COPY

REGULATION OF MINISTER OF EDUCATION AND CULTURE
OF THE REPUBLIC OF INDONESIA
NUMBER 49 OF 2014
CONCERNING THE
NATIONAL STANDARDS OF HIGH EDUCATION

WITH THE BLESSING OF GOD ALMIGHTY

MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA

Considering : in order to implement the conditions of Article 52 verse (3) and Article 54 verse (1) letter a Law Number 12 Of 2012 concerning Higher Education, it is necessary to stipulate a Regulation of the Minister of Education and Culture concerning National Higher Education Standards;

Recalling :

1. Law Number 12 Of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia Of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
2. Law Number 12 Of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia Of 2012 Number 158 Supplement to the State Gazette of the Republic of Indonesia Number 5336);
3. Law Number 14 Of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
4. Government Regulation Number 48 Of 2008 concerning Education Funding (State Gazette of the Republic of Indonesia Of 2008 Number 91, Supplement to the State Gazette of the Republic of Indonesia Number 4864);
5. Government Regulation Number 37 Of 2009 concerning Lecturers (State Gazette of the Republic of Indonesia Of 2009 Number 76, Supplement to the State Gazette of the Republic of Indonesia Number 5007);
6. Government Regulation Number 4 Of 2014 Implementation of Higher Education and Management of Higher Education (State Gazette of the

Republic of Indonesia Of 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5500);

7. President Regulation Number 47 Of 2009 concerning Formation and Organization of State Ministries, as amended several times, most recently by President Regulation Number 13 Of 2014 concerning the Fifth Amendment of President Regulation Number 47 Of 2009 concerning the Establishment and Organization of State Ministries;
8. President Regulation Number 24 Of 2010 concerning Position, Duties, and Functions of State Ministries and Organizational Structure, Duties, and Functions of Echelon I of State Ministries as amended several times, most recently by President Regulation Number 14 Of 2014 concerning Fifth Amendment to President Regulation Number 24 Of 2010 concerning Position, Duties, and Functions of State Ministries and Organizational Structure, Duties and Functions of Echelon I of State Ministries;
9. President Regulation Number 8 Of 2012 concerning the Indonesian National Qualifications Framework (KKNI);
10. President Decree of the Republic of Indonesia Number 84 / P Of 2009 concerning the Formation of United Indonesia Cabinet II as amended several times, most recently by President Decree Number 41 / P Of 2014;

HAS DECIDED:

Enacting : REGULATION OF THE MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA CONCERNING THE NATIONAL STANDARDS OF HIGH EDUCATION.

CHAPTER I
GENERAL CONDITIONS
Article 1

In this Ministerial Regulation, the following terms have the following meaning:

1. National Higher Education Standards is a standard unit covering the National Education Standards, the National Research Standards, and the National Community Engagement Standards.
2. National Education Standards are the minimum criteria for learning at the tertiary level of higher education in tertiary institutions throughout the Republic of Indonesia's jurisdiction.

3. National Research Standards are the minimum criteria for research systems in higher education institutions that apply in all jurisdictions of the Republic of Indonesia.
4. The National Standard of Community Engagement is the minimum criterion regarding Community Engagement systems in higher education institutions that apply in all jurisdictions of the Republic of Indonesia's Unitary State.
5. KKNI, abbreviated as KKNI, is a competency qualification framework that can match, equalize and integrate the education and job training fields and work experience to provide job competence recognition following the job structure in various sectors.
6. The curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines for implementing study programs.
7. Higher Education is a level of education after secondary education, including diploma programs, undergraduate programs, master programs, doctoral programs, professional programs, and specialist programs organized by universities based on Indonesian culture.
8. Higher Education Institution is an academic unit that provides higher education.
9. Study Program is a unit of educational and learning activities with a specific curriculum and learning methods in one type of academic education, professional education, and vocational education.
10. Learning is a process of interaction between students and lecturers and learning resources in a learning environment.
11. Research is an activity carried out according to scientific principles and methods systematically to obtain information, data, and information relating to the understanding and testing of a branch of knowledge and technology.
12. Community Engagement is an academic community activity that utilizes science and technology to advance community welfare and educate the nation's life.
13. Semester Credit Units, abbreviated as credits, is a measure of time for learning activities that are charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of students' efforts in participating in curricular activities in a study program.
14. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology through education, research, and Community Engagement.
15. Staffs are community members who are dedicated and appointed to support higher education implementation, among others, librarians, administrative staff, laboratory assistants and technicians, and information engineering institutions.
16. Minister is the minister who holds government affairs in the field of education.
17. The Director-General is the Director-General of Higher Education at the Ministry of Education and Culture.

Article 2

(1) National Higher Education Standards consist of:
   a. National Education Standards;
   b. National Research Standards; and
   c. National Community Engagement Standards.

(2) National Education Standards, Research National Standards, and National Community Engagement Standards, as referred to in verse (1), are an integral and inseparable part of implementing the Tridharma of higher education (Tri Dharma Perguruan Tinggi).

Article 3

(1) The National Higher Education Standards have the objectives to:
   a. ensure the achievement of higher education goals that play a strategic role in the intellectual life of the nation, advance science and technology by applying humanities values as well as the sustainable culture and empowerment of the Indonesian nation;
   b. ensure that learning in the study, research, and Community Engagement programs organized by higher education institutions in all jurisdictions of the Unitary State of the Republic of Indonesia achieves quality following the criteria stipulated in the National Higher Education Standards; and
   c. encourage higher education institutions in all jurisdictions of the Republic of Indonesia to achieve quality learning, research, and Community Engagement beyond the criteria set out in the National Higher Education Standards in a sustainable manner.

(2) National Higher Education Standards must be:
   a. met by every higher education institution to achieve the goals of national education;
   b. used as the basis for granting permission to establish higher education institutions and permits to open study programs;
   c. used as the basis for implementing curriculum-based learning in the study program;
   d. used as the basis for conducting research and Community Engagement;
   e. used as the basis for developing and implementing an internal quality assurance system;
   f. used as the basis for determining the criteria for an external quality assurance system through accreditation.

(3) The National Higher Education Standards, as referred to in Article 2 verse (1), must be evaluated and refined in a planned, directed, and sustainable manner, following the demands of local, national, and global changes by the agency assigned to compile and develop National Higher Education Standards.

CHAPTER II
NATIONAL EDUCATION STANDARDS
Part One
Scope of National Education Standards
Article 4

(1) National Education Standards consist of:
   a. graduate competency standards;
   b. standard of learning content;
   c. learning process standards;
   d. learning assessment standards;
   e. standards for lecturers and staff;
   f. standard of learning facilities and infrastructure;
   g. learning management standards; and
   h. learning financing standards.

(2) As referred to in verse (1), the National Education Standards serve as a reference in compiling, implementing, and evaluating the curriculum.

Part Two
Graduate Competency Standards
Article 5

(1) The graduate competency standards are the minimum criteria regarding the qualifications of graduate abilities, including attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes.

(2) The graduate competency standards stated in the formulation of graduate learning outcomes as referred to in verse (1) are used as the primary reference for the development of learning content standards, learning process standards, learning assessment standards, lecturers and staff standards, learning facilities, and infrastructure standards, learning management standards, and learning financing standards.

(3) The formulation of graduate learning outcomes as referred to in verse (1) compulsory:
   a. refers to the description of the learning outcomes of KKNI Graduates; and
   b. have the same level of qualification as KKNI

Article 6

(1) As referred to in article 5 verse (1), attitudes constitute the proper and cultured behavior due to the internalization and actualization of values and norms. It is reflected in spiritual and social life through the learning process, student work experience, research, and Community

Engagement.

(2) As referred to in Article 5 verse (1), knowledge is the systematic mastery of concepts, theories, methods, and philosophies in specific fields of knowledge obtained through reasoning in the learning process, student work experience, research, and Community Engagement related to learning.

(3) The skills as referred to in Article 5 verse (1) are the ability to perform work using concepts, theories, methods, materials, and instruments, which are obtained through learning, student work experience, research, and Community Engagement related to learning, includes:

a. General skills as general employability that every graduate must possess in order to ensure the equal ability of graduates according to program level and type of tertiary education; and
b. Every graduate must possess specific skills as specific work abilities under the study program's scientific field.

(4) As referred to in verses (2) and verse (3), student work experience is in the form of experience in activities in a particular field for a certain period, in job training, practical work, practical fieldwork, or other similar activities.

Article 7

(1) The formulation of general attitudes and skills as part of the achievement of graduate learning as referred to in Article 6 verse (1) and verse (3) letter a, for each level of program and type of higher education, is listed in the Appendix, which is an integral part of the minister regulation.

(2) The formulation of general attitudes and skills, as referred to in verse (1), can be added by higher education institutions.

(3) The formulation of superior knowledge and skills as part of graduate learning outcomes, as referred to in Article 6, verse (1) and verse (3) letter b, must be prepared by:

a. a study program forum of a kind or other equivalent name; or
b. the manager of the study program if it does not have a similar study program forum.

(4) As referred to in verses (2) and verses (3), the formulation is an integral part of the formulation of graduate learning outcomes proposed to the Director-General to determine graduate learning outcomes.

(5) The formulation of graduate learning outcomes as referred to in verse (4) is reviewed and determined by the Director-General as a reference for similar study programs.

(6) Conditions regarding the preparation, proposal, assessment, determination of the formulation of graduate learning outcomes as referred to in verse (5) are regulated in detailed guidelines issued by the Director-General.

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Part Three

Learning Content Standards

Article 8

(1) Learning content standards are the minimum criteria for the depth and breadth of learning materials.

(2) The depth and breadth of the learning material referred to in verse (1) refers to graduates' learning outcomes.

(3) The depth and breadth of learning materials in professional, specialist, master, applied master, doctoral, and applied doctoral programs must use research and Community Engagement results.

Article 9

(1) The level of depth and breadth of learning materials as referred to in Article 8 verse (1) for each educational program is formulated regarding the description of the learning outcomes of KKNI graduates.

(2) The level of depth and breadth of the learning materials as referred to in verse (1) is as follows:

a. graduates of Diploma one program have at least mastered general concepts, knowledge, and complete operational skills;

b. graduates of a Diploma two program have at least mastered the basic principles of knowledge and skills in certain areas of expertise;

c. graduates of the Diploma 3 program have mastered at least the theoretical concepts of certain areas of knowledge and skills in general;

d. graduates of diploma four and undergraduate programs have at least mastered the theoretical concepts of certain areas of knowledge and skills in general and the theoretical concepts of specific sections in the fields of knowledge and skills in depth;

e. graduates from professional programs have at least mastered the theory of application of particular fields of knowledge and skills;

f. graduates from master programs, applied masters, and first-time specialists have at least mastered the theory and theory of application of a particular field of knowledge;

g. graduate from the doctoral program, applied doctorate, and specialist two masters the scientific philosophy of a particular field of knowledge and skills.

(3) The level of depth and breadth of the learning materials referred to in verse (2) is cumulative and integrative.

(4) The depth and breadth of learning materials referred to in verse (2) are stated in the study material structured in courses.

Part Four

Learning Process Standards

Article 10

(1) Learning process standards are the minimum criteria for implementing learning in study programs to obtain graduate learning outcomes.

(2) The process standard, as referred to in verse (1), includes:

a. characteristics of the learning process;

b. planning the learning process;

c. implementation of the learning process; and

d. student study load.

Article 11

1. The learning process's characteristics, as referred to in Article 10 verse (2) letter “a” consist of interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centered characteristics.
2. Interactive, as referred to in verse (1), states that graduates' learning outcomes are achieved by prioritizing the two-way interaction process between students and lecturers.
3. Holistic, as referred to in verse (1), states that the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.
4. Integrative, as referred to in verse (1), states that graduate learning outcomes are achieved through an integrated learning process to meet graduates' overall learning outcomes in a single program through an approach interdisciplinary and multidisciplinary.
5. Scientific, as referred to in verse (1), states that graduates' learning outcomes are achieved through a learning process that prioritizes a scientific approach. An academic environment is created based on values, norms, and scientific principles upholding religious and national values.
6. The contextual, as referred to in verse (1), states that graduates' learning outcomes are achieved through a learning process tailored to the demands of the ability to solve problems in their realm of expertise.
7. The thematic, as referred to in verse (1), states that graduates' learning outcomes are achieved through a learning process adjusted to the scientific characteristics of the study program and is linked to real problems through a transdisciplinary approach.
8. Effective as referred to in verse (1) states that graduates' learning outcomes are achieved effectively by emphasizing the material's internalization correctly and adequately at an optimum time.

9. Collaborative, as referred to in verse (1), states that the learning outcomes of graduates are achieved through a joint learning process that involves interaction between individual learners to produce a capitalization of attitudes, knowledge, and skills
10. Student-centred, as referred to in verse (1), states that graduates' learning outcomes are achieved through a learning process that prioritizes the development of student creativity, capacity, personality, and needs and develops independence in seeking and finding knowledge.

Article 12

(1) The learning process planning referred to in Article 10 verse (2) letter b is prepared for each course and presented in the semester learning plan (RPS) or other terms.

(2) The semester learning plan (RPS) or other terms referred to in verse (1) shall be determined and developed by lecturers independently or together in a group of experts in science and technology in the study program.

(3) The semester learning plan (RPS) or other terms at least contains;
   a. name of the study program, name, and code of courses, semesters, credits, names of lecturers;
   b. graduate learning outcomes that are charged to the courses;
   c. final abilities planned at each stage of learning to meet the learning outcomes of graduates;
   d. study materials related to the capabilities to be achieved;
   e. learning methods;
   f. the time provided to achieve the ability at each stage of learning;
   g. student learning experience embodied in a description of the assignments that students must do for one semester;
   h. assessment criteria, indicators, and weight; and
   i. lists of references used.

(4) The semester learning plan (RPS) or other terms must be reviewed and adjusted periodically to science and technology developments.

Article 13

(1) Implementation of the learning process referred to in Article 10 verse (2) letter c takes place in interactions between lecturers, students, and learning resources in a particular learning environment.

(2) Each subject's learning process is carried out according to the semester learning plan (RPS) or other terms with the characteristics referred to in Article 11.

(3) The learning process related to student research must refer to the National Research Standards.

(4) The learning process related to Community Engagement by students must refer to the National

Standard of Community Engagement.

Article 14

(1) The learning process through curricular activities must be carried out in a systematic and structured manner through various courses and with a measurable learning load.

(2) The learning process through curricular activities is required to use effective learning methods by the course's characteristics to achieve specific abilities specified in the course in a series of the fulfillment of graduate learning outcomes.

(3) Learning methods as stated in verse (2) which can be chosen for the implementation of course learning include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can be used simultaneously. Effectively facilitate the fulfillment of graduate learning outcomes.

(4) Each course can use one or a combination of several learning methods as referred to in verse (3) and be accommodated in the form of learning.

(5) The form of learning, as referred to in verse (4), can be in the form of:

a. lectures;

b. responses and tutorials;

c. seminar; and

d. practicum, studio practice, workshop practice, or field practice;

(6) Forms of learning other than those referred to in verse (5), for diploma-4 programs, undergraduate programs, professional programs, master programs, applied master programs, specialist programs, doctoral programs, and applied for doctoral programs, the form of learning in the form of research must be added.

(7) Forms of learning are in the form of research, as referred to in verse (6), is a student activity under lecturers' guidance in developing their knowledge and skills and improving the community's welfare and the nation's competitiveness.

(8) Forms of learning other than those referred to in verse (5), for diploma four education programs, undergraduate programs, professional programs, and specialist programs must be added to the form of learning in the form of Community Engagement.

(9) The form of learning in the form of Community Engagement, as referred to in verse (8), is a student activity under lecturers' guidance in utilizing science and technology to advance society's welfare and educate the nation's life.

Article 15

(1) Student learning load, as referred to in Article 10 verse (2) letter d, is stated in the amount of semester credit units (credits).

(2) One credit is equivalent to 160 (one hundred and sixty) minutes of learning activities per week per semester.

(3) Each subject loads is at least 1 (one) credit.

(4) A semester is a unit of time for practical learning activities for 16 (sixteen) weeks.

Article 16

(1) 1 (one) credit in the form of lecture, response, and tutorial, including:
   a. learning face-to-face learning activities of 50 (fifty) minutes per week per semester;
   b. learning activities with structured assignments of 50 (fifty) minutes per week per semester; and
   c. self-study activities of 60 (sixty) minutes per week per semester.

(2) 1 (one) credit in the form of seminar learning or other similar forms of learning, including:
   a. learning face to face activities of 100 (one hundred) minutes per week per semester; and
   b. self-study activities of 60 (sixty) minutes per week per semester.

(3) 1 (one) credit for practicum learning, studio practice, workshop practice, field practice, research, Community Engagement, and other equivalent forms of learning is 160 (one hundred and sixty) minutes per week per semester.

Article 17

(1) The regular student learning load is 8 (eight) hours per day or 48 (forty-eight) hours per week, equivalent to 18 (eighteen) credits per semester, up to 9 (nine) hours per day, or 54 (fifty-four) hours per week equivalent to 20 (twenty) credits per semester.

(2) To meet the learning outcomes of the graduate program as referred to in Article 5, students are required to complete a study load of at least:
   a. 36 credits for diploma one programs;
   b. 72 credits for diploma two programs;
   c. 108 credits for diploma three programs;
   d. 144 credits for diploma four and undergraduate programs;
   e. 36 credits for professional education programs;
   f. 72 credits for the master program, applied master, and specialist one; and
   g. Seventy-two credits for doctoral, applied doctoral, and specialist two programs.

(3) The study period is used for students with a learning load as referred to in verse (2) as follows:
   a. 1 (one) to 2 (two) years for the diploma one programs;

b. 2 (two) to 3 (three) years for the diploma two programs;
c. 3 (three) to 4 (four) years for diploma three programs;
d. 4 (four) to 5 (five) years for diploma four and undergraduate programs;
e. 1 (one) to 2 (two) years for professional education programs after completing a four-year undergraduate or diploma program;
f. 1.5 (one point five) to 4 (four) years for master programs, applied master programs, and one specialist programs after completing a four-year undergraduate or diploma program; and
g. at least 3 (three) years for doctoral programs, applied doctoral programs, and two specialist programs.

(4) After the first two semesters of the first year, high academic achievement students' study load can be added up to 64 (sixty-four) hours per week, equivalent to 24 (twenty-four) credits per semester.

(5) Students who have high academic achievements and can produce innovative research determined by the higher education senate can join the doctoral program while completing the master program after taking the master program for 1 (one) year.

Part Five
Learning Assessment Standards
Article 18

(1) Learning assessment standards are the minimum criteria for assessing student learning processes and outcomes to fulfill graduate learning outcomes.

(2) Assessment of the process and student learning outcomes as referred to in verse (1) includes:
a. assessment principles;
b. assessment techniques and instruments;
c. assessment mechanisms and procedures;
d. implementation of the assessment;
e. assessment reporting; and
f. student graduation.

Article 19

(1) The principles of assessment as referred to in Article 18 verse (2) letter “a” include educational, authentic, objective, accountable, and transparent principles carried out in an integrated manner.

(2) The educational principle, as referred to in verse (1), is an assessment that motivates students to be able to:
a. improve planning and learning methods; and
b. achieve graduate learning outcomes.

(3) In verse (1), the authentic principle is an assessment oriented towards a continuous learning process and learning outcomes that reflect students' ability during the learning process.

(4) The objective principle, as referred to in verse (1), is an assessment based on standards agreed upon between lecturers and students and is free from the influence of the assessor's subjectivity and the one being assessed.

(5) The principle of accountability, as referred to in verse (1), is an assessment carried out following clear procedures and criteria, agreed upon at the beginning of the lecture and understood by students.

(6) The transparent principle, as referred to in verse (1), is an assessment whose stakeholders can access the assessment procedures and results.

Article 20

(1) The assessment techniques referred to in Article 18 verse (2) letter b consist of observation, participation, performance, written tests, oral tests, and questionnaires.

(2) As referred to in Article 18 verse (2) letter b, the assessment instrument consists of a process assessment in the form of a rubric and an assessment of the results in a portfolio or design work.

(3) Attitude assessment can use observational assessment techniques.

(4) Assessment of mastery of knowledge, general skills, and specific skills is carried out by selecting one or a combination of the various assessment techniques and instruments as referred to in verse (1) and verse (2).

(5) The final result of the assessment is an integration between the various assessment techniques and instruments used.

Article 21

(1) The assessment mechanism, as referred to in Article 18 verse (2) letter c, consists of:

a. compiling, conveying, agreeing on the stages, techniques, instruments, criteria, indicators, and the weight of the assessment between the assessor and those assessed following the learning plan;

b. carry out the assessment process by the stages, techniques, instruments, criteria, indicators, and weight of the assessment, which contain the principles of assessment as referred to in Article 19;

c. provide feedback and the opportunity to question the results of the assessment to students; and

d. documenting the assessment of student learning processes and outcomes in an accountable and transparent manner.

(2) The assessment procedure referred to in Article 18 verse (2) letter c includes the planning stage,

assignment or question assignment activities, performance observation, returning the results of observations, and giving the final score.

(3) The evaluation procedure at the planning stage, as referred to in verse (2), can be carried out through a gradual assessment and re-evaluation.

Article 22

(1) Implementation of the assessment referred to in Article 18 verse (2) letter d is carried out under the learning plan.

(2) The implementation of the assessment, as referred to in verse (1), can be carried out by:
   a. teaching lecturer or a team of teaching lecturers;
   b. teaching lecturers or teaching team of lecturers by including students; and or
   c. teaching lecturer teaching team of lecturers by involving relevant stakeholders.

(3) The assessment's implementation, as referred to in verse (1) for the second specialist program, doctoral program, and applied for a doctoral program, must include an external assessment team from different universities.

Article 23

(1) Reporting the assessment as referred to in Article 18 verse (2) letter e is in the form of student success qualifications in taking a course stated in the range:
   a. letter A is equivalent to number 4 (four) in the excellent category;
   b. letter B is equivalent to number 3 (three) in the good category;
   c. letter C is equivalent to number 2 (two), which is categorized as sufficient;
   d. letter D is equivalent to number 1 (one) categorized less; or the
   e. letter E is equivalent to the number 0 (zero) categorized as very poor.

(2) Colleges may use intermediate letters and intermediate numbers for values in the range 0 (zero) to 4 (four).

(3) According to the learning plan, the assessment results are announced to students after one stage of learning.

(4) The assessment of graduates' learning outcomes in each semester is stated by the semester achievement index (IPS).

(5) The assessment of graduate learning outcomes at the end of the study program is stated by the cumulative grade point index (GPA).

(6) Semester achievement index (IPS), as referred to in verse (4), is stated in quantity calculated by adding the multiplication between the letter grades of each course taken and the credits of the relevant subject divided by the number of credits of courses taken in one semester

(7) The cumulative grade point average (GPA), as referred to in verse (5), is stated in quantity

calculated by adding the multiplication between the letter grade of each course taken and the credits of the relevant course divided by the number of credits courses taken that have been taken.

(8) High academic achievement students, as referred to in Article 17 verse (5), are students who have a semester achievement index (IPS) greater than 3.50 (three points five zeros) and meet academic ethics.

Article 24

(1) Students of diploma and undergraduate programs are declared to have passed if they have taken the entire study credits and have graduate learning outcomes targeted by the study program with a cumulative grade point average (GPA) greater than or equal to 2.00 (two points zero).

(2) Student graduation from diploma and undergraduate programs is stated as satisfactory, very satisfying, or praise with the following criteria:

a. students are declared to have graduated with satisfactory predicate if they achieve a cumulative grade point average (GPA) of 2.76 (two point seven six) up to 3.00 (three points zero);

b. Students are declared to have graduated with honors when they achieve a cumulative grade point average (GPA) of 3.01 (three-point zero one) to 3.50 (three points five-zero); or

c. students are declared to have graduated with honors when they achieve a cumulative grade point average (GPA) of more than 3.50 (three-point zero).

(3) Students of professional education programs, specialist programs, master programs, applied master programs, doctoral programs, and applied doctoral programs are declared passed if they have completed the entire study-credits and have graduate learning outcomes targeted by study programs with a higher cumulative grade point average (GPA) or equal to 3.00 (three-point zeros).

(4) Graduating students from professional education programs, specialist programs, master programs, applied master programs, doctoral programs, applied doctoral programs is declared satisfactory, very satisfying, and honors with the following criteria:

a. students are declared to have graduated with satisfactory predicate if they reach the cumulative grade point average (GPA) 3.00 (three-point zero) to 3.50 (three-point five-zero);

b. Students are declared to have graduated with honors when they achieve a cumulative grade point average (GPA) of 3.51 (three point five one) to 3.75 (three point seven five); or

c. students are declared to have graduated with honors when they achieve a cumulative grade point average (GPA) of more than 3.75 (three point seven five).

(5) Students who are declared to have passed are entitled to obtain a diploma, degree, or designation and a certificate accompanying the diploma following statutory regulations.

Part Six

Lecturers and Staff Standards

Article 25

Lecturer and staff standards are the minimum criteria regarding the qualifications and competencies of lecturers and staff to provide education to fulfill graduate learning outcomes.

Article 26

(1) Lecturers are required to have academic qualifications and competence of educators, be physically and mentally healthy, and have the ability to carry out education in order to fulfill the learning outcomes of graduates as stated in Article 5.

(2) As referred to in verse (1), qualifications are the lowest level of education that must be fulfilled by a lecturer and proven by a diploma.

(3) As referred to in verse (1), educator competence shall be stated by an educator certificate or professional certificate.

(4) Lecturers of diploma one and diploma two programs must have academic qualifications of at least a master degree or applied master degree relevant to the study program. Moreover, it can use instructors whose academic qualifications are at least diploma-3 graduates who have relevant experience with the study program and at least equivalent to level 6 (six) KKNI.

(5) Lecturers of diploma three and diploma four programs must have an academic qualification of at least a master degree or applied master degree relevant to the study program. They can use professionally certified lecturers relevant to the study program and qualify at least equivalent to level 8 (eight) KKNI.

(6) Lecturers of undergraduate programs must have academic qualifications of at least a master degree or applied master degree relevant to the study program and can use professionally certified lecturers relevant to the study program and have the lowest qualification equivalent to the level of 8 (eight) in KKNI.

(7) Professional education program lecturers must have minimum academic qualifications of relevant master’s or applied master's degree and work experience for at least 2 (two) years and can use relevant professional certified lecturers with work experience for at least 2 (two) years. The lowest qualifications are equivalent, with a level of 8 (eight) at KKNI.

(8) Lecturers of master programs and applied master programs must have doctoral or applied doctoral graduates' academic qualifications relevant to the study program. They can use professionally certified lecturers relevant to the study program and have qualifications equivalent to 9 (eight) KKNI.

(9) Lecturers of specialist one and specialist two programs must be qualified as specialist two graduates, doctoral graduates, or applied doctoral graduates relevant to the study program and

have work experience of at least 2 (two) years.

(10) Lecturers of doctoral programs and applied doctoral programs:

a. must have academic qualifications of doctoral or applied doctoral graduates relevant to the study program and use professionally certified lecturers relevant to the study program and qualify equivalent to the level of 9 (nine) KKNI.

b. The primary supervisor must have published at least two scientific papers in indexed international journals recognized by the Directorate General.

(11) Equalization of level 6 (six) KKNI as referred to in verse (4), level 8 (eight) KKNI as referred to in verse (5), (6), and (7), and level 9 (nine) KKNI as referred to in verse (8) and verse (10) carried out by the Director-General through the past learning recognition mechanism.

Article 27

(1) The calculation of lecturer workload is based on among others:

a. the main activities of the lecturer include:

1. planning, implementing, and controlling the learning process;
2. implementation of evaluation of learning outcomes;
3. mentoring and training;
4. research; and
5. Community Engagement;

b. activities in the form of implementing additional tasks; and

c. supporting activities.

(2) The lecturer workload stated in verse (1) is at least 40 hours per week.

(3) The workload on the main lecturer activities as stated in verse (1) letter a is at least equivalent to managing 12 credits of student learning load for lecturers who do not get additional assignments, among others, in the form of structural positions.

(4) The workload for lecturers' main activities, as stated in verse (1) letter a, is adjusted to the size of the additional task load for lecturers who get additional assignments, among others, in the form of structural positions

(5) The lecturer's workload in guiding research structured in the context of the preparation of a thesis/ final project, thesis, dissertation, or other equivalent design/art/work form is a maximum of 10 students.

(6) Lecturer workload refers to the ratio of lecturers and students regulated in detailed guidelines issued by the Director-General.

Article 28

(1) Lecturers consist of permanent and non-permanent lecturers.

(2) Permanent lecturers, as referred to in verse (1), are lecturers with the status of permanent educators at 1 (one) university and do not become permanent employees in other work units or academic units.

(3) The number of permanent lecturers in higher education institutions is at least 75% (seventy-five percent) of the total number of lecturers.

(4) The number of permanent lecturers assigned full-time to carry out each study program's learning process is at least 6 (six) people.

(5) Permanent lecturers for two specialist programs, doctoral programs, or applied doctoral programs have at least 2 (two) professors.

(6) Permanent lecturers referred to in verse (4) must have scientific expertise under the study program's discipline.

Article 29

(1) The staff has an academic qualification of at least 3 (three) diploma program graduates declared with a diploma by the qualifications for their primary duties and functions.

(2) The staff, as referred to in verse (1), are exempted from administrative personnel.

(3) Administrative staff referred to in verse (2) have the lowest academic qualifications in high school or equivalent.

(4) Staff who require particular expertise must have a competency certificate following their field of work and expertise.

Part Seven

Learning Facilities and Infrastructure Standards

Article 30

Standards for learning facilities and infrastructure are the minimum criteria for facilities and infrastructure according to the content and learning process's needs to fulfill graduate learning outcomes.

Article 31

(1) The learning infrastructure standard as referred to in Article 30 at least consists of:

a. land;

b. classroom;

c. library;

d. laboratory / studio / workshop / production unit;

e. sports place;
f. space for the arts;
g. student activity unit room;
h. college leadership room;
i. lecturer room;
j. administration room; and
k. public facilities.

(2) As referred to in verse (1) letter k, public facilities include roads, water, electricity, voice, and data communication networks.

Article 32

(1) As referred to in Article 31, the land must be in an ecologically comfortable and healthy environment to support the learning process.

(2) The higher education institution must own land at the time the tertiary institution was established.

Article 33

The criteria for learning infrastructure as referred to in Article 31 letter a to letter k are further regulated in detailed guidelines issued by the Director-General.

Article 34

(1) Higher education buildings must have a minimum quality standard of class A or equivalent.

(2) Higher education buildings must meet safety, health, comfort, and security requirements and be equipped with adequate electrical installations and installations, both domestic and particular waste, if needed.

(3) As referred to in verses (1) and verse (2), the higher education building quality standards are based on the ministerial regulation that handles government affairs in public works.

Article 35

(1) Standard of learning facilities, as referred to in Article 30, at least consist of:
a. furniture;
b. educational equipment;
c. educational media;
d. books, electronic books, and repositories;
e. information and communication technology facilities;
f. experimental instrumentation;

g. sports facilities;
h. art facilities;
i. public facilities;
j. consumable materials; and
k. means of maintenance, safety, and security

(2) The number, types, and specifications of the facilities as referred to in verse (1) are determined based on the facilities' use following the characteristics of the learning method and form and must ensure the implementation of the learning process and academic administration services.

Article 36

(1) Higher education institutions must provide facilities and infrastructure that students can access with special needs.

(2) Facilities and infrastructure referred to in verse (1) include labeling with Braille and information in the form of sound, the ramp for wheelchair users, the guiding block on the street or hallway on campus, map/plan campus or buildings in the form of embossed maps/plans and toilets or showers for wheelchair users.

(3) Further Conditions regarding facilities and infrastructure for students with special needs, as referred to in verse (2), are regulated in detailed guidelines issued by the Director-General.

Part Eight

Learning Management Standards

Article 37

(1) management standards are the minimum criteria for planning, implementing, controlling, monitoring and evaluating, and reporting learning activities at the study program level.

(2) The learning management standards referred to in verse (1) must refer to graduates' competency standards, learning content standards, learning process standards, lecturers and education staff standards, and learning facilities and infrastructure standards.

Article 38

(1) The study program is obliged to:
a. prepare curriculum and learning plans in each subject;
b. organizing learning programs according to content standards, process standards, assessment standards that have been determined in order to achieve graduate learning outcomes;
c. carry out systemic activities that create a good quality academic and cultural atmosphere;
d. carry out periodic monitoring and evaluation activities in order to maintain and improve the quality of the learning process; and

e. report the results of the learning program periodically as a source of data and information in making decisions for improvement and development of the quality of learning;

(2) Higher education is obliged to:

a. prepare policies, strategic plans, and operations related to learning that can be accessed by the academic community and stakeholders and can be used as a guide for study programs in implementing learning programs;

b. organizing learning according to the type and educational program that is in line with the learning outcomes of graduates;

c. maintain and improve the quality of study program management in implementing sustainable learning programs with targets following the university's vision and mission;

d. monitoring and evaluating the activities of the study program in carrying out learning activities;

e. have guidelines for planning, implementing, evaluating, monitoring, quality assurance, and developing learning activities and lecturers;

f. submit reports on the performance of study programs in implementing learning programs at least through the higher education database.

Part Nine

Learning Financing Standards

Article 39

(1) Learning financing standards are the minimum criteria regarding the components and amounts of investment costs and operational costs arranged to fulfill graduate learning outcomes, as stated in Article 5.

(2) Higher education investment costs, as referred to in verse (1), are part of the higher education costs for the provision of facilities and infrastructure, the development of lecturers, and higher education staff.

(3) Higher education operational costs, as referred to in verse (1), are part of the higher education costs needed to carry out educational activities, including lecturer fees, staff costs, learning operational material costs, and indirect operational costs.

(4) Higher education operational costs, as referred to in verse (1), are determined per student per year referred to as the standard unit of higher education operational costs.

(5) The standard for higher education operational unit costs for state higher education institutions is determined periodically by the minister by considering: the

a. type of study program;

b. the level of accreditation of higher education institutions and the study program

c. regional cost index;

(6) The standard unit of higher education operational costs, as referred to in verse (4), becomes the basis for each tertiary institution to prepare an annual higher education income and expenditure budget plan (RAPB) and determine the costs borne by students.

Article 40

Tertiary education institutions are required to:

(1) have a system for recording fees and recording fees following the Conditions of laws and regulations up to the study program unit;

(2) analyze higher education operational costs as part of the preparation of the work plan and an annual budget of the higher education institution; and

(3) evaluating the level of achievement of the standard unit cost of higher education at the end of each fiscal year.

Article 41

(1) Higher education institutions are obliged to seek higher education funding from various sources other than educational development contributions (tuition fees) obtained from students.

(2) Other financing components outside of tuition fee include:

a. grants;

b. professional services or expertise;

c. sustainable funding from alumni and philanthropists; and

d. cooperation between government and private institutions.

(3) Higher education institutions must formulate policies, mechanisms, and procedures to raise other funds sources accountable and transparently to improve education quality.

CHAPTER III

NATIONAL RESEARCH STANDARDS

Part One

Scope of National Research Standards

Article 42

The scope of National Research Standards consists of:

a. research results standards;

b. research content standards;

c. research process standards;

d. research assessment standards;

e. researcher standards;

f. research facilities and infrastructure standards;

g. research management standards; and

h. research funding and financing standards.

Part Two
Research Results Standards

Article 43

(1) Research results standards are the minimum criteria regarding the quality of research results.

(2) Research results in tertiary institutions must be directed at developing science and technology and improving people's welfare and national competitiveness.

(3) The results of research, as referred to in verse (1), are all outputs produced through activities that systematically fulfill scientific principles and methods according to scientific autonomy and academic culture.

(4) In addition to fulfilling the Conditions in verse (2), student research results must lead to the fulfillment of graduate learning outcomes and meet the Conditions and regulations in tertiary institutions.

(5) Research results that are not confidential, do not interfere or do not endanger the public or national interests must be disseminated through a seminar, publication, patent, or other means that can be used to convey research results to the public.

Part Three
Research Content Standards

Article 44

(1) Research content standards are the minimum criteria regarding the depth and breadth of research material.

(2) The depth and breadth of research material referred to in verse (1) includes primary research and applied research.

(3) The material on basic research, as referred to in verse (2), must be oriented towards research output in the form of explanations or findings to anticipate a new symptom, phenomenon, rule, model, or postulate.

(4) The material on applied research, as referred to in verse (2), must be oriented towards research output in the form of innovation and development of science and technology that is beneficial to society, the business world, and industry.

(5) Material on basic research and applied research includes material for specific studies of national interest.

(6) Material on basic research and applied research must contain the principles of benefit, updating,

and anticipating future needs.

Part Four
Research Process Standards
Article 45

(1) Research process standards are the minimum criteria for research activities consisting of planning, implementation, and reporting.

(2) Research activities, as referred to in verse (1), constitute activities that comply with scientific principles and methods systematically according to scientific autonomy and academic culture.

(3) Research activities must consider the standards of quality, work safety, health, comfort, and safety of researchers, the community, and the environment.

(4) Research activities carried out by students in the context of carrying out their final assignments, theses, theses, or dissertations, in addition to fulfilling the Conditions in verse (2) and verse (3), must also lead to the fulfillment of graduate learning outcomes and meet the Conditions and regulations in higher education institutions.

(5) Research activities carried out by students are stated in the amount of semester credit units as referred to in Article 16, verse 3.

Fifth Part
Research Assessment Standards
Article 46

(1) Standards assessment research is the criteria for minimum assessing the research process and results.

(2) The assessment of the research process and results as referred to in verse (1) shall be carried out in an integrated manner with the principle of assessment at least:

a. educational, which is an assessment to motivate researchers to continue to improve the quality of their research;

b. objective, which is an assessment based on criteria that are free from the influence of subjectivity;

c. accountable, which is a research assessment carried out with clear criteria and procedures that the researcher understands; and

d. transparent, which is an assessment whose procedures and results of the assessment can be accessed by all stakeholders.

(3) In addition to meeting the assessment principles as referred to in verse (2), the assessment of the process and research results must also pay attention to conformity with the standard of results, content standards, and research process standards.

(4) Research assessment can be carried out using methods and instruments relevant, accountable, and can represent a measure of the achievement of process performance and research results.

(5) Research assessments carried out by students in preparing a final project report, thesis, thesis, or dissertation are regulated based on the rules and regulations in higher education.

Part Six

Researcher Standards

Article 47

(1) Researcher standards are the minimum criteria for the researcher's ability to carry out research.

(2) The researcher, as referred to in verse (1), must have the ability to master the research methodology following the scientific field, the object of research, and the level of complexity and depth of the research.

(3) The researcher's ability, as referred to in verse (1), is determined based on:

a. academic qualifications; and

b. research results.

(4) As referred to in verse (2), the researcher's ability determines the authority to carry out research.

(5) Further Conditions regarding the authority to carry out research are regulated in detailed guidelines issued by the Director-General.

Part Seven

Research Facilities and Infrastructure Standards

Article 48

(1) Standard Facility and infrastructure standards are the minimum criteria for facilities and infrastructure needed to support the content and research process's needs to fulfill the research results.

(2) Research facilities and infrastructure, as referred to in verse (1), are university facilities used to facilitate research related to the field of science of the study program

(3) Research facilities and infrastructure, as referred to in verse (2) is a higher education facility that is also used for the learning process and Community Engagement activities

(4) The facilities and infrastructure, as meant in verse (2), must meet the standards of quality, work safety, health, comfort, and security for researchers, the community, and the environment.

Part Eight

Research Management Standards

Article 49

(1) Research management standards are the minimum criteria for planning, implementing,

controlling, monitoring and evaluating, and reporting research activities.

(2) As referred to in verse (1), research management is carried out by the work unit in the form of an institution in charge of managing the research.

(3) The institutions, as referred to in verse (2), are research institutions, research, and Community Engagement institutions, or other similar forms according to the higher education institution's needs and requirements.

Article 50

(1) The institution, as referred to in Article 49 verse (2), shall:

a. compile and develop a research program plan following the higher education research strategic plan;
b. compile and develop regulations, guidelines, and internal quality assurance systems for research;
c. facilitate the conduct of research;
d. carry out monitoring and evaluation of research implementation;
e. disseminate research results;
f. facilitate the enhancement of the ability of researchers to carry out research, write scientific articles, and obtain intellectual property rights (IPR); and
g. give awards to outstanding researchers.
h. Reports the research activities it manages.

(2) Higher education institutions are required to:

a. have a strategic research plan that is part of the higher education strategic plan;
b. compiling criteria and research assessment procedures at least concerning the aspects of increasing the number of scientific publications, discoveries in the field of science and technology, and the quantity and quality of teaching materials;
c. maintain and improve the quality of management of research institutions or functions in carrying out research programs in a sustainable manner;
d. monitoring and evaluating research institutions or functions in carrying out research programs;
e. have guidelines on the criteria of researchers concerning the standard of results, content standards, and standards of the research process;
f. utilize research facilities and infrastructure at other institutions through programs collaboration research;
g. carry out a needs analysis concerning the number, types, and specifications of research facilities and infrastructure; and
h. submit reports on the performance of research institutions or functions in conducting

research programs at least through the higher education database;

Part Nine

Research Funding and Financing Standards

Article 51

(1) Research funding and financing standards constitute the minimum criteria for research funding sources and financing mechanisms.

(2) Higher education institutions are required to provide internal research funding.

(3) Apart from the higher education internal research budget, research funding can come from the government, cooperate with other institutions at home and abroad, or fund the community.

(4) Research funding, as referred to in verse (2), is used to finance:

a. research planning;

b. research implementation;

c. research control;

d. research monitoring and evaluation;

e. reporting of research results; and

f. dissemination of research results.

(5) Research funding and financing mechanisms are regulated based on the Conditions in higher education.

Article 52

(1) Higher education institutions are required to provide research management funds.

(2) Research management funds, as referred to in verse (1), are used to finance:

a. research management consisting of proposal selection, monitoring and evaluation, research reporting, and dissemination of research results;

b. capacity building of researchers; and

c. scientific publication incentives or intellectual property rights (IPR) incentives.

CHAPTER IV

NATIONAL COMMUNITY ENGAGEMENT STANDARDS

Part One

Scope of National Community Engagement Standards

Article 53

The scope of the National Community Engagement Standards consists of:

a. Community Engagement result standard;

b. Community Engagement content standard;

c. Community Engagement Process standard;
d. Community Engagement assessment standards;
e. Community Engagement Implementation standards;
f. Community Engagement facilities and infrastructure standard;
g. Community Engagement management standards; and
h. Community Engagement funding and financing standards.

Part Two

Community Engagement Results Standards

Article 54

(1) Standards for Community Engagement results are the minimum criteria for Community Engagement results in applying, practicing, and cultivating science and technology to advance public welfare and educate the nation's life.

(2) The results of Community Engagement, as referred to in verse (1), are:
   a. solving problems faced by the community by utilizing the relevant expertise of the academic community;
   b. utilization of appropriate technology;
   c. science and technology development materials; and
   d. teaching materials or training modules for the enrichment of learning resources.

Part Three

Community Engagement Content Standards

Article 55

(1) Content standard of Community Engagement is the minimum criterion regarding the depth and breadth of Community Engagement material.

(2) The depth and breadth of Community Engagement materials referred to in verse (1) shall refer to the standard of Community Engagement results.

(3) The depth and breadth of the Community Engagement material as referred to in verse (1) shall be sourced from research or development of science and technology following the community's needs.

(4) The results of research or development of science and technology as referred to in verse (3) include:
   a. the user community needs research results that can be applied directly and;
   b. development of science and technology in order to empower society;
   c. appropriate technology that can be utilized in order to improve the standard of living and welfare of the community;

d. problem-solving models, social engineering, and recommendations policy that can be applied directly by the community, business world, industry, or the government; or
e. intellectual property rights (IPR) can be applied directly by the community, business world, or industry.

Part Four
Community Engagement Process Standards
Article 56

(1) Community Engagement process standards are the minimum criteria for Community Engagement activities, including planning, implementing, and reporting activities.
(2) Community Engagement activities can be in the form of:
a. service to the community;
b. application of science and technology following their field of expertise;
c. community capacity building; or
d. community empowerment.
(3) Community Engagement activities, as referred to in verse (2), must consider quality standards, guarantee work safety, health, comfort, and security for the implementer, the community, and the environment.
(4) Community Engagement activities carried out by students as a form of learning must lead to the fulfillment of graduate learning outcomes and comply with the Conditions and regulations in higher education.
(5) Community Engagement activities carried out by students are stated in the amount of semester credit units as referred to in Article 16, verse (3)
(6) Community Engagement activities must be carried out in a directed, measured, and programmed manner.

Part Five
Community Engagement Assessment Standards
Article 57

(1) Service assessment standards are the minimum criteria for assessing the process and results of Community Engagement.
(2) Assessment of the process and results of Community Engagement as referred to in verse (1) shall be carried out in an integrated manner with the principle of assessment at least:
a. educational, which is an assessment to motivate the implementer to continue to improve the quality of Community Engagement;

b. objective, which is an assessment based on the assessment criteria and is free from the influence of subjectivity;
c. accountable, which is an assessment that is carried out with clear criteria and procedures that the implementer of Community Engagement understands; and
d. transparent, which is an assessment whose all stakeholders can access procedures and results of the assessment.

(3) In addition to fulfilling the assessment principles as referred to in verse (2), assessment of the process and results of Community Engagement must pay attention to conformity with the standard of results, content standards, and Community Engagement process standards.

(4) The minimum criteria for evaluating the results of Community Engagement as referred to in verse (1) include: the
a. level of community satisfaction;
b. changes in attitudes, knowledge, and skills in the community by the program objectives;
c. the use of science and technology in society in a sustainable manner;
d. creating enrichment of learning and learning resources and the maturation of the academic community as a result of the development of science and technology; or
e. addressing social problems and policy recommendations that stakeholders can use.

(5) Community Engagement assessment can be carried out using methods and instruments that are relevant, accountable. It can represent a measure of the achievement of process performance and achievement of Community Engagement results.

Part Six
Community Engagement Implementation Standards
Article 58

(1) The standard for implementing Community Engagement is the minimum criterion for the implementer's ability to carry out Community Engagement.

(2) The Community Engagement implementer referred to in verse (1) must have mastery of the scientific application methodology according to the field of expertise, type of activity, and complexity and depth of activity objectives.

(3) The ability of Community Engagement providers, as referred to in verse (1), is determined based on:
a. Academic qualifications;
b. The result of Community Engagement.

(4) As referred to in verse (2), the Community Engagement implementer's ability determines the authority to carry out Community Engagement.

(5) Further Conditions regarding the authority to carry out Community Engagement are regulated

in detailed guidelines issued by the Director-General.

Part Seven
Community Engagement Facilities and Infrastructure Standards

Article 59

(1) Community Engagement facilities and infrastructure standards are the minimum criteria regarding the facilities and infrastructure needed to support the Community Engagement process in order to fulfill the results of Community Engagement

(2) Facilities and infrastructure for Community Engagement, as referred to in verse (1), are higher education institutions used to facilitate Community Engagement related to applying the scientific fields of study programs managed by higher education institutions and the target area.

(3) Community Engagement facilities and infrastructure, as referred to in verse (2), are university facilities used for the learning process and research activities.

(4) Facilities and infrastructure, as referred to in verse (2), must meet the standards of quality, work safety, health, comfort, and security.

Part Eight
Community Engagement Management Standards

Article 60

(1) Community Engagement management standards are the minimum criteria for planning, implementing, controlling, monitoring and evaluating, and reporting Community Engagement activities.

(2) The management of Community Engagement, as referred to in verse (1), is carried out by the work unit in the form of an institution assigned to manage Community Engagement.

(3) The Community Engagement management institution, as referred to in verse (2), is a Community Engagement institution, research, and Community Engagement institute, or other similar forms according to the tertiary institution's needs and requirements.

Article 61

(1) The institution, as referred to in verse (2), shall:

a. compile and develop a Community Engagement program plan following the strategic plan for Community Engagement in higher education;

b. compile and develop regulations, guidelines, and internal quality assurance systems for Community Engagement activities;

c. facilitate the implementation of Community Engagement activities;

d. carry out monitoring and evaluation of the implementation of Community Engagement;
e. disseminate the results of Community Engagement;
f. facilitate activities to increase the capacity of Community Engagement implementers;
g. give awards to executors of Community Engagement who excel;
h. empowering Community Engagement facilities and infrastructure in other institutions through cooperation; and
i. conduct a needs analysis concerning the number, types, and specifications of Community Engagement facilities and infrastructure.
j. Compile report service activities on the community that it manages.

(2) Higher education is obliged to:
a. have a strategic plan for Community Engagement, which is part of the higher education strategic plan;
b. compiling criteria and procedures assessment service for the community, at least concerning the aspects of the results of Community Engagement in applying, practicing, and cultivating science and technology in order to advance public welfare and educate the nation's life;
c. maintain and improve the quality of management of institutions or Community Engagement functions in carrying out Community Engagement programs in a sustainable manner;
d. monitor and evaluate institutions or Community Engagement functions in implementing Community Engagement programs;
e. has guidelines on the criteria for implementing Community Engagement by referring to the standard of results, content standards, and standard of Community Engagement processes;
f. empowering facilities and infrastructure in other institutions through Community Engagement cooperation;
g. carry out a needs analysis concerning the number, types, and specifications of Community Engagement facilities and infrastructure; and
h. submit reports on institutions' performance or Community Engagement functions in implementing Community Engagement programs at least through the higher education database.

Part Nine
Community Engagement Funding and Financing Standards

Article 62

(1) The standard for funding and financing for Community Engagement is the minimum criteria for sources and mechanisms of funding and financing for Community Engagement.
(2) Higher education is obliged to provide internal funds for Community Engagement.

(3) Apart from internal higher education funds, Community Engagement funding can come from the government, cooperation with other institutions, both inside and outside the country, or funds from the community.

(4) Community Engagement funding for lecturers or instructors, as referred to in verse (2), is used to finance:

a. Community Engagement planning;
b. implementation of Community Engagement;
c. Community Engagement control;
d. monitoring and evaluation of Community Engagement;
e. Community Engagement reporting; and
f. dissemination of results of Community Engagement.

(5) The funding mechanism for Community Engagement funding is regulated based on the Conditions in higher education.

Article 63

(1) Tertiary institutions are required to provide Community Engagement management funds.

(2) The Community Engagement management fund, as referred to in verse (1), is used to finance:

a. Community Engagement management consists of proposal selection, monitoring and evaluation, reporting, and dissemination of the results of Community Engagement; as well as
b. increasing the capacity of the implementers.

CHAPTER V
TRANSITIONAL CONDITIONS
Article 64

With the enactment of this Minister Regulation:

a. Formulating superior knowledge and skills as referred to in Article 7 verse (3), which has not been reviewed and determined by the Directorate General of Higher Education, higher education can use the formulation of superior knowledge and skills prepared independently for the internal quality assurance process in tertiary institutions and the external quality assurance process through accreditation;
b. tertiary land and buildings that are used through a lease agreement must comply with the Conditions of Article 32 verse (2) for a maximum of 10 (ten) years;
c. management and administration of higher education must comply with the Conditions of this minister regulation no later than 2 (two) years;

d. Minister Regulations issued before this regulation are declared still valid as long as they do not conflict and have not been replaced by this Minister Regulation.

CHAPTER VI

CLOSING CONDITIONS

Article 65

This Minister Regulation comes into force on the date of promulgation.

For public cognizance, this Minister Regulation shall be promulgated in the State Gazette of the Republic of Indonesia.

Stipulated in Jakarta on 9 June 2014
THE MINISTER OF EDUCATION AND
CULTURE OF THE REPUBLIC OF INDONESIA,
SGD.
MOHAMMAD NUH

Promulgated in Jakarta on 11 June 2014
MINISTER OF LAW AND HUMAN RIGHTS,
SGD.
AMIR SYAMSUDIN

STATE GAZETTE OF THE REPUBLIC OF INDONESIA OF 2014 NUMBER 769
A true copy of the original, Head of Legal and Organization Bureau of the
Ministry of Education and Culture,
SGD.
Ani Nurdiani Azizah
NIP. 19581 201 198603 2 001