

# STATE GAZETTE

## REPUBLIC OF INDONESIA

No.47, 2020

KEMENDIKBUD. National. Higher Education.  
Standard. Annulment

REGULATION OF THE MINISTER OF EDUCATION AND CULTURE

REPUBLIC OF INDONESIA

NUMBER 3 OF 2020

ABOUT

NATIONAL STANDARDS FOR HIGHER EDUCATION

WITH THE BLESSING OF GOD ALMIGHTY

MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA

- Considering :
- a. that based on the provisions of Article 52 paragraph (3) of Law Number 12 of 2012 concerning Higher Education, the Minister shall determine the national standard of Higher Education;
  - b. that based on the provisions as referred to in letter a, it is necessary to stipulate a Regulation of the Minister of Education and Culture concerning National Standards for Higher Education;
- Remember :
1. The Article 17 Paragraph (3) of the 1945 Constitution of the Republic of Indonesia;
  2. The Law Number 39 of 2008 concerning State Ministries (State Gazette of the Republic of Indonesia of 2008 Number 166, Supplement to the State Gazette of the Republic of Indonesia Number 4916);
  3. The Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia Number 5336);
  4. The Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
  5. Presidential Regulation Number 82 of 2019 concerning the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2019 Number 242);

6. Regulation of the Minister of Education and Culture Number 45 of 2019 concerning Organization and Work Procedure of the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2019 Number 1673);

DECIDE:

To stipulate : REGULATION OF THE MINISTER OF EDUCATION AND CULTURE CONCERNING THE NATIONAL STANDARD OF HIGHER EDUCATION.

CHAPTER 1

GENERAL PROVISIONS

Article 1

In this Ministerial Regulation what is meant by:

1. National Higher Education Standards are standard units that include National Education Standards, and Research Standards, and Community Service Standards.
2. National Education Standards are minimum criteria regarding learning at the higher education level in universities throughout the jurisdiction of the Unitary State of the Republic of Indonesia.
3. Research Standards are the minimum criteria regarding the Research system in Higher Education that apply in all jurisdictions of the Unitary State of the Republic of Indonesia.
4. Community Service Standards are the minimum criteria regarding the community service system at universities that apply in all jurisdictions of the Unitary State of the Republic of Indonesia.
5. The Indonesian National Qualifications Framework, hereinafter abbreviated as KKNI, is a competency qualification rating framework that can juxtapose, equalize, and integrate the fields of education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors.
6. Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve the goals of Higher Education.
7. Higher Education is the level of education after secondary education which includes diploma programs, undergraduate programs, master

programs, doctoral programs, professional programs, specialist programs organized by universities based on the culture of the Indonesian nation.

8. Higher Education is an educational unit that conduct Higher Education.
9. Study Program is a unit of education and learning activities that has a certain curriculum and learning method in one type of academic education, professional education, and/or vocational education.
10. Learning is a process of student interaction with lecturers and learning resources in a learning environment.
11. Research is an activity carried out according to scientific principles and methods in a systematic way to obtain information, data, and information related to understanding and/or testing a branch of knowledge and technology.
12. Community Service is an activity of the academic community that utilizes science and technology to advance the welfare of the community and educate the nation's life.
13. Semester credit units, hereinafter referred to as sks, are the amount of time for learning activities that are charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of students' efforts in participating in curricular activities in a study program.
14. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology through education, research, and community service.
15. Support staffs are members of the community who devote themselves and are appointed to support the implementation of Higher Education.
16. Minister is the Minister who carries out government affairs in the field of education.

## Article 2

- (1) The National Standard for Higher Education consists of:
  - a. National Education Standards;
  - b. Research Standards; and
  - c. Community Service Standards.
- (2) National Education Standards, Research Standards, and Community Service Standards as referred to in paragraph (1) constitute an inseparable part in the implementation of the Tridharma of Higher Education.

### Article 3

- (1) The National Standard for Higher Education aims to:
  - a. ensure the achievement of higher education goals that play a strategic role in educating the nation's life, advancing science and technology by applying humanities values as well as civilizing and empowering the Indonesian nation in sustainable manner;
  - b. ensure that Learning in Study Programs, Research, and Community Service organized by Universities in all jurisdictions of the Unitary State of the Republic of Indonesia achieves quality in accordance with the criteria set in the National Higher Education Standards; and
  - c. encourage Universities in all jurisdictions of the Unitary State of the Republic of Indonesia to achieve the quality of Learning, Research, and Community Service beyond the criteria set in the National Standards for Higher Education in a sustainable manner.
- (2) The National Standards for Higher Education are required to:
  - a. fulfilled by every higher education institution to realize national education goals;
  - b. used as the basis for granting a permit for the establishment of university and permit for the opening of study program;
  - c. used as the basis for implementing Learning based on the Curriculum in the Study Program;
  - d. used as the basis for conducting Research and Community service;
  - e. used the basis for developing and implementing an internal quality assurance system; and
  - f. used as the basis for determining the criteria of external quality assurance system through accreditation.
- (3) The National Higher Education Standards as referred to in Article 2 paragraph (1) must be evaluated and refined in a planned, directed, and sustainable manner, in accordance with the demands of local, national, and global changes by the agency assigned to formulate and develop the National Higher Education Standards.

## CHAPTER II

### NATIONAL STANDARDS OF EDUCATION

#### Part One

##### Scope of National Education Standards

#### Article 4

- (1) National Education Standards consist of:
  - a. graduate competence standard;
  - b. learning content standards;
  - c. learning process standards;
  - d. learning education assessment standards;
  - e. standards of lecturers and support staffs;
  - f. standard of learning facilities and infrastructure;
  - g. Learning management standards; and
  - h. Learning financing standards.
- (2) The National Education Standards as referred to in paragraph (1) shall serve as a reference in compiling, implementing, and evaluating the curriculum.

#### Part Two

#### Graduate Competency Standards

#### Article 5

- (1) Graduate competency standards are minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes.
- (2) Graduate competency standards stated in the formulation of graduate learning outcomes as referred to in paragraph (1) are used as the main reference for developing learning content standards, learning process standards, learning assessment standards, Lecturer and support staffs standards, standard of learning facilities and infrastructure, learning management standards, and learning financing standards.
- (3) The formulation of graduate learning outcomes as referred to in paragraph (1) must:
  - a. refers to the description of the learning outcomes of KKNI (IQF) graduates; and
  - b. have the same level of qualification with the IQF.

#### Article 6

- (1) The attitude as referred to in Article 5 paragraph (1) is correct behavior and cultured as a result of internalizing and actualizing values and norms that are reflected in spiritual and social life through the learning process,

student work experience, research and/or community service related to Learning.

- (2) Knowledge as referred to in Article 5 paragraph (1) is a systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning in the learning process, student work experience, research and/or community service. related to Learning.
- (3) The skills as referred to in Article 5 paragraph (1) are the ability to perform work using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research. and/or community service related to learning, including:
  - a. general skills as general work abilities that must be possessed by every graduate in order to ensure the equality of graduates' abilities according to the program level and type of Higher Education; and
  - b. special skills as special work abilities that must be possessed by every graduate in accordance with the scientific field of the Study Program.
- (4) Student work experience as referred to in paragraphs (2) and (3) is in the form of experience in activities in certain fields for a certain period of time, in the form of job training, practical work, field work practices or other similar forms of activity.

#### Article 7

- (1) The formulation of general attitudes and skills as part of the graduate learning outcomes as referred to in Article 6 paragraph (1) and paragraph (3) letter a, for each level of program and type of Higher Education, is listed in the Appendix which is an integral part of this Ministerial Regulation.
- (2) The formulation of general attitudes and skills as referred to in paragraph (1) may be added by the Higher Education Institution.
- (3) Formulation of special knowledge and skills as part of the graduate learning outcomes as referred to in Article 6 paragraph (2) and paragraph (3) letter b, must be prepared by:
  - a. forum of a similar Study Program or other equivalent name; or
  - b. management of Study Programs in the event that they do not have a similar Study Program forum.
- (4) The formulation as referred to in paragraph (2) and paragraph (3) which is a unified formulation of graduate learning outcomes is proposed to the relevant director general in accordance with his authority to be determined as graduate learning outcomes.

- (5) The formulation of graduate learning outcomes as referred to in paragraph (4) is reviewed and determined by the Minister as a reference for similar Study Programs.
- (6) Provisions regarding the preparation, proposal, assessment, determination of the formulation of graduate learning outcomes as referred to in paragraph (5) shall be regulated by a Ministerial Regulation.

### Part Three

#### Learning Content Standards

##### Article 8

- (1) The content of learning standard is a minimum criteria for the level of depth and breadth of learning material.
- (2) The depth and breadth of the learning material as referred to in paragraph (1) refers to the graduates learning outcomes.
- (3) The depth and breadth of learning material in programs of professional, specialist, master, applied master, doctoral, and applied doctoral, must utilize the results of research and community service results.

##### Article 9

- (1) The level of depth and breadth of Learning material as referred to in Article 8 paragraph (1) for each educational program, is formulated with reference to the description of the learning outcomes of graduates from the IQF.
- (2) The level of depth and breadth of the Learning material as referred to in paragraph (1) is as follows:
  - a. diploma program graduates master at least general concepts, knowledge, and complete operational skills;
  - b. diploma program graduates master at least the basic principles of knowledge and skills in certain areas of expertise;
  - c. graduates of the third diploma program at least mastery of the theoretical concepts in certain area of knowledge and skills in general;
  - d. graduates of four-diploma and undergraduate programs have at least mastered the theoretical concepts in certain areas of knowledge and skills in general and the theoretical concepts of special sections in these areas of knowledge and skills in depth;
  - e. graduates of professional programs at least master the theory of application of certain fields of knowledge and skills;

- f. graduates of master's programs, applied masters, and specialists have at least mastered the theory and application theory of certain fields of knowledge; and
  - g. graduates of doctoral programs, applied doctorates, and sub-specialists at least master the scientific philosophy of certain fields of knowledge and skills.
- (3) The level of depth and breadth of the Learning material as referred to in paragraph (2) is cumulative and/or integrative.
  - (4) The level of depth and breadth of the Learning material as referred to in paragraph (2) is stated in the study material which is structured in the form of courses.

#### Part Four

#### Learning Process Standards

#### Article 10

- (1) The standard of the learning process is a minimum criterion regarding the implementation of learning in Study Program to obtain graduate learning outcomes.
- (2) The standard process as referred to in paragraph (1) includes:
  - a. the characteristics of the learning process;
  - b. Learning process planning;
  - c. implementation of the Learning process; and
  - d. student learning load

#### Article 11

- (1) The characteristics of the learning process as referred to in Article 10 paragraph (2) letter a consist characteristics of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.
- (2) Interactive as referred to in paragraph (1) states that graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.
- (3) Holistic as referred to in paragraph (1) states that the Learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.
- (4) The integrative as referred to in paragraph (1) states that the graduates learning outcomes are achieved through an integrated learning process to fulfill the overall graduate learning outcomes in a unified program through an interdisciplinary and multidisciplinary approach.



- (5) The scientific as referred to in paragraph (1) states that the graduates learning outcomes are achieved through a learning process that prioritizes a scientific approach so as to create an academic environment that is based on a system of values, norms, and rules of science and upholds religious and national values.
- (6) Contextual as referred to in paragraph (1) states that the graduates learning outcomes are achieved through a learning process that is adapted to the demands of the ability to solve problems in the realm of their expertise.
- (7) Thematics as referred to in paragraph (1) state that the learning outcomes of graduates are achieved through a learning process that is adapted to the scientific characteristics of the Study Program and is linked to real problems through a transdisciplinary approach.
- (8) Effective as referred to in paragraph (1) states that the graduates learning outcomes are achieved effectively by prioritizing the internalization of the material properly and correctly in an optimum period of time.
- (9) Collaborative as referred to in paragraph (1) states that the graduates learning outcomes are achieved through a joint learning process that involves interaction between individual learners to produce the capitalization of attitudes, knowledge, and skills.
- (10) Student-centered as referred to in paragraph (1) states that graduate learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge.

## Article 12

- (1) The learning process planning as referred to in Article 10 paragraph (2) letter b is prepared for each subject and presented in the Semester Lesson Plan or other terms.
- (2) Semester Learning Plans or other terms as referred to in paragraph (1) are determined and developed by the Lecturer independently or together in a group of expertise in a field of science and/or technology in the Study Program.
- (3) Semester Lesson Plans or other terms at least contain:
  - a. the name of the Study Program, the name and code of the course, semester, credits, the name of the lecturer;
  - b. graduates learning outcomes charged to courses;
  - c. the final capabilities planned at each stage of learning to meet the graduates learning outcomes;
  - d. study materials related to the capabilities to be achieved;

- e. learning methods;
  - f. the time provided to achieve the ability at each stage of learning;
  - g. student learning experience embodied in the description of tasks that must be done by students for one semester;
  - h. criteria, indicators, and assessment weights; and i. list of references used.
- (4) Semester Learning Plans or other terms must be reviewed and adjusted periodically to the development of science and technology.

#### Article 13

- (1) The implementation of the learning process as referred to in Article 10 paragraph (2) letter c takes place in the form of interaction between lecturers, students, and learning resources in a certain learning environments.
- (2) The learning process in each course is carried out according to the Semester Learning Plan or other terms with the characteristics as referred to in Article 11.
- (3) The learning process related to student research must refer to the Research Standards.
- (4) The learning process related to Community Service by students must refer to the Community Service Standards.

#### Article 14

- (1) The learning process through curricular activities must be carried out in a systematic and structured manner through various courses and with a measurable learning load.
- (2) The learning process through curricular activities is required to use effective learning methods in accordance with the characteristics of the courses to achieve certain abilities specified in the courses in the series of fulfillment of graduate learning outcomes.
- (3) The learning methods as referred to in paragraph (2) that can be selected for the implementation of learning in courses include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes.
- (4) Each course may use one or a combination of several Learning methods as referred to in paragraph (3) and accommodated in a form of Learning.
- (5) The form of learning as referred to in paragraph (4) can be in the form of:

- a. studying;
  - b. responses and tutorials;
  - c. seminar;
  - d. practicum, studio practice, workshop practice, field practice, work practice;
  - e. Research, design, or development;
  - f. military training;
  - g. student exchange;
  - h. internship;
  - i. Entrepreneur; and/or
  - j. other forms of community service.
- (6) The form of learning is in the form of research, design or development as referred to in paragraph (5) letter e must be added as a form of learning for four diploma programs, undergraduate programs, professional programs, master programs, applied master programs, specialist programs, doctoral programs, and applied doctoral programs.
- (7) The form of learning is in the form of research, design, or development as referred to in paragraph (6) is a student activity under the guidance of a lecturer in the context of developing attitudes, knowledge, skills, authentic experiences, as well as improving the welfare of the community and the competitiveness of the nation.
- (8) The form of Learning in the form of Community Service as referred to in paragraph (5) letter j must be added as a form of Learning for diploma four programs, undergraduate programs, professional programs, and specialist programs.
- (9) The form of Learning in the form of community service as referred to in paragraph (8) is a student activity under the guidance of lecturers in the context of utilizing science and technology to advance the welfare of the community and educate the nation's life.

#### Article 15

- (1) The form of learning as referred to in Article 14 paragraph (5) can be carried out within the Study Program and outside the Study Program.
- (2) The form of learning outside the Study Program as referred to in paragraph (1) is a learning process consisting of:
- a. Learning in other study programs at the same university;
  - b. Learning in the same study program at different universities;
  - c. Learning in other study programs at different universities; and

- d. Learning at non-university institutions.
- (3) The learning process outside the study program as referred to in paragraph (2) letter b, letter c, and letter d is carried out based on a cooperation agreement between the Education Institution and the other Education Institution or other related institutions and the results of the lecture are recognized through the credit transfer mechanism.
  - (4) The Learning Process outside the Study Program as referred to in paragraph (2) is an activity within the program that can be determined by the Ministry and/or Higher Education leaders.
  - (5) The learning process outside the Study Program as referred to in paragraph (2) is carried out under the guidance of the Lecturer.
  - (6) The Learning Process outside the Study Program as referred to in paragraph (2) letter c and letter d is carried out only for undergraduate programs and applied undergraduate programs, and outside the health sector.

#### Article 16

- (1) The student learning load as referred to in Article 10 paragraph (2) letter d, is stated in the number of sks.
- (2) Semester is a unit of effective learning process time for at least 16 (sixteen) weeks, including mid-semester examinations and end-of-semester examinations.
- (3) One academic year consists of 2 (two) semesters and Higher Education Institutions may hold intermediate semesters.
- (4) The intermediate semester as referred to in paragraph (3) is held:
  - a. for at least 8 (eight) weeks;
  - b. student learning load is a maximum of 9 (nine) credits; and
  - c. according to the student's learning load to meet predetermined learning outcomes.
- (5) If the intermediate semester is held in the form of lectures, face-to-face at least 16 (sixteen) times, including the intermediate mid-semester examination and the intermediate end-semester examination.

#### Article 17

- (1) The period and learning load of the implementation of educational programs:
  - a. a maximum of 2 (two) academic years for the first diploma program, with a student learning load of at least 36 (thirty six) credits;

- b. a maximum of 3 (three) academic years for the second diploma program, with a student learning load of at least 72 (seventy-two) credits;
  - c. a maximum of 5 (five) academic years for the third diploma program, with a student learning load of at least 108 (one hundred and eight) credits;
  - d. a maximum of 7 (seven) academic years for undergraduate programs, four diploma programs/applied bachelors, with a student learning load of at least 144 (one hundred and forty-four) credits;
  - e. a maximum of 3 (three) academic years for professional programs after completing the undergraduate program, or four diploma/applied undergraduate programs, with a student learning load of at least 24 (twenty four) credits;
  - f. a maximum of 4 (four) academic years for a master's program, an applied master's program, or a specialist program, after completing the program undergraduate, or four diploma/applied bachelor, with a student study load of at least 36 (thirty six) credits; or
  - g. a maximum of 7 (seven) academic years for a doctoral program, applied doctoral program, or subspecialty program, after completing the master's program, applied master's program, or specialist program, with a student learning load of at least 42 (forty two) credits.
- (2) The professional program as referred to paragraph (1) letter e is organized as a follow-up program that is separate or inseparable from the undergraduate program, or four diploma/applied undergraduate programs.
- (3) Higher Education Institutions may determine the period of implementation of educational programs is less than the maximum limit as referred to in paragraph (1).

#### Article 18

- (1) Fulfillment of study period and load for undergraduate students or applied undergraduate programs as referred to in Article 17 paragraph (1) letter d can be implemented by:
- a. follow the entire learning process in the Study Program at the Higher Education according to the period and learning load; or
  - b. participate in the learning process within the Study Program to fulfill part of the learning period and learning load and the rest follow the learning process outside the Study Program as referred to in Article 15 paragraph (1) and paragraph (2).

- (2) Higher Education Institutions are required to facilitate the implementation of the fulfillment of the learning period and load in the Learning process as referred to in paragraph (1).
- (3) Facilitation by Universities to fulfill the period and learning load in the learning process as referred to in paragraph (1) letter b in the following manner:
  - a. at least 4 (four) semesters and a maximum of 11 (eleven) semesters are learning in the Study Program;
  - b. 1 (one) semester or equivalent to 20 (twenty) credits is Learning outside the Study Program at the same Higher Education; and
  - c. a maximum of 2 (two) semesters or equivalent to 40 (forty) credits are:
    1. Learning in the same study program at different universities;
    2. Learning in different study programs at different universities; and/or
    3. Learning outside of Higher Education.

#### Article 19

- (1) Form of Learning 1 (one) credit in the Learning process in the form of lectures, responses, or tutorials, consisting of:
  - a. learning process activities 50 (fifty) minutes per week per semester;
  - b. structured assignment activities 60 (sixty) minutes per week per semester; and
  - c. 60 (sixty) minutes of independent activities per week per semester.
- (2) Form of Learning 1 (one) credit in the Learning process in the form of seminars or other similar forms, consisting of:
  - a. learning process activities 100 (one hundred) minutes per week per semester; and
  - b. 70 (seventy) minutes of independent activities per week per semester.
- (3) Calculation of the learning load in a system of blocks, modules, or other forms is determined according to the needs in meeting learning outcomes.
- (4) Forms of Learning 1 (one) credit in the Learning process in the form of practicum, studio practice, workshop practice, field practice, work practice, research, design, or development, military training, student exchange, internship, entrepreneurship, and/or service to Public, 170 (one hundred and seventy) minutes per week per semester.

## Article 20

- (1) The study load of students of diploma program two, diploma program three, diploma program four/applied bachelor, and undergraduate program with high academic achievement, after 2 (two) semesters in the first academic year can take a maximum of 24 (twenty four) credits per semester in the following semester.
- (2) Students of a master's program, an applied master's program, or an equivalent program with high academic achievements can continue to a doctoral program or an applied doctoral program, after at least 2 (two) semesters of attending a master's program or an applied master's program, without having to graduate first. of the master's program or the applied master's program.
- (3) Students of the applied master's program or master's program who continue to the doctoral program or applied doctoral program as referred to in paragraph (2) must complete the master's program or applied master's program before completing the doctoral program.
- (4) Students with high academic achievement as referred to in paragraph (1) are students who have a higher Semester Achievement Index (IPS) of 3.00 (three point zero zero) and meet academic ethics. (1)
- (5) High academic achievement students as referred to in paragraph (2) are students who have a Semester Achievement Index (IPS) greater than 3.50 (three point five zero) and meet academic ethics.

## Part Five

### Learning Assessment Standard

## Article 21

- (1) Learning assessment standards are minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes.
- (2) Assessment of student learning processes and outcomes as referred to in paragraph (1) includes:
  - a. valuation principle;
  - b. assessment techniques and instruments;
  - c. assessment mechanisms and procedures;
  - d. implementation of the assessment;
  - e. assessment reporting; and
  - f. student graduation.

## Article 22

- (1) The principles of assessment as referred to in Article 21 paragraph (2) letter a include educative, authentic, objective, accountable, and transparent principles which are carried out in an integrated manner.
- (2) The educational principle as referred to in paragraph (1) is an assessment that motivates students to be able to:
  - a. improve planning and learning methods; and
  - b. achieve graduate learning outcomes.
- (3) The authentic principle as referred to in paragraph (1) is a process-oriented assessment continuous learning and learning outcomes that reflect student abilities during the learning process.
- (4) The objective principle as referred to in paragraph (1) is an assessment that is based on a standard agreed between the lecturer and the student and is free from the influence of the subjectivity of the assessor and the assessed.
- (5) The principle of accountability as referred to in paragraph (1) is an assessment carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.
- (6) The principle of transparency as referred to in paragraph (1) is an assessment whose procedures and results of the assessment can be accessed by all stakeholders.

## Article 23

- (1) The assessment technique as referred to in Article 21 paragraph (2) letter b consists of observation, participation, performance, written test, oral test, and questionnaire.
- (2) The assessment instrument as referred to in Article 21 paragraph (2) letter b consists of a process assessment in the form of a rubric and/or an assessment of the results in the form of a portfolio or design work.
- (3) Attitude assessment can use observation assessment techniques.
- (4) Assessment of mastery of knowledge, general skills, and special skills is carried out by selecting one or a combination of various assessment techniques and instruments as referred to in paragraph (1) and paragraph (2).
- (5) The final result of the assessment is an integration between various assessment techniques and instruments used.



#### Article 24

- (1) The assessment mechanism as referred to in Article 21 paragraph (2) letter c, consists of:
  - a. compiling, conveying, agreeing on stages, techniques, instruments, criteria, indicators, and assessment weights between assessors and those assessed in accordance with the Learning plan;
  - b. carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and assessment weights that contain the assessment principles as referred to in Article 21;
  - c. provide feedback and opportunities to question students' assessment results; and
  - d. documenting the assessment process and student learning outcomes in an accountable and transparent manner.
- (2) The assessment procedure as referred to in Article 21 paragraph (2) letter c covers the planning stage, activities for assigning tasks or questions, observing performance, returning observations, and giving final grades.
- (3) The evaluation procedure at the planning stage as referred to in paragraph (2) can be carried out through a gradual assessment and/or re-assessment.

#### Article 25

- (1) The implementation of the assessment as referred to in Article 21 paragraph (2) letter d is carried out in accordance with the Learner's plan.
- (2) The implementation of the assessment as referred to in paragraph (1) may be carried out by:
  - a. Lecturer or Lecturer Lecturer team;
  - b. Lecturer or Lecturer Lecturer team by involving students; and/or
  - c. Lecturer or Lecturer team by involving relevant stakeholders.
- (3) The implementation of the assessment as referred to in paragraph (1) for subspecialist programs, doctoral programs, and applied doctoral programs must include an external assessment team from different universities.

## Article 26

- (1) The assessment report as referred to in Article 21 paragraph (2) letter e is in the form of a student's success qualification in taking a course which is stated in the range of:
  - a. the letter A is equivalent to the number 4 (four) in the very good category;
  - b. letter B is equivalent to number 3 (three) in good category;
  - c. the letter C is equivalent to the number 2 (two) in sufficient category;
  - d. the letter D is equivalent to the number 1 (one) in the less category;  
or
  - e. the letter E is equivalent to the number 0 (zero) in the very poor category.
- (2) Higher Education Institutions may use intermediate letters and intermediate numbers for grades in the range of 0 (zero) to 4 (four).
- (3) The results of the assessment are announced to students after one stage of learning in accordance with the lesson plan.
- (4) The results of the assessment of the learning achievement of graduates in each semester are expressed by the Semester Achievement Index (IPS).
- (5) The results of the assessment of the learning achievement of graduates at the end of the Study Program are expressed by the Grade Point Average (GPA).
- (6) Semester Achievement Index (IPS) as referred to in paragraph (4) is stated in the calculated amount by adding up the multiplication between the letter grades of each course taken and the credits of the respective courses divided by the number of credits of courses taken in one semester.
- (7) The Grade Point Average (GPA) as referred to in paragraph (5) is stated in a quantity calculated by adding up the multiplication between the letter grades of each course taken and the credits of the respective courses divided by the number of credits of the courses taken that have been taken.

## Article 27

- (1) Diploma and undergraduate program students are declared to have passed if they have taken all of the stipulated study loads and have graduate learning outcomes targeted by the Study Program with a Grade Point Average (GPA) greater than or equal to 2.00 (two point zero zero).

- (2) Graduating students from diploma programs and undergraduate programs can be given a satisfactory predicate, very satisfactory, or praise with the following criteria: a. a student is declared to have passed with a satisfactory predicate if he reaches a Grade Point Average (GPA) of 2.76 (two point seven six) to 3.00 (three point zero zero); b. a student is declared to have graduated with a very satisfactory predicate if he reaches a Grade Point Average (GPA) of 3.01 (three point zero one) to 3.50 (three point five zero); or c. Students are declared graduated with honors if they achieve a Grade Point Average (GPA) of more than 3.50 (three point zero).
- (3) Students of professional programs, specialist programs, master programs, applied master programs, doctoral programs, and applied doctoral programs are declared to have passed if they have taken all of the stipulated study loads and have graduate learning outcomes. targeted by Study Programs with a Grade Point Average (GPA) greater than or equal to 3.00 (three point zero zero).
- (4) Graduating students from professional programs, specialist programs, master programs, applied master programs, doctoral programs, applied doctoral programs, can be given satisfactory, very satisfactory, and honors honors with the following criteria:
  - a. a student is declared graduated with satisfactory predicate if he reaches a Grade Point Average (GPA) of 3.00 (three point zero zero) to 3.50 (three point five zero);
  - b. a student is declared to have graduated with a very satisfactory predicate if he reaches a Grade Point Average (GPA) of 3.51 (three point five one) to 3.75 (three point seven five); or
  - c. students are declared graduated with honors if they achieve a Grade Point Average (GPA) of more than 3.75 (three point seven five).
- (5) Students who are declared to have passed are entitled to:
  - a. diploma, for graduates of diploma programs, bachelor programs, master programs, applied master programs, doctoral programs, and applied doctoral programs;
  - b. professional certificates, for graduates of professional programs;
  - c. certificate of competence, for graduates of educational programs in accordance with expertise in their branch of knowledge and/or having achievements outside their study program;
  - d. title; and
  - e. certificate accompanying diploma, unless otherwise stipulated by the laws and regulations.
- (6) The professional certificate as referred to in paragraph (5) letter b is issued by the Higher Education together with the Ministry, other

Ministries, Institutions Government Non-Ministry, and/or professional organizations.

- (7) The certificate of competence as referred to in paragraph (5) letter c is issued by the Higher Education Institution in cooperation with professional organizations, training institutions, or accredited certification bodies.

## Part Six

### Lecturer and Support Staffs Standard

#### Article 28

Lecturer and Education Personnel Standards are the minimum criteria regarding the qualifications and competencies of Lecturers and Education Personnel to provide education in the context of fulfilling graduate learning outcomes.

#### Article 29

- (1) Lecturers are required to have academic qualifications and educator competencies, be physically and mentally healthy, and have the ability to provide education in the context of fulfilling graduate learning outcomes as stated in Article 5.
- (2) Academic qualifications as referred to in paragraph (1) is the lowest level of education that must be met by a lecturer and proven by a diploma.
- (3) The competence of educators as referred to in paragraph (1) stated with an educator certificate, and/or a professional certificate.
- (4) Lecturers of the first diploma program and the second diploma program must have academic qualifications of at least a master's degree or an applied master's degree relevant to the Study Program.
- (5) Lecturers of the first diploma program and the second diploma program as referred to in paragraph (4) can using instructors with academic qualifications at least three diploma graduates who have relevant experience with the Study Program and at least equivalent to level 6 (six) KKNI.
- (6) Lecturers of the third diploma program and the fourth diploma program must have academic qualifications of at least a master's degree or an applied master's degree relevant to the Study Program.
- (7) Lecturers of the third diploma program and the fourth diploma program as referred to in paragraph (6) may use professional certified lecturers relevant to the Study Program and have the lowest qualification equivalent to level 8 (eight) KKNI.

- (8) Lecturers of undergraduate programs must have academic qualifications of at least a master's degree or an applied master's degree relevant to the Study Program.
- (9) Lecturers of the undergraduate program as referred to in paragraph (8) may use certified Lecturers relevant to the Study Program and have the lowest qualification equivalent to level 8 (eight) KKNI.
- (10) Lecturers of professional programs must have academic qualifications of at least a master's degree or an applied master's degree relevant to the Study Program and have at least 2 (two) years of work experience.
- (11) Lecturers of professional programs as referred to in paragraph (10) may use certified professional lecturers that are relevant to the Study Program and have work experience of at least 2 (two) years and have the lowest qualification equivalent to level 8 (eight) KKNI.
- (12) Lecturers of the master's program and applied master's program must have academic qualifications of graduate doctoral or applied doctoral degrees that are relevant to the Study Program.
- (13) Lecturers of the master's program and applied master's program as referred to in paragraph (12) can use the relevant professional certified lecturer with a Study Program and have qualifications equivalent to level 9 (nine) KKNI.
- (14) Lecturers of specialist and subspecialist programs must be qualified as sub-specialist graduates, doctoral graduates, or applied doctoral graduates relevant to the Study Program and have at least 2 (two) years of work experience.
- (15) Lecturers of doctoral programs and applied doctoral programs:
  - a. must have academic qualifications of graduate doctoral or applied doctorate relevant to the Study Program, and can use certified professional lecturers relevant to the Study Program and have qualifications equivalent to level 9 (nine) KKNI; and
  - b. in terms of being the main supervisor, within the last 5 (five) years have produced at least:
    1. 1 (one) scientific paper in an accredited national journal or a reputable international journal; or
    2. 1 (one) other form recognized by the expert group determined by the Higher Education Senate.
- (16) Equalization of level 6 (six) KKNI as referred to in paragraph (5), level 8 (eight) KKNI as referred to in paragraph (7), paragraph (9), and paragraph (11), and level 9 (nine) KKNI as referred to in paragraph (13) and paragraph (15) is carried out by the relevant director general in accordance with his authority through the past learning recognition mechanism.

### Article 30

- (1) The calculation of the workload of Lecturers is based on:
  - a. Lecturer's main activities include:
    1. planning, implementing, and controlling the learning process;
    2. implementation of evaluation of learning outcomes;
    3. mentoring and training;
    4. Research; and
    5. Community Service.
  - b. activities in the form of carrying out additional tasks; and
  - c. supporting activities.
- (2) The workload on the Lecturer's main activities as stated in paragraph (1) letter a is adjusted to the amount of additional workload, for Lecturers who get additional assignments.
- (3) Lecturer workload as the main supervisor in m Structured research in the context of preparing a thesis/final project, thesis, dissertation, or design work/art/other equivalent form of a maximum of 10 (ten) students.
- (4) Lecturer's workload refers to the equivalent of full teaching time and the ratio of Lecturers and students.
- (5) The equivalent of full teaching time and the ratio of lecturers and students as referred to in paragraph (4) is regulated in a Ministerial Regulation.

### Article 31

- (1) Lecturers consist of permanent and nonpermanent lecturers.
- (2) The permanent lecturer as referred to in paragraph (1) is a Lecturer with the status as a permanent educator at 1 (one) Higher Education and is not a permanent employee in another work unit or education unit.
- (3) The number of permanent Lecturers in Higher Education is at least 60% (sixty percent) of the total number of Lecturers.
- (4) The number of Lecturers assigned to carry out the Learning process in each Study Program is at least 5 (five) people.
- (5) Permanent lecturers for applied doctoral programs have at least 2 (two) lecturers with academic qualifications of doctoral/applied doctorate who have:
  - a. monumental works used by industry or society; or
  - b. 2 (two) international publications in reputable international journals.

- (6) Permanent lecturers as referred to in paragraph (4) are required to have expertise in the field of science in accordance with the disciplines of the Study Program.

#### Article 32

- (1) Educational Personnel shall have the minimum academic qualifications of graduates from 3 (three) diploma programs which are declared with diplomas in accordance with the qualifications of their main duties and functions.
- (2) Educational Personnel as referred to in paragraph (1) except for administrative staff.
- (3) Administrative staff as referred to in paragraph (2) have a minimum academic qualification of high school or equivalent.
- (4) Educational Personnel who require special expertise are required to have a certificate of competence in accordance with their field of duty and expertise.

#### Part Seventh

##### Learning Facilities and Infrastructure Standard

#### Article 33

The standard of learning facilities and infrastructure is a minimum criterion of facilities and infrastructure in accordance with the needs of the content and learning process in order to fulfill the learning outcomes of graduates.

#### Article 34

- (1) The standard of learning facilities as referred to in Article 33 shall at least consist of:
  - a. furniture;
  - b. educational equipment;
  - c. educational media;
  - d. books, e-books, and repositories;
  - e. information and communication technology facilities;
  - f. experimental instrumentation;
  - g. sports facilities;

- h. art facilities;
  - i. public facilities;
  - j. consumables; and
  - k. maintenance, safety and security facilities.
- (2) The number, type, and specification of the facilities as referred to in paragraph (1) shall be determined based on the ratio of the use of facilities in accordance with the characteristics of the method and form of Learning, and must ensure the implementation of the Learning process and academic administrative services.

#### Article 35

- (1) The standard of learning infrastructure as referred to in Article 33 shall at least consist of:
- a. land;
  - b. classroom;
  - c. library;
  - d. laboratory/studio/workshop/production unit;
  - e. place to exercise; f. space for art; g. student activity unit room;
  - h. Higher Education leadership room;
  - i. Lecturer room;
  - j. administration room; and
  - k. public facilities.
- (2) Public facilities as referred to in paragraph (1) letter k include:
- a. street;
  - b. water;
  - c. electricity;
  - d. voice communication network; and
  - e. data.

#### Article 36

- (1) The land as referred to in Article 35 paragraph (1) letter a must be in an ecologically comfortable and healthy environment to support the Learning process.



- (2) Land at the time the Higher Education Institution is established must have the following status:
  - a. Right of Use on behalf of the Government as evidenced by the Certificate of Use of Use Rights for State Universities; or
  - b. Ownership Right, Right to Build, or Right to Use on behalf of the Organizing Body as evidenced by Certificate of Ownership, Right to Build, or Right to Use for Private Universities.

#### Article 37

Guidelines regarding the criteria for Learning infrastructure as referred to in Article 35 paragraph (1) letter a to letter k are determined by the relevant director general in accordance with his authority.

#### Article 38

- (1) Higher education buildings must have a minimum quality standard of class A or equivalent.
- (2) Higher education buildings must meet the requirements for safety, health, comfort, and security, and be equipped with electrical installations with adequate power and installations, both domestic waste and special waste, if needed.
- (3) The quality standards of Higher Education buildings as referred to in paragraph (1) and paragraph (2) are based on a ministerial regulation that handles government affairs in the field of public works.

#### Article 39

- (1) Higher Education Institutions must provide facilities and infrastructure that can be accessed by students with special needs.
- (2) The facilities and infrastructure as referred to in paragraph (1) consist of:
  - a. labeling in Braille and information in sound form;
  - b. ramps for wheelchair users;
  - c. guiding blocks on roads or corridors in the campus environment;
  - d. a map/plan of the campus or building in the form of an embossed map/plan; and
  - e. toilet or bathroom for wheelchair users.

- (3) Guidelines regarding facilities and infrastructure for students who (2) those with special needs as referred to in paragraph (2) shall be determined by the relevant director general in accordance with their respective authorities.

## Part Eight

### Learning Management Standards

#### Article 40

- (1) Learning management standards are minimum criteria regarding planning, implementation, control, monitoring and evaluation, and reporting of Learning activities at the Study Program level.
- (2) Learning management standards as referred to in paragraph (1) must refer to graduate competency standards, Learning content standards, Learning process standards, Lecturers and Education Personnel standards, as well as learning facilities and infrastructure standards.

#### Article 41

- (1) The implementation of management standards is carried out by the Study Program and Higher Education Management Unit.
- (2) The Study Program Management Unit as referred to in paragraph (1) must:
  - a. carry out the preparation of Curriculum and Learning plans in each subject;
  - b. organize Learning programs according to content standards, process standards, assessment standards that have been set in order to achieve graduate learning outcomes;
  - c. carry out systemic activities that create an academic atmosphere and a good quality culture;
  - d. conduct periodic monitoring and evaluation activities in order to maintain and improve the quality of the Learning process; and
  - e. report the results of the Learning program periodically as a source of data and information in making decisions to improve and develop the quality of Learning.
- (3) Higher Education Institutions in implementing the management standards as referred to in paragraph (1) are obligated to:
  - a. formulate policies, strategic plans, and operations related to Learning that can be accessed by the academic community and

stakeholders, and can be used as guidelines for Study Programs in implementing Learning programs;

- b. organize learning according to the type and educational program that is in line with the learning outcomes of graduates;
- c. maintain and improve the quality of the Study Program management in implementing the Learning program in a sustainable manner with targets in accordance with the vision and mission of the Higher Education;
- d. conduct monitoring and evaluation of Study Program activities in carrying out Learning activities;
- e. have guidelines for planning, implementation, evaluation, supervision, quality assurance, and development of Learning and Lecturer activities; and
- f. submit a report on the performance of the Study Program in implementing the Learning program at least through the Higher Education database.

## Part Nine

### Learning Financing Standards

#### Article 42

- (1) Learning financing standards are minimum criteria regarding the components and amount of investment costs and operational costs that are prepared in the context of fulfilling graduate learning outcomes as stated in Article 7.
- (2) Higher Education investment costs as referred to in paragraph (1) are part of Higher Education costs for the provision of facilities and infrastructure, development of Lecturers, and Education Personnel in Higher Education.
- (3) The higher education operational costs as referred to in paragraph (1) are part of the higher education costs required to carry out educational activities which include the costs of Lecturers, the costs of Education Personnel.
- (4) Learning operational material costs, and indirect operational costs.
- (5) Higher Education operational costs as referred to in paragraph (1) are determined per student per year which is referred to as the standard unit of Higher Education operational costs.
- (6) The standard unit for higher education operational costs for State Universities is determined periodically by the Minister taking into account:

- a. type of Study Program;
  - b. the level of accreditation of Higher Education and Study Programs;  
and
  - c. regional cost index.
- (7) The standard unit for higher education operational costs as referred to in paragraph (4) becomes the basis for each Higher institution to prepare an annual higher education income and expenditure budget plan and determine the costs to be borne by students.

#### Article 43

##### Mandatory Colleges:

- a. have a cost recording system and carry out cost recording in accordance with the provisions of the legislation up to the Study Program unit;
- b. conduct an analysis of the higher education operational costs as part of the preparation of the work plan and annual budget of the concerned higher education institution; and
- c. evaluate the level of achievement of higher education unit cost standards at the end of each fiscal year.

#### Article 44

- (1) The implementing agency for Private Higher Education or Higher Education is required to seek funding for Higher Education from various sources other than the tuition fees obtained from students.
- (2) Other financing components outside of education costs, including:
- a. grant;
  - b. professional and/or expertise services;
  - c. sustainable funds from alumni and philanthropists; and/or
  - d. cooperation between government and private institutions.
- (3) College Higher education institutions are required to develop policies, mechanisms, and procedures to raise other sources of funds in an accountable and transparent manner in order to improve the quality of education.

CHAPTER III  
RESEARCH STANDARDS

Part One

Scope of Research Standards

Article 45

The scope of the Research Standards consists of:

- a. Research result standards;
- b. Research content standards;
- c. Research process standards;
- d. Research assessment standards;
- e. researcher standard;
- f. standard of Research facilities and infrastructure;
- g. Research management standards; and
- h. Research funding and funding standards.

Part Two

Research Result Standard

Article 46

- (1) The standard of research results is a minimum criterion about the quality of research results.
- (2) The results of research in Higher Education are directed inward in order to develop knowledge and technology, and improve social welfare and national competitiveness.
- (3) Research Results as referred to in paragraph (1) are all the outputs generated through activities that meet the rules and scientific method systematically according to scientific and cultural autonomy academic.
- (4) Student research results must comply with the provisions as referred to in paragraph (2), achievements Graduate learning, and regulatory provisions in College.
- (5) Research results that are not confidential, no disturbing and/or not endangering interests public or national must be disseminated in a

manner seminarized, published, patented, and/or method that can be used to convey results Community research.

### Part Three

#### Research Content Standards

##### Article 47

- (1) Research content standards are the minimum criteria about the depth and breadth of research material.
- (2) The depth and breadth of research material as referred to in paragraph (1) includes material in research basic and applied research.
- (3) Material on basic research referred to in paragraph (2) must be oriented towards research output in the form of explanations or discoveries to anticipate a new symptom, phenomenon, rule, model, or postulate.
- (4) Materials in applied research as referred to in paragraph (2) must be oriented towards research outputs in the form of innovation and development of science and technology that are beneficial to society, the business world, and/or industry.
- (5) Material on basic research and applied research includes special study material for national interests.
- (6) Material on basic research and applied research must contain the principles of usefulness, up-to-date, and anticipating future needs.

### Part Four

#### Research Process Standards

##### Article 48

- (1) Research process standards are the minimum criteria for research activities consisting of planning, implementation and reporting.
- (2) Research activities as referred to in paragraph (1) are activities that comply with scientific principles and methods in a systematic manner in accordance with scientific autonomy and academic culture.
- (3) Research activities must consider standards of quality, work safety, health, comfort and security of researchers, society and the environment.
- (4) Research activities carried out by students in the context of carrying out their final project, thesis, thesis or dissertation must comply with the

provisions referred to in paragraph (2) and paragraph (3), graduate learning achievements, and regulatory provisions in Higher Education.

- (5) Research activities carried out by students expressed in the number of credits referred to in Article 19 paragraph (4).

## Part Five

### Research Assessment Standards

#### Article 49

- (1) Research assessment standards are the minimum criteria assessment of research processes and results.
- (2) Evaluation of research processes and results as follows referred to in paragraph (1) is carried out in an integrated manner at least meet the elements:
  - a. educative, which is an assessment for motivate researchers to continue to improve quality The research;
  - b. objective, which is judgment based criteria that are free from the influence of subjectivity;
  - c. accountable, which is a Research assessment carried out with criteria and procedures clear and understood by researchers; and
  - d. transparent, which is an assessment that procedures and assessment results can be accessed by all stakeholders.
- (3) Evaluation of research processes and results must comply the principle of valuation as referred to in paragraph (2) and pay attention to compliance with the standard results, content standards, and research process standards.
- (4) Research Assessment can be done by using relevant methods and instruments, accountable, and can represent a measure of achievement process performance and achievement of research results performance.
- (5) Research Assessment carried out by students in the framework of preparing the final report, thesis, thesis, or dissertation is regulated based on the provisions regulations in Higher Education.

Part Six  
Researcher Standards

Article 50

- (1) The standard of the researcher is the minimum criterion of ability researchers to carry out research.
- (2) The researcher referred to in paragraph (1) is required have the ability level of mastery of the methodology Research in accordance with scientific fields, objects Research, as well as level of complexity and level Research depth.
- (3) The capability of the researcher as referred to in paragraph (1) is determined based on:
  - a. academic qualifications; and
  - b. research result.
- (4) The capability of the researcher as referred to in paragraph (2) determine the authority to carry out research.
- (5) Guidelines regarding the authority to implement Research determined by the relevant director general accordingly with authority.

Part Seven  
Research Facilities and Infrastructure Standards

Article 51

- (1) The standard of research facilities and infrastructure is minimum criteria for the required facilities and infrastructure to support the needs of the content and research process in order to fulfill the research results.
- (2) Research facilities and infrastructure as stipulated referred to in paragraph (1) are College facilities Height used for:
  - a. facilitating the least Research related to field of study program;
  - b. learning process; and
  - c. Community Service activities.
- (3) Research facilities and infrastructure as stipulated referred to in paragraph (2) must meet quality standards, safety, health, comfort, and safety of researchers, society, and the environment.



Part Eight  
Research Management Standards

Article 52

- (1) Research management standard is a criterion minimum regarding planning, implementation, control, monitoring and evaluation, and reporting Research activities.
- (2) Research Management as referred to in paragraph (1) carried out by the work unit in the form institution in charge of managing research.
- (3) Institutions as referred to in paragraph (2) is a Research institute, Research institute and Community Service, or other forms kind according to the needs and conditions College.
- (4) Institutions as referred to in paragraph (2) is a Research institute, Research institute and Community Service, or other forms kind according to the needs and conditions College.

Article 53

- (1) Institutions as referred to in Article 52 paragraph (2) must:
  - a. drafting and developing program plans Research in accordance with the strategic research plan of Higher Education;
  - b. drafting and developing regulations, guidelines, and an internal quality assurance system Study;
  - c. facilitating the implementation of Research;
  - d. carry out monitoring and evaluation Research implementation;
  - e. conduct dissemination of research results;
  - f. facilitating the improvement of the ability of researchers to carry out research, writing articles scientific, and acquisition of Intellectual Property (IP); and
  - g. give awards to researchers who achievement.
- (2) Mandatory Colleges:
  - a. have a strategic Research plan is part of the Higher Education's strategic plan;
  - b. develop research assessment criteria and procedures at least regarding the aspect of improvement number of scientific publications, new discoveries in the field science and technology, and the amount and the quality of teaching materials;

- c. maintain and improve the quality of management Research institutions or functions in carrying out Research program on an ongoing basis;
- d. carry out monitoring and evaluation of research institutions or functions in carrying out Research program;
- e. have guidelines on the criteria of researchers with refers to outcome standards, content standards, and Research process standards;
- f. utilizing research facilities and infrastructure other institutions through cooperation programs Study;
- g. carry out a needs analysis number, type, and specifications of facilities and infrastructure Study; and
- h. submit reports on the performance of institutions or functions Research in conducting programs Research at least through Higher Education's databases.

## Part Nine

### Research Funding and Funding Standards

#### Article 54

- (1) Research funding and financing standards is a minimum criterion of sources and mechanisms Research funding and funding.
- (2) Higher Education Institutions are required to provide internal Research funds.
- (3) Apart from the internal Research budget of the Higher Education Institutions, Research funding can be sourced from government, cooperation with other institutions within or abroad, or funds from the public.
- (4) Research Funding as referred to in paragraph (2) used to finance:
  - a. Research planning;
  - b. Research implementation;
  - c. Research control;
  - d. Research monitoring and evaluation;
  - e. reporting of research results; and
  - f. dissemination of research results.

- (5) Research funding and funding mechanisms are regulated by university leaders.

#### Article 55

- (1) Higher Education Institutions are required to provide management funds Study.
- (2) Research management fund as intended in paragraph (1) is used to finance:
  - a. Research management consisting of selection proposals, monitoring and evaluation, reporting Research and dissemination of research results;
  - b. capacity building of researchers; and
  - c. scientific publication incentives or Intellectual Property (PR) incentives.

### CHAPTER IV

#### STANDARD OF SERVICE TO THE COMMUNITY

##### Part One

##### Scope of Community Service Standards

#### Article 56

The scope of the Community Service standard consists of on:

- a. community service outcome standards;
- b. community service content standards;
- c. community service standard process;
- d. community service assessment standards;
- e. Community Service implementing standards;
- f. standard of facilities and infrastructure Devotion to Public;
- g. community service management standards; and
- h. funding standards and financing Devotion to Public.

Part Two  
Community Service Result Standards

Article 57

- (1) The standard results of Community Service are minimum criteria for Community Service results in applying, practicing, and cultivating science and technology to advance general welfare and intellectual life nation.
- (2) Community Service Results as referred to in paragraph (1) are:
  - a. solving problems faced by society by leveraging the expertise of the academic community which is relevant;
  - b. utilization of appropriate technology;
  - c. science and development materials technology; or
  - d. teaching materials or training modules for enrichment Learning Resources.

Part Three  
Community Service Content Standards

Article 58

- (1) Community Service content standards are minimum criteria regarding the depth and breadth of the material Community service.
- (2) The depth and breadth of the Devotion to the material The community as referred to in paragraph (1) refers to the standard results of Devotion to Public.
- (3) The depth and breadth of the Devotion to the material The community as referred to in paragraph (1) sourced from the results of research or development of science appropriate knowledge and technology community needs.
- (4) Research results or scientific development and technology as referred to in paragraph (3) includes:
  - a. Research results that can be applied directly and required by the user community;
  - b. development of science and technology in order to empower the community;
  - c. appropriate technology that can be utilized in order to improve the standard of living and public welfare;

- d. problem solving models, social engineering, and/or policy recommendations that can applied directly by the community, the business world, industry, and/or Government; or
- e. Intellectual Property (IP) that can be applied directly by the public, the business world, and/or industry.

#### Part Four

#### Community Service Process Standards

##### Article 59

- (1) Standard Community Service process is the minimum criteria for community service activities community, consisting of planning, implementation, and activity reporting.
- (2) Community Service Activities can be in the form of:
  - a. service to the community;
  - b. appropriate application of science and technology with their area of expertise;
  - c. community capacity building; or
  - d. community empowerment.
- (3) Community Service Activities as referred to in paragraph (2) must consider quality standards, occupational safety, health, convenience, as well as the security of implementers, the community, and environment.
- (4) Community Service Activities carried out by students as one of the forms Learning must be directed to meet the achievements Graduate learning and regulatory provisions in College.
- (5) Community Service Activities carried out by students expressed in the amount of credits as referred to in Article 19 paragraph (4).
- (6) Community Service Activities must organized in a directed, measurable, and programmed manner.

#### Part Five

#### Community Service Assessment Standards

##### Article 60

- (1) Community Service assessment standards is a minimum criterion regarding the assessment of Community Service process and results.

- (2) Evaluation of the process and results of Service to The community as referred to in paragraph (1) carried out in an integrated manner at least fulfilling element:
  - a. educative, which is an assessment for Motivate executors to continue to improve community service quality;
  - b. objective, which is judgment based assessment criteria and free from influence subjectivity;
  - c. accountable, which is an assessment that implemented according to the criteria and procedures clear and understood by the executor of the Service to the Community; and
  - d. transparent, which is an assessment that procedures and assessment results can be accessed by all stakeholders.
- (3) Evaluation of the process and results of Service to Society must fulfill the principle of valuation as referred to in paragraph (2) and pay attention compliance with yield standards, content standards, and community service process standards.
- (4) The minimum criteria for evaluating the results of Community Service The community as referred to in paragraph (1) includes:
  - a. community satisfaction level;
  - b. changes in attitudes, knowledge, and skills in society according to program goals;
  - c. knowledge can be utilized technology in society in a sustainable manner;
  - d. creation of enrichment learning resources and/or Learning and maturation of the academic community as a result of the development of science and technology; or
  - e. resolution of social problems and recommendations policies that can be utilized by stakeholders interest.
- (5) Community Service Assessment can carried out using methods and instruments relevant, accountable, and representative of size process performance achievement and performance achievement results of Community Service.

## Part Six

### Community Service Implementing Standards

#### Article 61

- (1) Community Service implementing standards is a minimum criterion of implementing ability to carry out Community Service.

- (2) Executor of Community Service as referred to in paragraph (1) must have mastery scientific application methodology in accordance with area of expertise, type of activity, and level of complexity and the depth of the target activity.
- (3) The ability to implement Community Service as referred to in paragraph (1) is determined based on:
  - a. academic qualifications; and
  - b. results of Community Service.
- (4) Ability to implement Community Service as referred to in paragraph (2) determines the authority to carry out the Service to Public.
- (5) Guidelines regarding the authority to implement Community Service is determined by the director related generals in accordance with their authority.

## Part Seven

### Standard of Facilities and Infrastructure Service to Public

#### Article 62

- (1) Service standards for facilities and infrastructure Society is a minimum criterion regarding facilities and infrastructure needed to support the process Community Service in order to fulfill results of Community Service.
- (2) Community Service facilities and infrastructure as referred to in paragraph (1) is a facility College used for:
  - a. facilitating Community Service the most few related to the application of the field of science from Study Programs managed by Universities and activity target areas;
  - b. learning process; and
  - c. Research activities.
- (3) Facilities and infrastructure as referred to in paragraph (2) must meet quality standards, work safety, health, comfort and safety.

## Part Eight

### Community Service Management Standards

#### Article 63

- (1) Community Service Management Standards is a minimum criterion regarding planning, implementation, control, monitoring and evaluation, as well as reporting on community service activities.
- (2) Community Service Management as referred to in paragraph (1) carried out by the work unit in the institutional form assigned to managing community service.
- (3) Institutional management of Community Service as referred to in paragraph (2) is an institution Community Service, Research institutes and Community Service, or other forms kind according to the needs and conditions College.

#### Article 64

- (1) Institutions as referred to in Article 63 paragraph (2) must:
  - a. develop and develop program plans Community Service in accordance with Community Service strategic plan College;
  - b. drafting and developing regulations, guidelines, and an internal quality assurance system Community Service activities;
  - c. facilitating the implementation of Community Service activities to the Community;
  - d. carry out monitoring and evaluation implementation of Community Service; e. conduct dissemination of the results of Community Service to Public;
  - f. Facilitate capacity building activities implementer of Community Service;
  - g. award the executor Outstanding Community Service;
  - h. utilize Devotion facilities and infrastructure to the community in other institutions through work The same;
  - i. carry out a needs analysis number, type, and specifications of facilities and infrastructure Community service; and
  - j. compiling reports on Community Service activities The community it manages.
- (2) Mandatory Colleges:
  - a. have a strategic plan Dedication to Communities that are part of the plan university strategy;
  - b. develop assessment criteria and procedures Community Service at the very least concerning aspects of the results of Devotion to Society in implementing, practicing, and cultivating science and technology to promote the general welfare as well enrich the life of a nation;



- c. maintain and improve the quality of management community service institution or function in carrying out the Community Service program society in a sustainable manner;
- d. carry out monitoring and evaluation of community service institution or function in carrying out the Community Service program Public;
- e. have guidelines on implementing criteria Community Service with reference on yield standards, content standards, and process standards Community service;
- f. utilizing the facilities and infrastructure at other institutions through cooperation Devotion to Public;
- g. carry out a needs analysis number, type, and specifications of facilities and infrastructure Community service; and
- h. submit reports on the performance of institutions or functions Community Service in organizes a Community Service program The community at least goes through the database Higher Education.

## Part Nine

### Funding Standards and Devotion Financing Public

#### Article 65

- (1) Standards of funding and financing of Devotion to Society is a minimum criterion of sources and the funding mechanism and funding for Community Service to the Community.
- (2) Higher Education Institutions are required to provide internal funds for Community service.
- (3) Apart from internal Higher Education funds, funding Community Service can be sourced from government, cooperation with other institutions within or abroad, or funds from the public.
- (4) Community Service Funding for Lecturers or instructor as referred to in paragraph (2) used to finance:
  - a. Community Service planning;
  - b. implementation of Community Service;
  - c. Community Service control;
  - d. monitoring and evaluation Devotion to Public;
  - e. Community Service reporting; and

- f. dissemination of Community Service results.
- (5) Service funding and financing mechanisms to the Community is regulated by the leader of the Higher Education.

#### Article 66

- (1) Higher Education Institutions are required to provide management funds Community service.
- (2) Community Service Management Fund as referred to in paragraph (1) is used to finance:
  - a. Community Service management consists of proposal selection, monitoring and evaluation, reporting, and dissemination of results Community service; and
  - b. implementing capacity building.

### CHAPTER V OTHER PROVISIONS

#### Article 67

Provisions on National Higher Education Standards for Study Programs off the main campus, distance education, community colleges, and educational programs that require special arrangements regulated by Regulation Minister.

### CHAPTER VI TRANSITIONAL PROVISIONS

#### Article 68

With the enactment of this Ministerial Regulation:

- a. formulation of specific knowledge and skills as referred to in Article 7 paragraph (3) which have not reviewed and determined by the Minister, Higher Education can use the formulation of knowledge and special skills compiled independently for internal quality assurance processes in Higher Education and external quality assurance processes through accreditation;

- b. requirements of the main supervisor, must be adjusted with the provisions of Article 29 paragraph (15) letter b at the longest 1 (one) year;
- c. Higher education land and buildings used through a lease agreement must be adjusted with the provisions of Article 36 and Article 38 no longer than 10 (ten) years;
- d. management and administration of compulsory higher education institutions comply with the provisions of this Ministerial Regulation maximum 2 (two) years; and
- e. all provisions regarding the minimum criteria serves as a stated Higher Education standard still valid, as long as the provisions as referred to in Article 67 has not been determined.

## CHAPTER VII

### CLOSING

#### Article 69

When this Ministerial Regulation comes into force:

- a. Regulation of the Minister of Research, Technology and Education Higher Education Number 44 of 2015 concerning National Standards Higher Education (State Gazette of the Republic of Indonesia Year 2015 Number 1952); and
- b. Regulation of the Minister of Research, Technology and Education Higher Education Number 50 of 2018 concerning Amendments to Regulation of the Minister of Research, Technology and Education Higher Education Number 44 of 2015 concerning National Standards Higher Education (State Gazette of the Republic of Indonesia Year 2018 Number 1496), revoked and declared invalid.

#### Article 70

This Ministerial Regulation comes into force on the date invited.

So that everyone knows about it, ordered promulgation of this Ministerial Regulation with its placement in the State Gazette of the Republic of Indonesia.

Enacted in Jakarta

on January 24, 2020

MINISTER OF EDUCATION AND  
CULTURE REPUBLIC OF INDONESIA,

signed

NADIEM ANWAR MAKARIM

Promulgated in Jakarta

on January 28 2020

DIRECTOR GENERAL LEGISLATION  
MINISTRY OF LAW AND HUMAN  
RIGHTS REPUBLIC OF INDONESIA,

signed

WIDODO EKATJAHJANA

APPENDIX  
REGULATION OF THE MINISTER OF EDUCATION AND CULTURE  
NUMBER 3 OF 2020  
ABOUT  
NATIONAL STANDARDS FOR HIGHER EDUCATION

A. ATTITUDE SUMMARY

Every graduate of an academic, vocational and professional education program must have the following attitude:

- a. fear God Almighty and be able to show a religious attitude;
- b. uphold human values in carrying out duties based on religion, morals, and ethics;
- c. contribute to improving the quality of life in society, nation, state, and progress of civilization based on Pancasila;
- d. act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation;
- e. appreciate the diversity of cultures, views, religions and beliefs, as well as the opinions or original findings of others; f. cooperate and have social sensitivity and concern for society and the environment;
- g. obey the law and discipline in the life of society and the state;
- h. internalize academic values, norms, and ethics;
- i. demonstrate a responsible attitude towards work in the field of expertise independently; and
- j. internalize the spirit of independence, struggle, and entrepreneurship.

B. GENERAL SKILL FORMULATION

DIPLOMA ONE, DIPLOMA TWO, AND DIPLOMA THREE PROGRAMS

DIPLOMA ONE	DIPLOMA TWO	DIPLOMA THREE
<p>Graduates of the Diploma One Program are required to have the following general skills:</p>	<p>Graduates of the Diploma Two Program are required to have the following general skills:</p>	<p>Graduates of the Diploma Three Program are required to have general skills as follows:</p>
<p>a. able to carry out a specific set of tasks using tools, information, and choices proper work procedures from several standard options;</p>	<p>a. able to complete work with a wide range of tasks in a specific field, analyze information on a limited basis, and choose the appropriate method from several standard options;</p>	<p>a. able to finish work broad scope and analyze data with a variety of appropriate methods, both those that have not been standardized and those that have been standardized;</p>
<p>b. able to demonstrate quality and measurable performance from work results which are partly the result of one's own work through no supervision direct;</p>	<p>b. able to demonstrate quality and measurable performance from work that is entirely the result of one's own work, without supervision;</p>	<p>b. able to show quality and measurable performance;</p>

DIPLOMA ONE	DIPLOMA TWO	DIPLOMA THREE
<p>c. able to solve work problems with familiar characteristics and contexts, and carried out through guidance;</p>	<p>c. able to solve work problems with a familiar nature and context, and be carried out and be responsible independently for the results;</p>	<p>c. able to solve work problems of an appropriate nature and context with area of expertise the marinade based on logical, innovative, and responsible thinking on the results independently;</p>
	<p>d. able to compile written reports within a limited scope</p>	<p>d. able to compile reports on results and work processes accurately and validly and communicate them effectively to other parties who need;</p>

DIPLOMA ONE	DIPLOMA TWO	DIPLOMA THREE
<p>d. able to work together and communicate in a manner and language appropriate to the ethics of the work environment;</p>	<p>e. able to work together, communicate, take the necessary initiative in the context of the execution of his job;</p>	<p>e. able to work together, communicate, and innovate in his work;</p>
<p>e. able to be responsible for one's own work and can be given responsibility for the quality and quantity of the work of others who are equal; and</p>	<p>f. able to be responsible for one's own work and can be given responsibility for the quality and quantity of other people's work; and</p>	<p>f. capable of being responsible answer up achievement of group work results and supervise and valuation of settlement which job assigned to employees below his responsibility; and</p>
		<p>g. capable carry out a self-evaluation process team work which is at under responsibility he answered, and managed development competence to work independently;</p>



DIPLOMA ONE	DIPLOMA TWO	DIPLOMA THREE
f. able to document tasikan, store, secure, and find return data to guarantee validity.	g. able to document, store, secure, and recover data to ensure validity.	h. able to document, store, secure, and find return data to guarantee validity and prevent plagiarism.

### C. GENERAL SKILL FORMULATION

#### FOUR APPLIED DIPLOMA/GRADUATE PROGRAM AND GRADUATE PROGRAM

DIPLOMA FOUR/APPLIED GRADUATE	BACHELOR
Graduates of the Diploma Four/Applied Bachelor Program must have the following general skills:	Graduates of the Undergraduate Program must have the following general skills:
a. able to apply logical, critical, innovative, quality, and measurable thinking in carrying out specific work in the field	a. able to apply logical, critical, systematic, and innovative thinking in the context of development or

DIPLOMA FOUR/APPLIED GRADUATE	BACHELOR
<p>expertise and in accordance with work competency standards in the field concerned;</p>	<p>implementation of science and technology that pays attention to and applies the values of the humanities in accordance with their field of expertise;</p>
<p>b. able to demonstrate independent, quality and measurable performance;</p>	<p>b. able to demonstrate independent, quality, and measurable performance;</p>
<p>c. able to study cases of the application of science and technology that pays attention to and applies humanities values in accordance with their field of expertise in order to produce prototypes, standard procedures, designs or works of art, compile the results of their studies in the form of working papers, design specifications, or art essays, and upload them on the website College;</p>	<p>c. able to study the implications of the development or implementation of technological science that pays attention to and applies the values of the humanities in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile a scientific description of the results of their studies in the form of a thesis or final project report , and upload it on the university's website;</p>
<p>d. able to compile the results of the studies mentioned above in the form of working papers, design specifications, or art essays, and upload them on the college website;</p>	<p>d. compiling a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and uploading it on the university's website;</p>

DIPLOMA FOUR/APPLIED GRADUATE	BACHELOR
<p>e. able to make appropriate decisions based on standard procedures, design specifications, occupational safety and security requirements in supervising and evaluating their work;</p>	<p>e. able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis;</p>
<p>f. able to maintain and develop a network of cooperation and the results of cooperation within and outside the institution;</p>	<p>f. able to maintain and develop a working network with mentors, colleagues, peers both inside and outside the institution;</p>
<p>g. able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers who are under their responsibility;</p>	<p>g. able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers who are under their responsibility;</p>
<p>h. able to carry out the process of self-evaluation of work groups under their responsibility, and able to manage learning independently; And</p>	<p>h. able to carry out the process of self-evaluation of work groups under their responsibility, and able to manage learning independently; and</p>
<p>i. able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p>	<p>i. able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p>

## D. GENERAL SKILL FORMULATION

### MASTER PROGRAM AND APPLIED MASTER PROGRAM

<b>MAGISTER</b>	<b>APPLIED MASTER</b>
Graduates of the Masters Program are required to have the following general skills:	Graduates of the Applied Masters Program are required to have general skills as following:
a. able to develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the field of science and technology that takes into account and applies the values of the humanities in accordance with their areas of expertise, compiles scientific conceptions and results of studies based on rules, procedures, and scientific ethics in the form of a thesis or other equivalent form, and uploaded on the university's website, as well as papers that have been published in accredited scientific journals or accepted in international journals;	a. able to develop logical, critical, systematic, and creative thinking in the application of technology that pays attention to and applies values humanities according to their field of expertise in order to produce prototypes, design works, art products, or value-added technological innovations, compile scientific conceptions or works based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent forms, and upload them on the university's website, as well as works presented or exhibited;
b. able to perform academic validation or research according to his field of expertise in solving problems in relevant communities or industries through the development of their knowledge and expertise;	b. able to perform academic validation or research according to his field of expertise solve problems in relevant communities or industries through the development of their knowledge and expertise;

MAGISTER	APPLIED MASTER
relevant communities or industries through the development of their knowledge and expertise;	relevant communities or industries through the development of their knowledge and expertise;
c. able to formulate ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community;	c. able to formulate ideas, thoughts, and technical arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community;
d. able to identify scientific fields that are the object of his research and position them into a research map developed through an interdisciplinary or multidisciplinary approach;	d. able to identify the scientific field that is the object of his research and position it into a problem-solving scheme that is more comprehensive and interdisciplinary or multi-disciplinary in nature;
e. able to make decisions in the context of solving problems in the development of science and technology that takes into account and applies the values of the humanities based on analytical or experimental studies of information and data;	e. able to make decisions in the context of solving technology implementation problems that pay attention to and apply humanities values based on studies experimental on information and data;

MAGISTER	APPLIED MASTER
f. able to manage, develop and maintain networks with colleagues, peers within institutions and the wider research community;	f. able to manage, develop and improve the quality of cooperation both in his institution and other institutions, by prioritizing the quality of results and timely completion of work;
g. able to increase learning capacity independently; And	g. able to increase learning capacity independently; And
h. able to document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism.	h. capable of documenting, storing, securing, and retrieving prototype data, design works or art products in order to ensure validity and prevent plagiarism.

#### E. GENERAL SKILL FORMULATION

##### DOCTOR PROGRAM AND APPLIED DOCTOR PROGRAM

DOCTOR	APPLIED DOCTOR
Graduates of the Doctoral Program must have the following general skills:	Graduates of the Applied Doctoral Program are required to have the following general skills:

DOCTOR	APPLIED DOCTOR
<p>a. able to discover or develop new scientific theories/conceptions/ideas, contribute to the development and practice of science and/or technology that pays attention to and apply the values of the humanities in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic thinking, and creative;</p>	<p>a. able to discover, create, and make new contributions to the development and practice of science and/or technology that pays attention to and applies the values of the humanities in their field of expertise, by producing designs, prototypes, or technological innovations with added value or can be used to solve problems based on logical, critical, creative, and wise thinking;</p>
<p>b. able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical and/or experimental studies in the fields of science, technology, art and innovation as outlined in the form of dissertations, and papers that have been published in reputable international journals;</p>	<p>b. able to compile scientific conceptions and results of studies on the results of his work based on scientific principles, procedures and ethics in the form of dissertations, and papers that have been published in accredited national journals or accepted in international journals or works that are presented or exhibited in international forums;</p>
<p>c. able to choose research that is appropriate, up-to-date, advanced, and provides benefits to mankind through an interdisciplinary, multidisciplinary or transdisciplinary approach, in order to develop and/or produce solutions to problems in the scientific, technological, artistic or social fields, based on the results of studies on the availability of internal and external resources;</p>	<p>c. able to select research that is appropriate, up-to-date, advanced, and give the benefit of humanity by including economic aspects through an interdisciplinary, multidisciplinary or transdisciplinary approach, in order to produce solutions to technological problems in relevant industries, or the arts;</p>

DOCTOR	APPLIED DOCTOR
<p>d. able to develop a research road map with an interdisciplinary, multidisciplinary, or transdisciplinary approach, based on a study of the main research objectives and their constellation on broader objectives;</p>	<p>d. able to develop a technology or art development strategy with an interdisciplinary, multidisciplinary, or transdisciplinary approach, based on a study of the main research objectives and their constellation on broader targets;</p>
<p>e. able to compile scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles or theories that can be accounted for scientifically and academic ethics, and communicate them through the mass media or directly to the public;</p>	<p>e. able to compile scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles or theories that can be accounted for scientifically and academic ethics, and communicate them through mass media or directly to the community;</p>



DOCTOR	APPLIED DOCTOR
f. able to demonstrate academic leadership in the management, development and development of resources and organizations under their responsibility;	f. able to demonstrate academic leadership in the management, development and development of resources and organizations under their responsibility;
g. able to manage, including storing, auditing, securing, and retrieving research data and information under his/her responsibility; And	g. able to manage, including storing, auditing, securing, and retrieving research data and information under his/her responsibility; and
h. able to develop and maintain collegial and peer-to-peer relationships within their own environment or through a collaborative network with research communities outside the institution.	h. able to develop and maintain collegial and peer-to-peer relationships within their own environment or through a collaborative network with research communities outside the institution.

## F. GENERAL SKILL FORMULATION

### PROFESSIONAL PROGRAM, SPECIALIST PROGRAM, AND SUBSPECIALIST PROGRAM

PROFESSION	SPECIALIST	SUBSPECIALIST
Graduates of the Professional Program must have the following general skills:	Specialist Program graduates must have the following general skills:	Graduates of the Subspecialist Program are required to have the following general skills:
a. able to work in the main field of expertise for the type of work specific and have work competency that is at least equivalent to the standard competence of professional work;	a. able to work in the main field of expertise/profession for specific and complex types of work and have good work competence minimum equivalent to professional competency standards that apply legally national/international;	a. able to work in the main field of expertise/profession for a specific type of work and complex as well have work competence that is equivalent to professional competency standards that apply internationally;
b. able to make independent decisions in running work profession based on logical, critical, systematic thinking, and creative;	b. able to make independent decisions in carrying out their professional work based on logical, critical, systematic, creative, and comprehensive thinking;	b. able to make independent decisions in running based on professional work logical thinking, critical, systematic, creative, comprehensive, and wise;

PROFESSION	SPECIALIST	SUBSPECIALIST
<p>c. able to communicate n ideas/arguments or innovative works that are beneficial to development profession and entrepreneurship who can be held accountable scientifically and professionally ethically, to public especially public his profession;</p>	<p>c. able to communicate results of studies, criticism, appreciation, arguments, or innovative works that are beneficial for professional development, entrepreneurship, and human welfare, which can be accountable scientifically and professionally ethically, to the general public through various forms of media;</p>	<p>c. able to communicate the results of studies, criticism, appreciation, arguments, or innovative works that are beneficial for professional development, and benefit human, who can Scientifically and professionally ethically responsible, to society common through various forms of media;</p>
<p>d. able to critically evaluate work results and decisions made made in execution his work by himself and by colleagues;</p>	<p>d. able to critically evaluate the results of work and decisions made in implementing his professional work either by himself, his peers, or his institutional system;</p>	<p>d. able to critically evaluate the results of work and decisions made in implementing his professional work either by himself, colleagues, or the institutional system;</p>

<b>PROFESSION</b>	<b>SPECIALIST</b>	<b>SUBSPECIALIST</b>
<p>e. able to improve skill professionalism in a specific field through training and work experience;</p>	<p>e. able to improve skills his profession on that field especially through training and work experience with consider up-to-date professional fields at the national, regional and international levels;</p>	<p>e. able to improve skill professionalism in that field especially through training and work experience with considering the latest professional field at the national, regional and international levels;</p>
<p>f. able to improve the quality of resources for the development of strategic programs organization;</p>	<p>f. able to improve the quality of resources for the development of organizational strategic programs;</p>	<p>f. able to improve the quality of resources for development organizational strategic program;</p>
<p>g. able to lead a work team for solve problems in the field of profession;</p>	<p>g. able to lead a work team to solve problems both in the field of profession, as well as issues that are broader than the field of profession;</p>	<p>g. able to lead a work team to solve problems both within the field of the profession, as well as problems that are broader than the field of the profession;</p>

PROFESSION	SPECIALIST	SUBSPECIALIST
<p>h. able to work together with other professions in the same field in completing work problems in the field of profession;</p>	<p>h. able to work together with other professions in the same field or not in the same field in solving complex work problems related to the field of profession;</p>	<p>h. able to work together with other professions in the same field or not in the same field in solving complex work problems related to the field of profession;</p>
<p>i. able to develop and maintain a working network with professional society and its clients;</p>	<p>i. able to develop and maintain a working network with professional society and its clients;</p>	<p>i. able to develop and maintain a network of work with the professional community and the client;</p>
<p>j. able to take responsibility for work in the field of profession in accordance with code of ethics his profession;</p>	<p>j. able to take responsibility for work in the field of the profession accordingly with the professional code of ethics;</p>	<p>a. able to be responsible for work in the field of profession in accordance with the code of ethics his profession;</p>

PROFESSION	SPECIALIST	SUBSPECIALIST
k. able to improve capacity learning independently;	k. able to increase learning capacity independently and in teams under their responsibility;	k. able to increase the learning capacity of oneself and the team under their responsibility;
l. able to contribute in evaluation or development national policy in order to improve the quality of professional education or development national policy in the field of profession; and	l. able to contribute to evaluation or development national policy in order to improve the quality of professional education or development national policy in the field of profession; and	l. able to contribute to the evaluation or development national policy in order to quality improvement professional education or national policy development on the field his profession; and
m. able to document, store, audit, secure, and recover data and information for needs development work result profession.	m. able to document, store, audit, secure, and retrieve data and information for purposes development of professional work.	m. able to document, store, audit, secure, and recover data as well information for needs development of professional work.

MINISTER OF EDUCATION AND CULTURE  
REPUBLIC OF INDONESIA,

Signed

NADIEM ANWAR MAKARIM