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Curriculum Learning Content Standards
Internal Quality Assurance System
Universitas Diponegoro

Revision to	: 2
Date	: February 2, 2021
Reviewed by	: Vice Rector of Academic and Student Affairs
Controlled by	: EDQAI Undip
Approved by	: Undip Rector

UNIVERSITAS DIPONEGORO	CURRICULUM LEARNING CONTENT STANDARDS INTERNAL QUALITY ASSURANCE SYSTEM IQAS-UNDIP/SM/01/03	Approved by Rector
Revision to 2	Date 02-02-2021	

A. LEARNING CONTENT STANDARDS

1. RATIONAL

1. Mission of Universitas Diponegoro
2. To achieve this mission, Universitas Diponegoro as of its commitment to the Tri Dharma of higher education, especially in the field of quality, professionalism, and competitiveness in academics, requires the availability of graduate competency standards that can accommodate stakeholders from various professional backgrounds, graduate users, and the general public.
3. Graduate competency standards at the higher education level, as one of the mandates of national higher education standards, aim to enrich the nation's intellectual life, advance science and technology by applying the humanities, and promote the sustainable culture and empowerment of the Indonesian nation in accordance with the level and type of education pursued.

2. SUBJECT/PARTIES RESPONSIBLE FOR ACHIEVING STANDARD

1. The Rector and the Vice Rector of Academic and Student Affairs as leaders of the University
2. The Dean, in conjunction with the Vice Dean for Academic and Student Affairs as leaders of Faculty
3. The Head of Department and/or Head of Study Program

as Leaders of Department and/or Study Program

3. DEFINITION OF TERMS

1. Learning process standards are the minimum criteria for the implementation of learning in study programs to achieve graduate learning outcomes.
2. Learning is the process of interaction between students and educators, as well as learning resources, in a learning environment.
3. Educators are professional educators and scholars with the primary task of transforming, developing, and disseminating knowledge and technology through education, research, and community service.
4. Study program is an educational and learning activity unit with a specific curriculum and teaching methods in one type of academic education, professional education, and/or vocational education.
5. One semester credit unit, hereinafter referred to as 1 (one) credit, is a measure of recognition for learning experiences obtained during 1 (one) semester through weekly activities: for lectures, recitations, or tutorials, including 50 (fifty) minutes of scheduled face-to-face contact (lectures), 60 (sixty) minutes of structured activities, and 60 (sixty) minutes of independent activities; for seminars or similar forms, it includes 100 (one hundred) minutes of face-to-face contact (lectures) and 70 (seventy) minutes of independent activities; for laboratories, studio practices, workshop practices, field practices, research, community

service, and/or similar learning processes, it consists of 170 (one hundred seventy) minutes of activities.

6. A semester is a unit of time for effective learning processes lasting at least 16 (sixteen) weeks, including mid-semester exams and final semester exams.

4. STANDARD CONTENT STATEMENT

1. Undip has guidelines for the development of the depth and breadth of learning materials that are aligned with the graduate learning outcomes based on the KKNI, in the form of the Curriculum of the Study Program.
2. Study programs have guidelines for the depth and breadth of learning materials, which are reflected in further study materials in the form of courses structured within the Program Curriculum. These guidelines are informed by research outcomes and community engagement and are aligned with the Graduate Learning Outcomes.
3. Study programs have guidelines and implement student learning periods and workloads in terms of credits (SKS) in accordance with the requirements specified by SN-DIKTI.
4. Study programs have documents for evaluating the depth and breadth of learning materials, involving both internal and external stakeholders, conducted at least once every academic year.

5. STRATEGY

1. Ensure that all learning processes are implemented in accordance with the Course Syllabus (RPS).

2. Ensure that the implementation of the learning process includes mechanisms for monitoring, reviewing, and improving student attendance, faculty attendance, and the alignment of RPS with lecture execution on a semester basis.
3. Organize training on teaching techniques and processes, such as Active Learning (AA) and Professional Ethics (PEKERTI).
4. Provide characteristics of the learning process to ensure that Teaching and Learning Activities (PBM) align with SN-DIKTI standards.
5. Prepare Semester Learning Plans (RPS) for all courses in the study program.
6. Compare the number of RPS with the total number of courses in the study program.
7. Ensure alignment between Course Learning Outcomes in RPS and the criteria of Graduate Learning Outcomes in the study program.
8. Compare Course Learning Outcomes with the Program Learning Outcomes Map (curriculum map).
9. Provide learning monitoring documents.
10. Compare the alignment of learning implementation with the RPS.

6.INDICATORS

1. The implementation of Teaching and Learning Activities (PBM) aligns with the characteristics of the learning process in SN-DIKTI.

2. Availability of Semester Learning Plans (RPS) for all courses in the study program, as evidenced by the percentage of Semester Learning Plan (RPS) documents per program.

3. Alignment of Course Learning Outcomes in RPS with the criteria of Graduate Learning Outcomes in the study program, as evidenced by the percentage of alignment documents per program.
4. Availability of learning contracts at the beginning of lectures and uploaded to SIAP, as evidenced by the percentage of learning contract documents per program.
5. Availability of learning monitoring documents, as evidenced by the percentage of monitoring document per program.
6. Availability of documents for the review and update of RPS to ensure that the learning process follows developments in knowledge and the world of work, as evidenced by the percentage of review and update documents per program.
7. Availability of research-based learning process documents, as evidenced by the percentage of research-based learning process documents per program.
8. Availability of community engagement-based learning process documents, as evidenced by the percentage of community engagement-based learning process documents per program.
9. Availability of documents for monitoring teaching methods, as evidenced by the percentage of monitoring document per program.

10. Availability of documents for monitoring learning formats, as evidenced by the percentage of monitoring document per program.
11. Availability of documents for monitoring the learning process related to credit loads (SKS), as evidenced by the percentage of monitoring document per program.

7. RELATED DOCUMENTS

1. Documents on the characteristics of the learning process in accordance with SN-DIKTI.
2. Semester Learning Plans (RPS) document for all courses in the study program
3. Documents on Course Learning Outcomes in RPS aligned with the criteria of Graduate Learning Outcomes in the study program.
4. Learning contract document at the beginning of the semester and uploaded to SIAP.
5. Learning monitoring documents
6. Documents for the review and update of RPS to ensure that the learning process follows developments in knowledge and the world of work.
7. Research-based learning process documents
8. Community engagement-based learning process documents.
9. Documents for monitoring teaching methods
10. Documents for monitoring learning formats.

11. Documents for monitoring the learning process related to credit loads (SKS).

8. REFERENCES

1. Republic of Indonesia Law No. 20 of 2003 on the National Education System
2. Law No. 12 of 2012 on Higher Education.
3. Government Regulation of the Republic of Indonesia No. 17 of 2010 on the Management and Implementation of Education
4. Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Management of Higher Education Institutions (State Gazette of the Republic of Indonesia Year 2014 No. 16, Supplement to State Gazette of the Republic of Indonesia No. 5500).
5. Presidential Regulation Number 8 of 2012 on the Indonesian National Qualifications Framework
6. Minister of Education and Culture Regulation of the Republic of Indonesia No. 73 of 2013 on the Implementation of the Indonesian National Qualifications Framework in Higher Education.
7. Minister of Research, Technology, and Higher Education Regulation of the Republic of Indonesia No.

9. APPENDIX

