



REGULATION OF THE MINISTER OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY
REPUBLIC OF INDONESIA

NUMBER 39 OF 2025

ABOUT

QUALITY ASSURANCE OF HIGHER EDUCATION

BY THE GRACE OF GOD ALMIGHTY

MINISTER OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY
REPUBLIC OF INDONESIA,

Considering: a. that in order to improve the quality of higher education implementation that has an impact and is in line with developments in higher education quality assurance internationally, it is necessary to make adjustments to the higher education quality assurance policy in the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education Quality Assurance;

b. that the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education as referred to in letter a is no longer in accordance with developments and legal requirements, so it needs to be replaced;

c. that based on the considerations as referred to in letters a and b, it is necessary to stipulate a Regulation of the Minister of Higher Education, Science and Technology concerning Quality Assurance of Higher Education;

Considering: 1. Article 17 paragraph (3) of the 1945 Constitution of the Republic of Indonesia;

2. Law Number 39 of 2008 concerning State Ministries (State Gazette of the Republic of Indonesia 2008 Number 166, Supplement to the State Gazette of the Republic of Indonesia Number 4916)

as amended by Law Number 61 of 2024 concerning Amendments to

Law Number 39 of 2008 concerning State Ministries (State Gazette of the Republic of Indonesia 2024 Number 225 Supplement to the State Gazette of the Republic of Indonesia Number 6994);

3. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
4. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions (State Gazette of the Republic of Indonesia 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
5. Government Regulation Number 57 of 2021 concerning National Education Standards (State Gazette of the Republic of Indonesia 2021 Number 87, Supplement to the State Gazette of the Republic of Indonesia Number 6676) as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (State Gazette of the Republic of Indonesia 2022 Number 14, Supplement to the State Gazette of the Republic of Indonesia Number 6762);
6. Presidential Regulation Number 189 of 2024 concerning the Ministry of Higher Education, Science, and Technology (State Gazette of the Republic of Indonesia 2024 Number 386);
7. Regulation of the Minister of Higher Education, Science, and Technology Number 1 of 2024 concerning the Organization and Work Procedures of the Ministry of Higher Education, Science, and Technology (State Gazette of the Republic of Indonesia 2024 Number 1051);

DECIDE:

To stipulate: REGULATION OF THE MINISTER OF HIGHER EDUCATION, SCIENCE, AND TECHNOLOGY CONCERNING QUALITY ASSURANCE OF HIGHER EDUCATION.

PIG
GENERAL REQUIREMENTS

article 1

In this Ministerial Regulation, the following terms are defined as:

1. Higher Education Quality Assurance is a systemic activity to improve the quality of higher education in a planned and sustainable manner.
2. National Standards for Higher Education, hereinafter referred to as SN Dikti, are standard units which include national education standards plus research standards and community service standards.
3. The Tridharma of Higher Education, hereinafter referred to as Tridharma, is the obligation of higher education institutions to organize education, research and community service.
4. The Higher Education Quality Assurance System, hereinafter referred to as SPM Dikti, is a series of elements and processes related to the quality of higher education that are interconnected.

related and structured regularly to guarantee and improve the quality of higher education in a planned and sustainable manner.

5. The Internal Quality Assurance System, hereinafter abbreviated as SPMI, is a series of elements and processes that are interrelated and arranged in an orderly manner in order to guarantee and improve the quality of higher education in higher education institutions autonomously.
6. The External Quality Assurance System, hereinafter abbreviated as SPME, is a series of elements and processes that are interrelated and arranged in an orderly manner in order to guarantee and improve the quality of higher education through Accreditation.
7. Accreditation is an assessment activity in accordance with the criteria that have been determined based on the SN Dikti.
8. The Curriculum Study Period is the theoretical time required to complete the entire study load in the curriculum in a full-time higher education program.
9. Study Period is the time required by students to complete the entire study load in the curriculum in a higher education program which may differ from the Curriculum Study Period.
10. The Higher Education Database, hereinafter referred to as PD Dikti, is a collection of data on the implementation of higher education for all tertiary institutions that is integrated nationally.
11. The Ministry of Higher Education, Science and Technology, hereinafter referred to as the Ministry, is the ministry that organizes the administration of higher education which is within the scope of government affairs in the field of education and government affairs in the field of science and technology.
12. The Minister of Higher Education, Science and Technology, hereinafter referred to as the Minister, is the minister who organizes the administration of higher education which is within the scope of government affairs in the field of education and government affairs in the field of science and technology.
13. The National Accreditation Board for Higher Education, hereinafter abbreviated as BAN-PT, is a body formed by the Government to develop an Accreditation system.
14. The Independent Accreditation Institution, hereinafter abbreviated as LAM, is an independent accreditation institution established by the Government or a community recognized by the Government.

Article 2

- (1) Quality assurance of higher education is carried out through the determination, implementation, evaluation, control and improvement of higher education standards.

- (2) The higher education standards as referred to in paragraph (1) consist of:
 - a. SN Dikti; and
 - b. higher education standards set by universities.

CHAPTER II

NATIONAL STANDARDS OF HIGHER EDUCATION

Part One General

Article 3

- (1) SN Dikti aims to:
 - a. provide a framework for the implementation of higher education to achieve the goals of higher education that play a strategic role in improving the intelligence of the nation, as well as advancing science and technology for the advancement of sustainable development of the Indonesian nation; b. ensure the implementation of higher education that is effective, inclusive, and adaptive in accordance with the dynamics of developments in science, technology, and community life;
 - c. guarantee the provision of higher education to produce superior human resources; and
 - d. encourage universities to continuously improve their quality beyond the SN Dikti.
- (2) Every university must fulfill the SN Dikti to realize national education goals.

Article 4

- (1) SN Dikti consists of:
 - a. national education standards;
 - b. research standards; and
 - c. community service standards.
- (2) National education standards, research standards and community service standards as referred to in paragraph (1) are an inseparable whole as the basis for higher education institutions in implementing the Tridharma.
- (3) The implementation of the Tridharma as referred to in paragraph (2) is in accordance with the mission and mandate of the higher education institution by determining the proportion of implementation of each dharma at the higher education institution, study program and individual lecturer level.

Part Two
National Education Standards

Paragraph 1
General

Article 5

- (1) National education standards consist of:
 - a. educational output standards;
 - b. educational process standards; and c. educational input standards.
- (2) The educational output standards as referred to in paragraph (1) letter a are graduate competency standards.
- (3) The educational process standards as referred to in paragraph (1) letter b consist of:
 - a. learning process standards; b. assessment standards; and c. management standards.
- (4) The educational input standards as referred to in paragraph (1) letter c consist of:
 - a. content standards;
 - b. standards for lecturers and educational staff; c. standards for facilities and infrastructure; and d. financing standards.
- (5) The national education standards as referred to in paragraph (1) serve as a reference in compiling, organizing and evaluating the curriculum.

Paragraph 2
Graduate Competency Standards

Article 6

- (1) Graduate competency standards are the minimum criteria regarding the unity of competency in attitudes, skills and knowledge which show the student's achievements from the results of their learning at the end of the higher education program.
- (2) The graduate competency standards as referred to in paragraph (1) are used to prepare students to become members of society who are faithful, pious, have noble morals, have character in accordance with Pancasila values, are capable and independent in applying, developing, discovering science and technology that is beneficial to society, and actively develop their potential.
- (3) The graduate competency standards as referred to in paragraph (1) are formulated in the graduate learning outcomes.

Article 7

The learning outcomes of graduates as referred to in Article 6 paragraph (3) for each study program include competencies which include:

- a. mastery of science and technology,

specific skills/expertise and their application to 1 (one) or a group of specific scientific fields;

- b. general skills required as a basis for mastering science and technology and relevant fields of work;
- c. knowledge and skills needed for the world of work and/or to continue studies at a higher level or to obtain a professional certificate; and
- d. intellectual ability to think independently and critical as a lifelong learner.

Article 8

- (1) The learning outcomes of graduates as referred to in Article 7 are compiled by the study program management unit by involving: a. stakeholders; and/or b. the business world, the industrial world, and the world of work.
- (2) Graduate learning outcomes as referred to in paragraph (1) pay attention to:
 - a. the vision and mission of the university;
 - b. Indonesia's national qualifications framework; c. developments in science and technology; d. work competency needs of the world of work;
 - e. the scientific domain of the study program; f. the main competencies of study program graduates; and g. curriculum of similar study programs.
- (3) The learning achievements of graduates as referred to in paragraph (1) are informed to students in the study program.
- (4) The learning outcomes of graduates as referred to in paragraph (1) are compiled into courses in each study program.
- (5) The courses referred to in paragraph (4) have course learning outcomes that contribute to the learning outcomes of graduates.

Article 9

The main competencies of graduates of the study program as referred to in Article 8 paragraph (2) letter f must fulfill the following provisions: a. Diploma one program, minimum: 1.

mastering the general concepts of knowledge and

complete operational skills; and 2. able to carry out a series of specific tasks;

- b. Diploma two program, minimum: 1. mastering the basic principles of knowledge and skills in a specific field of expertise; and 2. being able to complete tasks with a wide scope and specific cases by selecting the appropriate standard method;

- c. Diploma three program, minimum: 1. mastering theoretical concepts in a particular field of knowledge and skills in general;

2. able to complete wide-ranging work;
And
 3. able to choose the appropriate method from a variety of
standard and non-standard options based on data analysis;
- d. undergraduate program, minimum: 1.
- mastering theoretical concepts in a particular field of knowledge and skills in
general and specifically to solve problems procedurally in accordance
with the scope of work; and
2. able to adapt to changing situations
faced;
- e. applied undergraduate program, minimum:
1. able to apply theoretical concepts in certain areas of knowledge
and skills in general and specifically to solve problems
procedurally in accordance with the scope of work; and
2. able to adapt to changing situations
faced;
- f. professional program, minimum:
1. master the theory of application of certain fields of knowledge
and skills by utilizing science and technology in certain
professional fields; and
2. able to manage resources, apply professional standards, evaluate and
develop organizational strategies;
- g. Master's program, at least mastering the theory of a particular field
of knowledge to develop science and technology through research
or the creation of innovative works;
- h. applied master's program, at a minimum able to develop expertise
based on understanding science and technology through research
or the creation of innovative works that can be applied in certain
work areas;
- i. specialist program, at least mastering the theory of a particular
scientific field to develop science and technology in the scientific
field and professional practice through professional practice and
supported by scientific research;
- j. doctoral program, minimum:
1. master the scientific philosophy of certain fields of knowledge
and skills; and
 2. able to deepen and expand knowledge and technology through
research or the creation of original and tested works;
- k. applied doctoral program, minimum:
1. able to develop and improve in-depth specific expertise based
on the application of an understanding of the philosophy of
science in certain fields of knowledge and skills; and

2. able to deepen and expand knowledge and technology through research or the creation of innovative works that can be applied in certain work areas; and

- I. subspecialist program, minimum:
 1. mastering the scientific philosophy of a particular field of knowledge and skills; and
 2. able to deepen knowledge and technology more specifically in their scientific fields and professional practice through professional practice and supported by scientific research.

Article 10

- (1) The main competencies of graduates of study programs as referred to in Article 9 are compiled by associations of similar study programs together with other related parties.
- (2) In the event that an association of similar study programs as referred to in paragraph (1) has not been formed, the main competencies of study program graduates will be compiled by the tertiary institution.

Paragraph 3

Learning Process Standards

Article 11

- (1) Learning process standards are the minimum criteria for the learning process to achieve graduate competency standards.
- (2) The learning process standards as referred to in paragraph (1) include:
 - a. planning the learning process;
 - b. implementation of the learning process; And
 - c. assessment of the learning process.

Article 12

- (1) Planning the learning process as referred to in Article 11 paragraph (2) letter a is an activity of formulating:
 - a. learning outcomes that are the objectives Study;
 - b. how to achieve learning goals through strategies and learning methods; and
 - c. how to assess the achievement of learning outcomes.
- (2) Planning of the learning process as referred to in paragraph (1) is carried out by lecturers and/or a team of lecturers in coordination with the study program management unit.

Article 13

- (1) The implementation of the learning process as referred to in Article 11 paragraph (2) letter b is the implementation of learning activities in a structured manner in accordance with the direction of the lecturer and/or team of lecturers in charge with certain forms, strategies and learning methods.

- (2) Implementation of the learning process as referred to in paragraph (1) refers to planning the learning process by utilizing appropriate learning resources.

Article 14

- (1) The implementation of the learning process is organized with:
- a. create learning that is fun, inclusive, collaborative, creative and effective;
 - b. provide equal learning opportunities without differentiating educational, social, economic, cultural, linguistic, student admission pathways, and special student needs;
 - c. guarantee the safety, comfort and well-being of the academic community; and
 - d. provide flexibility in the educational process to facilitate lifelong continuing education.
- (2) Guaranteeing the security, comfort and welfare of the academic community as referred to in paragraph (1) letter c includes the prevention and handling of violence against the academic community in accordance with the provisions of laws and regulations.
- (3) Flexibility in the education process as referred to in paragraph (1) letter d is provided in the form of:
- a. learning processes that can be carried out face-to-face, remotely including online, or a combination of face-to-face and remotely;
 - b. freedom for students to take part in education at various stages of the curriculum or study in accordance with the study program curriculum; and
 - c. freedom for students to complete their education through recognition of prior learning in accordance with statutory provisions.

Article 15

- (1) The learning process is implemented with a semester credit system.
- (2) The learning process as referred to in paragraph (1) is implemented with a curriculum period of 2 (two) semesters for 1 (one) academic year.
- (3) Apart from the 2 (two) semesters as referred to in paragraph (2), higher education institutions may hold 1 (one) intermediate semester according to needs.
- (4) The study load in the learning process as referred to in paragraph (1) is stated in semester credit units.
- (5) The semester credit units as referred to in paragraph (4) are the measurement of study activity time charged to students per semester in

the learning process through various forms of learning and the level of recognition for the success of students' efforts in participating in curricular activities in a study program.

- (6) The study load of 1 (one) semester credit unit is equivalent to 45 (forty-five) hours per semester.

Article 16

- (1) Fulfillment of the study load as referred to in Article 15 paragraph (4) is carried out in the form of lectures, responses, tutorials, seminars, practicals, studios, research, design, development, final assignments, national defense training, student exchanges, internships, entrepreneurship, community service, and/or other forms of learning.
- (2) The form of learning as referred to in paragraph (1) is carried out through the following activities:
 - a. guided learning;
 - b. structured assignments; and/or
 - c. independent.
- (3) Calculation of the learning load in a block system, module or other form is determined according to the needs to meet learning outcomes.
- (4) Fulfillment of the study load can be done outside the study program in the form of learning:
 - a. in different study programs at same college;
 - b. in the same study program or a different study program at another university; and
 - c. in institutions outside of higher education.
- (5) Learning at institutions outside higher education as referred to in paragraph (4) letter c is an activity in a program that can be determined by the Ministry and/or higher education leaders.
- (6) Learning at institutions outside higher education as referred to in paragraph (4) letter c is carried out with the guidance of lecturers and/or other supervisors determined by the higher education institution and/or institutions outside higher education that are partners in implementing the learning process.

Article 17

- (1) Learning load and Curriculum Period on:
 - a. diploma one program, at least 36 (thirty six) semester credit units designed for 2 (two) semesters;
 - b. diploma two program, at least 72 (seventy two) semester credit units designed for 4 (four) semesters; and
 - c. Diploma three program, at least 108 (one hundred and eight) semester credit units designed for 6 (six) semesters.

- (2) Distribution of study load as referred to in Article (1):
 - a. in the first and second semesters a maximum of 20 (twenty) semester credit units; and
 - b. in the third semester and thereafter a maximum of 24 (twenty four) semester credit units.
- (3) Distribution of study load other than the provisions referred to in paragraph (2) may be implemented in semesters with a maximum of 9 (nine) semester credit units.
- (4) Students in diploma one, diploma two and diploma three programs are required to undertake internships in the relevant business world, industrial world and work world.
- (5) Internship activities as referred to in paragraph (4) are carried out with a duration and study load determined by the university.
- (6) Students in the diploma three program can be given a final assignment in the form of a prototype, project, or other similar form of final assignment, either individually or in groups.

Article 18

- (1) The study load and curriculum duration for undergraduate or applied undergraduate programs is at least 144 (one hundred and forty four) semester credit units designed for 8 (eight) semesters.
- (2) Distribution of the study load as referred to in paragraph (1) is as follows:
 - a. semester one and semester two, a maximum of 20 (twenty) semester credit units; and
 - b. third semester and onwards, a maximum of 24 (twenty four) semester credit units.
- (3) Distribution of study load other than the provisions referred to in paragraph (2) may be implemented in semesters with a maximum of 9 (nine) semester credit units.
- (4) Students in undergraduate and applied undergraduate programs can fulfill part of the study load outside the study program as referred to in Article 16 paragraph (4).
- (5) Students in the applied undergraduate program are required to undertake internships in the business world, industrial world or relevant work world.
- (6) The duration and study load to fulfill part of the study load outside the study program and internship activities as referred to in paragraph (4) and paragraph (5) are determined by the university.
- (7) Higher education institutions are required to facilitate the fulfillment of study loads outside of study programs and internship activities as referred to in paragraph (4) and paragraph (5).
- (8) The provisions as referred to in paragraphs (4) to (7) are exempt for students in medical, midwifery and nursing study programs.

- (9) Study programs in undergraduate or applied undergraduate programs ensure the achievement of graduate competencies through:
- a. giving final assignments which can be in the form of a thesis, prototype, project, or other similar form of final assignment, either individually or in groups; or
 - b. implementation of project-based curriculum or other similar forms of learning and assessments that can demonstrate the achievement of graduate competencies.

Article 19

- (1) The study load and curriculum duration for a master's or applied master's program is at least 36 (thirty-six) semester credit units designed for at least 3 (three) semesters.
- (2) Students in master's or applied master's programs are required to be given a final assignment in the form of a thesis, prototype, project, or other similar form of final assignment.

Article 20

- (1) The curriculum duration for the doctoral or applied doctoral program is designed for 6 (six) semesters.
- (2) Students in doctoral or applied doctoral programs are required to be given a final assignment in the form of a dissertation, prototype, project, or other similar form of final assignment.

Article 21

- (1) The study program management unit can organize special education through an accelerated learning program for students who have extraordinary abilities to be able to take part in course learning as a credit-earning activity in the program:
- a. Masters or applied Masters in the field the same after at least 6 (six) semesters following an undergraduate or applied undergraduate program; b. teacher professional education after at least 6 (six) semesters following an undergraduate or applied graduate program; and/or
 - c. doctoral or applied doctoral degree in the same field after at least 2 (two) semesters following a master's or applied master's program.
- (2) The study programs of origin and destination of students as referred to in paragraph (1) are held at the same tertiary institution.
- (3) The study programs of origin and destination of students as referred to in paragraph (2):
- a. have superior accredited status;
 - b. have internationally accredited status;

or

c. determined by the Minister based on needs
urge.

- (4) Higher education institutions submit a permit to the Minister to implement an accelerated learning program.
- (5) The requirements for accelerated learning programs and students' extraordinary abilities as referred to in paragraph (1) are implemented in accordance with the provisions of laws and regulations regarding the provision of special education in higher education.

Article 22

The study load and curriculum duration for professional, specialist or subspecialist programs are compiled and determined by the university together with professional organizations.

other ministries, and/or non-ministerial government agencies that are responsible for the quality of professional services in accordance with the provisions of laws and regulations.

Article 23

- (1) Higher education institutions determine the study period for full-time and part-time students by taking into account the curriculum duration, total study load, effectiveness of learning for the students concerned, flexibility in the learning process, availability of funding support, and efficiency of use of higher education resources.
- (2) The study period as referred to in paragraph (1) does not exceed 2 (two) times the curriculum period for full-time students.
- (3) Study programs organized in collaboration with foreign universities may set study loads and curriculum durations that differ from these Ministerial Regulations after receiving approval from the Minister.

Article 24

- (1) Assessment of the learning process as referred to in Article 11 paragraph (2) letter c is an assessment activity regarding the planning and implementation of the learning process which aims to improve the learning process.
- (2) Assessment of the learning process as referred to in paragraph (1) is carried out by lecturers and/or a team of lecturers in coordination with the study program management unit.

Article 25

- (1) Higher education institutions conduct evaluations of the learning process.

- (2) The evaluation as referred to in paragraph (1) must be carried out on at least 2 (two) aspects:
 - a. learning activities in each class; b. number of active students in each class; c. curriculum duration; d. student study completion period; and
 - e. the level of absorption of student graduates in the world of work.
- (3) Higher education institutions use the evaluation results as referred to in paragraph (1) to improve and enhance the learning process on an ongoing basis.

Paragraph 4 Assessment Standards

Article 26

- (1) Assessment standards are the minimum criteria for assessing student learning outcomes to achieve graduate competency standards.
- (2) Assessment of student learning outcomes as referred to in paragraph (1) is carried out in a valid, reliable, transparent, accountable, fair, objective and educational manner.

Article 27

- (1) Assessment of student learning outcomes is in the form of assessments formative and summative assessment.
- (2) Formative assessment as referred to in paragraph (1) aims to:
 - a. monitor student learning progress; b. provide feedback so that students meet learning outcomes; and
 - c. improve the learning process.
- (3) Summative assessment as referred to in paragraph (1) aims to assess the achievement of student learning outcomes as a basis for determining whether a student has passed a course and graduated from a study program, with reference to the fulfillment of graduate learning outcomes.
- (4) Summative assessment as referred to in paragraph (1) is carried out in the form of written exams, oral exams, project assessments, assignment assessments, competency tests, and/or other similar forms of assessment.
- (5) Formative assessment and summative assessment as referred to in paragraph (1) are carried out using an assessment mechanism determined by the university.
- (6) The assessment mechanism as referred to in paragraph (5) is socialized to students.

Article 28

- (1) Assessment of student learning outcomes in a course is stated in:
 - a. achievement index; or
 - b. information on whether you passed or failed.

- (2) The form of the achievement index assessment as referred to in paragraph (1) letter a is stated in the range: a. letter A is equivalent to the number 4 (four); b. letter B is equivalent to the number 3 (three); c. letter C is equivalent to the number 2 (two); d. letter D is equivalent to the number 1 (one); or e. letter E is equivalent to the number 0 (zero).
- (3) Higher education institutions may provide intermediate grades according to the range of grades in letters and numbers as referred to in paragraph (2).
- (4) The information on passing or failing as referred to in paragraph (1) letter b can be used for courses which:
 - a. in the form of activities outside the classroom; and/
 - or b. using summative assessment in the form of competency tests.
- (5) Results of learning achievement assessments on:
 - a. each semester is stated with an Achievement Index Semester; and
 - b. the end of the study program is stated with Grade-point average.
- (6) Semester Achievement Index and Cumulative Achievement Index are only calculated from the average value of courses that use the achievement index assessment as referred to in paragraph (1) letter a.
- (7) The results of the summative assessment are reported by the university to PD Dikti.

Article 29

- (1) Assessment of the final assignment is carried out by examiners appointed by the university.
- (2) The final assignment examiner as referred to in paragraph (1) in the doctoral or applied doctoral program involving examiners from outside the university.
- (3) Examiners who come from outside the university as referred to in paragraph (2) must:
 - a. independent from the implementation of the final project research being assessed; and
 - b. free from potential conflicts of interest with students and the promoter team.

Article 30

- (1) Students in diploma programs and undergraduate or applied undergraduate programs are declared to have graduated if they have completed the entire study load stipulated and have achieved the graduate learning outcomes targeted by the study program with a Cumulative Achievement Index greater than or equal to 2.0 (two point zero).
- (2) Students in professional programs, master's programs, applied master's programs, specialist programs, doctoral programs, applied doctoral programs, and subspecialist programs are declared to have graduated if they have completed the entire study load stipulated and have achieved the following:

graduate learning targeted by the study program with a Cumulative Achievement Index greater than or equal to 3.0 (three point zero).

- (3) Higher education institutions may award graduation certificates to students as referred to in paragraph (1) and paragraph (2) in accordance with the criteria determined by the higher education institution.

Paragraph 5 Management Standards

Article 31

- (1) Management standards are minimum criteria regarding planning, implementation, supervision and as well as control of educational activities to achieve graduate competency standards.
- (2) Planning, implementation, as well as supervision and control of educational activities as referred to in paragraph (1) are carried out by applying the principles of good higher education governance to carry out the mission of the higher education institution.

Article 32

- (1) Planning of educational activities as referred to in Article 31 paragraph (1) is carried out by higher education institutions by preparing long-term development plans which are stated in the higher education institution's strategic plan.
- (2) Planning of educational activities to continuously improve learning processes and outcomes is outlined in medium-term and short-term plans.

Article 33

- (1) Implementation of educational activities as referred to in Article 31 paragraph (1) is carried out:
 - a. by upholding integrity and ethics academic; and
 - b. within the framework of academic freedom, freedom of academic expression, and responsible scientific autonomy.
- (2) The implementation of educational activities as referred to in paragraph (1) shall at least include:
 - a. management and services to students; b. resource management; and
 - c. data and information management by utilizing information and communication technology.

Article 34

- (1) Supervision and control of educational activities as referred to in Article 31 paragraph (1) is carried out in academic and non-academic fields based on the mission of the higher education institution.

- (2) Supervision and control of educational activities as referred to in paragraph (1) shall at least include:
- a. monitoring and evaluation of the implementation of educational activities and the effectiveness of academic policies;
 - b. monitoring potential risks;
 - c. guaranteeing compliance with academic authority regulations and academic ethics;
 - d. receiving, documenting, processing and resolving complaints, reports or grievances regarding alleged violations of academic ethics, violations of university regulations, and violations of laws and regulations; and
 - e. reporting and accountability for the use of funding assistance and/or resources from partners.

Article 35

Management and services to students as referred to in Article 33 paragraph (2) letter a include at least:

- a. new student admissions;
- b. student preparation; and
- c. student services.

Article 36

- (1) Acceptance of new students as referred to in Article 35 letter a is based on the potential and achievements of students in academic and/or non-academic fields.
- (2) Acceptance of new students as referred to in paragraph (1) is of the following nature:
- a. affirmative by showing support for students who are economically disadvantaged;
 - b. inclusive by paying attention to needs specifically for students; and
 - c. fair by providing open opportunities without differentiating between ethnicities, religions, races and groups.
- (3) Acceptance of new students as referred to in paragraph (1):
- a. announced openly on the official website of the university and can be accessed by the public; and
 - b. carried out through a selection mechanism transparent and accountable.
- (4) Universities in accepting new students can carry out recognition of prior learning in accordance with the provisions of laws and regulations.

Article 37

- (1) Preparation of students as referred to in Article 35 letter b is carried out for new students who will begin their education.

- (2) Preparation of students as referred to in paragraph (1) includes at least:
- a. general explanation of the college;
 - b. learning methods that uphold the principles of academic integrity;
 - c. how to create a campus that is free from sexual violence, bullying, and intolerance; and
 - d. how to adapt to life in college that is safe, healthy, and environmentally friendly.
- (3) All activities in preparing students as referred to in paragraph (1) must be free from sexual violence, bullying and intolerance.

Article 38

- (1) Student services as referred to in Article 35 letter c shall at least include the following services:
- a. academic administration;
 - b. guidance and counseling;
 - c. health; and
 - d. basic needs for students with special needs.
- (2) Student services as referred to in paragraph (1) may be provided by special units or integrated into the management of higher education institutions.

Article 39

- (1) Management of data and information by utilizing information and communication technology as referred to in Article 33 paragraph (2) letter c aims to:
- a. ensure the security, truth, accuracy, completeness and currency of academic data;
 - b. support the implementation, planning, supervision and decision-making in the higher education institutions;
 - c. reporting university profile and performance data to PD Dikti in accordance with statutory regulations; and
 - d. providing data and information on higher education institutions which is publicly accessible.
- (2) Data and information on higher education institutions that can be accessed by the public as referred to in paragraph (1) letter d is presented at least via the official website of the higher education institution.

Paragraph 6

Content Standards

Article 40

Content standards are the minimum criteria that cover the scope of learning materials to achieve graduate competency standards.

Article 41

- (1) The learning materials as referred to in Article 40 for each study program have a level of depth and breadth according to the type, program and graduate competency standards, taking into account developments:
 - a. science and technology which form the scientific basis of the study program;
 - b. cutting-edge science and technology relevant to the study program; c. new concepts resulting from current research; and
 - d. the world of work that is relevant to the graduate's profession study program.
- (2) The level of depth and breadth of learning material as referred to in paragraph (1) refers to the learning achievements of graduates of each study program.

Article 42

- (1) Learning materials in academic education are primarily aimed at preparing graduates to be able to master, develop and/or apply branches of science and technology.
- (2) Learning materials in vocational education are primarily intended to prepare graduates to be able to develop skills and reasoning through the application of science and technology to carry out work with certain applied skills.
- (3) Learning materials in professional education are primarily aimed at preparing graduates to be able to carry out work that requires special skills.

Article 43

- (1) The learning materials as referred to in Article 42 are arranged in the study program curriculum and can be stated separately or integrated in the form of:
 - a. courses;
 - b. module;
 - c. thematic blocks; and/or
 - d. other forms.
- (2) Learning materials in the curriculum as referred to in paragraph (1) can be filled with micro competency programs.
- (3) The micro competency program as referred to in paragraph (2) consists of:
 - a. short-term learning with credentials micro;
 - b. online learning from other institutions that are open (*massive open online courses*); and/or
 - c. other forms.

Article 44

- (1) The minimum study program curriculum includes:
 - a. graduate learning outcomes;
 - b. Curriculum Study Period;
 - c. learning methods;
 - d. learning modalities;
 - e. competency requirements and/or qualifications of prospective students; f. assessment of learning outcomes;
 - g. learning materials that must be taken; and h. procedures for accepting students at various stages of the curriculum.
- (2) In the case of a study program accommodating students through recognition of prior learning, the study program curriculum as referred to in paragraph (1) also includes procedures for accepting students at various stages of the curriculum.

Article 45

- (1) Study programs in vocational education can implement a curriculum that is organized jointly with the business world, the industrial world and the world of work in a dual system or other term.
- (2) The dual system curriculum or other terms as referred to in paragraph (1) is a curriculum that combines learning at a university with internships in the business world, industrial world, work world and/or industry managed by a university (*teaching factory*).

Paragraph 7

Standards for Lecturers and Education Personnel

Article 46

- (1) The standards for lecturers and educational staff are minimum criteria regarding:
 - a. the competence and qualifications of lecturers to carry out their duties and functions as role models, educators and learning designers, facilitators, and student motivators; and
 - b. the competence and qualifications of educational staff in accordance with their duties and functions in carrying out administration, management, development, supervision and technical services to support the educational process,to achieve graduate competency standards.
- (2) The lecturer competencies as referred to in paragraph (1) letter a include pedagogical, personality, social and professional competencies.
- (3) The qualifications of lecturers for each higher education program are determined in accordance with the provisions of statutory regulations.
- (4) Fulfillment of the qualifications of lecturers who come from practitioners can be done through recognition of past learning.

- (5) Lecturers in vocational education can come from practitioners in the business world, the industrial world and the world of work.

Article 47

The competency and qualifications of educational personnel as referred to in Article 46 paragraph (1) letter b are determined by higher education institutions according to needs.

Paragraph 8 Facilities and Infrastructure Standards

Article 48

- (1) The standards for facilities and infrastructure are the minimum criteria for facilities and infrastructure in accordance with learning needs to achieve graduate competency standards.
- (2) Higher education institutions guarantee and provide access to facilities and infrastructure that:
- a. accommodate student needs; education
 - b. accommodate the implementation of the duties of lecturers, tutors, instructors, assistants, and supervisors according to their field of expertise and educational staff; c. be friendly towards students, lecturers, and educational staff with special needs; and
 - d. adequate to provide education and management of higher education according to the needs of the implementation and development plans for education.
- (3) Provision of access to facilities and infrastructure as referred to in paragraph (2) includes:
- a. reliable information and communication technology to support the provision of education; and
 - b. learning resources.
- (4) Facilities and infrastructure that accommodate students' educational needs as referred to in paragraph (2) letter a can be accessed by students both from within and outside the campus.
- (5) Universities that provide vocational education can involve the business world, the industrial world and the world of work in providing learning and training facilities.
- to facilities and (6) Universities ensure the availability of access infrastructure as referred to in paragraph (2).
- (7) Guaranteeing and providing access to facilities and infrastructure as referred to in paragraph (2) is carried out by fulfilling the following provisions:
- a. security, safety and health;
 - b. completeness of fire prevention and extinguishing equipment and handling of emergency conditions due to other natural disasters; and
 - c. management of waste and hazardous and toxic waste.

Article 49

- (1) In providing information and communication technology as referred to in Article 48 paragraph (3) letter a, higher education institutions implement effective, transparent, reliable and accountable information and communication technology governance to manage and utilize data and information.
- (2) Management and utilization of data and information as referred to in paragraph (1) guarantees data privacy and security in accordance with the provisions of laws and regulations.

Article 50

- (1) Learning resources as referred to in Article 48 paragraph (3) letter b include: a. learning resources prepared by higher education institutions; and b. other learning resources.
- (2) Other learning resources as referred to in (1) letter b shall at least include open learning resources that can be accessed by students, lecturers, tutors, instructors, assistants and supervisors according to their field of expertise, and can be used jointly by several higher education institutions.
- (3) Open learning resources as referred to in paragraph (2) are learning resources that are distributed as public domain and/or use a license that permits use, modification and redistribution by the user.
- (4) Higher education institutions implement policies that prioritize the creation and use of open learning resources that are relevant to the curriculum.

Paragraph 9 Financing Standards

Article 51

- (1) Financing standards are minimum criteria components of education financing to achieve graduate competency standards.
- (2) Education financing as referred to in paragraph (1) includes investment costs and operational costs.
- (3) Higher education institutions have adequate funding sources to finance the implementation of education according to SN Dikti.
- (4) Universities prepare strategic financial plans to ensure the availability of sustainable funding.
- (5) Higher education institutions implement a financial management system based on the principles of good higher education governance in accordance with the provisions of laws and regulations.
- (6) Universities implement a policy of providing educational assistance for students with limited financial resources.

economic capacity according to the capabilities of the university which is implemented in accordance with the provisions of laws and regulations.

Part Three Research Standards

Paragraph 1 General

Article 52

- (1) Research standards consist of: a.
research output standards;
b. research process standards; and
c. research input standards.
- (2) The research standards as referred to in paragraph (1) are implemented in strategies, policy directions, programs, and implementation of research based on the mission of the university.

Paragraph 2 Research Output Standards

Article 53

- (1) The research output standards as referred to in Article 52 paragraph (1) letter a are the minimum criteria regarding the quality, relevance and usefulness of research results.
- (2) The quality, relevance and usefulness of research results as referred to in paragraph (1) must support the implementation of the mission and achievement of the vision and impact targets of the university.
- (3) Higher education institutions maximize the use of or adopt open licenses and/or other mechanisms that can be accessed by the public in disseminating the results of higher education research, especially those funded by the Government.
- (4) The provisions referred to in paragraph (3) are excluded for research which is confidential, disruptive and/or endangers the interests of
general.

Paragraph 3 Research Process Standards

Article 54

- (1) The research process standards as referred to in Article 52 paragraph (1) letter b are the minimum criteria regarding the research process and management which include planning, implementation, assessment, supervision and control of research activities.
- (2) The research process standards as referred to in paragraph (1) are determined by the university to realize the university's mission in accordance with the principles of good university governance.

Article 55

- (1) Universities carry out research in order to educate students to become intellectuals, build a research culture, and develop science and technology.
- (2) Research as referred to in paragraph (1) is carried out in accordance with scientific principles and methods in accordance with scientific autonomy and academic culture.
- (3) In carrying out research as referred to in paragraph (1), higher education institutions shall determine:
 - a. research code of ethics in accordance with statutory provisions;
 - b. management and ownership of intellectual property rights in accordance with statutory provisions;
 - c. provisions in research collaboration; and
 - d. requirements for publication of research results and the author's terms.

Article 56

- (1) Research conducted by:
 - a. lecturer;
 - b. lecturers and students; and/or
 - c. students with lecturer guidance.
- (2) Research as referred to in paragraph (1) may also be conducted by:
 - a. researcher;
 - b. researchers with lecturers; and/or c. researchers with lecturers and students.
- (3) The research as referred to in paragraph (1) meets the provisions as referred to in Article 55 paragraph (3).
- (4) Students who are involved in research under the guidance of lecturers or researchers can receive semester credit units.
- (5) Joint research conducted between lecturers, Researchers and students are managed by universities by implementing a system that at least regulates the description of the duties, rights and obligations of the parties in research activities.

Paragraph 4

Research Input Standards

Article 57

- (1) The research input standards as referred to in Article 52 paragraph (1) letter c are the minimum criteria regarding access to facilities, infrastructure, financing, lecturer assignments and use. information and communication technology based on the mission of the university.

- (2) The research input standards as referred to in paragraph (1) shall at least include:
- a. provision of adequate access to facilities, infrastructure, and research funding;
 - b. assignment and improvement of lecturers' competence in carrying out research in accordance with the weight assigned by the university; and
 - c. implementation of a reliable information and communication technology-based system for documenting, evaluating, reporting, and disseminating research processes and results.

Part Four Community Service Standards

Paragraph 1 General

Article 58

- (1) Community service standards consist of: a. community service output standards;
b. community service process standards;
And
c. community service input standards.
- (2) The standards of community service as referred to in paragraph (1) are implemented in strategies, policy directions, programs and implementation.
community service based on the mission of the university.

Paragraph 2 Community Service Output Standards

Article 59

- (1) The standards for community service outputs as referred to in Article 58 paragraph (1) letter a are the minimum criteria regarding the quality, relevance and usefulness of the results of community service.
- (2) The quality, relevance and usefulness of the results of community service as referred to in paragraph (1) must support the implementation of the mission and achievement of the vision and impact targets of the university.
- (3) Higher education institutions maximize the use of or adopt open licenses and/or other mechanisms that can be accessed by the public in disseminating the results of community service, especially those funded by the government.

Paragraph 3 Community Service Process Standards

Article 60

- (1) The standards for the community service process as referred to in Article 58 paragraph (1) letter b are the minimum criteria regarding the process and

management of community service which includes planning, implementation, assessment, supervision and control of community service activities.

- (2) The standards for the community service process as referred to in paragraph (1) are determined by the university to realize the university's mission in accordance with the principles of good university governance.

Article 61

- (1) Higher education institutions carry out community service in the context of applying science and technology.
- (2) In carrying out community service as referred to in paragraph (1), higher education institutions shall determine:
 - a. a code of ethics for community service in accordance with with the provisions of statutory regulations;
 - b. management and ownership of intellectual property rights in accordance with statutory provisions;
 - c. provisions for community service cooperation; And
 - d. requirements for dissemination of community service results and provisions for authors.

Article 62

- (1) Community service is carried out by:
 - a. lecturer;
 - b. lecturer with students; and/or c. students with lecturer guidance.
- (2) Community service by students under the guidance of lecturers carried out to obtain recognition of semester credit units.

carried out under the guidance of lecturers who meet the requirements as community service supervisors.
- (3) Community service as referred to in paragraph (1) fulfills the provisions as referred to in Article 61 paragraph (2).

Paragraph 4

Community Service Input Standards

Article 63

- (1) The input standards for community service as referred to in Article 58 paragraph (1) letter c are the minimum criteria regarding access to facilities, infrastructure, financing, lecturer assignments, and use of information and communication technology.

based on the mission of the college.

- (2) The minimum input standards for community service as referred to in paragraph (1) are includes:
- a. providing adequate access to facilities, infrastructure and funding for community service;
 - b. assignment and improvement of lecturers' competence in carrying out community service in accordance with the weight assigned by the university; and
 - c. implementation of a reliable information and communication technology-based system to document, evaluate, report, and disseminate the process and results of community service.

CHAPTER III

HIGHER EDUCATION STANDARDS SET BY COLLEGE

Article 64

- (1) The higher education standards set by universities are an operational elaboration of the SN Dikti according to the level of quality and breadth of substance set by the university.
- (2) Higher education standards set by higher education institutions as referred to in paragraph (1) contains excesses of the SN Dikti in terms of quality level and breadth of substance.
- (3) The higher education standards set by higher education institutions as referred to in paragraph (1) are determined by the head of the higher education institution after receiving consideration:
- a. university senate for state universities; or
 - b. university senate and approval of the organizing body for private universities.

CHAPTER IV

HIGHER EDUCATION QUALITY ASSURANCE SYSTEM

Part One General

Article 65

- (1) Evaluation of the fulfillment and relevance of the SN Dikti and higher education standards set by universities is carried out systematically through the SPM Dikti.
- (2) The SPM Dikti as referred to in paragraph (1) covers the following areas:
- a. academic; and
 - b. non-academic.
- (3) The academic fields as referred to in paragraph (2)
The letter a is related to Tridharma.

- (4) Non-academic fields as referred to in paragraph (2) letter b include organization, finance, student affairs, personnel, and infrastructure.

Article 66

- (1) SPM Dikti is carried out based on PD Dikti with the principle of triangulation.
- (2) The principle of triangulation as referred to in paragraph (1) is the excavation of truthful information through the use of various data sources and complementary viewpoints.
- (3) SPM Dikti consists of SPMI and SPME.

Part Two Internal Quality Assurance System

Article 67

- (1) Higher education institutions are required to implement internal quality assurance by developing SPMI.
- (2) In developing SPMI, higher education institutions implement good higher education governance based on the principles of accountability, transparency, non-profit, effectiveness, efficiency and continuous quality improvement, which mutually review and balance each other.

Article 68

- (1) SPMI is implemented through a cycle of activities consisting of:
 - a. setting higher education standards;
 - b. implementation of higher education standards;
 - c. evaluation of fulfillment of higher education standards;
 - d. control of the implementation of higher education standards;
 - and
 - e. improving higher education standards.
- (2) Evaluation of compliance with higher education standards as referred to in paragraph (1) letter c is carried out periodically through monitoring, self-evaluation, internal quality audits, assessments, and/or other methods determined by the higher education institution.
- (3) Evaluation of compliance with higher education standards as referred to in paragraph (1) letter c is carried out by an official or lecturer assigned by the head of the university.
- (4) The activity cycle as referred to in paragraph (1) is used to ensure compliance with higher education standards.

Article 69

- (1) The Ministry, through the relevant director general, in accordance with its authority, facilitates, monitors and evaluates the implementation of SPMI in higher education institutions.
- (2) The Ministry, through the relevant director general, in accordance with its authority, will prepare SPMI implementation guidelines for higher education institutions.

- (3) Higher Education Service Institutions carry out:
 - a. facilitating the development and implementation of SPMI;
And
 - b. verification and evaluation of SPMI implementation,
in college.

Part Three
External Quality Assurance System

Paragraph 1
General

Article 70

- (1) SPME is carried out through Accreditation.
- (2) Accreditation as referred to in paragraph (1) is carried out to determine the eligibility of study programs and higher education institutions based on criteria referring to the SN Dikti.
- (3) Accreditation to determine eligibility as referred to in paragraph (2) includes determining the quality level of study programs and higher education institutions.
- (4) The study program as referred to in paragraph (2) must have first accredited, accredited, or superior accredited status to graduate students and issue diplomas.

Article 71

Accreditation is carried out with the following principles:

- a. independent, namely the implementation of Accreditation carried out independently and free from the influence and interests of any party;
- b. accurate, namely the implementation of Accreditation based on clear, correct, precise and accountable data and information;
- c. objective, namely the implementation of Accreditation is free from personal influence, opinions and views and must be based on factual data and information;
- d. transparent, namely the implementation of accreditation is carried out based on procedures that are known and accessible to all stakeholders; e. accountable, namely the implementation of Accreditation can be accounted for to all stakeholders; and
- f. efficient, namely the implementation of Accreditation is carried out by saving the use of resources.

Article 72

- (1) Accreditation is carried out by BAN-PT or LAM according to their authority.
- (2) LAM as referred to in paragraph (1) is formed based on scientific groups and/or branches of science and can be based on territory.

Paragraph 2
Accreditation Basis and Instruments

Article 73

- (1) Accreditation by BAN-PT is carried out on universities
tall.
- (2) Accreditation by BAN-PT is carried out to determine the eligibility
of higher education institutions based on fulfilling or exceeding
the SN Dikti.
- (3) Accreditation output by BAN-PT is stated as follows
Accreditation status.
- (4) Accreditation Status as referred to in paragraph (3)
consists of:
 - a. accredited;
 - b. accredited as superior; or
 - c. not accredited.
- (5) The accredited status as referred to in paragraph (4) letter a indicates that the higher
education institution meets the SN Dikti.
- (6) The superior accredited status as referred to in paragraph (4)
letter b indicates that the higher education institution has
exceeded the SN Dikti.
- (7) The unaccredited status as referred to in paragraph (4) letter c indicates that the
higher education institution does not meet or is below the SN Dikti.
- (8) The criteria for exceeding the SN Dikti as referred to in paragraph
(6) are determined by BAN-PT.

Article 74

- (1) Accreditation by LAM is carried out on study programs.
- (2) Accreditation by LAM is carried out to determine the eligibility of
a study program based on fulfillment or exceedance of SN Dikti.
- (3) The output of Accreditation by LAM is stated as Accreditation status.
- (4) Accreditation Status as referred to in paragraph (3)
consists of:
 - a. accredited;
 - b. accredited as superior; or
 - c. not accredited.
- (5) The accredited status as referred to in paragraph (4) letter a indicates that the study
program meets the SN Dikti.
- (6) The superior accredited status as referred to in paragraph (4)
letter b indicates that the study program exceeds the SN Dikti.
- (7) The unaccredited status as referred to in paragraph (4) letter c indicates that the
study program does not meet or is below the SN Dikti.
- (8) The criteria for exceeding the SN Dikti as referred to in paragraph
(6) are determined by BAN-PT.

Article 75

- (1) Accreditation is carried out using accreditation instruments.
- (2) The Accreditation Instruments as referred to in paragraph (1) are prepared based on criteria for output standards, process standards and input standards, prioritizing criteria for output standards.
- (3) The Accreditation Instrument as referred to in paragraph (1) may be consulted with relevant stakeholders.
- (4) The Accreditation Instrument as referred to in paragraph (1) compiled by BAN-PT or LAM according to their authority.

Paragraph 3 Accreditation Process

Article 76

- (1) New study programs or new higher education institutions receive their first accredited status when they obtain an operating permit or establishment permit from the Minister.
- (2) The first accredited status as referred to in paragraph (1) is granted after the new study program or new higher education institution meets the minimum accreditation requirements.
- (3) The minimum accreditation requirements for new study programs as referred to in paragraph (2) consist of minimum criteria regarding:
 - a. curriculum;
 - b. learning plan;
 - c. lecturers and educational staff; and
 - d. facilities and infrastructure.
- (4) The minimum accreditation requirements for new higher education institutions as referred to in paragraph (2) consist of minimum criteria regarding:
 - a. governance design;
 - b. facilities and infrastructure;
 - c. human resources; and
 - d. financing.
- (5) BAN-PT or LAM, in accordance with their authority, determines the validity period of the first accredited status as referred to in paragraph (1).

Article 77

- (1) Higher education institutions and study programs with first accredited status are required to submit an application for accreditation to BAN-PT or LAM in accordance with their authority to obtain accredited or superior accredited status no later than 2 (two) years after operating.
- (2) In the event that BAN-PT or LAM assesses that a higher education institution or study program that has submitted an application for Accreditation as referred to in paragraph (1) meets the SN Dikti, BAN-PT or LAM in accordance with

its authority to determine accredited status.

(3) Accredited status from BAN-PT or LAM as referred to in paragraph (2) is granted for a period of validity of: a. 5 (five) years for study programs; or

b. 8 (eight) years for college.

(4) In the event that BAN-PT or LAM assesses that a higher education institution or study program that has submitted an application for Accreditation as referred to in paragraph (1) exceeds the SN Dikti, BAN-PT or LAM, in accordance with its authority, will determine the status of superior accreditation.

(5) The superior accredited status from BAN-PT or LAM as referred to in paragraph (4) is granted for a validity period determined by BAN-PT or LAM in accordance with its authority.

(6) In the event that BAN-PT or LAM assesses that a higher education institution or study program that has submitted an application for accreditation as referred to in paragraph (1) does not comply with the SN Dikti, BAN-PT or LAM, in accordance with its authority, will determine the status as unaccredited.

(7) Based on the determination of non-accredited status by BAN-PT or LAM as referred to in paragraph (6), the Minister will revoke the establishment permit for the higher education institution and/or the study program permit.

Article 78

(1) The accredited status of BAN-PT or LAM is extended through the accredited status extension mechanism determined by BAN-PT.

(2) The mechanism for extending accredited status as referred to in paragraph (1) is prepared by taking into account effectiveness, efficiency and minimizing the administrative burden on higher education institutions by utilizing data and information from PD Dikti.

Article 79

(1) Higher education institutions and study programs with accredited status can apply for accreditation upgrades to BAN-PT or LAM in accordance with their authority to obtain superior accredited status.

(2) Extension of superior accredited status as referred to in paragraph (1) is carried out using a mechanism determined by BAN-PT or LAM in accordance with their authority.

(3) The costs of increasing accreditation to obtain superior accredited status as referred to in paragraph (1) and extending superior accredited status as referred to in paragraph (2) are borne by the higher education institution.

Article 80

- (1) Higher education institutions may submit objections to the determination of the accreditation status of study programs and/or higher education institutions to BAN-PT or LAM in accordance with their authority.
- (2) The procedures for submitting and resolving objections as referred to in paragraph (1) are determined by BAN-PT or LAM in accordance with their authority.

Article 81

- (1) LAM can carry out accreditation of several study programs in the same scientific field and/or branch of science at a university simultaneously.
- (2) BAN-PT can carry out accreditation of higher education institutions and/or study programs simultaneously.
- (3) The study program as referred to in paragraph (2) is a study program whose scientific group and/or branch of science is not included in the LAM that has been formed.
- (4) The output of Accreditation status as referred to in paragraph (1) and paragraph (2) is given for each study program and higher education institution.

Paragraph 4

International Accreditation Body

Article 82

- (1) Study programs that have obtained accredited or superior accredited status can apply for accreditation to an international accreditation agency.
- (2) Study programs that obtain accreditation from international accreditation bodies as referred to in paragraph (1) must report obtaining accreditation from international accreditation bodies to BAN-PT.
- (3) The international accreditation institutions as referred to in paragraph (1) are:
 - a. an institution recognized by international agreements; and/or b. an institution that carries out cross-country accreditation using internationally applicable standards.
- (4) The international accreditation institution as referred to in paragraph (1) is recognized by the Minister after fulfilling the requirements and criteria stipulated by the Minister.
- (5) If the minister revokes the recognition as referred to in paragraph (4), the accredited status of the international accreditation agency remains valid until its validity period ends.

Part Four
Accreditation Monitoring

Article 83

- (1) BAN-PT or LAM, in accordance with their authority, carry out quality monitoring at accredited higher education institutions or study programs by paying attention to:
 - a. data and information on PD Dikti;
 - b. public complaints;
 - c. requests from the Ministry; and/or
 - d. other information that can be accounted for.
- (2) Quality monitoring as referred to in paragraph (1) done at any time.
- (3) Further provisions regarding quality monitoring as intended in paragraph (1) and paragraph (2) are determined by BAN-PT.

CHAPTER V
ACCREDITATION INSTITUTION

Part One
National Accreditation Board for Higher Education

Article 84

- (1) BAN-PT is formed by the Minister.
- (2) BAN-PT is a non-structural body within the Ministry and is responsible to the Minister.
- (3) BAN-PT has independence in carrying out College accreditation.
- (4) BAN-PT is assisted by a secretariat determined by Minister.

Article 85

- (1) Duties and authorities of BAN-PT: a.
 - develop and establish a National Accreditation System in line with policies in the higher education sector;
 - b. compiling and determining higher education accreditation instruments based on SN Dikti;
 - c. developing an accreditation information system that is integrated with PD Dikti; d.
 - managing higher education accreditation data and study program;
 - e. carrying out university accreditation;
 - f. determine the accreditation status of higher education institutions; g. provide feedback to higher education institutions based on accreditation results;
 - h. following up on objections submitted by universities regarding the determination of the university's accreditation status;
 - i. monitor the achievement of SN Dikti through the implementation of Accreditation;
 - j. play an active role in monitoring quality at accredited universities;

- k. assist the Minister in formulating external quality assurance system policies;
- l. assist the Minister in preparing evaluation instruments establishment of higher education;
- m. determine the study program groups that covered in LAM;
- n. encourage and/or foster the formation of LAM based on the needs of study program accreditation;
- o. conducting an assessment of the suitability of the LAM as a basis for granting permission to carry out Accreditation from the Minister;
- p. provide guidance and supervision to LAM in terms of developing instruments and implementing Accreditation;

- q. evaluate LAM performance periodically;
- r. building and developing networks with stakeholders at the national and international levels; s. being able to represent the government in international forums regarding Accreditation;

- t. provide recommendations for national accreditation system policies and the development of SN Dikti; and

- u. submit reports to the Minister periodically and at any time if necessary regarding:

- 1. Accreditation results; and
- 2. LAM performance results.

(2) In carrying out the duties and authorities as referred to in paragraph (1), BAN-PT may appoint a team of assessors, a team of experts and an *ad hoc committee*.

Article 86

BAN-PT has the following organ structure:

- a. Accreditation Council; and
- b. Executive Board.

Article 87

(1) The Accreditation Council has the following organizational structure: following:

- a. 1 (one) chairman and member;
- b. 1 (one) secretary who is also a member;
- c. members; and
- d. the Executive Board director *ex officio* as a member.

(2) The membership of the Accreditation Council as referred to in paragraph (1) letters a, b and c shall be an odd number, a maximum of 7 (seven) people, including 1 (one) member from a professional appointed by the Minister.

(3) Members of the Accreditation Council as referred to in paragraph (1) letters a, b and c work part-time.

(4) The Director of the Executive Board as referred to in paragraph (1) letter d does not have voting rights in

decision making related to the evaluation of the performance of the Executive Board.

(5) Membership or decision-making process

The Accreditation Council is collective and collegial.

Article 88

Duties and authorities of the Accreditation Council:

- a. determine policies and develop a national accreditation system for study programs and universities;
- b. determine the policy for implementing higher education accreditation by taking into account the proposals of the Executive Board;
- c. ratify the strategic plan, work plan, and annual budget of BAN-PT proposed by the Executive Board and submit it to the Minister;
- d. determine the instruments for higher education accreditation;
- e. carry out an assessment of the feasibility of LAM as a basis for granting permission to carry out Accreditation from the Minister and submit it to the Minister;
- f. monitor, evaluate and supervise LAM performance;
- g. decide on the results of the evaluation of objection requests regarding the accreditation ranking of higher education institutions;
- h. provide recommendations to the Minister regarding the revocation of LAM approval based on the evaluation results as referred to in letter f;
- i. monitor, evaluate and supervise the performance of the Executive Board;
- j. carry out evaluations and provide approval for Executive Board report; and
- k. report the implementation of duties to each Minister year.

Article 89

Requirements for members of the Accreditation Council:

- a. Indonesian citizens;
- b. physically and mentally healthy;
- c. free from narcotics and other addictive substances;
- d. at least 40 (forty) years of age when registering;
- e. have high integrity;
- f. never been convicted/currently serving a sentence for committing a crime;
- g. minimum education of a master's degree program graduate except for members of the professional community appointed by the Minister who have a minimum of a bachelor's degree;
- h. understand university management;
- i. not have any affiliation and/or be a member of a party political;
- j. have an understanding in the field of quality assurance education; and
- k. have a commitment to improving quality and relevance of higher education.

Article 90

- (1) Members of the Accreditation Council as referred to in Article 87 are selected by a selection team appointed by the Minister.
- (2) The selection team as referred to in paragraph (1) has the following duties:
 - a. organize open registration of prospective members of the Accreditation Council;
 - b. conducting selection of prospective members of the Assembly Accreditation; and
 - c. propose a maximum of 2 (two) times the number of candidates for Accreditation Council members required to the Minister.

Article 91

- (1) The Minister selects and appoints members of the Accreditation Council based on the recommendations of the selection team.
- (2) The Minister shall select and appoint the chairperson and secretary from among the members of the Accreditation Council as referred to in paragraph (1).
- (3) The term of office of the chairman, secretary and members of the Accreditation Council is 5 (five) years and they may be reappointed for 1 (one) subsequent term of office.

Article 92

- (1) The Chair of the Accreditation Council has the following duties and authorities:
 - a. lead and coordinate implementation duties of the Accreditation Council;
 - b. coordinate with related work units within the Ministry and other stakeholders; c. evaluate the performance of Accreditation Council members to be reported to the Minister; and d. act on behalf of and on behalf of the Council.

Accreditation.

- (2) The Secretary of the Accreditation Council has the following duties and authorities:
 - a. lead the daily operational management of the Assembly Accreditation; and
 - b. assist in the implementation of duties and authorities Chairman of the Accreditation Council.
- (3) Provisions regarding the duties and authorities of members
The Accreditation Council is appointed by the chairman of the Accreditation Council.

Article 93

- (1) Members of the Accreditation Council are dismissed due to:
 - a. the term of office has expired;
 - b. own application;
 - c. named as a suspect because he is suspected of committing a criminal act;
 - d. does not demonstrate performance, integrity, or dedication as a member of the Accreditation Council; e. has an incurable illness that results in being unable to carry out duties and

obligations proven by a certificate from the authorized agency; or f. death.

- (2) The performance, integrity or dedication of the Accreditation Council as referred to in paragraph (1) letter d is evaluated by the Minister periodically.
- (3) The dismissal of the chairman, secretary and/or members of the Accreditation Council is determined by the Minister.

Article 94

- (1) If the chairman and/or secretary of the Accreditation Council is dismissed as referred to in Article 93 paragraph (1) letters b to f, the Minister will appoint a replacement until the end of the current term of office of the Accreditation Council.
- (2) If a member of the Accreditation Council is dismissed as referred to in Article 93 paragraph (1) letters b to f, the Minister will appoint an interim replacement member based on the proposal of a candidate member of the Accreditation Council as referred to in Article 90 paragraph (2) letter c until the end of the current term of office of the Accreditation Council.

Article 95

- (1) The Executive Board has the following organizational structure:
following:
 - a. 1 (one) director who is also a member;
 - b. 1 (one) secretary who is also a member; and
 - c. members.
- (2) The membership of the Executive Board as referred to in paragraph (1) shall be an odd number, a maximum of 5 (five) people.
- (3) Members of the Executive Board work full time and membership in the Executive Board is an additional duty.

Article 96

Duties and powers of the Executive Board:

- a. implementing the national higher education accreditation system policy that has been determined by the Accreditation Council; b. preparing strategic plans, work plans, and annual budgets for BAN-PT to be proposed to the Accreditation Council;
- c. implementing the strategic plan, work plan and annual budget of BAN-PT as determined by the Minister;
- d. prepare policies for implementing higher education accreditation to be proposed to the Accreditation Council;
- e. implementing policies for the implementation of higher education accreditation, including re-evaluation of higher education accreditation results;

- f. carry out monitoring and evaluation of the fulfillment of the requirements for the established higher education accreditation ranking;
- g. compiling and submitting periodic reports to the Accreditation Council;
- h. building, developing, and implementing strategic alliance activities of BAN-PT with external parties;
- i. carry out accreditation activities in accordance with the higher education quality assurance system;
- j. carry out system development information, research, and development of the Accreditation system;
- k. managing BAN-PT assessors, including recruitment, dismissal, training and development of assessors;
- l. appoint a team of experts and an *ad hoc* committee as appropriate needs; and
- m. carry out technical and administrative tasks.

Article 97

Requirements for members of the Executive Board:

- a. Indonesian citizens;
- b. physically and mentally healthy;
- c. free from narcotics and other addictive substances;
- d. have not reached the age of 60 (sixty) years at the time of registration;
- e. have high integrity;
- f. never been convicted/currently serving a sentence for committing a crime;
- g. minimum education of a master's degree graduate;
- h. understand higher education management; i. have an understanding of the field of higher education quality assurance.
- j. have a commitment to improving the quality and relevance of higher education; and
- k. not having any affiliation and/or being a member of a party political.

Article 98

- (1) Members of the Executive Board as referred to in Article 95 are selected by a selection team appointed by the Minister.
- (2) The selection team as referred to in paragraph (1) has the following duties:
 - a. holding open registration of prospective Executive Board members;
 - b. conducting selection of candidates for Executive Board members; And
 - c. propose candidates for Executive Board members, a maximum of 2 (two) times the number of Executive Board members required to the Minister.

Article 99

- (1) The Minister selects and appoints members of the Executive Board based on the recommendations of the selection team.
- (2) The Minister shall select and appoint directors and secretaries from among the members of the Executive Board as

referred to in paragraph (1).

- (3) The term of office of the director, secretary and members of the Executive Board is 5 (five) years and they can be reappointed for 1 (one) subsequent term of office.

Article 100

- (1) The Executive Board Director has the following duties and authorities:

- a. lead and coordinate the implementation of the Executive Board's duties;
- b. coordinate with the Accreditation Council and other stakeholders in the implementation of higher education accreditation; c. evaluate the performance of Executive Board members to be reported to the Accreditation Council;
- d. act on behalf of and on behalf of Executive Board; and
- e. determine the assignment of secretariat staff.

- (2) The Secretary of the Executive Board has the following duties and authorities:

- a. lead the daily operational management of the Executive Board;
- b. carry out the technical and administrative duties of the Executive Board;
- c. assist in the implementation of duties and authorities Chairman of the Executive Board; and

- (3) monitor and evaluate the performance of secretariat staff.

Provisions regarding the duties and authorities of the members of the Executive Board are determined by the director of the Executive Board.

Article 101

- (1) Members of the Executive Board are dismissed due to:

- a. the term of office has expired;
- b. own application;
- c. named as a suspect because he is suspected of committing a criminal act;
- d. does not demonstrate performance, integrity, or dedication as a member of the Executive Board;
- e. an incurable illness that results in being unable to carry out duties and obligations as evidenced by a certificate from the authorized agency; or
- f. died.

- (2) The performance, integrity or dedication of the Executive Board as referred to in paragraph (1) letter d is evaluated by the Accreditation Council periodically.

- (3) The dismissal of directors, secretaries and/or members of the Executive Board is determined by the Minister.

Article 102

- (1) If the director and/or secretary of the Executive Board is dismissed as referred to in Article 101 paragraph (1) letters b to c

f, the Minister appoints a replacement until the end of the current term of office of the Executive Council.

- (2) If a member of the Executive Board is dismissed as referred to in Article 101 paragraph (1) letters b to f, the Minister shall appoint an interim replacement member based on the proposal of a candidate member of the Executive Board as referred to in Article 98 paragraph (2) letter c until the end of the current term of office of the Accreditation Council.

Part Two

Independent Accreditation Institution

Article 103

- (1) LAM is formed by the initiator consisting of element:
- a. professional organizations with legal status; and b. associations of study program management units with legal status.
- (2) The LAM as referred to in paragraph (1) is in the form of a legal entity.
- (3) The LAM legal entity as referred to in paragraph (2):
- a. different from the legal entity of the study program management unit association; and b. non-profit.
- (4) The formation of the LAM as referred to in paragraph (1) may involve representatives from the business world, industrial world or the world of work.
- (5) LAM submits an application for permission to carry out Accreditation to the Minister through BAN-PT.
- (6) The Minister, on the recommendation of BAN-PT, grants permission to LAM to carry out Accreditation.

Article 104

Duties and authorities of LAM:

- a. prepare and determine study program accreditation instruments that are in line with the national accreditation system and policies in the higher education sector;
- b. developing an Accreditation information system by referring to and integrating it with the BAN-PT and PD Dikti Accreditation information systems;
- c. carry out study program accreditation;
- d. determine the accreditation status of study programs;
- e. following up on objections submitted by universities regarding the determination of the accreditation status of study programs;
- f. play an active role in monitoring the quality of accredited study programs;
- g. building and developing networks with stakeholders at national and international levels;

- h. assist the Minister in preparing evaluation instruments opening of study programs; and
- i. submit Accreditation results reports periodically and at any time if necessary to BAN-PT with a copy to the Minister.

Article 105

- (1) The establishment of a LAM must include the following documents:
 - a. feasibility study;
 - b. human resource plans required to carry out study program accreditation;
 - c. draft standard operating procedures for Accreditation study program;
 - d. minimum funding source for 3 (three) years LAM budget;
 - e. draft unit costs for implementing study program accreditation according to the field;
 - f. LAM facilities and infrastructure;
 - g. design of LAM's internal quality assurance system;
 - And
 - h. draft mechanism for handling objections submitted by universities regarding the accreditation status of study programs.
- (2) The feasibility study as referred to in paragraph (1) letter a shall at least contain:
 - a. description of the identity and profile of the initiator;
 - b. background and objectives of establishing LAM;
 - c. LAM's vision and mission;
 - d. the name of the LAM to be used;
 - e. a plan for the scope of the clusters, trees and/or branches of science that are being developed by the study program that will be accredited by LAM;
 - f. proof of LAM funding sources for at least 3 years (three) LAM budget years;
 - g. design of the LAM Accreditation process flow;
 - h. LAM governance plan; and
 - i. design of LAM service quality assurance system.
- (3) The LAM governance plan as referred to in paragraph (2) letter h shall at least include:
 - a. organizational structure;
 - b. human resources and their development;
 - c. financial management system; and
 - d. facilities and infrastructure.

Article 106

- (1) Procedures for establishing a LAM:
 - a. the initiator as referred to in Article 103 paragraph (1) proposes the establishment of a LAM to the Minister, accompanied by a feasibility study document;
 - b. The Minister assigns BAN-PT to carry out an assessment of the feasibility study documents as referred to in letter a;

c. BAN-PT submits the results of the assessment of the LAM feasibility study document to the Minister to obtain approval for the establishment of the LAM; d. if the Minister gives approval

establishment of LAM, the initiator forms a non-profit legal entity in accordance with statutory provisions;

e. If the Minister does not give approval for the establishment of a LAM, the initiator may resubmit the proposal for the establishment of a LAM; and

f. After LAM obtains legal entity status, the Minister determines LAM's recognition.

(2) LAM can carry out its functions after obtaining a LAM recognition determination from the Minister and having a legal entity.

Article 107

(1) LAM that has adopted internationally applicable standards can apply to be recognized as an international accreditation institution by the Minister.

(2) LAM which is recognized as an international accreditation institution by the Minister can grant internationally accredited status to study programs which meet internationally applicable standards as referred to in paragraph (1).

(3) Study programs with first accredited, accredited, or superior accredited status can submit an application for accreditation to LAM to obtain internationally accredited status as referred to in paragraph (2).

(4) The internationally accredited status as referred to in paragraph (3) is granted for a validity period determined by LAM.

(5) Extension of internationally accredited status as referred to in paragraph (4) is carried out using a mechanism determined by LAM.

Article 108

(1) The organizational structure, management and governance of LAM are regulated in the articles of association.

(2) Administrators at LAM are prohibited from having affiliations and/or become a member of a political party.

(3) LAM funding comes from the community and/or other legitimate sources in accordance with statutory provisions.

(4) The Ministry bears the costs of Accreditation.
conducted by LAM to:

a. First accreditation for new study programs as referred to in Article 76; and

b. Accreditation for study programs with first accredited status to obtain accredited status as referred to in Article 77,

according to the Accreditation cost standards set by the Government.

(5) LAM determines the Accreditation fees for study programs.

who: a.

apply for superior accredited status as referred to in Article 77 and Article 79;
and

b. apply for internationally accredited status as referred to in Article 107.

(6) The accreditation costs as referred to in paragraph (4) are borne by the tertiary institution applying for study program accreditation.

(7) Determination of Accreditation fees as referred to in paragraph (5) must obtain the approval of the Minister.

Article 109

LAM is audited by a public accountant 1 (one) time in 1 (one) year and announced to the public.

Part Three

Supervision of Accreditation Institutions

Article 110

(1) The Minister supervises the implementation of the duties and functions of BAN-PT and LAM.

(2) BAN-PT supervises the implementation of Accreditation by LAM.

(3) Supervision as referred to in paragraph (2) is carried out in the form of an evaluation of the Accreditation process carried out by LAM every year.

(4) If, based on the evaluation results as referred to in paragraph (3), LAM does not carry out the Accreditation process in accordance with the provisions, the implementation of Accreditation by LAM will be carried out under the guidance and supervision of BAN-PT for 1 (one) year.

(5) If after the period of guidance by BAN-PT as referred to in paragraph (4), LAM does not carry out the Accreditation process in accordance with the provisions, BAN-PT will recommend to the Minister to revoke the permit for the implementation of Accreditation by LAM with a copy to LAM.

(6) In the event that BAN-PT recommends to the Minister to revoke the permit for the implementation of Accreditation by LAM as referred to in paragraph (5), the Minister will assign the Ministry's Inspectorate General to conduct an audit of the assessment costs that have not been completed or implemented by LAM.

(7) After the audit as referred to in paragraph (6), the Minister shall give LAM 3 (three) months before revoking the permit to carry out Accreditation.

(8) Within a period of 3 (three) months as referred to in paragraph (7), LAM shall carry out the following:

- a. submit all work that is his responsibility to BAN-PT;
 - b. not accepting new Accreditation applications;
 - c. return the remaining assessment fees for accredited status to the state treasury; and
 - d. return the remaining assessment fees for superior accredited status to the university.
- (9) After a period of 3 (three) months as referred to in paragraph (7): a. The Minister shall revoke the permit to implement Accreditation.
- by LAM; and
- b. BAN-PT takes over the duties and responsibilities of LAM until LAM in the same cluster, tree, and/or branch of science is formed.

CHAPTER VI HIGHER EDUCATION DATABASE

Article 111

- (1) PD Dikti is the main source of data and information for the implementation of SPM Dikti.
- (2) PD Dikti is planned, implemented, evaluated, controlled, developed and managed by the Ministry.
- (3) The scope of data and information in PD Dikti is developed sustainably to meet the needs of quality assurance in higher education.
- (4) Higher education institutions are responsible for the truth and accuracy of PD Dikti data and information.

Article 112

- (1) Universities and the Ministry announce the accreditation status of universities and study programs to the public.
- (2) BAN-PT reports the accreditation status of international accreditation bodies to the Ministry via PD Dikti.
- (3) The Ministry manages data and utilization of information technology related to Accreditation at PD Dikti.
- (4) Data management and utilization of information technology as referred to in paragraph (3) may involve BAN-PT and/or LAM to accelerate data integration and alignment of the information technology strategy used.

CHAPTER VII TRANSITIONAL PROVISIONS

Article 113

- (1) LAM which was formed before this Ministerial Regulation came into force continues to carry out its duties in accordance with this Ministerial Regulation.
- (2) LAM which was formed before this Ministerial Regulation came into effect and does not yet have legal status

as referred to in Article 103 paragraph (2) must be adjusted to this Ministerial Regulation no later than 6 (six) months after this Ministerial Regulation is promulgated.

Article 114

- (1) When this Ministerial Regulation comes into force:
 - a. study programs and higher education institutions that are accredited with Accreditation ratings of A, Excellent, B, Very Good, C, and Good from BAN-PT and LAM when this Ministerial Regulation is enacted, their ratings will remain valid until the validity period of the Accreditation status is over;
 - b. Accreditation instruments and procedures that were prepared and determined before this Ministerial Regulation came into effect shall continue to be used by BAN-PT and LAM until the Accreditation instruments and procedures are determined in accordance with this Ministerial Regulation; and
 - c. Higher education institutions and/or study programs that are not accredited and/or have not submitted an application for accreditation are required to submit an application for accreditation in accordance with this Ministerial Regulation no later than 1 (one) year after this Ministerial Regulation is promulgated.
- (2) Higher education institutions that do not submit an application for accreditation to BAN-PT or LAM as referred to in paragraph (1) letter c will have their permit to operate the higher education institution or study program revoked by the Minister.
- (3) Accreditation applications submitted before this Ministerial Regulation comes into effect are processed based on the Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education (State Gazette of the Republic of Indonesia 2023 Number 638).

CHAPTER VIII

CLOSING

Article 115

- (1) Before the formation of LAM, the duties and authorities of LAM in accordance with this Ministerial Regulation become the duties and authorities of BAN-PT.
- (2) BAN-PT and LAM are required to prepare and determine Accreditation instruments and procedures in accordance with this Ministerial Regulation no later than 3 (three) months after this Ministerial Regulation is promulgated.

Article 116

When this Ministerial Regulation comes into force:

- a. the management and administration of higher education institutions must comply with this Ministerial Regulation no later than 2 (two) years after this Ministerial Regulation is promulgated;

- b. BAN-PT which was formed before this Ministerial Regulation came into force continues to carry out its duties in accordance with this Ministerial Regulation; And
- c. BAN-PT members who have been appointed before this Ministerial Regulation comes into force will continue to carry out their duties until the end of their term of office.

Article 117

When this Ministerial Regulation comes into force, the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education (State Gazette of the Republic of Indonesia 2023 Number 638) is revoked and declared invalid.

Article 118

This Ministerial Regulation shall come into force on the date of promulgation.

So that everyone knows, it is ordered that this Regulation be promulgated by placing it in the State Gazette of the Republic of Indonesia.



Established in Jakarta
on August 28, 2025

MINISTER OF HIGHER EDUCATION, SCIENCE,
AND TECHNOLOGY
REPUBLIC OF INDONESIA,

BRIAN YULIARTO

Enacted in Jakarta
on the date

DIRECTOR GENERAL
LEGISLATION
MINISTRY OF LAW OF THE REPUBLIC OF INDONESIA,

DHAHANA PUTRA

STATE GAZETTE OF THE REPUBLIC OF INDONESIA YEAR 2025 NUMBER