: none"> <li>• Sosialisasi</li> <li>• Benchmarking</li> <li>• Workshop</li> </ul>	Wakil Rektor Bidang Akademik

NO.	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
31.3	Prodi melakukan evaluasi dan pemutakhiran kurikulum melibatkan pemangku kepentingan	Prodi melakukan evaluasi dan pemutakhiran kurikulum secara berkala tiap 4 s.d. 5 tahun yang melibatkan pemangku kepentingan internal dan eksternal, serta direview oleh pakar bidang ilmu program studi, industri, asosiasi, serta sesuai perkembangan ipteks dan kebutuhan pengguna. Evaluasi	<ul style="list-style-type: none"> <li>• Benchmarking</li> <li>• Workshop</li> <li>• Sanctioning</li> <li>• Uji Publik</li> </ul>	Kaprodi
		Semua mata kuliah yang tercantum dalam kurikulum dilengkapi dengan Rencana Pembelajaran Semester (RPS) yang termutakhirkan	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• Deseminasi</li> </ul>	Kaprodi
31.4	Prodi memiliki Kurikulum yang memuat capaian pembelajaran sesuai dengan profil lulusan dan jenjang KKNi level 6 (permenristekdikti no. 44 tahun 2015)/SKKNI yang sesuai).	Capaian pembelajaran diturunkan dari profil lulusan yang mengacu pada hasil kesepakatan dengan asosiasi/profesi dan memenuhi level KKNi	<ul style="list-style-type: none"> <li>• Benchmarking</li> <li>• Workshop</li> <li>• Sanctioning</li> <li>• Uji Publik</li> </ul>	Kaprodi
31.5	Prodi memiliki struktur kurikulum dalam pembentukan capaian pembelajaran. Digambarkan dalam peta kompetensi	Prodi memiliki struktur kurikulum sesuai dengan urutan capaian pembelajaran yang ditetapkan berdaya saing internasional, dan memberikan fleksibilitas untuk memfasilitasi keberagaman minat dan bakat melalui MK pilihan.	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• FGD</li> </ul>	Kaprodi
		Kurikulum program studi memuat matriks/peta kurikulum	<ul style="list-style-type: none"> <li>• Workshop</li> </ul>	Kaprodi
31.6	Kurikulum Prodi memiliki fleksibilitas bobot mata kuliah pilihan (BMKP) dalam SKS dan = Rasio SKS	Prodi memiliki Kurikulum yang memuat BMKP $\geq$ 9 SKS dan yang disediakan/ dilaksanakan $\geq$ 2 kali SKS	Dokumentasi	Kaprodi

NO.	ISI STANDAR	INDIKATOR	STRATEGI	PENANGGUNG JAWAB
	mata kuliah pilihan (RKMP) yang disediakan/dilaksanakan terhadap SKS mata kuliah pilihan yang harus diambil dianggap sebagai mata kuliah pilihan.	mata kuliah pilihan yang harus diambil		

## 5. Related Documents

- a. Academic Manuscript Documents
- b. Rector's Regulation
- c. Curriculum Guidelines Documents
- d. SK / ST Curriculum Compilation *Task Force* Team
- e. Study Program Curriculum Documents
- f. News Events Preparation Curriculum
- g. Attendance List of Participants
- h. Formulation of CP Association

## 6. References

- 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)
- c. Permendikbud Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education
- d. Permenristidikti Number 44 Year 2014 on Standards of National Education High (SN Higher Education)
- e. Letter Circular Minister Ristekdikti No. 255 / B / SE / VIII / 2016 on Free Preparation College High
- f. BAN PT Regulation Number 59 of 2018 concerning Instruments for preparing LEDs and LKPS

## STANDARD 32. GOVERNANCE, LEADERSHIP AND QUALITY ASSURANCE

### 1. Description

This Standard is a benchmark of excellence the quality of governance officials, leadership, systems management, and guarantee the quality of programs of study as an entity that is integrated as an essential key to the program's success in carrying out the mission of the point: education, research, and service to society. Tata tutor program of study should reflect the implementation of the '*good university governance*' and accommodate all of the values, norms, structures, roles, functions, and aspirations of stakeholders interests of the program of study.

Leadership of stud yprogram must be effectively give direction, motivation and inspiration to realize the vision, carry out the mission, achieve the goal and objectives through strategies developed. The management system must effectively and efficiently carry out the functions of planning, organizing, staff development, directing, and monitoring. The quality assurance system must reflect the implementation of *continuous quality improvement* in all series of management systems quality (*quality management system*) in order to satisfy customers (*customers satisfaction*).

Governance system is to maintain the effectiveness of the role of the constituents in the development of policies, decision- making, and implementation of the study program. Good governance is evident from the five criteria, namely credibility, transparency, accountability, responsibility and *fairness*. Governance structure tutors include weight regulator were active with the autonomy that is sufficient to ensure the integrity of the institution and meet accountability in the development of policy and resources, which is consistent with the vision and mission.

Governance is supported by the establishment and enforcement of a system of values and norms, as well as support from institutions, lecturers, students, employees and *stakeholders*. Implementation and enforcement of values and norms of the institution, faculty, staff and students is supported by the mechanism of granting rewards and sanctions are applied in a consistent and consistently.

To build a system officials are good (*good governance*), the program of study has *strong leadership* that can influence all individual and group behavior in achieving goals. Strong leadership is visionary leadership (which is able to formulate and articulate a realistic, credible, attractive vision of the future). The civil service system is able to empower a management system that is oriented towards the principles of higher education management in accordance with the prevailing laws and regulations in Indonesia. Tata officials that there allows the formation of a system of administration that functions to maintain the effectiveness, efficiency and productivity in the effort of realizing the vision, the implementation of the mission, and the achievement of objectives and maintaining the integrity of the program of study.

The implementation of good governance is reflected in the good functional management system of the study program, which includes planning, organizing, staff development, directing, monitoring, monitoring and evaluation, especially in the use of educational resources, in order to achieve the effectiveness and efficiency of the implementation of higher education tridharma within the scope of the study program.

## 2. Definition of terms:

- a. Governance is a system that can make the leadership, system management and guarantee the quality of running it effectively in the universities / institutions that manage the program of study.
- b. Governance system is a system of management which should be effectively and efficiently carry out the functions of planning, organizing, developing staff, guidance, and supervision.
- c. Accountability is the embodiment of the obligation of a government institution to take responsible for success / failure of the implementation of the program of activities that have been mandated by the stakeholders in order to achieve the mission of the organization is measured by the target / target performance are determined through a report of performance prepared in periodic
- d. Leadership is a person's ability that can influence all individual and group behavior in achieving goals. Strong leadership (strong leadership) is characterized by a leadership that is visionary (who is able to formulate and articulate a vision that is realistic, credible, attractive about the future).
- e. Academic integrity are moral principles that are applied in an academic environment, especially those related to truth, justice, and honesty. The values are upheld high in the integrity of the academic cover six aspects, namely: honesty (honesty), trust (confidence), fairness (equity), respect (respect), responsibility (sole responsibility), and the humble (low heart).
- f. Risk management is a structured approach to managing uncertainty associated with threats; a range of human activities including risk assessment, developing strategies to manage and mitigaterisk by using empowerment / management resources.
- g. The achievement of the performance is the successful performance of the measured, analyzed, evaluated, and there is a follow -up to measure improvement

- h. Higher Education Quality Assurance System is a systemic activity to improve the quality of higher education in a planned and sustainable manner.
- i. Internal Quality Assurance System (SPMI) is a systemic quality assurance activities of higher education by each institution to control and improve the implementation of higher education in planning and sustainable.
- j. External Quality Assurance System (SPME) is an assessment activity through accreditation to determine the feasibility and level of achievement of the quality of study programs and universities.
- k. Stakeholder satisfaction is the level of satisfaction of internal and external stakeholders on each criterion as measured by a satisfaction instrument that is valid, reliable and easy to use and implemented regularly.

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### 3. Standard References

- a. Permenristekdikti no 79 of 2017 concerning the Statute of Unesa
- b. Permenristekdikti number 15 of 2016 concerning OTK Unesa
- c. 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)
- d. Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5500)
- e. Permenristekdikti, No. 51 of 2016 concerning the implementation of the performance accountability system of government agencies in the Ministry
- f. Ministerial Regulation No. 53 Year 2008 on Guidelines for Preparation Service Standard Minimum for University High State which implement the management Board of Public Service
- g. Regulation of the Minister of Culture of the Republic of Indonesia Number 50 of 2014 on System Assurance Quality Education High
- h. Regulation BAN-PT Number 59 year 2018 about Free Compilation Report Self Evaluation, Performance Reports Preparation Guide for Higher Education, and the Matrix Assessment in Instrument Accreditation College

### 4. Standards Content, Indicators, Strategies, and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
32.1	Higher education institutions have a formal document governance system who translated into the various policies and regulations that are used in consistent, effective, and efficient according to the institutional context and Ensures accountability, sustainability,	Availability of formal documents on the civil service system according to the institutional context to ensure accountability, sustainability and transparency, as well as mitigating potential risks	Ensure that the civil service system documents have been evaluated and arranged as needed in ensuring accountability, sustainability and transparency as well as mitigating potential risks. System documents include: 1. Statutes 2. OTK 3. Description of Position 4. Academic policy 5. Unesa Standards 6. Minimum Service Standards 7. Plan period long 25 years (Renip), run medium- five years (Strategic), run short first year (RENOP) which refers to the plan of strategic	Academic Senate, Rector, Vice Rector, Planning Team



NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
	transparency, and mitigation of potential risks		ministries 8. Performance agreement that contains goals programs, performance indicators, performance targets , and budgets 9. Performance measurement results document 10. Reporting on performance data 11. The performance report contains an overview of the targets/goals' achievements in which has been defined in the agreement of performance 12. The results of the evaluation of the performance report 13. Documents of Quality Assurance Internal System to ensure the achievement of standards through the PPEPP cycle (Quality Manual, Quality Procedure, Audit Guidelines, Audit Instruments, Audit Reports, Follow Up, Standard Improvement 14. Internal Control System Documents 15. Blue print for management information system 16. Human Resource Planning in Human Capital Development Program (HCDP) 17. Establishment of risk management policies, strategies and methodologies 18. The establishment of an organization and the main tasks and functions of risk management 19. Determination of skeleton work and the policy operational management of risk. 20. determination of risk assessment, 21. determination of risk response 22. Drafting the	

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			Rector's regulations regarding: <ol style="list-style-type: none"> <li>a. SPMI Guidelines</li> <li>b. Academic guidelines</li> <li>c. Basic curriculum framework</li> <li>d. Employment Guidelines</li> <li>e. Financial Guideline</li> <li>f. Guidelines for Implementation of Cooperation</li> <li>g. Guidelines for making proposals for opening New Study Program</li> <li>h. Quality assurance work procedures</li> <li>i. Curriculum Evaluation Guidelines</li> <li>j. Setting priorities for education</li> <li>k. Determination of Priorities Research and Innovation Sector</li> </ol>	
32.2	Higher education has valid evidence (formal policy documents and regulations) to ensure the integrity and quality of the institution which is implemented properly consistent, effective and efficient.	The availability of evidence that is valid associated effort institution to protect the integrity of the academic and the quality of education is high.	Issuance of regulations related to rules and sanctions for violations of <i>academic misconduct</i>  Preparation of guidelines, quality manuals and PM and Rector's Decree on handling academic and research misconduct violations,  Making guidelines for implementing the code of ethics  Preparation of PM related to the handling of code of ethics violations  Report on the implementation of the code of ethics  Follow up and change	Rector,  Vice Rector for Academic Affairs,  Vice Rector for General Affairs and Finance,  Vice Rector for Student Affairs,  Ethics commission and law firm
32.3	Higher education has formal organizational structure documents, including an industrial advisory board that tailored to the needs of the	Availability of formal documents on the organizational structure and work procedures of the institution and its duties and functions	Evaluation and improvement of job description related to several additions to the new organizational structure  Issuance of the Rector's Decree on Unesa's new organizational structure	Vice Rector for General Affairs and Finance  Rector and law firm

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
	program being organized, And the system work institutions that include task and function in order to ensure the implementation of the function of universities height is consistent, effective, and efficient		Issuance of the Rector's Decree on Unesa's new job description	
32.4	Higher education has valid evidence related to practice both embodied GUG cover aspects: credibility, transparency, accountability, responsibility, fairness, and the management of risk in a consistent, effective, and efficient. University announces its annual summary report to the public.	<ol style="list-style-type: none"> <li>1. Availability of evidence that a valid about good university governance (aspect of credibility, transparency, accountability, responsibility, and fairness).</li> <li>2. Availability of evidence are valid implementation of the management of risk in a consistent, effective and efficient</li> <li>3. There is a summary of announcements of higher education reports yearly to the public (PP No. 4 Year 2014 Article 33 paragraph 3).</li> </ol>	<p>Evidence of GUG good practice</p> <p><b>Credibility aspects:</b></p> <ol style="list-style-type: none"> <li>1. Fulfillment of standards for the quality and quantity of academic lecturers and tendik with <ol style="list-style-type: none"> <li>a. Planning for achievement targets and strategies for achieving the quality and quantity standards of academic lecturers and staff that have been set out in the Strategic Plan and Renop</li> <li>b. updating data on academic level and lecturer ranks as well as mapping the needs and development of lecturers' and staff competences</li> <li>c. Audit of achievement of performance targets</li> <li>d. Follow up</li> <li>e. Change in follow up results</li> <li>f. Standard upgrade.</li> <li>g. Publication of audit results</li> </ol> </li> <li>2. Fulfillment of standards for quantity and quality of cooperation (data on the number of partnerships, implementation of cooperation, partner Satisfaction and sustainability) <ol style="list-style-type: none"> <li>a. Planning for achievement targets and</li> </ol> </li> </ol>	<p>Vice Rector for Academic Affairs</p> <p>Vice Rector for General Affairs and Finance,</p> <p>Staffing</p> <p>PPM</p> <p>Rector</p> <p>Rector</p> <p>Vice Rector</p> <p>Planning Team</p> <p>PPM</p>

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			<p>strategies for achieving standards for quality and quantity of cooperation</p> <ul style="list-style-type: none"> <li>b. Development of cooperation guidelines</li> <li>c. Preparation of cooperative POS</li> <li>d. (update cooperation quantity data)</li> <li>e. Audit of cooperation target achievement</li> <li>f. Follow up</li> <li>g. Change in follow up results</li> <li>h. Standard upgrade.</li> <li>i. Publication of audit results</li> </ul> <p>3. Recognition and actualization of human resource expertise to the public</p> <ul style="list-style-type: none"> <li>a. Planning for achievement targets and strategies for achieving public leadership</li> <li>b. Audit of the achievement of public leadership targets</li> <li>c. Follow up</li> <li>d. Change in follow-up results</li> <li>e. Standard upgrade</li> <li>f. Publication of audit results</li> </ul> <p>4. Fulfillment of managerial capacity drafting of documents Renip, Restra and Renop</p> <ul style="list-style-type: none"> <li>a. Preparation of guidelines, regulations and POS for academic management, finance and sarpras, academic services and student affairs</li> <li>b. Audit and follow up on audit results</li> </ul> <p><b>Transparency Aspects</b></p> <ul style="list-style-type: none"> <li>1. Implementation of system management based on ICT</li> <li>2. Dissemination of Information via Electronic</li> <li>3. Dissemination of Information through</li> </ul>	

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			<p>Socialization, Meeting Periodics, Leaflets and MassMedia Brochures</p> <p>4. Internal Audit</p> <p><b>Accountable Aspects</b></p> <ol style="list-style-type: none"> <li>1. The implementation of the mandate and direction and national strategic policies: <ol style="list-style-type: none"> <li>a. The implementation of the mandate through licensing and identity in the statute</li> <li>b. Formulation of policies in the implementation of national strategies and leads to the fulfillment of national and global needs.</li> </ol> </li> <li>2. Ensuring the quality and relevance of outputs and tridharma outcome</li> <li>3. Guaranteed effectiveness and efficiency, as well as transparency and financial accountability</li> </ol> <p><b>Aspects of Corporate responsibility</b></p> <ol style="list-style-type: none"> <li>1. Availability of job description documents that are socialized and understood by every organ and work unit</li> <li>2. Availability of reports implementation of duties and authorities according to job description</li> </ol> <p><b>Fair Aspects</b></p> <p>Carry out the principles meritocracy in employee management on the following aspects:</p> <ol style="list-style-type: none"> <li>1. Appointment of employees and officers (document: regulation Rector and on the terms and appointment of candidates for the leadership and employees, POS about the process of selecting leaders.</li> <li>2. Career development for</li> </ol>	

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			<p>lecturers and staff</p> <ol style="list-style-type: none"> <li>Promotion of position</li> <li>Giving assignments</li> <li>Payroll</li> <li>Rewards and sanctions for the performance and discipline of employees.</li> </ol>	
32.5	Higher education has institutions that fully implement or function that runs in the enforcement of the code of conduct for guarantee value and integrity in consistent, effective and efficient.	The existence and functioning of the institutions / functions of enforcement of the code of conduct to ensure the system of values and integrity	<ol style="list-style-type: none"> <li>The existence of a Rector's regulation regarding the implementation of the code of ethics for lecturers, staff and students.</li> <li>The existence of code of ethics guidelines</li> <li>The existence of POS handling code of ethics violations</li> <li>There is a report implementation and results handling of cases of code of conduct</li> </ol>	Ethics Commission
32.6	Higher education has evidence that a documented and valid related to the establishment of communication which is well between leaders and stakeholders internally that do are programmed and intensively to encourage the achievement of the vision, mission, culture, and strategic goals of institution.	Availability of documents formal determination of personnel at various levels of management with duties and responsibilities are clear to achieve the vision, mission and culture as well as the objectives of strategic institutions.	<ol style="list-style-type: none"> <li>The existence of a Rector's regulation regarding the requirements for the appointment of leaders</li> <li>There is a document for submitting a candidate for leadership</li> <li>There are documents regarding the decision making process for the appointment of leaders</li> <li>The existence of an integrity pact</li> <li>There is a decree appointment</li> </ol>	Academic Senate  Rector, Faculties, Postgraduate, Head of Bureau, Head of Institution, Head of Center
		The availability of evidence that a valid associated establishment of communication which is well between leaders and stakeholders internally to encourage the achievement of the vision, mission, culture, and the purpose of strategic institution.	<p>Implementation of VMTS socialization and the quality culture of Higher Education</p> <p>Implementation of scheduled coordination meetings between leaders and internal stakeholders and Management Review Meetings</p>	Rector, Vice Rector, PPM, SPI, Head of Bureau, Head of Institution, and all faculty and head of study program
32.7	Higher education has evidence that a documented and valid on the study of the	The availability of evidence examined again and the improvement of leadership an	Implementation of performance audits, follow ups and changes to leadership improvements that occur.	PPM, SPI

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
	comprehensive and improvements are effective against the implementation of the leadership and personnel at various levels of management to achieve performance organization that is planned.	dstructure management institutions for achieve performance the planned organization	Management Structur eEvaluation	Rector, Vice Rector for General Affairs and Finance
32.8	Higher education has evidence of formal functioning of the system of management of functional and operational college high which includes 5 aspects are implemented in a consistent, effective, and efficient.	The availability of evidence of formal functioning of the system of management of functional and operational college high which includes 5 aspects as follows: 1) planning, 2) organizing, 3) staffing, 4) leading, and 5)controlling.	<p>Availability of documents:</p> <ol style="list-style-type: none"> <li>1. Planning: Renip, Renstra, Renop, RBA, HDCP, Information Technology blue print</li> <li>2. Organizing: POS system to manage, Meetings Overview Quality  Management, Coordination Meeting  Leadership, Coordination Meeting of the Institute, Faculty, and Study Program</li> <li>3. Staffing: Rector's Regulation and POS concerning recruitment, selection, placement, retention and dismissal for lecturers and staff. HCDP planning</li> <li>4. Leading: Must be visionary (VMTS document that meets standards)</li> </ol> <p>Have a strategic planning (Renip, Renstra, and Renop document)</p> <p>Running management risk (risk assessment results, risk management monitoring and evaluation reports)</p> <p>Maintain reputation (document accreditation and certification of study programs, document collaboration,</p>	Rector, Vice Rector, Head of Bureau, PPTI, PPM, SPI

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			<p>document of public leadership</p> <p>Maintain integrity (evidence implementation of tupoksi)</p> <p>Focus on goals and outcomes (evidence of the achievement of program Tridharma and cooperation)</p> <p>5. Controlling: Coordinate with PPM and SPI in terms of implementation of controlling.</p>	
32.9	Higher education has a document formal and guidelines for the management of the detailed and has a conformity between 11 aspects	Availability of formal documents and management guidelines covering 11 aspects as follows: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) community services, 6) HR, 7) finance, 8) facilities and infrastructure, 9) information systems, 10) system of quality assurance, and 11) cooperation.	<p>Preparation of guidelines for the management of which consists of:</p> <ol style="list-style-type: none"> <li>a. Guidelines and POS Planning</li> <li>b. Guidelines and POS Work Plan Implementation</li> <li>c. Guidelines and POS Monitoring and Evaluation</li> </ol> <p>which concerns 11 aspects: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) community services, 6) HR, 7) finance, 8) facilities and infrastructure, 9) information systems, 10) system of quality assurance, and 11) cooperation.</p>	Vice Rector, LP3M, LPPM, PPTI
32.10	Higher education has valid evidence about the implementation of policies and guidelines for the management of the application that is consistent, effective, and efficient covering 11 aspects.	Availability of evidence that is valid on the implementation of policies and guidelines for the management of which covers 11 aspects as follows: 1) education, 2) development of an academic atmosphere and scientific autonomy, 3) student affairs, 4) research, 5) community services, 6) HR, 7) finance, 8) facilities and infrastructure, 9) information systems, 10) system of quality assurance, and 11) cooperation.	A performance report is available for each work unit that is responsible for 11 aspects. The availability of SIM PPM as an instrument in assessing the achievement of performance on 11 aspects.	<p>Vice Rector, Head of Study Program, Vice Dean for Academic Affairs, Vice Dean</p> <p>General Affairs and Finance,</p> <p>Vice Director for Academic and Student Affairs, Vice Director of Postgraduate</p>



NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
				General Affairs and Finance, PPM
32.11	Higher education has a document formal plan of strategic and proof of mechanism of preparation as well as the approval and commencement, which includes five aspects, and there are benchmarks with college high similar level of international	D. Availability document formal plan of strategic and proof of mechanism of approval and determination which Includes 5 aspects as follows: 1) the involvement of stakeholders, 2) refers to the achievements of the previous period strategic plan, 3) refers to the VMTS institution, 4) carried out an analysis of internal and external conditions, and 5) validated by the organs that have authority.	Availability of Documents Strategic plans which: 1. based on self-evaluation of the previous Strategic Plan. 2. involve stakeholders' interests 3. refers to VMTS 4. analysis of internal and external conditions 5. Ratification of the Strategic Plan. 6. Implementation of benchmarks with PT similar level of international as the basic planning of the development of the International University	Rector, Planning Team
32.12	Higher education has implemented SPMI which is proven by the existence of 5 aspects, has a standard that exceeds that of SN-DIKTI, and implement risk-based SPMI (Risk Based Audit) or other innovations	Availability of SPMI formal documents as evidenced by the existence of 5 aspects as follows: 1) SPMI organs / functions, 2) SPMI documents, 3) internal auditors, 4) audit results, and 5) follow-up evidence.	Establishment of quality assurance organizations at the central, faculty and department levels (SK PPM, GPM and PPM)  Establishment document SPMI: statement of commitment to quality, the policy of quality, quality standards, quality manual, the instrument that is determined by regulation Rector)  Formulation of policies on internal quality audits  Preparation of guidelines and POS audits  Compiled auditor requirements  There is an Auditor's Decree Planning Audit Schedule for Audit Implementation.  Availability of Audit Reports  Availability of evidence of action	Rector, Dean, PPM
32.13	Higher education	Availability of evidence	To stipulate the Rector's	Rector, PPM

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
	institutions have valid evidence related to good practices in developing a quality culture in higher education through management review meetings , which schedule a discussion of 7 elements.	that a valid associated practice good the development of a culture of quality in education high through themeeting a review of management, which is scheduled discussion about elements: 1) the results ofthe audit of internal, 2) feed back, 3) the performance of the process and the suitability of the product, 4) the status of the actions of prevention and improvement, 5) follow-up of the review before, 6) changes that could affect the system of quality management, and 7) recommendation for enhancement.	regulations regarding the implementation of ManagementReview Meetings  Conducting Management Review Meetings which discusses: <ol style="list-style-type: none"> <li>1. Internal audit results</li> <li>2. Feed back</li> <li>3. Process performance andproduct suitability</li> <li>4. Measures of preventionand repair</li> <li>5. Follow up</li> <li>6. Changes are produced</li> <li>7. Recommendations for standard improvement</li> </ol> Create a Management ReviewMeetingreport	
32.14	Higher education has the certification / accreditation externally by institutions of international or international reputed	There Obtaining certification / accreditation externally by institutions of international or international reputed for qualification of Excellent University and always have an increase in continuous	<ol style="list-style-type: none"> <li>1. Accreditationsocialization /international certification Training preparation borangaccreditation / certification of international</li> <li>2. Formation of the task force team for assistance in implementing internationalaccreditation /certification</li> <li>3. Mentoring preparation of borang accreditation / certification of international</li> <li>4. Fulfill the requirements tofollow international accreditation / certification</li> <li>5. Implementation ofvisitation</li> </ol>	PPM, GPM Task force for Accreditation / Certification
32.15	Higher education has international accreditation status for the main program of their study program	There are gains accreditation of programsof study by institutions accredited international reputed who rose as muchas 5% of study programs that exist in three years	<ol style="list-style-type: none"> <li>1. Accreditationsocialization /international certification Training preparation borangaccreditation / certification of international Formation of the task force team for assistance in implementing internationalaccreditation</li> </ol>	PPM, GPM, Task Force of accreditation/certification

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
			/certification 3. Mentoring preparation of borang accreditation / certification of international 4. Fulfill the requirements to follow international accreditation / certification 5. Implementation of visitation	
32.16	Audit External conducted by the Office of the Accountant Public in Opinion Reasonable Without Exception (Unqualified Opinion)	Implementation and results of external financial audits in tertiary institutions.	Implementation of the SPI internal audit , follow-up on audit results, and changes to obtain KAP audit results with WTP opinion	SPI
32.17	Higher education is able to increase superior value to the status of accredited study programs by BAN-PT or the Independent Accreditation Institute (LAM) periodically	There Obtaining the status of an accredited program of study by BAN-PT or Independent Accreditation Institute (LAM) with a value of 6% Study Program Excelling in the three years ahead, and 85% in the five years following	1. Accreditation socialization with 9 criteria 2. Training preparation of LED and LKPS 3. Assistance in the preparation of LED and LKPS 4. Simulation assistance and visitation	PPM and GPM
32.18	Higher education has formal documents policy and procedures, which are comprehensive, detailed, current, and easily accessible to stakeholders , regarding network development and partnerships (domestic and foreign ) including techniques for monitoring and evaluating partner Satisfaction cooperation	Availability of formal documents for network development policies and procedures and partnerships (in and outside the country), and monitoring and evaluation of satisfaction of partner cooperation.	1. Preparation of policy documents and development procedures network and partnerships that comprehensive, and current. 2. Socialization of cooperation guidelines use of IT for easy access. 3. Formulation of cooperation monitoring and evaluation guidelines. 4. The compilation of monitoring and evaluation instruments for partner satisfaction. 5. Formulation of cooperation report templates	Vice Rector for Planning and Cooperation, PPTI,

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
32.19	Higher education has a document planning the development of networks and partnerships were valid and directed in order to achieve the vision, mission and strategic goals institution	Availability of network development planning documents and partnerships that are determined to achieve the vision, mission and strategic objectives of the institution	Formulation of a strategic plan for developing networks and partnerships	Vice Rector for Planning and Cooperation
32.20	Higher education has networking and partner cooperation that are relevant to the VMTS and helpful for the development Tridharma institution that includes cooperation local / region, national and international.	Availability of data, scope, the relevance and usefulness of the cooperation.	Availability of a data base about the document MoU networking and cooperation partners that are relevant to the VMTS and helpful for the development Tridharma institutions which include the cooperation of local / area, national and international.	Vice Rector for Planning and Cooperation PPTI
32.21	Higher education has evidence of monitoring and evaluation of the implementation of the program of partnership and level of satisfaction of partner collaboration which was measured with an instrument that is valid, as well as the improvement of the quality of networks and partnerships are ongoing, to ensure the realization of the vision, the Implementation of the mission and achievement strategic goals	Availability of evidence of monitoring and evaluation of the implementation of the partnership program, level cooperation partner satisfaction as measured by valid instruments, as well as efforts to improve the quality of networks and partnerships to ensure the achievement of the vision, mission and strategic objectives.	Implementation of the monitoring and evaluation of satisfaction for partnership program  Preparation of monitoring and evaluation report documents which contain: 1. Analysis of program implementation 2. Satisfaction assessment analysis 3. Improvement efforts 4. Quality of networks and partnerships	PPM  PPM

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
32.22	The ratio of the number of international collaborations and the number of lecturers $\geq$ 0.02	Higher education cooperation in the fields of education, research and community services in the last 3 years .	<ol style="list-style-type: none"> <li>1. Compilation of data base on research collaboration and PKM with take advantage of management information systems</li> <li>2. Preparation of Cooperation Report</li> </ol>	Vice Rector for Planning and Cooperation, LPPM, PPTI
32.23	Higher education has quality standards that exceed SN- DIKTI and has power competitiveness international. Additional performance indicator data has been measured, monitored, reviewed and analyzed for improvement sustainable.	There is an Excess of SN-DIKTI (additional performance indicators) which is determined by the university high on every criterion.	Creating additional standard and derivatives, quality manual, analyzing achievement of the performance, there are guidelines for development of university standard to study program standard who always measured, analyzed and followed up.	Rector ,Vice Rector, planning team
32.24	Higher education have an analysis of the achievement of higher education performance that meets 2 aspects, carried out every year and the results are posted to the holders of interests.	There is a report on the analysis of the success and / or failure to achieve the performance that has been determined by the institution that fulfills 2 aspects as follows: 1) the achievement of performance should be measured by a method that is appropriate, and the results are analyzed and evaluated, and 2) analysis of achievement of performance includes the identification of the root of the problem, the factors supporting the success and factors inhibiting the achievement of standards, and the description of the short follow- up which will be carried out by the institution	<p>Establishment of the target achievement of performance quarterly.</p> <p>Availability of Performance Achievement Reports that meet the following aspects:</p> <ol style="list-style-type: none"> <li>1. Measurement of performance achievement is appropriate</li> <li>2. Analysis of performance achievement which includes identification of root causes, supporting factors and obstacles to the achievement of standards</li> <li>3. Description of the follow- up</li> </ol>	Rector, Vice Rector, planning team
32.25	Higher education has implemented a quality assurance system that has proven to be effective in fulfilling 4 aspects and carried out a	There is a report on the effectiveness of the implementation of the quality assurance system that meets the following 4 aspects: 1) the existence of a formal document for	<p>Preparation of POS PPEPP implementation for each standard</p> <p>Preparation of standard Determination of the standard</p>	PPM, Senate

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
	review of cycle assurance of quality that involves external reviewer.	determining quality standards, 2) the quality standard is implemented consistent, 3) monitoring, evaluation and control against the quality standards that have been set, and 4) the results are followed up for improvement and quality improvement	Preparation of audit guidelines Preparation of audit reports Preparation of Quality Review Meeting Results Reports of Improvements Results	
32.26	Higher education carry out measurements of the satisfaction of internal and external stakeholders on each of the criteria that meet 4 aspects, the results are published and easily accessible to interests, and a review is carried out on the implementation of measuring user satisfaction .	The level of satisfaction of stakeholders interests internally and externally on each criteria: governance tutors and collaboration, students, resources human resources, finance, facilities and infrastructure, education, research and devotion to people who meet four aspects as follows: 1) using the instrument of satisfaction that is valid, reliable, easy to use, 2) carried out in regular intervals, and the data is recorded in a comprehensive, 3) were analyzed with methods that appropriate and useful for decision-making, dan 4) the level of satisfaction and feed back followed up for improvement and an increase in the quality of output is periodically and systematic.	Availability of document on satisfaction level assessment instrument for internal and external stakeholders in the following aspects: 1. Governance and cooperation 2. Students 3. Human resources 4. Finance 5. Facilities 6. Research and Community services  Completion of report documents on the satisfaction of internal and external stakeholders that fulfill 4 aspects: 1. Conducted periodically 2. Analyzed by methods that proper and useful for making conclusions 3. There is a follow- up to improve and improve the quality of the output	Vice Rector for Planning and Cooperation, PPM

## 5. Related Documents

1. Permit to establish higher education institutions
2. Operational permit of PT
3. Determination of the change from the IKIP Surabaya to the State University of Surabaya
4. Designation of Unesa as BLU
5. Statutes
6. OTK

7. Description of Position
8. Academic policy
9. Unesa Standards
10. Minimum Service Standards
11. Plan period long 25 years (Renip), run medium- five years (Strategic), run shortfirst year(RENOP) which refers to the plan of strategic ministries
12. Performance contracts
13. The document measurement results of the performance
14. Documents Reporting of data performance
15. Leadership Performance Audit Documents
16. Report on the results of the evaluation of the performance report
17. Management Structure Evaluation Documents
18. Document System Assurance Quality Internal Policy ( Quality, Declaration of Quality, Standar Quality, Manual Quality, Guidelines for Auditing, Form Audit, Planning Audit, Report of the AuditReports Follow- Up)
19. Internal Control System Documents
20. Blue print management information system
21. Documents Planning Human Resources in Human Capital Development Programe (HCDP)
22. Documents for submitting candidates for leadership
23. Documents regarding the decision making process for the appointment of leaders
24. Integrity pact document
25. Leadership coordination meeting documents
26. Document the meeting between the leaders and stake holders internal (faculty,students andtendik)
27. Management review meeting documents
28. Documents Reports Results Benchmark to PT kind in the country and outside the country
29. National and international certification and accreditation documents
30. Documents for determining WTP
31. MoU documents
32. Cooperation Report
33. Report of Satisfaction (partner collaboration and service stake- holder internal and external)
34. Follow - up reports and changes to the results of follow- up implementation of the code of ethics
35. reports on the implementation and results of handling cases of code of ethics
36. Letter of Decree (SK) Rector About Manual Quality System Assurance Quality Internal
37. Rector's Decree Regarding Academic Guidelines
38. Rector On Framework basic curriculum
39. Rector's Decree Regarding Guidelines for making proposals for the opening of a New Study Program
40. Rector's Decree Regarding Educational Priority Setting
41. SK Rector On Establishment of Priority Sector Research and Innovation
42. Decree of the Rector on Guidelines for handling academic and researchmisconductviolations
43. Rector's Decree on Quality Procedures for handling academic and researchmisconductviolations
44. Decree of the Rector on Guidelines for implementing the code of ethics
45. Rector's Decree on Quality Procedures regarding the handling of code of ethics violations
46. SK Rector On Establishment of policies, strategies and methodologies management risk



47. Decree of the Rector on the establishment of an organization and the main tasks and functions of riskmanagement
48. Decree of the Rector concerning Establishment of risk management operationalframeworkand policies .
49. Decree of the Rector concerning the Determination of risk assessment and risk response
50. Decree of the Rector concerning the SPI Team, LP3M, LPPM, Public Relations, Libraries, Planning, Auditor Team , other adhock teams
51. Decree of the Rector on Guidelines and Management Posts (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 systems, 11) cooperation.
52. Regulation Rector About Tata cata election of leaders and senate
53. Rector's Regulation Concerning Sanctions for academic misconduct violations
54. Rector's Regulation Regarding Sanctions for research misconduct violations
55. Regulation Rector About the handling of the breach of code of conduct
56. Rector's Regulations Regarding Requirements and the appointment ofcandidates forleadership and employees,
57. Rector's Regulation Regarding the process of selecting leaders.
58. Rector's Regulation Regarding Lecturer and Student Career Development
59. Regulation of the Rector On Promotion office
60. Rector's Regulation on Payroll
61. Rector's Regulation Regarding Rewards and sanctions for employee performance and discipline.
62. Rector's Regulation on the Implementation of SPMI
63. Rector's Regulation Regarding Audit Implementation
64. Rector's Regulation Regarding Implementation of Management Quality Review Meetings

## 6. References

1. Wahab, R. 2016. Good Governance, Transparent and Accountable. National Anti-Corruption National Seminar . <http://uny.ac.id>
2. Wiwoho, J., 2016. Risk Control Strategies in Higher Education. Activities to Increase the Capacity ofInternal Supervisory Apparatus in Conducting Risk- Based Audits . Ministry ofResearch and Technology for Higher Education.
3. Team Developer SPMI, 2014. The policy of the National Evaluation of the Implementation of Standards SPMI / Higher Education through the Audit Quality Internal. Ministry of Education and Culture of the Republic of Indonesia, Directorate General of Higher Education, Directorate of Learning and Student Affairs.
4. Lutfi. 2018. Risk Management and Change Management in Higher Education. ManagementWorkshop and Higher Education Management. Kopertis Region VII.
5. Directorate of Institutional and Cooperation, Directorate General of Higher Education, Ministry of Education and Culture. Good University Governance. <http://www.win2pdf.com>
6. Sembiring I. 2006. Academic Audit in Higher Education. Higher Education Council . Directorate General of Higher Education.

## STANDARD 33. OUTPUTS AND OUTCOME OF UNIVERSITY

### 1. Description

Standard This is a reference and benchmark measurement that are used as guidelines for servicedelivery and service quality as the assessment reference obligation and promise the organizers Unesa to the public in order to service that is high quality,



fast, easy, affordable, and scalable which is manifested in the performance of the leadership.

Performance will be divided into physical and non-physical achievements. Higher education performance indicators are a discourse on the achievements that have been reached by the Higher Education itself. The Times Higher Education, which is one institution prestigious that are routinely become references through World University Rankings its placing indicators of performance college high into the multiple criteria that focus on: student, academic, leadership, as well as relations with industry and government.

The influence of higher education on the scientific world is measured by how many research products are used in practice and scientific discourse, both in the form of implementation and citation in journals. Higher education innovation can be seen from how intensively and extensively the innovations produced by higher education institutions are used by the industrial world and the education market in the form of products, methods and consulting services. While it is no less important is the teaching that is created by an environment of learning that is conducive. It is achieved by promoting the development of management and access to resources to learn the maximum.

## 2. Definition of Terms

- a. Education is learning the knowledge, skills, and habits of a group of people who are passed from one generation to the next through teaching, training, or research
- b. Education High is the level of education after the education medium which includes a diploma, undergraduate, master program, doctoral program, the program profession, program specialists are organized by universities height based on the culture of the nation of Indonesia.
- c. Learning is a process of interaction between students and lecturers and learning resources in a learning environment.
- d. 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.
- e. Service to the community is the activity of academics who utilizes the science of science and technology to promote the welfare of society and intellectual life of the nation
- f. University Ranking is a higher education quality ranking program based on the academic performance of educators in implementing the tri dharma of higher education.
- g. Accreditation is a form of recognition of the government and society to institute education.
- h. Journals of repute is the work of science who issued written to fulfill the rules of science and ethics of science, have ISSN, written using official UN languages (Arabic, English, French, Russian, Spanish and Chinese), has published an online version, the board of Editors (Editorial Board) are experts in their fields from at least 4 (four) countries, scientific articles published in 1 (one) number of published authors come from at least 2 (two) 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.
- i. Reasonable Without Exception (WTP) are the opinions of audit that will be issued if the statement of financial considered to provide information that is free of any misstatements

material.

- j. Board of Trustees Finance (BPK) is the institution of high country in the system of constitutional Indonesia which has the authority examine the management and responsibility in charge of financial state

### 3. Standard Reference

- a. Law Number 12 of 2012 concerning Higher Education
- b. Contract Performance Rector Unesa year 2019
- c. Unesa Minimum Service Unit (SPM) as PTN BLU

### 4. Content Standards, Indicators, Strategies and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
33.1	Higher education has an A accredited study program	Higher education institutions have an A accredited study program at least 48 study programs	FGD Accompaniment	Vice Rector for Academic Affairs
33.2	The minimum rank of higher education is 25 from across the university in Indonesia	The minimum rank of higher education is 25 out of the entire university existing in Indonesia	Manuscript Conference	Vice Rector for Academic Affairs
33.3	Higher education has an accredited institution A	University has an accredited institution A	FGD Accompaniment	Vice Rector for Academic Affairs
33.4	Higher Education has a Science and Technology Center of Excellence	University has the Center for Leading Science and Technology of at least 2 centers and increasing every year	FGD Accompaniment	Vice Rector for Academic Affairs
33.5	Higher education has a reputable journal	University has the journals of reputable indexed national minimum there 16 journals	FGD Accompaniment	Vice Rector for Academic Affairs
		University has the journals of reputable indexed global at least 1 journal	FGD Accompaniment	Vice Rector for Academic Affairs
33.6	Higher education has innovative products to strengthen their capacity for innovation	Higher education institutions have innovation products to strengthen their innovation capacity at least 3 product innovation	FGD Accompaniment	Vice Rector for Academic Affairs
33.7	Higher education realize good governance	Higher education can realize the opinion on the assessment of	Documentation FGD	Vice Rector for General Affairs and Finance

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		financial statements by public auditors with a WTP status		
		Higher education can follow up on minimum CPC findings 80%	Documentation FGD	Vice Rector for General Affairs and Finance
		Higher education can follow up on BPK's findings with a minimum value of rupiah 52.85%	Documentation FGD	Vice Rector for General Affairs and Finance

## 5. Related Documents

- a. Statute of the State University of Surabaya
- b. OTK, State University of Surabaya
- c. Leadership performance reports
- d. Financial Report
- e. Academic manuscripts for the preparation of study centers, science and technology centers
- f. Rector's Regulation regarding the establishment of study centers, science and technology centers

## 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 Public Service Agency Financial Management (State Gazette of the Republic of Indonesia of 2005 Number 48, Supplement to the 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 Public Service Agency Financial Management (State Gazette of the Republic of Indonesia Year 2012 Number 171, Supplement to State Gazette of the Republic of Indonesia Number 5340);
- d. Government Regulation Number 65 of 2005 concerning Guidelines for the Formulation and Application of Minimum Service Standards (State Gazette of the Republic of Indonesia of 2005 Number 150, Supplement to State Gazette of the Republic of Indonesia Number 4585);
- e. Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to 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 Administration 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 Year 2016 regarding Guidelines for Preparation of the Minimum Service Standards for Higher Education State who Applying Management Finance Agency Services General (News State of the Republic of Indonesia Year 2016 No. 1641);
- h. Regulation of the Minister of Research, Technology and Higher Education Number 79 of 2017 concerning the Statute of the State University of Surabaya (State Gazette of the Republic of Indonesia of 2017 Number 1858);

## STANDARD 34. DEVELOPMENT OF STUDY PROGRAM SPECIFICATIONS

### 1. Description

This standard is a reference for excellence and characteristics of study programs to provide direction and measurement of the success of developing the vision and mission, objectives, study program profiles, self-evaluation, graduate achievement and graduate competency standards as well as professional improvement of the academic community in study programs. This standard can also be used by study programs in the development of derivative standards at the study program level to be consistently evaluated to be used as an increase in the quality of the output of study program graduates.

### 2. Definition of Terms

- The study program specifications are the specificities, advantages and / or characteristics of the study program that will be used as the direction of development and achievement of the vision and mission of the study program.
- Vision and mission of the study program, vision is a series of words that show dreams, ideals or core values of a study program which is a future goal and comes from thoughts in the form of a picture of the future to be achieved. Mission is elaboration or the stages that must be passed to achieve this vision.
- Profile course is an overview of the study program outline contained in descriptive in text and pictures.
- Standard derivative is a standard that is derived from the standard of university and used to the unit, agency and unit managers of the program of study.

### 3. Standard References

- Permenristekdikti no 79 of 2017 concerning the Statute of Unesa, article 18
- UNESA Strategic Plan
- Permenristekdikti number 15 of 2016, article 77 concerning OTK Unesa
- Guidelines for Preparation of the APS 4.0 Self-Evaluation Report, Attachment to the regulation of the National Accreditation Board for PT Number 1 of 2019

### 4. Content Standards, Indicators, Strategies and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
34.1	Higher education provides guidance, and monitoring the evaluation of the development of the specification programs of study and units of Unesa in accordance with the vision and mission of university and it is evaluated consistently	There are guidelines in the development of specification programs of study and units of Unesa in accordance with the vision and mission of university	<ol style="list-style-type: none"> <li>Preparation of Guidelines</li> <li>Socialization and Roadshow Guidelines</li> <li>Monitoring and Evaluation</li> <li>Reports and follow-up</li> </ol>	Rector, Vice Rector for Academic Affairs, Vice Rector for General Affairs and Finance, Vice Rector for Student Affairs, Dean
34.2	Study Program has a vision and mission that evaluated the achievement in every year.	Their monitoring and evaluation of the achievement of the development of the specification programs of study and units of Unesa are conducted periodically through the analysis of SWOT and results of Self Evaluation	<ol style="list-style-type: none"> <li>Vision and Mission Formulation</li> <li>Vision and Mission Evaluation</li> </ol>	Dean, Head of Department

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
		Their vision and mission of the program of study that is characterized by specifications Study Program and can be evaluated achievements in stages in the analysis of milestones achievement by continuously through methods are appropriate The existence of study program development based on priorities according to capacity, needs and vision mission Objectives UPPS are made	3. Report 4. Effort enhancement	
34.3	Study Program has a study program profile that shows the specifications of the study program and is corrected regularly	Their profile program of study that can show the specifications of the study program and is corrected regularly based on condition	1. Compilation 2. Monitoring and Evaluation 3. Report	Dean, Head of Department
34.4	Study Program development plan / road map of the research and community services for short and long term that in accordance with the vision and mission of the study program, strategic planning and vision mission of university	The existence of research road map document in accordance with the specifications of Study Program and it is evaluated for the achievement and continuous	1. Compilation 2. Monitoring and Evaluation 3. Report	Head of Study Program
		There is a community service road map document that is in accordance with the study program specifications and there is an evaluation of the implementation of its achievements are continuously		
		The results of the study program SWOT analysis were used for road map development research and dedication		
34.5	The study program has a professional mapping of lecturers and staff in accordance with the specifications of the study program	There is a professional mapping of lecturers and staff in accordance with study program specifications	1. Compilation 2. Monitoring and Evaluation 3. Report 4. Increased yield	Dean Head of Department
		There are the results of the analysis of SWOT program of study that is used for the development of professionalism lecturers and staffs		

NO	STANDARD CONTENT	INDICATOR	STRATEGY	PERSON IN CHARGE
34.6	Study program has a development plan of the curriculum and the eyes of subjects which correspond to the specifications of the program of study	There is a plan development of a curriculum that is made based on the results of the analysis of the needs of users, the competence of graduates, the analysis of SWOT and analysis of the success of the previous curriculum	1. Compilation 2. Monitoring and Evaluation 3. Report 4. Increased yield	Dean Head of Department
34.7	The achievement of graduates in students shows the specifications of a competent study program according to standard competence graduates	The achievement of graduates is in accordance with the specifications of a competent study program and is monitored for success every year	1. Compilation 2. Monitoring and Evaluation 3. Report on the results 4. Improvement	Dean Head of Department
34.8	Programs of study are required to fill the system information assurance quality internally in every year	There are the results of a report program of study of system information for internal quality assurance in every year once	1. Compilation 2. Monitoring and Evaluation 3. Report on the results 4. Improvement the result	Dean Head of Department

## 5. Related Documents

- a. Renstra of the respective Faculties
- b. Decree of the Rector for the Development of Study Program Specifications
- c. Books Paanduan Writing LED
- d. Research Quality Procedure, Community Service and Human Resources
- e. SIMPPM Guide
- f. Evaluation result document
- g. News Events

## 6. Reference

Handbook of Research Implementation and Community Services Ristekdikti, XII edition Guidelines for Preparing Self- Evaluation Report

## STANDARD 35 IMPLEMENTATION OF INDEPENDENT CAMPUS LEARNING

### 1. Description

This standard is a minimum criterion for implementing the independent learning policy which has been treated based on Permendikbud number 3 of 2020 concerning National Standards for Higher Education in Indonesia. This standard was also developed based on the Guidebook for Independent Learning – Independent Campus 2020, which explains the policy guidelines of the Ministry of Education and Culture which aim to encourage students to master various sciences that are useful for entering the world of work. This independent campus provides an opportunity for students to choose the courses they take. Learning in an independent campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through real reality, social interaction, collaboration, self-management, performance demands, targets, and achievements.

## 2. Definition of Terms

- Independent Learning-Independence campus is one of the policies of the Minister of Education and Culture which shows the right to study for 3 (three semesters) outside the study program.
- The learning process at the Merdeka Campus is one of the most essential manifestations of student-centered learning.
- Student-centered learning in Merdeka Campus is learning that provides challenges and opportunities to develop innovation, creativity, capacity, and student needs

## 3. Standard References

- Presidential Regulation Number 8 of 2012 concerning KKNi Article 1 paragraph 2
- Regulation of the Minister of Education and Culture Number 3 of 2020 regarding National Standards for PT no 3 of 2020 concerning National Standards for Higher Education articles 18,19,20,
- Guidebook for Merdeka Learning, Directorate General of Higher Education, Ministry of Education and Culture in 2020

## 4. Content Standards, Indicators, Strategies and Insurers Responsibility

NO	STANDARD CONTENT	INDICATOR (consider main and additional indicators)	STRATEGY	PERSON IN CHARGE
35.1	Higher educations are required to formulate policies for the implementation process of independent campuses	<p>There is a policy that can overshadow the guidelines that Developed</p> <p>There are guidelines that have been developed and become the direction of the independent campus program</p>	<ul style="list-style-type: none"> <li>Workshop</li> <li>Reference surgery</li> <li>Cooperation studies</li> <li>Analyzing the tracer study</li> <li>FGD</li> <li>Comparative study</li> </ul>	<ul style="list-style-type: none"> <li>Chancellor</li> <li>Vice Chancellor for Academic Affairs</li> </ul>
35.2	PT is obliged to facilitate the right of students to take 40 Credits in 2 semesters inside or outside PT	There are facilities for students to take 40 credits in 2 semesters inside or outside PT	<ul style="list-style-type: none"> <li>Workshop</li> <li>Reference surgery</li> <li>Cooperation studies</li> <li>Analyzing the tracer study</li> <li>FGD</li> </ul>	<p>Rector</p> <p>Vice Chancellor for Academic Affairs</p> <p>Dean</p> <p>Deputy Dean 1</p> <p>Head of Study Program</p>
		The existence of an KKNi/OBE curriculum for study programs that facilitates students to take 40 credits in 2 semesters inside or outside PT	<ul style="list-style-type: none"> <li>Workshop</li> <li>Reference surgery</li> <li>Cooperation studies</li> <li>Analyzing the tracer study</li> <li>FGD</li> <li>Comparative study</li> </ul>	
		The existence of Graduate Achievements that accommodate learning activities inside and outside PT		<p>Dean</p> <p>Deputy Dean 1</p> <p>Head of Study Program</p>
35.3	PTs are obliged to serve the preparation	There are MOA cooperation	<ul style="list-style-type: none"> <li>Approach</li> <li>Cooperation</li> </ul>	Rector



NO	STANDARD CONTENT	INDICATOR (consider main and additional indicators)	STRATEGY	PERSON IN CHARGE
	of MOA cooperation documents for student internship activities, research, community service, KKNT, social activities and others	documents for the implementation of student activities, including internships, research, community service, KKNT, social activities	studies <ul style="list-style-type: none"> <li>• SWOT analysis</li> <li>• Analysis of the results of the cooperation response</li> <li>• FGD</li> </ul>	Vice Chancellor for Academic Affairs  Vice Chancellor for Cooperation
		There is a policy guideline for implementing collaborative activities Cooperation	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• FGD</li> </ul>	
35.4	PT composes, agrees and regulates student exchange programs within the university or abroad	There are policy guidelines to regulate the implementation of student exchange programs at home or abroad	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• FGD</li> </ul>	Rector  Vice Chancellor for Academic Affairs Vice Chancellor for Student Affairs
		There are a number of MOAs with other PTs within and abroad	<ul style="list-style-type: none"> <li>• Approach</li> <li>• Cooperation studies</li> <li>• SWOT analysis</li> </ul>	Vice Chancellor for Cooperation
		There are reports of student exchange activities at home and abroad which are increasing every year	<ul style="list-style-type: none"> <li>• Analysis of the results of the cooperation response</li> <li>• FGD</li> </ul>	
35.5	PT prepares, agrees and arrange student internship/practice activities	There are policy guidelines for organize the implementation of the internship program/work practice student	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• FGD</li> </ul>	Rector  Vice Chancellor for Academic Affairs
		There is an increase in the number of MOA/SPK with partners every year	<ul style="list-style-type: none"> <li>• Approach</li> <li>• Cooperation studies</li> </ul>	LP3M Unesa
		There is an integrated KJNI/OBE curriculum that recognizes semester credits and assesses internship activities	<ul style="list-style-type: none"> <li>• SWOT analysis</li> <li>• Analysis of the results of the cooperation response</li> <li>• FGD</li> </ul>	
35.6	PT composes, agrees and regulates teaching assistance program activities in educational units wherever they are	There are policy guidelines to regulate the implementation of teaching assistance programs in educational units wherever they are	<ul style="list-style-type: none"> <li>• Workshop</li> <li>• FGD</li> <li>• Tracer study analysis</li> <li>• Response Analysis</li> </ul>	Rector  Vice Chancellor for Academic Affairs  LP3M Unesa
		Increasing the number of MOA/SPK with education unit partners wherever they are	<ul style="list-style-type: none"> <li>• Approach</li> <li>• Cooperation studies</li> <li>• SWOT analysis</li> </ul>	Rector  Vice Chancellor for Academic Affairs  LP3M
		There is an KJNI/OBE curriculum that recognizes semester credits and	<ul style="list-style-type: none"> <li>• Analysis of the results of the cooperation</li> </ul>	



NO	STANDARD CONTENT	INDICATOR (consider main and additional indicators)	STRATEGY	PERSON IN CHARGE
		assesses teaching assistance development activities	response • FGD • Tracer studies	Dean Vice Dean 1
35.7	PT realizes student research activities in institutions/study centers	The existence of policy guidelines to regulate the implementation of research programs student at the institution/study center	• Workshop • FGD	Rector Vice Chancellor for Academic Affairs
		Increase in number MOA/SPK with institution/study center	• Approach • Cooperation studies	LPPM Dean
		There is an KKNI/OBE curriculum that recognizes semester credits and an assessment of student research program activities at the institution/study center	• SWOT analysis • Analysis of the results of the cooperation response • FGD • Tracer studies	Vice Dean 1
35.8	PT realizes student humanitarian project activities in the country (local government, PMI, BPBD, BNPB etc.) and abroad (UNESCO, WHO, UNICE F, UNHCR etc.)	The existence of policy guidelines to regulate the implementation of student humanitarian project programs	• Documentation	Rector Vice Chancellor for Academic Affairs
		Increasing the number of MoA/SPK with domestic and foreign institutions	• Documentation • Cooperation studies	LPPM Dean Vice Dean 1
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments humanitarian project activities	• Documentation • FGD	Rector WR-4 KUI
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments humanitarian project activities	• Documentation • FGD	WR-1 WD-1
35.9	PT composes and develops student entrepreneurial activities in the form of learning, integration of incubation centers and collaborating with partners	The existence of policy guidelines to regulate the implementation of the student entrepreneurship development program	• Accompaniment • FGD	WR-4
		Increasing the number of MoA/SPK with partners	• Cooperation studies	WR-4
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments for developing student entrepreneurial activities	• FGD • Benchmarking • Workshop	WD-1 Head of Study Program
		There is a CPL that can	• FGD	Head of Study

NO	STANDARD CONTENT	INDICATOR (consider main and additional indicators)	STRATEGY	PERSON IN CHARGE
		accommodate activities entrepreneurship		Program
		There is an increase in the number of funded entrepreneurship PkM activity proposals	<ul style="list-style-type: none"> <li>Accompaniment</li> <li>Workshop</li> </ul>	WR-3 WD-3
		There is an increase number of incubation	<ul style="list-style-type: none"> <li>Workshop</li> </ul>	WR-3 WD-3
35.10	PT develops activities to build Villages/Thematic Real Work Lectures in the community	The existence of policy guidelines to regulate the implementation of building programs Village/Thematic Real Work Lectures in the community	<ul style="list-style-type: none"> <li>Workshop</li> <li>FGD</li> </ul>	WR-3 LPPM WD-3
		Increasing the number of MoA/SPK with villages in Indonesia	<ul style="list-style-type: none"> <li>Workshop</li> </ul>	WR-3 LPPM WD-3
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments for developing and building a Thematic Real Work Village/Lecture in the community	<ul style="list-style-type: none"> <li>FGD</li> <li>Workshop</li> </ul>	WR-1 WR-3 LPPM WD-3
		The existence of CPL that can accommodate activities to build Villages/Real Work Lectures Thematic in society	<ul style="list-style-type: none"> <li>FGD</li> <li>Workshop</li> </ul>	WR-3 WD-3
35.11	PT develops Independent project activities	The existence of policy guidelines to regulate the implementation of the Independent project activity development program	<ul style="list-style-type: none"> <li>FGD</li> <li>Workshop</li> </ul>	WR-3 LPPM WD-3
		Increasing the number of MoA/SPK with partners	<ul style="list-style-type: none"> <li>Cooperation Analysis</li> <li>Promotion</li> </ul>	WR-4
		There is an KKNI/OBE curriculum that recognizes semester credits and assessments for developing student independent project activities	<ul style="list-style-type: none"> <li>FGD</li> <li>Workshop</li> </ul>	WR-1 WD-1
		The existence of CPL that can accommodate Independent project activities	<ul style="list-style-type: none"> <li>FGD</li> <li>Workshop</li> </ul>	Head of Study Program

## **5. Related Documents**

- a. Academic Paper Documents
- b. Independent Learning Curriculum Guidelines Document
- c. University Graduate Profile Document
- d. Study Program Curriculum Documents

## **6. References**

- a. Presidential Regulation Number 8 of 2012 concerning KKN1 11.2  
Permendikbud Number 3 of 2020 concerning National Standards for Higher Education
- b. BAN PT Regulation Number 59 of 2018 concerning APT 3.0 and APS 4.0 Assessment Instruments
- c. Independent Learning Guidebook for Independent Campus, Directorate General of Higher Education, Ministry of Education and Culture, 2020
- d. Study Program Curriculum Documents

# Bidang Penjaminan Mutu Unesa

## VISI

Sebagai Pusat Penjaminan Mutu yang terpercaya, transparan, dan bertanggungjawab guna menuju Unesa yang unggul dalam kependidikan dan kukuh dalam keilmuan.



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