



Implementation of National Standards of Education in Higher Education: Case study in School of Postgraduate Uninus

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi Standar Nasional Pendidikan (SNP) di Perguruan Tinggi dengan melakukan studi kasus di Sekolah Pascasarjana Uninus. Implementasi SNPT dalam konteks pendidikan tinggi memiliki peran yang penting untuk memastikan kualitas pendidikan yang optimal dan memenuhi kebutuhan stakeholder. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan pengumpulan data melalui wawancara, observasi, dan analisis dokumen. Responden penelitian ini terdiri dari staf akademik, mahasiswa, dan pimpinan Sekolah Pascasarjana Uninus. Hasil penelitian menunjukkan bahwa Sekolah Pascasarjana Uninus telah melakukan upaya yang signifikan dalam mengimplementasikan SNPT dalam kurikulum dan proses pembelajaran. Dalam implementasi SNPT, Sekolah Pascasarjana Uninus telah melibatkan dosen yang berkualitas dan berkompeten dalam mengajar, mengembangkan kurikulum yang relevan dengan tuntutan perkembangan ilmu pengetahuan dan teknologi, serta memberikan pengalaman belajar yang berkualitas bagi mahasiswa. Selain itu, pemantauan dan evaluasi secara berkala terhadap implementasi SNPT juga telah dilakukan untuk memastikan kesesuaian dengan standar yang ditetapkan. Meskipun demikian, penelitian ini juga mengidentifikasi beberapa kendala dalam implementasi SNPT di Sekolah Pascasarjana Uninus. Beberapa kendala tersebut meliputi kebutuhan sumber daya yang lebih baik, seperti fasilitas dan infrastruktur yang memadai, serta pengembangan kurikulum yang terus-menerus agar tetap relevan dengan perkembangan ilmu pengetahuan dan kebutuhan dunia kerja. Penelitian ini memberikan kontribusi penting dalam pemahaman tentang implementasi SNPT di perguruan tinggi. Hasil penelitian ini dapat menjadi acuan bagi perguruan tinggi lain dalam mengimplementasikan SNPT, serta memberikan rekomendasi untuk perbaikan dan pengembangan lebih lanjut dalam upaya meningkatkan kualitas pendidikan di Sekolah Pascasarjana Uninus maupun perguruan tinggi lainnya berbahasa Indonesia ditulis menggunakan Calibri-12. Jarak antarbaris 1 spasi. Abstrak berisi 100-250 kata dan hanya terdiri atas 1 paragraf, yang memuat tujuan, metode, serta hasil penelitian.

Kata Kunci: *Implementasi, SNPT, Kualitas Pendidikan Tinggi*

Abstract

This study aims to analyze the implementation of National Education Standards (SNP) in Higher Education by conducting case studies at the Uninus Graduate School. The implementation of SNPT in the context of higher education has an important role to ensure optimal quality of education and meet the needs of stakeholders. The research method used is a qualitative approach with data collection through interviews, observation, and document analysis. The respondents of this study consisted of academic staff, students, and leaders of the Uninus Graduate School. The results showed that the Uninus Graduate School has made significant efforts in implementing SNP in the curriculum and learning process. In implementing SNPT, the Uninus Graduate School has involved qualified and competent lecturers in teaching, developing curricula that are relevant to the demands of the development of science and technology, and providing quality learning experiences for students. In addition, regular monitoring and evaluation of SNPT implementation has also been carried out to ensure conformity with established standards. Nonetheless, the study also identified several obstacles in the implementation of SNPT at

the Uninus Graduate School. Some of these obstacles include the need for better resources, such as adequate facilities and infrastructure, as well as continuous curriculum development to remain relevant to the development of science and the needs of the world of work. This research makes an important contribution to the understanding of SNPT implementation in higher education. The results of this research can be a reference for other universities in implementing SNPT, as well as providing recommendations for further improvement and development in an effort to improve the quality of education at the Uninus Graduate School and other universities

Keywords: *Implementation, SNPT, Higher Education Quality*

Introduction

Quality is a vocabulary in modern life. Education is inseparable from quality expressions. Especially in today's globalized world of competition in various aspects of life, the term quality has become a daily sense. Everywhere people are looking for quality products, quality services, and quality education. The picture of the ranking of higher education as well as basic and middle education at the international level shows the low quality of education in Indonesia today (Tilaar, 2012:78).

Higher Education (PT) is part of the national development movement, part of the society in which it belongs, which in developing societies has a dual mission of being a pioneer of a scientific approach to the development process and also a guardian of moral values that maintain human dignity in society (Tilaar, 2008).

Education in higher education has an important role in forming quality human resources and able to compete in the world of work which is now increasingly competitive. However, in recent years there have been several issues that have emerged related to the quality of education in universities. One of them is the less than optimal implementation of educational standards in universities in Indonesia. Based on data quoted from [https://www.kompas.com/edu/read/2022/07/29/094445071/hanya-20-dari-4500-kampus-indonesia-masuk-ranking-dunia-ini-kata-kemendikbud](https://www.kompas.com/edu/read/2022/07/29/094445071/hanya-20-dari-4500-kampus-indonesia-masuk-ranking-dunia-<u>ini-kata-kemendikbud</u>), in Indonesia there are 4,500 universities. However, only 20 universities are able to enter the world ranking every year. The Institutional Director of the Directorate General of Higher Education of the Ministry of Education and Culture said that quality is

one of the reasons why many Indonesian universities have not succeeded in entering the world ranking.

Another fact shows the number of unemployed university graduates in Indonesia, based on the National Labor Force Survey (Sakernas) of the Central Statistics Agency (BPS), the number of open unemployed people in Indonesia reached 8.43 million people in August 2022. In detail, there are 673.49 thousand (7.99%) unemployed who are university graduates, then 159.49 thousand (1.89%) unemployed graduates of vocational high school / vocational school (<https://databoksdatadata.co.id/datapublish/2023/01/10/ada-673-ribu-pengangguran-lulusan-universitas-pada-agustus-2022>).

Based on these data, it is not too wrong to say that higher education in Indonesia still needs to solve problems related to quality.

The national educational institution is a public institution to realize a common goal, namely educating the lives of Indonesian people. As a public institution, of course, the institution must be accountable and transparent. In other words, the performance of the educational institution must have indicators of its success and failure. The birth of PP No. 19 of 2005 as an elaboration of Law No. 20 of 2003 seeks the existence of National Standards. Government Regulation (PP) Number 19 of 2005 concerning National Education Standards is an implementation of the provisions of Article 35 paragraph (4), Article 36 paragraph (4), Article 37 paragraph (3), Article 42 paragraph (3), Article 43 paragraph (2), Article 59 paragraph (3), Article 60 paragraph (4), and Article 61 paragraph (4) of Law Number 20 of 2003 concerning the National Education System. This Government Regulation is intended to

spur managers, organizers, and education units to improve their performance in providing quality education services, as well as software to encourage the realization of transparency and public accountability in the implementation of the national education system.

To achieve the quality of higher education, the government has issued Law No. 12 of 2012 concerning Higher Education, article 54 paragraph (1) which states that: a. National Higher Education Standards set by the Minister on the proposal of a body tasked with compiling and developing National Higher Education Standards, and b. Higher Education Standards set by each Higher Education with reference to the National Higher Education Standards.

The National Higher Education Standard (SNPT) is a set of standards that regulate the quality, governance, and quality assurance of higher education in Indonesia. SNPT was created based on Law Number 12 of 2012 and further regulated by the Ministry of Education and Culture (Kemendikbud) through Permenristekdikti Number 44 of 2015 concerning National Higher Education Standards. In Chapter I of the General Provisions, it is stated that the National Standard for Higher Education is a unit of standards that includes the National Standard for Education, plus the National Standard for Research and the National Standard for Community Service.

Based on Permenristekdikti No.44 of 2015, SNPT aims to: a) ensure the achievement of higher education goals that play a strategic role in educating the nation's life, advancing science and technology by applying humanities values and sustainable cultivation and empowerment of the Indonesian nation; b). Ensure that learning in study programs, research, and community service organized by universities in all jurisdictions of the Unitary State of the Republic of Indonesia reaches quality in accordance with the criteria set out in the National Higher Education Standards; and c). encourage universities in all jurisdictions

of the Unitary State of the Republic of Indonesia to achieve quality learning, research, and community service beyond the criteria set in the National Higher Education Standards on an ongoing basis.

In Law Number 12 of 2012 concerning DIKTI article 52 paragraph (1) it is stated that the Minister establishes a quality assurance system for Higher Education and National Higher Education Standards. Higher Education Standards consist of National Higher Education Standards set by the Minister on the proposal of a body in charge of compiling and developing National Higher Education Standards and Higher Education Standards set by each Higher Education with reference to National Higher Education Standards. Thus, every university has a responsibility to provide quality education and relevant to the needs of the job market. However, the implementation of educational standards that have not been optimal can affect the quality of graduates produced. In addition, the lack of optimal implementation of educational standards in universities can affect the reputation of universities and the trust of the community and prospective students.

National Higher Education Standards must be met by every university throughout Indonesia to realize the goals of national education and be used as the basis for granting permits for the establishment of universities and permits for opening study programs (study programs), as well as being the basis for providing education through learning based on the applicable curriculum. To support the implementation of functions and achievement of higher education goals, the government in managing education conceptually is good, which refers to an integrated approach that emphasizes education for: national development, civilization development, *good values* development, investment, and providing benefits / benefits to the community (Muchlis R. Luddin, 2011). However, it turns out that our universities have not been able to carry out their functions properly so

that the goals to be achieved are still far away. As revealed by Tilaar (2008) that our universities have not been able to make a meaningful contribution to the development of national society.

The national standards for higher education listed in Permenristekdikti No. 44 of 2015 include: Graduate Competency Standards, Learning Content Standards, Learning Process Standards, Learning Assessment Standards, Lecturer and Education Standards, Learning Facilities and Infrastructure Standards, Learning Management Standards, Learning Financing Standards. Now Permenristek No. 44 of 2015 has changed to Permendikbud No. 3 of 2020 concerning National Standards for Higher Education. However, the structural characteristics of the two ministerial regulations do not show any difference.

provided by universities covering various aspects such as curriculum, teaching, research, facilities, and human resources.

The results of previous research entitled Implementation of National Standards for Postgraduate Higher Education S2 UIN Mataram showed the results that one of the National Standards for Higher Education that has not been met by UIN Mataram is the standards of facilities and infrastructure, standards of lecturers and educational staff, learning management standards and financing standards. The availability of PAI S2 Postgraduate learning infrastructure is very minimal because only study rooms and Head of Study Program rooms are available (Suprpto, 2018).

The root of the problem in the implementation of educational standards that are often faced in universities include::

First, limited resources: many universities in Indonesia still experience limited resources, both in terms of funds, teaching staff, or facilities. This can affect the quality of education provided and it is difficult to meet the established educational standards.

Second. Quality of teaching staff: The quality of teaching staff is very influential on the quality of education provided. However, there are still many universities that have difficulty in recruiting qualified and experienced teaching staff.

Third, lack of understanding and awareness from the academic and administrative parties of universities regarding the importance of implementing educational standards. Many of them consider that these standards are just a formality without realizing the positive impact on the quality of education produced.

Fourth, universities often focus more on achieving targets and performance indicators measured quantitatively, such as the number of graduates and the amount of research produced, rather than the quality of education produced. This can decrease the quality of education and lack of focus on quality learning.

Table 1.1 Structure of Higher Education Research and Technology

Structure Permenristekdikti No. 44 of 2015	Structure Permendikbud No. 3 of 2020
Chapter I General Provisions	Chapter I General Provisions
Chapter II National Education Standards	Chapter II National Education Standards
Scope of National Education Standards	Part One: Scope of National Education Standards
a. Graduate Competency Standards	Part Two: Graduate Competency Standards
b. Learning Content Standards	Section Three: Learning Content Standards
c. Learning Process Standards	Part Four: Learning Process Standards
d. Learning Assessment Standards	Section Five: Learning Assessment Standards
e. Standards for Lecturers and Education Staff	Part Six: Standards for Lecturers and Education Staff
f. Learning Facilities and Infrastructure Standards	Section Seven: Learning Facilities and Infrastructure
g. Learning Management Standards	Section Eight: Learning Management Standards
h. Learning Financing Standards	Section Nine: Learning Financing Standards

The implementation of educational standards in higher education is an effort to ensure the quality of education provided to students. This educational standard is designed to measure the quality of education

Fifth, continuous changes in the education system result in a lack of continuity in the implementation of educational standards. This can occur when leadership changes or drastic policy changes in the college environment.

In order to overcome these problems, there needs to be a strong commitment from all relevant parties such as universities, lecturers, students, and the government to work together in improving the quality of education in Indonesia. Higher Education in Indonesia must meet educational standards and continue to strive to improve the quality of education and academic performance in order to make a greater contribution to society and the nation. Referring to improving the quality of education as a mandate of the law that is mandatory for higher education providers, the Graduate School of Nusantara Islamic University seeks to optimize the implementation of educational standards to improve the quality of education at Nusantara Islamic University in particular.

Methods

This research uses a qualitative approach. The qualitative approach emphasizes accuracy in data collection and interpretation, rather than on generalizing research results (Bogdan dan Biken, 2017). Researchers who use a qualitative approach will collect data by observation, interviews, and participatory observations, so as to get a more in-depth picture of the phenomenon being studied. This study used a descriptive method. According to Sugiyono (2016), Descriptive method research is a research method that aims to describe a phenomenon in detail and accurately.

This research was conducted at the Graduate School of Nusantara Islamic University Bandung, with a span of two months, from January to February 2023.

This research is carried out by collecting data through observation, interviews, and questionnaires, then analyzing the data to identify patterns and

characteristics of the phenomenon being studied.

Data collection techniques through observation, interviews and documentation studies. In this study, the authors tested the validity of the data with a credibility test using the triangulation method. Triangulation itself is divided into 3, namely, source triangulation, engineering triangulation, and time triangulation (Wiliam Wiersma in Arikunto, 2006). In this study, researchers used source triangulation in testing the validity of the data obtained. The collected data is then analyzed narratively-descriptively after going through the process of coding and categorization, then interpreted and conclusions are drawn which are the essence of this study.

Results and Discussion

Higher education standards are not only applicable in Indonesia, but also apply in various other countries in the world. For example, in the United States there is the *National Accreditation Agency for Higher Education*, while in Europe there is the European Association for Quality Assurance in Higher Education (ENQA) which is responsible for ensuring the quality of higher education in European Union member states (Frye, 2018). In implementing higher education standards, each university needs to refer to the guidelines set by accreditation bodies or institutions responsible for ensuring the quality of higher education. The implementation of higher education standards can also help improve the image of universities and increase the competitiveness of universities at the national and international levels (Widjaja, 2016).

The National Standards for Higher Education at the Uninus Graduate School act as a guide to carry out quality assurance in the implementation of education. Higher Education Standards are needed as a reference and guideline for the implementation of education at the undergraduate and postgraduate levels which include competencies, attitudes,

knowledge, and skills based on Uninus values and in order to fulfill the mandate of Law No. 12 of 2012 Article 29 paragraphs (2) and (3).

SNPT Implementation at the Graduate School of Nusantara Islamic University

The National Higher Education Standards include eight (8) National Higher Education Standards in accordance with Permenristekdikti No. 3 of 2020 as a derivative of Law No. 12 of 2012 concerning Higher Education. The scope of national standards of education includes:

Graduate Competency Standards

Uninus Graduate School students come from various regions in Indonesia. Recruitment of prospective students who enter the Uninus Graduate School is carried out through independent channels and cooperation channels. Student admissions are carried out through collaboration with the Nahdatul Ulama Teachers Association, Education Office, Local Government, Ministry of Education and Culture, Higher Education, Himpaudi and Islamic Boarding Schools. Prospective Uninus Graduate School Students must meet administrative and academic requirements. After an administrative examination and declared passed, they are required to take the Academic Achievement Test and a written test of English language proficiency. After the academic test results are processed, then the graduation announcement is accepted as a graduate school student. Students who are declared graduated are required to register by fulfilling the requirements and paying tuition fees to subsequently obtain a Student Identification Number and be valid as Uninus Graduate School students.

The number of Uninus Graduate School Students in three years has increased quite well, even though it had experienced a decrease caused by the Corona virus outbreak from 2019 to 2021. The level of participation of SPS Uninus students in non-academic activities is quite high at the regional, national, and international levels. The most commonly followed forms of activities are related to the field of education

such as workshops, and seminars at international conferences. SPS Uninus lectures are divided into 4 (four) semesters with face-to-face activities with a duration of 50 minutes per credit, structured assignments with a duration of 60 minutes per credit, and independent activities with a duration of 60 minutes per credit with a frequency of meetings of 14 times plus UTS and UAS. The learning approach uses *Student Active Learning* with *problem-based learning methods*, *project-based learning*, *portofolio*, seminars, discussions and comparative studies.

The Uninus Graduate School since its establishment until now has graduated thousands of alumni (approximately 4,000 graduates until 2022). Many graduates work as teachers, supervisors, city/district/provincial Education Offices, Ministry of Agriculture, P3G IPA, LPMP, UIN, Public/private universities, Army, Air Force, Police, local government, PUPR, Pertamina, NGOs and Entrepreneurs spread throughout the territory of the Republic of Indonesia.

Graduates of the Uninus Graduate School have qualifications in accordance with KKNI, stated in the formulation of CPL (Learning Outcomes). CPL at the Uninus Graduate School is designed and compiled based on concepts, theories, methods and/or philosophies according to the field of science taken systematically obtained through reasoning in the learning process, student work experience, research and/or community service related to learning for students.

The scheme for the preparation of CPL graduates of Study Programs in Uninus Postgraduate Schools can be seen in the picture below;



Figure 1 Scheme of preparation of Study Program CPL

Learning Content Standards

Learning Content Standards are minimum criteria for the level of depth and breadth of Learning material. Implementation of Content Standards at Uninus Graduate School, each Study Program ensures that lecturers make RPS (Semester Learning Plan) in accordance with the University's Vision, Uninus' SPS Vision and Study Program's Vision which is then developed into CPL (Learning Outcomes). The RPS made by each lecturer at SPS Uninus has been based on KKNI (Indonesian National Qualification Framework) Level 8 and Level 9.

Availability of KKNI-based curriculum; which includes: (1) the percentage of curriculum fulfillment in accordance with the content of national higher education standards (SNPT), professional organizations and content based on local wisdom and soft skills; (2) Fulfillment of learning design by lecturers, namely the availability of complete RPS, RTM, and assessment alternatives; (3) availability of course teaching materials; (4) fulfillment of course observations; (5) Curriculum review activities in accordance with competency development. maximum once every 2 years; (6) Increasing scientific competence and skills of lecturers in the form of seminars / training and others, as

many as 2-3 activities / lecturers / year either as presenters or participants.

Learning Process Standards

Learning Process Standards are minimum criteria regarding the implementation of learning in study programs to obtain graduate learning outcomes. Based on the results of the interview, it is known that the standard process related to the learning load of SPS Uninus students refers to the provisions of the applicable legislation for Higher Education, namely 36 credits for Master Programs and 44 credits for Doctoral Programs.

The learning process at SPS Uninus takes place in the form of interaction between lecturers, students, and learning resources with learning characteristics that are adjusted to applicable standards, namely: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and focused on students.

Learning Assessment Standards

Learning assessment standards are minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes. Learning assessment at SPS Uninus refers to assessment standards in the form of oral, written and assignment examinations. Exams are held during mid-semester and semester. The assessment of courses, papers and theses and dissertations is based on objective, educative, and accountable academic principles. In macro terms, the assessment is derived from the SPMI formulation, then a document is made for the assessment standards applicable at SPS Uninus.

Standards for Lecturers and Education Staff

The Uninus Graduate School manages S2 Education Administration; S2 Law; S2 Islamic Education and S3 Education Science have 37 permanent lecturers consisting of 4 professors and 33 doctors. Permanent lecturers within the Graduate School have many academic and non-academic achievements that have been achieved both

as book writers, peer reviewers of scientific journals, as resource persons within the Ministry of Education and Culture, resource persons at the Ministry of Research, Technology and Higher Education, as BAN-PT assessors, as research assessors, have rankings in the Ministry of Research, Technology and Higher Education, Management of the L2DIKTI Region IV West Java Professors Association, West Java MUI Administrators, Management of West Java BK-TKI, Regional Regulation Assessment Team, Management of the Indonesian Waqf Board, speakers at various seminars, and officials of the Director of Student Affairs of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia.

Uninus Graduate School has as many as 21 education staff consisting of: Head of Administration, Finance Section, and General Section. Meanwhile, Administration at the study program level consists of the Head of Study Program Administration, Academic Section, Student Affairs Section, and IT operators, and is assisted by Laboran, and librarians. The education level of education personnel is generally S1 and some have S2 education.

Learning Facilities and Infrastructure Standards

Uninus Graduate School has lecture places in three buildings consisting of (1) the main building, first floor and second floor with an area of 3,200 m² consisting of SPS leadership rooms; study program leadership room, lecture room, lecturer room, administration room, lecturer library room, Quality Assurance document room and WC; (2) The second floor and third floor buildings with an area of 640 m² consist of: Study program leadership room, lecture room, administration room, lecturer room, and WC, (3) The third building covering an area of 144 m² consists of: lecturer room and lecture room; (4) 600 m² of library space; (5) Worship facilities covering an area of 1,500 m²; (6) 12,000 m² of motorcycle/car parking.

Learning Management Standards

Learning management standards are minimum criteria regarding planning, implementing, controlling, monitoring and evaluation, as well as reporting learning activities at the study program level. Learning at SPS Uninus is carried out through planning, implementation, evaluation mechanisms by the quality assurance team and improved through follow-up and improvement through the PPEPP cycle.

Learning Financing Standards

SPS UNINUS' financial resources are obtained from Student SPP, state lecturer assistance, lecturer certification, educational cooperation, research and community service through the Ministry of Research, Technology and Higher Education. Some of the financing related to learning are lecturer teaching honors, thesis guidance, academic guidance, proposal seminars, thesis exams, journal preparation, guidebooks, and some related to supporting activities, such as research activities, seminars, workshops and quality assurance activities.

Research Performance and PkM of Uninus Postgraduate Lecturers

Research and PKM activities within the Uninus Graduate School have followed the policies set by the Ministry of Research and Technology and Higher Education and the research map (*road map*) set by the Institute for Research and Community Service (LPPM) of the University. *The research roadmap* is then outlined in the form of a Research Development Master Plan (RIPP). In order for the research objectives to be carried out properly, SPS Uninus always adheres to the Internal Quality Standards of Research and PkM which include: 1) standards of research results / PkM; (2) research content standards/PkM; (4) research process standards/PkM; (5) research assessment standards/PkM; (6) researcher/PkM standards; (7) standards of research facilities and infrastructure/PkM; (8) research management standards/PkM; and (9) research funding and financing standards/PkM.

Inhibiting Factors of Implementation of Education Standards at the Graduate School of Nusantara Islamic University Bandung

In general, the Uninus Graduate School has been able to achieve higher education standards in accordance with existing regulations, however, there are still some things that must be developed and optimized related to existing standards. Some matters related to inhibiting factors in the implementation of higher education standards at the Uninus Graduate School include:

1. Human Resources, including the composition of non-permanent lecturers with permanent lecturers, the comparison is not significant, the number of lecturers with professorships is still lacking.
2. The amount of research and PkM from lecturers has not been maximized, to overcome it is a collaborative effort with students by integrating research with existing courses. This is to overcome the gap in research and PKM.

Discussion

The results showed that the Uninus Postgraduate School currently utilizes and applies eight national standards of higher education which are derived into educational standard-setting manuals though. Based on Permendikbud No. 3 of 2003 that the details of the implementation of national standards for higher education can be seen in the table below;

National Education Standards	National Research Standards	National Standard of Community Service
1. Graduate competency standards	1. Research result standards	1. Standard PkM results
2. Learning content standards;	2. Research content standards	2. PkM content standards
3. Learning process standards	3. Research process standards	1. PkM process standards
4. Learning Assessment Standards	4. Research assessment standards	4. PKM assessment standards

5. Standards for lecturers and educational staff	5. Researcher standards	5. PkM implementing standards
6. Standard of learning facilities and infrastructure	6. Standards of research facilities and infrastructure	6. Standard of PKM facilities and infrastructure
7. Learning management standards	7. Research management standards	7. PKM management standards

Tabel 2 National Higher Education Standards



Figure 1 Scope of National Higher Education Standards

The entire policy of the National Higher Education Standard is represented as a Quality Manual as a representation of the Higher Education Quality Assurance System consisting of the foundation of the Higher Education SPM policy, quality statements, implementing units, procedures, SPMI documents (including policy books, quality standards, quality manuals, SOPs, and forms), as well as phasing out quality targets. The Higher Education Quality Assurance System (SPM Dikti) is a systemic activity to improve the quality of Enggi education in a planned and sustainable manner.

The implementation of 8 (eight) SNPT at the Uninus Graduate School can generally be fulfilled although it still requires various improvements and improvements in the future in order to implement and develop Master and Doctoral graduates who are qualified, have noble character, are competent and professional in their fields and are responsive to environmental problems, changing demands and future needs by adhering to the enma value system characteristic of the Uninus Graduate School, namely: Theological Values, Physiological Values, Logical Values, Ethical Values, Aesthetic Values and Teleological Values.

The implementation of Graduate Competency Standards stated in the form of a formulation of graduate learning outcomes, must consider the aspects thereof, namely Attitude Standards, Skill Standards and Knowledge Standards in accordance with KKNI with the juridical basis of Presidential Decree No. 8 of 2012 concerning the Indonesian National Qualifications Framework.

The implementation of Learning Content Standards is a minimum criterion for the level of depth and breadth of learning material. The implementation of Learning Content Standards in Graduate Schools does not experience significant obstacles. Each Study Program lecturer is required to make an RPS that has depth and breadth of learning material and is formulated by referring to the description of graduate learning at KKNI.

The implementation of Learning Process Standards includes the characteristics of the learning process, planning the learning process, implementing the learning process and student learning load. To achieve CPL, the Uninus Graduate School has implemented the characteristics of the learning process in accordance with Permendikbud No. 3 of 2020, namely interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered. Recently, the collaborative model in the learning process applied by SPS Uninus is OBE or *Outcome Based Education*. Each process must produce a product as a result of the characteristics of a collaborative learning process between lecturers and students in addition to being an applicative manifestation of the characteristics of the research-based learning process, this is one of the efforts to improve the quality of education at the Uninus Graduate School.

The implementation of Learning Assessment Standards is one of the indicators to measure the level of student success during the learning process to achieve graduate competency standards. By Ministry. The assessment techniques applied

at the Uninus Graduate School use oral, written and assignments. Permendikbud No. 3 of 2020 concerning Higher Education and Professional Education Process Standards regulates learning assessment standards in universities in Indonesia. The implementation of learning assessment standards in universities must pay attention to several principles, such as validity, reliability, objectivity, transparency, and linkage with graduate competency standards. This standard regulates the principles of assessment and evaluation of learning which covers several aspects, such as linkage with graduate competency standards, variations in assessment techniques, clarity of assessment criteria, and clarity of procedures for announcing assessment and evaluation results.

To implement these learning assessment standards, universities can use various types of assessment instruments, such as written examinations, individual and group assignments, presentations, written works, and so on. The selection of assessment instruments must be adjusted to the learning objectives, material learned, and the characteristics of students. In its implementation, universities must pay attention to several laws related to education, such as Law Number 20 of 2003 concerning the National Education System, and Law Number 12 of 2012 concerning Higher Education.

The implementation of Lecturer and Education Staff Standards in universities is regulated in Permendikbud No. 3 of 2020 concerning Higher Education and Professional Education Process Standards. The implementation of this standard covers several aspects, such as academic qualifications and competencies, professional development, teaching, and academic guidance.

The following is a more detailed explanation of the implementation of standards for lecturers and education staff in universities:

1. Academic Qualifications and Competencies

Every lecturer in higher education must have academic qualifications that are in accordance with the field they are in and the necessary competencies. Lecturers are also expected to be able to develop themselves and follow the latest developments in science and technology

2. Professional Development

Universities must provide opportunities for lecturers and education staff to develop themselves through training programs, professional development, and participation in research and community service activities.

3. Teaching

Lecturers must be able to deliver teaching materials properly and correctly, and use effective and innovative learning methods. Lecturers must also be able to provide appropriate assessment and feedback and in accordance with the competencies of graduates that have been set.

4. Academic Guidance

Lecturers in universities are also expected to be able to provide effective academic guidance, both in the form of thesis, thesis, dissertation guidance, as well as in the form of mentoring and academic counseling activities. The implementation of standards for lecturers and education staff in universities is based on Law Number 20 of 2003 concerning the National Education System and Law Number 12 of 2012 concerning Higher Education.

The implementation of learning management standards in universities is regulated in Permendikbud No. 3 of 2020 concerning Higher Education and Professional Education Process Standards. Learning management standards cover several aspects, such as curriculum management, educational facilities and facilities, and learning quality assurance.

The following is a more detailed explanation of the implementation of learning management standards in universities:

1. Curriculum Management

Higher education must have a curriculum that is in accordance with graduate competency standards and meets the needs of stakeholders. The curriculum should be designed systematically and comprehensively, includes teaching materials, learning methods, and learning assessment and evaluation.

2. Educational Facilities and Facilities

Universities must provide adequate educational facilities and facilities in accordance with learning needs, such as lecture halls, laboratories, libraries, sports facilities, and so on. Universities must also pay attention to security and comfort aspects in providing educational facilities and facilities.

3. Learning Quality Assurance

Higher education must guarantee the quality of learning by evaluating learning processes and outcomes regularly. The evaluation must cover various aspects, such as teaching quality, lecturer performance, educational facilities and facilities, and student satisfaction.

The implementation of facilities and infrastructure standards in universities is regulated in Permendikbud No. 3 of 2020 concerning Higher Education and Professional Education Process Standards. This standard covers several aspects, such as the availability and quality of learning facilities and facilities, a conducive campus environment, and the availability of learning support services.

The following is a more detailed explanation of the implementation of facilities and infrastructure standards in universities:

1. Learning Facilities and Facilities

Universities must provide adequate learning facilities and facilities in accordance with learning needs, such as lecture halls, laboratories, libraries, sports facilities, and so on. These facilities and facilities must meet established quality and safety standards.

2. Conducive Campus Environment

Universities must provide a campus environment conducive to learning, such as environmental cleanliness and safety, as well as the availability of green open spaces and other social facilities.

3. Learning Support Services

Universities must provide adequate learning support services, such as guidance and counseling services, career services, health services, and so on.

The implementation of learning financing standards in universities is regulated in Permendikbud No. 3 of 2020 concerning Higher Education and Professional Education Process Standards. This standard covers several aspects, such as the management of education funds, disclosure of information about education costs, and the availability of financial assistance for students in need.

The following is a more detailed explanation of the implementation of learning financing standards in universities:

1. Education Fund Management

Universities must ensure transparent, effective, and efficient management of education funds. The use of education funds must be in accordance with its designation and must not be used for other purposes that are not related to learning activities.

2. Disclosure of Information Regarding Tuition Fees

Universities must provide clear and transparent information about the cost of education that must be borne by students, including tuition fees, administrative costs, and other costs associated with learning activities. Information regarding tuition fees should be easily accessible to students and the general public.

3. Financing Assistance for Students in Need

Universities must provide financial assistance for students in need, such as scholarships, tuition waivers, and so on. Such financial assistance shall be provided in a fair and non-discriminatory manner.

Obstacle Factors in the Implementation of National Higher Education Standards

Although the National Higher Education Standard (SNPT) is designed to improve the quality of education in universities, there are still several inhibiting factors in the implementation of SNPT. Here are some of these inhibiting factors:

1. Limited budget and human resources.

Universities often experience limited budget and human resources to meet the standards set in SNPT. This can hamper the college's efforts to improve the quality of education and activities on campus.

2. Lack of awareness and commitment.

Lack of awareness and commitment from stakeholders in universities is also an inhibiting factor in the implementation of SNPT. If stakeholders in universities do not have a strong awareness and commitment to SNPT, then the implementation of the standard will be difficult.

3. Lack of coordination and communication.

Lack of coordination and communication between all parties involved in SNPT implementation can also be an inhibiting factor. When there is no effective coordination and communication between stakeholders, SNPT implementation will not run well.

4. Unclear or ambiguous rules and policies.

Unclear or ambiguous regulations and policies can also hinder SNPT implementation. If regulations and policies are not clearly explained, different interpretations can occur and lead to differences of opinion and difficulties in their implementation.

a. Differences in the characteristics and conditions of colleges.

Higher education in Indonesia has different characteristics and conditions. Factors such as location, number of students, and human resources owned can affect the implementation of SNPT in each university. Therefore, the implementation of SNPT in each university can vary and find different challenges.

Implementation of National Research Standards and PKM

The standard of research results is a minimum criterion regarding the quality of research results. The results of research in universities must be directed to develop science and technology, as well as improve community welfare and national competitiveness. Higher Education is required to make a Road Map and have a Research Strategic Plan and PkM which are part of the University strategic plan.

The standard for the results of community service is the minimum criterion for the results of community service in applying, practicing, and cultivating science and technology in order to advance general welfare and educate the nation's life. The result of community service is the solution of problems faced by the community by utilizing the expertise of the relevant academic community.

Conclusion

The National Standard for Higher Education (SNPT) is a set of standards set by the Indonesian government to improve the quality of education in higher education. SNPT is designed to be a reference for universities in developing curriculum, implementing learning, assessing learning outcomes, managing universities, and developing human resources. The purpose of SNPT is to ensure that universities in Indonesia meet international standards and produce graduates who are qualified and able to compete in the global world of work.

The National Higher Education Standard (SNPT) is a general guideline set by the Ministry of Education and Culture (Kemendikbud) as a reference for higher education institutions (PT) in carrying out their academic activities. SNPT has an important role in improving the quality of higher education in Indonesia.

The implementation of National Standards for Higher Education at the Uninus Graduate School has been applied in the implementation of education, research and community service. The Uninus

Graduate School has made significant efforts in implementing SNPT in the curriculum and learning process. In implementing SNPT, Uninus Graduate School has involved qualified and competent lecturers in teaching, developing curricula that are relevant to the demands of the development of science and technology, and providing quality learning experiences for students. In addition, regular monitoring and evaluation of SNPT implementation has also been carried out to ensure conformity with established standards.

Obstacle factors in the implementation of national standards for higher education at the Uninus Graduate School generally exist in human resources (educators and education staff) and financing/allocation of funds for research and lecturer pkm.

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