

Annex 10.2



ACADEMIC GUIDELINES FOR UNDERGRADUATE

PREFACE

Universitas Pendidikan Ganesha attempts to develop, one of which is by opening new study programmes. Along with the addition of the study programs, of course, regulation and curriculum are needed. In line with that, it is necessary to make adjustments to the Academic Guideline, so that it can be used effectively by students to guide their studies.

The guideline is a revision of the previous one as a guidance for the academic community to implement their activity in the academic field. Publishing the current guideline does not reduce the validity of the former version, but rather it still remains valid according to the academic year of the students.

It is realized that the team has worked hard and many parties have been involved in making the guideline. Therefore, we would like to give them high appreciation and thank those who have contributed to the process of the guideline creation of Universitas Pendidikan Ganesha.

Hopefully, the revision could regulate better implementation of the education system in Universitas Pendidikan Ganesha.

Singaraja, 1 July 2020
u.n Rector
Vice Rector of
Academic Affairs and Cooperation,

Dr. Gede Rasben Dantes, S.T, M.T.I.
NIP 197502212003121001

RECTOR'S WELCOME

We would like to deliver a sincere gratitude to the Almighty God for His grace that the Academic Guideline of Universitas Pendidikan Ganesha has been finally accomplished. We warmly welcome the publication of the book which is an improvement of the former version.

The Academic Guideline of Universitas Pendidikan Ganesha contains the explanation of the institutional profile, students' right and duty, and the academic implementation procedure. Therefore, the book is crucial for students, educators, and other parties who would like to know and understand the institution in academic affairs. The academic community of Universitas Pendidikan Ganesha is required to own the academic guidelines to study, observe, understand, and apply as well as possible.

The book accomplishment requires a long time and involves the entire academic community of Universitas Pendidikan Ganesha. Thus, this opportunity is taken to deliver a sincere gratitude to all parties that have been involved during the process into its publication.

Hopefully, the Academic Guideline of Universitas Pendidikan Ganesha could be implemented well by the academic community and benefited for all stakeholders of Universitas Pendidikan Ganesha.

Singaraja, 1 July 2020



Prof. Dr. I Nyoman Jampel, M.Pd.

NIP. 195910101986031003

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CHAPTER I PREFACE

1.1 History of Universitas Pendidikan Ganesha

Universitas Pendidikan Ganesha (UNDIKSHA) was established based on Presidential Regulation of the Republic of Indonesia Number 11 of 2006, dated May 11, 2006. The history of the development of Universitas Pendidikan Ganesha is very long and closely related to the history of teacher education in Indonesia. In the 1950s, courses B-I (read B one) and B-II (read B two) were established in which the task of educating prospective high school teachers was established. In connection with this policy, in 1955 in Singaraja, the B-I Indonesian Language Teacher Course was established, later added to the B-I Business Administration Course in 1957.

In addition to teacher education institutions in B-I and B-II courses, the government also established PPTG or *Perguruan Tinggi Pendidikan Guru* (Teacher Education College) in four cities, namely Malang, Bandung, Batusangkar and Tondano, in 1954. In 1958, PTPG was changed to FKIP or *Fakultas Keguruan dan Ilmu Pendidikan* (Faculty of Teacher Training and Education) and became part of a university. Avoiding the dualism of institutions dealing with teacher education issues, since January 1, 1960, all B-I and B-II courses in Indonesia were integrated into FKIP at the nearest university.

In line with the policy taken by the government, since January 1, 1962, the B-I Indonesian Language Teacher Course and the B-I Business Administration Course were merged into FKIP of *Fakultas Keguruan dan Ilmu Pendidikan* (Faculty of Teacher Training and Education) as a branch of Universitas Airlangga Surabaya. This policy did not last long because after the opening of Udayana University Denpasar on August 9, 1962, the FKIP as the branch was released from Airlangga University and subsequently integrated into Udayana University to become the FKIP of Udayana University.

The existence of FKIP as an institution that handled teacher education issues had been challenged by a group of people who established a teacher education institution called the Teacher Education Institute. Avoiding unwanted things, President Soekarno took a policy of integrating FKIP and IPG into the Singaraja Branch of IKIP or *Institut Keguruan dan Ilmu Pendidikan* (Institute of Teacher Training and Education), Malang based on Presidential Decree No. 1 of 1963. Based on Presidential Decree No. 1 of 1963, FKIP Udayana University was also released and merged into IKIP or Malang, becoming IKIP Malang Singaraja Branch.

IKIP Malang Singaraja Branch only lasted about five years because, in 1968, IKIP Malang Singaraja Branch was reintegrated into Udayana University into two faculties, namely the Faculty of Teacher Training and the Faculty of Education. This step was taken because of the government's policy to reintegrate all IKIP branches in Indonesia to the nearest State University or Institute, as stated in the Decree of the Directorate General of Higher Education No. 161 1967. Up to 1979, the Teaching Faculty of Udayana University had 9 (nine) departments, namely: 1) Indonesian Language Education Department, 2)

English Education Department, 3) Mathematics Education Department, 4) Physics Education Department, 5) Department of Biology Education, 6) Department of Economics Education, 7) Department of History Education, 8) Department of Geography Education, and 9) Department of Civic Law. In 1980 the Faculty of Teacher Training added one more department, namely the Department of Chemistry Education. Meanwhile, at the same time, the Faculty of Education (FIP) of Udayana University manages 2 (two) departments, namely the Department of Guidance and Extension and the Department of Out-of-school Education.

Referring to the government's new policy to reorganize Indonesian State Universities and Institutes as stated in PP No. 5 of 1980, PP No. 27 of 1981, and the Decree of the Minister of Education and Culture No. 0174/0/1983, based on Presidential Decree No. 62 of 1982 on February 12, 1983, the Faculty of Teacher Training and the Faculty of Education in Udayana University were merged into the Faculty of Teacher Training and Education of Udayana University. At that time, FKIP Udayana University had four majors, namely:

1. Education Department oversees several study programs, as follows:
 - a. Educational Psychology and Guidance Study Program,
 - b. Out of School Education study Program;
2. The language and art education department oversees several study programs as follows:
 - a. Indonesian Language and Literature Education Study Program,
 - b. English Education Study Program;
3. Social Science Education Department oversees several study programs as follows:
 - a. Cooperative Education Study Program,
 - b. History Education Study Program,
 - c. Geography Education Study Program,
 - d. Pancasila Moral Education Study Program;
4. The mathematics and natural science department oversee several study programs, as follows:
 - a. Mathematics Education Study Program;
 - b. Physics Education Study Program;
 - c. Biology Education Study Program;
 - d. Chemistry Education Study Program.

In line with the government's policy, since the 1987/1988 academic year, the Educational Psychology and Guidance Study Program and non-formal education Study Program did not accept new students. This policy lasted for quite a long time until the Udayana University FKIP turned into the Singaraja Teacher Training and Education College. The Educational Psychology and Guidance Study Program again accepted new students in 1997 under the name Counseling Guidance Study Program. The non-formal education study program changed to the Educational Technology Study Program and

began taking new students in 2000.

Starting from the academic year 1988/1989, FKIP Udayana University was entrusted with managing the Sports and Health Education Study Program, which later changed its name to the Physical Education, Health and Recreation Study Program, which was included in the auspices of the Mathematics and Natural Sciences Education Department, as well as the Fine Arts Education Study Program, which is under the auspices of the Department of Language and Arts Education. Furthermore, starting in the 1990/1991 academic year, FKIP Udayana University also won the trust to manage the Family Welfare Education Study Program and the Diploma two in Elementary School Teacher Education Study Program. Both of which are under the coordination of the Department of Education.

The decree of the President of the Republic of Indonesia No. 8 of 1993, dated January 16, 1993, officially declared the change in the status of Udayana University's FKIP to STKIP or *Sekolah Tinggi Keguruan dan Ilmu Pendidikan* (College of Teacher Training and Education) Singaraja. At that time, STKIP Singaraja consisted of four majors, namely:

1. Education Department oversees several study programs, such as:
 - a. Guidance and Counseling Study Program.
 - b. Educational Technology Study Program.
 - c. Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi,
 - d. PKK study program,
 - e. PGSD Study Program (Diploma III)
2. Language and Arts Department Oversees several study programs, such as:
 - a. Indonesian Language literature and regional Study Program,
 - b. English Language Education Department Study Program,
 - c. Fine Arts Education Study Program;
3. Social Science Education Department oversees several study programs, as follows:
 - a. Economic Education Study Program,
 - b. Pancasila Moral Education Study Program.
 - c. History Education Study Program.
 - d. Geography Education Study Program.
4. Mathematics and Natural Science Education Department oversees several Study Programs, as follows:
 - a. Mathematics Education Study Program.
 - b. Physic Education Study Program.
 - c. Biology Education Study Program.
 - d. Chemistry Education Study Program.

The government's policy to extend the mandate to the Educational Personnel Education Institution motivates STKIP Singaraja to prepare itself to carry out the order to manage non-educational study programs. Starting in 1997, the Diploma three program

in non-educational fields was initiated for three areas of study: Information Management, Accounting, and English for Tourism. After going through a long process of discussion, based on the Decree of Directorate General of Higher Education Number 3471/DIKTI/Kep/1999 dated July 15, 1999, it was determined that starting from the 1999/2000 academic year, STKIP Singaraja was allowed to manage Diploma three in Informatics Management and Diploma Three in Accounting Study Programs. Furthermore, with the Decree of the Directorate General of Higher Education Number 216I/DIKTII KEP/2000 dated July 5, 2000, the establishment of Diploma three in the English Language Study Program was stipulated. The Diploma three in Informatics Management Study Program is under the auspices of the Mathematics and Natural Sciences Education Department, the Diploma Three in Accounting Study Program is under the auspices of the Social Sciences Education Department, and the Diploma three in English Study Program is under the auspices of the Language and Arts Education Department.

In subsequent developments, based on the Decree of the Directorate General of Higher Education Number 16/DIKTI/Kep/2000 dated February 7, 2000, STKIP Singaraja has been given the authority to carry out the Postgraduate Program at the Masters level for the Language Education Study Program. Furthermore, based on the Decree of the Directorate General of Higher Education Number 12/Dikti/Kep/2001 dated January 18, 2001, the opening of the Masters' Education Research and Evaluation Method Study Program was approved.

Through an arduous struggle to implement the plan to expand the mandate and through a feasibility study on the proposed change of the institution from STKIP to a university, finally based on Presidential Decree No. 19 of 2001 dated February 5, 2001, STKIP Singaraja was approved to change into IKIP or *Institut Keguruan dan Ilmu Pendidikan* (Institute of Teacher Training and Education) Singaraja. Furthermore, to prepare for the development of the IKIP Singaraja, with the Letter of the Director-General of Higher Education Number: 2808/D/T/2001 dated August 30, 2001, the proposal for the opening Bachelor in Sports Science Department, Diploma Three in Hospitality Cuisine Department has been approved. Diploma Three in Hospitality Management Department, and Diploma Three in Tourism Sports Training Department. Next, a letter from the Directorate General of Higher Education Number: 138/D/T/2002 dated January 25, 2002, was also approved the opening of Diploma Three in the Electrical Engineering department and Diploma Three in the Chemical Analysts Department. At the postgraduate level, IKIP Singaraja was allowed to manage the Education Management Study Program, determined based on the Decree of the Director-General of Higher Education No. 1190/D/T/2003 dated June 10, 2003.

The four existing departments, namely the Mathematics and Natural Sciences Education Department, the Social Sciences Education Department, the Language and Arts Education Department, and the Educational Sciences Department, were faculties.

The status of the study program under the majors is changed to a department. Especially for the engineering and vocational study programs, namely Informatics Management Study Program and the Electrical Engineering Study Program, were initially under the Mathematics and Natural Sciences Education Department and the PKK Study Program. It was initially under the Department of Education and the Department of Hospitality Catering which was newly opened, integrated into the Faculty The freshly formed Technology and Vocational Education. Furthermore, to develop the Faculty of Sports Science Education, the Penjaskesrek Study Program, the Sports Science Study Program, and the Tourism Sports Training Study Program were integrated into the Department of Sports Science. It is a department directly under the rector or at the same level as the Faculty.

Thus, based on the Work Administration Organization and its Statutes, in the 2002/2003 academic year, IKIP Singaraja has managed 5 Faculties, Postgraduate Programs, and one department equivalent to a faculty with the following departments/study programs.

1. Faculty of Mathematics and Natural sciences Education oversees several majors, as follows:
 - a. Mathematics Education Department (Bachelor Degree)
 - b. Physic Education (Bachelor Degree)
 - c. Chemistry Education (Bachelor Degree)
 - d. Biology Education (Bachelor Degree)
 - e. Chemical Analyst (D-III)
2. Faculty of Social Science Education oversees several majors, as follows:
 - a. Economic Education (Bachelor Degree)
 - b. History Education (Bachelor Degree)
 - c. Geography Education (Bachelor Degree)
 - d. Pancasila and Civic Education (Bachelor Degree)
 - e. Accounting (D-III)
 - f. Hospitality Management (D-III)
3. Faculty of Language and Arts Education oversees several majors, as follows:
 - a. Indonesian Language Literature and Regional Education (Bachelor Degree)
 - b. English Language Education (Bachelor Degree)
 - c. Fine Arts Education (Bachelor Degree)
 - d. English (D-III)
4. Faculty of Educational Science Oversees several majors, as follows:
 - a. Counseling Guidance (Bachelor Degree)
 - b. Educational Technology (Bachelor Degree)
 - c. Essential Education Bachelor Degree)
5. Faculty of Engineering and Vocational Oversees several majors, as follows:
 - a. Family Welfare Education (Bachelor Degree).

- b. Diploma Three in Informatics Management.
 - c. Electrical Engineering (D-III).
 - d. Hospitality Food (D-III).
6. Faculty of Sport Science oversees several Majors, as follows:
- a. Physical, Health and Recreation Education (Bachelor Degree).
 - b. Sport Science (Bachelor Degree).
 - c. Tourism Sports Training Course (D-III).
7. Post Graduate Program Oversees several majors, as follows:
- a. Master Program in language Education.
 - b. Master Program in Research and evaluation Method Education.
 - c. Master Program in Management Education

Through a letter from the Directorate General of Higher Education Number: 271/O/T/2004, it was approved to change the Department of Sports Science (JIK) status to become the Faculty of Sports Science Education (FPIK). Furthermore, the Rector of the Singaraja State IKIP issued Decree No. 397/K16/PP/2004, dated July 7, 2004, which decided to increase the status of the Department of Sports Science (JIK) to become the Faculty of Sports Science Education (FPIK) which oversees:

- a. Physical, Health and Recreation Education (Bachelor Degree).,
- b. Sport Science (Bachelor Degree)
- c. Tourism Sports Training Course (D-III).

In the period from 2005 to 2006, several developments coloured the journey of Singaraja State IKIP. First, based on the Decree of the Directorate General of Higher Education No. 2962/D/T/2005 dated August 29, 2005, approved the implementation of the D-II PGTK Study Program under the auspices of the Faculty of Education. Second, based on the Decree of the Directorate General of Higher Education of the Ministry of National Education No. 12/D/T/2006 approved the opening of Diploma three in Balinese Language Education and Diploma Three Education in Japanese language, both of which are under the auspices of the Faculty of Language and Arts Education. Third, based on the Decree of the Directorate General of Higher Education No. 3331/D/T/2006, the Bachelor Education in Primary School was approved, which is under the auspices of the Faculty of Education.

Significant developments in this institution occurred after the issuance of Presidential Decree No. 11/2006 dated May 11, 2006, regarding the change in IKIP Singaraja to Universitas Pendidikan Ganesha (UNDIKSHA). Thus from the 2006/2007 Academic Year, Universitas Pendidikan Ganesha manages six Faculties and one Postgraduate Program with the following details:

- 1. Faculty of Mathematics and Natural Science, which oversee several majors as follows:
 - a. Mathematics Education (Bachelor Degree)
 - b. Physic Education (Bachelor Degree)

- c. Chemistry Education (Bachelor Degree)
- d. Biology Education (Bachelor Degree)
- e. Chemical Analyst (D-III)
- 2. Faculty of Social Sciences Education oversees several majors, as follows:
 - a. Economic Education (Bachelor Degree)
 - b. History Education (Bachelor Degree)
 - c. Geography Education (Bachelor Degree)
 - d. Pancasila and Citizen Education (Bachelor Degree)
 - e. Accounting (D-III)
 - f. Hospitality Management (D-III)
- 3. Faculty of Language and Arts Education oversees several majors, as follows:
 - a. Indonesian Language, Literature and Regional Education (Bachelor Degree)
 - b. English Language Education (Bachelor Degree)
 - c. Fine Arts Education (Bachelor Degree)
 - d. English (D-III)
 - e. Balinese Language Education (D-III)
 - f. Japanese Language Education (D-III)
- 4. Faculty of Education oversees several majors, as follows:
 - a. Guidance and Counseling (Bachelor Degree)
 - b. Educational Technology (Bachelor Degree)
 - c. Basic Education Department
 - 1) Primary School Teacher Study Program (D-II)
 - 2) Kindergarten Teacher Study Program (D-II)
 - 3) Primary School Teacher (Bachelor Degree)
- 5. Faculty of Technology and Vocational Education oversees several majors, as follow:
 - a. Family Welfare Education (Bachelor Degree)
 - b. Informatic Management (D-III)
 - c. Electrical Engineering (D-III)
 - d. Hospitality Food (D-III)
- 6. Faculty of Sport Science Education Oversees Several Majors, as follows:
 - a. Physical, Health and Recreation Education Department (Bachelor Degree)
 - b. Sport Science Department (Bachelor Degree)
 - c. Tourism Sports Training Course (D-III)
- 7. Postgraduate Program oversees some majors, as follows:
 - a. Master Program in Language Education
 - b. Master Program in Educational Research and Evaluation Method
 - c. Master Program in Management Education

Minister of National Education Regulation No. 29 of 2007 concerning the Organization and Work Procedure of UNDIKSHA caused a change in the Faculty

structure. In addition, *Surat Keputusan (SK)*/ issuance of several decrees stipulating the opening of several departments has also resulted in structural changes in several faculties. Regulation of the Directorate General of Higher Education No. 2090/D/T/2007 dated August 2, 2007, stipulates the implementation of the *Jurusan Pendidikan Teknologi Informatika dan Komputer (PTIK)*/ Department of Information and Computer Technology Education, Decree of the Directorate General of Higher Education No. 2456/D/T/2007 dated August 22, 2007, stipulates the implementation of the Basic Education Study Program (S2), as well as the Decree of the Directorate General of Higher Education No. 972/D/T/2008 dated April 8, 2008, stipulates the implementation of the Department of Marine Cultivation (D-III). In addition to the issuance of a decree regarding the opening of several new departments, on November 29, 2007, the Decree of the Directorate General of Higher Education of the Ministry of National Education was issued No. 631/Dikti/Kep/2007 concerning the Arrangement and Codification of Study Programs in Higher Education. As a result, several majors, study programs have changed names. The Department of Hospitality Management changed its name to the Department of Hospitality, the Department of Hospitality Catering changed its name to the Department of Catering, the Department of Language Education, Indonesian and Regional Literature changed to the Department of Indonesian Language Education, the Department of Electrical Engineering changed to the Department of Electronics Engineering. The Education Management Study Program changed to Program Educational Administration Studies.

In 2009, UNDIKSHA obtained the authority to manage several new departments/study programs. First, the Science Education Study Program and the Mathematics Education Study Program at the Postgraduate Program level are set for implementation through the Decree of the Directorate General of Higher Education Number 890/D/T/2009 dated June 11 2009. Second, through the Decree of the Director-General of Higher Education Number 1036/DIT /2009 dated June 25, 2009, UNDIKSHA was given the authority to organize a Management Department at the undergraduate level (Bachelor Degree). Third, through the Decree of the Director-General of Higher Education Number 1347 dated August 10, 2009, UNDIKSHA was also permitted to organize the Accounting Department at the undergraduate level (Bachelor Degree) and the Learning Technology Study Program Postgraduate Program (Master Degree) level. Fourth, the Sports Coaching Education Study Program at the Undergraduate Program (Bachelor Degree) level was determined to be held at UNDIKSHA based on the Decree of the Director-General of Higher Education Number 1858/D/T/2009 dated October 15, 2009. Fifth, through the Decree of the Director-General of Higher Education Number 1937 dated October 30, 2009, UNDIKSHA was permitted to organize *Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (PG PAUD)*/ Department of Early Childhood Education Teacher Education at the undergraduate level (Bachelor Degree).

In 2010, UNDIKSHA obtained the authority to manage a new department, namely

the Department of Electrical Engineering Education, at the Bachelor degree level, which is within the Faculty of Engineering and Vocational School. The implementation of the Department of Electrical Engineering Education was determined based on the Decree of the Director-General of Higher Education Number 1858/D/T/2009 dated October 15, 2010. Furthermore, in 2011, UNDIKSHA obtained the authority to manage two new departments, namely the Department of Balinese Language Education at the Bachelor degree level and the Department of Japanese Language Education at the undergraduate level. In line with the central government's policy regarding the qualifications of teacher candidates, starting in the 2011/2012 academic year, the Department of Balinese Language Education at Diploma-III Level and Japanese Language Education Department at Diploma-III Level will no longer accept new students. In 2012, UNDIKSHA also obtained the authority to manage the Department of Mechanical Engineering Education at the undergraduate level. Through the Rector's Decree Number 650/UN48/HK/2012 dated August 1, 2012, the Faculty of Economics and Business was established.

In the 2013/2014 academic year, UNDIKSHA once again received the authority to manage a new department, namely the Diploma-III Visual Communication Design Department within the Faculty of Languages and Arts based on the Letter of Assignment for the Implementation of the Directorate General of Higher Education Number 292/E.E2/DT/2013 dated April 5, 2013, Department of D-3 Library, Department of D-3 Survey and Mapping located within the Faculty of Social Sciences based on the Letter of Assignment for the Implementation of the Directorate General of Higher Education Number 618/E.E2/DT/2013 dated July 5, 2013, and the Department of Sociology Education (Bachelor Degree) which is within the Faculty of Social Sciences based on the Letter of Assignment for the Implementation of the Directorate General of Higher Education Number 667/E.E2/DT/2013 dated July 18, 2013. Along with issuing the Regulation of the Minister of Research, Technology and Higher Education Number 14 of 2016 concerning Organization and Work Procedures of Universities of Education Ganesha, the faculties, departments, and study programs within UNDIKSHA are as follows: follows.

1. *Fakultas Matematika dan ilmu Pengetahuan Alam (FMIPA)*/ Faculty of Mathematics and Natural Sciences oversees several program studies, as follows:
 - a. Mathematics Education Study Program (Bachelor Degree)
 - b. Physic Education Study Program (Bachelor Degree)
 - c. Chemistry Education Study Program (Bachelor Degree)
 - d. Biology Education Study Program (Bachelor Degree)
 - e. Chemical Analyst Study Program (Diploma-III)
 - f. Marine Cultivation Study Program (Diploma-III)
 - g. Sciences Education Study Program (Bachelor Degree)
 - h. Chemistry Study Program (Bachelor Degree)
 - i. Mathematics Study Program (Bachelor Degree)

- j. Biology Study Program (Bachelor Degree)
 - k. Aquaculture Studies Program (Bachelor Degree)
 - l. Sciences Education Study Program (Master Degree)
 - m. Mathematics Education Study Program (Master Degree)
2. *Fakultas Hukum dan Ilmu Sosial (FHIS)*/ Faculty of Law and Social Sciences Oversees some Study Programs as follows:
- a. History Education (Bachelor Degree)
 - b. Geography Education (Bachelor Degree)
 - c. Pancasila and Citizen Education (Bachelor Degree)
 - d. Library Study Program (Diploma -III)
 - e. Survey and Mapping study program (Diploma-III)
 - f. Sociology education (Bachelor Degree)
 - g. Law study Program (Bachelor Degree)
3. *Fakultas Bahasa dan Seni (FBS)*/ Faculty of Language and Art oversees some study programs, as follows:
- a. Indonesian Language and Literature Education Study Program (Bachelor Degree)
 - b. English Language Education Study Program (Bachelor Degree)
 - c. Fine Arts Education Study Program (Bachelor Degree)
 - d. English Study Program (Diploma-III)
 - e. Balinese Education Study Program (Bachelor Degree)
 - f. Japanese Education Study Program (Bachelor Degree)
 - g. Visual Communication Design Study Program (Diploma-III)
4. *Fakultas Ilmu Pendidikan (FIP)*/ Faculty of Education oversees several study programs, as follows:
- a. Guidance and Counseling Study Program (Bachelor Degree)
 - b. Educational Technology Study Program (Bachelor Degree)
 - c. *Program Studi Pendidikan Guru Sekolah Dasar (PGSD)*/ Elementary School Teacher Study Program (Bachelor Degree)
 - d. *Program Studi Pendidikan Guru Pendidikan Anak Usia Dini (PG PAUD)*/ Early Childhood School Teacher Education Study Program (Bachelor Degree)
5. *Fakultas Teknik dan Kejuruan (FTK)*/ Faculty of Engineering and Vocational oversees several study programs, as follows:
- a. Family Welfare Education Study Program (Bachelor Degree)
 - b. Informatics Management Study Program (Diploma-III)
 - c. Program Study Technician Electronics (Diploma-III)
 - d. Informatics Engineering Education Study Program (Bachelor Degree)
 - e. Electrical Engineering Education Study Program (Bachelor Degree)
 - f. Mechanical Engineering Education Study Program (Bachelor Degree)
 - g. Information Systems Study Program (Bachelor Degree)

- h. Computer Science Study Program (Bachelor Degree)
- 6. *Fakultas Olahraga dan Kesehatan (FOK)*/ Faculty of Sports and Health oversees several study programs, as follows :
 - a. Physical Education, Health, and Recreation Study Program (Bachelor Degree)
 - b. Sport Sciences Study Program (Bachelor Degree)
 - c. (D-III)
 - d. Tourism Sports Training Study Program (Bachelor Degree)
 - e. Midwifery (Diploma-III)
- 7. *Fakultas Ekonomi (FE)*/ Faculty of Economic oversees several study programs, as follows:
 - a. Economic Education Study Program (Bachelor Degree)
 - b. Accounting Study Program (Diploma-III)
 - c. Hospitality Study Program (Diploma-III)
 - d. Management Study Program (Bachelor Degree)
 - e. Accounting Study Program (Bachelor Degree)
- 8. *Fakultas Kedokteran (FK)*/ Faculty of Medical oversees several study programs, as follows:
 - a. Medical Study Program (Bachelor Degree)
 - b. Doctoral Professional Education Study Program (Professional)
- 9. Postgraduate program oversees several study programs, as follows:
 - a. Language Education Study Program (Master Degree)
 - b. Educational Research and Evaluation Study Program (Master Degree)
 - c. Education Administration Study Program (Master Degree)
 - d. Basic Education Study Program (Master Degree)
 - e. Learning Technology Study Program (Master Degree)
 - f. English Education Study Program (Master Degree)
 - g. Guidance and Counseling Study Program (Master Degree)
 - h. Social Studies Education Study Program (Master Degree)
 - i. Computer Science Study Program (Master Degree)
 - j. The doctoral program in Educational Science
 - k. Doctoral Program in Language Education Study Program
 - l. Doctoral Program in Basic Education

1.2 UNDIKSHA's Vision, Mission and Goals

1.2.1 UNDIKSHA's Vision

The vision of Universitas Pendidikan Ganesha is To Be an Excellent University based on the Philosophy of Tri Hita Karana in Asia by 2045.

1.2.2 UNDIKSHA's Mission

UNDIKSHA's mission is as follows:

- 1) Provide dignified Education and teaching to produce competitive, collaborative, and characterized human resources;
- 3) Conduct competitive, collaborative, and innovative research for the development and application of science and technology;
- 4) Organizing competitive, collaborative, accommodating, and creative community service; and
- 5) Managing mutually beneficial cooperation and partnerships with universities, related institutions, and the business and industry world

1.2.3 The goal of UNDIKSHA

Starting from its Vision and Mission, UNDIKSHA's goals are as follows.

- 1) Reviewing, applying, and developing science, technology, and or art, both in the field of Education and non-education;
- 2) Developing and applying innovative learning models to produce high-quality learning processes and high-quality graduates
- 3) Develop and improve the quality of human resources in the academic, professional and vocational fields so that they are highly competitive, independent, and contribute to the nation's competitiveness
- 4) Organizing and improving services to the community in various forms, various fields of expertise and skills needed in national development;
- 5) Produce and publish various findings and innovations in science and technology that are useful for the development of the nation and state; and build and develop collegial and mutually beneficial partnerships with various universities, agencies, institutions, business and industry, both at home and abroad.

1.3 Goal and Objectives of Writing Academic Guidelines

The preparation of this academic guide is intended as a guide for organizing and managing educational activities within UNDIKSHA so that each interested party can carry out their duties and receive services following their rights and obligations. The objectives of the preparation of this academic guide are:

- a. Become a guide for the management of academic services at the university, Faculty, department, or study program level;
- b. Become a reference for those in charge and implementers of the UNDIKSHA academic service management system at the university, Faculty, department, and study program level in providing educational services to students;
- c. Become an illustration of the stages of academic service management, both for the person in charge and for implementing educational services at the university, Faculty, department, and study program level; and
- d. Become a guide for students in planning and carrying out learning activities to complete their studies on time and achieve the highest achievement.

1.4 Logo, Motto, Flag, Hymn and Mars

1.4.1 Logo

The UNDIKSHA **logo** is as follows.



The **logo** above has the following meaning.

- a. The frame with the essential elements of a pentagon (blue-based colour, white inner edge, and golden yellow outer edge) reflects the primary state and philosophy of the Republic of Indonesia.
- b. Inside the frame are the following images.
 1. Lord Ganesha is:
 - a) manifested as a human with the head of an elephant, a fat body, large ears, tusks flanking the trunk-which is one of them is broken on the right; and
 - b) Ganesha's four hands; the two on the right have a *Rudraksa* or Ceylon-olive and a broken ivory tusk on the left, while the two left hands move an axe and a bowl containing *Modaka*.
 2. Lord Ganesha's seat is decorated with lotus flowers.
 3. Universitas Pendidikan Ganesha text above Ganesha's image and UNDIKSHA's writing at the bottom stands for Universitas Pendidikan Ganesha.

The image referred to in point 2 above has the following meanings.

- a. The elephant's head implies that Ganesha is a symbol of knowledge, wisdom and discretion, and intelligence.
- b. The Large elephant ears symbolize listening to information and processing intellectually to produce knowledge.
- c. The trunk is a symbol of the application of knowledge in technology that is useful for human life.
- d. The trunk sucking modaka in a bowl means a continuous and inexhaustible effort to absorb applied science, technology, art, and culture for human life.
- e. The fat body is a symbol of the application of science, technology, and art for the prosperity and well-being of humankind.
- f. A distended stomach symbolizes the ability to maintain peace so that humans can respond to beneficial and detrimental life experiences in a balanced and sustainable manner.

- g. Sitting cross-legged symbolizes that scientists must be calm, diligent, reflective, contemplative, and have foresight without ignoring past experiences and present conditions.
- h. Lotus pedestal seat means considering right-wrong concept and meaningfulness for humankind prosperity and holiness in learning as well as implementing science, technology, and art.
- i. The top eleven petals of the lotus flower represent the eleventh day; the lower five lotus flowers symbolize the month of May as the shift from *Institut Keguruan dan Ilmu Pendidikan Negeri Singaraja* (Institute of Teacher Training and Education) to Universitas Pendidikan Ganesha (UNDIKSHA) mentioned in *Peraturan Presiden Republik Indonesia* (Presidential Regulation).
- j. The four hands symbolize the omnipotence of science, technology, and art that permeates the four directions.
- k. Markers on the hand: (1) *modaka* as a symbol of leadership, (2) axe as a symbol of technology, (3) *Rudraksa* or Ceylon-olive as a symbol of spiritual knowledge, (4) broken ivory trunk as a symbol of a pen in the field of science, (5) lotus pedestal seat for Lord Ganesha as a symbol of purity and wisdom

1.4.2 Motto

UNDIKSHA's motto is *Dharmaning Sajjana Umerdhyaken Widyaguna*, which means a wise person must develop knowledge and character.

1.4.3 Flag

The UNDIKSHA's flag uses a light blue-based colour which ratio of length: width = 3:2. In the middle of the background is the UNDIKSHA's symbol in dark blue.



The flags of the faculties and postgraduate programs are rectangular with a ratio of 3:2, with different primary colours and there is the UNDIKSHA's logo in the middle of it.

- a. The flag of FIP or *Fakultas Ilmu Pendidikan* (Faculty of Education) has a white-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Ilmu Pendidikan* is written under the logo.



- b. The flag of FBS or *Fakultas Bahasa dan Seni* (Faculty of Language and Arts) has a light yellow-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Bahasa dan Seni* is written under the logo.



- c. The flag of FMIPA or *Fakultas Matematika dan Ilmu Pengetahuan Alam* (Faculty of Mathematics and Natural Sciences) has a green-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Matematika dan Ilmu Pengetahuan Alam* is written under the logo.



- d. The flag of FHS or *Fakultas Hukum dan Ilmu Sosial* (Faculty of Law and Social Sciences) has a light blue-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Hukum dan Ilmu Sosial* is written under the logo.



- e. The flag of FTK or *Fakultas Teknik dan Kejuruan* (Faculty of Engineering and Vocational) has a dark blue-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Teknik dan Kejuruan* is written under the logo.



- f. The flag of FOK or *Fakultas Olahraga dan Kesehatan* (Faculty of Sports and Health) has a red heart-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Olahraga dan Kesehatan* is written under the logo.



- g. The flag of FE or *Fakultas Ekonomi* (Faculty of Economics) has an orange-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Ekonomi* is written under the logo.



- h. The flag of the *Fakultas Kedokteran* or Medical Faculty has purple-based colour. There is UNDIKSHA's symbol in the middle and *Fakultas Kedokteran* is written under the logo.



- i. The flag of the *Program Pascasarjana* or Postgraduate Program has a dark green-based colour. There is UNDIKSHA's symbol in the middle and *Program Pascasarjana* is written under the logo.



1.4.4 Hymne

The UNDIKSHA's hymn is as follows.

HYMNE UNIVERSITAS PENDIDIKAN GANESHA

D = do
4 / 4 Adagio Maestoso

Lagu / lirik : I G. N. Yudana
Aransemen : I K. Pitar

S	3 2	1 5	6 7	1 5	6	5 3	4 3	2 1	2	3 2
A	3 2	1 3	4 4	4 3	4	3 1	2 1	7 6	7	1 2
T	3 4	5 1	1 7	6 5	1	1 5	6 5	4 3	5	3 4
B	5 6	1 1	1 2	1 1	1	1 1	2 1	7 6	5	5 5
	Pu - ji	syu - kur	ke ha - dapan	Tu - han	Yang Maha	E , sa			Kau ber-	
S	1 5	6 7	1 6	5 4	3 5	4 3	2 1	2 1	7 1	
A	3 3	3 4	4 4	3 2	1 3	2 1	7 6	2 5	5 5	
T	5 1	1 7	6 6	7 6	5 1	7 6	5 4	4 3	2 3	
B	1 1	1 2	1 2	3 2	1 1	2 1	5 6	7 1	5 5	
	di - ri	dengan me-gah	di per-sa-da	Ba - li Dwi - pa	Ja - ya				Ka - mi	
S	2 5	2 5	6 6	7 5	6 6	6 6	5 4	3 4	5	7 1
A	5 5	7 7	1 3	2 4	4 4	4 4	3 2	1 6	2	5 5
T	2 3	4 3	4 5	7 1	6 6	7 6	5 6	7		2 3
B	5 1	2 7	6 5	5 5	6 6	2 1	7 6	1 2	5	5 5
	se - mu-a	ber - jan - ji	me-nu - naikan	dharma ba-gi - mu					Me-wu	
S	1 7	6 5	4 3	2 3	4 6	5 3	2 1	1 1	6 7	5 5
A	6 5	4 3	2 1	7 1	2 4	3 5	5 3	3 4	2 2	1 1
T	4 3	4 5	6 6	5 7	6 5	1 7	6 6	6 4	5	3 3
B	4 3	2 1	6 6	5 2	2 1	1 2	3 1	6 2	5	5 5
	Judkan ci - ta	pendi - dikan	bangsa berda - sar	Pan - ca - si - la					U - ni-	
S	1 1	1 1	1 1	7 6	5 3	5 5	6 5	4 3	4 3	3 2
A	3 3	3 3	3 3	5 4	3 5	3 3	4 3	2 1	2 1	7 7
T	5 5	5 6	6 6	5 6	7 1	1 1	1 1	7 6	5 6	7 5
B	1 1	7 7	6 6	7 1	3 1	1 1	1 1	2 1	7 6	5 5
	versitas Pendidikan Ga - ne - sha	me - kar - lah	di bu - mi	Nusan - ta - ra					U - ni-	
S	1 1	1 1	1 1	7 6	2 1	7 6	5 1	4 3	4 3	1
A	3 3	3 3	3 3	5 4	5 4	3 3	2 1	2 1	1 3	
T	5 5	5 6	6 6	5 6	7 6	2 1	1 6	7 6	5 6	5
B	1 1	7 7	6 6	7 1	5 1	5 1	1 1	2 1	7 6	1
	versitas Pendidikan Ga - ne - sha	ja - ya - lah	kau slama - lama - nya							

1.4.5 Mars

MARS UNIVERSITAS PENDIDIKAN GANESHA

C = do 4/4

Ciptaan : Y.C.Budi Santosa

S	$\overline{3.4}$	$\overline{5.4}$	$\overline{5.4}$	$\overline{5.4}$	$\overline{5.6}$	5	.	0	0	3	$\overline{3.5}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{7.5}$	7	.	.
A	$\overline{1.2}$	$\overline{3.2}$	$\overline{3.2}$	$\overline{3.2}$	$\overline{3.4}$	3	.	0	0	1	$\overline{1.3}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	5	.	.
T	$\overline{5.5}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	1	.	0	0	5	$\overline{5.5}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	2	.	.
B	$\overline{1.7}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.5}$	1	.	0	0	1	$\overline{1.1}$	$\overline{3.3}$	$\overline{3.3}$	$\overline{3.3}$	$\overline{3.1}$	5	.	.

Se-lu-ruh si -vi-tas a - ka -de-mi-ka U - ni - ver-si -tas Pendidikan Ga - ne- sha

S	$\overline{2.3}$	$\overline{4.3}$	$\overline{4.3}$	$\overline{4.3}$	$\overline{4.5}$	4	.	.	.	5	$\overline{5.5}$	$\overline{7.7}$	$\overline{6.6}$	$\overline{5.5}$	$\overline{2.2}$	3	.	.
A	$\overline{7.1}$	$\overline{2.1}$	$\overline{2.1}$	$\overline{2.1}$	$\overline{2.3}$	2	.	.	.	2	$\overline{5.5}$	$\overline{4.4}$	$\overline{2.2}$	$\overline{7.7}$	$\overline{7.7}$	1	.	.
T	$\overline{5.6}$	$\overline{7.6}$	$\overline{7.6}$	$\overline{7.6}$	$\overline{7.1}$	7	.	.	.	7	$\overline{7.7}$	$\overline{2.2}$	$\overline{1.1}$	$\overline{7.7}$	$\overline{5.5}$	5	.	.
B	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	5	.	.	.	5	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	1	.	.

Ma-ri ki - ta tegakan dengan bangga ke - ja - ya - almamater ter - cin - ta

S	$\overline{3.4}$	$\overline{5.4}$	$\overline{5.4}$	$\overline{5.4}$	$\overline{5.6}$	5	.	0	0	3	$\overline{3.5}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{7.1}$	2	.	.
A	$\overline{1.2}$	$\overline{3.2}$	$\overline{3.2}$	$\overline{3.2}$	$\overline{3.4}$	3	.	0	0	1	$\overline{1.3}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.6}$	5	.	.
T	$\overline{5.5}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	1	.	0	0	5	$\overline{5.5}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{2.1}$	7	.	.
B	$\overline{1.7}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.1}$	$\overline{1.5}$	1	.	0	0	1	$\overline{1.1}$	$\overline{3.3}$	$\overline{3.3}$	$\overline{3.3}$	$\overline{2.1}$	4	.	.

Menjunjung tinggi ni-lai Pancasila - la Me-ngab-di dengan pe-nuh de-di - ka - si

S	$\overline{6.6}$	$\overline{2.2}$	$\overline{1.1}$	$\overline{7.7}$	$\overline{6.6}$	5	1	.	.	3	$\overline{4.4}$	$\overline{5.5}$	$\overline{4.4}$	$\overline{2.2}$	$\overline{3.3}$	1	.	.
A	$\overline{4.4}$	$\overline{6.6}$	$\overline{6.6}$	$\overline{5.5}$	$\overline{4.4}$	3	3	.	.	2	$\overline{5.5}$	$\overline{3.3}$	$\overline{2.2}$	$\overline{7.7}$	$\overline{5.5}$	5	.	.
T	$\overline{1.1}$	$\overline{1.1}$	$\overline{2.2}$	$\overline{2.2}$	$\overline{1.1}$	1	1	.	.	5	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	3	.	.
B	$\overline{4.4}$	$\overline{4.4}$	$\overline{4.4}$	$\overline{4.4}$	$\overline{2.2}$	3	5	.	.	1	$\overline{7.7}$	$\overline{1.1}$	$\overline{7.7}$	$\overline{5.5}$	$\overline{7.7}$	1	.	.

Bergemgam tangan menggalang persatuan, men-cer - daskan ke-hi-du-pan bang - sa

S	$\overline{1.7}$	6	4	6	1	$\overline{5.4}$	$\overline{3.4}$	5	$\overline{6.5}$	4	2	4	6	5	$\overline{3.4}$	5
A	$\overline{3.3}$	4	1	4	4	$\overline{3.2}$	$\overline{1.2}$	3	$\overline{4.3}$	2	7	2	2	3	$\overline{1.2}$	3
T	$\overline{5.5}$	1	6	1	6	$\overline{1.1}$	$\overline{5.5}$	1	$\overline{1.1}$	7	5	7	7	1	$\overline{5.7}$	1
B	$\overline{1.3}$	4	4	4	4	$\overline{1.1}$	$\overline{1.1}$	1	$\overline{1.1}$	5	5	5	5	1	$\overline{1.1}$	1

De-ngan te - kad ba - ja ma-ju-kan bangsa, berbe - kal il - mu i - man dan taq-wa

S	$\overline{1.7}$	6	4	6	1	$\overline{5.4}$	$\overline{3.4}$	5	$\overline{7.1}$	$\overline{2.2}$	$\overline{1.1}$	7	$\overline{6.7}$	1	.	.
A	$\overline{3.3}$	4	1	4	4	$\overline{3.2}$	$\overline{1.2}$	3	$\overline{3.3}$	$\overline{4.4}$	$\overline{4.4}$	4	$\overline{4.4}$	3	.	.
T	$\overline{1.1}$	1	6	1	1	$\overline{1.1}$	$\overline{1.1}$	1	$\overline{5.5}$	$\overline{7.7}$	$\overline{5.5}$	5	$\overline{5.5}$	5	.	.
B	$\overline{3.3}$	4	4	4	4	$\overline{1.1}$	$\overline{5.5}$	1	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	2	$\overline{2.5}$	1	.	.

Ting-kat-kan sum - ber da - ya ma-nu-si - a de - mi ma-sa depan yang sen-to-sa

Coda

S	$\overline{1.7}$	6	4	6	$\overline{1.1}$	$\overline{5.4}$	$\overline{3.4}$	5	$\overline{6.5}$	4	2	4	6	$\overline{5.4}$	$\overline{3.4}$	5
A	$\overline{3.3}$	4	1	4	$\overline{4.4}$	$\overline{3.2}$	$\overline{1.2}$	3	$\overline{4.3}$	2	7	2	2	$\overline{3.3}$	$\overline{1.2}$	3
T	$\overline{5.5}$	1	6	1	$\overline{6.6}$	$\overline{1.1}$	$\overline{5.5}$	1	$\overline{1.1}$	7	5	7	7	$\overline{1.1}$	$\overline{5.7}$	1
B	$\overline{1.3}$	4	4	4	$\overline{4.4}$	$\overline{1.1}$	$\overline{1.1}$	1	$\overline{1.1}$	5	5	5	5	$\overline{1.1}$	$\overline{1.2}$	3

Un-dik-sha ke - bang-ga-an pu-lau De-wa-ta ber-kar - ya mem-ba - ngun bangsa ne-ga-ra

S	$\overline{1.7}$	6	4	6	1	$\overline{5.4}$	$\overline{3.4}$	5	$\overline{7.1}$	$\overline{2.2}$	$\overline{1.1}$	7	$\overline{6.7}$	1	.	0
A	$\overline{3.3}$	4	1	4	4	$\overline{3.2}$	$\overline{1.2}$	3	$\overline{3.3}$	$\overline{4.4}$	$\overline{4.4}$	4	$\overline{4.4}$	3	.	0
T	$\overline{1.1}$	1	6	1	1	$\overline{1.1}$	$\overline{1.1}$	1	$\overline{5.5}$	$\overline{7.7}$	$\overline{5.5}$	5	$\overline{5.5}$	5	.	0
B	$\overline{3.3}$	4	4	4	4	$\overline{1.1}$	$\overline{5.5}$	1	$\overline{5.5}$	$\overline{5.5}$	$\overline{5.5}$	2	$\overline{2.5}$	1	.	0

Men-di-dik ma - nu - sia ber-ha-ti mu-lia, ha-rum-kan ci-tra In - do - ne-si - a

1.5 UNDIKSHA's Organizational Structure

UNDIKSHA organizational structure is following the Regulation of the Ministry of Research, Technology and Higher Education Number 14 of 2016 concerning the OTK or *Organisasi Tata Kerja* (Organization and Working Procedure) of UNDIKSHA and the Regulation of the Ministry of Research, Technology and Higher Education Number 75 of 2017 concerning the Statutes of UNDIKSHA as follows:

1.5.1 UNDIKSHA's Senate

UNDIKSHA's Senate is the normative academic board and the highest representative of UNDIKSHA, consisting of two professors from each faculty, one representative from the LP2M or *Lembaga Penelitian dan Pengabdian Masyarakat* (Institution of Research and Community Service), one representative from the LP3M or *Lembaga Pengembangan Pendidikan dan Penjaminan Mutu* (Learning Development and Quality Assurance Institute), the Dean, and two lecturers from each Faculty who are not senior lecturers. The UNDIKSHA Senate has the following duties and capabilities:

- a. establish academic policies and supervision;
- b. consider the academic norms proposed by the Rector;
- c. view the code of ethics of the academic community;
- d. supervise the implementation of academic criteria and code of ethics for the academic community;
- e. review the educational provisions formulated and proposed by the Rector regarding the following matters.
 - 1) Determination of the study program curriculum.
 - 2) Determination of academic requirements for awarding and revocation of academic degrees.
 - 3) Determination of academic requirements for awarding and withdrawing academic awards.
 - 4) Opening and closing of study programs.
- f. supervise the implementation of academic provisions;
- g. manage the policy and implementation of higher education quality assurance by referring to the National Education Standards;
- h. supervise and evaluate the achievement of the learning process, research, and community service by referring to the benchmarks set out in the strategic plan;
- i. give consideration and suggestions for improving the learning process, research, and community service to the Rector;
- j. supervise the implementation of academic freedom, freedom of the academic pulpit, and scientific autonomy;
- k. consider the Rector in the granting or revocation of academic degrees and awards;
- l. supervise the implementation of academic rules;
- m. oversee the implementation of lecturer performance appraisal policies;
- n. consider the Rector in the nomination of professors, and provide recommendations for the imposition of sanctions for violations of norms, ethics, and academic regulations by the academic community to the Rector.

1.5.2 Rector

The UNDIKSHA's Rector is a university leader who has the duty of leading the implementation of education, research, and community service and fostering educators, education staff, students, and their relationship with the environment. In carrying out his duties, the Rector carries out the following functions:

- a. implementation and development of higher education;
- b. conduct research in the context of developing science and technology;
- c. administer community service;
- d. advance the academic community and its relationship with the environment; and
- e. execution of administrative services.

1.5.3 Vice-Rector

WR or *Wakil Rektor* (Vice Rectors) consist of WR I or *Wakil Rektor Bidang Akademik dan Kerjasama* (Vice Rector for Academic Affairs and Partnership), WR II or *Wakil Rektor Bidang Administrasi Umum* (Vice Rector for General Administration), WR III or *Wakil Rektor Bidang Kemahasiswaan dan Alumni* (Vice Rector for Student Affairs and Alumni).

1. WR I has the duty of assisting the Rector in leading the implementation of education, research, community service and partnership.
2. WR II has the duty of assisting the Rector in leading the implementation of activities in general administration and finance.
3. WR III has the duty of assisting the Rector in leading the implementation of activities in student affairs and alumni.

1.5.4 LP2M

LP2M is an academic executor element that coordinates, monitors, and assesses the implementation of *Tri Dharma Perguruan Tinggi* activities in research and community service as well as dissemination/publication of research and community service results. The Institute for Research and Community Service consists of:

- a. Chairman;
- b. Secretary;
- c. Administration Section;
- d. Center; and
- e. Functional Position Group.

1.5.5 LP3M

LP3M is an academic executor element that determines and fulfills the quality standards of academic education and the development and implementation of strategic educational duties. The LP3M consists of:

- a. Chairman;
- b. Secretary;
- c. Administration Section;
- d. Center; and
- e. Functional Position Group.

1.5.6 Faculty Senate

The Faculty Senate is the highest normative and representative board within the Faculty that has the authority to describe university policies and regulations whose members are elements of the faculty management leadership (Deans and Deputy Deans), all Study Program Coordinators, all Professors, and deputy lecturers from each study program. The duties of the Faculty Senate are:

- a. Review the quality standards of education and Faculty development before being determined by the Dean;
- b. Supervise the academic implementation of the Faculty;
- c. Examine norms, ethics, and benchmarks of academic administration in the Faculty;
- d. Assess lecturers who are nominated to hold higher academic functional positions;
- e. Consider the proposal to grant an honorary doctorate for someone who meets the requirements following applicable regulations or provisions; and
- f. Select and consider lecturers who are proposed to receive additional duties as Dean and Deputy Dean.

1.5.7 Faculties and Graduate Programs

In accordance with OTK and Statutes, UNDIKSHA manages eight faculties and one Postgraduate, namely:

1. FIP or *Fakultas Ilmu Pendidikan* (Faculty of Education);
2. FBS or *Fakultas Bahasa dan Seni* (Faculty of Languages and Arts);
3. FMIPA or *Fakultas Matematika dan Ilmu Pengetahuan Alam* (Faculty of Mathematics and Natural Sciences);
4. FHIS or *Fakultas Hukum dan Ilmu Sosial* (Faculty of Law and Social Sciences);
5. FTK or *Fakultas Teknologi dan Kejuruan* (Engineering and Vocational Faculty);
6. FOK or *Fakultas Olahraga dan Kesehatan* (Faculty of Sport and Health);
7. FE or *Fakultas Ekonomi* (Faculty of Economics);
8. FK or *Fakultas Kedokteran* (Medical Faculty); and
9. *Program Pascasarjana* or Postgraduate.

1.5.8 Department

Department is a set of supporting resources, which organizes and manages academic, vocational, and professional education in 1 or several branches of science and technology. The Department consists of:

- a. Head of Department/Part;
- b. Secretary of Department/Part;
- c. Study program; and
- d. Lecturer Functional Position Group.

a. Head of Department

The Head of Department has the duty of preparing plans and evaluating the implementation of education carried out by lecturers within the department. The details of duties and responsibilities are as follows:

- Carry out academic policies and educational quality standards set by the Faculty.
- Develop an activity plan or work program for the Department.

- Organize education, research and community service activities in the Department.
- Carry out the development of majors in education, research and community service.
- Develop good relations and cooperation with stakeholders.
- Monitor and evaluate the teaching and learning process at the department level.
- Submit periodic activity reports to the Dean.

b. Secretary of Department

Details of duties and responsibilities are the following:

- Carry out administrative and secretarial activities of the Department.
- Arrange the preparation and development of the Department's education curriculum.
- Coordinate the activities of the teaching and learning process together with the Expert Lecturer Group.
- Develop a class schedule at the department level.
- Synchronize laboratory activities within the Department.
- Organize Field Work activities and or student Community Service programme
- Build a database of student academics in the Department.
- Create a database of education, research and community service activities in the Department.

1.5.9 Study Program

The Study Program is a unit of education and learning activities with a specific curriculum and learning method in one type of academic education, professional education, and vocational education. In administering the study program, the Rector may appoint a lecturer as Coordinator.

a. Study Program Coordinator

The Study Program Coordinator has the duty of preparing lesson plans, evaluating the implementation of learning carried out by Lecturers in the Study Program environment and regularly submitting activity reports to the Head of Department.

b. Academic Supervisors

Academic supervisors are lecturers who are given the duty by the department/study program to guide students in the educational field as long as the person concerned is still studying at UNDIKSHA.

c. Lecturers

Lecturers are professional educators and scientists at UNDIKSHA with the primary duty of transforming, developing, and disseminating science and technology through education, research, and community service.

1.5.10 BAKPK or *Biro Akademik, Kemahasiswaan, Perencanaan dan Kerjasama* (Academic, Student Affairs, Planning and Cooperation Bureau)

BAKPK is an element of the Deputy leadership in academics, student affairs, planning and cooperation, which is directly responsible to the Rector, led by a Head.

1.5.11 BUK or *Biro Umum dan Keuangan* (General and Finance Bureau)

BUK is an element of the Deputy leadership in the general and financial fields who is directly responsible to the Rector, led by a Head.

1.5.12 UPT or *Unit Pelaksana Teknis* (Technical Implementation Unit)

1.5.12.1 UPT of Library

The UPT of the Library is in charge of providing library material services for education, research and community service led by the Head of the Library, who is carrying out his duties and is assisted by several librarian staff and administration staff.

1.5.12.2 UPT of ICT or Information and Communication Technology

The UPT of ICT is in charge of Information and Communication Technology and has the duty of carrying out the development, management, and service of information and communication technology and management of information systems and networks, system analysts, network administrators, programmers, operators and technicians.

1.5.12.3 UPT of Language

UPT of Language has the duty of carrying out learning development, capacity building, and language proficiency testing services.

The UPT of Language is led by a Head who is assisted by a secretary and functional group of positions in carrying out his duties.

1.5.12.4 UPT of Integrated Education Laboratory

The UPT of Integrated Education Laboratory carries out laboratory services for integrated education, research, and community service programs. The UPT of Integrated Education Laboratory is led by the Head, whose functional groups assist in carrying out their duties.

1.5.12.5 UPT of Career Development and Student Entrepreneurship

UPT of Career Development and Student Entrepreneurship has the duty of carrying out career development and student entrepreneurship. The UPT of Career Development and Student Entrepreneurship is led by the Head, assisted by functional groups in carrying out his duties.

1.5.12.6 UPT of Guidance and Counseling Service Unit

The UPT of Guidance and Counseling Service Unit has the duty of carrying out guidance and counseling services. UPT of Guidance and Counseling Service Unit is led by a Head whose functional groups assist in carrying out his duties.

CHAPTER II STUDENT ADMISSION

2.1 National New Student Admission

New student admissions of UNDIKSHA are carried out by following the Ministry of Research, Technology, and Higher Education Regulations. Admission of new students is carried out through various selection, SNMPTN or *Seleksi Nasional Masuk Perguruan Tinggi Negeri* (State University National Entrance Exam), SBMPTN or *Seleksi Bersama Masuk Perguruan Tinggi Negeri* (Joint Entrance Selection of State Universities), and Independent Entrance Selection.

2.1.1 SNMPTN

SNMPTN is a new admissions pathway that is held nationally for a Bachelor degree through screening for academic achievements at the school level (SMA or *Sekolah Menengah Atas* (High schools), *Madrasah Aliyah*, and SMK or *Sekolah Menengah Kejuruan* (Vocational Schools)).

2.1.2 SBMPTN

The SBMPTN is a new student admission route for the Bachelor degree, which is carried out together with other State Universities through a written exam.

2.2 Independent Entrance Selection of New Students

UNDIKSHA organizes new student admissions independently through the following channels.

2.2.1 Diploma Talent Interest Path

The Diploma Talent Interest Path is a pathway for new student admissions, held independently for the Diploma III Degree through the screening of academic achievements at the school level (High schools, *Madrasah aliyah*, and Vocational School).

2.2.2 SMBJM or *Seleksi Mahasiswa Baru Jalur Mandiri* (Independent Entrance Selection of New Students)

The SMBJM is a new admissions path for a Bachelor degree and Diploma Degree, carried out jointly through a written exam.

2.3 Admission of Advanced and Transfer Students

Admission of advanced and transfer students from outside UNDIKSHA is carried out through the Admission of Advanced and Transfer Students Selection path based on the following provisions.

- a. Prospective students of further education study programs are graduates of an education study program level from study programs and tertiary institutions that are accredited at least B, with the following conditions:
 - 1) choose the same study program or cognate with the original study program; and
 - 2) obtain a study permit from the District/City Education Office/Ministry of Religion or the Head of the work unit concerned (especially for those who are already working).

- b. Prospective students of non-educational study programs are graduates of a non-educational study program level from study programs and tertiary institutions that are accredited at least B, with the following conditions:
 - 1) choose the same study program or cognate with the original study program; and
 - 2) obtain a study permit from the Head of the work unit concerned (especially for those who are already working).
- c. Transfer students are students from Study Programs and Universities that are accredited at least B, and
 - 1) have attended college for at least one year and have a minimum of 30 sks or *Satuan Kredit Semester* (Credit Hours) at the original university;
 - 2) still have an adequate period of study to complete the survey in the study program that will be followed;
 - 3) obtain a Grade Point Average of 2.75 calculated from all courses that have been taken;
 - 4) choose the same study program as the original study program; and
 - 5) have a rational and justifiable reason for transfer.
- d. The mechanisms taken by prospective students are:
 - 1) register to take part in the admission selection for advanced students and transfer to the University's Academic Section;
 - 2) take part in the entrance selection through written, oral, and skills tests according to their field of study; and
 - 3) After being declared passed, register according to the schedule and applicable regulations.
- e. Equalization of courses is carried out following the provisions below:
 - 1) The Study Program Coordinator performs equalization of default courses.
 - 2) The course equalization process is carried out before the first semester lectures.
 - 3) The equalization results are submitted by the Study Program Coordinator/Head of the Department to the Dean to be forwarded to the Vice-Rector for Academic Affairs.
 - 4) The Vice-Rector for Academic Affairs submits the equalization results to the Rector for determination.
- f. Admission of advanced students and transfers outside of the above provisions are fully considered and authorized by the Rector.

2.4 Foreign Student Admission

- a. Admission of international students either through institutional or individual collaboration is coordinated by the KUIK or *Kantor Urusan Internasional dan Kerjasama* (International Affairs and Cooperation Office) together with the University's Academic Section based on the policy of the Rector through the Vice-Rector for Academic Affairs.

- b. Regulations related to education provision for international students are further regulated in separate guidelines.

2.5 Other Pathway Admissions

UNDIKSHA is currently still accepting students from other pathways, such as the Affirmation of Higher Education from 3T areas or *Terdepan, Terluar, and Tertinggal* (Frontier, Outermost, and Underdeveloped). The admission of these students follows the applicable regulations and has been determined by the Ministry of Research, Technology, and Higher Education.

CHAPTER III STUDENT ADMINISTRATION

3.1 Administration Registration

3.1.1 Definition and Purpose

1. Administration Registration is a service for every student to obtain registered status as a student in a study program/Faculty at UNDIKSHA.
2. The purpose of Administrative Registration is to obtain data on students who have paid the UKT or *Uang Kuliah Tunggal* (Single Tuition Fee) in each semester and serve as the basis for carrying out academic registration.
3. The student administration registration flow is regulated in the UNDIKSHA Student Academic Service Manual.

3.1.2 Registration of New Student Administration

Registration of the New Student Administration is carried out in an integrated manner with re-registration after being declared accepted as a new UNDIKSHA student. Registration and re-registration procedures for new students are regulated in the UNDIKSHA Student Academic Service Manual.

3.1.3 Registration of Old Student Administration

Students who have not graduated or are continuing their studies must carry out re-administration registration (registration). Students who do not carry out the registration will be furloughed and cannot be served in academic activities. The steps that must be taken in the registration are as follows.

1. Pay UKT through a designated bank at a predetermined time. The delay in payment of UKT makes it unable to carry out administrative registration. Therefore, the student concerned is declared on leave.
2. Students who have just been active from college leave must show a letter of permission to be involved again from the Dean before making UKT payments.

The registration procedure is regulated in the UNDIKSHA Student Academic Service Manual.

3.1.4 Trusteeship in Administrative Registration

Students who, for some reason, cannot carry out administrative registration can represent other students by providing a power of attorney. All decisions made by the power holder cannot be reversed.

3.2 Student Academic Registration

3.2.1 Definition and Purpose

1. Student academic registration is a service for students to program the courses taken in that semester.
2. The purpose of academic registration is for students to obtain the status and rights to participate in educational activities in that semester.
3. Students from study programs that apply the package system must program all courses offered in that semester.

4. Students from study programs that apply the SKS or *Sistem Kredit Semester* (Semester Credit System) program the courses offered in that semester based on the IP or *Indeks Prestasi* (Grade Point) obtained in the previous semester with a description as shown in table 4.
5. New students are required to program all courses offered in the first semester.

3.2.2 Academic Registration of New Students

New students can register academically after re-registering and doing administrative registration. The new student academic registration procedure is regulated in the UNDIKSHA Student Academic Service Manual.

3.2.3 Academic Registration of Old Students

Students register academically after doing administrative registration. Student academic registration procedures are regulated in the UNDIKSHA Student Academic Service Manual.

3.2.4 Trusteeship in Academic Registration

Students who, for some reason, cannot carry out academic registration can represent other students by providing a power of attorney. All decisions made by the power holder cannot be reversed.

3.2.5 Failure to carry out Academic Registration

Students who do not carry out academic registration are declared on leave, so they cannot participate in educational activities. At the time of rest, the student's semester IP is zero. Following the programming limitations of the courses in table 2, in the following semester, the student may only program a course of 14 sks.

3.3 Additional Terms of Course Programming

3.3.1 Study Programs Applying Semester Credit Hours

1. Students from study programs that apply the Semester Credit Hours can program the courses offered in that semester according to the limits of the total allowed credits and the class schedule.
2. Courses that have been taken but get a D or E grade are programs in the same way as programming courses that have never been brought.
3. If PA or *Pembimbing Akademik* (Academic Supervisor) approval is obtained, students are given tolerance for programming courses +1 sks without exceeding the maximum total credits allowed (24 sks).

3.3.2 Study Programs Implementing a Package System

1. Students from majors that apply the package system must program all courses offered in that semester.
2. Courses that have been taken but still get a D or E grade (not yet graduated) must be programmed in the following semesters, provided that the total courses programs do not exceed 24 sks.

3. Courses in the previous semester that have not been taken must be programmed, provided that the total systems programs do not exceed 24 sks.

3.4 Academic Registration Change

Changes to the course programming, either in canceling courses, adding courses, or changing courses, can be made according to the time limit set on the academic calendar. The procedure for changing the course programming is regulated in the UNDIKSHA Student Academic Service Manual.

3.5 Student Transfer

3.5.1 Academic Leave

3.5.1.1 General Description

1. Under circumstances of necessity, a student may take academic leave, which is to temporarily stop his studies with the permission of the Dean.
2. Students may take academic leave after attending lectures for at least two consecutive semesters,
3. Academic leave can only be carried out once during the study period, with a maximum time limit of **1 semester**.
4. Students must report being active at the end of the current semester; if they do not register to be involved again, they are considered to have DO or Dropped Out.
5. Time spent during academic leave is not counted in the total study period.
6. During academic leave, the student is freed from the obligation to pay UKT.
7. Students who take academic leave can be readmitted as active students in their original position after fulfilling administrative requirements and obtaining a permit to be involved again from the Dean.
8. When active in college after taking academic leave, students can only program 14 sks of courses because the student's IP is considered zero during rest.
9. The deadline for applying for academic leave and being active again is set in the academic calendar.
10. Other matters beyond the above provisions are fully considered and authorized by the Dean.

3.5.1.2 Procedure for Application for Academic Leave

Applications for academic leave must go through the following procedure.

1. Students take academic leave forms at the Student Affairs Subdivision and Faculty alumni.
2. Students ask the PA and the Study Program Coordinator for consideration regarding the academic leave.
3. Students apply for academic leave to the Dean with a recommendation from the Study Program Coordinator and know the Head of the Department.
4. The Dean decides to accept or reject the student's application for academic leave.
5. If the student's application for academic leave is accepted, the Dean will issue an educational leave permit for the student concerned. On the other hand, if the student's application for academic leave is rejected, the Dean will issue a rejection letter for the student's educational leave.

6. The academic leave permit or academic leave refusal letter from the Dean is addressed to the student concerned and copied to the Head of Department, Study Program Coordinator, Head of Student Affairs and Faculty Alumni Subdivision, Head of BAKPK, Vice-Rector for Academic Affairs, and UPT-TIK or *Unit Pelaksana Teknis* (Technical Implementation Unit) of Information and Communication Technology.
7. The Head of Student Affairs Subdivision and Faculty alumni changed the student's status from active to academic leave.

3.5.1.3 Application Procedure to Reactivate After Academic Leave

If the time limit for a student's academic leave has expired, then the student concerned is required to submit an active application for re-study. The procedure for submitting a functional application again is as follows.

1. Students retake the active application form after academic leave at the Student Affairs and Alumni Subdivision of the Faculty and fill out the state according to applicable regulations.
2. Students submit applications to be active again after academic leave to the Dean with a recommendation from the Study Program Coordinator and knowing the Head of the Department.
3. The Dean decides to accept or reject the student's application to be active again after academic leave.
4. If the student's reactivation application is accepted, the Dean issues a re-active permit for the student concerned. On the other hand, if the student's reactivation application is rejected, the Dean will give a letter of refusal to reactivate the student.
5. The re-active permit or re-active rejection letter from the Dean is addressed to the student concerned and copied to the Head of the Department, Study Program Coordinator, Head of the Student Affairs and Faculty Alumni Subdivision, Head of BAKPK, Vice-Rector for Academic Affairs, and UPT-TIK.
6. The student concerned pays UKT according to the time limit specified in the academic calendar.
7. The Head of Subdivision for Student Affairs and Alumni of the Faculty changes the student's status from leave to active.

3.5.2 Changing Study Programs

3.5.2.1 General Description

1. The education administration system allows students to change study programs, i.e. resign from one program to move to another program, either internally within the Faculty, between faculties, or even between universities.
2. Changing study programs can be carried out with the following conditions.
 - a. There is a place in the intended study program.
 - b. The student concerned has attended lectures in the original study program for at least two consecutive semesters.
 - c. The total credits achieved by the student concerned in the original study program are at least 24 sks, with a minimum grade of C for each course.

- d. Students from the Bachelor degree may transfer to the Bachelor degree or the Diploma degree, while students from the Diploma degree may only transfer to the Diploma degree.
- e. Meet the particular requirements determined by the intended study program/faculty.
- f. Pass the selection test organized by the intended study program/faculty (if deemed necessary).
- g. The time spent by the student in the original program is also taken into account in the total study time.
- h. Relevant courses with the same or more excellent credits or have passed the previous program can be admitted to the new program with the approval of the Study Program coordinator and Head of Department and known by the Dean.
- i. It is not subject to academic penalties or other penalties in the original study program.

3.5.2.1 Moving Study Programs in One Faculty

The procedure for moving study programs within one Faculty is as follows.

1. Students ask for consideration from the PA and Study Program Coordinators and to know the Head of the Department to change Study Programs.
2. Students apply for a study program transfer to the Dean of the intended Faculty in writing, accompanied by a letter of consideration from the PA, the original Study Program Coordinator and the Head of the Department.
3. The Dean, the Head of the Department, and the Coordinator of the intended Study Program consider accepting or rejecting the student's application through a Study Program meeting.
4. Suppose the student's application for transfer is rejected. In that case, the Study Program Coordinator, with the approval of the Head of the Department in question, shall make a rejection letter to the student concerned, which the Dean knows through the Head of Subdivision of Student Affairs and Faculty Alumni.
5. If a student's application for transfer is approved, the Study Program Coordinator, with the approval of the Head of the Department who is intended to make a report to the Dean through the Head of the Student Affairs Subdivision and Faculty Alumni.
6. The Dean issues a decision letter to transfer the relevant student program from the original Study Program to the intended Study Program.
7. The Dean's Decree is addressed to the student concerned and copied to the Deputy Dean for Academic Affairs, the Head of the Department and the original Study Program Coordinator, the Head of the Department and the Coordinator of the intended Study Program, the Head of the Student Affairs Subdivision and Faculty alumni, the Head of BAKPK, the Vice-Rector for Academic Affairs, and the UPT-ICT.
8. The Head of the Student Affairs and Alumni Subdivision of the Faculty changes the student status of the student concerned.

3.5.2.2 Moving Study Programs to Different Faculties

The procedure for transferring programs from one study program to another with different faculties is as follows.

1. Students ask for consideration from the PA, Study Program Coordinator, and Head of Department to change study programs.
2. Students apply for a study program transfer to the Dean of the intended Faculty in writing, accompanied by a letter of consideration from the PA, the Study Program Coordinator with the approval of the original Head of the Department, and known by the original Dean of the Faculty.
3. The Dean of the intended Faculty considers accepting or rejecting the application for transfer of the student concerned by asking for consideration from the Head of the Department and Study Program in question.
4. Suppose the student's request to transfer is rejected. In that case, the Dean of the Faculty concerned shall make a rejection letter to the student concerned and copy it to the Dean, Head of Department, and the original Study Program Coordinator, through the Head of Subdivision of Student Affairs and Faculty Alumni.
5. If the student's application for transfer is approved, the Dean of the intended Faculty issues a decision letter to transfer the student's study program.
6. The Dean's decision letter is addressed to the student concerned and copied to the Head of the Department, Study Program Coordinator, Dean, Head of the Student Affairs Subdivision and former Faculty alumni, as well as the Head of the Department and Coordinator of the intended Study Program, Head of BAKPK, Vice-Rector for Academic Affairs, and UPT-TIK.
7. The original Head of the Student Affairs and Alumni Subdivision of the Faculty and the Head of the Student Affairs and Alumni Subdivision of the Faculty intended to change the student status of the student concerned.

3.5.2.3 Moving Study Programs to Other Universities

UNDIKSHA students who wish to transfer their study program to another university must follow the following procedure.

1. Students ask for consideration from the PA, Study Program Coordinator and know the Head of the Department to change study programs.
2. Students apply to change study programs to the Rector through the Dean by attaching a letter of consideration as stated in point 1.
3. The Rector issues a transfer permit for the student concerned.
4. The Rector's decision letter is addressed to the student concerned and copied to the Study Program Coordinator, Head of Department, Dean, Head of Subdivision for Student Affairs and Faculty Alumni, Head of BAKPK, Vice-Rector for Academic Affairs, and UPT ICT.
5. The Head of the Student Affairs and Alumni Subdivision of the Faculty changes the student status of the student concerned.

3.5.2.4 Moving Study Programs from Other Universities

The procedure for transferring study programs from other universities to one of the Study Programs at UNDIKSHA is follows.

1. Students from other universities apply to the UNDIKSHA Rector to change study programs by attaching:
 - a. Excerpts from the KDN or *Kutipan Daftar Nilai* (Academic Transcript) for courses that have been taken, and

- b. A certificate stating that the student concerned is not subject to an academic penalty or other punishment at the original college.
2. The Rector considers accepting or rejecting the student's application by asking for input from the intended Study Program/Faculty.
3. If the student's application is rejected, the Rector issues a rejection letter addressed to the student concerned and copied to the original Rector of the university.
4. If the student's application is accepted, the Rector issues an acceptance letter addressed to the student concerned and copied to the Dean, Head of the Department, and the Coordinator of the intended Study Program, Head of BAKPK, Vice-Rector for Academic Affairs, and UPT ICT.
5. The Head of the Student Affairs and Alumni Subdivision of the Faculty records the student in the Faculty archive and enters the student's data into the UNDIKSHA educational system.

3.5.3 Advanced Programs

1. Diploma degree graduates from other tertiary institutions can be accepted into the Bachelors or Diploma degree at a higher level in the same or relevant Study Program.
2. Diploma III graduates can be accepted as undergraduate students in semester VII, Diploma II graduates can be accepted as undergraduate/Diploma degree students in semester V, and diploma I graduates can be accepted as undergraduate students in semester III.
3. The Coordinator of the study program determines the courses that must be taken by knowing the Head of the Department concerned.

3.6 Student Status

1. Active
Students who have done administrative and academic registration
2. Inactive
Students who do not carry out administrative and academic registration
3. Furlough
Not participating in educational activities on the proposal and with the approval of Dean or being dismissed by the system for not registering administratively
4. Pass
Have taken the entire study load set by the department/study program.
5. Move/Mutation
Students who propose to move at the request with the approval of the Dean for internal UNDIKSHA and external UNDIKSHA
6. Quit/Resign/Desist
Students who propose to resign in writing to the Dean
7. Pass Away
8. Drop Out

Students may be dropped out for several reasons, such as the below:

- a. Do not have the adequate academic ability
- b. Inactive status after academic furlough
Do not re-activate the student's status after taking academic leave until the end of the registration period.

- c. Inactive status for two consecutive semesters
 - d. Violate the rules of the institution
9. The procedure of college termination for violating the institution's rules is as follows.
- a. The Study Program Coordinator, known by the Head of the Department through the Dean, proposes to the Rector that the student concerned be declared dropped out. The proposal is accompanied by documents related to the reason for dropping out of college.
 - b. The Rector produces a decision letter for terminating the student concerned and copies it to the Study Program Coordinator, Head of Department, Dean, Vice-Rector for Academic Affairs, Head of BAKPK, and UPT-TIK or *Unit Pelaksana Teknis- Teknologi Informasi dan Komunikasi* (Technical Implementation Unit of Library Information and Communication Technology).
 - c. The Head of the Student Affairs and Alumni Subdivision of the Faculty changes the student status of the student concerned.

CHAPTER IV EDUCATION ORGANIZATION

4.1 Organized Education

UNDIKSHA currently provides academic education, professional education, and vocational education in educational and non-educational programs as a higher education institution. The education program organized by UNDIKSHA includes education levels with strata that refer to the KKNI, such as vocational/educational Program at the foundation degree level, academic education at the undergraduate level (bachelor degree), master, and doctoral level.

4.2 Learning Outcomes

The outcomes that UNDIKSHA graduates are expected to possess are formulated based on the values adopted by UNDIKSHA and refer to the KKNI, which includes faith and holiness; ultimate truth; scientific, educative, competitive, collaborative, character based on the *Tri Hita Karana* philosophy.

4.2.1 General Outcomes

In completing studies, all students are directed to develop all their potential to achieve the competencies that have been determined. Various general competencies that all UNDIKSHA students must perform include:

- a. Being pious to the Almighty God and be able to show a religious attitude;
- b. Mastering basic theoretical concepts, concepts of knowledge, and having professional abilities in the scientific field they are engaged in;
- c. Showing an attitude of responsibility for work in the field of expertise independently;
- d. Being 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 uses humanities values following their field of expertise;
- e. Being able to demonstrate independent, quality, and measurable performance;
- f. Being able to collaborate and adapt to individuals, groups, communities, work environments, and new situations encountered;
- g. It is being able to utilize information and communication technology to support the implementation of tasks.

4.2.2 Competence at Foundation Degree-Education Level

In general, competencies are expected to be possessed by graduates of the students in foundation-degree level are as follow:

- a. Mastering science, technology, and art and applying them professionally in daily life by the needs of society and national development.
- b. By Mastering science, technology, and art also developing and creating new science and technology following their field of expertise that is beneficial to people's lives and national development needs.
- c. They are mastering the principles of entrepreneurship to create jobs and compete in the work field, in the era of globalization.
- d. Capable to develop and adapt actively to various changes that arise and solve various problems related to their field of expertise.
- e. Able to be critical, innovative, dynamic, independent, open, highly dedicated, and cooperate with other parties for self-development and positive goals.

4.2.3 Competence at Bachelor Degree Education Level

Education at the bachelor degree education level emphasizes the mastery of academic knowledge that underlies professional work. Graduates at this level are expected to have the following abilities:

4.2.3.1 Bachelor Degree in Education Program

- a. Become a professional educator, have high educational and scientific abilities in science, and learn creatively, inspiring, innovative, motivating, challenging, and fun.
- b. Able to become a researcher in the field of Education and Learning in his field of science, which can conduct beginner-level research using scientific thinking logically to provide alternative problem-solving.
- c. Has an entrepreneurial spirit, such as being creative, honest, never giving up, hard work, and tenacious education.

4.2.3.2 Bachelor Degree in non-education Program

- a. Understand and master the knowledge, skills, and attitudes following their field of expertise in their work environment.
- b. Able to become competent experts/professionals, understand the scope of work, and utilize and develop technology-based information systems.
- c. Able to become a researcher in their field of expertise who has an understanding of theoretical and methodological aspects and upholds moral values in the development of science, technology, or art

4.3 Course Group

To form personality and professional expertise in education and non-education which is based on the Decree of the Ministry of Research, Technology and Higher Education Number 44-year 2015 concerning SNPT and Guidelines for Curriculum Preparation from the General Directorate of Learning and Student Affairs and Ministry of Research, Technology, and Higher Education Number: 255/B/SE/VIII/2016, the courses given to students are divided into 5 groups, namely:

- 1) MKWU or *Mata Kuliah Wajib Umum* (Compulsory Course),
- 2) MKIK or *Mata Kuliah Inti Keilmuan* (Core Study Course),
- 3) MKIP or *Mata Kuliah IPTEK Pendukung* (Supporting Science and Technology Course),
- 4) MKID or *Mata Kuliah IPTEK yang Dikembangkan* (Developing Science and Technology Course), and
- 5) MKPP or *Mata Kuliah Penciri Program Studi* (Study Program Specific Course)

4.3.1 MKWU

Compulsory Course is a group of courses to develop Indonesian people who believe and are devoted to the Almighty God, have noble characters, have strong and independent personalities, and have a sense of social and humanitarian responsibility. These courses must be offered and consist of: *Pancasila* Education, Religious Education, Citizenship Education, *Bahasa Indonesia*, English, *ISBD* or *Ilmu Sosial dan Budaya Dasar* (Basic Social and Cultural Studies) for STEM groups, IAD or *Ilmu Alamiah Dasar* (Basic Natural Sciences) for social humanities, and sports groups.

4.3.2 MKIK

Core Study Course is a group of courses that is primarily studied to provide a basis for mastering specific knowledge that strengthens the knowledge developed by the involved study program.

4.3.3 MKIP

Supporting Science and Technology Course is a group of subjects that support the implementation of the core scientific study programs with the aim of generating experts or skilled workers, both offered by the study program itself and across study programs. Taking courses across study programs requires a maximum of 6 tasks and a minimum of 3 credits.

4.3.4 MAID

Developing Science and Technology Course is a group of courses that specifically develop the implementation of the materials in the core of science.

4.3.5 MKPP

Study Program Specific Course is a group of studies that is specifically developed, by which one or several study materials relate to the core of science to become the course characteristics of the involved study program.

4.4 Curriculum Structure

4.4.1 Diploma-3 Education

Diploma-3 education offers a study load of between 108-120 credits. Its curriculum structure consists of a core curriculum that must be followed by all students. The courses taken by students are divided into 5 (five) groups namely: MPK or *Mata Kuliah Pengembangan Kepribadian* (Personality Development Course), which is mandatory general course, MKK or *Mata Kuliah Keilmuan dan Keterampilan* (Knowledge and Skill Course), MKB or *Mata Kuliah Keahlian Berkarya* (Work Skills Course), MPB or *Mata Kuliah Perilaku Berkarya* (Work Behavior Course), and MBM or *Mata Kuliah Kehidupan Bermasyarakat* (Social Life Course)

MKWU (at a minimum) consists of (a) Religion Education Course (2 credits), Civic Education Course (2 credits), *Pancasila* Education Courses (2 credits), Bahasa Indonesia Course (2 credits), and Sport Course (0 credit).

1. MPK is a group of courses to develop Indonesian people who believe and are devoted to the Almighty God. It has a noble character, solid personality, independence, and social and national responsibility as much as 10% of the total specified study load .
2. MKK is a group of studies, primarily aimed at providing a basis for mastering specific knowledge and skills.
3. MKB is a group of courses that aim to generate experts with work based on the mastered basic knowledge and skills, as much as 40% of the total specified study load.
4. MPB is a group of courses that aim to shape a person's attitudes and behaviors to work according to the expertise level based on the mastered basic knowledge and skills.
5. MBM is a group of studies needed by a person to understand the rules of social life following the choice of expertise in work, which is 60% of the total determined study load.

The course group proportion and Diploma-3 education's study load distribution in credits is presented in the following table.

Table 1. The course group proportion and Diploma-3 education's study load distribution in credits

Competency Element s	Learning Outcome				
	Attitude	Knowledge-Skill			
		General Knowledge-Skills of Study Program		Specific Knowledge-Skills of Study Program	
Personality Develop ment	* ≤ 10%				
Knowledge and Skills		**	≤ 40%		
Work Skills		**			
Work Behavio r				**	≥ 60%
Social Life				**	
Total credits	≤ 12 cr ed its	≤ 48 credits		≥ 72 credits	
	≤120 credits				

* offered in semester 1 and 2

** offered in semester 1 to 6

4.4.2 Bachelor Education

Bachelor education offers a study load of between 144-152 credits. Its curriculum consists of a core curriculum and elective curriculum programmed by all students. The courses are divided into 5 (five) groups, namely: MPK, which is a mandatory general course, MKK, MKB, MPB, and MBB.

MKWU (at a minimum) consists of (a) Religion Education Course (2 credits), Civic Education Course (2 credits), *Pancasila* Education Courses (2 credits), *Bahasa Indonesia* Course (2 credits), ISBD or *Ilmu Sosial dan Budaya Dasar* (Basic Social and Cultural Studies) for the STEM group (2 credits), IAD or *Ilmu Alamiah Dasar* (Basic Natural Sciences) for the social humanities group (2 credits), and Sports Courses (0 credit).

1. MPK is a group of courses to develop Indonesian people who believe and are devoted to the Almighty God. It has a noble character, solid personality, independence, and social and national responsibility as much as 10% of the total specified study load;
2. MKK is a group of studies, primarily aimed at providing a basis for mastering specific knowledge and skills;
3. MKB is a group of courses that aim to generate experts with work based on the mastered basic knowledge and skills, as much as 60% of the total specified study load;

4. MPB is a group of courses that aim to shape a person's attitudes and behaviors to work according to the expertise level based on the mastered basic knowledge and skills.
5. MBM is a group of studies needed by a person to understand the rules of social life following the choice of expertise in work, which is 40% of the total determined study load.

The course group proportion and Bachelor education's study load distribution in credits is presented in the following table.

Table 2. The course group proportion and Bachelor education's study load distribution in credits

Competition Elements	Learning Outcome				
	Attitude	Knowledge-Skill			
		General Knowledge- Skills of Study Program		Specific Knowledge-Skills of Study Program	
Personality Development	* ≤ 10%				
Knowledge and Skills		**	≥ 60%		
Work Skills		**			
Work Behavior				**	≤ 40%
Social Life				**	
Total sks	≤12 credits	≥ 91 credits		≤ 61 credits	
	< 152 credits				

* offered in semesters 1 and 2

** offered in semesters 1 to 6

4.5 SKS or *Sistem Kredit Semester* (Semester Credit Hours)

4.5.1 Definition

SKS or *Sistem Kredit Semester* (Semester Credit Hours) is the administration of education to state the students' study load, lecturers' workload, learning experience, and the burden of administering educational programs. A semester is a unit of time for the effective learning process for a minimum of sixteen and a maximum of eighteen weeks, including the mid-semester and final test.

4.5.2 Objectives

1. The semester credit hours generally aim at having universities throughout Indonesia to meet the demands of development more as it possibly presents varied and flexible

educational programs to give students more possibilities to choose programs towards a certain kind of professional level demanded by the development.

2. Specific Objective
 - a. Providing opportunities for students who are capable and active in learning to complete their studies as soon as possible.
 - b. Providing opportunities for students to participate in educational activities according to their interests, talents, and abilities.
 - c. Facilitating efforts to adapt the curriculum to the development of science and technology.
 - d. Providing the possibility by which the evaluation system for student learning progress can be implemented appropriately.
 - e. Enabling credit transfer programs between study programs.
 - f. Enabling student transfer programs from one college to another through credit transfer programs.
 - g. Efficiency and effectiveness of resources, facilities, and infrastructure.

4.5.3 Semester Credit Unit

1. SKS or *Satuan Kredit Semester* (Semester Credit Unit) is a learning experience's appreciation measure gained during one semester through scheduled activities per week involving 1 hour of lectures, 2 hours of practicum, and 4 hours of fieldwork. Each of them is administered by approximately 1-2 hours of structured activities and about 1-2 hours of independent activities.
2. One credit load is obtained after the students participate in three types of activities, namely (1) face-to-face activities (theory or lectures/practicums/fieldwork), (2) structured activities, and (3) independent activities; each has its time allotment which is presented in Table 3.

Table 3. Credit Load

Form of activity	Face-to-face (minutes)	Structured (minutes)	Independent (minutes)	Total of time (minutes)	Credit
Theory/Lecture	1 x 50	60	60	170	1
Practicum	2 x 50	60	60	220	1
Fieldwork	4 x 50	60	60	320	1

Description:

- 1) Face-to-face activities are weekly scheduled with teaching staff in the classroom, laboratory, or field.
- 2) Structured activities are not scheduled but planned by teaching staff and students in the form of homework, practice questions, consultations, and the like.
- 3) Independent activities are activities carried out by students independently to explore or prepare an academic task; for example, reading reference books.

4.5.4 Study Load in One Semester

1. Two factors need to be considered in determining a student's study load in one semester: the average of daily work and individual abilities.
2. In general, people work an average of 6-8 hours a day in six days. However, a student is required to take longer than the average. If a student usually works 6-8

hours during the day and 2 hours at night in six days, then he/she is estimated to have 8-10 hours of study time a day or 48-60 hours a week.

3. The value of one credit is equivalent to 3 hours of work so that the student's study load for each semester will be equal to 19-20 credits or an average of 18 credits.
4. For the odd semester of the first year, all students are given the same credit load, which is about 20-22 credits. To ensure the student's learning success, the credit load for the next semester is determined by the results of studies in the previous semester as reflected in IP or *Indeks Prestasi* (Grade Point). The credits range that can be programmed according to the IP obtained is 12-24, with details listed in Table 4.4.
5. IP is calculated by the following formula.

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

Description: IP = Grade Point

$\sum KN$ = The number of credit weight multiplied by the value

$\sum K$ = The number of taken credits

6. To ensure the success of student studies, the study load to be programd must be following their abilities as reflected in the IP with a range of 12-24 sks/semester. Here are the total programmable credits according to IP.

Table 4. The programmed credit range according to IP

IP	The total programmed credits
$IP \geq 3.0$	21 – 24
$2,5 \leq IP < 3,0$	18 – 20
$2,0 \leq IP < 2,5$	15 – 17
$IP < 2,0$	12 – 14

4.5.6 Intermediate Semester

The intermediate semester program is carried out for at least eight weeks with a maximum study load of 9 credits held between even semesters and odd semesters. If it is done in the form of lecturing, the face-to-face activities are conducted at least at 16 meeting times, including the mid-semester and final test.

4.5.7 Package System

Package System is an education administration system, in which the students' study load in each semester has been determined in one package without considering the grade point achieved in the previous semester. This system only applies to Diploma-3 Programs (D-III)

4.5.8 Advanced Student Study Load

Diploma-3 students who wish to continue to the advanced bachelor program at UNDIKSHA should have a diploma certificate from the linear study program

(education to education, and non-educational to non-educational). The amount of credits that have been obtained at diploma level can be equalized according to the valid curriculum when the students were admitted in UNDIKSHA. The respective study program regulates students' courses following the applicable curriculum provisions.

4.5.9 Credit Transfer

Credit transfer program is a number of credits diversion or recognition of the courses taken from other study programs into the relevant or equivalent courses in the study program followed. This program can be followed by active students who have registered administratively and academically following the applicable regulations at UNDIKSHA. It must be approved by the intended study program and determined through the Dean's decree. It can be done through credit transfer/recognition with other study programs within UNDIKSHA or from other universities in the country and abroad.

4.5.10 Total of Semester Credit Units and Study Time

The education program's study load in academic education (bachelor, master, doctoral programs), professional education, and UNDIKSHA vocational education is described as follows.

- a. UNDIKSHA Diploma-3 program offers study loads of minimal 108 credits and maximal 120 credits, with a maximum of 4 year study time.
- b. UNDIKSHA Bachelor program offers study loads of minimal 144 credits and maximal 152 credits, with a maximum of 6 year study time.

CHAPTER V LEARNING PROCESS

Each study program must complete learning achievement targets as a form of accountability of program implementation towards the stakeholders. They are not only a formulation of learning objectives to be achieved and possessed by all graduates but also a statement of graduate quality. To obtain the learning outcomes, the learning implementation must meet the standard of learning process, which is the minimum criterion regarding the implementation in a study program. The standard of the learning process includes the characteristics of the learning process, the learning process planning, the implementation of the learning process, and student learning load.

5.1 Characteristics of the Learning Process

The learning process at UNDIKSHA is interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centered.

1. Interactive learning process occurs when the learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.
2. The learning process is holistic when it forms a comprehensive mindset by internalizing local and national excellence and wisdom.
3. Integrative learning process can be created by achieving the overall learning outcomes through an integrated learning process in a unified program using an interdisciplinary and multidisciplinary approach.
4. Scientific learning process means that the learning outcomes are achieved through a learning process that prioritizes a scientific approach to create an academic environment based on a system of values, norms, and scientific principles and uphold religious and national values.
5. Contextual learning process refers to the achieved learning outcomes by adapting the learning process to the demand of problem solving ability in accordance with their expertise.
6. Thematic learning process is characterized by the achieved learning outcomes through the adaptation of the learning process to the scientific characteristics of the study program and is linked to real problems through a transdisciplinary approach.

7. Effective learning process occurs when the learning outcomes are achieved effectively by emphasizing the internalization of the material correctly and adequately in an optimum period.
8. Collaborative learning is shown when the learning outcomes are achieved through a collaborative learning process that involves interaction among learners to produce the capitalization of attitudes, knowledge, and skills.
9. Student-centered learning is characterized by the achieved learning outcomes through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as develops independence in seeking and finding the knowledge.
10. One credit in the learning process involving lectures, tutorials, and responses consists of 50 minutes, 60 minutes of structured assignments, and 60 minutes of independent activities per week per semester.
11. One credit in the learning process involving seminars or other forms consists of 100 minutes per semester and 70 minutes of independent activities per week per semester.
12. One credit in the learning process involving practicum, studio practice, workshop practice, field practice, research, community service, or other similar learning processes are taken within 170 (one hundred and seventy) minutes per week per semester.
13. The learning process reflects the application of *Tri Hita Karana* values.
14. The learning process also provides global insight into the subjects.

5.2 Learning Process Planning

The learning process is prepared for each subject and presented in RPS or *Rencana Pembelajaran Semester* (Semester Learning Plan). It is determined and developed by lecturers independently or together in a group of experts in science and technology in the study program. The document contains at least:

1. The name of the study program, the name and code of the course, semester, credits, the lecturer;
2. The learning outcomes that are charged to courses;
3. Learning output planned in each learning stage to meet the learning outcomes;

4. Study materials related to the qualifications to be achieved;
5. Learning methods;
6. The time allotment provided to achieve the ability in each learning stage ;
7. Student learning experience embodied in the description of tasks that students must do for one semester;
8. Criteria, indicators, assessment weights, and a list of references used.
9. Materials and values of *Tri Hita Karana* will be delivered for one semester according to the emphasis of each faculty; and
10. International standard learning sources.

RPS must be reviewed and adjusted periodically to develop science and technology. In addition, lecturers, independently or together in a group of experts in a study program, must build lecture teaching materials equipped with learning media and learning evaluations. Teaching materials are lecture materials compiled based on the design contained in the RPS. They are further descriptions of the RPS that reflect scientific principles, are relevant, systematic, consistent, adequate, actual and contextual, and comprehensive. Teaching materials prepared by lecturers are expected to combine both national and international standard material. Learning media as learning aids consist of audio-visual, graphic, internet, or other media. The learning evaluation consists of developing the blueprint, preparing the instruments and rubric, and scoring guidance.

5.3 Implementation of the Learning Process

The implementation of the learning process involves the interaction between lecturers, students, and learning resources in a particular learning environment. It is carried out based on RPS according to the characteristics of the learning process. The learning process in the form of curricular activities must be carried out in a systematic and structured manner through various courses and with a measurable learning load. In addition, the learning process must use an effective learning method based on the approach (Student-Centered Learning) following the characteristics of the course to achieve specific abilities that have been determined in the course in a series of fulfilling the learning outcomes. The learning methods include:

1. Collaborative learning;

2. Cooperative learning;
3. Project-based learning;
4. Problem-based learning and inquiry;
5. Role-playing and simulation;
6. Case studies;
7. Small group discussion;
8. Learning;
9. Laboratory learning; or
10. Other learning methods which effectively facilitate the achievement of the learning outcomes.

Each course can implement one or a combination of several learning methods and is accommodated in learning activities. They can be lectures, responses, tutorials, seminars and practicums, studio practices, workshop practices, or field practices. Apart from being accommodated in such activities for diploma and bachelor programs, it is also mandated to do research. Especially for bachelor programs, they are required to carry out community service.

Doing research as a learning process is a student activity under guidance of a lecturer in the context of developing the knowledge, skills and improving the public welfare and nation competitiveness, which is actualized in Final Project and Thesis. Meanwhile, community service is a student activity under the guidance of lecturers to utilize science and technology to promote the public welfare and enrich the nation's life. This learning form is realized in KKN or *Kuliah Kerja Nyata* (Community Engagement Program) courses.

The implementation of the learning process through curricular activities for each subject is carried out under the following conditions.

1. In one semester, the effective learning is carried out in 16 (sixteen) weeks, including mid-semester tests and final tests as learning evaluations. Student learning load for each course is stated in credits, by which one credit is equivalent to 170 (one hundred and seventy) minutes of learning activities per week per semester.
2. At the first meeting of the lecture, the Semester Learning Plan (RPS) must be delivered.

3. The instruction language used in the learning process is Indonesian standard. Regarding the learning process in regional language study programs, foreign languages, or special classes, the lecturers can use the language according to their specificity.

5.4 Assessment of Learning Process and Outcomes

Assessment of student learning processes and outcomes must meet the educative, authentic, objective, accountable, transparent, and timely principles, which are carried out in an integrated manner. The educational assessment is an assessment that motivates students to improve planning and learning methods and achieve their learning outcomes. The authentic assessment is oriented towards a continuous learning process and learning outcomes that reflect student abilities during the learning process. The objective assessment is based on a standard between lecturers and students and has no evaluation subjectivity. The accountable assessment is an assessment that follows clear procedures and criteria that has been agreed since the beginning of the lecture and understood by students. The transparent assessment is done where all stakeholders can access the processes and results of the evaluation. The assessments must provide on-time feedback to students to be used as a basis for the improvement of material understanding.

Assessment techniques used during the learning process include observation, participation, performance, written tests, oral tests, and questionnaires. Meanwhile, the assessment instrument can be a process-based evaluation in the form of a rubric and a product-based evaluation in the form of portfolio or design work. Observation can be done as an assessment technique to assess students' attitudes. Students' knowledge mastery, general skills, and specific skills is assessed by selecting one or combining these various assessment techniques and instruments. The final result of the assessment is the integration of the various assessment techniques and instruments used as stated in the RPS. The learning assessment mechanism consists of:

1. Compiling, conveying, agreeing on stages, techniques, instruments, criteria, indicators, and assessment weights between assessors and those who are being assessed according to the lesson plan;
2. Carrying out the assessment process based on the stages, techniques, instruments, criteria, indicators, and assessment weights that contain the assessment principles ;
3. Providing feedback and opportunities to question the assessment results to students; and
4. Documenting the assessment of student learning processes and outcomes in an accountable and transparent manner.

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

1. It must comply with the assessment procedure, including the planning stage, activities for assigning tasks or questions, observing performance, returning the results of observations, and giving final grades. The planning stage can be carried out through a gradual assessment or reassessment.
2. It is carried out by the lecturers or the team by involving students and relevant stakeholders.
3. Students' daily scores, mid-semester test scores, and final test scores are the consideration of doing the evaluation.
4. The assessment process of PPL/PKL, KKN, and Final Project/Thesis is regulated in separate provisions.
5. Students with educational study programs must take PPL courses, while non-educational program students take PKL courses.
6. The final examination is conducted programmatically by the study programs/departments/sections/faculties/universities according to the current academic calendar year.
7. As a form of accountability for implementing learning assessments, lecturers are obliged to enter students' final scores of each lesson in SIAK or *Sistem Informasi Akademik* (Academic Information System) and ensure their validity within the deadline specified in the academic calendar.

5.5 Learning Reporting and Monitoring

Monitoring the learning process is an activity carried out by the study programs/departments/faculties/universities to maintain the quality of learning implementation.

1. Lecturers in charge of courses report learning activities through SIAK.
2. It is carried out by the heads of the study program/department/section, vice-dean of the academic field, Dean, vice-rector of academic field periodically and in stages.
3. Learning reports is done by the lecturers in the form of LPPH or *Laporan Pelaksanaan Perkuliahan Harian* (Daily Lecture Implementation) which is conducted online through SIAK (siak.UNDIKSHA.ac.id) or offline by using the lecture journal sheets provided.
4. Learning monitoring includes the number of meetings conducted and the compatibility between the material listed in the lesson plans and the material presented in the lesson.
5. LPPH involving student attendance and learning materials must be filled out by the lecturer. Each LPPH must obtain verification and validation from one of the students participating in the lecture. It is done no later than one day after the learning process takes place.
6. At the end of the semester, the university provides a questionnaire to measure the performance of lecturers in learning and student satisfaction in academic services that must be filled out by students online in the Academic Information System before they access their study results data.
7. Monitoring results are analyzed and reported by the Faculty Quality Control Group to the Quality Assurance Center as an academic evaluation.

CHAPTER VI FIELD PRACTICE LECTURE

6.1 PPL or *Praktik Pengalaman Lapangan* (Teaching Practicum)

PPL is defined as a training program to apply various knowledge, skills, and attitudes to form teacher professionalism based on the demands of IPTEKS or *Ilmu Pengetahuan Teknologi dan Seni* (Science, Technology, and Arts) according to the needs of National Education Law. From the definitions above, it can be concluded that PPL is a program that requires the capability application and is integrated from all previous learning experiences into a training program. This program includes teaching performance in relation to teaching positions, teaching activities, and other teaching duties. These activities are carried out in stages and integrated into field orientation, limited training, guided training, and independent training, which are systematically scheduled and collaboratively facilitated by the Supervisor and the Teacher Supervisor .

6.1.2 Purposes of PPL

The general purpose of PPL is as a place for the students who will be the teacher candidates to practice the ability to demonstrate their teaching performance in real situations, both in teaching activities and other teaching duties, according to the demands of national education standards/institutions. While specifically, this program aims the students to:

- (1) carefully identify the physical, administrative, academic, school socio-psychological environment and the developed management system;
- (2) master and be able to develop aspects of pedagogic competence in various basic teaching skills;
- (3) apply teachers' multiple professional abilities in a complete and integrated manner in real situations;
- (4) be able to develop personal and social aspects in the school environment; and
- (5) conclude educational value based on their appreciation and experience during the training through doing reflection and reporting the results.

6.1.3 The Principles of PPL Implementation

Teaching Practicum is implemented gradually and integrated with the following principles.

- (1) Teaching Practicum can be done both domestically and abroad.

- (2) Teaching Practicum that is implemented domestically is based on the shared responsibility between UNDIKSHA as an educational institution (producer) for teachers candidates and Provincial Education Department and its staff as users (consumers) done collaboratively in a mutually beneficial partnership to carry out the national education mission.
- (3) Teaching Practicum implementation abroad is based on the shared responsibilities between UNDIKSHA and partner institutions abroad.
- (4) Teaching Practicum implementation abroad is further regulated in the Rector's regulation.
- (5) Students of Teaching Practicum must be guided intensively and systematically by the Supervisor, Teachers and Supervisor who are qualified for it and the students' creative efforts in developing their competencies as professional teacher candidates.
- (6) Students of Teaching Practicum do not function as substitute teachers.
- (7) Teaching Practicum is carried out in schools (TK or *Taman Kanak-Kanak* (Kindergarten), SD or *Sekolah Dasar* (Elementary School)/MI or *Madrasah Ibtidaiyah*, SMP or *Sekolah Menengah Pertama* (Junior High School)/MTs or *Madrasah Tsanawiyah*, SMA or *Sekolah Menengah Pertama* (Senior High School)/SMK or *Sekolah Menengah Kejuruan* (Vocational School)/MA or *Madrasah Aliyah*) for 12 weeks (equivalent to one semester) which two weeks of Teaching Practicum I (Environmental Introduction Program), and ten weeks of Teaching Practicum II (5 weeks for orientation as well as guided practice, four weeks for independent practice, one week for the exam as well as farewell). During training schools, the student of Teaching Practicum II must actively participate in various school activities to absorb different experiences as reliable teacher candidates. Especially for the Technology Instructional, Informatics Engineering Education, and Guidance and Counselling study program adjusted to the demands of the curriculum in TK/, SD/MI, SMP/MTs, SMA/SMK/MA.
- (8) The implementation of Teaching Practicum II uses a semester block system, which means that while participating in Practicum II activities, students are not allowed to take part in lecture activities.

- (9) While participating in Teaching Practicum activities, students are under the Headmaster, Supervisor teachers, and Supervisors while remaining under the coordination of the Head of LPPPM.
- (10) During the Teaching Practicum activities, students who are unable to attend can ask for permission from the Headmaster with the knowledge of the leader of LPPPM, as evidenced by a certificate.
- (11) At the beginning of the Teaching Practicum implementation, the students were officially handed over by the Rector to the Head of the Education department. The Head of the Education Department handed over the Teaching Practicum students to the Headmaster of the partner School.
- (12) At the end of the Teaching Practicum activity, the students are released/handed back to the Head of Education Department by the partner school. The Head of Education Department gives the students to the Rector.
- (13) Teaching Practicum is implemented concerning Law no. 20 of 2003 concerning the National Education System, PP No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education and the UNDIKSHA Academic Manual.

6.1.4 Selection of Schools for Training

The success of the Teaching Practicum is also determined by the quality and agreement of the school where the student who is the teacher candidates practice. This statement is understandable because the student-teacher candidates are in school for approximately three months, experiencing academic, social, and personal life. They are also guided by their supervisor, teacher, and Headmaster. Therefore, it is necessary to choose a school with the requirements as an excellent place to practice.

Following the principle of vertical and horizontal flexibility of the Bachelor's Degree curriculum, students can gain teaching authority in TK/RA, SD/MI, SMP/MTs, SMA/SMK/MA. For this reason, the school that has been prepared as a place for training are TK (for PGPAUD or *Pendidikan Guru Pendidikan Anak Usia Dini* (Teacher Education for Early Childhood Education)), SD/MI (for PGSD or *Pendidikan Guru Sekolah Dasar* (Primary School Teacher Education)), SMP/MTs and SMA/SMK/MA (for other study programs at Bachelor Degree level)). Especially for the Information Engineering Education, Instructional Technology, and Guidance and Counseling Study

Program (Bachelor Degree), it is adjusted to the demands of the curriculum in SMP/MTs and SMA/SMK/MA.

The schools used for Teaching Practicum are the schools that have received approval from the Head of the local Education and Sports Department by taking into account the potential and commitment of the Headmaster, along with staff who adequate facilities and infrastructure support.

6.1.5 Scheduling

Scheduling includes setting the time for implementing tasks and activities of students, supervisor teachers, and supervisors in each stage of Teaching Practicum activities. Scheduling the implementation of Teaching Practicum is carried out in stages, integrated, and intact over a period. The Teaching institution and the school regulate Practicum Implementation Activities and Schedule as shown in table 5.

Table 5. Activities and Schedule of Teaching Practicum Implementation with an Integrated Phased System 1

No.	Type of Activities	Schedule	Time	Place
1	Teaching Practicum I	Beginning of Semester 3	2 Weeks	School
2	Teaching Practicum II includes:			
	a Observation-Orientation	Semester 7/8, Week I	1 Week	Training school
	b Guided Training	Semester 7/8, Week II – V	± 4 Weeks	Training school
	c Independent Training	Semester 7/8, Week VI-IX	± 4 Weeks	Training school
	d Exam and Farewell	Semester 7/8, Week X	1 Week	Training school

***) Notes.**

Students who do not fulfil the requirements for passing Teaching Practicum by the time limit are allowed to make repairs for a maximum of 2 weeks by the agreement of the and Supervisor and Supervisor teacher. If the person concerned does not fulfil the minimum

graduation requirements in the extension of the practice, the student is considered a failure.

6.1.6 Monitoring

Based on the schedule, teaching Practicum II monitoring is carried out regularly in schools. This monitoring is done at least once during Teaching Practicum. LPPPM makes a monitoring schedule by involving the assigned monitoring team. Monitoring results are used to evaluate the implementation of Teaching Practicum activities. Teaching Practicum monitoring and evaluation refers to the Rector's Regulation.

6.1.7 Supervisor Lecturer Requirements

Teaching Practicum Supervisor Lecturers are UNDIKSHA permanent lecturers who fulfil the following criteria.

- a. At least have a functional position of Expert Assistant.
- b. Have a commitment to the duties as a Supervisor Lecturer
- c. Have attended Teaching Practicum coaching pattern training.

6.1.8 Supervisor Teacher Requirements

A supervisor teacher is a teacher proposed by the Headmaster to be a supervisor for the Teaching Practicum students who meet the following criteria.

- a. The teacher status is permanent and preferably has an educator certificate.
- b. Has served at least five years or has a minimum position of adult teacher.
- c. Experience in nurturing appropriate subjects.
- d. Have a commitment to the duties as a supervisor teacher.
- e. Have attended Teaching Practicum coaching pattern training.

6.1.9 Procedure for Determining Supervisors Lectures and Supervisors Teachers

The determination of supervision lecturers and supervisor teachers is described as follows.

(1) Determination of Supervisor Lecturers

The procedure for determining the Teaching Practicum Supervisor Lecturers is as follows.

- a. LPPPM asks Supervisor Lecturer candidates to Faculties/Departments.
- b. LPPPM selects and assigns Supervisor Lecturers based on predetermined criteria in coordination with the Faculties/Departments.

- c. If the Supervisor Lecturer candidates have previously been determined but are not present at the briefing session, the person concerned is replaced following the established procedure.

(2) Determination of Supervisor Teachers

The procedure for determining the Teaching Practicum Supervisor Teachers is as follows.

- a. LPPPM asked the Supervisor Teachers candidates to the headmaster.
- b. LPPPM selects and assigns Supervisor Teachers based on predetermined criteria in coordination with the headmaster.
- c. If the Supervisor Teachers candidates have previously been determined but are not present at the briefing session, the person concerned is replaced following the established procedure.

6.1.10 Briefing Session of Supervisors Lectures/Teachers

- a. The briefing session of Supervisors Lectures/Teachers is done before implementing the Teaching Practicum.
- b. Supervisors Lectures/Teachers must attend the full schedule of the briefing session.

6.1.11 Requirements for Teaching Practicum Participants/Students

The teacher candidates who are eligible to participate in Teaching Practicum activities are students who have to fulfill the following requirements.

- (1) Have passed the course of development of a teaching program in the field of study (Micro-Teaching).
- (2) Have accumulated a credit hours score of at least 120 credits with a minimum grade of C.
- (3) Already follow the Teaching Practicum I with proof of certificate from LPPPM.
- (4) Have attended the Teaching Practicum briefing session in full.

6.1.12 Teaching Practicum Registration

Students who program Teaching Practicum II must register online through the Teaching Practicum information system.

6.1.13 Implementation of Teaching Practicum I

Teaching Practicum I is a program that aims to get initial information related to school learning activities that students can later use as input in participating in micro-learning programs on campus. Teaching Practicum is carried out in schools within two weeks before entering the third semester. Students can carry out Teaching Practicum I activities independently or in groups (maximum ten people) by bringing a cover letter and assignment letter from LPPPM to the selected school. The Headmaster of the school will follow up by appointing a Supervisor Teacher.

The Teaching Practicum students must follow the following steps.

- (1) Register online at the Teaching Practicum Information System;
- (2) Participate in entire briefing session organized by LPPPM;
- (3) Receiving files, consisting of cover letter from LPPPM, Teaching Practicum guidebook, Teaching Practicum technical instructions book, daily journal sheets, the charter for supervisor teachers and Headmaster, data instruments, and other formats.

6.1.14 Basic Teaching and Guidance Skills

The introduction of the basic skills taught to students in Micro Teaching course held on campus before the student as teacher candidates doing a structured Teaching Practicum at school. In micro-teaching course, students practice mastering various basic teaching skills through simulation (*peer-teaching*).

Micro Teaching is carried out with the following provisions: (1) study groups consist of 6-10 people who are guided by a lecturer unless there is a particular policy of Vice-Rector 1; (2) using a clinical supervision approach; (3) the time allotted for each student is 15 minutes including giving feedback. If students have not mastered the skills, then these skills need to be retrained. Implementation of Micro Teaching refers to the Micro-Learning Guidebook created by the Integrated Education Laboratory.

The detailed procedure for implementing Teaching Practicum II can be seen in the technical guidelines for implementing Teaching Practicum II.

6.2 PKL or *Praktik Kerja Lapangan* (Fieldwork)

Fieldwork is one of the mandatory courses in education programs and non-education programs. PKL is a course implemented in DUDI or *Dunia Usaha dan Dunia Industri*

(The Business World and the Industrial World) or other agencies relevant to the scientific field developed in each study program to build insight and skills, and work attitudes.

6.2.1 Fieldwork Purpose

In general, the Fieldwork aims to:

- (1) Improve students' knowledge, skills, and work attitudes following their scientific fields.
- (2) Opening students' insight into employment opportunities that can be entered when they have finished their studies.
- (3) Opening opportunities for students to enter the world of work where they have done the Fieldwork.

6.2.2 Length Time of Fieldwork

The length of time for implementing Fieldwork is adjusted to the credit hours for the Fieldwork course in each study program.

6.2.3 Determining the Location of Fieldwork

Each study program determines the location of Field Work according to their needs.

6.2.4 Fieldwork Student Requirements

Students must fulfill the following requirements to be eligible to take Fieldwork courses. Students of academic education programs are allowed to take Fieldwork courses if they already have a Credit Hours of at least 96 Credit Hours stated in the form of a transcript that the authorized official has approved.

- (1) Vocational education program students are following the appearance of Fieldwork in the curriculum of the relevant study program.
- (2) Other provisions that have not been regulated in the academic guidelines will be regulated in the Fieldwork technical instructions.

6.2.5 Supervisor Lecturers Requirements

Teaching Practicum Supervisor Lecturers are UNDIKSHA permanent lecturers who fulfill the following criteria.

- d. At least have a functional position of Expert Assistant.
- e. Have a commitment to the duties as a Supervisor Lecturer
- f. Have the ability and experience in carrying out field guidance
- g. Have attended the Fieldwork briefing session.

6.2.6 Determination of Work Field 1 Supervisor Lecturers

The procedure for determining Work Field 1 Supervisor Lecturers is as follows.

- a. LPPPM asks Supervisor Lecturer candidates to Faculties/Departments.
- b. LPPPM selects and assigns Supervisor Lecturers based on predetermined criteria in coordination with the Faculties/Departments.
- c. If the Supervisor Lecturer candidates have previously been determined but are not present at the Fieldwork briefing session, the person concerned is replaced based on the established procedure.

6.2.7 Duties of Fieldwork Supervisor Lecturers

The duties of the supervisor lecturers are as follows.

- (1) Assisting students in the preparation of the Fieldwork program;
- (2) Regularly Guiding the students in the specified time;
- (3) Guiding students in making reports on Fieldwork activities;
- (4) Checking student attendance;
- (5) Checking student activities in the daily activity book;
- (6) Carrying out an assessment;
- (7) Informing various policies of LPPPM; and
- (8) Accompanying students in farewell activities.

6.2.8 Fieldwork Briefing Session

The Briefing Session of Fieldwork is intended to add insight related to things that support activities during Fieldwork and the achievement of the objectives of Fieldwork activities.

The briefing session for Fieldwork is held with the following goals:

- (1) Students can deepen the aims and objectives of Fieldwork.
- (2) Students have institutional insight.
- (3) Students have knowledge of ethics in behaving in Fieldwork.
- (4) Students are equipped with knowledge about analyzing problems and ways to solve them.
- (5) Students can work in a team with employees in Fieldwork.
- (6) Students understand the administration of Fieldwork activities.

The briefing session is carried out for a day with a schedule determined by the Fieldwork implementing committee and coordinated with LPPPM.

The implementation of the Fieldwork student briefing session is divided into two stages, namely:

- (1) Briefing session of general material (Fieldwork policies, institutional insight, ethics, and administration of Fieldwork)
- (2) Briefing session of specific material related to the field of science that is occupied that supports Fieldwork activities.

The resource persons in the briefing session are determined by the Fieldwork implementing committee, both from internal UNDIKSHA or from agencies/professions outside UNDIKSHA, following the required scientific/skills field.

6.2.9 Fieldwork Student Placement

The placement of Fieldwork students is carried out after the briefing session and is adjusted to the number, field of expertise characteristics, and the needs of partners.

6.2.10 Guidance and Monitoring

Guidance and monitoring are carried out programmatically by the supervisor lecturer when visiting the location of Fieldwork. The supervisor lecturer carries out a minimum of 3 (three) times. At the same time, monitoring activities by the Monitoring Team are assigned based on the Rector's Decree at least 1 (one) time.

6.2.11 Fieldwork Student Report

The Fieldwork report includes a description of programs and activities during Fieldwork based on the specified format in the Fieldwork technical instructions. The Fieldwork report, before being tested, must go through a mentoring process by the Fieldwork supervisor lecturer. The Fieldwork report is ready to be tested after obtaining the supervisor's approval.

6.2.12 Fieldwork Examination

The Fieldwork examination is conducted through an in-static and in-dynamic process. In-statically, the assessment test includes report systematical, written language, relevance and scope of library sources with study issues, data completeness, discussion according to problems, conclusions according to objectives, and originality of the report. In-dynamically, the assessment includes presentation and accountability for written information. The Fieldwork examination

can also be done with a different process according to the characteristics of the study program.

6.2.13 Fieldwork Assessment

The assessment of the Field Work program implementation includes the following components:

- (1) Student Activities in the Field of Work 1 field are assessed by the supervisor, referred to as Fieldwork scores. As for the aspects evaluated in Fieldwork activities, namely: discipline, creativity, cooperation, honesty, courtesy (manners), work spirit, tenacity/perseverance, and responsibility.
- (2) Reports and test results assessed by the Fieldwork testing team, after this referred to as Fieldwork scores

The aspects assessed are:

- 1) In static aspect
 - a. Report systematical
 - b. written language
 - c. Relevance and scope of library sources with study issues
 - d. Completeness of data
 - e. Discussion according to the problem
 - f. Conclusion on purpose
- 2) In dynamic aspect
 - a. Presentation
 - b. Accountability in the form of questions and answers

6.2.14 Assessment Mechanism

- a. Fieldwork Supervisor Lecturers give student performance assessments using the assessment sheet provided. The Fieldwork Examiner Team evaluates students' reports and accountability for reports written at the time of taking the Fieldwork examination using the assessment sheet provided.
- b. The assessment of Fieldwork is inputted online through the Fieldwork Information System by the Supervisor Lecturer and the Field Work testing team.

6.3 KKN or *Kuliah Kerja Nyata* (Community Engagement Program)

Community Engagement Program is an extracurricular activity that provides students with experience living within society and implementing their acquired

knowledge on IPTEKS UNDIKSHA's set of Community Engagement Program is one of the compulsory courses. Through the Community Engagement Program, students are expected to hone social and emotional intelligence and learn to identify problems faced by the community and provide solutions. Students are also likely to practice IPTEKS and are willing to devote themselves to the benefit of humanity in general and rural communities in particular.

6.3.1 Community Engagement Program Purpose

Community Engagement Program of UNDKSHA aims to:

- 1) Provide valuable learning experiences to students through direct involvement in the community to find, formulate, study, recognize the potential of the target community, organize the community, solve, and tackle community development problems rationally by fostering motivation to utilize their strengths.
- 2) Provide opportunities for students to develop thinking based on IPTEKS in a collaborative and multidisciplinary manner to grow, accelerate the movement, and prepare development cadres.
- 3) Increase students' empathy and concern for the problems faced by the community.
- 4) Improving nationalism and the spirit of Pancasila, tenacity, work ethic, responsibility, independence, leadership, and entrepreneurship, as well as broadening students' horizons.

6.3.2 Characteristic of Community Engagement Program

Community Engagement Program is a compulsory course for academic education programs with three credit hours. Community Engagement Program can be done at domestic or abroad. Further provisions on Community Engagement Program abroad are regulated in the Rector's regulation.

6.3.3 Community Engagement Program Implementation

The UNDIKSHA Community Service Program is under the responsibility of the Rector, whose implementation is coordinated by the LPPPM. The Community Engagement Program is technically carried out by the Community Engagement Program Center in coordination with related parties.

6.3.4 Participants and Time of Community Engagement Program

Community Engagement Program participants are actively registered in the relevant academic year and fulfill the specified requirements. Students who take part in Community Engagement Program are determined by the Committee based on:

- a) The request of the student concerned;
- b) Fulfill the specific requirements that the Rector and the Committee have set;
- c) Other provisions determined by the Committee.

Community Engagement Program is carried out 1 (one) time a year, program in odd semesters and carried out in early July to mid-August.

The Community Engagement Program is implemented with a block system that requires students to be in the whole village for five weeks.

6.3.5 Community Engagement Program Supervisor Lecturers Requirements

Community Engagement Program Supervisor Lecturers is a permanent lecturer at UNDIKSHA who requires the following criteria.

- a. At least have a functional position of Expert Assistant.
- b. Commit to the assigned tasks.
- c. Follow the briefing session of the implementation of KKN activities.
- d. Determination of Community Engagement Program Supervisor Lecturers

6.3.6 The procedure for determining the Community Engagement Program Supervisor Lecturers is as follows.

- a. LPPPM asks Supervisor Lecturer candidates from Faculties/Departments.
- b. LPPPM selects and assigns Supervisor Lecturers based on predetermined criteria in coordination with the Faculties/Departments.
- c. If the Supervisor Lecturer candidates who have previously been determined but is not present at the Community Engagement Program briefing session, the person concerned is replaced the establishment procedure.

6.3.7 Duties of Supervisors

The duties of the supervisor lecturer are as follows.

- a) Guiding how to make Community Engagement Programs and work plans.
- b) Arranging time and place for guidance/discussion with guidance students.
- c) Together with students, carry out observations to the villages where the Community Engagement Program is located.

- d) Carry out mentoring for students in the village where Community Engagement Program is located to provide direction in solving problems faced by students.
- e) Assessing student performance and discipline.
- f) Participate in a farewell event in the village where Community Engagement Program is located.

6.3.8 Guidance and Monitoring

Guidance and monitoring of Community Engagement Program students in the field aim to ensure that student activities are directed and carried out properly according to the plan. The Community Engagement Program STUDENT ADVISORY mechanism is as follows.

- 1) Supervision and guidance of students in the field are carried out by:
 - a. Head of sub district and Village Head;
 - b. Supervisor Lecturer and Community Engagement Program Committee;
 - c. Rector and other leaders.
- 2) The Community Engagement Program committee, together with the Supervisor Lecturer, hold regular meetings every two weeks to discuss matters relating to guidance in the field;

The Rector and other leaders, from time to time, conduct direct monitoring and guidance to Community Engagement Program students in the area. The guidance provided to Community Engagement Program students is divided into several types, namely 1) general guidance, 2) exceptional guidance, and 3) incidental guidance.

6.3.9 Evaluation and Reporting of Community Engagement Program

The committee carried out the evaluation and the village head to determine the level of success, obstacles, and problems students face in implementing the Community Engagement Program. The assessment is carried out continuously, starting from the implementation at the location to the final report exam for both groups and individuals. Aspects of the evaluation include attitudes while in the village, individual reports, and group reports.

Other provisions that have not been regulated in this guideline will be regulated in the technical procedures for implementing Community Engagement Program.

CHAPTER VII ASSESSMENT OF LEARNING RESULTS

7.1 Assessment Definition

The process and learning outcomes in higher education are two significant objects assessed to see whether the learning process has been going well or not. In addition, the assessment process is also a reasonably appropriate way to know the extent to which students' absorption of the material presented by the lecture. Assessment of student learning processes and outcomes is related to several things such as principles of assessment, assessment techniques and instruments, assessment mechanisms and procedures, implementation of evaluations, reporting of reviews, and student graduation.

The principle of assessment concerns the intrinsic usefulness of an assessment process. Therefore, evaluation principles include educative, authentic, objective, accountable, and transparent regulations, which are integrated. *The educational principle* in question is an assessment that can motivate students to improve their way of learning and want to study harder to achieve maximum learning outcomes. At the same time, *the authentic principle* in question is an assessment that can assess the desired learning achievement and assess the student's pure ability without being contaminated by the help of other students. *The objective principle* is an assessment process that genuinely considers the actual knowledge without the influence of the subjectivity of the assessor (lecturer). *The principle of accountability* is also one of the principles of assessment. According to the justified and agreed upon assessment rules and criteria between lecturers and students, the evaluation's process and results can be accounted for. Meanwhile, *the transparent principle* is an assessment principle whose procedures and assessment results can be known by students.

Regarding aspects that need to be assessed, a good assessment is an assessment that can determine all aspects of student abilities, whether it is their attitudes, knowledge, or skills. Through an evaluation of these three aspects, it can be believed that a graduate who is intelligent, skilled, and has noble character will be formed.

The learning process is assessed with an observation guide equipped with an assessment rubric. Meanwhile, the learning outcome is assessed by using tests, be it written tests, oral tests or skills tests. The instrument of assessment of attitudes is in the form of an observation guide equipped with its assessment rubric.

7.2 Assessment Purpose

The purpose of the assessment can be viewed from three aspects, namely aspects of students, lecturers, and institutions (university). The following describes each element of the assessment objectives.

- a. Aspects of students, the assessment has several objectives, namely: (1) to see the competencies possessed by students as a result of learning after following the learning process; (2) see the seriousness of students in participating in the learning process; (3) see the ability of students to utilize all facilities and learning resources effectively in the learning process.
- b. Aspects of lecturers, the assessment has several objectives, namely: (1) seeing the ability of lecturers in improving student competence through the learning process; (2) seeing the ability of lecturers in making students learn seriously and in the right way; (3) see the ability of lecturers in using all facilities and learning resources effectively.
- c. Aspects of institutions (university), the assessment has several objectives, namely: (1) to see the ability of a university to produce quality graduates; (2) see the quality of the educational process running in a study program; (3) find out whether the facilities and learning resources provided are sufficient to support the learning process; (4) see whether the existing human resources (lecturers) have carried out their duties properly.

7.3 Assessment Requirements

To get a good assessment and reflect student abilities, the assessment process should fulfill several following requirements.

- a. Assessment of a student for a course must include an assessment of attitudes and participation, assignments, UTS or *Ujian Tengah Semester* (mid-semester test), and UAS or *Ujian Akhir Semester* (Final Test).
- b. Assessment of a student for a course must be carried out at least twice in a semester, namely in the middle of the semester (UTS) and at the end of the semester (UAS). Assessments carried out more than twice in one semester are highly recommended because they can provide a more precise picture of students' abilities.

- c. Students who can take UTS have attended lectures at least 6 (six) times, while students who can take the final semester exam (UAS) have attended courses at least 12 times.
- d. students who cannot take UTS or UAS on a predetermined schedule can take a follow-up exam by showing acceptable reasons

7.4 Assessment Disclosure

The disclosure of assessment is how to determine scores/values and exposure in showing evidence of student learning outcomes.

- a. Disclosure in how to determine the score/value

So that students can understand and accept the value obtained, the previous lecturer must convey the method or basis used to determine student scores/values. The processor basis for determining scores/values must be the same for all students and must also be known by all students.

- b. Disclosure in showing evidence of learning outcomes

Evidence of student learning outcomes, both in the form of proof of assignments and answer sheets, after being checked and assessed must be returned or communicated before the lecturer uploads the grades to the Academic Information System with evidence of the minutes signed by the lecturer and level coordinator. If the student wants, the lecturer must provide opportunities for students to question the exam results and the final score obtained.

7.5 Reference and Assessment Procedure

The assessment reference for all courses uses the PAP or *Penilaian Acuan Patokan* (Benchmark Reference Assessment). The value scale used is a scale of 5 using a range between, namely with a range of values from 0 to 4.

Assessment Procedure with PAP

The assessment procedure with the PAP is as follows.

1. The score for attitudes and participation, assignments, UTS, and UAS.
2. Converts the raw scores of each assessment component (attitudes and participation, assignments, UTS, and UAS) into percentages.

3. Multiplying the percentage by the weight of each component of the assessment above.
4. Find the average of the individual percentages of the assessment components above.
5. Convert the average value to the percentage using the conversion guidelines listed in Table 6.

Table 6. Guidelines for Converting Raw Scores to Values using PAP Range (Between) Five Scale

percentile score	scale value	letter value
85 – 100	4,00	A
81 – 84	3,75	A-
77 – 80	3,25	B+
73 – 76	3,00	B
69 – 72	2,75	B-
65 – 68	2.50	C+
61 – 64	2,00	C
40 – 60	1,00	D
0 – 39	0,00	E

The following is an example of an assessment with PAP.

1. For example, the assignment consists of eight components, and each element is given a weight of 2. Thus, the maximum score for the task is $8 \times 2 = 16$. For example, a student does a task correctly with six components so that the student's score is $6 \times 2 = 12$.
2. For example, the midterm exam consists of 60 items, and each item is given a weight of 1. The maximum score for the midterm test is $60 \times 1 = 60$. For example, in the mid-semester test, students achieved a score of 52.
3. For example, the final semester exam consists of 80 items and each item is given a weight of 1. The maximum score for the last semester test is $80 \times 1 = 80$. For example, in the final semester test, students achieve a score of 58.
 - a. Percentage of assignment score = $12/16 \times 100\% = 75\%$

- b. Percentage of midterm scores = $52/60 \times 100\% = 87\%$
 - c. Percentage of final semester test scores = $58/80 \times 100\% = 72\%$
4. The final score is a combination of the value of the assignment, the value of the midterm exam, and the value of the end of the semester exam with each given weight. Lecturers are given the freedom to determine the weighting according to the characteristics of the course. For example, the importance of the Assignment (T) = 1, the significance of the Mid-Semester Examination (UTS) = 2, and the importance of the Final Semester Examination (UAS) = 4. The formula calculates the Final Score (S):

$$\begin{aligned}
 S &= \frac{((Tx1) + (UTSx2) + (UASx4))}{7} \\
 &= \frac{((75\%x1) + (87\%x2) + (72\%x4))}{7} \\
 &= \frac{75\% + 174\% + 288\%}{7} \\
 &= \frac{537\%}{7} \\
 &= 76,7\%
 \end{aligned}$$

After being converted according to the guidelines listed in Table 4, a score of 76.7% is equivalent to a numeric value of 2.75 or a letter B- value.

7.6 Score Recognition and Administration

A. Student Score Recognition

1. Creditable grades are grades C and above. This means that a student can be declared to have passed the exam for a course if the score is at least C.
2. For the Academic Education program (Bachelor Degree), the D test score can be credited as long as it can be compensated with B or A scores obtained from other courses in the same group. The credit weight is not less than the balanced course. The number of D grades that can be compensated at the end of the program is a maximum of 6 credits. Skills courses and Core Study Courses cannot be canceled. Each program of study determines further rules related to compensation. Especially for Religion and *Pancasila* courses, the minimum score is C, PPL or *Praktik Pengalaman Lapangan* (Teaching Practicum) or, PKL or *Praktik Kerja lapangan* (Field Work), Thesis/Final Project courses, the minimum score is B, and specific skills and competencies courses have a minimum score of B.

3. Students from the Vocational Education Study Program who get a D or E score must take one re-examination. If the student has not passed the re-examination, the student concerned must attend college again in the following year. Each study program determines further rules related to re-examination for vocational education programs.

B. Student Score Administration

Student grades are administered in an integrated manner through SIAK or *Sistem Informasi Akademik* (Academic Information System). The administration of student grades includes 4 (four) stages, namely: (1) determining student grades by lecturers; (2) uploading of student scores to SIAK by lecturers (3) issuance of KHS or *Kartu Hasil Studi* (Study Result Card) by SIAK; (4) validation of KHS by the Vice Dean.

7.7 Achievement Index

1. IP or Achievement Index is a number that shows student learning success for one semester. At the same time, the IPK or *Indeks Prestasi Kumulatif* (Grade Point Average) is a number that shows the level of student learning success for several semesters.
2. Quantitatively, student success is indicated by the number of credits obtained, while qualitative success is indicated by the level of mastery of competencies in program courses.
3. IP is used as the basis for calculating the maximum credit load that students can take in lectures in the following semester (the 'n' IP is the basis for calculating the total credit load in the n+1 semester).
4. Student study results such as grades, IP, and IPK each semester are contained in the KHS and reported to parents online.

7.8 Score Fixes and Remedies

A. Score Fixes

In the academic education program (Bachelor's Degree), the course score can be corrected with the following rules.

1. The recognized score is greater than or equal to the original score.
2. Corrected courses are calculated on the total credits that may be taken in that semester;
3. Each study program regulates further provisions regarding the improvement of grades.

7.9 Re-Exams and Requirements for Advancement in Vocational Education Program Level

1. Vocational Education Program students can take the re-examination once if they get a D or E score in the main exam.

2. Students are declared to be promoted with a complete pass classification if they have participated in the program for two semesters with a minimum IPK of 2.0 without any D or E grades in the programd course package.
3. Students are declared conditionally promoted if they have participated in the program for two semesters and have taken the re-examination. However, there are still a maximum of 3 courses with a D grade and no studies with an E grade. The courses with a D grade must be programd in the following semester.
4. Students are declared not to be promoted if they have followed the program for two semesters and have taken the re-examination, but there are still more than three courses with a D grade, or there are still courses with an E grade. The student must program prioritized courses based on recommendations from the Program Coordinator Studies.
5. For every increase in the level of the Vocational Education Program, graduation must be carried out by the Dean or an official assigned by the Rector.

CHAPTER VIII STUDENT ADVISORY AND DEVELOPMENT

8.1 Student Advisory

Advisory services that students must provide consist of academic advisory, guidance and counseling services, and other guidance.

8.1.1 Academic Advisory

1. Academic advisory is the guidance provided by the PA or *Pembimbing Akademik* (Academic Advisor) to students in the educational field during their studies.
2. The purpose of academic advisory is, among others, to provide assistance and advice to students in programming their courses and to provide continuous supervision for the smooth running of student studies.
3. Academic activities include consultation between PA and students in filling out KRS or *Kartu Rencana Studi* (Card of Study Plan), when students face difficulties in their studies, and other matters related to student learning progress.
4. Academic advisory can be done online and face to face.
5. PA duties and responsibilities
 - a. Provide explanations and instructions to students about their study plans.
 - b. Provide guidance and advice to students on good ways of studying in completing their studies.
 - c. Provide advice to students in choosing courses according to their study program.
 - d. Assist students in preparing their study plans to choose suitable courses according to their abilities, interests, and educational goals.
 - e. Research the causes and approve changes to the student's study plan.
 - f. Provide reports and recommendations about students being mentored when needed.
 - g. Give warnings to students with low achievement.
 - h. Provide sufficient time to consult with students (at least six times in 1 semester).
 - i. Evidence of guidance activities is stored digitally and written on the PA Advisory Sheet signed by the PA.
6. Student Relations with PA
 - a. Following the duties and responsibilities of the PA, students are expected to make the best use of the PA functions.
 - b. PA replacement is possible with the approval of the Head of Department / Head of Study Program.

8.1.2 Advisory and Counseling Services

1. Advisory and Counseling Service is the process of providing continuous and systematic guidance to students to achieve self-understanding, self-acceptance, self-

- direction, and self-realization in achieving an optimal level of development and adjustment in their environment.
2. In general, Advisory and Counseling services aim to enable each student to achieve three things.
 - a. Academically, can achieve optimal development;
 - b. Psychologically can achieve development marked by maturity and personal health;
 - c. Socially, able to achieve adjustment and have social skills independently.
 3. Advisory and counseling services that can be carried out include::
 - a. Individual/group guidance on the credit system, how to use the library, effective learning methods, decision-making processes, and career guidance;
 - b. Individual/group testing: and
 - c. Individual/group counseling and consultation.
 4. The stages of advisory and counseling services are as follows.
 - a. Students who have problems can contact or can go directly to the Advisory and Counseling Service Unit;
 - b. PA seeks to identify and help solve problems;
 - c. If the problem cannot be resolved, the PA refers to the UPT or *Unit Pelaksana Teknis* (Unit of Technical Implementation) Advisory and Counseling Service.

8.1.3 Miscellaneous advisory

1. Another advisory referred to is guidance that is not included in points 8.1.1 and 8.1.2 but is part of the UNDIKSHA curriculum, including thesis guidance, guidance, PKL guidance, PPL guidance, KKN or *Kuliah Kerja Nyata* (Community Engagement Program) guidance, and BKA or *Bimbingan Karir Alternatif* (Alternative Career Guidance).
2. The Study Program Coordinator regulates guidance for the final work by referring to the applicable guidelines.
3. Guidance for PPL, PKL, KKN, KKL, and BKA is regulated separately in the technical manual.

8.2 Student Development

8.2.1 Student Organizations

8.2.1.1 General Explanation

1. Student Organizations at the University level consist of the BEM-REMA or *Badan Eksekutif Mahasiswa Republik Mahasiswa* (Student Republic Student Executive Board) and the MPM or *Majelis Permusyawaratan Mahasiswa* (Student Consultative Council).
2. At the faculty level, there is BEM or *Badan Eksekutif Mahasiswa* (Student Executive Board). There is HMJ or *Himpunan Mahasiswa Jurusan* (Department Student Association) at the department level, supervised by several lecturers (supervisor team).

8.2.1.2 Development of Reasoning and Scientific Fields

1. The objectives of this training are: (a) to develop student ethics in finding and communicating scientific truth; (b) to increase students' appreciation of scientific activities, and (c) to train students in finding truth and scientific procedures.
2. Activities in reasoning and science can be carried out, among others, in the form of academic forums (general stadium, scientific discussions, workshops, seminars, symposiums), scientific work competitions, research, and community service.
3. Activities in the field of reasoning and science can be carried out at the institution, faculty, department/study program level with the topic of the problem or object of activity that has been agreed upon by the student body and the supervisory team.
4. The cost of carrying out activities in the field of reasoning and science is borne by university/faculty DIPA funds, student self-help, and other non-binding institutional assistance.
5. Evidence of involvement in an activity in reasoning and science can be used to complete the requirements for applying for scholarships or participating in competitions for outstanding students.

8.2.1.3 Development of Interests and Talents

1. The purpose of this coaching is to channel the interests and talents of students following the available facilities.
2. The form of activities can be co-curricular activities, including sports, arts, scouts, nature lovers, and student regiments.
3. Talented and interested students are given continuous achievement coaching following existing facilities to improve achievement and can complete the requirements for obtaining scholarships or participating in competitions for outstanding students.

8.2.1.4 Student Welfare Development

1. This coaching aims to assist students in completing their learning facilities and increasing their abilities and material, spiritual well-being.
2. UNDIKSHA student welfare can be assisted through::
 - a. Health clinic;
 - b. Providing scholarships, such as Bidikmisi, PPA or *Peningkatan Prestasi Akademik* (Scholarship for Improvement of Academic Achievement), BBM, BI or *Bank Indonesia* (Bank of Indonesia), local government, as well as scholarships from other institutions that are not binding;
 - c. Provision of Student Dormitory;
 - d. Counseling advisory;
 - e. Spirituality; and
 - f. Student Cooperative

8.2.1.5 Development of the Field of Social Service (Community Service)

1. The objectives of social service development are: (a) fostering student social sensitivity to the surrounding environment and (b) increasing student appreciation for the services and successes of others.
2. Social service development can be carried out in work camps, student services, counseling, reforestation of critical land areas, blood donors, and other humanitarian activities.

8.2.1.6 Advocacy and Protection Sector Development

1. The development of this field is aimed at (a) fighting for and protecting the rights of students, and (b) seeking to fulfill student obligations;
2. Activities in this field include: (a) dialogue between students and lecturers or institutional leaders, (b) socialization of student rights and obligations, and (c) collecting and channeling student aspirations.

8.2.1.7 Coordination of Student Activity Development

1. The Vice-Rector coordinates Student Development at the institutional level for student affairs, the BEM-REMA, and the MPM.
2. Coordination of student activity development at the faculty level is carried out by the Vice Dean for Student Affairs and BEM.
3. The coordination of the development of student activities at the department/study program level is carried out by the Student Supervisor and the HMJ.
4. So that all coaching activities at the department/study program level can be directed according to the objectives, all student activities must be guided by the applicable provisions.

CHAPTER IX AWARDS AND SANCTIONS TO STUDENTS

9.1. Awards and Sanctions for Students

9.1.1 Student Awards

1. Students who get an IPK > 2.75 from one or more semesters can be proposed for scholarships.
2. Students can be considered outstanding students if they get an IPK > 3.50 .
3. Students who have an IPK > 3.50 can be proposed as assistants (with a note, the score of the courses to be taught is at least A-) and is active as a student in the seventh semester.
4. Students may become assistants in only one course and within one semester.
5. Lecturer assistants have the authority to assist lecturers in implementing practicum, discussion, and examination supervision.
6. The lecturer proposes the mechanism for recruiting teaching assistants in charge of the course and is approved by the head of the department/study program coordinator and determined through the Dean's Decree.
7. Awards for students are not solely determined by the IPK but also by extra-curricular activities and other specified requirements.

9.1.2 Academic Sanctions to Students

1. Academic sanctions are educational actions given to students who deviate from the applicable provisions.
2. The purpose of providing academic sanctions is to improve the quality of educational outcomes and maintain the image of UNDIKSHA as an educational institution.
3. The Rector issues the decision to give academic sanctions at the suggestion of the Dean based on the proposal from the study program coordinator and the head of the Department.
4. The implementation of several types of sanctions is as follows.
 - a. Students of the Academic Education Program (Bachelor Degree) who get a semester IPK of less than two are given a written warning by the PA, known by the Head of the Study Program and the Dean. This warning is included in the student's progress report, sent to the student's parents.
 - b. Students of the Academic Education Program (Bachelor Degree), if after the first two years (end of the fourth semester) they are unable to produce credits of at least 40 credits and the first four years (end of the eighth semester) are unable to produce credits of at least 80 credits with a minimum score for each course C is given a written warning by the PA, it is known by the Study Program Coordinator and the Head of the Department to be considered moving educational programs.

- c. Suppose a student of the Academic Education Program (Bachelor Degree) cannot complete the program within the maximum period that has been determined (12 semesters), then in July of that year. In that case, the student is declared a failure of the study.
- d. Students who do not attend lectures and do not have consecutive grades for two semesters without official notification to the Study Program Coordinator are considered to have resigned from being students.
- e. Students of the Vocational Education Program or Academic Education Program (Bachelor Degree) who do not attend lectures and do not have grades in one semester without official notification to the Study Program Coordinator are dismissed as students.
- f. Students of the Vocational Education Program or Academic Education Program (Bachelor Degree) who do not pay UKT or *Uang Kuliah Tunggal* (Single Tuition Fee) in the semester they will be participating in the student is on leave.
- g. Students who are active again after a period of leave are required to pay UKT in the semester. They will be participating in the previous semesters when they are on leave and must meet other specified requirements.
- h. If, after being dismissed, the student does not register, they are said to have been dropped out of college.
- i. Students who are proven to have carried out nefarious activities in the academic field.
 - 1) Students who are proven to have cheated, and other fraudulent acts committed by students when taking exams such as collaborating during exams and trying to use information materials or other aids without the permission of the supervisor, are given sanctions in the form of (a) verbal or written warnings and warnings with trials; or (b) failed to pass the relevant courses or academic activities.
 - 2) Students who are proven to have practiced jockeying, namely actions taken by students to replace positions or carry out tasks or activities, both for their benefit and others in academic activities, are sanctioned by the Rector/Dean at the suggestion of the Study Program Coordinator/Head of Department in the form of a) Warning verbally or in writing and warning by trial; (b) Suspension or temporary revocation of student status; or (c) Dismissal in the sense of permanently revoking student status from the Study Program.
 - 3) Students who commit acts of plagiarism, namely acts committed by students knowingly (deliberately) using sentences, data, or other people's work as their work in an academic activity, are sanctioned by the Dean/Rector at the suggestion of the Study Program Coordinator/Head

of Department in the form of a) Warning verbally or in writing and warning by trial; (b) Did not pass the course or academic activity concerned; (c) Suspension or temporary revocation of student status; (d) Dismissal in the sense of permanently revoking student status from the Study Program; or (e) declared failed studies or revoked his bachelor's degree if proven plagiarism in the final project or Thesis.

- 4) Students who are proven to have committed acts of forgery, namely acts without permission to replace or change academic grades or transcripts, KRS, KHS, diplomas, KTM or *Kartu Tanda Mahasiswa* (Student Identity Card), falsify other people's signatures (employees, lecturers, supervisors, officials). Others will be sanctioned by The Dean or Rector at the suggestion of the Study Program Coordinator/Head of Department, in the form of (a) verbal or written warning and trial warning; (b) Suspension or temporary revocation of student status; (c) Dismissal in the sense of permanently revoking student status from the Study Program.
- j. Students who commit disgraceful acts and defame the alma mater, such as drug abuse and immoral acts, are given a stern warning by the Study Program Coordinator/Head of Department/Dean or proposed to the Rector to be suspended or expelled.
- k. Students who are proven to have committed criminal acts are proposed by the Study Program Coordinator / Head of Department / Dean to the Rector to be expelled, or the Rector can make an immediate decision to dismiss the person concerned.

CHAPTER X PROGRAM FINAL WORK

10.1 Program Final Work

10.1.1 Type of Final Work

1. Students of the Academic Education Program (Bachelor's Degree) must write a thesis to end their studies at UNDIKSHA.
2. A thesis written by a student of the Academic Education Program (Bachelor Degree) is a scientific essay resulting from research that has been carried out following the field of science being studied, both concerning educational and non-educational aspects.

10.1.2 Contents of Thesis

The contents and procedures for writing a thesis are regulated in the Guidelines for Writing Scientific Papers set by UNDIKSHA.

10.1.3 Thesis Proposal Submission Procedure

1. Students who have achieved 120 credits may submit a thesis proposal to the Study Program Coordinator by following the provisions stipulated in the Guidelines for Scientific Writing.
2. The format and scope of the thesis proposal are regulated in the Guidelines for Writing Scientific Papers.
3. The thesis proposal assessment is carried out through a proposal seminar exam, following the conditions and agreements in the study program concerned.

10.1.4 Thesis Guide

1. The principal supervisor can be proposed by students based on the suitability of the research topic to be carried out with the expertise of the lecturer concerned.
2. Each lecturer will be given a maximum quota as the principal supervisor or co-supervisor determined by the study program coordinator.
3. The co-supervisor is determined by the study program coordinator based on the scientific field's suitability and the maximum allowable number.
4. Other provisions related to the determination as the principal supervisor and assistant supervisor can be adjusted to the needs of each study program.

10.1.4.1 Thesis Supervisor Requirements

1. The principal thesis supervisor has at least the Lector (Master Degree) or Expert Assistant (Doctoral Degree), while the thesis assistant supervisor is at least an Expert Assistant.
2. Study programs that do not have lecturers who meet the requirements above can adjust to the study program's conditions under the Rector's permission.

10.1.4.2 Duties of Thesis Supervisor

1. In general, the duties and responsibilities of a thesis supervisor are:
 - a. Directing/guiding students in preparing thesis proposals.
 - b. Supervise/guide students in collecting research data.

- c. Directing/guiding students in writing Thesis.
 - d. Accompanying and testing students in thesis exams.
2. In particular, the principal supervisor is tasked with providing guidance on principle ideas and assessing the Thesis from beginning to end. In contrast, the assistant supervisor is tasked with assisting the principal supervisor.

10.1.5 Thesis Guidance

10.1.5.1 Definition and Purpose of Thesis Guidance

1. The definition of thesis guidance is guidance carried out by each supervising lecturer to students who are compiling a thesis.
2. The purpose of thesis guidance is to help students complete their thesis in the allotted time.

10.1.5.2 Thesis Guidance Mechanism

1. For every step that students will take, both in the research process and in the preparation of the thesis, they must first do a consultation with the supervisor. Students who have not consulted more than three months after the thesis proposal is approved will be given a warning by the supervisor. If a student has not consulted for more than six months, his thesis proposal is declared a failure by the Study Program Coordinator.
2. The Study Program Coordinator and the Head of the Department monitor the implementation of thesis supervision.
3. The thesis supervisor carries out the guidance task until the specified time limit, which is a maximum of six months.
4. For students who have not been able to complete the Thesis by the specified time limit, the Study Program Coordinator can make the necessary decisions according to the input of the supervisor and students.
5. If a problem arises related to the guidance process, problem-solving or final decision rests with the Study Program Coordinator or related higher official and the supervisor.
6. If a student does not receive guidance within a month or more for one reason, the student must report himself to the Study Program Coordinator.

10.1.6 Thesis Completion

1. The provisions for writing the Thesis are adjusted to the guidelines for writing scientific papers set by UNDIKSHA.
2. Students are not allowed to bind (hardcover) their thesis exam because there are still parts that must be revised, or they may not pass (fail).
3. Students who are declared to have passed the thesis examination without revision to bind their Thesis must ask for recommendations from examiners and supervisors that the Thesis is allowed to be attached.

4. Students who have passed the Thesis but with several revisions must make revisions until it is declared complete by the Examiner and supervisor. The supervisor then recommends that the Thesis can be bound.
5. The Thesis is bound using a hardcover with the following colors.
 - a. Faculty of Education: White
 - b. Faculty of Mathematics and Natural Sciences: Green
 - c. Faculty of Law and Social Science: Sky Blue
 - d. Faculty of Language and Art: Yellow
 - e. Engineering and Vocational Faculty: Navy Blue
 - f. Faculty of Sports and Health: Heart Red
 - g. Faculty of Economy: Bright Orange
 - h. Medical Faculty: Purple
6. The principal supervisor and co-supervisor give thesis approval.
7. The Thesis is approved by the Examination Committee consisting of:
 - 1) Chairman: Vice Dean I
 - 2) Secretary: Head of Department
 - 3) Certifies by Dean
8. Students who have passed the Thesis are required to write articles. The article's length is 10-15 pages, including the abstract. Articles are typed in Times New Roman font size 12 with 1.5 spacing. Abstracts in articles are typed in single spaces. The terms of the article format can be adjusted to the UNDIKSHA e-journal.
9. Students submit one copy of the Thesis that has been bound to the Department.
10. Students submit one copy of the Thesis bound and a Compact Disc (CD) containing a soft copy of the Thesis and articles to the library.
11. Students who have not submitted their Thesis following the above provisions are not allowed to register for graduation and are not allowed to take a graduation certificate.

10.2 Vocational Education Program Thesis

Vocational Education Program students who will end their studies must prepare a Thesis following the applicable guidelines for writing scientific papers set by UNDIKSHA. The technical requirements, submission, and approval are the same as the thesis requirements in the Academic Education Program (Bachelor's Degree).

CHAPTER XI FINAL EXAM PROGRAM

11.1 Academic Education Program (Bachelor Degree)

11.1.1 Types of Final Examination Program

- a. The final exam program for the Academic Education Program (Bachelor's Degree) is a thesis exam.
- b. The thesis examination is carried out orally in a final examination.

11.1.2 Exam Committee

1. The staff of the final exam examiner of the program is based on the decret issued by the Dean.
2. The composition of the Examiner's personnel is as follows.
 - a. Dean in charge.
 - b. Deputy Dean I as chief executive.
 - c. Head of Department as secretary.
 - d. The supervisor and co-supervisor, respectively, as the principal Examiner and co-examiner.
3. The Study Program Coordinator carries out the appointment of primary examiners and additional co-examiners with the following guidelines.
 - a. The primary Examiner of the academic education program (Bachelor Degree) is a lecturer who holds the position of Lector (Master Degree) and above. At the same time, the accompanying Examiner is a lecturer with a minimum position of Expert Assistant Group III/b.
 - b. There are at least three examiners, consisting of a chairperson and examiner members.
 - c. If any examiner is unable to attend, the exam will be continued with a note of at least three examiners with a composition of 2 supervisory examiners and one non-supervisor or two non-supervisor examiners and one supervisory Examiner.

11.1.3 Final Exam Program Requirements

1. The exam period is scheduled and conducted every month which is regulated as follows:
 - a. The registration period begins in the second week in each Study Program/Department,
 - b. The exam is held in the third week unless the study program/department regulates other policies.
2. The requirements to take the final exam program for students of the Academic Education (Bachelor Degree) program are as follows.
 - a. Have completed all the credits required by showing evidence in the form of a Quotation List of Scores (KDN or *Kutipan Daftar Nilai*) which can be

downloaded from SIAK and could be legalized by the Head of the Academic Subdivision of the Faculty, PA, and Vice Dean I.

- b. Submit unbound thesis manuscripts to the Head of the Department.
- c. Has completed other administrative requirements set by Faculties/Departments/Study Programs in UNDIKSHA.
- d. Upload the LoA of scientific publications in national journals with ISSN following the Circular Letter of the Director-General of Higher Education No. 152/E/T/2012, following conditions.
 - 1) Scientific publications must be carried out during the students' study period at UNDIKSHA.
 - 2) Scientific publications must follow the scientific field which are accepted and allowed to be researched at UNDIKSHA.
 - 3) Students must be the first/main author.

11.1.4 Implementation of the Final Examination Program

1. The supervisor acts as a chief to open the exam.
2. The time allocation provided is about 60-90 minutes that all examiners are given the same opportunity to ask questions.
3. Students taking the exam are allowed to present the contents of the Thesis orally or with the help of the media; it takes a maximum of 15 minutes.
4. Exams can be conducted openly.
5. The material tested focuses on the material written in the Thesis.
6. The scoring procedure is regulated as follows.
 - a. The score for the Thesis as a written work is given by taking into account the following components:
 - 1) Content consistency with title = x 1 =
 - 2) Effectiveness of written presentation (systematic exposure and language) = x 2 =
 - 3) Originality of writing ideas = x 2 =
 - 4) Method accuracy = x 2 =
 - 5) The accuracy of the literature review, research results, and = x 3 =
 - 6) Total score (Bachelor Degree) =
 - 7) N1 = Bachelor Degree/10
 - b. The score on the thesis defense test is given by taking into account the components that are assessed as follows:
 - 1) Serving effectiveness = x 1 =
 - 2) Mastery of the material and the ability to answer question = x 3 =
 - 3) Appearance = x 1 =

$$4) \text{ Total Score (Master Degree)} = \dots\dots\dots$$

$$5) N2 = \dots\dots\dots \text{Master}$$

$$\text{Degree}/5 =$$

- c. Final score of each examiner (X) = $(2N1 + 3N2)/5 = \dots\dots\dots$
- d. Average score of all examiners = $\sum X/N$
- e. Convert the average score on item 'd' to a scale of 5 with the same guidelines as the course assessment criteria.

11.1.5 Final Re-Exams

1. Students who do not pass the final exam of the program are allowed to take a repeat exam a maximum of two times.
2. The time for taking the re-examination is set as follows.
 - a. Students who get a D are entitled to repeat in the following month.
 - b. Students who get new E grades are allowed to repeat at the latest two months later.
 - c. All of the above provisions are implemented regarding the final period of student study, which is 12 semesters.

11.2 Vocational Education Program

11.2.1 Types of Final Examination Program

- a. The final program exam for the Vocational Education Program is the Thesis exam.
- b. Thesis exam is carried out orally in an exam session.

11.2.2 Exam Committee

1. The personnel for examining the final examination of the program are based on a decree issued by the Dean.
2. The composition of the Examiner's personnel is as follows.
 - a. Dean in charge.
 - b. Vice Dean I as chief executive.
 - c. Head of Study Program as secretary.
 - d. The primary supervisor and deputy supervisor respectively as the principal Examiner and deputy examiner.
3. The Study Program Coordinator carries out the appointment of principal examiners and co-examiners with the following guidelines.
 - a. The principal Examiner of the Vocational Education Program is a lecturer who holds the position of Lector and above. At the same time, the accompanying Examiner is a lecturer with a minimum part of Expert Assistant.
 - b. There are at least three examiners for the Final Assignment exam. It consists of a chairperson and examiner members.
 - c. If any examiner is unable to attend, the exam will continue with a note of at

least three examiners with a composition of 2 supervisory examiners and one non-supervisor or two non-supervisor examiners and one supervisory Examiner.

11.2.3 Program Final Exam Requirements

1. The exam period is held every month whose implementation is regulated as follows:
 - a. The registration period starts on the second week in each Study Program/Department
 - b. The exam is held on the third week of every month unless the study program/department regulates other policies.
2. The requirements to take the final program exam for Vocational Education Program students are as follows.
 - a. Have completed all the credit loads required by showing evidence in the form of a KDN downloaded from SIAK and legalized by the Head of the Academic Subdivision of the Faculty, PA, and Vice Dean I.
 - b. Submit Thesis manuscripts that have not been bound to the Head of the Department.
 - c. Has fulfilled other administrative requirements, as determined by UNDIKSHA, Faculty/Department/Study Program.

11.2.4 Implementation of the Final Examination Program

1. The supervisor acts as a guide to start the exam.
2. The maximum length of the exam is 90 minutes, provided that all examiners are given the same opportunity to ask questions.
3. Students taking the exam are allowed to present the contents of the Thesis orally or with the help of the required media for a maximum of 15 minutes.
4. Exams can be conducted openly.
5. The material being tested focuses on the material written on the Thesis.
6. The scoring procedure is regulated as follows.
 - a. The score for Thesis as a written work is given by taking into account the following components:
 - 1) Content consistency with title = x 1 =
.....
 - 2) The effectiveness of the presentation of writing (systematic exposure and language) =
..... x 2 =
 - 3) Originality of writing ideas = x 2 =
.....
 - 4) Method accuracy = x 2 =
.....

- 5) The accuracy of the literature review, research results and discussion
= x 3 =
- 6) Total score (Bachelor Degree) =
.....
- 7) N1 =
Bachelor Degree/10 =...
- b. The score on the Thesis defending exam is given by taking into account the components that are assessed as follows:
 - 1) Serving Effectiveness = x 1 =
.....
 - 2) Mastery of the material and the ability to answer questions = x 3
=
 - 3) Appearance = x 1 =
.....
 - 4) Total score (Master Degree) =
 - 5) N2 = Master
Degree/5 =
- c. Final score of each examiner (X) = $(2N1 + 3N2)/5 = \dots\dots\dots$
- d. The average score of all examiners = $\sum X/N$
- e. Conversion the average score on item d to a scale of 5 with the same guidelines as the course assessment criteria.

11.2.5 Final Re-Exams

Students who do not meet the requirements to pass the final program exam can take the final exam program for the next exam period.

11.3 Graduation Predicate

The graduation predicate of the Academic Education (Bachelor Degree) and Vocational Education Programs is as listed in Table 7.

Table 7. Graduation Predicate

IPC	Predicate
3,51 – 4,00	Excellent
3,01 – 3,50	Very Good
2,76 – 3,00	Good
2,00 – 2,75	Pass

Notes:

The excellent predicate will be given to an examiner if the study period taken is four years for the Academic Education Program (bachelor Degree) and Vocational Education Program (Diploma IV), three years for the Vocational Education

Program (Diploma III), with an IPK $\geq 3,51$.

11.4 Judicial

1. The judicial for final examination is carried out by the examination committee at the Faculty/Study Program level in front of the working committee and other invitees.
2. Examinees who will be judicial are asked to fill in the attendance list provided by the committee.
3. Examinees who are not present at the trial must follow the next judicial session.
4. Examinees who have not followed the judiciary are not allowed to take the re-examination in the next period, even though it is known that they did not pass.
5. Examinees who are declared to have passed are required to revise their Thesis within a maximum of three months. If the revision has not been completed within three months, the relevant Examiner must be re-examined.
6. The judiciary can be attended by interested students as long as the place allows and does not interfere with the judicial process.
7. Faculties/Departments/Study Programs must carry out graduation at least once a month, unless no student is graduated, and report the results to the Rector c.q. Vice-Rector I no later than the 10th of the following month.
8. SKL or *Standard Kompetensi Lulusan* (Graduate Competency Standards) can be issued after the student is graduated and signed by the Dean.

11.5 Graduation

1. Graduation is a mandatory ceremony of inauguration and release of alumni by the alma mater.
2. UNDIKSHA Graduation is held three times a year, namely in March, August, and November.
3. Alumnus can attend graduation after completing all administrative obligations, including submitting a thesis, both printed (hardcopy) and in soft file (softcopy), which is stated in a certificate issued by the library, and filling out tracer-study online.
4. Alumnus must follow the graduation requirements set by UNDIKSHA. If there is a violation of these provisions, the alumni will not attend the graduation.
5. Diploma, transcript, and graduation SKPI or *Surat Keterangan Pendamping Ijazah* (Diploma Supplement).
6. Other requirements are stated in the Graduation Registration Requirements.

CHAPTER XII CLOSING

1. Other provisions concerning all faculties that have not been regulated in this study manual will be decided by the Rector, taking into account the opinions of certain officials or parties and the results of the leadership meeting or the UNDIKSHA Senate.
2. Other provisions that have not been regulated in this study manual concerning the subject of study programs will be controlled by the Dean by considering the faculty senate meeting results.
3. If provisions in this study manual conflict with other higher conditions, this manual will be reviewed.