

**RECTORAL REGULATION OF THE UNIVERSITAS ISLAM INDONESIA  
NUMBER 2 YEAR 2017**

**ON  
EDUCATION AND LEARNING PROCESSES  
IN THE UNIVERSITAS ISLAM INDONESIA ENVIRONMENT**

*Bismillahirrahmaanirrahiim*

RECTOR OF THE UNIVERSITAS ISLAM INDONESIA,

**CONSIDERING**

- : a. that the Universitas Islam Indonesia is an institution that has the main task of providing education and learning;
- b. that in line with the dynamics of regulations in the Republic of Indonesia in the field of education in recent years, it is necessary to make guidelines in the implementation of the education and learning process at the Universitas Islam Indonesia to adjust them;
- c. that in order to achieve the objectives of providing education and learning at the Universitas Islam Indonesia, it is necessary to have regulations that serve as an umbrella in the implementation of the education and learning process within the Universitas Islam Indonesia;
- d. that based on the considerations as referred to in letter a, letter b, and letter c, it is necessary to establish a Regulation of the Universitas Islam Indonesia concerning the Education and Learning Process within the Universitas Islam Indonesia;

**OBSERVING**

- : 1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Gazette State of the Republic of Indonesia of 2003 Number 78, Supplement to the State Institution of the Republic of Indonesia Number 4301);
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to State Institutions of the Republic of Indonesia Number 5336);
3. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 41, Supplement to the State Institution of the Republic of Indonesia Number 5500);

4. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System (State Gazette of the Republic of Indonesia of 2016 Number 1462);
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 32 of 2016 concerning Accreditation of Study Programs and Higher Education (State Gazette of the Republic of Indonesia of 2016 Number 774);
6. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 26 of 2015 concerning Registration of Education in Higher Education (State Gazette of the Republic of Indonesia of 2015 Number 1372);
7. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education (State Gazette of the Republic of Indonesia of 2015 Number 1952);
8. Decree of the Trustees of the Sadan Waqf Foundation of the Universitas Islam Indonesia Number VI/TAP/PBN/VII/2009 concerning Ratification of the Statute of the UNIVERSITAS ISLAM INDONESIA in 2009, as amended by the Decree of the Trustees of the Sadan Waqf Foundation of the Islamic University of Indonesia Number 1/TAP/PBN/111/ 2014 concerning the First Amendment to the 2009 Statute of the Universitas Islam Indonesia;
9. Regulation of the Management of the Sadan Waqf Foundation of the Universitas Islam Indonesia Number 04.a of 2016 concerning the Policy on the Quality Assurance System (SPM) of the Islamic University of Indonesia;

**NOTICE** : The Senate Meeting of the Universitas Islam Indonesia on 22 August, 2017

**With Mutual Agreement,  
THE SENAT OF THE UNIVERSITAS ISLAM INDONESIA and the  
RECTOR OF THE UNIVERSITAS ISLAM INDONESIA**

**TO ENACT** : **HAS DECIDED  
REGULATION OF THE UNIVERSITAS ISLAM  
INDONESIA CONCERNING THE PROCESS OF  
EDUCATION AND LEARNING IN THE ENVIRONMENT  
OF THE UNIVERSITAS ISLAM INDONESIA.**

## **CHAPTER I GENERAL PROVISIONS**

### **Article 1 Definition**

In this regulation what is meant by:

1. Universitas Islam Indonesia, hereinafter abbreviated as UII, is a higher education institution organized by the Wakaf UII Foundation.
2. Foundation is the UII Waqf Board Foundation.
3. Rector is the Chancellor of UII.
4. University is a work unit domiciled in the UII rectorate environment.
5. Faculties are faculties at UII that function to coordinate academic, professional and/or vocational education in 1 (one) or a set of branches of religious science, science, technology, culture, literature, and/or certain arts that include one or several programs/ educational level.
6. Study Program is a study program at UII which is a unit of education and learning activities that have a certain curriculum and learning method in one type of academic education, professional education, and/or vocational education.
7. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and society. country.
8. Learning is the interaction of students with lecturers and learning resources in a learning environment that emphasizes the concept of integration of human knowledge (integration of human knowledge), with a student centered learning approach and an interaction model supported by information and communication technology.
9. UII standard is a quality statement set by UII covering the fields of Management & Organization, Education, Research, Community Service, Yield of Service, Output, Facility, Governance, Outcome, and Da'wah Islamiyah which is abbreviated as MERCY OF GOD.
10. Academic Calendar is a schedule of plans for the implementation of activities academic and academic support in one academic year determined by the Chancellor.
11. Students are members community who develop their potential through learning processes available at paths, certain levels, and types of education, and are registered in the UII student registration system.
12. Graduates are students who have completed all the processes learning in a Study Program and have been declared entitled to obtain a degree in accordance with the Study Program.
13. Alumni are students who have graduated or have attended the educational process at UII.
14. Educator is every person who participates in the implementation of education at UII and has qualifications as Lecturer, Instructor, and Tutor.
15. Dosen are professional educators and scientists at UII with the main task of transforming, developing and disseminating science, technology and the arts through education, research and community services, as well as propaganda Islamiyah.

16. Permanent Lecturer is a lecturer who works full time and has the status of a permanent educator at UII.
17. Non-Permanent Lecturer is a lecturer who does not work full time and has the status of a non-permanent educator at UII.
18. Instructor is an educator in practical learning activities and comes from practitioners.
19. Tutor is an educator whose function is to facilitate student learning to achieve certain learning objectives in small groups or in the workplace.
20. Assistant is an assistant educator who does not work full time and is assigned to one or several certain learning activities.
21. Educational Personnel are human resources within UII who are tasked with carrying out administrative and technical services to support the process of education, research, community service, and islamic da'wah.
22. Permanent Education Personnel are Education Personnel who work full time, are appointed and dismissed based on a work agreement for a maximum period of up to retirement age and have the status as permanent employees in educational units organized by the Foundation.
23. Non-Permanent Educational Personnel are Educational Personnel who work on a full-time basis, are appointed and dismissed based on a work agreement with the Chancellor for a certain period of time and have the status as non-permanent employees in educational units organized by the Foundation.
24. Functional Educational Personnel are Educational Personnel who occupy functional positions who in carrying out their work rely on educational academic expertise.
25. Administrative Education Personnel are Educational Personnel whose work implementation requires technical operational or administrative skills.
26. Curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for the implementation of the Study Program.
27. Course/Block is a learning unit consisting of study materials or teaching materials that are built to meet the learning outcomes formulated in the Curriculum.
28. Syllabus is an overview of learning objectives and materials as a guide in developing learning plans for certain courses.
29. Semester Learning Plan, hereinafter abbreviated as RPS, is a learning planning document for certain subjects that are designed in 1 (one) semester aimed at as a general guide for students in carrying out the learning process to meet graduate learning outcomes determined by the Study Program.
30. Semester Credit Units, hereinafter abbreviated as sks, are the amount of time for learning activities that are charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of students' efforts in participating in curricular activities in a study program.
31. Participation Credit Unit, hereinafter abbreviated as skp, is a measure of appreciation for non-curricular activities participated in by students in an effort to meet learning outcomes as indicated by units which are the cumulative sum of the intensity of these activities.
32. Graduate Profile is a description of the role that can be played by Graduates.

33. Education Sector Reputation Standards are excellent criteria in terms of fulfilling learning outcomes, subjects, student character building activities, learning processes, lecturers, education staff, students, or graduates and their acceptance by the scientific community, the general public, and/or other stakeholders which is sustainable.
34. Standards of Islamic Values are criteria that indicate the mechanism for integrating Islamic values in the field of science and fulfilling the learning outcomes of Islamic aspects.
35. Graduate Competency Standards are minimum criteria regarding the qualifications of UII graduates.
36. Standard of Learning Content is the minimum criteria for the level of depth and breadth of learning materials at UII.
37. Learning Process Standards are minimum criteria regarding the implementation of learning in Study Programs to obtain graduate learning outcomes.
38. Assessment and Assessment Standards are minimum criteria regarding assessment of student learning processes and outcomes in the context of fulfilling graduate learning outcomes.
39. Standards for Learning Facilities and Infrastructure are minimum criteria regarding facilities and infrastructure in accordance with the needs of learning content and processes in the context of fulfilling graduate learning outcomes.
40. Learning Financing Standards are minimum criteria regarding the components and amount of investment costs and operational costs which are prepared in order to fulfill the learning outcomes of graduates.
41. Standards for Management and Quality Assurance of Learning are minimum criteria regarding planning, implementation, control, monitoring and evaluation, as well as reporting and quality assurance of learning activities at the Study Program level.
42. The Indonesian National Qualifications Framework, hereinafter abbreviated as KKNI, is a competency qualification rating framework that can juxtapose, equalize, and integrate the fields of education and the fields of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors.
43. Study Period is the duration of time required by students to complete their studies.

## **CHAPTER II**

### **REPUTATION AND ISLAMIC VALUES IN THE EDUCATION SECTOR**

#### **Part One**

#### **Reputation Standard**

##### Article 2

- (1). Reputation Standards include:
  - a. university-level reputation covering all fields of science in general and Islam;
  - b. reputation at the Faculty level which includes a particular clump and/or group of knowledge; and
  - c. reputation level of the Study Program covering a particular field of science.

- (2). Standar reputation as referred to in paragraph (1) may be refers to:
  - a. international reputation;
  - b. regional reputation; and/or
  - c. national reputation.
- (3). The Reputation Standard as referred to in paragraph (1) is used as a reference in:
  - a. formulate academic strategies and policies; and
  - b. develop curricula at the University, Faculty, and levels Study Program.

## **Part Two Standards of Islamic Values**

### Article 3

- (1). Universities determine the achievement of Islamic values standards and determine the measurement method on:
  - a. learning process;
  - b. Subject; and
  - c. student Islamic development activities.
- (2). Study Programs determine the pattern of integration of Islamic values in their respective fields of knowledge.
- (3). The determination of the pattern of integration of Islamic values as referred to in paragraph (2) is stated in the Study Program Curriculum document.

## **CHAPTER III GRADUATE COMPETENCE STANDARDS**

### Article 4

- (1). Graduate Profile consists of :
  - a. University Graduate Profile; and
  - b. Profile of Study Program Graduates.
- (2). University Graduate Profile as referred to in paragraph (1) letter a is a person who has the following characteristics:
  - a. Islamic personality;
  - b. prophetic leadership;
  - c. transformative skills; and
  - d. integrative knowledge.
- (3). The Islamic personality as referred to in paragraph (2) letter a has an attitude of devotion to God Almighty in daily life, upholds universal ethics, has an inclusive view of life, and can get along in the global community while maintaining Islamic and Indonesian identity.
- (4). The prophetic leadership as referred to in paragraph (2) letter b can be a leader and role model in the work environment and the community, as well as being able to formulate a contributive role to advance the community.

- (5). The transformative skills as referred to in paragraph (2) letter c have the spirit of innovation to solve problems in their field of work and apply and disseminate ideas in their field of knowledge to the public.
- (6). Integrative knowledge as referred to in paragraph (2) letter d masters the basic principles of integrating Islamic values into the knowledge they practice.
- (7). Profiles of Graduates of Study Programs as referred to in paragraph (1) letter b are prepared by Study Programs referring to Profiles of University Graduates enriched and detailed according to areas of expertise.

#### Article 5

- (1). Graduate Competency Standards are prepared based on the Graduate Profile.
- (2). Graduate Competency Standards as referred to in paragraph (1) include:
  - a. attitude;
  - b. general skills;
  - c. special skill; and
  - d. knowledge.
 stated in the formulation of graduate learning outcomes with reference to applicable regulations.
- (3). The University prepares the formulation of graduate learning outcomes as referred to in paragraph (2).
- (4). The formulation as referred to in paragraph (3) must be a reference in the preparation of the formulation of learning outcomes for graduates of the Study Program.
- (5). The Study Program may develop and detail the formulation of graduate learning outcomes prepared by the University.
- (6). The Study Program is required to formulate the formulation of learning outcomes for graduates special skills and knowledge that refers to the formulation of graduate learning:
  - a. forum for similar study programs;
  - b. professional associations; and/or
  - c. international certification/validation/accreditation bodies.

#### Article 6

- (1). The formulation of graduate learning outcomes as referred to in Article 5 paragraph (3) is equipped with study materials and learning activities that characterize education at UII and set forth in a University Curriculum.
- (2). The University Curriculum as referred to in paragraph (1) must be a reference in the preparation of the Study Program Curriculum.
- (3). The strategy for implementing the University Curriculum as referred to in paragraph (1) consists of:
  - a. integrative and transformative learning patterns organized through learning activities; and
  - b. pattern of Islamic moral development and leadership character which is held through student activities.

- (4). The provisions regarding the University Curriculum as referred to in paragraph (1) shall be further regulated in the Rector's Regulation.

#### Article 7

- (1). Study Programs are required to compile Study Program Curriculum based on Profile of Study Program Graduates and graduate learning outcomes.
- (2). The Study Program Curriculum as referred to in paragraph (1) is proposed by the Study Program and approved by the Chancellor.
- (3). Further provisions regarding the guidelines for the preparation of the Curriculum are Study Program regulated in the Rector's Regulation.

## **CHAPTER IV LEARNING**

### **Part One**

#### **Standard Specifications for Study Programs**

#### Article 8

- (4). Study Programs are required to compile Study Program Specifications which at least contain:
- a. description of education level;
  - b. an explanation of the degree;
  - c. expected graduate profile;
  - d. learning outcomes of Study Program graduates;
  - e. qualifications of prospective students;
  - f. the main learning processes and forms that are applied along with the academic atmosphere created;
  - g. curriculum structure showing all the Courses required to pass and arranged per semester;
  - h. final evaluation method (exit examination);
  - i. an explanation of the field of work, independent business (entrepreneur), or further studies after graduation; and
  - j. explanation of other specificities required by the study program.
- (5). Study Program Specifications as referred to in paragraph (1) must be published publicly.



**Part Two**  
**Standards of Content and Structure of Learning**

Article 9

The learning process is organized by:

- a. University; and/or
- b. Study program.

**Paragraph 1**  
**Learning**

Article 10

- (1). Content Standards Learning Content Standards refers to the description of graduate learning outcomes in accordance with :
  - a. graduate learning outcomes
  - b. UII standard; and
  - c. applicable regulation.
- (2). Standards for Learning Content as referred to in paragraph (1) are prepared by considering conformity with:
  - a. levels and fields of science;
  - b. scientific community agreement; and
  - c. features developed by the Study Program.
- (3). The Standards of Learning Content as referred to in paragraph (1) are set forth in study materials which are structured in the form of Courses.

Article 11

- (1). Standards of Learning Content in undergraduate programs, professional programs, specialist programs, master programs, and doctoral programs are required to utilize the results of research and community service results
- (2). Standards of Learning Content in each educational program as referred to in paragraph (1) are formulated with the following provisions:
  - a. graduates of the third diploma program at least master the theoretical concepts of certain areas of knowledge and skills in general;
  - b. graduates of four-diploma and undergraduate programs have at least mastered the theoretical concepts of certain areas of knowledge and skills in general and the theoretical concepts of special sections in these areas of knowledge and skills in depth;
  - c. graduates of professional programs at least master the theory of application of certain fields of knowledge and skills;
  - d. graduates of master's programs, applied masters, and one specialist master at least the theory and application theory of a particular field of knowledge; and
  - e. graduates of doctoral, applied doctoral, and specialist two programs at least master the scientific philosophy of certain fields of knowledge and skills.
- (3). The formulation of Learning Content Standards is cumulative and/or integrative.

## **Paragraph 2 Learning Structure**

### Article 12

- (1). Subjects can be grouped based on:
  - a. the person in charge of the implementation of the courses consisting of the University Course Group and the Study Program Course Group;
  - b. the nature of taking courses consisting of Groups of Compulsory Courses, Groups of Limited Compulsory Courses, and Groups of Elective Courses;
  - c. the scientific character of the study program in the form of grouping the fields of science or grouping the expertise of lecturers;
  - d. the availability of which consists of open courses that can be followed by students across study programs and limited courses that can only be followed by students of certain study programs or students with certain statuses;
  - e. the language of instruction used which consists of courses Indonesian and international language recognized by PBS; and
  - f. The learning media consists of offline (offline) courses, online courses (online), and courses mixed (online-offline).
- (2). The courses as referred to in paragraph (1) are arranged in a Study Program Curriculum framework which shows the scheme for taking courses per semester by students.
- (3). Courses as a learning load are calculated through credits.
- (4). The composition of the courses is regulated by considering the interrelationships between learning outcomes and/or courses, the number of courses and credits per semester, implementation, as well as the breadth and depth of study material in the courses.

## **Part Three Learning Process Standards**

### Article 13

- (1). Learning Process Standards include:
  - a. the characteristics of the learning process;
  - b. learning process planning;
  - c. implementation of the learning process; and
  - d. student learning load.
- (2). The standard of the learning process as referred to in paragraph (1) must consider the uniqueness derived from the Vision and Mission of the Study Program.

**Paragraph 1**  
**Characteristics of the Learning Process**

Article 14

- (1). The characteristics of the learning process as referred to in Article 13 paragraph (1) letter a consist of the following characteristics:
  - a. islamic;
  - b. interactive;
  - c. holistic;
  - d. integrative;
  - e. transformative;
  - f. scientific;
  - g. contextual;
  - h. thematic;
  - i. effective;
  - j. collaborative; and
  - k. student centered.
- (2). Islamic as referred to in paragraph (1) letter a is learning that is carried out with the intention, purpose, content, and procedures of the learning process by upholding principles universal Islamic to achieve the integration of Islamic knowledge and values in every student.
- (3). Interactive as referred to in paragraph (1) letter b is a learning process that prioritizes a 2 (two) interaction process way between students and lecturers.
- (4). Holistic as referred to in paragraph (1) letter c is a learning process that encourages the formation of a mindset comprehensive and broadly internalizing excellence and local and national wisdom.
- (5). Integrative as referred to in paragraph (1) letter d is an integrated learning process to meet the achievement of overall graduate learning in 1 (one) program unit through an interdisciplinary and multidisciplinary approach.
- (6). Transformative as referred to in paragraph (1) letter e is a learning process that changes perspective and critical awareness of the perspective possessed in seeing, understanding or interpreting the experience or reality that is seen or felt.
- (7). Scientific as referred to in paragraph (1) letter f is a learning process by prioritizing a scientific approach so as to create an academic environment based on a system of values, norms, and scientific principles and upholds religious and national values.
- (8). Contextual as referred to in paragraph (1) letter g is a learning process that is adapted to the demands of the ability to solve problems in the realm of expertise.
- (9). Thematic as referred to in paragraph (1) letter h is a learning process that is adapted to the scientific characteristics of the study program and is associated with real problems through a transdisciplinary approach.
- (10). Effective as referred to in paragraph (1) letter i is an effective learning process by emphasizing the internalization of the material properly and correctly in an optimum period of time.

- (11). Collaborative as referred to in paragraph (1) letter j is a joint learning process that involves interaction between individual learners to produce the capitalization of attitudes, knowledge, and skills.
- (12). Student-centered as referred to in paragraph (1) letter k is a learning process by prioritizing the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge.

**Paragraph 2**  
**Planning for the Learning Process**

Article 15

- (1). Planning for the learning process as referred to in Article 13 paragraph (1) letter b is prepared for each subject and presented in the form of a syllabus approved by the Dean and a Semester Learning Plan, hereinafter abbreviated as RPS approved by the Dean. Head of the study program.
- (2). The syllabus as referred to in paragraph (1) is prepared by the Study Program as a single unit in the Study Program Curriculum document.
- (3). The RPS as referred to in paragraph (1) is determined and developed by the lecturers independently or together in a group of expertise in a field of science and/or technology in the Study Program.
- (4). The syllabus as referred to in paragraph (1) shall at least contain:
  - a. course profile;
  - b. course description;
  - c. learning achievement of the graduates of the study program referred to;
  - d. course learning outcomes (CPMK); and e. main reference.
- (5). The RPS shall at least contain a description containing the elaboration of the Syllabus in the form of:
  - a. concept map detailing the study materials and their relation to the intended learning outcomes;
  - b. areas of study and topics of discussion prepared for each meeting;
  - c. learning methods and techniques;
  - d. assessment technique along with the criteria, indicators, and assessment weights;
  - e. main references and additional references for each study material;
  - f. time and place provided to achieve abilities at each stage of learning; and
  - g. student learning experience embodied in the description of tasks that must be done by students for 1 (one) semester.
- (6). The format of the Syllabus, RPS, and their completeness shall be further regulated in the Rector's Regulation.

### **Paragraph 3 Implementation of the Learning Process**

#### Article 16

- (1). The implementation of the learning process as referred to in Article 13 paragraph (1) letter c takes place in the form of interaction between lecturers, students, and learning resources in a particular learning environment.
- (2). The learning process in each course is carried out according to the RPS with the characteristics that exist in the respective Study Program environment.
- (3). The learning process must accommodate the results of research conducted by lecturers as part of updating the material.
- (4). The learning process must accommodate the process or results of community service.
- (5). The learning process is obliged to convey the message of Islamic da'wah.

#### Article 17

- (1). The learning process is carried out within a time frame of 1 (one) semester of all learning activities which are equivalent to the implementation of at least 16 (sixteen) weeks including an assessment period of 2 (two) weeks and a maximum of 22 (twenty-two) week including assessment week.
- (2). Study Programs can carry out learning activities within the following time frames:
  - a. regular semester;
  - b. intermediate semesters; and
  - c. special semester.
- (3). The regular semester as referred to in paragraph (2) letter a is the process of taking Courses in the credit system and lectures organized by the Study Program in the odd and even semesters as scheduled on the Academic Calendar.
- (4). The intermediate semester as referred to in paragraph (2) letter b is the process of taking Courses in the credit system and lectures organized by the Study Program within the inter-semester interval as scheduled on the Academic Calendar.
- (5). The special semester as referred to in paragraph (2) letter c is the process of taking semester credits and conducting lectures which are carried out independently by the Study Program which is not scheduled in the University academic semester.
- (6). The special semester as referred to in paragraph (5) only applies to international or special courses.
- (7). The academic calendar is determined by the Chancellor.
- (8). The Study Program may equalize academic activities outside the curricular learning process whose learning achievement, quality and quantity can be aligned with the achievement of credits in regular lectures whose guidelines are regulated through the Rector's Regulation.
- (9). The Study Program can manage learning with a block system or other accountable system while still ensuring that the study load is equivalent to semester achievements.

#### Article 18

- (1). The learning process must be carried out in a systematic and structured manner through various subjects and with a measurable learning load.
- (2). The learning process is required to use effective learning methods in accordance with the characteristics of the courses to achieve certain abilities specified in the courses in the series of fulfillment of graduate learning outcomes.
- (3). The learning methods as referred to in paragraph (2) that can be selected for the implementation of the course learning include:
  - a. group discussion;
  - b. simulation;
  - c. case study;
  - d. collaborative learning;
  - e. cooperative learning;
  - f. project-based learning;
  - g. problem-based learning;
  - h. role-based learning;
  - i. learning based on exploration of knowledge (inquiry based learning);
  - j. independent learning; and/or
  - k. other learning methods that can effectively facilitate the fulfillment of graduate learning outcomes.
- (4). Each course may use 1 (one) or a combination of several learning methods and be accommodated in a form of learning.

#### Article 19

- (1). The form of learning as referred to in Article 18 paragraph (4) can be in the form of:
  - a. studying;
  - b. responses or tutorials;
  - c. seminar;
  - d. practice;
  - e. studio practice;
  - f. workshop practice;
  - g. field practice;
  - h. work practice;
  - i. research;
  - j. devotion;
  - k. islamic da'wah; and/or
  - l. other forms of learning deemed by the study program according to developments and needs.
- (2). The form of learning in the form of research as referred to in paragraph (1) letter i is a student activity under the guidance of a lecturer in order to develop their knowledge and skills, as well as improve the welfare of society and the competitiveness of the nation.

- (3). The form of learning in the form of service as referred to in paragraph (1) letter j is a student activity under the guidance of a lecturer in the context of utilizing science and technology to improve the welfare of the community and educate the nation's life.

#### **Paragraph 4 Mixed Learning**

##### Article 20

- (1). Study Programs are required to develop online learning materials and/or methods for all courses in the form of mixed courses (online-offline) using the official online learning channel from UII.
- (2). Mixed courses as referred to in paragraph (1) can be implemented in the form of:
  - a. all meetings are held face-to-face (offline) equipped with online learning materials and/or methods; or
  - b. some of the meetings were held face-to-face (offline) and some through online sessions.
- (3). The online learning as referred to in paragraph (2) letter a shall at least contain the syllabus, RPS, and part or all of the learning materials.
- (4). The online session as referred to in paragraph (2) letter b can be recognized as a meeting if it is planned in the RPS and is equipped with scheduled material uploads and is equipped with 2 (two)-way (lecturer-student) communication which is equivalent to face-to-face intensity.
- (5). The online session as referred to in paragraph (2) letter b can be planned for a maximum of 45 (forty five) percent of the total planned meetings.
- (6). Online sessions can be used as a substitute for lecture meetings if the lecturer is really unable to attend, and must be reported to the Head of Study Program accompanied by uploads of scheduled materials and 2 (two)-way communication (lecturer-student) which is equivalent to face-to-face intensity.
- (7). The online session as a substitute for lectures as referred to in paragraph (6) can be held at most 15 (fifteen) percent of the total planned meetings.

#### **Paragraph 5 Online Learning**

##### Article 21

- (1). Study Programs are required to develop learning materials and methods in the form of online courses whose entire meetings are held in the form of online sessions using the official online learning channel from UII.
- (2). The online courses as referred to in paragraph (1) can be implemented if they are planned in the Syllabus and RPS which are equipped with all scheduled weekly materials, a 2 (two)-way (lecturer-student) communication plan, and an evaluation plan that entirely utilizes online media.

- (3). The online courses as referred to in paragraph (1) must be designed by the Study Program at least 10 (ten) percent and at most 45 (forty five) percent of the total credits.

**Paragraph 6  
Distance Learning**

Article 22

- (1). Study Programs may provide distance learning packages for certain subjects as a form of education without a degree.
- (2). The Study Program may organize distance learning package a full degree whose planning and implementation are regulated through the Rector's Regulation.

**Paragraph 7  
International Learning**

Article 23

- (1). Study Programs may organize international learning for foreign students and/or citizens Indonesian.
- (2). The international learning model as referred to in paragraph (1) can be in the form of:
- a. international class (international class) whose entire process learning uses an international language recognized by the United Nations;
  - b. partial international class with more than 50 (fifty) percent of the credits using a language international recognized by the United Nations;
  - c. regular class with overseas students which is intended for foreign students who have completed Indonesian Language education for Foreign Speakers (BIPA);
  - d. Courses with international languages (international courses) recognized by the United Nations; and/or cultural exchange activities in international languages (cultural immersion) recognized by PBS.
- (3). The international learning model as referred to in paragraph (2) letter a, letter b, and letter c is implemented for degree education.
- (4). The international learning model as referred to in paragraph (2) letter d and letter e is implemented for education without a degree.
- (5). Provisions for international learning are further regulated through the Rector's Regulation.

**Paragraph 8  
Academic Freedom, Freedom of Academic Pulpit, and Scientific Autonomy**

Article 24

- (1). In carrying out the learning process, lecturers and students as the academic community have:
- a. academic freedom;
  - b. freedom of academic pulpit; and c. scientific autonomy.



- (2). Academic freedom as referred to in paragraph (1) letter a is the freedom of the academic community to explore and develop science and technology responsibly through the implementation of the University Catur Dharma.
- (3). The freedom of the academic pulpit as referred to in paragraph (1) letter b is the authority possessed by Professors and/or Lecturers who have scientific authority and authority to state openly and responsibly regarding something related to the clumps of knowledge and branches of knowledge.
- (4). Scientific autonomy as referred to in paragraph (1) letter c is the autonomy of the academic community in a branch of science and/or technology in discovering, developing, disclosing, and/or maintaining scientific truth according to scientific principles, methods, and academic culture.

### **Paragraph 9 Student Study Load**

#### Article 25

- (1).
- (2). Student study loads are stated in the number of credits
- (3). 11 (one) credit is equivalent to 170 (one hundred and seventy) minutes of learning activities every week per semester.
- (4). Each course has a weight of at least 1 (one) credit.
- (5). Study materials for students with high academic achievement, after 2 (two) semesters of the first year can be added up to 64 (sixty four) hours per week which is equivalent to 24 (twenty four) credits per semester.
- (6). Master's students who have high academic achievements and have the potential to produce highly innovative research can join the doctoral program together with the completion of the master's program at least after taking the master's program for 1 (one) year.
- (7). Students who have high academic achievements can join the master's program together with the completion of the undergraduate program at least after taking the undergraduate program for 3 (three) years.
- (8). The determination of high academic achievement qualifications as referred to in paragraph (4), paragraph (5), and paragraph (6) shall be further regulated in the Regulation Rector's.

#### Article 26

- (1). 1 (one) credit in the form of lectures, responses, and tutorials includes:
  - a. face-to-face learning activities for 50 (fifty) minutes every week per semester;
  - b. learning activities with structured assignments for 60 (sixty) minutes every week per semester; and
  - c. self-study activities for 60 (sixty) minutes every week per semester.
- (2). 1 (one) credit in the form of seminar learning or forms of other similar learning include:
  - a. face-to-face learning activities for 100 (one hundred) minutes every week per semester; and

- b. self-study activities for 70 (seventy) minutes every week per semester.
- (3).1 (one) credit in the form of practicum learning, studio practice, workshop practice, field practice, research, community service, Islamic da'wah, and/or other equivalent forms of learning is 170 (one hundred and seventy) minutes per week semester.

#### Article 27

- (1). The normal load of student learning is 8 (eight) hours per day or 48 (forty eight) hours per week which is equivalent to 18 (eighteen) credits per semester, up to 9 (nine) hours per day or 54 (fifty four) hours per week which is equivalent to 20 (twenty) credits per semester.
- (2). Credit load that must be taken by students for each educational program:
  - a. 108 (one hundred and eight) up to 120 (one hundred and twenty) credits for the third diploma program;
  - b. 144 (one hundred and forty-four) to 160 (one hundred and sixty) credits for four-diploma programs and undergraduate programs;
  - c. 24 (twenty four) to 48 (forty eight) credits for the professional program after completing the undergraduate program or four diploma program;
  - d. 36 (thirty six) to 72 (eighty) credits for a master's program, an applied master's degree, or a specialist one, after completing a bachelor's or four diploma program; and
  - e. 42 (forty two) to 72 (eighty) credits for doctoral, applied doctoral, and specialist two programs, after completing the master program, applied master program or specialist one program.

#### Article 28

- (1). The student study period consists of:
  - a. timely study period;
  - b. standardized study period; and c. maximum study period.
- (2). The study period on time as referred to in paragraph (1) letter a is a study period with a duration of time according to the duration designed in the Study Program Curriculum.
- (3). The standardized study period as referred to in paragraph (1) letter b is a study period with the longest duration of study period being on time plus 3 (three) months.
- (4). The maximum study period as referred to in paragraph (1) letter c is the duration of time allowed to complete the entire learning process provided that:
  - a. a maximum of 5 (five) years for the third diploma program;
  - b. a maximum of 7 (seven) years for the four-diploma program and facilities program;
  - c. a maximum of 3 (three) years for professional programs;
  - d. a maximum of 4 (four) years for a master's program, an applied master's program, or a specialist one program; and
  - e. a maximum of 7 (seven) years for doctoral programs, applied, and two specialist programs.

## **CHAPTER V STUDENT CHARACTER DEVELOPMENT**

### Article 29

The pattern of Islamic moral development and leadership character as referred to in Article 6 paragraph (3) letter b is carried out through activities organized by:

- a. University;
- b. Faculty;
- c. Study program; and/or
- d. Student Council.

### Article 30

- (1). Student activity management as referred to in Article 6 paragraph (3) letter b is measured through the Participation Credit Unit (skp).
- (2). 1 (one) skp is equivalent to 240 minutes of activity which includes:
  - a. initiative participation component;
  - b. collaborative work participation component; and/or
  - c. components of evaluative and reflective participation.
- (3). Further provisions regarding the type, weight, composition of activities, and minimum skp load shall be regulated through the Rector's Regulation.

## **CHAPTER VI LECTURE RULES**

### **Part One Educator and Student Discipline**

### Article 31

- (1). In the implementation of the learning process, educators and students are required to obey the lecture rules.
- (2). Educators who violate the lecture rules as referred to in paragraph (1) may be subject to sanctions in the form of oral or written warnings, or the replacement of Educators.
- (3). Students who violate the lecture rules as referred to in paragraph (1) may be subject to sanctions in the form of:
  - a. value reduction;
  - b. value delay; or
  - c. value cancellation.
- (4). Lecture rules are determined by the Chancellor, Dean, and/or of the Study Head Program.

### Article 32

- (1). Educators are required to carry out the learning process in accordance with the RPS and the schedule set by the Study Program.

- (2). In the event that the Lecturer is unable to carry out the learning process according to the schedule as referred to in paragraph (1), the Lecturer is obliged to submit a notification to the unit related to lecture affairs to be informed to students and to organize a substitute lecture.
- (3). The Study Program is required to monitor and evaluate the learning process carried out by educators.
- (4). Lecturers are required to provide an assessment of learning outcomes for all students in the courses taught within the time limit set by the Study Program.
- (5). If up to the time limit set as referred to in paragraph (4), the Lecturer has not submitted a grade, the Study Program is authorized to give an assessment with a B grade.

#### Article 33

- (1). Students are required to follow the entire learning process in the courses being followed.
- (2). Students who do not meet the requirements for attendance in the learning process at least 75 (seventy five) percent of the number of meetings held by Lecturers are given an F score as referred to in Article 39 paragraph (2) letter f.

## **CHAPTER VII ASSESSMENT, ASSESSMENT, AND LEARNING EVALUATION**

### **Part One**

#### **Assessment and Assessment Standards**

#### Article 34

- (1). Activities are in the form of collecting data/information related to student learning processes and outcomes.
- (2). The assessment aims to:
  - a. monitor the progress of the learning process;
  - b. measuring the fulfillment of graduate outcomes and course outcomes learning;
  - c. provide feedback in order to improve the quality of learning; and
  - d. provide feedback in the context of curriculum development and learning process planning.
- (3). The assessment to measure the fulfillment of the learning outcomes of the courses as referred to in paragraph (2) letter b is carried out in each subject and student activity.
- (4). assessment to measure learning outcomes of graduates as referred to in paragraph (2) b implemented through:
  - a. special assignments or exams; and/or
  - b. accumulation of the level of fulfillment of CPMK that supports the learning outcomes of related graduates.
- (5). The assessment technique can be in the form of:
  - a. written test/exam;
  - b. oral test/exam;

- c. performances such as presentations, speeches, debates, discussions, role play, practicum, problem solving (troubleshooting)
  - d. product design/manufacture such as concept maps, flow diagrams, papers, posters, audio/video, project assignments, books, and software;
  - e. competition;
  - f. research;
  - g. community dedication;
  - h. da'wah;
  - i. portfolio;
  - j. focus group discussions; and/or k. distributing questionnaires/questionnaires.
- (6). The assessment technique as referred to in paragraph (5) selected must be aligned with the level of learning achievement being measured.

#### Article 35

- (1). The assessment activity is in the form of giving quantity/predicate/attribute/dimension to the assessment result by comparing it to a certain assessment instrument.
- (2). The assessment instruments as referred to in paragraph (1) are in the form of answer keys, checklists, assessment guides, and/or rubrics.
- (3). The implementation of the assessment is the responsibility of the Educator and may include:
  - a. student; and/or
  - b. relevant stakeholders.
- (4). The implementation of the assessment as referred to in paragraph (1) for sub-specialist programs, doctoral programs, and applied doctoral programs must include an external assessment team from different universities.

#### Article 36

- (1). The implementation of assessment and assessment of learning must be based on the following principles:
  - a. educative;
  - b. authentic;
  - c. objective;
  - d. accountable; and
  - e. transparent.
- (2). The educational principle as referred to in paragraph (1) letter a is an assessment that motivates students to be able to improve:
  - a. planning and learning methods; and
  - b. achieve graduate learning outcomes.
- (3). The authentic principle as referred to in paragraph (1) letter b is an assessment oriented to:
  - a. continuous learning process;
  - b. learning outcomes that reflect students' abilities during the learning process; and
  - c. a meaningful measurement of student learning outcomes for the domains of attitudes, skills, and knowledge that refers to problem solving in real situations.

- (4). The objective principle as referred to in paragraph (1) letter c is an assessment based on standards agreed between lecturers and students and free from the influence of the subjectivity of the assessor and the assessed.
- (5). The principle of accountability as referred to in paragraph (1) letter d is an assessment and assessment carried out in accordance with procedures and criteria that are clear and agreed upon at the beginning of the lecture.
- (6). The transparent principle as referred to in paragraph (1) letter e is an assessment whose procedures and results of the assessment can be accessed by all stakeholders.
- (7). The principles of assessment and assessment as referred to in paragraph (1) shall be carried out in an integrated manner.

#### Article 37

- (1). Assessment and assessment of learning is carried out through accountable assessment mechanisms and procedures;
- (2). The assessment and assessment mechanism as referred to in paragraph (1) consists of:
  - a. compiling, submitting, agreeing on the stages and techniques of the assessment as well as the instruments, criteria, indicators, and assessment weights between the assessors and those assessed in accordance with the lesson plan;
  - b. carry out the assessment process in accordance with the planned assessment stages and techniques
  - c. carry out the assessment process in accordance with instruments, criteria, the planned indicators, and assessment weights;
  - d. provide feedback and opportunities to question students' assessment results; and
  - e. documenting the results of the assessment process and student learning outcomes in an accountable and transparent manner.
- (3). The assessment and assessment procedure by lecturers as referred to in paragraph (1) includes the following stages:
  - a. planning;
  - b. activities for assigning tasks or questions;
  - c. product/performance/attitude observation;
  - d. return of observation results; and
  - e. final rating.
- (4). Study Programs can provide opportunities for students to carry out remedial assessments of the fulfillment of CPMK which are considered insufficient for the courses being taken by students in the semester concerned.
- (5). Further provisions regarding remedial assessment are regulated in the Rector's Regulation.

#### Article 38

- (1). The technique and schedule for the implementation of the assessment of the learning achievement of the subject is carried out in accordance with what is stated in the RPS.

- (2). The assessment of learning achievement for the subjects as referred to in paragraph (1) in the form of the Mid-Semester Examination (UTS) and the Final Semester Examination (UAS) is scheduled by the University.

#### Article 39

- (1). The final result of the assessment must be converted into letters that have the title, dignity, and meaning of qualification achievement.
- (2). The final result of the assessment as referred to in paragraph (1) consists of:
  - a. Grades A and A- which are called "Very Good, meaning that students show the fulfillment of superior and innovative learning achievements and involvement in participation in learning that is very good;
  - b. Values A/B, B+, B, and B- which are called "Good, it means that students show achievement in fulfilling good learning achievements and involvement in good learning activities;
  - c. Values of B/C, C+, C, and C- which are called "Enough, meaning that students show the adequacy of learning achievement and involvement in learning activities that are quite good;
  - d. Values of C/D, D+, and D are called "Less", meaning students show low fulfillment of learning achievement and show low learning activities; learning activity
  - e. An E score is called "Very Poor", meaning that students can not show fulfillment of learning achievement and/or do not show sufficient to be assessed; and
  - f. F value which is called "Not Eligible to be Assessed", means that the student does not show adequate learning activities
- (3). The D score as referred to in paragraph (2) letter d can be declared to have passed in a limited number as regulated in the Study Program Curriculum and does not exceed 10 (ten) percent of the total credits
- (4). The grades of E and F as referred to in paragraph (2) letter e and letter f are grades that do not pass
- (5). Range a The final results of the assessment as referred to in paragraph (2) shall be regulated through the Rector's Regulation.

#### Article 40

- (1). The results of the assessment are announced to students after the learning phase is completed in accordance with the lesson plan.
- (2). The accumulation of student assessment results in each semester is expressed by the semester achievement index (IPS).
- (3). The accumulated results of graduate assessments at the end of the study period are expressed by the cumulative achievement index (GPA).
- (4). IPS as referred to in paragraph (2) is stated in the amount calculated by:
  - a. adding up the multiplication between the letter values of each course taken; and
  - b. The credit of the subject concerned is divided by the number of credits of the course taken in 1 (one) semester.
- (5). The GPA as referred to in paragraph (3) is stated in the amount calculated by:

- a. adding up the multiplication between the letter values of each course taken; and
  - b. The credit of the subject concerned is divided by the number of credits of the course that has been taken.
- (6).The amount of IPS and GPA determine the maximum number of credits of courses that students may take in the following semester
- (7).The maximum number of credits as referred to in paragraph (6) is regulated through the Rector's Regulation.

## **Part Two Learning Evaluation**

### Article 41

- (1).Evaluation of Learning Outcomes includes:
- a. course evaluation;
  - b. end of semester or block study evaluation;
  - c. mid-study evaluation;
  - d. final evaluation of the study; and
  - e. evaluation of the end of the study period.
- (2).The evaluation of the courses as referred to in paragraph (1) letter a is realized in the form of a learning reflection sheet prepared by the supporting lecturer to evaluate the fulfillment of the learning outcomes of the courses in each subject.
- (3).Evaluation of the end of semester or block study as referred to in paragraph (1) letter b is carried out by the Study Program to determine the progress of student academic achievement and fulfillment of graduate learning achievements in each semester in the form of semester evaluation documents.
- (4).The mid-term evaluation as referred to in paragraph (1) letter c is carried out by evaluating academic achievement for the first 3 (three) semesters for diploma and master's programs, as well as the first 4 (four) semesters for undergraduate and doctoral programs, as the basis for determine the eligibility of students to continue their studies.
- (5).The final evaluation of the study as referred to in paragraph (1) letter d is carried out to determine the fulfillment of all graduate learning achievements and/or the fulfillment of graduation requirements set by the University and Study Program to determine student graduation.
- (6).Evaluation of the study period deadline as referred to in paragraph (1) letter e is carried out by evaluating the study period and student academic achievement at the maximum study period limit.

### Article 42

- (1).Students who are unable to complete their studies are classified as:
- a. resign; and
  - b. issued.
- (2).A student is declared to have resigned as referred to in paragraph (1) if the student:
- a. declare resignation in writing;



- b. declare the transfer in writing;
  - c. die;
  - d. not active in the second semester of the first year for new students;
  - e. inactive without written permission from the Chancellor for 2 (two) semesters consecutive; or
  - f. inactive for more than 4 (four) semesters with written permission from the Chancellor or without the Rector's permission.
- (3). Inactive students as referred to in paragraph (2) letter e and letter f are students who are not registered in a certain semester without the Rector's permission.
- (4). Students who are not active as referred to in paragraph (3) may be given a Certificate of Resignation by the Chancellor.

#### Article 43

- (1). Students are declared expelled if they do not pass the mid-term evaluation as referred to in Article 42 paragraph (1) letter c or the evaluation of the end of the study period as referred to in Article 42 paragraph (1) letter e.
- (2). Students are declared expelled because they do not pass the mid-evaluation terms as referred to in paragraph (1) if they do not meet the minimum number of credits from the best grades with a minimum Grade Point Average (GPA).
- (3). The minimum number of credits and minimum GPA as referred to in paragraph (2) is determined as follows:
- a. a minimum of 30 (thirty) credits with a minimum GPA of 2.00 (two point zero zero) for the third diploma program;
  - b. a minimum of 40 (forty) credits with a minimum GPA of 2.00 (two point zero zero) for undergraduate programs;
  - c. a minimum of 18 (eighteen) credits with a minimum GPA of 3.00 (three point zero zero) for the master program; and
  - d. a minimum of 18 (eighteen) credits with a minimum GPA of 3.00 (three point zero zero) for the doctoral program.
- (4). Students are declared expelled because they do not pass the mid-evaluation-study as referred to in paragraph (1) if they cannot meet the criteria for passing within the maximum study period.
- (5). Potential students who do not pass the evaluation of the end of the study period may be given a warning period as an inactive student for 1 (one) semester before the end of the study period.
- (6). Students who are given a warning period as referred to in paragraph (5) can reactivate themselves with the Rector's permission.
- (7). Students who are given a warning period as referred to in paragraph (5) and do not carry out the self-activation process again, can be declared expelled by the Rector.

### **Part Three**

#### **Graduation Standards**

##### Article 44

- (1). Study Programs are required to prepare graduation standards which include fulfillment of graduate learning outcomes and fulfillment of other graduation requirements.
- (2). Students can be declared to have passed the Study Program if they have:
  - a. complete a minimum of credits, fulfill the skp, and other provisions stipulated in the Curriculum of each Study Program;
  - b. meet the minimum GPA; and
  - c. publish scientific papers.
- (3). The minimum GPA as referred to in paragraph (2) letter b for diploma programs and undergraduate programs is at least 2.25 (two point two five).
- (4). The minimum GPA as referred to in paragraph (2) letter b for professional programs, master programs, and doctoral programs is at least 3.00 (three point zero zero).
- (5). Further provisions regarding the publication of scientific works as referred to in paragraph (2) letter c shall be regulated in the Rector's Regulation.

##### Article 45

- (1). The Study Program is obliged to carry out the final graduation of studies through a trial or without a trial to determine graduation.
- (2). The final judicial session as referred to in paragraph (1) is held at least 1 (one) time in 1 (one) semester by inviting educators who are involved in the learning process.
- (3). The final judicial review without trial as referred to in paragraph (1) may be carried out if all scores have been validated by the head of the Study Program and the student has met all the requirements.
- (4). The final judicial trial without a trial as referred to in paragraph (3) must be reported in the next judicial trial.
- (5). The Head of the Study Program reports the list of students who have passed the final graduation of study to the Dean for approval by the Chancellor.
- (6). The Dean issues certificates accompanying diplomas and academic transcripts for students who have been declared graduated.
- (7). The Chancellor issues diplomas for students who have passed.
- (8). Students who are declared to have passed have the right to use the title in accordance with the provisions in the Rector's Decree.

##### Article 46

- (1). Students who graduate from diploma and undergraduate programs are given the following predicate:
  - a. enough;
  - b. satisfying;
  - c. very satisfy;
  - d. with praise (cum laude); or

- e. with the highest honors (Summa cum laude).
- (2). The sufficient predicate as referred to in paragraph (1) letter a is given to students who graduate with a GPA of 2.25 (two point two five) to 2.75 (two point seven five);
- (3). The satisfactory predicate as referred to in paragraph (1) letter b is given to students who get a GPA of 2.76 (two point seven six) to 3.00 (three point zero zero).
- (4). The very satisfactory predicate as referred to in paragraph (1) letter c is given to students who graduate with a GPA of 3.01 (three point zero one) to 3.50 (three point five zero).
- (5). The predicate with honors (cum laude) as referred to in paragraph (1) letter d is given to students who graduate with a GPA of 3.51 (three point five one) to 3.99 (three point nine nine).
- (6). The predicate with the highest award (summa cum laude) as referred to in paragraph (1) letter e is given to students who graduate with a GPA of 4.00 (four point zero zero).
- (7). The predicate of honor (cum laude) as referred to in paragraph (5) and the predicate of the highest award (summa cum laude) as referred to in paragraph (6) can be obtained within a standardized study period and does not apply to transfer or transfer students.
- (8). Students who graduate with a GPA of 3.51 (three point five one) to 4.00 (four point zero zero) but the study period is more than the standard and/or transfer or transfer student is given a very satisfactory predicate.

#### Article 47

- (1). Students from professional programs, master programs, and doctoral programs who pass are given the following predicate:
  - a. satisfying;
  - b. very satisfy;
  - c. with praise (cum laude), and
  - d. with the highest degree (summa cum laude).
- (2). The satisfactory predicate as referred to in paragraph (1) letter a is given to students who get a GPA of 3.00 (three point zero zero) to 3.50 (three point five zero).
- (3). The very satisfactory predicate as referred to in paragraph (1) letter b is given to students who graduate with a GPA of 3.51 (three point five one) to 3.75 (three point seven five).
- (4). The predicate with honors (cum laude) as referred to in paragraph (1) letter c is given to students who graduate with a GPA of 3.76 (three point seven six) to 3.99 (three point nine nine).
- (5). The predicate with the highest award (summa cum laude) as referred to in paragraph (1) letter d is given to students who graduate with a GPA of 4.00 (four point zero zero).
- (6). The predicate of commendation (cum laude) as referred to in paragraph (4) and the predicate with the highest award (summa cum laude) as referred to in paragraph (5) can be obtained within a standardized study period and does not apply to transfer or transfer students.
- (7). Students who graduate with a GPA of 3.76 (three point seven six) to 4.00 (four point zero zero) but the study period is more than the standard and/or transfer or transfer student is given a very satisfactory predicate.

**CHAPTER VIII**  
**STUDENTS AND EDUCATIONAL PERSONNEL**

**Part One**  
**Student**

Article 48

- (1). Students come from:
  - a. new student selection process;
  - b. transfer process; and/or
  - c. student exchange program.
- (2). UII provides equal opportunities to prospective students with ethnic, religious, racial, and class backgrounds.
- (3). UII provides opportunities for prospective students with needs as special long as academically possible.
- (4). Further provisions regarding the qualifications and selection process for new students are regulated in the Rector's Regulation.
- (5). The transfer process as referred to in paragraph (1) letter b only applies to master's programs and doctoral programs with the requirements stipulated in the Rector's Regulation.
- (6). Prospective students come from within the country and can come from abroad.
- (7). Students who are accepted through the process as referred to in paragraph (1) shall be determined by the Rector's Decree.

Article 49

- (1). Based on the program followed, students consist of:
  - a. degree education students; and/or
  - b. education students without a degree.
- (2). Based on the learning model, students consist of:
  - a. regular students; and/or
  - b. distance learning students.
- (3). Based on the intensity of learning time, students consist of:
  - a. full-time student;
  - b. part-time student; and/or
  - c. exchange program students at a certain time.
- (4). Based on the language in learning, students consist of:
  - a. international students; and/or
  - b. regular student.

#### Article 50

- (1). Student status consists of:
  - a. active students;
  - b. student on academic leave; and
  - c. inactive student.
- (2). Active students as referred to in paragraph (1) letter a are students who are registered in a certain semester.
- (3). Students on academic leave as referred to in paragraph (1) letter b are students who are not registered in a certain semester with the permission of the Rector.
- (4). Inactive students as referred to in paragraph (1) letter c are students who are not registered in a certain semester without the Rector's permission.
- (5). The student status as referred to in paragraph (1) has the following consequences:
  - a. calculation of study period;
  - b. evaluation of the study period; and c. study costs.
- (6). Further provisions regarding the consequences of the calculation of the study period, evaluation of the study period, and study fees as referred to in paragraph (5) are regulated in the Rector's Regulation.

### **Part Two Educator**

#### Article 51

- (1). Educators include:
  - a. Lecturer;
  - b. Instructor; and
  - c. tutor.
- (2). Educators as referred to in paragraph (1) are required to develop themselves in terms of:
  - a. qualification;
  - b. competence; and
  - c. pedagogical abilities.
- (3). In carrying out learning activities, educators can be assisted by assistants.
- (4). The assistant as referred to in paragraph (3) must meet the qualifications determined by the Study Program.

### **Paragraph 1 Lecturers**

#### Article 52

- (1). Lecturers in charge of courses consist of:
  - a. Permanent lecturer; and
  - b. Non-Permanent Lecturer.
- (2). The number of permanent lecturers who carry out the learning process in the Study Program is at least 60 (sixty) percent of the total number of lecturers.

- (3). The number of permanent lecturers assigned on a full-time basis to carry out the learning process in each Study Program is at least 6 (six) people.
- (4). Permanent Lecturers for two specialist programs, doctoral programs, or applied doctoral programs have at least 2 (two) professors or professors.
- (5). Permanent Dosen as referred to in paragraph (3) must have, expertise in the field of science in accordance with the disciplines of the Study Program.

#### Article 53

- (1). Lecturers in charge of courses are required to have the following qualifications:
  - a. academic and competence of educators according to the required field of science;
  - b. physically and mentally healthy;
  - c. have the ability to organize education in the context of fulfilling the learning outcomes of graduates; and
  - d. other qualifications determined by the Study Program.
- (2). Lecturers of diploma programs and undergraduate programs must have the minimum academic qualifications of graduate masters or masters applied or professional certificates at least equivalent to level 8 (eight) KKKNI relevant to the class being taught.
- (3). Lecturers of professional programs must have a minimum academic qualification of a master's degree or an applied master's degree or a professional certificate equivalent to at least 8 (eight) KKKNI levels that are relevant to the subject being taught and have a work experience of at least 2 (two) years.
- (4). Lecturers of applied master's and master's programs must have academic qualifications of doctoral or applied doctoral graduates or professional certificates equivalent to level 9 (nine) KKKNI relevant to the subject being taught.
- (5). Lecturers of specialist and sub-specialist programs must have academic qualifications of sub-specialist graduates, doctoral graduates, or applied doctoral graduates that are relevant to the subject being taught and have at least 2 (two) years of work experience.
- (6). Lecturers of doctoral programs and applied doctoral programs must have the following qualifications:
  - a. graduate doctoral or applied doctoral or professional certified equivalent to level 9 (nine) KKKNI relevant to the subject being taught;
  - b. in terms of being the main supervisor, within the last 5 (five) years has produced at least 1 (one) scientific paper in an accredited national journal or an international journal reputable or 1 (one) other form recognized by a group of experts determined by the UII Senate .
- (7). Lecturers in charge of courses are appointed by the Chancellor based on the charge proposal of the Study Program.
- (8). Evaluation of the performance of the Lecturer in charge of the subject is carried out every semester through the assessment of the Lecturer's performance.
- (9). The performance evaluation of Dosen as referred to in paragraph (8) is regulated further in the Rector's Regulation.

## **Paragraph 2 Instructors**

### Article 54

- (1). Instructors are required to meet the qualifications set by the Head of the Study Program and/or the Dean.
- (2). The process to become an instructor can be done through selection or appointment.
- (3). Instructors are required to have academic qualifications and educator competencies according to the required field of science, physically and mentally healthy, and have the ability to provide education in the context of fulfilling graduate learning outcomes.
- (4). Provisions regarding the selection and appointment as referred to in paragraph (2) shall be regulated in the Rector's Regulation.
- (5). Course Instructors are determined by the Dean based on the proposal of the Study Program.
- (6). Evaluation of course instructor performance is carried out every semester through instructor performance appraisal.
- (7). The evaluation of the performance of the instructor as referred to in paragraph (6) is regulated in the Rector's Regulation.

## **Paragraph 3 Tutors**

### Article 55

- (1). Tutors are required to meet the qualifications set by the Head of the Study Program and/or the Dean.
- (2). The process to become a tutor can be done through selection or appointment.
- (3). Tutor must have academic qualifications and competence in accordance science educators needed, physically and mentally healthy, and have the ability to provide education in order to meet the learning outcomes of graduates.
- (4). Provisions regarding the selection and appointment as referred to in paragraph (2) shall be regulated in the Rector's Regulation.
- (5). Course Tutors are determined by the Dean based on the proposal of the Study Program.
- (6). Evaluation of the performance of the course tutor is carried out every semester through the assessment of the tutor's performance.
- (7). Tutor performance appraisal as referred to in paragraph (6) is regulated further in the Rector's Regulation.

## **Part Three Educational Personnel**

### Article 56

- (1). Educational Personnel consists of:
  - a. Functional Education Personnel; and
  - b. Administrative Education Personnel.

- (2). Functional Education Personnel as referred to in paragraph (1) letter a must have the minimum academic qualifications of graduates from 3 (three) diploma programs which are declared with diplomas in accordance with the qualifications of their main duties and functions.
- (3). Administrative Education Personnel as referred to in paragraph (1) letter b must have a minimum academic qualification of Senior School Higher equivalent.
- (4). Educational Personnel who require special expertise are required to have a certificate of competence in accordance with their field of duty and expertise.

## **CHAPTER IX STANDARDS OF LEARNING FACILITIES AND INFRASTRUCTURE**

### Article 57

Learning facilities and infrastructure refers to the needs of learning content and processes in the context of fulfilling graduate learning outcomes.

### Article 58

- (1). Learning facilities consist of at least:
  - a. study room furniture;
  - b. administrative room furniture;
  - c. educational equipment;
  - d. educational media;
  - e. books, e-books, and repositories;
  - f. information and communication technology facilities;
  - g. experimental instrumentation;
  - h. worship facilities;
  - i. sports facilities;
  - j. art facilities;
  - k. public facilities; and
  - l. means of maintenance, safety, and security.
- (2). The number, type, and specification of the facilities as referred to in paragraph (1) shall be determined based on the ratio of the use of the facilities in accordance with the characteristics of the methods and forms of learning, and must ensure the implementation of the learning process and services academic administration.

### Article 59

- (1). Learning infrastructure consists of open spaces, closed spaces, and buildings.
- (2). The learning infrastructure as referred to in paragraph (1) shall at least consist of:
  - a. land;
  - b. classroom;
  - c. library;
  - d. laboratory/studio/workshop/production unit;
  - e. scientific meeting room/trial/auditorium;



- f. mosque/mushala;
  - g. place to exercise;
  - h. space for art;
  - i. student activity unit room;
  - j. college leadership room;
  - k. lecturer room;
  - l. administrative room;
  - m. toilet; and
  - n. public infrastructure.
- (3). Laban as meant in paragraph (2) letter a must be in an environment that is ecologically comfortable and healthy to support the learning process.
- (4). Public infrastructure as referred to in paragraph (2) letter n includes among others roads, water, electricity, as well as communication and networks information.
- (5). The criteria for learning infrastructure as referred to in (paragraph) 2 letters a to n are further regulated in guidelines detailed through the Rector's Regulation.

#### Article 60

- (1). Buildings used for learning must have a minimum quality standard of class A or equivalent.
- (2). The building used for learning must meet the requirements for safety, health, comfort, and security, and be equipped with electrical installations with adequate power and installations, both domestic waste and special waste, if necessary.

#### Article 61

- (1). Universities must provide facilities and infrastructure that can be accessed by students with special needs.
- (2). The facilities and infrastructure as referred to in paragraph (1) consist of:
- a. labeling in Braille and/or information sound;
  - b. ramps for wheelchair users;
  - c. guiding blocks on roads or corridors in the environment campus;
  - d. a map/plan of the campus or building in the form of an embossed map/plan;
  - e. toilet or bathroom for wheelchair users;
  - f. wheel chair; and
  - g. chairs for left-handed students.
- (3). Provisions regarding facilities and infrastructure for students with special needs are further regulated in detailed guidelines through the Rector's Regulation.

## **CHAPTER X STANDARDS FOR LEARNING FINANCING**

### Article 62

- (1). Learning financing includes components and amounts of investment costs and operational costs which are arranged in order to fulfill the learning outcomes of graduates.
- (2). The investment costs as referred to in paragraph (1) are for the procurement of facilities and infrastructure, development of lecturers, and education staff.
- (3). Operational costs as referred to in paragraph (1) to carry out educational activities which include lecturer fees, education staff costs, learning, operational costs and indirect operational costs.
- (4). The operational costs as referred to in paragraph (3) are determined per student per year which is referred to as the standard unit for higher education operational costs.

### Article 63

- (1). (Universities are required to have a fee recording system and carry out cost recording up to the Study Program unit.
- (2). The cost recording system as referred to in paragraph (1) is regulated through a separate regulation.
- (3). Universities, Faculties, and Study Programs are required to:
  - a. conduct an analysis of the operational costs of education as part of the preparation of the annual work plan and budget; and
  - b. evaluate the level of achievement of the standard unit cost of education at the end of each fiscal year.

### Article 64

- (1). Universities are required to seek education funding from various sources other than the tuition fees obtained from students.
- (2). Sources other than tuition fees obtained from students as referred to in paragraph (1) include:
  - a. grant;
  - b. professional and/or expertise services;
  - c. sustainable funds from alumni and philanthropists; and/or
  - d. cooperation between government and private institutions
- (3). Universities are obligated to formulate policies, mechanisms, and procedures in raising non-education costs obtained from students as referred to in paragraph (2) in an accountable and transparent manner in order to improve the quality of education.
- (4). Policies, mechanisms, and procedures in raising other than tuition fees obtained from students as referred to in paragraph (2) are regulated through separate regulations.

**CHAPTER XI**  
**STANDARDS FOR LEARNING MANAGEMENT AND QUALITY ASSURANCE**

**Part One**  
**Learning Management**

Article 65

- (1). In implementing learning management, the University is obliged to:
  - a. formulate policies, strategic plans, and operational plans related to learning in the form of a Curriculum Preparation Guide document;
  - b. coordinating learning according to the type and program educational 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 in accordance with UII's Vision and Mission;
  - d. conduct monitoring and evaluation of Study Program carrying out learning activities;
  - e. have guidelines for planning, implementation, evaluation, supervision, quality assurance, and development of learning activities and lecturers; and
  - f. submit a study program performance report in organizing learning programs through the higher education database, which is coordinated by the Academic Directorate.
- (2). In implementing learning management, the Study Program must:
  - a. compiling Curriculum documents at least involving lecturer staff, student input, stakeholder input, and in accordance with the Curriculum Preparation Guidelines;
  - b. organize learning programs in accordance with content standards, process standards, and assessment standards;
  - c. carry out systemic activities that create a quality atmosphere and culture;
  - d. monitor and evaluate periodically the implementation of the learning process; and
  - e. reporting on the implementation of the learning process.
- (3). Study Programs that organize double degree, joint degree, and acceleration learning, the management refers to the Rector's Regulation.

**Part Two**  
**Quality Assurance**

Article 66

- (1). The University through the unit in charge of quality assurance shall:
  - a. conduct monitoring, examination, evaluation, and assurance of the quality implementation of content standards, process standards, and assessment standards that have been determined, in order to achieve graduate learning outcomes, through Internal Academic Quality Audits, once in 1 (one) academic year;
  - b. measuring the level of achievement and/or the level of conformity of the implementation of content standards, process standards, and assessment standards from the results of the Internal Quality Audit; and

- c. report the results of the Academic Internal Quality Audit to the Leadership University, through the System Management Review Meeting forum on the University Quality Assurance results of the Academic Internal Quality Audit.
- (2). Study Programs must:
- a. measuring, analyzing, evaluating, and documenting the process of learning outcomes through the University Database and standard implementation recording forms;
  - b. documenting the implementation of systemic activities and innovations carried out to improve the academic atmosphere and quality culture; and
  - c. make a self-evaluation report at the time of curriculum preparation.

### **Part Three Academic Advisory Council**

#### Article 67

- (1). Study Programs may form an Academic Advisory Council.
- (2). In the event that there are 2 (two) or more Study Programs in the same field of science, Academic Advisory Council may be formed an integrated.
- (3). The Academic Advisory Council has the function of providing input to the Head of the Study Program regarding quality assurance on:
  - a. curriculum development;
  - b. evaluation of the learning process every semester; and
  - c. dispute resolution in the learning process.
- (4). Members of the Academic Advisory Council come from the following elements:
  - a. Study Program representatives;
  - b. representatives of the group of lecturers in the field of expertise;
  - c. representatives of graduate users or the industrial world;
  - d. student representatives; and/or e. alumni representatives.
- (5). Provisions regarding the Academic Advisory Council shall be regulated in the Rector's Regulation.

### **Part Four Academic Guidance and Counseling**

#### Article 68

- (1). Academic guidance is a mentoring process for students in academic and non-academic fields in the form of scheduled and incidental consultations according to student needs in order to support student success in their studies.
- (2). In the implementation of the academic guidance process as referred to in paragraph (1), each student is guided by a Dosen Academic Advisor who is determined by the Chancellor based on the proposal of the Head of the Study Program.
- (3). Academic Advisory Lecturers as referred to in paragraph (2) have the following duties:
  - a. provide direction and consideration to students in the preparation of the Semester Academic Plan (RAS);

- b. provide information related to academic rules and procedures that apply in accordance with the academic stages that are being taken by students;
  - c. monitor and evaluate the progress of student academic achievement;
  - d. provide motivational encouragement to students to excel in academic and non-academic fields as well as to complete their studies on time; and
  - e. provide input for non-academic fields that are related and relevant to the academic development of students.
- (4). Students are required to consult with the Academic Supervisor Dasen at least 2 (two) times in each semester.

#### Article 69

- (1). Guidance and counseling is a process of coaching and mentoring for students to assist students in finding solutions to problems that have an impact on the academic and non-academic fields as well as assisting students in building mentally and spiritually healthy individuals.
- (2). The university provides counseling guidance facilities as referred to in paragraph (1) through the counseling guidance implementing unit.
- (3). The executor of the counseling guidance as referred to in paragraph (2) is the Counselor.
- (4). Further provisions regarding counseling guidance shall be regulated through the Rector's Regulation.

## CHAPTER XII CLOSING PROVISIONS

### Article 70

At the time this Regulation comes into force:

- a. University Regulation Number 01/PU/Rek/111/2011 concerning Guidelines for Graduate Competency and Achievement Strategies for Strata One;
- b. University Regulation Number 03/PU/REK/BEH/XII/2013 concerning Management of Professional Education in the Universitas Islam Indonesia;
- c. University Regulation Number 04/REK/BEH/XII/2013 concerning the Implementation of Postgraduate Education in the Universitas Islam Indonesia;
- d. Regulation of the Universitas Islam Indonesia Number 05/PU/REK/BPA/111/2014 concerning Regulations for the Implementation of Activities of Academic the Diploma III Program of the Universitas Islam Indonesia and
- e. Regulation of the Universitas Islam Indonesia Number 04/pu/rek/BPA/III/2014 concerning Regulations for the Implementation of Academic Activities for the Undergraduate Program (S1) of Universitas Islam Indonesia.

are revoked and declared invalid.

At the time this University Regulation comes into force, all provisions which are implementing regulations relating to the Implementation of Education in the UII Environment are declared still valid as long as they do not conflict with these University Regulations.

### Article 71

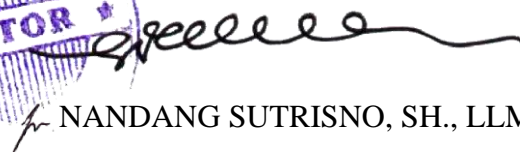
This regulation shall come into force on the date of ratification.

So that everyone knows it, it is ordered to document this Regulation in the Gazette of the Universitas Islam Indonesia.

Issued in : Yogyakarta  
At time : 14 Dzulhijah H  
September 5th, 2017 M



REKTOR,

  
NANDANG SUTRISNO, SH., LL.M., M.HUM., PH.D