



House of
Religious
Moderation
UIN Walisongo Semarang



STANDARDS

INTERNAL QUALITY ASSURANCE SYSTEM



**STATE ISLAMIC UNIVERSITY
WALISONGO SEMARANG**

2025

IQA SYSTEM STANDARDS



**Walisongo State Islamic University
Semarang 2025**



**RECTOR'S DECREE
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG
NUMBER 090 OF 2025**

**REGARDING
THE INTERNAL QUALITY ASSURANCE SYSTEM STANDARD
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG
YEAR 2025**

Considering : a. That in order to implement the National Standards of Higher Education consistently and sustainably at the State Islamic University Walisongo Semarang, it is necessary to design an Internal Quality Assurance System;
b. That in order to implement the Internal Quality Assurance System, a document of the Internal Quality Assurance System Standard is required;
c. That based on the considerations referred to in points a and b, it is necessary to stipulate a Rector's Decree on the Internal Quality Assurance System Standard of the State Islamic University Walisongo Semarang for the Year 2025.
Taking into Account

Remembering : 1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;
3. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers;
4. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Administration of Higher Education and the Management of Higher Education Institutions;
5. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Standards for Teacher Education;
6. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education;
7. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 54 of 2015 concerning the Organisation and Working Procedures of the State Islamic University Walisongo Semarang;
8. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 8 of 2022 concerning the Amendment to Regulation of the Minister of Religious Affairs Number 54 of 2015 concerning the Organisation and Working Procedures of the State Islamic University Walisongo Semarang Organisation and Working Procedures of the State Islamic University Walisongo Semarang
9. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 57 of 2015 concerning the Statute of the State Islamic University Walisongo Semarang;.

DECIDING

Stipulating : THE RECTOR'S DECREE OF THE STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG ON THE INTERNAL QUALITY ASSURANCE SYSTEM STANDARD

- OF THE STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG YEAR 2025.
- FIRST : The Internal Quality Assurance System Standard of the State Islamic University Walisongo Semarang is as set out in the appendix which forms an inseparable part of this decree
- SECOND : The Internal Quality Assurance System Standard of the State Islamic University Walisongo Semarang is prepared by taking into account the results of the meeting of the Academic Senate of the State Islamic University Walisongo Semarang on 15 January 2025 and approved on 7 February 2025
- THIRD : This decree shall take effect from the date of enactment, provided that if any error is found in its stipulation, amendments and corrections shall be made as necessary.

Issued in : Semarang
On the date : 10 February 2025



RECTOR

NIZAR

COMPILATION TEAM
INTERNAL QUALITY ASSURANCE SYSTEM
STANDARDS OF UIN WALISONGO SEMARANG
YEAR 2024

Prof. Dr. H. Nizar, M.Ag (Rector of UIN Walisongo Semarang)

Prof. Dr. H. Mukhsin Jamil, M.Ag (First Vice-Rector)

Dr. Ahmad Ismail, M.Ag (Vice Rector II)

Dr. A Hasan Asy'ari Ulama'i, M.Ag (Vice Rector III)

H. M. Fatah, M.Ed (Head of the AAKK Bureau)

**H. M. Ali Irfan, BSc, MSc, M.Ak (Head of the AUPK
Bureau)**

Dr. H. Tolkah, MA (Chair of the LPM)

Anila Umriana, M.Pd (Secretary of the LPM)

**Dr. Saminanto, M.Sc (Head of the Audit and Quality Control
Centre)**

**Dr. Nur Hamid, M.Sc (Head of the Quality Standards
Development Centre)**

**Dr. Muh Arif Royyani, Lc., M.S.I (Head of the Student Quality Assistance and Development
Centre)**

Members:

Prof. Dr. H. Muhyar Fanani, M.Ag (Director of Postgraduate

Studies)

Prof. Dr. H. Abdul Ghofur, M.Ag (Dean of FSH)

Prof. Dr. Moh. Fauzi, M.Ag (Dean of FDK)

Prof. Dr. H. Fatah Syukur, M.Ag (Dean of FITK)

Prof. Dr. H. Imam Yahya, M.Ag (Dean of FISIP)

Prof. Dr. Baidi Bukhori, S.Ag., M.Si (Dean of FPK)

Prof. Dr. H. Musahadi, M.Ag (Dean of FST)

Dr. Mokh. Sya'roni, M.Ag (Dean of Fuhum)

Dr. H. Nur Fatoni, M.Ag (Dean of FEBI)

Prof. Dr. Akhmad Arif Junaidi, M.Ag (Head of LPPM)

Dr. Wenty Dwi Yuniarti, S.Pd., M.Kom (Head of PTIPD)

Dr. Ratno Agriyanto, M.Si., Akt (Head of SPI)

H. Umar Falahul Alam, S.Ag., SS., M.Hum (Head of Library)

Daviq Rizal, M.Pd (Head of PPB)

Agus Mutohar, MA., Ph.D (Head of the International Services Centre)

Drs. H. Sahidin, M.Si. (Head of the Business Development Agency)

Ahmad Muthohar, M.Ag (Head of Ma'had Al-Jam'iah Walisongo)

Sayyidatul Fadhilah, S.Pd.I., M.Pd (Chair of Admissions) Dwimei

Ayudewandari Pranatami, M.Sc.

Eka Vasia Anggis, M.Ed

Kirana Nur Lyansari, B.A., M.A. Riska

Ayu Ardani, M.Ed. Khotijah, B.A.

Umi Robi'ah, S.H.I. Ihsannudin,

S.H.I.

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EDUCATIONAL STANDARDS OF UIN WALISONGO SEMARANG

No	Standard Name	Standard Content	Indicators
1	2	4	5
A	Education		
	1. Education Output Standards		
1	Graduate Competency Standards	SKL aims to prepare graduates who are faithful, pious, noble, and possess character in accordance with the values of Pancasila, capable and independent in applying, developing, and discovering science and technology that is beneficial to society, and actively developing their potential.	The Study Programme formulates Graduate Competency Standards (SKL) that minimally include: 1) a faithful, pious, noble character, and character in accordance with the values of Pancasila, 2) the ability and independence to apply (bachelor's degree), develop (master's degree), and discover (doctoral degree) science and technology that is beneficial to society, 3) the ability to actively develop their potential
2		CPL for each programme includes: 1) mastery of science and technology, specific skills/competencies and their application to one or a group of specific scientific fields 2) general skills required as a basis for mastery of science and technology and relevant fields of work 3) the knowledge and skills required for the world of work and/or to continue studying at a higher level or to obtain a professional certificate; and 4) the intellectual ability to think independently and critically as lifelong learners	The study programme must formulate minimum CPLs that include: 1) mastery of science and technology specific skills/competencies and their application to one or a group of specific scientific fields 2) general skills required as a foundation for mastery of science and technology and relevant fields of work 3) knowledge and skills required for the world of work and/or to continue studies at a higher level or to obtain a professional certificate; and 4) intellectual ability to think independently and critically as a lifelong learner
3			The study programme formulates CPLs related to the distinctive values of UIN Walisongo Semarang (<i>Unity of Science, Religious Moderation, and Green Campus</i>)*
4			The study programme develops moderate attitudes among students *
5		Learning outcomes for graduates are developed by the programme management unit in collaboration with: stakeholders; the business sector, the industrial sector, and the workforce.	The Programme Management Unit (PMU) involves the following in developing the learning outcomes: 1) Internal stakeholders (Management, Lecturers, Academic Staff, Students) 2) External stakeholders (Graduate Employers, Collaboration Partners, Relevant Experts, and Professional Organisations)
6			The study programme conducts an analysis of graduate learning outcomes (CPL) measured using valid and relevant methods, covering the following

No	Standard Name	Standard Content	Indicators
1	2	4	5
			aspects: 1) comprehensiveness, 2) depth, and 3) usefulness of the analysis, demonstrated by an increase in GLA over time in the last three years.
7		The programme's graduate learning outcomes take into account: 1) the vision and mission of the university; 2) Indonesian national qualifications framework; 3) advances in science and technology; 4) the competency requirements of the world of work; 5) the scientific domain of the study programme; 6) key competencies of programme graduates; 7) curriculum of similar study programmes.	Study programmes formulate CPLs by considering the suitability of 8 criteria 1) the vision and mission of the higher education institution; 2) the Indonesian national qualification framework; 3) advances in science and technology; 4) the competency requirements of the world of work; 5) the academic field of the study programme; 6) competencies of programme graduates/graduate profiles 7) curriculum of similar study programmes 8) development of entrepreneurial graduates
8		Learning outcomes of graduates are communicated to students	The Study Programme disseminates the CPL formulation to students through: 1) Print Media (Academic Guide/Manual) 2) Digital Media (<i>Website</i> and UIN Walisongo Semarang Academic Information System (SIADIK)), 3) Direct activities such as PBAK, academic guidance, or other activities
9		Learning outcomes for graduates are organised into courses	The Study Programme maps courses based on CPL and study materials that are: 1) Comprehensive 2) Progressive 3) Integrated 4) Relevant to the Graduate Profile 5) Adaptive to developments in science and technology
10		The main competencies of graduates of the undergraduate programme, at a minimum: 1) Mastering theoretical concepts in specific fields of knowledge and skills in general and specific terms to solve problems procedurally in accordance with the scope of their work; and 2) be able to adapt to changing situations;	The undergraduate study programme formulates CPL as minimum core competencies, including: 1) Mastering theoretical concepts in specific fields of knowledge and skills, both general and specific, as well as the attitude to solve problems procedurally in accordance with the scope of their work; and 2) being able to adapt to changing situations encountered

No	Standard Name	Standard Content	Indicators
1	2	4	5
11		The minimum core competencies of graduates of the study programme in the professional field are: 1) mastery of the application of theories in specific fields of knowledge and skills by utilising science and technology in specific professional fields; and 2) Being able to manage resources, apply professional standards, evaluate, and develop organisational strategies;	Professional field study programmes formulate CPL as minimum core competencies that must include: 1) mastering the theory and application of specific fields of knowledge and skills by utilising science and technology in specific professional fields; and 2) be able to manage resources, apply professional standards, evaluate, and develop organisational strategies;
12		The main competencies of graduates of master's degree programmes are, at a minimum, mastery of the theory of a specific field of knowledge to develop science and technology through research or the creation of innovative works;	Master's degree programmes formulate CPL as Core Competencies that minimally include mastering the theory of a specific field of knowledge to develop science and technology through research/creation of innovative works;
13		The core competencies of graduates from doctoral programmes include, at a minimum: 1) mastery of the scientific philosophy of a particular field of knowledge and skills; and 2) the ability to deepen and expand knowledge knowledge and technology through research or the creation of original and tested works	Doctoral programmes formulate programme-specific learning outcomes (PSLO) as core competencies, which must minimally include: 1) mastering the scientific philosophy of specific fields of knowledge and skills; and 2) be able to deepen and expand knowledge and technology through research/creation of original and proven works
14		Core Competencies of the Study Programme are formulated by the relevant study programme association, if any; otherwise, they are formulated by the university	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels, based on agreements with associations of similar programme providers and professional organisations
	2. Educational Process Standards		
	Learning Process Standards include: 1) planning, 2) implementation, and 3) evaluation of the learning process		

No	Standard Name	Standard Content	Indicators
1	2	4	5
15	1) Learning planning	One of the process standards is learning planning learning, which includes 1) Learning outcomes that are the learning objectives, 2) Learning strategies and methods to achieve learning objectives 3) How to assess learning achievement	Subject groups formulate a Semester Learning Plan that includes at least the following aspects ; 1) Learning outcomes that are the learning objectives; 2) Learning strategies and methods to achieve learning objectives; and 3) Methods for assessing learning achievement
16	2) Implementation of the Learning Process	The implementation of the learning process refers to the RPS by utilising appropriate learning resources	Lecturers implement the learning process with reference to the RPS by utilising appropriate learning resources
17			Learning is conducted in accordance with the RPS and has a holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred
18		The implementation of the learning process involves: 1) creating a learning environment that is enjoyable, inclusive, collaborative, creative, and effective; 2) providing equal learning opportunities without discrimination based on educational, social, economic, cultural, or linguistic background, student admission pathways, or special student needs 3) Ensuring safety and comfort, including the prevention and handling of acts of violence and discrimination against the academic community and the welfare of the academic community; and 4) Providing flexibility in the educational process to facilitate lifelong learning	Lecturers conduct learning with the following characteristics: 1) creating a pleasant, inclusive, collaborative, creative, and effective learning environment; 2) providing equal learning opportunities without discrimination based on educational, social, economic, cultural, or linguistic background, admission pathway, or special needs of students 3) ensuring safety, comfort, including the prevention and handling of acts of violence and discrimination against academic staff and the well-being of academic staff; and 4) providing flexibility in the educational process to facilitate lifelong learning
19			Lecturers conduct the learning process by integrating research and/or community service (PkM)
20			Higher education institutions provide support for guest lectures with speakers from abroad*
21			Extracurricular activities that support academic competence for students
22			Out-of-class activities that support students' academic competencies at the level of internationally certified expertise*

No	Standard Name	Standard Content	Indicators
1	2	4	5
23			Visiting lecturers and experts
24		The fulfilment of the learning load is carried out in the form of learning: lectures, tutorials, seminars, practicals, studios, research, design, development, final projects, national defence training, student exchanges, internships, entrepreneurship, community service, and/or other forms of learning.	Learning is conducted in the form of credit hours, including: 1) Courses conducted in the form of lectures, tutorials and tutorials, each 1 credit hour consists of 50 minutes of face-to-face learning, 60 minutes of structured assignments, and 60 minutes of independent study. 2) Courses conducted in the form of seminars, practical sessions, research, studio work, student exchanges, internships, entrepreneurship, community service, and/or other forms of learning, PPL, KKL KKN, each 1 credit hour consists of 100 minutes face-to-face sessions and 70 minutes of independent activities.
25			The alignment of the attendance rate of permanent faculty members of the study programme (DTPS) in the learning process with the learning plan
26			The university determines the number of credits for for practical/practical/field work courses (PKL) relative to the total number of credits for all courses, less than 70% and more than 50%
27			Curriculum structure, substance and implementation of practical training or PKL
28		The fulfilment of academic requirements may be carried out outside the programme of study in the form of learning: 1) in a different study programme at the same university; 2) in the same study programme or different study programmes at another university; 3) at institutions outside the university	The university stipulates that: The fulfilment of academic requirements may be completed outside the programme of study in the form of learning: 1) in different study programmes at the same university; 2) in the same study programme or different study programmes at another university; and 3) in institutions outside of higher education 4) In institutions or companies in line with scientific competence
29		Learning at institutions outside higher education institutions is carried out under the guidance of lecturers and/or other supervisors determined by the higher education institution and/or institution outside the university that is a partner in the learning process	Learning at institutions outside the university is conducted under the guidance of lecturers and/or other supervisors designated by the university and/or the institution outside the university that is a partner in the learning process
30			The highest level of education of the internship or field practice instructor
31			Duration of work for internship instructors

No	Standard Name	Standard Content	Indicators
1	2	4	5
32		In the undergraduate programme, the minimum study load is 144 (one hundred and forty-four) 4) forty-four) credits, designed with a Curriculum Duration of 8 (eight) semesters	In the undergraduate programme, the minimum credit load is 144 (one hundred and forty-four) fourteen) credit hours, designed with a curriculum duration of 8 (eight) semesters
33		The distribution of credit hours for the undergraduate programme is as follows: up to 20 (twenty) credit hours per semester for the first and second semesters; and up to 24 (twenty-four) credit hours per semester for the third semester and onwards	The Higher Education Institution stipulates that the distribution of the undergraduate programme's credit load is as follows: 1. the first and second semesters is a maximum of 20 (twenty) semester credit units; and 2. third semester and onwards, a maximum of 24 (twenty-four) semester credit units
34		The distribution of study load may be carried out in the interim semester, with a maximum of 9 (nine) semester credit units	The distribution of academic load may be implemented in the interim semester for a maximum of 9 (nine) semester credit units
35		Undergraduate students may fulfil part of their course load outside their programme of study, subject to the following conditions: 1. 1 (one) semester or equivalent to 20 (twenty) semester credit units in a different programme of study at the same higher education institution; and 2. a maximum of 2 (two) semesters or equivalent to 40 (forty) semester credit units outside the university	The Higher Education Institution stipulates that: Undergraduate students may fulfil part of their study load outside their programme of study, subject to the following conditions: 1. 1 (one) semester or equivalent to 20 (twenty) semester credit units in different study programmes at the same university; and 2. a maximum of 2 (two) semesters or equivalent to 40 (forty) semester credit units outside the higher education institution
36		Higher education institutions are required to facilitate the fulfilment of study loads outside the study programme and internship activities	Higher education institutions stipulate that: Higher education institutions must facilitate the fulfilment of study loads outside the study programme and internship activities
37			Design of MBKM Programme Conversion Activities
38			Students in applied undergraduate programmes are required to undertake internship activities in the business world, industrial sector, or relevant workplace for a minimum of one semester or equivalent to 20 (twenty) credit units semester credits
39			Students undertake internships in relevant businesses, industries or workplaces for a minimum of one semester or equivalent.
			with 20 (twenty) semester credit units on an international scale*
40			The programme conducts internship supervision both in person and online. Supervision may take place on campus or at

No	Standard Name	Standard Content	Indicators
1	2	4	5
			partner schools and is well documented
41		The undergraduate programme ensures the achievement of graduate competencies through: 1. assigning final projects, which may take the form of theses, prototypes, projects, or other similar final assignments, either individually or in groups; or 2. the implementation of a project-based curriculum or other similar forms of learning and assessments that can demonstrate the achievement of graduate competencies.	Undergraduate study programmes achieve graduate competencies through: 1) assignment of final projects in the form of theses, prototypes, projects, or other similar forms of final projects, either individually or in groups; or 2) the implementation of a project-based curriculum or other similar forms of learning and assessment that can demonstrate the achievement of graduate competencies
42			The study programme achieves graduate competencies through the fulfilment of learning process characteristics using the PBL (<i>Project-Based Learning</i>) approach and CBL (<i>Case-Based Learning</i>) approaches, student-centred learning, and assessment
43		In the master's programme, the credit load ranges from 54 (fifty-four) semester credit units to 72 (seventy-two) semester credit units, designed with a curriculum duration of 3 (three) semesters to 4 (four) semesters.	In the master's programme, the study load ranges from 54 (fifty-four) semester credit units to 72 (seventy-two) semester credit units, designed with a curriculum duration of 3 (three) semesters to 4 (four) semesters.
44		Master's programme students are required to complete a final project in the form of a thesis, prototype, project, or other similar final project.	The university stipulates that: Master's programme students must be assigned a final project in the form of a thesis, prototype, project, or other similar final project.
45		In doctoral/applied doctoral programmes, the Curriculum Duration is designed to span 6 (six) semesters, consisting of: 1) 2 (two) semesters of learning that support research; and 3) 4 (four) semesters of research	In the Doctoral/Applied Doctoral programme, the Curriculum Duration is designed to span 6 (six) semesters, comprising: 1) 2 (two) semesters of research-supporting coursework; and 2) 4 (four) research semesters
46		Such learning may be exempted by universities for students who have sufficient knowledge and competence to conduct research.	Students in doctoral/applied doctoral programmes who possess sufficient knowledge and competence to conduct research are not required to complete 2 (two) semesters of learning that support research
47		Doctoral students must be assigned a final project in the form of a dissertation, prototype, project, or other similar final project	The university stipulates that: Doctoral programme students must be assigned a final project in the form of a dissertation, prototype, project, or other similar final project of a similar nature

No	Standard Name	Standard Content	Indicators
1	2	4	5
48		Higher education institutions may offer special education through accelerated learning programmes for students with exceptional abilities to take courses as credit-earning activities in the following programmes: 1) a master's degree in the same field after completing at least 6 (six) semesters of an undergraduate programme; 2) teacher professional education after completing at least 6 (six) semesters of the undergraduate programme; and/or 3) a doctorate in the same field after completing at least 2 (two) semesters of master's programme study	Higher education institutions may offer specialised education through an accelerated learning programme for students with exceptional abilities to enable them to take coursework as credit-earning activities in the following programmes: 1) a master's degree in the same field after completing at least 6 (six) semesters of an undergraduate programme; 2) Teacher professional education after completing at least 6 (six) semesters of an undergraduate programme; and/or 3) Doctorate in the same field after completing at least 2 (two) semesters of a master's programme
49		The students' original and destination study programmes are conducted at the same higher education institution	The student's original and destination study programmes are conducted at the same university
50		The student's original and destination programmes have an excellent accreditation status, an internationally accredited status; or are designated by the Minister based on urgent needs	The student's original and destination programmes of study: 1. have excellent accreditation status; 2. have international accreditation status; or 3. designated by the Minister based on urgent needs
51		Higher education institutions submit a request for permission to implement accelerated learning programmes to the Minister	Higher education institutions stipulate that: Higher education institutions submit a request for permission to implement an accelerated learning programme to the Minister
52		The requirements for accelerated learning programmes and exceptional student abilities are implemented in accordance with the provisions of laws and regulations concerning the implementation of special education in higher education institutions	Higher education institutions stipulate that: The requirements for accelerated learning programmes and students with exceptional abilities are implemented in accordance with the provisions of laws and regulations concerning the implementation of special education in higher education institutions. invitation regarding the implementation of special education in higher education institutions
53		Higher education institutions determine the study period for full-time and part-time students by considering the curriculum duration, total study load, learning effectiveness for the students concerned, flexibility in the learning process, availability of funding support, and efficiency the utilisation of higher education resources	Higher education institutions determine the study period for full-time and part-time students by taking into account the Curriculum Duration, total study load, learning effectiveness for the students concerned, flexibility in the learning process, availability of funding support, and efficiency in the utilisation of resources of higher education institutions
54		The study period shall not exceed 2 (two) times the Curriculum Duration	The study period shall not exceed twice the Curriculum Duration
55		Specifically for study programmes conducted in collaboration with foreign universities, the study load and curriculum duration may be	Specifically for study programmes conducted in collaboration with foreign higher education institutions, the study load and curriculum duration may

No	Standard Name	Standard Content	Indicators
1	2	4	5
		arranged as follows: Unlike Ministerial Regulation No. 53 of 2023, after obtaining approval from the Minister	differ from Ministerial Regulation No. 53 of 2023 after obtaining approval from the Minister
56	1) Assessment of the Learning Process	Assessment of the learning process is conducted by lecturers and/or a team of lecturers in coordination with the study programme management unit	Assessment of the learning process is conducted by lecturers and/or the teaching staff in coordination with the programme management unit
57		The entire learning process is continuously improved and enhanced by the university based on the results of evaluations of at least two of the following aspects: 1. Learning activities in each cohort; 2. Number of active students in each cohort; 3. Curriculum duration; 4. The time taken to complete studies; and 5. The employment rate of graduates in the workforce.	Continuous improvement and enhancement of the overall learning process based on the following aspects: 1. Learning activities in each cohort; 2. Number of active students in each cohort; 3. Curriculum duration; 4. Time taken to complete studies; and 5. Graduate employment rate in the workforce
58	2. Assessment Standards	Assessment of student learning outcomes is conducted in a valid, reliable, transparent, accountable, fair, objective, and educational manner	Student learning outcomes assessment is carried out in accordance with the principles of assessment that are valid, reliable, transparent, accountable, fair, objective, and educational assessment principles and are integrated
59			Lecturers carry out assessments using assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) performance assessment, 4) written tests 5) oral test, and 6) questionnaires. Assessment instruments consist of: 1) process assessment in the form of rubrics, and/or; 2) outcome assessment in the form of a portfolio, or design work.
60			The study programme conducts assessments at least twice per semester, namely mid-term and final examinations, using a variety of assessment techniques and supplemented with comprehensive assessment tools.complete assessment tools: 1) Grid

No	Standard Name	Standard Content	Indicators
1	2	4	5
			2) Assessment tools 3) Assessment rubric 4) Answer key
61			Quality of examination questions to measure learning outcomes of graduates
62			Quality of student assignments to measure graduate learning outcomes
63			Quality of assessment instruments that incorporate <i>Unity of Science</i> *
64			Lecturers carry out assessments that include the following elements: 1) having an assessment plan contract, 2) conducting assessments in accordance with the contract or agreement, 3) providing feedback and giving students the opportunity to question the results, 4) having documentation of the assessment process and student learning outcomes, 5) having procedures that cover the stages of planning, assigning tasks or questions, observing performance, returning observation results, and giving final grades, 6) reporting assessments in the form of students' qualifications for success in taking a course in letters and numbers, 7) having evidence of plans and having carried out improvement processes based on assessment monitoring and evaluation results
65		Student learning outcomes assessment takes the form of formative and summative assessments	Lecturers conduct student learning outcome assessment in the form of formative and summative assessment
66		Summative assessment is conducted in the form of: written examinations, oral examinations, project assessments, assignment assessments, competency tests, and/or other similar forms of assessment	The university stipulates that: Summative assessment for study programmes is conducted in the form of: 1. written examinations, 2. oral examinations, 3. project assessments, 4. task assessments, 5. competency tests, and/or other similar forms of assessment
67		Formative and summative assessments are carried out using assessment mechanisms established by the university	The higher education institution stipulates that: Formative assessment and summative assessments for study programmes are conducted using the assessment mechanisms established by the higher education institution
68		The assessment mechanism is disseminated to students	Lecturers disseminate information about the learning assessment mechanism to students

No	Standard Name	Standard Content	Indicators
1	2	4	5
69		The assessment of student learning outcomes in a course is expressed in:	Student learning outcomes in a course are assessed as follows:
		1) performance index; or 2) pass or fail status	1) grade point average; or 2) pass or fail status
70		The form of academic performance index assessment is expressed in the following range: 1. letter A is equivalent to the number 4 (four); 2. letter B is equivalent to the number 3 (three); 3. Letter C is equivalent to the number 2 (two); 4. letter D is equivalent to the number 1 (one); or 5. letter E is equivalent to the number 0 (zero).	The form of assessment of the achievement index is expressed in the following range: 1. Letter A is equivalent to the number 4 (four); 2. Letter B is equivalent to the number 3 (three); 3. The letter C is equivalent to the number 2 (two); 4. The letter D is equivalent to the number 1 (one); or 5. The letter E is equivalent to the number 0 (zero)
71		Pass or fail status may be applied to courses that: 1. involve activities outside the classroom; and/or 2. use summative assessment in the form of competency tests.	The pass or fail designation may be applied to courses that: 1. take the form of out-of-class activities; and/or 2. use summative assessment in the form of competency tests.
72		The results of learning achievement assessments for: 1. each semester are expressed as a Semester Grade Point Average; and 2. The end of the study programme is determined by the Cumulative Grade Point Average .	The results of learning achievement assessments for: 1. each semester is expressed as a Semester Grade Point Average; and 2. at the end of the study programme is expressed as the Cumulative Grade Point Average.
73		The Semester Grade Point Average and Cumulative Grade Point Average are calculated solely from the average grades of courses that use grade point assessment	The Semester Grade Point Average and Cumulative Grade Point Average are calculated solely based on the average grades of courses that use grade point system
74		Summative assessment results are reported by higher education institutions to PD DIKTI.	The results of summative assessment are reported by the university to PD Dikti.
75		Final assignments are assessed by examiners appointed by the university	The final assignment is assessed by examiners appointed by the university
76		Undergraduate students are declared to have passed if they have: a. completed all the required coursework b. achieved the learning outcomes targeted by the study programme c. Cumulative Grade Point Average of 2.00 (two point zero zero) or higher.	Undergraduate students are declared to have graduated if they have: completed all the required coursework achieved the learning outcomes targeted by the study programme achieved a Cumulative Grade Point Average of 2.00 (two point zero zero) or higher.
77		Master's programme students are declared to have passed if they have: a. completed all required coursework b. achieved the learning outcomes targeted by the study programme	Master's programme students are declared to have graduated if they have: a. completed all required coursework b. achieved the learning outcomes targeted by the study programme

No	Standard Name	Standard Content	Indicators
1	2	4	5
		c. Cumulative Grade Point Average of 3.00 (three point zero zero) or higher.	c. have a Cumulative Grade Point Average of 3.00 (three point zero zero) or higher.
78	3. Management Standards	Planning, implementation, as well as supervision and control of educational activities are carried out by applying the principles of good university governance to fulfil the university's mission.	Availability of formal evidence of the functionality of the management system and operational functions of higher education institutions in the field of education, covering five aspects: 1) Planning 2) Organisation 3) Staffing 4) Direction 5) Supervision
79			Operational Leadership, Organisational Leadership, and Public Leadership.
80			Completeness of organisational structure and functions and effectiveness of implementation in the field of education.
81			Higher education institutions have MBKM organisations to manage MBKM activities.
82			Evaluation of MBKM planning, implementation, and follow-up
83			Higher education institutions have valid evidence of good practices in implementing Good University Governance (covering at least the aspects of credibility, transparency, accountability, responsibility, and fairness), and risk management. Higher education institutions publish a summary of their annual reports to the public
84		Educational activities are planned by higher education institutions by developing long-term development plans as stated in the institution's strategic plan. high for improving learning processes and outcomes Sustainability is incorporated into medium-term and short-term plans	Higher education institutions have formal documents and evidence of approval and establishment mechanisms for long-term strategic plans in the field of education covering the following five aspects as follows: 1) involvement of stakeholders, 2) referring to the achievements of the previous strategic plan period, 3) referring to the institution's VMTS, 4) conducting an analysis of internal and external conditions, and 5) approved by the competent authority.

No	Standard Name	Standard Content	Indicators
1	2	4	5
85			Higher education institutions have Consistency with the results of SWOT analysis and/or other analyses as well as future development plans for the future in the field of education, including 1) Identifying relevant, comprehensive, and strategic environmental conditions 2) establishing the position of the university relative to its environment, 3) using the results of the identification and the established position to conduct a SWOT analysis/other relevant analyses, and 4) producing a development programme consistent with the results of the SWOT analysis/other analyses used
86			The university has a development plan for development in the field of education that includes performance indicators and targets to measure the achievement of strategic objectives that have been established, including: 1) development plans encompass: long-term, medium-term, and short-term, 2) performance indicators, 3) targets oriented towards international competitiveness and implemented consistently, 4) the objective of providing skilled human resources to anticipate current and future needs, and 5) objectives that lead to <i>national economic development</i>
87		Educational activities are carried out: 1) upholding academic integrity and ethics; and 2) within the framework of academic freedom, academic freedom of speech, and responsible scientific autonomy	The implementation of educational activities is carried out in two aspects, namely: 1) by upholding academic integrity and ethics; and 2) within the framework of academic freedom, academic freedom of speech, and responsible scientific autonomy
88			Implementation of educational activities; 1) upholding academic integrity and ethics; and 2) encompassing academic freedom, freedom of academic discourse, and responsible scientific autonomy

No	Standard Name	Standard Content	Indicators
1	2	4	5
89			Higher education institutions have valid evidence of <i>stakeholder</i> satisfaction and feedback and the establishment of a conducive academic atmosphere, which may include: 1) The implementation of academic interactions among academic communities in educational, research, and community service activities at the local, national, and international levels. 2) The implementation of non-academic programmes/activities involving the entire campus community, supported by the availability of adequate facilities, infrastructure, and funding.
90		The implementation of educational activities must minimally include: 1) management and services for students; 2) resource management; and 3) data and information management using information and communication technology.	The implementation of educational activities shall include at least: 1) management and services for students 2) management of resources; and 3) data and information management using information and communication technology
91		Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the higher education institution	Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the higher education institution
92		Supervision and control of educational activities shall minimally include: 1) monitoring and evaluation of the implementation of educational activities and the effectiveness of academic policies; 2) monitoring of potential risks; 3) ensuring compliance with academic authority regulations and academic ethics; 4) receiving, documenting, processing and resolving complaints, reports or allegations of academic ethics violations, violations of university regulations, and violations of laws and regulations; and 5) reporting and accountability for the use of aid, funding and/or resources from partners.	Supervision and control of educational activities shall minimally include: 1) monitoring and evaluation of the implementation of educational activities and the effectiveness of academic policies; 2) monitoring potential risks; 3) ensuring compliance with academic authority regulations and academic ethics; 4) receiving, documenting, processing and resolving complaints, reports or allegations of academic ethics violations, violations of university regulations, and violations of laws and regulations; and 5) reporting and accountability for the use of funding assistance and/or resources from partners.
93			6) Monitoring system to ensure effective learning

No	Standard Name	Standard Content	Indicators
1	2	4	5
94			Higher education institutions have valid evidence of good practices in developing a culture of quality in higher education through management review meetings, which discuss the following elements: 1) internal audit results, 2) feedback, 3) process performance and product conformity, 4) status of preventive and corrective actions, 5) follow-up from previous management review meetings, 6) changes that may affect the quality assurance system, and 7) recommendations for improvement
95			PT has the effectiveness of implementing the quality assurance system in the field of education for each criterion that meets the following four aspects: 1) the existence of formal quality standard setting documents, 2) consistent implementation of quality standards, 3) monitoring, evaluation and control of the established quality standards, and 4) the results are followed up for quality improvement.
96			Effective and accountable organisational governance values Self-Assessment Score for the Implementation of Bureaucratic Reform (PMPRB)
97			Government Agency Performance Accountability System Score (SAKIP)
98			SPIP Maturity Score
99			Percentage of Study Programmes implementing the Internal Quality Assurance System (SPMI) for institutional management with the category Good (%)
100			Civil Servant Professionalism Index
101			Higher education institutions have a level of satisfaction among internal and external stakeholders in the field of education that meets the following four aspects: 1) using valid, reliable, and easy-to-use satisfaction instruments, 2) conducted periodically, and the data is recorded in a

No	Standard Name	Standard Content	Indicators
1	2	4	5
			comprehensive, 3) analysed using appropriate methods and useful for decision-making, and 4) satisfaction levels and feedback are followed up to improvements and quality enhancements on an ongoing and systematic basis.
102			6) Higher education institutions obtain external certification/accreditation from reputable international or international institutions
103			Higher education institutions obtain programme accreditation from reputable international accreditation bodies
104			Percentage of Study Programmes accredited as A/Excellent (%)
105			Average accreditation score for study programmes
106			Number of Study Programmes with international reputation
107			UI GreenMetric Score (score)*
108			Webometrics institutional ranking in Indonesia (rank)*
109			Higher education institutions obtain accredited programme status by BAN-PT or Independent Accreditation Agency (LAM)
3. Education Input Standards			
110	Content Standards	The learning materials for each study programme have a level of depth and breadth appropriate to the type, programme, and graduate competency standards, taking into account developments in: 1) science and technology that form the basis of the study programme's discipline; 2) cutting-edge science and technology relevant to the study programme; 3) new concepts generated from current research; and 4) the professional world relevant to the graduates' professions.	The learning materials for each study programme have a level of depth and breadth appropriate to the type, programme, and graduate competency standards, taking into account developments in: 1) the science and technology that form the basis of the study programme's academic discipline; 2) cutting-edge science and technology relevant to the study programme; 3) new concepts generated from the latest research; and 4) the working world relevant to the profession of the programme's graduates.
111		The depth and breadth of learning materials refer to the learning outcomes of graduates of each programme of study	The depth and breadth of learning materials in each study programme meet two criteria, namely 1) Programmes in determining the depth of learning materials must be

No	Standard Name	Standard Content	Indicators
1	2	4	5
			aligned with CPL 2) Programmes in formulating the breadth of learning materials must align with the CPL
112			Study programmes in formulating the breadth and depth of learning materials must be in line with the values of <i>Unity of Science</i> *
113		Learning materials in academic education are primarily intended to prepare graduates to master, develop, and/or apply branches of science and technology	Programmes formulate learning materials aimed at: 1) Mastering branches of science and technology 2) Developing branches of science and technology, and/or 3) Applying branches of science and technology
114			Higher education institutions have formal policy documents and guidelines for integrating research and community service activities into learning.
115			Programmes have valid evidence of the implementation, evaluation, control, and continuous improvement of the quality of the integration of research and community service activities into learning
116		Learning materials are structured within the programme curriculum and can be presented separately or integrated in the form of: 1) courses; 2) module; 3) thematic blocks; and/or 4) other forms.	The compilation of learning materials in the study programme curriculum can be separate or integrated in the form of: 1) courses; 2) modules; 3) thematic blocks; and/or 4) other forms.
117		Learning materials in the curriculum may be filled with micro-competency programmes	Learning materials in the programme curriculum may be filled with micro-competency programmes in the form of: 1. micro-credentials; 2. online learning from other institutions that are open (massive open online courses); and/or 3. other forms.
118			Higher education institutions require international students in the Non-Degree Summer Programme to take courses on Wisdom, the Walisongo acronym, Islam, Democracy, and Multiculturalism*.

No	Standard Name	Standard Content	Indicators
1	2	4	5
119		The programme curriculum must include at least: 1) graduate learning outcomes; 2) Curriculum duration; 3) learning methods; 4) learning modalities; 5) competency and/or qualification requirements for prospective students; 6) assessment of learning outcomes; 7) learning materials that must be completed; and procedures for student admission at various stages of the curriculum.	The study programme curriculum must at least include: 1) Graduate profile; 2) graduate learning outcomes; 3) Curriculum duration; 4) Learning methods; 5) Learning modalities; 6) Competency and/or qualification requirements for prospective students; 7) Assessment of learning outcomes; 8) learning materials that must be covered; and procedures for student admission at various stages of the curriculum.
120			Higher education institutions have curriculum implementation guidelines that include monitoring and reviewing the curriculum in each study programme, taking into account feedback from stakeholders and the achievement of strategic issues to ensure its relevance and up-to-date status
121		Vocational education study programmes can implement curricula developed in collaboration with the business world, industry, and the world of work in a dual system or other similar arrangements.	Vocational education institutions may implement a curriculum developed in collaboration with the business sector, the industrial sector, and the workplace under a dual system or other designation, namely a curriculum that combines learning at the institution with internships in the business sector, the industrial sector, the workplace, and/or industries managed by the institution (teaching industry).
122	Standards for Lecturers and Educational Staff	Minimum criteria for lecturers and educational staff	The minimum criteria for lecturers and educational staff are as follows: 1) Competence and qualifications of lecturers to carry out their duties and functions as role models, educators and learning designers, facilitators, and motivators of students; 2) Competencies and qualifications of educational staff in accordance with their duties and functions in carrying out administration, management, development, supervision, and technical services to support the educational process.
123		Competencies and Performance of Lecturers	The minimum competency requirements for lecturers are pedagogical, professional, social, and personal competencies, as demonstrated by competency, professional, and/or industry certificates for all permanent lecturers in each study programme.
124			1) Lecturers who possess international-level competencies and

No	Standard Name	Standard Content	Indicators
1	2	4	5
			2) demonstrated by a certificate of competence or profession*
125			Efforts to develop lecturer competencies by the Faculty
126			Competency and career development activities for DTPS through continuous professional development activities
127			Permanent lecturers whose fields of expertise align with the study programme conducting scientific seminars/workshops/training/exhibitions involving lecturers from external institutions)
128			Higher education institutions determine the number of lecturers who have recognition based on lecturer achievements/performance relative to the number of permanent lecturers in the study programme over the last 3 years, amounting to 70%
129			The university has a number of lecturers with international recognition*
130			The university assigns DTPS as the primary supervisor for students' final projects/theses, enabling supervision to proceed smoothly
131			The implementation of thesis/final project supervision, both in-person and online, is scheduled, consistent, and well-documented
132			Higher education institutions set the workload (BK) for DTPS in the last year, enabling DTPS to work to their full potential
133		Qualifications and positions of lecturers	Higher education institutions determine that the minimum qualifications for lecturers are 1) Hold a minimum of a Master's degree for diploma or undergraduate programmes and a Doctorate degree (PhD) for postgraduate programmes 2) Lecturers in vocational education can come from practitioners, the world of business, industry, and the world of work.
134			Higher education institutions have lecturers with doctoral qualifications
135			Higher education institutions have lecturers with a minimum functional position of Senior Lecturer in relation to the total number of permanent lecturers
136			Higher education institutions have lecturers with a minimum functional rank of Professor relative to the total number of permanent lecturers.

No	Standard Name	Standard Content	Indicators
1	2	4	5
137			Higher education institutions have lecturers with a functional rank of Lecturer relative to the total number of permanent lecturers.
138			Percentage of permanent lecturers who hold teaching certificates/lecturer certificates
139			Percentage of permanent lecturers with doctoral degrees who hold competency/professional certificates recognised by industry and the world of work: or who come from professional practitioners, industry or the world of labour market
140		Higher education institutions determine the competencies and qualifications of teaching staff according to their needs (number of positions based on needs analysis).	Lecturers meet the requirements for the number of study programmes
141			Higher education institutions have a minimum of less than 10% non-permanent lecturers in relation to the total number of lecturers (permanent and non-permanent lecturers)
142			Higher education institutions have a ratio of students to permanent lecturers in accordance with the criteria
143			The study programme has internationally recognised practitioner lecturers*
144			Percentage of faculty members engaged in tri dharma activities at other campuses, in QS100 by subject, working as practitioners, or mentoring students who have achieved at least national-level accomplishments in the past five years
145		Higher education institutions establish competencies and qualifications for (tendik) in accordance with needs (number of positions based on needs analysis)	Higher education institutions require teaching staff to have at least a D4 or S1 degree in accordance with their expertise (laboratory assistants, librarians, archivists, etc.), except for cleaning staff, drivers and similar positions, which require a minimum of a high school diploma
146			Sufficient qualifications for laboratory assistants to support the learning process in accordance with the needs of the study programme
147			Competency and career development activities for educational staff (tendik)
148			Educational staff possess professional certification

No	Standard Name	Standard Content	Indicators
1	2	4	5
149			Educational staff with international certification*
150	Facilities and Infrastructure Standards	Higher education institutions guarantee and provide access to facilities and infrastructure that: 1) accommodate the educational needs of students; 2) accommodate the performance of duties by lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise and educational staff; 3) friendly towards students, lecturers, and educational staff with special needs; and 4) adequate for implementing education and manage higher education in accordance with the needs of implementation and educational development plans.	Higher education institutions guarantee and provide access to facilities and infrastructure that: 1) accommodate the educational needs of students; 2) accommodate the duties of lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise and educational staff; 3) are accessible to students, lecturers, and educational staff with special needs; and 4) adequate for the implementation of higher education and management higher education in accordance with the requirements of implementation and educational development plans.
151		The provision of access to facilities and infrastructure includes: 1) reliable information and communication technology to support the implementation of education; and 2) learning resources	Higher education institutions have ICT (Information and Communication Technology) systems to collect accurate, accountable and confidential data (e.g. Higher Education Management Information System/SIMPT) covering 1) academic services, finance, human resources, and facilities and infrastructure (assets), 2) easily accessible by all work units within the institution, 3) comprehensive and up-to-date, 4) all types of services are integrated and used for decision-making, and 5) all integrated services are evaluated periodically and the results are followed up to improve the information system.
152			Higher education institutions have information systems for learning process services that have proven effective in meeting the following aspects: 1) availability of e-learning services, libraries (e-journals, e-books, e-repository, etc.), 2) easily accessible by the academic community, and 3) all types of services are evaluated periodically, with the results being followed up to improve the information system
153		Higher education institutions ensure the continuity of access to facilities and infrastructure.	Higher education institutions have effective implementation of the quality assurance system for educational facilities and infrastructure in each criterion that meets the following four aspects: 1) the existence of formal documents establishing quality standards for facilities and infrastructure

No	Standard Name	Standard Content	Indicators
1	2	4	5
			2) consistent implementation of infrastructure quality standards, monitoring, evaluation, and control of the established quality standards, and the results are followed up for improvement and quality enhancement.
154		Guaranteeing and providing access to facilities and infrastructure is carried out in accordance with the following provisions: 1) security, safety, and health; 2) the completeness of fire prevention and firefighting equipment, as well as emergency response measures for natural disasters and other emergencies; and 3) waste management and hazardous and toxic waste disposal toxic materials.	Higher education institutions must have valid evidence of good practices in implementing Good University Governance (covering at least the aspects of credibility, transparency, accountability, responsibility, and fairness), and risk management related to the guarantee and provision of access to facilities and infrastructure in accordance with the three provisions of SN Dikti
155		The management and utilisation of data and information ensure data privacy and security in accordance with the provisions of laws and regulations	Higher education institutions have valid evidence related to efforts Institutions protect academic integrity and the quality of higher education in relation to data and information
156		Learning resources include: 1) learning resources prepared by higher education institutions; and 2) other learning resources that at least include open learning resources: a. which can be accessed by students, lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise, and can be used jointly by several higher education institutions b. distributed as public domain and/o using a licence that permits use, modification, and redistribution by its users	Higher education institutions stipulate that: learning resources include: 1) learning resources prepared by higher education institutions; and 2) other learning resources that at a minimum include open learning resources: a. which can be accessed by students, lecturers, tutors, instructors, assistants, and supervisors in accordance with their fields of expertise, and can be used jointly by several higher education institutions b. which are distributed as public domain and/or use a licence that permits their use, modification and redistribution by users
157		Higher education institutions implement policies that prioritise the creation and utilisation of open educational resources that relevant to the curriculum	Higher education institutions implement policies that prioritise the creation and utilisation of open educational resources that relevant to the curriculum
158			Reference materials and the utilisation of resources used in the administrative and learning processes, as well as the implementation of higher education tridharma activities
159			The main infrastructure and equipment used in the laboratory (including clinical labs and computer labs) that are used in the learning process

No	Standard Name	Standard Content	Indicators
1	2	4	5
160			The suitability, accessibility and utilisation of laboratory facilities
161			Percentage of study programmes that meet the standards for learning facilities and infrastructure (%)
162	Financing Standards	Education financing includes: a. investment costs and b. operational costs	Realisation of investments (human resources, facilities and infrastructure) that support the implementation of the three pillars of higher education
163			Operational costs for education over the past three years must be at least 20 million (per student, per year)
164			Operational costs for master's degree programmes over the past three years (per student, per year)
165			Operational costs for doctoral programmes over the past three years (per student, per year)
166		Higher education institutions have adequate funding sources to finance the implementation of education in accordance with the Higher Education Standards	Higher education institutions have sufficient funds to ensure the achievement of learning outcomes.
167			Higher education institutions shall ensure the availability of documents detailing funding sources with complete sources according to BAN-PT indicators originating from: 1) Government (RM and BOPTN) 2) The Higher Education Institution itself (BLU) 3) Education costs 4) Management of alumni and philanthropic endowment funds 5) Professional services and/or 6) Expertise 7) Tridharma cooperation with the government and private sector 8) Other sources from the community 9) Other sources from foreign organisations
168			Percentage of funds obtained from students relative to the total funds obtained by the university
169			Percentage of university funding sourced from sources other than students and ministries/institutions relative to total university funding

No	Standard Name	Standard Content	Indicators
1	2	4	5
170			University funding sourced from International Institutions*
171		Higher education institutions develop financial strategic plans to ensure the availability of sustainable funding	Higher education institutions have formal documents and evidence of approval and determination mechanisms for financial funding strategic plans that cover the following five aspects: 1) the involvement of stakeholders, 2) referencing the achievements of the previous strategic plan period, 3) referencing the institution's VMTS, 4) conducting an analysis of internal and external conditions, and 5) approval by the authorised body.
173		Higher education institutions implement a financial management system based on the principles of good governance in higher education in accordance with the provisions of laws and regulations	Higher education institutions have valid evidence of the implementation of financial management policies and guidelines in the field of education
174			Higher education institutions have conducted and obtained external financial audits in the field of education at higher education institutions.
175		Higher education institutions implement educational cost assistance policies for students with limited economic capacity in accordance with the institution's capabilities, whic implemented in accordance with the provisions of laws and regulations	Higher education institutions apply UKT gradation and UKT appeal
176			Higher education institutions establish policies for granting scholarships to high-achieving students, Tahfid scholarships, and scholarships for underprivileged students through collaborations with BAZNAS, BLU, local governments, and other partners others*
177			Percentage of completion of BLU financial management modernisation (%) 1) BLU PNB 2) BLU PNB from fixed asset management 3) PNB BLU from fixed asset management and cooperation
178			Realisation of BLU PNB (Rupiah)
179			Percentage of budget absorption (%)
180			Percentage of non-tax state revenue to operational costs (%)
181			Percentage of administrative and financial findings from internal (APIP) and external audits that have been resolved (%)

No	Standard Name	Standard Content	Indicators
1	2	4	5
182			Use of investment funds (infrastructure investment, facility investment, human resources investment, etc.) per year
183	Education Cooperation Standards	Domestic and international education cooperation standards	Higher education institutions have formal policy documents and procedures for developing networks and partnerships (domestic and international), as well as monitoring and evaluating the satisfaction of cooperation partners in the field of education
184			Higher education institutions have planning documents for the development of educational networks and partnerships that are designed to achieve the vision, mission and strategic objectives of the institution.
185			Higher education institutions have data available on the number, scope, relevance and usefulness of cooperation in the field of education
186			Higher education institutions have evidence of monitoring and evaluation of the implementation of partnership programmes, the level of satisfaction of cooperation partners measured by valid instruments, and efforts to improve the quality of networks and partnerships to ensure the achievement of their vision, mission and strategic objectives.
187			International, national, regional/local collaborations relevant to the study programme and managed by UPPS in the last 3 years, totalling 3
188			Percentage increase in programme study partnerships (%)

(The asterisk (*) indicates an additional performance index (API))

RESEARCH STANDARDS OF UIN WALISONGO SEMARANG

No	Standard Name	Standard Content	Indicator
1	2	3	4
	1. Research Output Standards		
1		The quality, relevance, and usefulness of research results must support the implementation of the mission and achievement of the vision and impact targets of the university.	Higher education institutions have research reporting documents prepared by research managers for university leaders and partners/funders, which meet the following aspects: 1) comprehensive, 2) detailed, 3) relevant, 4) up-to-date, and 5) submitted on time.
2			The existence of written policies by the leadership of the Higher Education Institution (Rector, Dean, or Chair) regarding research (strategic plans, development of research roadmaps, and implementation of research)
3			Learning in PS integrates research results
4			DTPS and/or students publish research results
5			Recognition of Academic Work by Lecturers 1) Hirsch Index (H) Scopus Index or WOS Impact Factor 2) Sinta Score
6			Study programmes produce international-level research dissemination in accordance with the research roadmap*
7			The study programme has data on DTPS scientific articles that have been cited
8			The study programme has data on the number of research outputs produced by DTPS
9		The university maximises the use or adoption of open licences and/or other mechanisms accessible to the public in disseminating university research results, especially those funded by the Government, except for research that is confidential, disruptive, and/or dangerous	Percentage of nationally accredited scientific journals
10			Nationally accredited journals owned and accessible*
11			Number of reputable international journals owned and accessible*
12			Number of international conference proceedings owned in the last three years and accessible*
13			Number of research outputs that have received national/international recognition or been applied by industry/society/government (title)
	2. Research Process Standards		

No	Standard Name	Standard Content	Indicator
1	2	3	4
14		Research process standards are minimum criteria regarding: the research implementation process, and b. research management, which includes planning, implementation, assessment, supervision, and control of research activities	Higher education institutions are able to analyse and develop future plans in the field of research, which include: 1) identifying relevant, comprehensive, and strategic environmental conditions, 2) establishing the position of the higher education institution relative to its environment, 3) using the results of the identification and established position to conduct SWOT analysis/other relevant analyses, and 4) producing consistent development programmes with the results of the SWOT analysis/other analyses used.
15			Higher education institutions have development plans in the field of research , including: 1) development plans covering: long-term, medium-term, and short-term, 2) key and supplementary performance indicators, 3) targets oriented towards international competitiveness and implemented consistently, 4) the goal of providing skilled human resources to anticipate current and future needs, and targets aimed at national economic development.
16			Higher education institutions have formal Strategic Research Plans that contain the basis for development, a research roadmap, resources (including the allocation of internal research funds), strategic programme targets and performance indicators, and are oriented towards international competitiveness.
17		Research process standards are established by higher education institutions to realise their mission in accordance with the principles of good governance.	Higher education institutions demonstrate governance that includes: 1) the implementation of good governance and the fulfilment of the five pillars of the governance system in the field of research, which include: Credible, Transparent, Accountable, Responsible, and Fair. Universities announce summaries of annual research reports to the public
18			The university has valid evidence of good practices in developing a culture of quality in higher education in the field of research through management review meetings, which agenda items include: 1) internal audit results, 2) feedback, 3) process performance and product conformity, 4) status of preventive and corrective actions,

No	Standard Name	Standard Content	Indicator
1	2	3	4
			5) follow-up from previous management review meetings, 6) changes that may affect the quality assurance system, and 7) recommendations for improvement
19			Higher education institutions have the effectiveness of implementing the quality assurance system in the field of research for each criterion that meets the following four aspects: 1) the existence of formal documents establishing quality standards, 2) consistent implementation of quality standards, 3) monitoring, evaluation and control of the established quality standards, and 4) The results are followed up for improvement and quality enhancement. quality
20			Higher education institutions and UPPS measure service satisfaction in the field of research among stakeholders: students, lecturers, educational staff, graduates, users and partners who meet the following aspects. 1) using valid, reliable, and easy-to-use satisfaction instruments, 2) conducted on a regular basis, with data recorded comprehensively, 3) analysed using appropriate and useful methods for decision-making, 4) satisfaction levels and feedback are followed up for improvement and enhancement of output quality on a regular and systematically.
21		Higher education institutions conduct research in order to: educating students to become	Higher education institutions have valid evidence of the implementation of the research process covering the following six aspects: assessment and review procedures,
		intellectual, 1) 2) fostering a culture of research and developing science and technology.	2) the legality of reviewer appointments, 3) results of research proposal assessments, 4) legality of researcher assignment/researcher collaboration, 1) minutes of monitoring and evaluation results, and documentation of research outputs.
22		Research is conducted in accordance with scientific principles and methods consistent with academic autonomy and academic culture.	Higher education institutions have research implementation guidelines 5) to ensure the integrity and quality of research conducted consistently, effectively, and efficiently.

No	Standard Name	Standard Content	Indicator
1	2	3	4
23		In conducting research, higher education institutions establish: 1) a research code of ethics in accordance with the provisions of laws and regulations; 2) management and ownership of intellectual property rights in accordance with the provisions of laws and regulations; 3) provisions in research collaborations; and requirements for the publication of research results and 4) provisions for authors.	Higher education institutions have bodies that fully implement or perform functions in enforcing codes of ethics to ensure consistent, effective and efficient values and integrity in the field of research.
24			Higher education institutions have formal policy and procedure documents that are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, concerning the development of networks and partnerships in the field of research (domestic and international), including how to monitor and evaluate partner satisfaction.
25			Higher education institutions have valid and targeted planning documents for the development of networks and partnerships in the field of research in order to achieve the vision, mission, and strategic objectives strategic goals of the institution.
26			Higher education institutions have networks and cooperation partners in the field of research that are relevant to the Vision, Mission, Goals and Strategy (VMTS) and are beneficial for the development of the institution's tridharma of the institution, encompassing local/regional, national, and international collaborations.
27			Availability of evidence of monitoring and evaluation of the implementation of of partnership programmes, the level of satisfaction of research collaboration partners measured using valid instruments,
			as well as efforts to improve the quality of networks and partnerships to ensure the achievement of the vision, mission and strategic objectives.
28			Permanent lecturers of the study programme (DTPS) conduct research activities relevant to the field of expertise of the study programme at least once a year, either with university/independent funding, domestic funding, or foreign funding
29			Higher education institutions have international, national, regional/local cooperation in the field of research
30		Research is conducted by: 1) lecturers;	DTPS involves PS students in research activities.

No	Standard Name	Standard Content	Indicator
1	2	3	4
		2) lecturers together with students; and/or 3) students under the guidance of lecturers	
31		Joint research conducted between lecturers, researchers, and students is managed by the university by implementing a system that minimally regulates the description of duties, rights, and obligations of the parties involved in research activities.	The university implements a research system that regulates the description of tasks, rights, and obligations of the parties involved in research activities.
	3. Research Input Standards		
32		Minimum research input standards include: 1) the provision of adequate access to research facilities, infrastructure, and funding; 2) assigning and improving the competence of lecturers in conducting research in accordance with the weight assigned by the university; and 3) the implementation of a reliable information and communication technology-based system to document, evaluate, reporting, and disseminating research processes and results	Higher education institutions have facilities and infrastructure that are: 1) relevant and up-to-date to support research in accordance with SN-DIKTI. support research through the existence of <i>teaching factories (factories for teaching)</i> or <i>teaching industries (attachments to industries)</i> .
33			<i>Research Groups (RG)</i> and <i>Research Roadmaps (RM)</i> that 2) clear and relevant to the Vision, Mission, Objectives, and Strategies of the Study Programme
34			Presentation of research plans by doctoral students to discover or develop theories or concepts
35			Presentation of dissertation research results
36			Assessment of the novelty of the dissertation
37			Publication of dissertation research
38			Study programmes receive research funding with adequate operational costs
39			Higher education institutions receive research funding from institutions outside the higher education sector (rupiah)
40			Higher education institutions have criteria for assigning lecturers in accordance with research guidelines.
41			Higher education institutions have an information system for administrative services administration in the field of research that has proven effective in meeting the following aspects.
41			a. covering academic services, finance, human resources, and facilities and infrastructure (assets),

No	Standard Name	Standard Content	Indicator
1	2	3	4
			b. easily accessible by all work units within the institution, c. comprehensive and up-to-date, d. all types of services are integrated and used for decision-making, and e. all types of integrated services are evaluated on a on a regular basis, and the results are followed up to improve the information system.

(The asterisk (*) indicates an additional performance index (API))

COMMUNITY SERVICE STANDARDS OF UIN WALISONGO SEMARANG

No	Standard Name	Standard Content	Indicator
1	2	3	4
1. PkM Output Standards			
1		The standards for community service outputs are the minimum criteria regarding: a. the quality of PkM results, b. the relevance of PkM outcomes, and c. the usefulness of PkM results.	Higher education institutions shall have comprehensive, detailed, relevant, up-to-date and timely reports on PkM activities from PkM managers to higher education leaders and relevant partners/funders.
2		The quality, relevance, and usefulness of PkM outcomes must support the implementation of the mission and achievement of the vision and impact targets of the higher education institution	Higher education institutions must have valid evidence of PkM outcomes that support the achievement of the Higher Education Institution's Vision and Mission on a regular basis and are followed up.
3			Higher education institutions have a network of cooperation partners in the field of community service that is relevant to the vision, mission, strategic objectives, and beneficial for the development of the institution's tridharma, which includes local/regional, national, and international cooperation
4			UPPS has valid evidence regarding the quality, benefits, satisfaction, and sustainability of PkM cooperation that is relevant to study programmes that meet the criteria: 1) providing benefits for study programmes in fulfilling the learning process, research, and community service. 2) Improving the performance of the three pillars of higher education and supporting facilities for study programmes. 3) Providing satisfaction to industry partners and other partners other collaborative partners, as well as ensuring the sustainability of collaborations and their outcomes.
5		Higher education institutions maximise the use or adoption of open licences and/or other mechanisms accessible to the public in disseminating the results of Community Service Programmes (PkM), especially those funded by the Government	Higher education institutions disseminate PkM results that are accessible to the public
6			Study programmes ensure the number of scientific articles resulting from DTPS PkM that have been cited in the last 3 years
7			Study programmes ensure the number of PkM outputs produced by DTPS in the last 3 years
8			Number of community service (PkM) outputs that received national/international recognition or implemented by industry/society/government (title)
9			The study programme has lecturers who are recognised internationally for their community service*
2. PkM Process Standards			

No	Standard Name	Standard Content	Indicator
1	2	3	4
10		PkM process standards are minimum criteria regarding: PkM processes and PkM management, which include: 1) PkM activity planning, 2) implementation of PkM activities, 3) evaluation of PKM activities, 4) supervision of the implementation of PkM activities, and 5) control of community service activities	Higher education institutions have PkM process standards with minimum criteria regarding: PkM processes and PkM management, which include: planning, implementation, assessment, supervision of implementation, and control of community service activities
11		PKM process standards are established by higher education institutions to realise their mission in accordance with the principles of good governance in higher education	Higher education institutions have formal Community Service Strategic Plan documents that contain the basis for development, a roadmap for community service, resources (including the allocation of internal community service funds), strategic programme objectives and performance indicators, and are oriented towards international competitiveness
12			Higher education institutions have evidence of monitoring and evaluation of the implementation of partnership programmes and the level of satisfaction of cooperation partners in the field of Community Service, which is measured using valid instruments, as well as continuous improvement in the quality of networks and partnerships, to ensure the realisation of the vision, the implementation of the mission and the achievement of strategic objectives.
13			Higher education institutions carry out beneficial community service for community development in Special Mission services, kewalisongoan and Moderate Religious-Based Services*
14		Higher education institutions implement PkM in the context of applying science and technology	UPPS conducts an analysis of the success and/or failure of achieving performance targets set by the institution in the field of community service that meets two criteria: 1) Performance achievements must be measured using appropriate methods, and the results analysed and evaluated 2) Analysis of performance achievements includes identifying root causes, success factors, and barriers to achieving standards, along with a brief description of follow-up actions will be carried out

No	Standard Name	Standard Content	Indicator
1	2	3	4
15		In implementing PkM, higher education institutions establish: a. a code of ethics for community service in accordance with the provisions of laws and regulations; b. management and ownership of intellectual property rights in accordance with regulatory provisions legislation; c. provisions in community service cooperation; and requirements for the dissemination of community service results and author provisions	Higher education institutions have PkM guidelines that contain codes of ethics, management and provisions in PkM cooperation that are socialised, easily accessible, in accordance with the PkM strategic plan, and understood by stakeholders.
16			Higher education institutions have valid evidence related to good practices in quality culture development in the field of community service in higher education through management review meetings, which include discussions on 7 elements, including 1) internal audit results, 2) feedback, 3) process performance and product conformity, 4) the status of preventive and corrective actions, 5) follow-up from previous management review meetings, 6) changes that may affect the quality assurance system, and 7) recommendations for improvement.
17			The University ensures the implementation of a quality assurance system for community service that meets the following four aspects: 1) the existence of formal documents establishing quality standards, 2) consistent implementation of quality standards, 3) monitoring, evaluation and control of the established quality standards, and 4) the results are followed up for quality improvement and enhancement
18			The study programme ensures that PkM DTSP activities are relevant to the field of study in the last 3 years
19			The study programme ensures scientific publications with themes that are relevant to the programme's field of study produced by DTSP over the past three years.
20			The programme produces dissemination of PkM*

No	Standard Name	Standard Content	Indicator
1	2	3	4
21			The university ensures the relevance of PkM, which includes the following elements: 1) having a roadmap that covers the PkM themes of lecturers and students as well as the downstreaming/application of the academic programme's knowledge, 2) Lecturers and students implement Community Service Programmes in accordance with the Community Service Programme roadmap. 3) conducting an evaluation of the suitability of lecturers' and students' PkM with the roadmap, and 4) using the evaluation results to improve the relevance of PkM and the academic development of the study programme.
22			The programme has established international, national, and regional/local collaborations in the field of PkM over the past three years.
23			The Higher Education Institution demonstrates the implementation of good governance and the fulfilment of the five pillars of the governance system in the field of community service, which include: 1) Credible, 2) Transparent, 3) Accountable, 4) Responsible, 5) Fair. The university publishes an annual report summary for the public.
24			Higher education institutions have a development plan development plan in the field of community service, which includes: 1) development plans covering: long-term, medium-term, and short-term, 2) performance indicators, 3) targets oriented towards international competitiveness and implemented consistently 4) aim to provide skilled human resources to anticipate current and future needs, and 5) objectives that lead to <i>national economic development</i>.
25			Higher education institutions have valid evidence (formal policy and regulation documents) to ensure integrity and quality of service delivery that is consistent, effective, and efficient.
26			Higher education institutions ensure that there are comprehensive, detailed, up-to-date, and easily accessible policies and procedures for stakeholders regarding the development of networks and partnerships in the field of community service (domestic and international), including how to monitor and evaluate partner satisfaction.

No	Standard Name	Standard Content	Indicator
1	2	3	4
27			Higher education institutions conduct measurements of internal and external stakeholder satisfaction across four aspects as follows: 1) using satisfaction instruments that are valid, reliable, easy to use, 2) conducted regularly, with comprehensive data recording, 3) analysed using appropriate and useful methods for decision-making, and 4) the level of satisfaction and feedback is followed up for improvement and enhancement of the quality of outputs on a regular and systematically.
28			Higher education institutions ensure that the implementation of the PkM process covers the following six aspects: 1) assessment and review procedures, 2) legality of reviewer appointment, 3) results of the assessment of PkM proposals, 4) the legality of assigning PkM implementers/PkM collaborations, 5) minutes of monitoring and evaluation results, and 6) documentation of PkM outputs.
29		PkM is carried out by: 1. lecturers; 2. lecturers together with students; and/or students under the guidance of lecturers	2) Higher education institutions have PkM implementation groups
30			DTPS involves PS students in PkM activities.
31		PkM conducted by students under the guidance of lecturers to obtain semester credit recognition is carried out under the supervision of lecturers who meet the requirements as PkM supervisors.	Higher education institutions have reporting documents on faculty members' guidance of student PkM that are comprehensive, detailed, relevant, up-to-date, and submitted on time.
32			Student-led PkM activities conducted under faculty supervision to obtain semester credit recognition
33			Higher education institutions have a master plan for community service based on the unity of knowledge for humanity and civilisation*
34			Higher education institutions have a master plan for community service based on religious moderation and tolerance*
	3. Community Service Input Standards		
35		PkM input standards are minimum criteria regarding access to: 1) provision of adequate access to facilities,	Higher education institutions ensure that each lecturer has a community service roadmap in accordance with their academic qualifications and expertise.

No	Standard Name	Standard Content	Indicator
1	2	3	4
		infrastructure, and funding for community service; 2) assigning and improving the competence of lecturers in conducting research in accordance with the weight assigned by the university; and 3) the implementation of a reliable information and communication technology-based system to document, evaluate, report, and disseminate the process and results of research.	
36			Higher education institutions ensure that lecturers engaged in research-based community service have specific academic qualifications required by the institution/unit.
37			The establishment of activities to enhance community service collaboration based on UOS with the community and industry*
38			The establishment of domestic cooperation in the field of community service based on faculty-level scientific unity*
39			The establishment of activities to enhance PkM-based UOS cooperation (overseas) at the faculty level*
40			Study programmes receive PkM funding with adequate operational costs
41			Higher education institutions provide a minimum amount of PkM funding relative to the total funding of the higher education institution.
42			Higher education institutions receive PkM funds from institutions outside the higher education institution (rupiah)
43			Higher education institutions ensure the availability of an ICT system for administrative services in the field of community service that meets the following aspects: 1) covering academic, financial, human resources, and facilities and infrastructure (assets) services, 2) are easily accessible by all work units within the institution, 3) complete and up-to-date, 4) all types of services are integrated and used for decision-making, and 5) all integrated services are evaluated periodically. and the results are followed up to improve the information system.

(* indicates additional performance index (API))

STANDARDS FOR STUDENTS AND ALUMNI OF UIN WALISONGO SEMARANG

No	Standard Name	Standard Content	Indicators
	1. Student Outcome Standard		
1		Student Learning Outcomes Standards are the minimum criteria regarding: a. Student graduation criteria, b. Student achievement, c. <i>Learning outcomes</i> (student outcomes in the field of education), d. <i>Student research and community service outcomes</i> (student outcomes in the field of research and community service)	Higher education institutions ensure that the minimum GPA for undergraduate students is 3.25
2			Higher education institutions ensure that the average GPA of PPG/Master's/Doctoral students is at least 3.50
3			Higher education institutions ensure that university graduates have Arabic language skills equivalent to IMKA scores of 300 (bachelor's degree), 325 (master's degree) and 350 (doctorate)*.
4			Higher education institutions ensure that students have English language proficiency equivalent to achieving a TOEFL score of 400 (Bachelor's degree), 460 (Master's degree), 470 (Doctorate) as a requirement*
5			Higher education institutions ensure that university graduates are able to read and write Quranic verses correctly and accurately*
6			Higher education institutions ensure that students memorise Quranic verses and hadiths relevant to their field of study*
7			Higher education institutions ensure that all graduating students are provided with the following documents: 1) a diploma for graduates of diploma programmes, bachelor's degree programmes, master's degree programmes, and doctoral degree programmes; 2) Academic Transcript 3) Professional certification for graduates of professional programmes; 4) Competency certificate, for graduates of educational programmes in accordance with their expertise in their field of study and/or who have achieved outstanding results outside their study programme; 5) Degree; 6) Certificate of Replacement Diploma, unless otherwise specified by law, a maximum of 1 week after graduation
8			Higher education institutions ensure the percentage of graduates holding competency/professional/industry certifications over the past 3 years.
9			The study programme ensures that students have achieved academic excellence in the past three years.

No	Standard Name	Standard Content	Indicators
10			Programmes ensure that students have achieved non-academic accomplishments over the past three years.
11			Percentage of doctoral, master's, bachelor's, and diploma programme students participating in activities outside the campus, achieving national-level accomplishments, and achieving international-level accomplishments
2. Student Learning Outcomes related to Education			
12		Student Learning Outcomes related to Education	Higher education institutions shall ensure that the study period for Diploma and Bachelor's Degree programmes is $3.5 < MS \leq 4$, (MS = Study Period)
13			Higher education institutions ensure that the study period for master's programme students is between 1.5 and 2.5 years (MS = study period)
14			Higher education institutions ensure the appropriateness of the study period for doctoral programme students of $2.5 < MS \leq 3.5$, (MS = Study Period)
15			Percentage of students who drop out or withdraw
16			Higher education institutions ensure that at least 50% of students (Master's, Bachelor's) graduate on time.
17			Higher education institutions ensure that doctoral students can graduate on time at least 30%.
18			Higher education institutions ensure that students achieve a minimum academic success rate of 85%
3. Alumni Output Standards			
19		Alumni Output Standards	Higher education institutions ensure that <i>tracer studies</i> are conducted for each study programme, covering the following five aspects. 1) The implementation of <i>tracer studies</i> is coordinated at the higher education institution level. 2) <i>Tracer study</i> activities are conducted regularly every year and documented, 3) The questionnaire content covers all core questions of the <i>tracer study</i> DIKTI. 4) Targeted at the entire population 5) The results are disseminated and used for curriculum and learning development
20			Higher education institutions ensure that alumni have completed <i>the tracer study</i>
21			Percentage of PhD, Master's, and Bachelor's degree graduates from the past year who have successfully obtained employment, continued their studies, or become entrepreneurs (%)
22			Higher education institutions ensure that alumni obtain their first job
23			The waiting time for graduates of the study programme ranges from tracer respondents TS-4 to TS-2.

No	Standard Name	Standard Content	Indicators
24			Higher education institutions ensure the relevance of the graduates' field of work from the main programme at the higher education institution to the competencies
25			The level of graduates/alumni of the study programme can work in accordance with the graduate profile that demonstrates international competitiveness*
26			Higher education institutions ensure the level and size of graduates' workplaces.
27			The programme can produce graduates who work in international institutions*
28			Average monthly income or earnings in the first year of employment
29			Higher education institutions ensure graduate user satisfaction with the following conditions: Graduates are assessed on a scale (excellent, good, fair, poor), covering the following aspects: 1) Ethics 2) Expertise in the field of science (core competency) 3) Foreign language proficiency 4) Use of information technology 5) Communication skills 6) Teamwork 7) Self-development
30			The university established the Walisongo Career Centre as a support system for alumni to facilitate their search for and acquisition of employment.*
31			The university ensures that it has comprehensive and regularly updated alumni data.
4. Student Output Standards in the Field of Research and Community Service			
32		Student Outcomes in Research and Community Service	Higher education institutions ensure the publication of papers produced independently or in collaboration with Permanent Lecturers of the Study Programme (DTPS), with titles relevant to the field of study in the last 3 years, including 1) Number of student publications in accredited journals 2) Number of student publications in international journals 3) Number of student publications in reputable international journals 4) Number of publications in local, national and international seminars 5) Number of publications in local, national and international media
5. Student Process Standards			

No	Standard Name	Standard Content	Indicators
33		Student Process Standards are the minimum criteria regarding: Planning, Implementation, Assessment, Supervision and Control and Admission of Students	Higher education institutions ensure that there are socialisation activities for new student admissions no later than 1 semester before the implementation of new student admissions.
34			The quality of student input is reflected in the ratio between prospective students who apply and those who are accepted and meet the capacity.
35			Increased interest among prospective students
36			The university ensures the suitability of the percentage of students who re-enrol compared to the number of applicants who passed the selection process for the main programme.
37			Higher education institutions ensure the percentage of foreign students is in line with the total number of students.
38			Percentage of international students relative to the total number of students in the master's programme
39			Higher education institutions set admission requirements for master's programmes
40			Higher education institutions ensure the suitability of the ratio of the number of students in the study programme to the number of DTPS.
41			Higher education institutions determine the admission of new students through several channels:* 1) SNBP (National Selection Based on Achievement) 2) SNBT (National Test-Based Selection) 3) SBMPTN (Joint Selection for Admission to State Higher Education Institutions) 4) SPAN (National Academic Achievement Selection for State Islamic Higher Education Institutions) 5) UMPTKIN (State Islamic Higher Education Entrance Examination) 6) Independent Achievement 7) Independent
42			Higher education institutions set assessment standards for new students, including:* 1) Academic Potential Test (TPA) 2) Knowledge of Islamic Studies 3) Basic Arabic and English Language Skills 4) BTQ (Basic Quranic Studies) skills

No	Standard Name	Standard Content	Indicators
43			Higher education institutions announce successful applicants through various media: 1) through websites uploaded by PTIPD 2) through other networks permitted in accordance with the National Committee's policies for the SNBP, SNBT, SBMPTN, SPAN PTKIN, and UMPTKIN pathways. 3) Meanwhile, the Independent Achievement and Independent pathways are announced on website maximum 3 working days after being determined by the Rector together with the dean
44			The university shall ensure that information regarding re-registration is easily accessible*
45			The university determines prospective new students at the UIN Walisongo Semarang ma'had*
46			Higher education institutions require new students to participate in PBAK and receive an orientation on the distinctive values of UIN Walisongo, as follows:*
			1) Towards becoming <i>an Islamic Research University</i> ; 2) Adopting <i>the Unity of Sciences (UoS)</i> as the paradigm for scientific development; 3) Emphasising <i>local wisdom and religious moderation</i> as cultural characteristics, as practised by the Walisongo; 4) Being responsive to <i>contemporary values</i> , manifested through efforts to make UIN Walisongo a <i>green and smart campus</i> and implement <i>the independent campus curriculum</i>
47			Higher education institutions have analyses and follow-ups on the results of student satisfaction measurements.
	6. Student & Alumni Input Standards		
48		Student Input Standards are the minimum criteria for student services and funding.	Higher education institutions ensure the implementation of student services, including: 1) Counselling Guidance a. Online and face-to-face mentoring b. Academic, personal, social, or student organisation guidance services are provided at the initial stage by academic advisors c. Individual counselling services for resolving personal issues d. Guidance and counselling on health matters 2) Interests and Talents a. Extracurricular activities to develop students' talents and interests b. The university organises various workshops that support

No	Standard Name	Standard Content	Indicators
			students' talents and interests 3) Development of students' soft skills a. Extracurricular activities to develop students' soft skills b. The university organises various workshops that support students' soft skills 4) Scholarships (DIPA, BAZNAS, BI, BSI, Provincial Government, etc.) 5) Health a. Independent b. Health insurance Polyclinic on an incidental basis c. JKN
49			Implementation of reasoning, interest & talent services with coverage
50			The programme has students participating in professional, certification, and/or licensing programmes in their respective fields of study to enhance the quality of graduates with international competitiveness in line with the graduate profile graduate profile*
51			Implementation of welfare services with coverage of indicators 1) Academic, personal, social, or student organisation guidance services 2) Individual counselling services for resolving personal issues 3) Scholarship services: Scholarships (DIPA, BAZNAS, BI, BSI, Provincial Government, etc.) 4) Guidance and counselling on health matters
52			Implementation of academic guidance by Academic Advisors (PA) concerning both academic and non-academic issues,
53			Higher education institutions ensure guidance and career information services with coverage of indicators 1) dissemination of job information, 2) the organisation of job fairs, 3) career planning, 4) job application training, and 5) job placement services
54			The implementation of student career development in line with graduate profiles and an internationally competitive vision and mission*
55			Access and Quality of Student Services
56			Student satisfaction with lecturer teaching performance
57			Level of student satisfaction with the educational process 1) Reliability: the ability of lecturers, educational staff, and administrators to provide services 2) Responsiveness: the willingness of lecturers, educational staff, and administrators to assist students and provide services promptly Assurance: the ability of lecturers, educational staff, and administrators to

No	Standard Name	Standard Content	Indicators
			assure students that the services provided are in accordance with regulations; 4) Empathy: the willingness/concern of lecturers, educational staff, and administrators to pay attention to students; and 5) Tangible: students' assessment of the adequacy, accessibility, and quality of facilities and infrastructure
58			Higher education institutions ensure student satisfaction in: 1) The registration/course addition system 2) Class evaluation system 3) Grade revision system 4) Academic freedom on campus 5) Academic atmosphere on campus
59			Higher education institutions ensure student satisfaction in: 1) Services according to schedule 2) Neat, clean and comfortable service areas 3) Neat, clean, and comfortable administrative service areas in faculties 4) Providing prompt and responsive service 5) Providing service without discrimination 6) Communicating in a polite manner 7) Possess the expected competencies 8) Behaving politely and courteously 9) Understanding the needs of students 10) Maintaining a neat appearance 11) Cleanliness of service areas
60			Higher education institutions ensure services to students in: 1) Availability of time for consultation as agreed 2) Guidance on course selection when filling out the KRS 3) Brief explanation of course profiles 4) Providing advice or solutions to resolve academic issues 5) Providing advice or solutions to resolve non-academic or personal issues raised by students 6) Being friendly 7) Two-way or reciprocal communication
61			Level of student satisfaction with the service in terms of: 1) Availability of literature collections 2) Availability of internet facilities 3) Availability of sports facilities 4) Availability of facilities at the student affairs secretariat 5) Availability of parking facilities 6) Availability of classroom facilities 7) Classroom cleanliness 8) Campus environment cleanliness

No	Standard Name	Standard Content	Indicators
			9) Availability and cleanliness of toilets 10) Availability of water 11) Availability of rubbish bins and waste management system 12) Worship facilities (mosque) 13) Library facilities 14) Out-class facilities or student discussion centres 15) Health facilities/clinics 16) Availability of a canteen within the campus 17) Campus security and order 18) Road crossing services
62			Higher education institutions ensure student satisfaction in: 1) The availability of student activity units (UKM) for the development of students' talents and interests 2) Guidance/mentoring/support services for UKMs/student groups by lecturers 3) University/Faculty support to enhance student participation in academic/non-academic competitions at regional, national, and international levels 4) The availability/selection system for student scholarships 5) Religious guidance services for students 6) Soft skills coaching services 7) Career guidance and employment information services 8) Institutional efforts (University/Faculty) to improve student performance in the fields of student research and student scientific papers 9) Institutional efforts (University/Faculty) to improve student performance in the fields of community service, sports, and arts.
63			Academic and non-academic service satisfaction index (Scale 1-4)
64			Higher education institutions have analyses and follow-ups on the results of student satisfaction measurements.

(The asterisk (*) indicates an additional performance index (API))