



The Meaning University

GUIDELINES FOR UNIVERSITY EXAMS



UNIVERSITY PGRI SEMARANG
2024/2025



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The Government of the Republic of Indonesia has established organisational principles, levels or strata of education, the arrangement of faculties, departments, study programmes, and other matters so that higher education institutions can perform their roles optimally. One of the most important provisions for the growth and development of a university as an academic community is the establishment of several provisions for implementing the Semester Credit System (SKS). The implementation of SKS in higher education provides students with broad opportunities to determine and choose the programme they wish to follow in accordance with their respective talents, interests, and abilities. In addition, this system also gives students the freedom to determine the pace at which they complete their studies, taking into account their individual academic ability as reflected in their academic achievement.

Referring to the Academic Guidelines of Universitas Persatuan Guru Republik Indonesia (UPGRIS) for the 2024/2025 Academic Year, educational activities at UPGRIS apply the Semester Credit System (SKS), with its various strengths and limitations. Since its establishment as IKIP PGRI Semarang and its subsequent transformation into UPGRIS, the implementation of SKS has continued to be refined and strengthened in accordance with the regulations applicable in the Republic of Indonesia.

Within the overall learning or lecturing process that uses SKS as described above, the implementation of examinations is an important part of ensuring that the learning process runs properly in accordance with established procedures and principles. Examinations are an evaluation tool for measuring students' understanding of the material that has been taught and studied. This is in accordance with Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 concerning Quality Assurance in Higher Education, which emphasises the importance of evaluating the quality of higher education with a focus on outcomes rather than merely processes, by measuring graduate performance (competence, relevance, competitiveness), the quality of research and community service, and continuous quality improvement through an adaptive and innovative Internal Quality Assurance System (SPMI). It encourages higher education institutions to focus on real impact and the relevance of graduates in the world of work, with data from PDDikti serving as the main reference.

Based on Article 11 paragraph 1 of Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023, learning process standards function as the minimum criteria for the learning process required to achieve graduate competency standards. This process includes three matters: planning, implementation, and assessment of the learning

process. Examinations help students develop academic and professional competencies. Law Number 12 of 2012 concerning Higher Education states that higher education aims to produce competent graduates with integrity.

Article 13 explains that the learning process may be conducted through face-to-face learning, online learning, or a combination of face-to-face and online learning (hybrid). Its implementation is governed by the Semester Credit System (SKS), in which 1 SKS can be converted as equivalent to 45 hours per semester. It may then be carried out in various forms, such as lectures, response sessions, tutorials, seminars, practical work, research, student exchange, final projects, internships/entrepreneurship, community service, and other forms.

In response to the Regulation of the Minister of Education, Culture, Research and Technology, UPGRIS issued Rector's Decree Number 019.a/SK/UPGRIS/IV/2024 concerning the Determination of the Weighting of Course Evaluation Components within Universitas PGRI Semarang. The learning assessment weighting applies to both the case-solving method (case method) and project-based group learning. Assessment weighting is a measure in percent (%) indicating the percentage contribution of assessment at one learning stage to the overall achievement score in a course.

The legal basis for the preparation of these assessment guidelines includes:

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;
3. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education Institutions;
4. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI);
5. Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 concerning Quality Assurance in Higher Education;
6. Rector's Decree of Universitas Persatuan Guru Republik Indonesia Semarang Number 064/SK/UPGRIS/X/2024 concerning the Educational Guidelines for Undergraduate (S1) and Postgraduate (S2) Programmes of Universitas PGRI Semarang for the 2024/2025 Academic Year.

The objectives of preparing these Examination Guidelines are as follows:

1. To serve as a reference for administrators and lecturers in conducting examinations as part of the assessment of learning processes and outcomes in accordance with Quality Assurance in Higher Education.
2. To serve as a benchmark in the planning, implementation, control, supervision, quality assurance, and evaluation of learning, particularly in the assessment aspect.

The target users of these examination guidelines are:

1. Faculties and Postgraduate Programmes, as a basis for formulating policies related to the achievement of educational quality assurance in learning assessment through the implementation of examinations at faculty level.
2. Study Programmes, as a basis for monitoring the achievement of assessment quality standards, learning monitoring and evaluation, and the development of lecturers' competence in learning assessment.
3. Lecturers, as educators who will apply assessment principles and techniques in accordance with UPGRIS quality standards.
4. Students, as learners who require information regarding examination implementation and assessment techniques, and as recipients of learning assessment services.

CHAPTER II

LEARNING ASSESSMENT STANDARDS

Learning assessment standards are the minimum criteria for assessing students' learning processes and outcomes in order to fulfil graduate learning outcomes. Assessment of students' learning processes and outcomes includes: assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, assessment implementation, assessment reporting, and student graduation.

A. Assessment Principles

1. Assessment principles include educative, authentic, objective, accountable, and transparent principles that are implemented in an integrated manner.
2. The educative principle refers to assessment that motivates students to be able to:
 - a. improve their planning and learning methods; and
 - b. achieve graduate learning outcomes.
3. The authentic principle refers to assessment oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process.
4. The objective principle refers to assessment based on standards agreed between lecturers and students and free from the subjectivity of both the assessor and the assessed.
5. The accountable principle refers to assessment carried out in accordance with clear procedures and criteria, agreed at the beginning of the course, and understood by students.
6. The transparent principle refers to procedural assessment whose results can be accessed by all stakeholders.

B. Assessment Techniques and Instruments

1. Assessment techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires.
2. Assessment instruments consist of process assessment in the form of rubrics and/or outcome assessment in the form of portfolios or design works.
3. Attitude assessment may use observation assessment techniques.
4. Assessment of mastery of knowledge, general skills, and specific skills is conducted by selecting one or a combination of the various assessment techniques and instruments referred to in numbers 1 and 2.

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

C. Assessment Mechanisms and Procedures

1. Assessment mechanism:
 - a. preparing, communicating, and agreeing on the stages, techniques, instruments, criteria, indicators, and assessment weightings between the assessor and the assessed in accordance with the learning plan;
 - b. carrying out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and assessment weightings that contain the assessment principles referred to in point a;
 - c. providing feedback and opportunities for students to question the assessment results; and
 - d. documenting the assessment of students' learning processes and outcomes in an accountable and transparent manner.
2. Assessment procedures include the planning stage, the provision of assignments or questions, performance observation, the return of observation results, and the awarding of final grades.
3. Assessment procedures at the planning stage may be carried out through staged assessment and/or reassessment.

D. Assessment Implementation

1. Assessment implementation is carried out in accordance with the learning plan.
2. Assessment implementation may be carried out by:
 - a. the course lecturer or teaching team;
 - b. the course lecturer or teaching team with the involvement of students; and/or
 - c. the course lecturer or teaching team with the involvement of relevant stakeholders.

E. Assessment Weighting

Assessment weighting is a measure in percent (%) that indicates the percentage contribution of assessment at one learning stage to the overall achievement score in a course. Based on Rector's Decree Number 019.a/SK/UPGRIS/IV/2024 concerning the Determination of the Weighting of Course Evaluation Components within Universitas PGRI Semarang, the learning assessment weighting applies to both the case-solving method (case method) and project-based group learning.

Table 1. Weighting of Course Evaluation Components

No.	Evaluation Component	Weight (%)
1	Participation Activities	20
2	Project Results	40
3	Assignments	5
4	Quizzes	5
5	Mid-Semester Examination (UTS)	10
6	Final Semester Examination (UAS)	20

F. Types and Forms of Examinations

1. Types of examinations include course examinations and thesis/final project examinations

a. Course Examinations;

Course examinations are examinations that assess learning outcomes for a course in the relevant semester. Course examinations are held at least 2 (two) times in one semester, namely the Mid-Semester Examination (UTS) and the Final Semester Examination (UAS).

The UAS is an examination covering all material of the relevant course, the implementation of which is guided by the academic calendar. To take the UAS, a student must fulfil the following requirements:

- 1) Be registered as a student in the relevant semester,
- 2) Attend lectures in the relevant course for at least 75% of the lecturer's attendance,
- 3) Not be subject to academic sanctions,
- 4) Have fulfilled the administrative requirements stipulated up to the relevant semester.

The implementation of the Mid-Semester Examination (UTS) and the Final Semester Examination (UAS) for the 2024/2025 Academic Year is carried out under the following provisions:

- 1) Conducted online through SPADA UPGRIS
- 2) The UAS schedule is prepared by taking the following matters into account:

- a. Time allocation:
 - a.1. 90 minutes for 2-SKS courses, and
 - a.2. 120 minutes for 3- or 4-SKS courses

The time allocations in points a.1. and a.2. are for completing the questions and submitting (uploading) the answers.
 - b. In 1 (one) day, a maximum of 3 examinations per class may be held for 2-SKS courses, while for 3- or 4-SKS courses a maximum of 2 examinations per class may be held.
 - c. The schedule is sent to the Academic Bureau (BAK), with a copy to Vice-Rector I
- b. Thesis/Final Project Examination.
1. The Thesis/Final Project Examination is the final examination of the educational programme and may be conducted if the student concerned has passed all courses, the thesis has been approved by the supervisor for examination, and the student has obtained a minimum of 300 student activity points.
 2. The Thesis/Final Project Examination is a comprehensive examination to assess the student's academic mastery of the content of the thesis/final project written, as well as the ability to defend views and arguments against objections raised by members of the examining team.
 3. The Thesis/Final Project Examination is organised by an Examination Committee consisting of:
 - a) Person in Charge (Rector);
 - b) Coordinator (Vice-Rector I);
 - c) Executive Chair (Dean);
 - d) Secretary (Head of Study Programme);
 - e) Examining Team.
 4. The thesis/final project examining team consists of 3 (three) persons appointed by the Dean upon the recommendation of the Head of the Study Programme.
 5. The thesis/final project examination is conducted in the form of a defence session with a time allocation of 90 to 120 minutes.
 6. If an examiner (whether Examiner I, II, or III) is unable to attend at the scheduled time, the committee shall replace the examiner concerned.

7. The thesis/final project manuscript to be examined is duplicated in 4 (four) copies, with the following details: 3 (three) copies for the examiners and 1 (one) copy for the student concerned.
8. The thesis/final project manuscript is submitted to each examiner no later than 7 (seven) days before the examination date.
9. Assessment of the thesis/final project includes the thesis/final project manuscript component and the examination process.
10. The results of the thesis/final project examination are determined by the examining team and classified as:
 - a) pass;
 - b) pass with revisions; and
 - c) fail.
11. A student is declared to have passed the thesis/final project examination if the concluding grade of the thesis/final project examination is at least C, with or without the obligation to revise the thesis/final project.
12. After being declared to have passed the thesis examination, the study programme submits an order for the National Diploma Number (PIN) through the Simekar system so that graduation can be processed.
13. Students who are declared to have passed the thesis/final project examination with the obligation to revise must submit their revisions no later than 7 (seven) days after the examination. The file is sent to the library repository.
14. Students who are late in submitting their revisions will have their graduation confirmation postponed to the following month.
15. The thesis/final project manuscript that has been examined and/or revised and approved by the examination committee, members of the examining team, the Head of the Study Programme, and the Dean is sent to the library in hard copy.
16. Students who have taken the Study Plan Card (KRS) for the thesis/final project course but have not yet taken the examination will still have the SKS credits counted in the calculation of their grade point average in the Study Results Card (KHS).
17. Registration for the thesis/final project examination can only be carried out after the student has achieved 300 student activity points, evidenced by a student activity transcript verified by the respective academic adviser.

18. Students who have been declared to have passed the thesis/final project examination are required to publish the thesis in the form of a scientific article. Procedures for writing scientific articles are regulated in separate provisions.

c. Thesis Examination

1. The thesis examination is the final examination of the educational programme and may be conducted if the student concerned has passed all courses and the thesis has been approved by the supervisor for examination.
2. The thesis examination is a comprehensive examination to assess the student's academic mastery of the content of the thesis written, as well as the ability to defend views and arguments against objections raised by members of the examining team.
3. The thesis examination is organised by an Examination Committee consisting of:
 - a) Person in Charge (Director);
 - b) Coordinator (Head of Study Programme)
 - c) Examining Team.
4. The thesis examining team consists of 3 (three) persons appointed by the Director upon the recommendation of the Head of the Study Programme.
5. The thesis examination is conducted in the form of a defence session with a time allocation of 60 to 120 minutes.
6. If an examiner (whether Examiner I, II, or III) is unable to attend at the scheduled time, the committee shall replace the examiner concerned.
7. The thesis manuscript to be examined is duplicated in 4 (four) copies, with the following details: 3 (three) copies for the examiners and 1 (one) copy for the student concerned.
8. The thesis manuscript is submitted to each examiner no later than 7 (seven) days before the examination date.
9. Assessment of the thesis includes the thesis manuscript component and the examination process.
10. The results of the thesis examination are determined by the examining team and classified as:
 - a) pass;
 - b) pass with revisions; and

- c) fail.
 - 11. A student is declared to have passed the thesis examination if the concluding grade of the thesis examination is at least B, with or without the obligation to revise the thesis.
 - 12. After being declared to have passed the thesis examination, the study programme submits an order for the National Diploma Number (PIN) through the Si Mekar system so that graduation can be processed.
 - 13. Students who are declared to have passed the thesis examination with the obligation to revise must submit their revisions no later than 7 (seven) days after the examination. The file is sent to the library repository.
 - 14. Students who are late in submitting their revisions will have their graduation confirmation postponed to the following month.
 - 15. The thesis/final project manuscript that has been examined and/or revised and approved by the examination committee, members of the examining team, the Head of the Study Programme, and the Dean is sent to the library in hard copy.
 - 16. Students who have taken the Study Plan Card (KRS) for the thesis course but have not yet taken the examination will still have the SKS credits counted in the calculation of their grade point average in the Study Results Card (KHS).
 - 17. Registration for the thesis examination can only be carried out after completing the following stages:
 - 18. thesis proposal examination,
 - a. completion of thesis research,
 - b. passing all courses
 - c. submission of evidence of article publication in an accredited national journal/international journal/international proceedings and intellectual property rights
 - 19. Students who have been declared to have passed the thesis examination are required to bind the thesis and register it in the University Central Library repository.
2. Forms of course examinations may include oral examinations, written examinations (essay form), and/or practical examinations.
- a. Oral examinations and written essay tests are course examinations that assess mastery of knowledge.

- b. Performance/practical examinations, projects, and products are forms of course examination that assess skills.

- 1) Performance/Practical Work

This assessment is suitable for assessing the achievement of competencies that require students to perform certain tasks, such as laboratory practicals, worship practice, sports practice, presentations, role play, playing musical instruments, singing, and reading poetry/recitation.

- 2) Project

Project assessment may be used to identify understanding, the ability to apply knowledge, the ability to investigate, and the ability to communicate a matter clearly. Project assessment is carried out from planning and implementation through to reporting.

- 3) Product

Product assessment includes assessment of students' ability to create products, technology, and art. Product development consists of 3 (three) stages, and assessment should be carried out at each stage, namely: a) preparation stage, b) product-making stage (process), and c) product assessment stage (appraisal).

- 3. Procedure for Applying for a Thesis Examination

- a. Students obtain approval for the thesis examination from their supervisor.
- b. Students complete the thesis examination registration form online through the [simekar-sia](#) page.
- c. Students submit the requirements for applying for a thesis examination as follows.
 - 1) Photocopy of proof of payment of the latest tuition fee.
 - 2) Photocopy of proof of payment for the thesis examination.
 - 3) Provisional academic transcript signed by the Head of the Study Programme.
- 4. Matters not yet regulated in this thesis examination application procedure will be regulated by the Director of Postgraduate Studies.

G. Assessment Reporting

- 1. Assessment reporting takes the form of a qualification of students' success in completing a course. The final grade indicates the quality of mastery/ability, the levels of which are classified in Table 2 and Table 3.

Table 2. Mastery/Ability Levels for Undergraduate Programmes

Mastery/ Ability Level (%)	Designation	Letter Grade	Numerical Grade
85% - 100%	Very Good	A	4,00
75% - 84.9%	Between Very Good and Good	B+	3,50
70% - 74.9%	Good	B	3,00
65% - 69.9%	Between Good and Sufficient	C+	2,50
60% - 64.9%	Sufficient	C	2,00
55% - 59.9%	Between Sufficient and Poor	D+	1,50
50% - 54.9%	Poor	D	1,00
0% - 49.9%	Fail	E	0

Table 3. Mastery/Ability Levels for Postgraduate Programmes

Mastery/ Ability Level (%)	Designation	Letter Grade	Numerical Grade
86% - 100%	Outstanding	A	4,00
81% - 85%	Very Good	A-	3,70
76% - 80%	Very Good	B+	3,30
71% - 75%	Good	B	3,00
66% - 70%	Fairly Very Good	B-	2,70
61% - 65%	Moderate	C+	2,30
56% - 60%	Sufficient	C	2,00
51% - 55%	Poor	D	1,00
0% - 50%	Fail	E	0

2. Final course grades are entered in the Final Grade List (DNA), using the official format:
 - a. Thesis/final project grades are entered in the DNA by the Head of the Study Programme.
 - b. Final course grades are entered in the DNA by the lecturer concerned.
 - c. PPL grades are entered in the DNA by the Head of the Internship and PPL Centre.
 - d. KKN grades are entered in the DNA by the Head of the KKN Centre.
 - e. Grades for MBKM learning activities are entered in the DNA by the Head of the Curriculum, CoE and MBKM Centre in coordination with course conversion assessors in each study programme.
3. Attendance records, mid-semester grades, assignment implementation grades, and final examination grades are not displayed in the final grade list.
4. Assessment results are announced to students after each learning stage in accordance with the learning plan.

5. If a make-up examination is held for a student who is ill, or for certain reasons beyond the student's control, the make-up grade for the relevant course is entered in the Study Results Card (KHS).
6. All letter grades obtained by students in completing the study programme each semester are listed in the KHS, which forms part of the final programme transcript attachment.
7. If a student obtains a letter grade of D or C, remedial assessment may be given to that student.
8. Students who will take remedial assessment must register in accordance with the applicable provisions.
9. Remedial assessment is conducted after remedial teaching has been held (face-to-face for a minimum of 4 meetings).
10. Remedial assessment may be taken only once.
11. The final grade for a remedial course is the highest grade among all grades obtained.
12. The maximum final grade for remedial assessment is B.
13. The assessment results for graduate learning outcomes in each semester are expressed as the Semester Grade Point Average (IPS) and calculated by summing the product of the letter grade for each course taken and the SKS credits of the relevant course, divided by the total SKS credits taken in one semester, or by the following formula:

$$\text{Semester GPA} = (k_1N_1 + k_2N_2 + \dots + k_nN_n) : (k_1 + k_2 + \dots + k_n)$$
 Notes:
 k₁= SKS credit value of course 1
 N₁= final grade of course 1
 n = course number
14. The semester grade point average is used to determine the semester study load.
15. The semester study load is the number of SKS credits taken by a student in one semester.
16. Students with high academic achievement (having a semester grade point average of more than 3.00 and meeting academic ethics requirements), after 2 (two) semesters in the first academic year, may take a maximum of 24 (twenty-four) SKS credits per semester in the following semester.
17. The study load that may be planned by students in a semester is regulated according to Table 4.

Table 4. Study Load That May Be Planned in a Semester

Semester Grade Point Average	Study Load That May Be Planned
3,00 - 4,00	24
2,50 – 2,99	22
1,50 – 2,49	19
1,00 - 1,49	15
0,00 – 0,99	12

18. The assessment results for graduate learning outcomes at the end of the study programme are expressed as the Cumulative Grade Point Average (IPK) and calculated by summing the product of the letter grade for each course taken and the SKS credits of the relevant course, divided by the total SKS credits of courses completed, or by the following formula:

$$(k_1N_1 + k_2N_2 + \dots + k_nN_n) : (k_1N_2 + \dots + k_n)$$

Semester GPA =

Notes:

k1= SKS credit value of course 1

N1= final grade of course 1

n = course number ...

H. Graduation

1. Students are declared to have graduated if they have completed the entire prescribed study load and achieved the graduate learning outcomes targeted by the study programme, with a Cumulative Grade Point Average (IPK) of at least 2.00 for undergraduate programmes and 3.00 for postgraduate programmes.
2. For the determination of student graduation and graduation confirmation in all study programmes, a graduation and graduation confirmation committee is formed, consisting of:
 - a. the dean/director as chair;
 - b. the Vice-Dean I or Assistant Director as secretary; and
 - c. the Head and Secretary of the Study Programme as members.
3. To determine graduation and graduation confirmation, the graduation and graduation confirmation committee uses the Study Results and Graduation Confirmation List (DHSY) of the student concerned, the contents of which have been checked and approved by the Head of the Study Programme after examination by the DHSY review

team of the respective faculty/study programme, with the provision that the minimum passing grade is C for undergraduate programmes and B for postgraduate programmes.

4. Graduation and graduation confirmation are determined based on the Cumulative Grade Point Average (IPK) from the examination results of all courses required to complete the study programme in full, undertaken in accordance with the programme structure and distribution of SKS credits, including the results of the thesis/final project/thesis examination classified as pass or pass with revisions.
5. Students who are declared to have graduated are entitled to receive a diploma, degree or title, and/or Diploma Supplement (SKPI), and competency certificate in accordance with statutory regulations.
6. Student graduation is stated with the predicates satisfactory, very satisfactory, and cum laude/with distinction according to the criteria listed in Tables 5 and 6.

Table 5. Graduation Predicates for Undergraduate Programmes

Cumulative Grade Point Average	Predicate	Study Period
3,51 – 4,00	With Distinction/Cum Laude	≤ 4.5 years
2,76 – 3,50	Very Satisfactory	> 4.5 years
2,00 – 2,75	Satisfactory	-

Table 6. Graduation Predicates for Master's Programmes

Cumulative Grade Point Average	Predicate	Study Period
3,76 – 4,00	With Distinction/Cum Laude	≤ 2 years
3,51 – 3,75	Very Satisfactory	> 2 years
3,00 – 3,50	Satisfactory	-

Notes:

The graduation predicate of with distinction/cum laude for undergraduate programmes is also determined by taking into account the study period, namely not exceeding 9 semesters or equal to or less than 4.5 years. If the study period exceeds 9 semesters or is more than 4.5 years, the predicate is very satisfactory. For Master's programmes, the graduation predicate of with distinction/cum laude applies if the study period does not exceed 4 semesters or is equal to or less than 2 years. If the study period exceeds 4 semesters for the Master's programme, the predicate is very satisfactory.