

CHAPTER I
EDUCATION AND TEACHING

A. VISION, MISSION, AND FUNCTION OF UNIVERSITAS NEGERI SURABAYA

1. Vision of Universitas Negeri Surabaya (Unesa)

Unesa's Vision is Excellent in Education, Strong in Science

2. Mission of Surabaya State University

Unesa's mission is:

- a. organizing education and learning centered on learners by using effective learning approaches, and optimizing the utilization of technology;
- b. conducting research in the sciences of education, natural sciences, socio-cultural sciences, arts, and /or sports, and the development of technology whose findings are beneficial for the development of science and welfare of society;
- c. disseminating science, technology, cultural arts and sports, as well as research results through community service activities oriented towards community empowerment and culture;
- d. realizing Unesa as an educational center, especially primary and secondary education and scientific centers based on the noble values of national culture;
- e. organizing autonomous, accountable, and transparent colleges that ensure quality and continuous quality improvement;

3. Function of Surabaya State University

Unesa functions to conduct higher education, research, and community service.

B. purpose

The goal is a mutual agreement to be achieved by the vision-mission that has been formulated. Based on the vision-mission that has been set, Unesa is committed to achieving the following objectives:

1. producing graduates who are intelligent, religious, noble, independent, professional and have excellence;
2. produce scientific and creative works both in the field of education and superior sciences and become a reference in the application of educational sciences, science, technology, socio-cultural sciences, arts, and /or sports;
3. produce community service works through the application of educational sciences, science, technology, socio-cultural sciences, arts, and/or sports to realize an independent, productive, and prosperous society; and
4. produce effective, efficient institutional performance by realizing a humanist academic climate, transparent, accountable, responsive, and equitable institutional management to ensure the quality of implementation of tridharma universities in a forward-paced manner.

C. PROGRAM STRUCTURE

1. ladder

Unesa organizes two programs, namely educational programs and non-educational programs. Educational and non-educational programs consist of Diploma (D3), Bachelor or Bachelor's Degree (S-1), Professional Education, Master's or Second Degree (S-2), and Doctoral or Third Degree (S-3).

2. Expenses and Study Period

Based on the Regulation of the Minister of Research, Technology and Higher Education no. 44 of 2015 (SNPT), Unesa applies the student learning load unit stated in sks (semester credit unit), with the following arrangements:

a. Third Diploma Study Expenses

The study expenses of Diploma Tiga (D III) are at least 108 (one hundred eight) SKS and as many as 120 (one hundred and twenty) SKS are scheduled for 6 (six) semesters or 3 years and can be taken at least 6 (six) semesters and for-10 (ten) semesters or 5 years.

b. Undergraduate Study Expenses (S-1)

The study expenses for S-1 level are at least 144 (one hundred and forty-four) SKS and as many as 160 (one hundred sixty) SKS scheduled in 8 (eight) semester or 4 years and can be taken in less than 8 (eight) semesters and at most 14 (fourteen) semesters or 7 years.

c. Professional Education Study Burden

The study expenses for Professional Education are at least 24 (twenty-four) sks and as many as 40 (forty) sks scheduled in 2 (two) semesters and at most 6 (six) semesters after completing the D IV /S-1 program.

d. Master's Degree Study Expenses (S-2)

Study expenses for master's program level at least 36 (thirty-six) SKS with a maximum study period of 4 (four) years or 8 (eight) semesters after completing the D IV / S-1 program.

e. Doctoral Study Expenses (S-3)

The study load of Doctoral program is at least 42 (forty-two) sks with a maximum study period of 7 (seven) years or 14 (fourteen) semesters.

D. Curriculum

1. Understanding

Curriculum is a set of plans and arrangements regarding the objectives, content, and materials of the lessons and ways used as guidelines for the implementation of learning to achieve the objectives of a particular course. So, Unesa curriculum is built from the curriculum of study programs in Unesa. The curriculum of the study program contains the vision, mission, objectives and objectives of the Study Program, the achievements of prodi learning, the structure and map of the curriculum, and the description of the course, which corresponds to the type and level of education.

The curriculum that applies to each study program in Unesa is a design of experience to develop the ability (competence) of students in accordance with the level of competence of graduates according to the Indonesian National Qualification Framework (KKNI) in the study program taken, in accordance with the National Standard of Higher Education (SNPT), in accordance with the characteristics of the study program compared to similar courses outside Unesa, as well as to ensure the quality of unesa graduates. Curriculum is typical for a study program, as is the peculiarity of the educational objectives and competencies of graduates of the study program, as well as the kekhasan of such study programs compared to similar courses outside Unesa. The curriculum contains four main elements, namely content, *teaching-learning* strategy, *assessment processes*, and *evaluation processes*. The assessment process here is aimed primarily at the context of lectures, while the evaluation process is an evaluation of the curriculum itself.

Competence is a set of smart and responsible actions that a person has as a condition to be considered capable by the community in carrying out tasks in a particular field of work. Competence is a harmonious blending of saanin the realm of attitude, knowledge and skills in one's self. Planning in order to achieve these competencies is realized in the form of a curriculum of study programs.

Unesa curriculum is based on:

1. Law of the Republic of Indonesia No. 20, 2003 on SISDIKNAS.
2. Law of the Republic of Indonesia No. 12, 2012 on Higher Education.
3. Presidential Regulation No. 08 Year 2012 on Indonesia National Qualification Framework (KKNI).
4. Government Regulation of the Republic of Indonesia No. 32 Year 2013 on the amendment of government regulation of the Republic of Indonesia No. 19, 2005 on National Standards of Education.
5. Ministry of Research, Technology and Higher Education Regulation No. 44, 2015 On National Standards of Higher Education.
6. Ministry of Research, Technology and Higher Education Regulation No. 13 Year 2015 On Strategic Plan of the Ministry of Research, Technology and Higher Education Year 2015 -2019.
7. Statute of Surabaya State University.
8. Surabaya State University Plan 2016-2020.
9. Academic Paper Guidelines for Curriculum Development of Unesa Study Program 2015.

2. Curriculum Principles

Unesa curriculum is based on the following basic principles:

a. Relevance

The curriculum developed must have a connection between the field of science (*disciplin / content*) and the needs of the community (*social needs*) as users lulusan. The connection that is intended that the curriculum is developed not only to meet the needs of users / markets but also an implementation of an in-depth study of the field of science developed.

b. Flexibility

The curriculum developed has flexibility to implementation in the field. The field in question is the implementation of the curriculum in the learning or results of the curriculum in the world of work implemented by the graduates of the um kurikulum. In some cases there are sometimes necessary requirements to implement a theoretical study. Therefore the curriculum needs to bridge with the principle of flexibility so that the ideal conditions of the demands of the scientific field can be adapted to empirical conditions in the field.

c. Continuity

The curriculum developed has the principle of continuity (continuous) between disciplines as *content*. This is necessary so that the curriculum does not appear to be cut off between sections or is a circle centered in one place only.

d. Efisiensi

The curriculum developed needs to pay attention to the meritocracy aspect in order to gain usefulness in the system as a whole. Efficiency is obtained through the utilization of time, energy, costs, and other resources to achieve optimal results in accordance with the objectives.

e. Effectiveness

The curriculum developed needs to observe the objectives seriously in the efforts of achievement by utilizing / managing the right processes and resources to achieve optimal results in accordance with the objectives.

3. Curriculum Organization

Unesa curriculum consists of courses that are determined irrationally, institutionally, faculty, and study programs. Courses determined nationally must be programmed by students of level D III and S-1, then grouped into compulsory public courses (MKWU), namely:

- 1) Religion;
- 2) Pancasila Education;
- 3) Citizenship;
- 4) English;

Institutionally determined courses are those that are the description of Unesa and or courses that apply to all Unesa students at a certain level. The courses that become the description of Unesa are English and Entrepreneurship. In addition, there are still compulsory institutional courses (MKWI) namely Basic Education, Educational Psychology, Basic Natural Sciences (IAD), Basic Socio-Cultural Sciences (ISBD), Real Work Lectures (KKN), Learning Management Programs (PPP), Field Work Practices (PKL) whose programming depends on the type of study program.

The course set by the faculty is a faculty description and applies to students in the faculty. Courses set by program study is a course related to academic competence substance of the main study (*content knowledge*) and behavior of work in accordance with the level of each study program.

4. Education Implementation System

a. Semester Credit System

1) Definisi

a) Semester Credit System

Semester credit system is a system of organizing education by using semester credit units (SKS) to express student study expenses, teacher workload, learning experience, and program maintenance expenses.

b) Semester

Semester is the smallest time unit period used to state the length of the learning process in an educational level.

One semester is equivalent to 16 (sixteen) weeks of study and includes final semester exams.

c) Semester Credit Unit

Semester Credit Unit, hereinafter abbreviated as SKS, is the measure of learning activity time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of students' efforts in participating in curricular activities in a study program.

d) Taking courses linbag faculty / study program.

Students can take several courses that are part of their study load on other faculties/courses as far as having the same sks weight and course code. The value of courses across faculties/courses is recognized in the student's score transcript.

2) purpose

a) General purpose

The general purpose of the implementation of KKN with semester credit system in Unesa is to present an educational program that emphasizes the learning process is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered so that students can achieve a certain level of profession from the program they choose according to the interests, talents, and demands of employment.

b) Special Purpose

Tujuan Special application of semester credit system are:

- (1) Provide opportunities for students who are capable and active in learning in order to complete their studies in the shortest possible time through mandatory curricular activities

conducted systematically and structured through various courses and with measurable learning burdens.

- (2) Provide opportunities for students to take courses that suit their interests, talents, and abilities.
- (3) Provide opportunities for education with input systems and plural outputs can be implemented.
- (4) Facilitate curriculum adjustment over time with the development of Science and Technology.
- (5) Provide assurance so that the evaluation system of student learning progress can be organized as best as possible in accordance with the characteristics of the study program.
- (6) Provide opportunities for the transfer of credit between students and transfer of student credit from other universities to Unesa or vice versa.

3) Characteristics of Semester Credit System

The basic characteristics of the semester credit system are as follows.

- a) Student learning expenses are stated in the semester credit unit (SKS) advice.
- b) One SKS is equivalent to 170 (one hundred and seventy) minutes of learning activities per week per semester.
- c) Each course weighs at least 1 (one) SKS.
- d) The SKS weight for each course is not the same (depending on the material scope, breadth and depth).

b. Credit Score

1) Credit Score for Student Learning Expenses

The basis for taking the SKS amount is determined by the Achievement Index (IP) of the previous semester. The normal burden of student study is 8 (eight) hours per day or 48 (forty-eight) hours per week equivalent to 18 (eighteen) SKS per semester, up to 9 (nine) hours per day or 54 (fifty-four) hours per week equivalent to 20 (twenty) SKS per semester. Meanwhile, the learning load of high academic students after the first semester of the year can be increased to 64 (sixty-four) hours per week equivalent to 24 (twenty-four) SKS per semester. The provisions on the collection of the number of SKS in one semester are stipulated in the appendix section of this manual.

2) Credit Score for Learning Activities

a) Semester Credit Score for Perkuliahan/responsi/tutorial

Lectures are face-to-face activities conducted between lecturers and students on a scheduled basis in a predetermined place.

For lecture/responsi/tutorial learning, SKS scores are determined based on the activity load which includes a total of three kinds of activities per week.

A value of 1 SKS is equivalent to:

- (1) Conducting face-to-face learning activities 50 (fifty) minutes per week;
- (2) Conducting learning activities with structured assignments of 60 (sixty) minutes per week per semester;
- (3) Conduct self-learning activities 60 (sixty) minutes per week per semester;

Structured independent assignment is a learning activity in the form of material deepening for students in achieving certain competencies designed and the time of completion is determined by the lecturer.

b) Semester Credit Score for seminar learning or similar forms of learning.

Seminar is a scientific meeting related to the course organized by students with the guidance of the lecturer concerned.

The value of 1 (one) SKS is equivalent to:

- (1) Face-to-face learning activities 110 (one hundred and ten) minutes per week per semester; and
- (2) Self-study activities 60 (sixty) minutes per week per semester.

- c) Credit Score Semester there is a form of practicum learning, studio practice, workshop practice, field practice, research, community service, and / or other similar form of learning, is 1 (one) SKS equivalent to 170 (one hundred seventy) minutes per week per semester. Practicum is learning that is done in a certain place where students play an active role in solving rubrics / problems given through the use of certain tools, materials, and methods.

c. Credit Distribution

The structure of the S-1 curriculum consists of *the core curriculum* (about 85% of the overall sks must be taken by students) and *the elective curriculum* (15% of the overall sks must be taken by students), with institutional courses for S-1 Education amounting to 14% of the total sks of undergraduate program curriculum, and for non-educational S-1 by 11%. Institutional courses of the D III program curriculum as much as 60% of the total sks.

d. Credit Recognition

Students who participate in the exchange of students to and from other universities / institutions both at home and abroad through cooperation programs conducted by Unesa with the university / institution, can be recognized the value obtained and the weight of the SKS after obtaining approval from the study program. The mechanism that needs to be passed is, students apply for sks recognition of courses that have been taken in other universities (PT) to the next Study Program Study Program verify to determine sks courses that have linearity with the courses in the curriculum of the Study Program. The Study Program submits a letter requesting the processing of sks verification courses to the faculty. The Faculty continued the application to Wakil Rector of Academic Affairs with a copy of the Head / Chairman of BAKPK and Chairman of PPTI Unesa. In order for the sks courses to be converted to Siakadu Unesa, students must still program linear courses (set by the leadership of the St.udi Program) first.

5. Lecture Implementation System

a. Learning methods

- 1) The learning method is adapted to the characteristics of the course to achieve certain established abilities. Methods to choose from for the implementation of learning between groups, simulations, case studies, collaborative learning, cooperative learning, project-based learners, problem-based learning, or other learning methods, effectively facilitate graduate learning achievements.
- 2) Each course can use one or a combination of several learning methods in a form of learning. These forms of learning can be lectures, responses and tutorials, seminars, and practicums, studio practices, workshop practices, or field practices.

b. Course terms

- 1) Students who are allowed to attend lectures / learning are students whose names are listed in Siakadu *Online* and have been approved by the Student Advisory Lecturer.
- 2) Lectures are held in the form of face-to-face, structured, and or *online* for those who organize *vi-learning*. Implementation of lectures *vi-learning* maximum 4 times meeting.
- 3) One semester lecture is equivalent to 16 (sixteen) weeks of study activities including UTS and UAS. In the academic calendar, the meeting time is 16 (sixteen) weeks, which is divided into 14 (fourteen) weeks for lectures, 1 (one) week for UTS, and 1 (one) week for UAS.
- 4) Lecturers are responsible for uploading grades in Siakadu by first validating the midterm exams (UTS) and final semester exams (UAS) to the coordinators of the field of study and obtaining legality from Unit Quality Assurance (UPM) and then uploaded by each lecturer to Siakadu Unesa.
- 5) The value of the course that is not uploaded according to the specified time limit, siakadu system will automatically fill all the grades of students who are students who graduate the course with a score of 70 or B.
- 6) Students can take institutional courses that are included in the mkwu and mkwi courses across faculties with applicable provisions. Technical programming follows the schedule in the intended faculty with the condition of obtaining approval from the DPA of the student concerned and vice dean of academic affairs of the intended faculty.

c. Learning Management Program (PPP)

- 1) PPP is a compulsory course for students of S-1 level education program. In this course, students are equipped with training and application of educational professions through the management of mentoring / learning relevant to pedagogical competencies, personality, social, and professional inovatif through the activities of preparing a learning implementation plan (RPP), implementation of teaching simulations, microteaching, and real teaching in accordance with their respective majors or courses.
- 2) Ppp's goal is to equip students to:
 - a. Mastering the foundation of philosophy and theoretical concepts of the educational profession that is applied innovatively through the activities of making a learning implementation plan (RPP), teaching simulation, *microteaching*, and real teaching in accordance with their respective majors or courses;
 - b. Have the skills to manage and make decisions in guidance and learning counseling by utilizing Information and Communication Technology (ICT);
 - c. Able to apply educational technology and the implementation of education and education in schools creatively and innovatively;
 - d. Able to provide reports on the implementation and completion of PPP that he underwent in schools / partner institutions that are accounted for to the Field Supervisors.
- 3) Prerequisite
Have studied, namely *The Basics of Education*, *Educational Psychology*, *Learning Development*, *Innovative Learning I and II*, and *Assessment* or equivalent set by the study program with a value of at least C.
- 4) Implementation time in semester 6 (six). (Ppp Monitoring Mechanism is stipulated in the LP3M PPP Manual).
- 5) Registration is done through SIM-PPP.

d. Implementation of KKN

- 1) Real Work Lecture (KKN) is an intracurricular activity that is carried out in an integrated manner between education and community service with the placement of interdisciplinary students in a region.
- 2) The purpose of KKN is implemented to equip students with the ability to:
 - a) Helping to solve the problem of development and community, so that it has maturity in thinking, skilled in implementing community empowerment programs with a iptek approach;
 - b) Making decisions based on mutual deliberation in solving real and factual problems in the field of community empowerment;
 - c) Responsible for planning, implementing, evaluating, and reporting the implementation of the program;
 - d) Blending, collaborating, and learning with the community as a form of Tri Darma Higher Education.
- 3) Prerequisite
The prerequisites for becoming a participant of KKN are as follows:
 - a) Students program KKN courses;
 - b) Have taken a minimum of 80 (eight) SKS with a minimum GPA of 2.00;
 - c) Attach a *copy of* KRS in accordance with the original and has been legalized;
 - d) Students who are pregnant please include a Doctor's Certificate;
 - e) Fill in the biodata accompanied by a photo of 4 x 6 cm (two sheets), pasted in the top right corner;
 - f) Willing to attend Education and Training at Unesa Surabaya Campus;

- g) Willing to carry out activities at kkn location.
- 4) KKN Location
The selection of KKN locations takes precedence in the village, but can also be done in the city area. Location selection with surveys and data validation is based on information from government officials who need KKN, as well as prioritised in the community development and LPPM Unesa.
- 5) KKN Implementation Time
KKN is held between even and gasal semesters.
- 6) Kkn registration is done through SIM-KKN

6. Advisory

a. Advisory

Compassion is a process that is done outside the lecture schedule, through the lecturer's personal contact with a student or group of students, to help the student achieve optimal learning achievements (attitudes, knowledge, and skills) in accordance with the specified time.

b. Student Advisory Lecturer (DPM)

Student Advisory Lecturers are permanent lecturers who are assigned the task to provide consideration, guidance, advice, and approval to a number of students guidance in academic and non-academic fields.

c. purpose

The purpose of health skills is to help students to:

- 1) adapting to campus life;
- 2) find effective ways of learning;
- 3) difficulties associated with the study.

d. Student Advisory Lecturer Obligation (DPM)

- 1) Guiding a number of students who are the authority in the academic field preventively, curatively, and persuasively.
- 2) Guiding a number of students who are authorized in the non-academic field to support *students' soft skills*.
- 3) Consult with the Head of Department / Study Program or Faculty Counseling Guidance Service if there are academic or non-academic problems that can not be solved by themselves.
- 4) Conduct the process of compassion at least 3 (three) times in one semester recorded in the academic guidance form online through Siakadu.
- 5) Validating the Non-Academic Assessment System (SPNA), validation is performed to check the suitability of evidence of student activities with SPNA guidelines.
- 6) Provide a report (written) about the results of the work of compassion to the Head of Department / Study Program at the end of each semester.
- 7) Provide opportunities for students to consult directly with the LBK Faculty.
- 8) Give suggestions for the sake of the perfection of the implementation of compassion to the guidance students.
- 9) Approve *krs online* programmed by each student guided by Siakadu by clicking on the *approval* field. If *approval* is not made by DPM, the student's name will not appear in the attend list and student grade list.
- 10) Monitor and evaluate the achievement of learning outcomes, check the achievement of the number of sks, and GPA, the students who are the guidance.
- 11) Maintain the confidentiality of Siakadu *password*.

e. Student Obligations

- 1) Actively consult with DPM at least 3 (three) times in one semester;
- 2) Fill *krs online*;
- 3) Obey the results of compassion;
- 4) Maintain the confidentiality of his own *password* for *online* activities.

- 5) Request SPNA validation.

7. Counseling Guidance Service (LBK)

a. purpose

LBK aims to help students, both individually and in groups, to:

- 1) Gain an understanding of yourself and his environment in the framework of *effective daily living*;
- 2) Develop and develop academic programs and/or other programs in accordance with the aspirations and abilities of the self and environmental conditions;
- 3) Develop yourself optimally by choosing student activity units (SMEs) and the like in the Unesa environment in accordance with its potential;
- 4) Know and develop useful personal skills in life in his ward;
- 5) Solve and solve personal, social, learning, and career problems and other problems.

b. The main tasks of Lecturers of Counseling Guidance Services are as follows:

- 1) identify student potential through student learning strengths and weaknesses;
- 2) help overcome problems experienced by students, both personal problems (learning, career) and social problems;
- 3) motivate positive student attitudes and learning habits;
- 4) working with Student Advisory Lecturers to obtain information for students who need LBK as an effort to improve student learning achievement.
- 5) periodically in cooperation with the business world and industry provide motivation and information for career development.

c. Service Procedures

Students who will need counseling services:

- 1) come directly to the Guidance and Counseling service unit on weekdays or contact their respective faculty counsellors;
- 2) carry a valid Student Id Card (KTM);
- 3) fill in personal data by filling out the form provided in LBK;
- 4) guidance and counseling.

8. Thesis

a. Academic Requirements

Students who program thesis must meet the following academic requirements:

- 1) have collected semester credit units of at least 100 (one hundred) SKS;
- 2) has passed the Research Methodology course (and statistics for certain courses) with a minimum value of C;
- 3) have a minimum GPA of 2.50;
- 4) some specific requirements can be formulated by their respective courses.

b. Administrative Requirements

Students who program thesis must meet the following administrative requirements:

- 1) recorded as an active student of Unesa;
- 2) program thesis *courses*.

c. Process of Preparation and Submission of Thesis Proposal

1) Proposal Preparation

The preparation of thesis proposal is an important first step in the process of preparing the thesis. Thesis proposal is a research plan that contains a concrete and clear picture of the direction, objectives, and final results that will be achieved in the thesis research. A research will be done well if based on proposals that can be directed in accordance with the rules of research.

2) Thesis Proposal Submission

Students who have programmed thesis submit topics to the head of the study program (kaprodi) to get a thesis supervisor in accordance with their field. Furthermore, the head of the student

thesis settled in question who proposed to the faculty to obtain the Dean's Decree. Once the supervisor is established and all administrative requirements are met, students obtain a thesis guidance card from the study program.

3) Thesis Proposal seminar

Proposals that have been approved by the supervisor can be submitted to the study program to be disseminated, provided that the student who submitted has attended the seminar of other student thesis proposals at least 5 (five) times. The seminar was attended by supervisors and examiner lecturers and attended by other students to get input on improving their research proposals. In the seminar students must present their research proposals and answer questions of examiner lecturers and seminar participants. Lecturers will give a feasibility assessment of the proposal. If the proposal is considered unfit, students must improve their proposal or draw up a new proposal, while the proposal is considered viable and there is a revision then the student is obliged to improve the proposalnya according to the input obtained. After the proposal is perfected and signed by the supervisor and examiner lecturer, the proposal is submitted to the study program. Furthermore, the head of the department proposed to the faculty for the issuance of the Dean's Decree.

d. Skripsi Guidance Process

1) Supervisor Requirements

The requirements of thesis supervisors are adjusted to the regulations on the authority of academic personnel as stipulated by the Regulation of the Minister of Administrative Empowerment and regulations applicable in Unesa and adapted to the labor conditions of the relevant departments, as well as considering the ability, profession, and expertise.

2) Guidance Period

- a) Bimbingan thesis preparation calculated from students programming until passing the exam and revision thesis.
- b) If the thesis is ready to be tested, students can register as participants of the thesis exam. If he has not been able to complete the thesis within one semester, he is given the opportunity to complete in the next semester on the condition that he has fulfilled the administrative requirements applicable in Unesa.

3) Form of Guidance

Thesis guidance is carried out individually, structured, scheduled, and documented. For this purpose, a guidance card is provided that needs to be filled by the student, signed by the supervisor to monitor the progress of the student's thesis. If up to two semesters of thesis are not completed, the study program is entitled to replacement of the supervising lecturer if necessary. Kaprodi conducts mapping and monitoring of the progress of student thesis.

e. Thesis Exam

1) Thesis Exam Requirements

Students who will take the thesis exam must meet the following requirements:

- a) the thesis that will be submitted in the exam must have received the approval of the supervisor;
- b) students enroll in their respective courses by bringing:
 - (1) KRS as proof of thesis programming;
 - (2) draft manuscripts of triple thesis submitted to the majors / courses of study each no later than one week before the period / period of implementation of the exam;
 - (3) some specific requirements can be formulated by their respective courses.
 - (4) Plagiarization-free certificate from the Head of Department.

2) Thesis Examiner Lecturer

In accordance with the Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform of the Republic of Indonesia Number 46 of 2013 concerning the Functional Position of Lecturers and Their Credit Numbers.

3) Thesis Testing Team

The thesis testing team consists of:

- a) The Chairman (not the supervisor) serves as Tester I;
- b) One other examiner (member) acts as Tester II;

- c) Thesis Supervisor (member) serves as Penyaji III.
- 4) Assessed Aspects
- a) Thesis Content
 - (1) Format suitability with the Thesis Writing Guide.
 - (2) Clarity and the need for problem formulation, purpose, discussion, and conclusion.
 - (3) The latest, relevance, and depth of the literature review.
 - (4) Conformity of research design with the implementation and results of research.
 - (5) Quality of language.
 - (6) Authenticity.
 - b) Appearance in Exams
 - (1) Clarity and presentation display.
 - (2) Mastery of the material and ability to answer questions.
- 5) Exam and Assessment Ordinances
- a) The thesis testing team jointly tested a student, if one of the examiners could not attend the thesis exam should be postponed.
 - b) The duration of the exam is one to two hours with details:
 - (1) Presentation of the outline of the thesis content by students 10–15 minutes.
 - (2) Tester questions and answers are 15–30 minutes for each tester.
 - (3) Others 5–15 minutes.
 - c) Thesis content value (maximum weight 70%) and appearance (maximum weight 30%) in the test is expressed with the numbers 0–100.
 - d) The final score of the thesis exam is obtained by calculating the average score given by the three examiners (one supervisor and two other examiners) and converted to *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *D*, or *E* in accordance with the rules in force in Unesa.
 - e) The rating difference between testers should not be more than 10 points. If there is a difference of more than 10 points, then the chief examiner should discuss it with the testers to determine the new value.
- 6) Determination of Thesis Exam Graduation
- a) The determination of thesis exam graduation is done by the Examiner Team and delivered to students on the day of the exam.
 - b) Students are declared to pass the thesis exam if they obtain a score of at least *C*.
 - c) Students who scored less than *C* were given the opportunity to take a retest in the same period.
 - d) Students who pass the thesis exam with revision must submit the revision to the maximum 3 (three) months after the test will be edged. If the grace period passes, students must take the re-thesis exam.
 - e) Thesis improvement should be consulted to the Examiner Team within the specified period of time by bringing a note from the Examiner Team received at the time of the thesis exam. After being approved and signed by examiner lecturers and supervisors, the thesis report is bound with a cover according to the color of the faculty flag each with black writing equipped with a soft pdf file (CD form) and submitted to the study program, faculty and library Unesa. Only thesis with *A* grade is submitted to Unesa library in hard *copy* form.
 - f) At the time of submitting the thesis (which has been revised), students are also required to submit scientific articles of research results and abstracts that have been approved by the supervisor in the form of *CDs* and *hardcopy* to the thesis supervisors. The submitted article must have gone through the process of checking *plagiarism* with a maximum value of 30% similarity. Proof of *plagiarism* checking

signed by the supervisor and handed over to the prodi journal team. Furthermore, the prodi journal team uploaded the article to *e-journal*.

- g) Students who have scientific publications in other forms no longer need to upload research articles by submitting photocopy as evidence.

7) Thesis Exam Schedule

Thesis exam can be conducted at least two months after the thesis proposal seminar is conducted.

9. Final Task (TA)

a. Academic Requirements

Students who program TA must meet the following academic requirements:

- 1) have collected semester credit units of at least 80 SKS
- 2) have a minimum GPA of 2.25
- 3) some specific requirements that can be formulated by their respective courses

b. Administrative Requirements

Students who program TA must meet the following administrative requirements:

- 1) recorded as an active student of Unesa;
- 2) program TA courses.

c. Ta Proposal Preparation and Submission Process

1) Proposal Preparation

The process of drafting TA proposals begins at the time of programming of TA courses. In preparing the proposal, students are accompanied by a supervisor so that TA can be completed at the end of the course implementation.

2) TA Proposal Submission

Students who have programmed TA submit topics to the head of the department / head of the study program to get ta supervisors in accordance with their fields. Furthermore, the head of the faculty set up the supervisor of the ta of the student concerned who proposed to the faculty to obtain the Dean's Decree. Once the supervisor is established and all administrative requirements are met, students obtain a TA guidance card from the department/study program.

3) Implementation of seminar Proposal TA

Proposals that have been approved by the supervisor can be submitted to the department / study program to be disseminated, provided that the student who submitted has attended the seminar proposal ta other students at least 5 (five) times. The seminar was attended by supervisors and examiner lecturers and attended by other students to get input on improving their research proposals. In the seminar students must present their research proposals and answer questions of examiner lecturers and seminar participants. The examiner lecturer will provide a feasibility assessment of the proposal. If the proposal is considered unfit, the student must weave a new proposal, while the proposal is considered viable and there is a revision, the student is obliged to improve the proposal according to the input obtained. After the proposal is perfected and signed by the supervisor and examiner lecturer, the proposal is handed over to the department / study program. Furthermore, the head of department / study program proposed to the faculty for the issuance of sk Dean

d. TA Mentoring Process

1) Supervisor Requirements

The requirements of TA supervisors are adjusted to the regulations on the authority of academic personnel as dictated by the Regulation of the Minister of Administrative Empowerment and regulations applicable in Unesa and adapted to the labor conditions of the relevant departments, as well as considering the ability, profession, and expertise.

2) Guidance Period

- a) Guidance on the preparation of TA is carried out calculated students program until passing

the exam and revision ta.

- b) If TA is ready to be tested, students can apply for the nearest TA exam period. If the student has not been able to complete the TA within one semester, he is given the opportunity to complete it in the next semester as long as he/she has fulfilled the administrative requirements applicable in Unesa.

3) Form of Guidance

TA guidance is implemented individually, structured, scheduled, and documented. Guidance is carried out at least once a week, which is long adapted to the needs of guidance. For this purpose provided a guidance card that perlu filled students, signed advisers to monitor the progress of ta students. If up to two semesters of TA are not completed, the study program is entitled to replace the supervisor if necessary. Kaprodi conducts mapping and monitoring of students' TA progress.

e. TA Exam

1) TA Exam Requirements

Students who will take ta exam must meet the following requirements:

- a) has completed karya TA in accordance with the Unesa TA Writing and Assessment Manual and has been approved by TA's supervisors;
- b) students enroll in their respective courses by bringing:
 1. KRS as proof of TA programming;
 2. draft manuscripts of TArangkap three submitted to the majors / courses of study each no later than one week before the period / period of implementation of the exam;
 3. some specific requirements can be formulated by their respective courses.
 4. plagiarization-free certificate from the Head of Department.

2) Final Assignment Examiner Lecturer

In accordance with the Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform of the Republic of Indonesia Number 46 of 2013 concerning the Functional Position of Lecturers and Their Credit Numbers.

3) Final Task Testing Team

The thesis testing team consists of:

- (1) The Chairman (not the supervisor) serves as Tester I;
- (2) One other examiner (member) acts as Tester II;
- (3) Ta supervisor (member) serves as Tester III.

4) Assessed Aspects

- a) Technology/design/scientific work
 - (1) Conformity with the design of the work approved by the supervisor.
 - (2) Originality/Innovation.
 - (3) Benefits.
 - (4) Technical skills.
 - (5) The presentation.
- b) Final Task Report Script
 - (1) Conformity with the applicable format/systematics.
 - (2) The use of standard and correct language.
 - (3) Clarity and the need for problem formulation, discussion, and conclusion.
- c) test
 - (1) Mastery of final task results reflected in presentations and reports
 - (2) Ability to defend exams

5) Exam and Assessment Procedures

- a) Ta testing team jointly tested a student, if one of the examiners could not attend the thesis exam should be postponed.
- b) The duration of the exam is one to two hours with details:

- (1) presentation of ta content outline by students 10–15 minutes;
 - (2) tester questions and answers are 15–30 minutes for each tester;
 - (3) 5–15 minutes.
 - c) TA content value (maximum weight 70%) and appearance (maximum weight 30%) in the test is expressed with the numbers 0–100.
 - d) The final score of ta exam is obtained by calculating the average score given by the three examiners (one supervisor and two other testtakers) and converted to *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *D*, or *E* in accordance with the rules in Unesa.
 - e) The rating difference between testers should not be more than 10 points. If there is a difference of more than 10 points, the chief examiner should discuss it with the testers to determine the new value.
- 6) Approval Determination
- a) Ta exam graduation determination is done by the Testing Team.
 - b) Students are declared to pass the TA exam if they obtain a score of at least C.
 - c) The decision of the ta exam is submitted to the student immediately/when the exam ends by the Testing Team.
 - d) Improvements to TA's work and reports should be consulted to the Testing Team within the specified time period. After being approved (signed by the testing team), ta report is bound and submitted to the Head of Department / Kaprodi double 4 (four). After that, the TA exam can be announced.
 - e) Students who score less than C are given the opportunity to re-enroll after meeting the applicable exam requirements.
- 7) TA Exam Schedule
- TA exams can be conducted at least two months after the TA proposal seminar is held.

10. Rating System

a. Student Learning Outcome Assessment

- 1) Assessment Components
 - a) Class Participation (P)

Class participation assessments include:

 - (1) the presence of students when conducting face-to-face, structured, and practicum activities, with a maximum score of 60;
 - (2) frequency and quality of student inquiries;
 - (3) frequency and quality of student opinions/arguments;
 - (4) frequency of consultations outside of lecture hours (enrichment);
 - (5) creativity of student reasoning. (total score no. 2, 3, 4, 5 = 40)

The participation score is the sum of the scores 1, 2, 3, 4, 5, which is a maximum of 100.
 - b) Task (T)
 - (1) The task weight is adjusted to the sks weight of the course.
 - (2) Task scheduling is listed in the Semester Learning Plan (RPS).
 - (3) The results of the assignment after being graded and feedback and returned to the student.
 - c) Midterm Examination (UTS)
 - (1) UTS was held on a scheduled basis at the 8th meeting.
 - (2) UTS is scheduled in RPS and is known by students of the initial course.
 - (3) UTS results that have been assessed and given feedback are returned to students.
 - d) Final Semester Exam (UAS)
 - (1) UAS is held on a scheduled basis at the end of the semester and regulated by the Faculty which is carried out with a special schedule and coordinated by the Vice Dean of

Academic Affairs.

- (2) Uas results written that have been assessed and given feedback are returned to students.
- (3) UAS can be held if the g-sekuran lecture has taken place 15 (fifteen times), including UTS.
- (4) Students who are allowed to join UAS if their attendance is at least 12 (twelve times) times face-to-face and UTS. If the number of student attendance is less than 13 times including UTS, then the name of the student is blocked in the attendance list of UAS participants in Siakadu.
- (5) Students who get institutional assignments can be subject to special assessments. This assessment must be academically accountable referring to the four components of the assessment and obtain the approval of the kaprodi / kajur.

2) Rating Reference

- a) Assessment of student learning processes and outcomes includes: assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, assessment implementation, assessment reporting and student graduation.
- b) Standard learning assessment is a minimum criteria about the assessment of the process and student learning outcomes in order to fulfill the achievements of graduates.

3) Value upload terms

Lecturers uploaded scores in Siakadu in the form of raw scores, including participation components (P), average Tasks (T), UTS and UAS with a scale of 0-100.

4) Course Value

The Final Value (NA) is calculated by the following formula:

$$NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$$

5) Value

10

Conversion

Convert scale values 0–100 to scales 0–4 and letters are arranged as follows:

Table 1
VALUE CONVERSION

Value Interval	number	letter
85 ≤ A < 100	4	A
80 ≤ A- < 85	3,75	A-
75 ≤ B+ < 80	3,5	B+
70 ≤ B < 75	3	B
65 ≤ B- < 70	2,75	B-
60 ≤ C+ < 65	2,5	C+
55 ≤ C < 60	2	C
40 ≤ D < 55	1	D
0 ≤ E < 40	0	and

6) Learning Outcome Achievements

Learning Result Achievement is realized in the form of Achievement Index (IP).

There are two kinds of IP student learning results, namely IP every semester (IPS) and compulsive IP (GPA).

- a) IPS is an IP that is calculated from the learning outcomes achieved by students during a semester.
- b) GPA is an IP that is calculated from the results of learning all courses programmed in the completed semester.
- c) Ips and GPA determination based on all programmed course values (required and optional), including courses that obtain a value of 0 (zero) or E.
- d) IP Determination

IP is assigned with the formula:

$$IP = \frac{\sum}{\sum}$$

KN = SKS weight x K

score = SKS weight

GPA is calculated up to two numbers behind a comma

b. Value Improvement

Students are allowed to reprogram courses to improve grades. The value listed in the transcript is the **best value**. The requirement to reprogram is a course **with a maximum value of D**.

c. Miscellaneous Terms

- 2) Students are not allowed to cancel courses that have been programmed.
- 3) Students who repeat the course, the study program must provide the course and the course code according to the manual of the academic year of the student concerned.

E. SYSTEM OF ADMINISTRATION AND IMPLEMENTATION OF ACADEMIC ACTIVITIES

1. Admission of New Students

The admission of unesa new students is carried out by following the rules set by the Ministry of Research, Technology, and Higher Education as well as unesa's internal regulations. Admission of new students is done through various selection channels both at national and university.

a. Admission of New Students of SNMPTN Line

SNMPTN is a national admissions pathway for S-1 study programs through academic achievement networking at the school level (SMA/MA/SMK/MAK).

b. Admission of New Students of SBMPTN Line

SBMPTN is a new self-study program for S-1 study program that is conducted together with other State Universities through writing or computer-based exams, as well as skills exams for arts and sports group programs.

c. Admission of New Students of Jalur Mandiri

Independent pathways are the acceptance of new students of undergraduate and diploma levels whose mechanisms are regulated by Unesa.

d. Admission of S-1 Program Students From Level

What is meant by students of S-1 Program Transfer Level is a graduate student of Diploma / Bachelor program who continues his education in Unesa and has earned recognition of sks courses from the intended majors / programs. The number of students who are admitted to the capacity and determined through selection.

- 1) The opening of the S-1 Transfer Program is held in the even semester.
- 2) The recognized courses are determined by the Department / Study Program and the results are submitted to the Vice Rector of Academic Affairs to know the faculty after the determination of admission. Any course that is recognized but has a D or E value must be reprogrammed.
- 3) The number of sks from graduates of Diploma / Bachelor of Education to S-1 Linear education as well as from graduates of Diploma / Bachelor of Non-education to S-1 Non-education linearly determined the range of the number of sks recognized and must be taken following the provisions as in Table 2.

Table 2

RANGE OF THE NUMBER OF CREDITS RECOGNIZED AND THAT MUST BE TAKEN BY STUDENTS ALIH LEVEL OF GRADUATES OF DIPLOMA / BACHELOR PROGRAM EDUCATION/NON-EDUCATION Wed S-1 EDUCATION/NON-EDUCATION that Linear

Transfer from Graduates	Recognized SKS \sum	sks \sum that must be taken
D III SM Education/Non-Education	60 – 12060 - 120	24 - 100 24

100

2. mutation

Mutation is a change in student status that includes administrative, academic, and so on. Mutations can be carried out based on the background of the study program taking into account the capacity. The types of mutations in Unesa are regulated as follows:

a. General Provisions

Students of The Education program are not allowed mutations into non-educational programs, and vice versa (Non-educational students are not allowed mutations into the Education program).

b. Mutation Between Study Programs in One Faculty

Mutation between study programs in one faculty is only allowed for students who are at least 3 (three) with the requirement of formation in the intended study program or with certain considerations including: GPA of the student concerned < 2.0 ; mutation in the study program recommended by the leadership with the aim of improving the performance of the student akademik concerned, to the study program that has a lower level of entrance tightness (based on the number of enthusiasts, the minimum value at reception students, and accreditation of study programs) or mutations to the lower level of study program. The procedure is as follows:

- 1) Students submit a written application for mutation to the Dean with the approval of the Student Advisory Lecturer (DPM) and the Head of Department/Head of Study Program.
- 2) Department / Study Program for mutation purposes conduct tests.
- 3) If the application for mutation is accepted, the intended Department /Study Program converts the courses that have been taken.
- 4) The Dean issued a letter of determination on the receipt of the mutation.
- 5) A copy of the determination letter is sent to BAKPK accompanied by the conversion of courses for administrative processing and to the Rector as a report.
- 6) The intended study program should not be higher than the original study program (the level of tightness of the ratio of the ceiling and accreditation of the study program).

c. Mutation Between Inter-Faculty Study Programs

Mutation between study programs between faculties is only allowed for students who are at least in semester 3 (three) with the requirement of formation in the intended study program or with certain considerations including: GPA of the student concerned $< 2,0$; mutations in the study program recommended by the leadership with the aim of improving the performance of academic of the student concerned to the study program that has a lower level of entry tightness (based on the ratio of the ceiling and the number of applicants / applicants, the minimum value at the time of admission of new students, and accreditation of the study program) or mutation to the lower level of study program. The procedure is as follows:

- 1) Students submit a written application for mutation to the Rector, approved by the Student Advisory Lecturer (DPM), the Head of Department/Chairman of the Study Program, and the Dean;
- 2) Based on the application, the Rector requested the consideration of the Dean for the purpose of mutation, which then the Dean requested consideration of the Chairman of the relevant Department / Study Program;
- 3) If mutation formation is available, the Department/Study Program for which the mutation is intended to conduct tests;
- 4) If the test results state that the student is acceptable, the intended Department/Study

- Program converts the courses that have been taken;
- 5) The Dean sends a letter of notification to the Rector about the process and results of the receipt;
 - 6) Rector issued a decree on the mutation;
 - 7) A copy of the decision letter is sent to BAKPK.

d. Mutations out of Unesa

Mutation permits outside Unesa are granted after students complete the financial administration requirements in accordance with the provisions. The procedure is as follows.

- 1) Students submit a written application to the Rector for mutations outside of Unesa, known by the Lecturer of Student Advisors (DPM), The Head of Department / Head of Study Program, and dean.
- 2) The Head of BAKPK on behalf of the Rector issues a decision letter of mutation outside Unesa if there is certainty that the student is accepted at the intended college.

e. Mutation from outside Unesa

Students who can be accepted from outside Unesa are students who are from universities that are accredited at least B (good) and the accreditation rating of the study program is at least the same as the intended study program, provided that the quota in the intended study program is still available. Students who are allowed mutation to Unesa are students who attend college for at least two semesters and are still enrolled in the original college (not in *Drop Out* status) and still have adequate study period to complete the study program that will be followed. Transfer students are not riceal from universities and or study programs whose accreditation value is lower and are required to comply with the prevailing regulations in Unesa. The mechanism is as follows.

- 1) Prospective students submit a written application letter to the Rector of Unesa, accompanied by an attachment to the description of academic achievement from the original college.
- 2) Rector forwarded the application letter to the Dean and Head of Department / Study Program intended to obtain consideration.
- 3) Departments / Study Programs for mutation purposes conduct written, oral, and/or skill tests in accordance with their field of study including file verification.
- 4) If the relevant person is accepted, the Dean submits the results of the admission test to the Rector to issue a decision letter on the academic status of the concerned.
- 5) After graduation, students register according to the schedule and applicable conditions.

3. registration

Every Unesa student must register. Registration is done in order to obtain the validity of student status.

a. Things that need to be considered by students in the registration activities are as follows:

- 1) Registration is mandatory for both new and old students;
- 2) The schedule of registration activities is set out in the academic calendar;
- 3) Operational provisions and procedures for registration are prepared and announced by BAKPK towards the beginning of the semester;
- 4) If until the end of the registration schedule, students still have not registered, the concerned can apply for academic leave in accordance with the schedule of leave in the academic calendar. Academic leave is not granted to students during the scholarship admission period, except for special consideration by the leadership of Unesa;

- 5) If the student as in point (4) above does not apply for academic leave, at the deadline of the academic leave application schedule set, the concerned is automatically deducted by the system in one semester;
 - 6) Students who are on leave from college or are referred to one semester must register in the next semester;
 - 7) Students who have been disarming one semester, but do not register in the next semester are declared disarming again;
 - 8) Students who take time off twice and do not register in the next semester are declared resigned;
 - 9) Students who do not register cannot do academic and non-academic activities, such as: KRS *online*, compassion, etc.
- b. Registration Flow
- Registration activities are carried out with the following procedure.
- 1) Students pay Single Tuition Fee (UKT) in accordance with the specified schedule;
 - 2) Students conduct the approval and approval of krs filling by Student Advisory Lecturers (DPM) *online* in accordance with the set time schedule;
 - 3) Students fill out KRS *online* under DPM guidance/approval. Approval is marked by *approving*/clicking on the krs field referred to by DPM;
 - 4) The student prints krs that has been approved by DPM and then signed by the relevant and DPM.

4. Payment of Education Fees

- a. Students are required to pay tuition fees in accordance with the Single Tuition Fee (UKT) set out based on verification.
- b. The amount of UKT applies permanently to students of a class starting from semester 1 (one) until the student completes his/her studies.
- c. UKT payments are made *online* at the Bank set by Unesa, according to the schedule specified.
- d. The term limit is the last date of UKT payment for the next semester.

5. Academic Leave

- a. Academic Leave is a condition of not being registered as a student of Unesa at one semester or more with the permission of the authorized official.
- b. The length of leave as much as two semesters in the study period of the student concerned.
 - c. Academic leave is performed per semester, and is taken into account in the study period.
 - d. Academic leave can be submitted after students have studied for 1 (one) semester.
 - e. Students submit a letter of request for leave to the Rector through the faculty with the written approval of the Student Advisory Lecturer and the Head of Department / Study Program.
 - f. The Head of BAKPK on behalf of the Rector stipulates a certificate of leave of study.
- c. Students who do not register/re-register or are on academic leave in the relevant semester, their student status is automatically stripped by the university during their study period.
- d. Students who are on leave are not allowed to do academic activities (e.g. lectures, UTS, UAS, thesis guidance/ final assignments including thesis/TA revision guidance, PKL, PPP, KKN, or extracurricular activities), student activities, and are not eligible to receive scholarships.
- e. Students on academic leave are exempt from the applicable semester UKT payments.
- f. Maximum sks that can be taken based on the results of semester studies and compulsive study results of students before leave when the student has been active again.
- g. Students are declared resigned if they have taken two consecutive semesters of leave and do not register in the next semester.
- h. If the student has actively returned from academic leave then the maximum sks that can be taken is based on the results of semester studies and the results of compulsive studies of students before the leave of study.
- i. Students who will activate their status as Unesa students, must present proof of leave letter to the Finance Department agar can make UKT payments.

6. Academic Awards and Sanctions

a. appreciation

- 1) Students who have studied 2 (two) semesters and have academic achievements have the opportunity to get a scholarship. Other terms are subject to applicable regulations.
- 2) Students can have the opportunity to become Outstanding Students if they meet the requirements / criteria set by the Student Assessment Team.
- 3) Students who are designated as the best graduates at judicial events and graduations are students who graduate with *the highest GPA* and in the *shortest period of study*.

b. Academic Sanctions

Academic sanctions are formulated with the aim of maintaining the quality of educational outcomes and providing sanctions for students who violate existing regulations.

- 1) Students who have expired and have not been able to complete their studies according to the maximum study period that has been set, are dismissed as Unesa students.
- 2) Students who do not program courses in a semester, the value obtained is not recognized.
- 3) Based on the progress of the learning results, tiered sanctions are set as seen in Table 3.

Table 3

sum SKS-CUMULATIVE PASS AND shape penalty academic

Education Program	End of Semester We	Number of SKS-Compulsive Passes *)		
		Normal	What students should be aware of	
			Highly Critical	Academic sanctions
S-1 or Diploma	I	18	≤ 9	Written Warning I Written Warning II Students expelled from UNESA
	II	36	≤ 18	
	III	54	≤ 30	
	IV	72	≤ 40	
	in	90	≤ 50	
	we	108	≤ 60	
	VII	126	≤ 70	
	VIII	144	≤ 80	

*)SKS-Cumulative pass is the number of SKS of all courses with a minimum value

of 2.00 (C) Table 3 described as follows:

- a) DPM at the end of each semester is obliged to make a report on the progress of student studies that does not reach the minimum number of SKS to the Head of Jurusan/Prodi;
- b) Written Warning I is made by the Head of Department by knowing the Dean and sent to the parents of the student concerned with a copy to bk Faculty / Department;
- c) Written Warning II is made by the Head of Department by knowing the Dean and sent to the parents of the student concerned with a copy to bk Faculty / Department;
- d) If at the end of semester 3 (three), the number of sks collected is less than 30 (tiga puluh), the Head of Department submits a letter of proposal to the Dean so that the concerned is further processed.

7. Drop out of College

1. Any student who does not reapply or does not apply for leave for 2 (two) consecutive semesters is dismissed as a Unesa student.
2. The student concerned is given a certificate of study and academic transcript of the results of the study during the course.

8. Approval Determination

Students are declared graduated if:

1. Able to achieve a minimum GPA of 2.50 by obtaining a minimum value of C for Compulsory General Courses (MKWU: Religious Education, Pancasila Education, Citizenship Education, and Bahasa Indonesia) and no E grades.
2. The maximum value of D is 5% of all sks achieved and spread in Institutional Compulsory Courses (MKWI) and courses at the faculty/major/study level.

Terms of approval determination:

1. status as an active student;
2. fill out the online judicial registration form in accordance with the applicable provisions;
3. submit the thesis or final task that has been bound (*hard copy*) along with soft *copy* that has been signed by the examiner lecturer, Head of Department, and Dean;
4. submit a completed judicial form and academic transcript;
5. submit a photocopy of TEP/TOEFL ITP certificate with a minimum score of 425 which is legalized by the Unesa Language Center, specifically for students of the English Language and Literature Department must have a TEP/TOEFL ITP score of at least 525;
6. show the original receipt and submit a copy of the graduation payment receipt (from the bank).

9. Judicial Registration/Graduation

Yudisium is a ceremonial event for the determination of students' graduation from an educational level at the faculty level. Yudisiawan /wati is declared with a predicate determined based on the Cumulative Achievement Index (GPA) achieved by students.

a. Implementation of Judiciary

- 1) Yudisium is adapted to the academic calendar and determined based on the Dean's Decree.
- 2) The implementation of the judiciary is arranged by the faculty with the format of event news that has been determined by Unesa.
- 3) News of the event and judicial files were sent to BAKPK for the completion of diplomas and academic and non-academic transcripts.

b. Requirements for Registration of Judiciary

To enter the judiciary, students are required to meet the following requirements:

- 1) Submit the judicial registration form to the faculty
- 2) Submit fotocopy of The Determination Letter of Completion of Lectures (SPPK) to the faculty.

- 3) Show the original receipt of payment of the graduation payment and submit a photocopy of one sheet.
- 4) Submit the latest black and white photo fitting with a white background measuring 4 X 6 as much as 6 pieces (men: wearing alma mater suits, white shirts, ties, and no glasses. Women: wear alma mater suits, white shirts, no ties, and no eye-watering.
- 5) Submit proof of TEP or TOEFL ITP approval with a minimum score of 425 that has been legalized by the Unesa Language Center. Especially for English language students with a minimum score of 525.

c. Judicial Predicate

Based on the National Standard of Higher Education, the judicial predicate given is as follows:

- 1) IPK = 2,00 s.d. 2,75 : *Memuaskan*
- 2) GPA = 2.76 s.d. 3.50 : *Very Satisfying*
- 3) IPK = 3,51 s.d. 4,00 : *Pujian*

The determination of the praise graduation predicate is done with the following conditions:

- * For S0 and S1 programs, the maximum study period is to get a maximum praise predicate of 4 years and D3 maximum of 3 years.
- *) The above conditions do not apply to transfer programs.

10. graduation

Graduation is an academic ceremony arranged based on the decree of the Minister of Education and Culture of the Republic of Indonesia No. 0602a/V/1984. Graduation in Unesa is conducted in accordance with the rules in Force in Unesa. The requirements to attend graduation are as follows:

Graduation in Unesa is held at least three times in one academic year using the quota system. The requirements to attend graduation are as follows:

- 1) The student has been declared graduated by the Dean with proof of Graduation Certificate and his name is listed in the news of the judicial event;
- 2) Students have fulfilled the administrative and financial requirements set by the Rector.

11. diploma

a. Limitations of Diplomas

Unesa diploma is a decree given to unesa graduates in accordance with the level of education taken. Unesa diploma is determined in accordance with the Decree of the Minister of Education and Culture Number: 81 of 2014 concerning Diplomas, Competency Certificates, and Certificates of Higher Education Professions.

Unesa diploma has a special feature that is about the type of paper, size, and safety sign is confidential, which is stated in the Rector's Decree No. 071/K08/HK.01.23/ PP.00.01/2000 concerning Diploma Regulation and Teaching Act for Graduates of S-1 and S-0 Programs in Unesa valid since the Even Semester of 1998/1999. Since 1999 the Teaching Act diploma has become one in a Bachelor's Degree.

The date of diploma is in accordance with the date of Graduation Determination.

b. Academic Transcript

Academic transcripts are an integral part of Unesa's diploma.

- 1) Academic transcripts are made by BAKPK together with the creation of diplomas.
- 2) Academic transcripts are based on value data submitted by faculty in judicial files.
- 3) Academic transcript format set by Unesa
- 4) Academic transcript contains student data, Faculty, Study Program, GPA, thesis title, number of sks, and the value of each course achieved by students.
- 5) Academic transcripts are written in two languages: Indonesian and English
- 6) The academic transcript at Unesa was signed by the Head of BAKPK.
- 7) Photocopy of academic transcripts is ratified by the Head of BAKPK.

c. Certificate of Companion Diploma (SKPI)

SKPI is a document that contains information about the achievements of study programs or qualifications of higher education graduates.

- 1) SKPI contains student data, graduate learning achievements, KKNI level, admission requirements, language of instruction, assessment system, and length of study.
- 2) SKPI is written in Indonesian and English.
- 3) The signing of SKPI was done by the Dean.
- 4) Photocopy of SKPI is done by the Dean.

12. Degree

1. The awarding of academic degrees and professional designations for Unesa graduates is given in accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia No.178/U/2001 dated November 21, 2001 concerning *Degrees and Designations of College Graduates*.
2. Unesa gives academic degrees to its graduates.
3. Professional designation is a term given to graduates of Unesa who studied professionally.
4. The use of academic degrees and areas of expertise for undergraduates in the form of abbreviations is placed behind the name entitled to the degree in question as follows.

Table 4
ACADEMIC DEGREE AND ITS ABBREVIATIONS

Study Program Group	Academic Degree	abbreviation
1. Literature	Bachelor of Literature	S.S.
2. Mathematics and Science	Bachelor of Science	S.Si.
3. Education	Bachelor of Education	S.Pd.
4. Sports Science	Bachelor of Sport	S.Or.
5. Sociology	Bachelor of Social Sciences	S.Sos.
6. Psychology	Bachelor of Psychology	S.Psi.
7. Law	Bachelor of Law	S.H.
8. Engineering (Clumps of Engineering)	Bachelor of Engineering	S.T.
9. State Administration	Bachelor of Social Sciences	S.Sos.
10. Commuination Science	Bachelor of Communication Sciences	S.I.K.
11. Islamic Economics	Master of Islamic Economics	S.E.
12. Accounting	Bachelor of Accounting	S.Akun.
13. Management	Bachelor of Management	S.M.
14. Visual Communication Design	Bachelor of Design	S.Ds.
15. Music Art	Bachelor of Arts	S.Sn.
16. Fine Art	Bachelor of Arts	S.Sn.
17. Informatics Engineering	Bachelor of Engineering	S.T.

18.	Information Systems	Bachelor of Engineering	S.T.
19.	Economy	Bachelor of Economics	S.E.
20.	Nutrition	Bachelor of Nutrition	S.Gz

5. The use of professional designations in the form of abbreviations is placed behind the name that is entitled to professional designations as follows.

Table 5
PROFESSIONAL DESIGNATIONS AND ABBREVIATIONS

ladder	Professional Pronunciation	abbreviation
Diploma III	Assoc.	A.Md.

BAB II

GRADUATE COMPETENCY STANDARDS, MKWU DESCRIPTIONS, AND MKWI DESCRIPTIONS

Based on Presidential Regulation No.8 of 2012 on KKN, Permendikbud No.49 Year 2015 on SNPT, vision and mission of Unesa, academic manuscript book curriculum development of study programs in Unesa, curriculum of Study Programs in Unesa designed to achieve Standard Competency Graduates (SKL) or Learning Achievements (CP) each Study Program.

Graduate Competency Standards are divided into 4 areas, namely: 1) attitude, 2) general skills, 3) knowledge, and 4) special skills. SKL in the realm of attitude has the same formula and applies to all graduates of Unesa, with one additional attitude for educational graduates. SKL in the realm of general skills for each level has the same formula. SKL in the realm of knowledge and special skills is contained in the curriculum of the Study Program.

A. SKL DOMAIN ATTITUDE

Every graduate of academic, vocational, and professional education programs in The State University of Surabaya must have the following attitudes:

1. fear God Almighty and be able to show religious attitudes;
2. uphold the value of humanity in carrying out tasks based on religion, morals, and ethics;
3. contribute to improving the quality of life of society, nation, state, and the advancement of civilization based on Pancasila;
4. act as a proud citizen and love the homeland, have nationalism and a sense of responsibility to the country and the nation;
5. respect the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others;
6. cooperate and have social sensitivities and concern for the community and the environment;
7. law-abiding and disciplined in public and state life;
8. internalize academic values, norms, and ethics;
9. demonstrate a responsible attitude to work in their areas of expertise independently;
10. internalize the spirit of self-reliance, vocational, and entrepreneurship;
11. embody the character of "Faith, Smart, Independent, Honest, Caring, and Resilient" in daily behavior;
12. have sincerity, commitment, and sincerity to develop the attitude, values, and abilities of learners.
(especially for graduates of educational programs)

B. SKL GENERAL SKILLS DOMAIN

Every graduate of DIPLOMA TIGA (D III) program in Surabaya State University must have the following general skills:

1. able to complete extensive work and analyze data with a variety of appropriate methods, both not yet and that have been standardized;
2. able to show quality and measurable performance;
3. able to solve work problems with properties and contexts that suit their applied areas of expertise based on logical thinking, innovative, and responsible for the results independently;
4. able to prepare reports of results and work processes accurately and validly and communicate them effectively to other parties in need;
5. able to work together, communicate, and innovate in their work;
6. able to be responsible for the achievement of group work and supervise and evaluate the completion of work assigned to workers under their responsibilities;
7. able to conduct evaluasi self process to the working group under its responsibility and manage the development of work competencies independently;
8. able to document, store, secure, and rediscover data to ensure validity and prevent plagiarism.

Every graduate of BACHELOR Program (S-1) in Surabaya State University must have the following general skills:

1. able to apply logical, critical, systematic, and innovative thinking in the context of the development or

implementation of science and technology that pays attention to and applies humanities values in accordance with their areas of expertise;

2. able to show independent, quality, and measurable performance;
3. able to assess the implications of the development or implementation of technological sciences that pay attention to and apply humanities values in accordance with their expertise based on rules, ordinances, and scientific ethics in order to produce solutions, ideas, essays or art criticism;
4. able to compile scientific descriptions of the results of the study in the form of thesis or final task report, and upload them on the college's website;
5. able to make informed decisions in the context of problem solving in their areas of expertise based on the results of information and data analysis;
6. able to maintain and develop a network of work with advisers, colleagues, and colleagues both inside and outside the institution;
7. able to be responsible for the achievement of group work and supervise and evaluate the completion of work assigned to workers under their responsibilities;
8. able to conduct the process of self-evaluation of working groups that are under their responsibility and able to manage learning independently;

9. able to document, store, secure, and rediscover data to ensure validity and prevent plagiarization.

C. LIST OF COMPULSORY COURSES (MKWU)

No	code	Course Name	Course Name (<i>in English</i>)
1.	00012120 01	Islamic Religious Education	<i>Religion</i>
	00012120 02	Catholic Religious Education	
	00012120 03	Christian Education	
	00012120 04	Hindu Religious Education	
	00012120 05	Buddhist Education	
	00012120 06	Khonghucu Religious Education	
2.	00012120 07	Citizenship Education	<i>Civics</i>
3.	00012120 08	Pancasila Education	<i>Pancasila</i>
4.	00012120 09	English	<i>English</i>

D. list Course Mandatory institution (MKWI)

No.	code	Course Name	Course Name (<i>in English</i>)	Academic Level		
				D III	S-1 Kepen upbring ng	S-1 Non kependidikan
1.	0002203001	The Basics of education	Principles of Education		<i>in</i>	
2.	0002202002	Basic Natural Sciences	<i>Basic Natural Science</i>		<i>in</i>	<i>in</i>
3.	0002212003	Educational Psychology	<i>Introduction to the Psychology</i>	<i>in</i>	<i>in</i>	
4.	0002213005	English	<i>English</i>		<i>in</i>	<i>in</i>
5.	0001202006	Social Sciences and Basic Culture	<i>Basic Social and Cultural Science</i>	<i>v</i>	<i>in</i>	<i>in</i>
6.	0002212008	Entrepreneurship	<i>Entrepreneurship</i>	<i>i</i>	<i>in</i>	<i>in</i>

E. DESCRIPTION OF COMPULSORY GENERAL COURSES AND INSTITUTIONS

0001212001 ISLAMIC RELIGIOUS EDUCATION / 2 CREDITS

Lecturer: Drs. H.M. Husni Abdullah,
M.PdI. Dr. H.M. Turhan
Yani, M.A.

Course Learning Achievements / Competencies

* Able to utilize learning resources and ICT-assisted learning media to support the

implementation of Islamic religious education.

- * Mastering the theoretical concept / substance of Islamic religious education and able to apply it in learning and culture in the community.
- *. Able to make decisions about the concept / substance of Islamic religious education that is relevant to solve certain learning cases in the classroom and in the community.
- *. Have a responsible attitude by applying Islamic teachings according to the relevant theoretical concepts.

Course Description

Islamic Religious Education courses provide provisions for the formation of the personality of students as a whole (*kaffah*) by making Islamic teachings as the basis of thinking, behaving, and behaving in the development of science and profession. A complete personality can only be realized if every student is ingrained in faith and piety to Allah Almighty. Faith and piety will only be realized if supported by the implementation of its elements, namely: insight / knowledge about Islam (*Islamic knowledge*), religious *dispositions (attitude)*, skills to carry out Islamic teachings (*Islamic skills*), commitment to Islam (*Islamic commitment*), belief deny as a Muslim (*moslem confidence*), and proficiency in carrying out religious teachings (*Islamic competence*). In the psycho-social constellation, both as a person, family member, community member, and as an Indonesian citizen, this course upholds the values of godliness, humanity, unity, deliberation, and justice in the frame of Pancasila and the Republic of Indonesia. Lectures are conducted with a system of case study analysis, presentations and discussions, *problem solving tasks*, and reflections

reference

- Ministry of Religious Affairs of the Republic of Indonesia. 2014. *Qur'an and Translationnya*. Jakarta: Ministry of Religious Affairs of the Republic of Indonesia.
- Ausop, Asep Zaenal. 2014. *Islamic Character Building*. Bandung: Salamadani.
- Achmad Sauqi. 2010. *Achieving Peace of Life; The Story of Modern People's Spirituality*. Yogyakarta: Offset Success.
- Juhaya S. Praja. 2002. *Philosophy and Methodology of Science in Islam and Its Application in Indonesia*. Jakarta: Teraju. Maman. 2012. *Science Thinking Pattern Revives Trad'scontent of Islamic Science*. Bogor: QMM Publishin.
- Munawar Rahmat. 2010. *Education of Human Kamil Based on Sufism Syaththariah*. Bandung: ADPISI Press.
- Mustaqim, Abdul. 2012. *Epistemology of Contemporary Commentaries*. Yogyakarta: LKIS.
- Nurcholis Madjid. 2008. *Islamic Modernity and Indonesian*. Bandung: PT Mizan Pustaka.
- _____. 2008. *Islamic Religious Civilization*. Jakarta: Paramadina.
- Sukidi. 2002. *Spiritual Intelligence*. Jakarta: Gramedia.
- Martyrdom. 2005. *Empowerment of Mosque-Based People*. Bandung: CV Alfabeta.
- Kemendikbud Writing Team. 2014. *Islamic Religious Education in Public Universities*. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- Pai-Unesa Lecturer Team. 2010. *Islamic Religious Education in Public Universities*. Surabaya: Unesa University Press.
- Toshihiko, Izutsu. 2003. *Concepts of Religious Ethics in the Quran*. (Translator AE Priyono et al.). Yogyakarta: Tiara Discourse Yogya.

0001212003 CHRISTIAN RELIGIOUS EDUCATION / 2 CREDITS

Lecturers: Christian Education Lecturer Team

Course Learning Achievements / Competencies

- * Able to live the love of God in Jesus Christ with the guidance of the Holy Spirit so that it can grow as a whole person in all aspects of life and can prove itself as a human being who is responsible to God, fellow human beings, and the environment.

Course Description

This course provides the supply and appreciation of God's love in Jesus Christ with the guidance of the Holy Spirit, love for others, concern for the environment presented in theory and practice.

reference

- STIE Trisakti Christian Lecturer Team. 2012. *Christian Education in Public Universities*. Jakarta: STIE Trisakti.
- Tando, Samuel, et al. 2008. *Christian Religious Education*. Jakarta: Open University.
- Keraf, Sony. 2002. *Environmental Ethics*. Jakarta: Compass.

0001212002 CATHOLIC RELIGIOUS EDUCATION / 2 CREDITS

Lecturers: Catholic Religious Education Lecturer Team

Course Learning Achievements / Competencies

- * Able to apply the concepts of faith in religious life that encourages and socializes.

Course Description

This course provides a briefing on the basic concept of Catholicism about the faith of living in worship and society in order to develop the personal attitude and mentality of Catholic students who can prove themselves in the interests of the Indonesian people as an expression of their faith.

reference

- Karyojoyo, Radi B. 2009. *Catholic Religious Education*. Surabaya: Srikandi.
- Mulyopranoto, Untoro et al. 2003. *Catholic Religious Education*. Jakarta: Trisakti University.
- Ismartoyo I, SJ. 1993. *Catholic Studies*. Jakarta: Torch.
- Cofitalan Ermelindo. 2003. *Paradigm of Religious Values Education from Higher Education*

Jakarta: Bimas Catholic Ministry of Religion.
Riberu, J, et al. 1986. *Lecturer Handbook on Catholic Religious Lecture Materials in Higher Education*.
Jakarta: Bimas Catholic Ministry of Religion.
Indonesian Bible Society. 2012. *Deutrokanonical Bible*. Jakarta: Printing of the Indonesian Bible Institute.

0001212004 HINDU RELIGIOUS EDUCATION / 2 CREDITS

Lecturers: Hindu Religious Education Lecturer Team

Course Learning Achievements / Competencies

* Able to understand and explain the concept of Godhead in Hinduism {Brahma Widya}, chess yoga clan, the nature of Hindu man, ethics and morality, science and technology in the Hindu perspective, harmony of religious life in Hindu view, political system in Hindu view, and reflection of hindu legal values in the context of Indonesian legal society.

Course Description

This course is about the One True God, Man and his culture, morals, law, science, society and politics to build a whole and resilient person based on the passion of the spirit of spirituality and religiosity in living together. The material is presented theoretically and in practice.

reference

Building Team. 1997. *Hindu Religious Education for Higher Education*. Hanuman Sakti. Wiana. 1994. *How Hindus Live God*. Manikgeni.
Wiana. 1982. *Niti Sastra*. Directorate General of Hinduism and Buddhism. Atmaja, 1974. *Panca Sradha*. Jakarta: PHDI Central.
Titib. 1996. *Vedic Sacred Words Practical Guidelines of Life*. Surabaya: Paramita. Pudja. 1997. *Hindu theology*. Jakarta: Mayasari.
Pudja. 1980. *Sarasamuscaya*. Jakarta: Mayasari.
Maswinara. 1998. *Bhagawad Gita*. Surabaya: Paramita.
Koentjaraningrat. 1978. *Indonesian People and Culture*. Jakarta: Gramedia. Sudharta. 1986. *Manawa Dharma Sastra*. Denpasar: Hanuman Sakti.
Suhardana. Miles. 2010. *Wrhaspati Tattwa (asa Hindu philosophy)*. Surabaya: Paramita. Wiryawan. KG. 2006. *Tri Hita Karana (Hinduism Ecology)*. Surabaya: Paramita.
Wirawan, Made Adi. 2011. *Tri Hita Karana (Study of theology, sociology, and ecology according to Vedic)*. Surabaya: Paramita.
Mas, Pinandita Arbawa Tanjung. 2009. *Understanding the Concept of Shiva-Buddhism in Bali*. Surabaya: Paramita. Muktananda, Swami. 2007. *Hindu Spirituality for Modern Life*. Jakarta: Self-Help Spreader. Naim, Saibi. 1983. *Interfaith Harmony*. Jakarta: Mount Agung.
Puspoprodjo. W. 1999. *Moral Philosophy (Decency in Theory and Practice)*. Bandung: CV. Graphics Library.

0001212005 BUDDHIST EDUCATION / 2 CREDITS

Lecturers: Team of Lecturers of Buddhist Education

Course Learning Achievements / Competencies

* Able to understand the concept of Godhead in Buddhism, the nature of man as a person and society, harmony of religious life in the context of Indonesian legal society according to Buddhist view.

Course Description

The study of the basic principles of Buddhism and its application in the field of science and technology and its experience well and correctly in daily life, nation, and state. Buddhist Education courses will be presented theoretically and practically.

reference

Wowor, C., Hendro, H.S., Hupudio, H. 1992. *Subject Matter of Buddhism Education*. Jakarta: Ministry of Education.

0001212006 EDUCATION KHONGHUCU / 2 SKS

Lecturers: Khonghucu Religious Education Lecturer Team

Course Learning Achievements / Competencies

- * Able to apply the basic values of Khonghucu religion to foster harmony between religious people, individual life, society, nation and state.

Course Description

The study of information about agama Khonghucu and the essence of Khonghucu teachings are universal so that students can practice in life in order to become a Kuncu (virtuous), have noble ethics and high morals, have a high ethics of love, truth, morality, wisdom, and trustworthy that can ultimately become a good member of society and can help the nation and the State of Indonesia. Khonghucu Religious Education courses will be presented theoretically and practically.

reference

Sendana, L. U. Linggaraja J. G., Hartono H. 2012. *Kong Hu Chu Religious Education*. Jakarta: Open University.

0001212007 CITIZENSHIP EDUCATION / 2 CREDITS

Lecturer: Citizenship Education Lecturer Team

Course Learning Achievements / Competencies

- * Able to utilize learning resources and ICT-assisted learning media to browse data / information in order to recognize and solve problems related to nationality and citizenship.
- * Able to recognize the theoretical concept of Citizenship in the context of nationhood and statehood.
- * Have a mindset, attitude pattern and pattern of action that reflects confidence and foster pride as an Indonesian citizen and as an Indonesian nation and love the homeland of Indonesia in the context of the values and morals of Pancasila, the State Constitution of the Republic of Indonesia in 1945, the values and commitments of Bhinneka Tunggal Ika and the Unitary State of the Republic of Indonesia.
- * Able to make decisions based on the theoretical concept of Citizenship Education to solve relevant problems in society, nation. and country.
- * Have a responsible attitude and behavior that reflects as a good WN (*be a good citizen*) in the life of society, nation and state.

Course Description

The study of the nature of PKn and the rights and obligations of citizens in accordance with the constitution in the framework of national identity, implemented democratically and based on applicable law. Then deepened with a talk about the enforcement of hukum and human rights, Gender, Wawasan Nusantara, which continued with National Resilience and ended on Anti-Corruption Education. Lectures are conducted with a system of case study analysis, presentations and discussions, problem *solving* tasks, and reflections.

reference

Affandi, Idrus and Karim Suryadi. 2005. *Human Rights*. Jakarta: Open University Publishing Center.

Cogan, Johan L and Murry Print. 2012. *Civic Education in The Asia Pacific Regional*. Roeledge. ISBN - 0415932130.

Niemi, Richard G dan Jane Junn. 2005. *Civic Education: What Make Student Learn*. The University of Chicago Press.

S. Sumarsono, et al. 2001. *Citizenship Education*, Jakarta: Publisher of PT. Gramedia Main Library. MPK-Unesa Citizenship Education Team. 2015. *Citizenship Education*. Surabaya: Unesa University

Press
Ugm Lecturer Team. 2002. *Citizenship Education*. Yogyakarta: Paradigm
_____. *Law of the Republic of Indonesia No. 3, 2002 on State Defense*. 2002. Bandung:
Publisher of Citra Umbara.
Law No. 12 of 2006 on Indonesian Citizenship. 2006. Jakarta: Outstanding
Publisher. laws relevant to learning materials.

0001212008 PANCASILA EDUCATION / 2 CREDITS

Lecturers: Pancasila Education Lecturer Team

Course Learning Achievements / Competencies

- * Able to utilize information technology to trace data / information in order to recognize and solve the problems of nation and state development in the perspective of the basic values of Pancasila as the ideology and basis of the Indonesian state.
- * Having knowledge about the basic values of Pancasila as the principles and guidelines of life of society, nation and state.
- * Able to make the right decisions in dealing with problems in the life of society, nation and state and can provide solutions based on the values of Pancasila.
- * Have a responsible attitude, care, honesty, cooperation, respect opinions and have a sense of love of the homeland in implementing and preserving the values of Pancasila in reality and daily life.

Course Description

The study of the concept and nature of Pancasila as the basis and ideology of the state, as well as the view of the nation's life. This course also examines Pancasila in Historical, Juridical, and Philosophical manner as well as its actualization in national and state life; Pancasila as the basis in Political Ethics and Paradigm development and its implementation in the life of society, nation and state through the assessment, presentation of concepts, discussions, case studies, and assignments of both individuals and groups.

reference

Pancasila Unesa Education MKU Team. 2014. *Pancasila Education*. Surabaya: Unesa University Press.
Directorate General of Higher Education. 2012. *Teaching Materials Pancasila Education Courses a*. Jakarta: Directorate of Learning and Student Affairs.
Syarbaini, Syahril. 2011. *Pancasila Education: Implementation of National Character Values in Higher Education*. Bogor: Ghalia Indonesia.
Latif, Yudi. 2011. *Plenary State: Historicality, Rationality, and Actuality of Pancasila*. Jakarta: PT. Gramedia.
Latif, Yudi. 2014. *Tears of Conscientiousness. Pancasila in Deeds*. Jakarta: Mizan.
Center for The Study of Pancasila UGM. 2012. *Pancasila Basic State*. Yogyakarta: PSP Press.
Thaib, Dahlan. 1991. *Pancasila Juridical State Regulation*. Yogyakarta: UPP AMP YKPN.
Wade. 2014. *Pancasila-Ism in The Dynamics of Education*. Surabaya: Unesa University Press.
People's Consultative Assembly of Republik Indonesia (MPR-RI). 2002. *Constitution 1945 Results of Amendment IV*.

0001212009 ENGLISH / 2 CREDITS

Lecturers: Indonesian Lecturer Team

Course Learning Achievements / Competencies

- * Able to utilize ICT to browse data, collect information, and solve language problems.

- * Able to master the concepts of critical reading techniques, writing techniques, presentation techniques, various languages, and editing techniques.
- * Able to make decisions on the selection of appropriate diction based on context.
- * Have a responsible attitude towards the task of making language skills products (speaking, reading, and writing).

Course Description

Discussion of (1) the history, position and function of the Indonesian language; (2) critical reading; (3) scientific Indonesian characteristics; (4) EyD; (5) scientific works; (6) writing proposals; (7) articles and papers; (8) editing; (9) citations and lists of rujukan, and (10) presentations. Methods used, namely lectures, discussions, projects, and case studies.

reference

- team. 2015. *Scientific Writing: Mpk Teaching Book In Indonesian*. Surabaya: Unesa Press. Ahmadi, Anas. 2015. *Psychology Writing*. Yogyakarta: Waves.
- Alwi, Hasan, et al. 2003a. *TBBBI*. Jakarta: BP.
- _____. 2003b. *PUPI*. Jakarta: BP.
- Candy 49. 2009. *EyD*. Jakarta.
- Sugono, Dendy, et al. 2003a. *Indonesian Foreign Terms in Indonesian*. Jakarta: PB.
- _____. 2003b. *Practical Indonesian Volume I*. Jakarta: PB.
- _____. 2003c. *Practical Indonesian Volume II*. Jakarta: PB.
- Yulianto, Bambang. 2011. *Writing Practices*. Surabaya: Unesa Press.
- Axelrod, R.B. & Cooper, C.R. 2010. *Guide to Writing*. Benfork: Boston.
- Endarmoko, Eko. 2007. *Thesaurus English*. Jakarta: Gramedia.

002203001 EDUCATION BASICS / 3 CREDITS

Lecturers: Team of Lecturers of Educational Fundamentals

Course Learning Achievements / Competencies

- * Able to apply the field of educational expertise and utilize science and technology in solving problems related to education both theoretically and practically and able to adapt to the situation faced.
- * Able to master theoretical concepts about education in depth and able to formulate problem solving procedurally.
- * Able to make the right decisions based on information and data analysis and able to provide instructions in choosing various alternative solutions independently and in groups.
- * Able to be responsible for self-learning kinerj, agreement with group colleagues in understanding the basic concepts of education both theoretically and practically and able to apply well the theory of education relevant in the field of education.

Course Description

The study of basic education, the nature of human beings and their development, the nature of education and the foundation of education, education as a system, the national education system, the foundation of education, teachers as a profession, educational problems, educational innovation in Indonesia, and character education.

reference

- M.V. Roesminingsih and Lamijan Hadi Susarno. 2015. *Theory And Practice of Education*. Surabaya: Institute for The Study and Development of Educational Sciences Faculty of Education, State University of Surabaya in cooperation with Bintang Publishers.
- Yustisia Library Editorial Team. 2009. *Compilation of Legislation in the Field of Education*: Compilation Series of Complete legislation and Terbaru. Yogyakarta: Yustisia Library.
- Furqon Hidayatullah. 2010. *Character Education: Building a Nation's Civilization*. Surakarta:

- Yuma Pustaka. Zaim Elmubarak. 2009. *Grounding Value Education: Collecting the Scattered, Connecting the Disconnected and Uniting the Scattered*. Bandung: Alfabeta.
- Early, Peter & Bubb, Sara. 2004. *Leading and Managing Continuing Professional Development*. London: Paul Chapman Publishing.
- OECD. 2003. *Networks of Innovation: Towards New Models for Managing Schools and Systems*. Paris: OECD Publications.
- Townsend, Tony. 2007. *International Handbook of Schools Effectiveness and Improvement*. Netherlands: Springer.
- Hawley, Willis D. 2007. *The keys to Effective Schools: Educational Reforms as Continuous Improvement*. United Kingdom: A Sage Publications Company.
- Zajda, Joseph & Gamage, David T. 2009. *Decentralisation, School Based Management and Quality*. New York: Springer.

002202002 BASIC NATURAL SCIENCES / 2 CREDITS

Lecturers: Team of Lecturers in Basic Natural Sciences

Course Learning Achievements / Competencies:

- * Able to utilize ICT to browse data/information to recognize problems and/or explore basic science concepts/principles Able to master the basic concepts of science and be able to apply them and utilize natural resources and science and technology in solving problems in daily life.
- * Able to choose alternative problem solutions in daily life by utilizing the basic concepts / principles of SCIENCE.
- * Able to be responsible for the performance of self-learning and agreement with the group.

Course Description

The implementation of basic concepts of science which includes understanding the development of the human mind, scientific methods, earth and the universe, diversity of living things, ecosystems, natural resources, technology, biotechnology, and environmental pollution through learning conducted by means of discussions, assignments, presentations, questions and answers, as well as simple experiments on phenomena in nature.

reference

- FMIPA team. 2013. *Basic Science*. Surabaya: Unipress IKIP
- Surabaya. Ahmadi Abu and Supatmo A. 1998. *Basic Natural Sciences*. Rineka copyright. Harmony, Ati. 1992. *Basic Natural Sciences*. Gunadarma.

002212003 PSYCHOLOGY EDUCATION / 2 CREDITS

Lecturers: Team of Lecturers in Educational Psychology

Course Learning Achievements / Competencies

- * Able to master the basic concepts of educational psychology, student development, learning theory, and personality aspects that affect learning, and classroom management.
- * Make decisions about concepts and theories within the relevant scope of psychology to solve certain learning cases or learning difficulties in the classroom.
- * Able to be responsible for the performance of learning individually and in groups, by showing active involvement in carrying out tasks and roles given both individually and in groups during the learning process.
- * Able to utilize learning resources and learning media assisted by information and communication technology (ICT) to support the implementation of learning.

Course Description

Study of understanding, scope, and benefits of educational psychology, student development, learning theories, personality aspects that affect belajar, usefulness, learning difficulties, counseling guidance in schools, and classroom management for effective learning.

reference

- Slavin, Robert E. 2011. *Educational Psychology: Theory and Practice 9th edition. (Volumes 1 &2)* . Jakarta: PT Indeks. Santrock, J. W. 2013. *Educational Psychology (vol. 1&2)*. Jakarta: Salemba Humanika.
- Djiwandono, Sri. Esti, W. 2009. *Educational Psychology*. Jakarta: Grasindo. Nursalim, M., et al. 2007. *Educational Psychology*. Surabaya: Unesa University Press.
- Cowley, S. 2011. *Student Behavior Management Guide. Translation* . Jakarta: Essence of Erlangga.

0002203005 ENGLISH / 3 CREDITS

Lecturers: English Lecturer Team

Course Learning Achievements / Competencies

- * Able to apply English skills and utilize ICT to (1) communicate and (2) understand spoken and written texts in limited daily and general contexts.
- * Able to master the basic knowledge of English science to support the ability (1) to communicate with a grateful language and (2) understanding the text.
- * Able to make decisions in choosing the right language in accordance with the rules of use of grateful language in accordance with the context.
- * Have responsibility for (1) the use of the language used and (2) the duties given regarding the use and understanding of language.

Course Description

Discussion and practice of language skills and components at the basic level (*pre-intermediate*), standardized tests that contain *reading skills* practice, listening *comprehension* and grammar and *vocabulary* directed to TEP preparation.

reference

- Azar, B. S. 2002. *Understanding and using English grammar: with answer key* (Third ed.). White Plains, NY: Pearson Education.
- Gear, Jolene and Robert Gear. 1996. *Cambridge Preparation for the Toefl Test* . Cambridge: Cambridge University Press.
- Sharpe, Pamela. J. 2005. *Barron's How to Prepare for the TOEFL 11th Edition*. Indonesia: Binarupa Aksara.

0001202006 BASIC SOCIAL AND CULTURAL SCIENCES / 2 CREDITS

Lecturers: Team of Lecturers of Basic Social and Cultural Sciences

Course Learning Achievements / Competencies

- * Able to utilize science and technology to obtain, collect, and process various social and cultural facts in order to solve various social and cultural problems.
- * Able to master theoretical concepts of diversity and human equality, and able to formulate in solving various social and cultural problems procedurally.
- * Able to make strategic decisions based on information and data analysis, and provide instructions in choosing alternative solutions in solving and solving various social and cultural problems.
- * Has a critical, sensitive, and expedient nature and is responsible for the performance of learning itself and the group in solving various problems of socio-culture.

Course Description

Studying the scope of ISBD, human beings as cultural beings, human beings as individuals and social, mania and civilization, human, diversity, equality, human, value, moral, and legal, human, science, technology, and seni, as well as human and environmental. In addition, it raises and examines various social and cultural issues that occur in the community. Lectures are conducted with a system of case study analysis, project tasks, presentations and discussions, and reflections.

reference

- Agus D. 2000. *Population Policy Reorientation*. Yogyakarta: PSK-UGM

- Ahimsa-Son, HeddyShri. 2001. "Cultural Plurality and Mass Violence: What Is The Connection". The paper was presented at the National Seminar on the Contribution of *Humanities Studies in Strengthening National Integration*, by Gajah Mada University, dated March 24, 2001.
- Central Bureau of Statistics (BPS), 2005-2006.
- Encyclopedia of Geography of Indonesia. 2006. Jakarta: Lentera Agung.
- Fukuyama, Francis. 2003. *The End of History and The Last Man. Kemenangan Kapitalisme dan Demokrasi Liberal*. Cetakan Kedua. Terjemahan. Yogyakarta: Qalam.
- Horton, Paul B. And Chester L.Hunt. 1991. *Sociology*. Volumes 1 and 2. Translation. Jakarta: Erlangga. Koentjaraningrat. 1990. *Introduction to Cultural Anthropology*. Jakarta: RinekaCipta.
- _____. 1994. *Culture, Mentality, and Development*. Jakarta: Gramedia.
- Korten, David C. 1993. *Towards the 21st Century Voluntary Action and Global Agenda*. Jakarta: Ray of Hope.
- Lauer, Robert H. 1993. *Perspective on Social Change*. Translation. Jakarta: rineka Cipta.
- Leight, Donald. Et.al. 1989. *Sociology*. Fifth Edition. New York: Alfred A. Kenopf.
- Soelaiman, M. Munandar. 2001. *Basic Cultural Sciences*. Bandung: Refika Aditama.

0002212008 ENTREPRENEURSHIP / 2 CREDITS

Lecturer: Entrepreneurship Team

Course Learning Achievements / Competencies

- * Have an understanding of the concept of entrepreneurship and have an entrepreneurial spirit and able to motivate yourself to be able to sense business opportunities.
- * Able to identify business opportunities, make businessplans, implement business plans, and evaluate entrepreneurial activities in accordance with their respective programs by utilizing ICT.
- * Able to make decisions based on information and data analysis, as well as choose alternative solutions to problems in the field of business.

Course Description

Studying the concept of entrepreneurship in fostering the development of entrepreneurial spirit that is the ability to motivate themselves to be able to sense business opportunities, create production services, marketing, partnerships and management. The discussion strategy, project tasks, and reflections are carried out.

reference

- Alexander Osterwalder. 2012. *Business Model Generation*. Jakarta: Kompas Gramedia.
- Hendro, M.M. 2011. *The Basics of Entrepreneurship*. Jakarta: Erlangga.
- Rober T. Kyiuosaki. 2004. *Rich Dad, Poor Dad*. Jakarta: PT SUN.
- Stephen R. Covey. 1997. *The 7 habits of Highly Effective People (Indonesian edition)*. Jakarta: Bina Rupa Aksara.
- Directorate General of Learning and Student Affairs Directorate General of Higher Education Ministry of Education and Culture. 2013. *Entrepreneurship*. Jakarta: Kemdikbud.
- Directorate of Student Development, University of Education Indonesia. 2010. *Entrepreneurial Student Program*. Jakarta: Kemdikbud.

0002213009 REAL WORK COURSES / 3 CREDITS

Lecturer: KKN Team

Course Learning Achievements / Competencies

- * Able to solve development and community problems, so that it has maturity in thinking, skilled in implementing community empowerment programs by applying science and technology.
- * Making decisions in solving real problems in the field of community empowerment.
- * Responsible for planning, implementing, evaluating, and reporting the implementation of the program.

Course Description

Training and application of knowledge, skills, and attitudes obtained in college in helping the community solve real problems in the field of development and community in the field interdisciplin.

reference

Unesa team. *Book Pedoman KKN Unesa*. Surabaya: Unesa University Press.

0002212010 FIELD WORK PRACTICES / 2 CREDITS

Lecturer: Pkl Team

Course Learning Achievements / Competencies

- * Able to apply concepts, procedures, programs using information and communication technology in accordance with the study program in the social context, the business world, and / or the industrial world.

Course Description

Understanding and practice of work and performance by using information and communication technology in various fields according to the study program in the social context, the business world, and / or the industrial world.

reference

team. 2012. *Guidelines for the Implementation of Field Work Practices*. Surabaya: Unipress.

0002213011 LEARNING MANAGEMENT PROGRAM / 3 CREDITS

Lecturer: PPP Team

Course Learning Achievements / Competencies

- * Have an understanding of the foundation of the philosopher and theoretical concepts about the educational profession, applied in simulation activities, *microteaching*, and real teaching in accordance with their respective majors or programs.
- * Have skills in managing mentoring / learning by utilizing ICT.
- * Able to make decisions in order to overcome the problem of mentoring / learning in the field.
- * Able to be responsible for the task of simulation, *microteaching*, and real teaching in accordance with their respective majors or programs.

Course Description

Training and application of knowledge, understanding, and skills on the management of mentoring / teaching relevant pedagogical competencies, personality, social, and professional in the task of simulation, *microteaching*, and real teaching in accordance with their respective majors or programs.

reference

Airasian W. Peter S Russell K. Michael. 2008. *Classroom Assessment*. New York: McGraw Hill. Arend I Richard. 2009. *Learning to Teach*. New York: McGraw Hill.

Chohen J. Ronald & Swerdlik Mark E. 2010. *Psychological Testing and Assessment*. New York: McGraw

Hill. Depdiknas. 2004. *Education Curriculum of S-1 Level Education Personnel*. Jakarta: Ministry of Education Dit P2TK &KPT. Lakshmi J.H. Rao Bhaskara Digumarti. 2009. *Microteaching and Prospective Teachers*. New Delhi: Discovery Publishing House.

Soeharto, Karti, et al. 2009. *Ppl Unesa Guidelines year 2009/2010*.