



# **ACADEMIC GUIDELINE BOOK 2023/2024**

**PUBLIC HEALTH STUDY PROGRAM  
FACULTY OF HEALTH SCIENCES  
UIN SYARIF HIDAYATULLAH  
JAKARTA  
2023**





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## PREFACE

Praise and gratitude, we offer to the Almighty for His grace and favor, so that we can complete the Academic Guidelines Book for the Public Health Study Program at UIN Syarif Hidayatullah Jakarta for the Academic Year 2023/2024. This book was prepared to guide the academic community in carrying out academic and student activities in the Public Health Study Program at UIN Syarif Hidayatullah Jakarta. This guideline book contains information about the Public Health Study Program at UIN Syarif Hidayatullah Jakarta, beginning with an introduction that includes the history of its establishment, vision, mission, educational objectives, graduate competencies, educational implementation, facilities and infrastructure, and student affairs. Hopefully, this guideline book can enhance the education management system and serve as a resource for developing educational programs in the Public Health Study Program at UIN Syarif Hidayatullah Jakarta.

Thank you.

Head Of Public Health Study Program



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## **PART I HISTORY, VISION, MISSION, AND OBJECTIVES**

### **1.1 Brief History of the Study Program**

Faculty of Medicine and Health Sciences was established in effort to fulfil community's need to health workers for Indonesian development. This is an accordance with the vision to support the government in realizing the concept of Healthy Indonesia 2010. As an educational institution, State Islamic University (UIN) Syarif Hidayatullah Jakarta responds to this need by opening a new study programme. The opening of the new study programme is also intended for the development of UIN Syarif Hidayatullah Jakarta in integrating the scientific aspects of health, Islamic and Indonesian aspects. This is in accordance with the vision of UIN Syarif Hidayatullah Jakarta to become a leading higher education institution in integrating scientific, Islamic and Indonesian aspects. Thus, the Senate held a session of the Senate of UIN Syarif Hidayatullah Jakarta on 30 December 2002 to discuss this matter. The results of the Senate session stated that the Health study programme should be immediately established under a Faculty, namely the Faculty of Medicine and Health Sciences. Based on the Senate's decision, the preparation of proposals for four study programmes under Faculty of Medicine and Health Sciences was initiated, namely Public Health, Pharmacy, Nursing Science and Medical Education Study Programme. The team that prepared the proposal for the establishment of Faculty of Medicine and Health Sciences was chaired by Prof. Dr. (he), dr. M.K, Tadjudin Sp. and from the Faculty of Medicine, University of Indonesia, which was also the Faculty of Trustees. The team consisted of Prof. Dr. Azyumardi Azra, MA. (Rector), Prof. Dr. Suwito, MA (Vice Rector), Prof. Dr. Abuddin Nata, MA (Vice Rector 1), Drs H. Abdul Shomad (Head of Personnel Bureau), Drs M. Yanis Musdja. Apt., MSc (Pharmacy Study Programme Team). Tien Gartinah, MN. (Nursing Study Team), Prof. Dr. dr Does Sampoerno (Public Health Study Team). The

existence of Faculty of Health Sciences UIN Jakarta was began with the Faculty of Medicine and Health Sciences UIN Syarif Hidayatullah Jakarta which was established on 12 March 2004. There are four Study Programmes under Faculty of Medicine and Health Sciences, namely Public Health, Pharmacy, Nursing Science, and Medical Education. Public Health Study Programme (PHSP) and Pharmacy Study Programme (PSP) were officially established with a study programme implementation permit from the Director General of Higher Education number 1387/D2.2/2004 and 1338/D/T/2004. Meanwhile, Nursing Science Study Programme (NSSP) and Medical Education Study Programmes (MESP) officially operated based on the Decree of the Director General of Higher Education No. 1356/D/T/2005. In 2011, the number of study programmes in Faculty of Medicine and Health Sciences increased with the issuance of an operational permit for the Nursing Profession Study Programme from the Director General of Higher Education No. 1783/E/T/2011. Finally, the Pharmacist Professional Study Program (PPSP) was established based on the decision of the Minister of Research, Technology and Higher Education with number 1132/A4/HK/2015 dated 31 December 2015.

In 2018, Syarif Hidayatullah State Islamic University Jakarta experienced a development marked by the expansion of the Faculty of Medicine and Health Sciences into the Faculty of Health Sciences and the Faculty of Medicine. This was confirmed by the Decree of the Rector of UIN Syarif Hidayatullah Jakarta No. 141a, February, 26 2018. Five study programmes, namely Public Health, Pharmacy, Nursing, Nursing Profession and Pharmacist Profession are under the Faculty of Health Sciences UIN Jakarta.



## 1.2 Vision, Mission and Objectives Study Program

### A. Vision

To become a reputable Public Health Study Programme at the national and international levels with excellence in integrating aspects of public health and Islamic science by 2034.

### B. Mission

1. Building a health sciences faculty within the framework of an organizational structure and culture that is professional, accountable, religious, has integrity and entrepreneurialism
2. Organizing quality, innovative and fair health science education and teaching according to national and international needs
3. Carrying out superior research to develop the integration of health and Islamic sciences
4. Carrying out community service based on health science and Islam

### C. Objectives

1. Producing public health graduates who are competent and have an Islamic character
2. Produce public health graduates who are able to implement Islamic concepts in health programmes and are able to use health promotion approaches that consider Islamic values and community culture.
3. Producing research by lecturers and students in the development of public health science that is integrated with Islamic science

4. Produce the concept of "Islamic Public Health" through research studies of lecturers and students.
5. Producing community service programmes that take into account Islamic values and the culture of Indonesian society and contribute to overcoming public health problems.

## PART II EDUCATION MANAGEMENT

### 2.1 Graduate Profile Study Program

The graduate profile of the Public Health Study Program, Faculty of Health Sciences, UIN Syarif Hidayatullah Jakarta, aims to become a Public Health Bachelor that has a reputation at the national and international levels with excellence in integrating aspects of Public Health and Islamic science. This is detailed in the following program educational objectives (**PEOs**).

**Table 1. Program Education Objectives (PEO) of Public Health Bachelor Degree Program**

PEO's	Definition	Indicator
PEO1 : Manager	The Health Manager has the ability to supervise and coordinate the team to ensure the organisation runs according to the applicable standards / regulations to be able to achieve the objectives of the health service organisation.	53% of graduates become staff who have a job description in coordinating various health service activities at the primary level in institutions /health care with Islamic morals.
PEO2: Innovator	Islamic moral reformers in health problem-solving strategies	2% of graduates become entrepreneurs in their fields (safety and health, environmental health



		promotion, biostatistics, nutrition, epidemiology, reproductive health) with Islamic morals.
PEO3: Researcher	Islamic Public Health Researchers as an effort to develop science and technology and to solve the problems of public health.	15% of graduates become researchers with Islamic morals in their workplace or take steps to find solutions to public health problems in the workplace based on scientific evidence such as data or others.
PEO4: Apprenticer	A lifelong learner with Islamic morals to keep up with the development of science and technology to improve public health skills.	5% of graduates with Islamic morals learn about problem identification and finding solutions to public health problems from their predecessors
PEO5 : Communitarian	Providing direction and guidance to the community in solving health problems	5% of graduates work in agencies or organisations engaged in community development to improve public health with Islamic morals.
PEO6: Leader	Islamic leaders in health problem solving	15% become leaders who have Islamic morals in the organisation/agency where they work
PEO7 : Educator	Health educators both in the general public and specialized communities such as health education in schools or in other educational institutions	5 % become educators with Islamic morals, both formally and informally place in improving the degree of public health

## 2.2 Learning Outcomes

To achieve the program educational objectives (PEO), all of the courses in the Public Health Study Program curriculum are refer to 17 learning outcomes of public health.

**Table 2. Learning Outcome (LO) Description of Public Health Bachelor Degree Program**

Learning Outcome	Description
LO-1	Able to develop logical and critical thinking, systematic, innovative, and creative to solve public health problems and current issues independently, quality and measurable through inter and multidisciplinary approaches
LO-2	Able to make the right decisions to solve problems based on data and existing information, following ethics and social values, humanities, and nationalism
LO-3	Able to develop a network, evaluate and be responsible for work result
LO-4	Able to apply assessment and situation analysis in the field of public health at the level primary health care with an interdisciplinary approach with attention diversity of academic ethics academic ethics cultures, views, religions and beliefs, as well as values, norms and academic ethic
LO-5	Able to implement effective communication by paying attention to Islamic values as well Respect the religious views, beliefs and opinions of others

<b>LO-6</b>	Able to implement public health programs to improve the quality of life in society, nation and state based on Pancasila by paying attention to Islamic values and local culture with full independence
<b>LO-7</b>	Able to carry out community empowerment in promotive and preventive activities by taking into account Islamic values and based on social sensitivity and concern for society and the environment
<b>LO-8</b>	Able to apply the principles of financial management by taking into account Islamic values and obeying applicable laws as a form of responsibility to the nation and state
<b>LO-9</b>	Able to apply leadership values and systems thinking in the field of public health with an interdisciplinary approach by paying attention to Islamic values and being responsible for their work independently
<b>LO-10</b>	Able to develop health promotion media by paying attention to Islamic values and culture of Indonesian society as well as the existing cultural diversity
<b>LO-11</b>	Have basic knowledge as a tool to analyze the situation of people's behavior, nutritional status, environmental health, occupational health and safety, and health services
<b>LO-12</b>	Have knowledge of effective communication (knowledge of communicators (language), messages (substance science of public health), communicants (psychology, education, anthropology, sociology, media and Islamic principles in communication)
<b>LO-13</b>	Have knowledge of planning, implementation, implementation and evaluation of health programs by taking into account Islamic values and local culture

<b>LO-14</b>	Having knowledge about community behavior, local culture, organizing, developing and empowering the community in accordance with Islamic values
<b>LO-15</b>	Able to translate programs in the form of budget planning, monitoring and evaluation of budgets
<b>LO-16</b>	Have knowledge about the interrelationships between sectors in solving health problems, leadership, organizations and health systems
<b>LO-17</b>	Having knowledge about target needs assessment, needs analysis, target development, objectives and media development (communication science, media evaluation)

### 2.3 Matrix PEO and LO

**Table 3. Matrix Program Education Objectives of Public Health Bachelor Degree Program**

LO	PEO						
	MANAGER	INOVATOR	RESEARCHER	APPRENTICE	COMUNITARIAN	LEADER	EDUCATOR

1. Able to develop systematic logical and critical thinking, innovative and creative to solve public health problems and current issues independently, with quality and measurable through inter and multidisciplinary approaches	√	√	√	√		√	√
2. Able to make the right decisions to solve problems based on existing data and information, following ethics and social values, humanities and nationalism	√		√	√		√	√
3. Able to develop networks, evaluate and be responsible for work results	√				√	√	√

4. Able to apply assessment and analysis of situations in the field of public health at the primary ealth care level with an interdisciplinary approach by taking into account the diversity of cultures, views, religious and beliefs as well as academic values, norms and ethics	√	√	√	√	√	√	√
5. Able to apply effective communication by paying attention to Islamic values and respecting other peoples religious views, beliefs and opinions						√	√
6. Able to carry out community empowerment in promotive and preventive activities by paying attention to Islamic values	√	√	√		√	√	

and based on social sensitivity and concern for society and the environment							
7. Able to carry out community empowerment in promotive and preventive activities by paying attention to Islamic values and based on social sensitivity and concern for society and the environment	√				√	√	√
8. Able to apply the principles of financial management by taking int account Islamic values and obeying applicable laws as a form of responsibility to the nation and state	√		√				
9. Able to apply leadership values and system thinking in the field of	√	√	√			√	√

public health with an interdisciplinary approach by paying attention to Islamic values and being responsible for their work independently.							
10. Able to develop health promotion media by taking into account Islamic values and the culture of Indonesian society and the diversity of exiting cultures	√	√					
11. Have basic knowledge as a tool to analyze the situation of community behavior, nutritional status, environmental health, occupational and safety, health services	√		√	√		√	√
12. Have knowledge of effective communication (knowledge of	√			√			√



communicators (language) messages (public health substance science), communicants (psychology, education,							
13. Have knowledge of planning, implementation and evaluation of health programs by taking into account Islamic values and local culture	√	√	√			√	
14. Have knowledge of community behavior, local culture, organizing, developing and empowering communities in accordance with Islamic values					√		√
15. Able to translate the program into budget planning, monitoring and evaluation							

16. Have knowledge of the interrelationships between sectors in solving health problems, leadership, organizations and health systems			√				
17. Knowledge of target needs assessment, needs analysis, target development, objectives and media development (communication science, media evaluation)		√					

LO	PEO1 : Manager	PEO2: Innovator	PEO3: Researcher	PEO4: Apprenticer	PEO5 : Communitarian	PEO6: Leader	PEO7 : Educator
(1) able to develop logical and critical thinking, systematic, innovative, and creative to solve public health problems and current issues		√	√	√		√	

independently, quality and measurable through inter and multidisciplinary approaches							
(2) Able to make the right decisions to solve problems based on data and existing information, following ethics and social values, humanities, and nationalism	V		V	V		V	
(3) Able to develop a network, evaluate and be responsible for work result	V				V		V
(4) Able to apply assessment and situation analysis in the field of public health at the level primary health care with an interdisciplinary approach with attention diversity of academic ethics academic ethics cultures,			V				V

views, religions and beliefs, as well as values, norms and							
(5) Able to implement effective communication by paying attention to Islamic values as well Respect the religious views, beliefs and opinions of others	V				V	V	V
(6) Able to implement public health programs to improve the quality of life in society, nation and state based on Pancasila by paying attention to Islamic values and local culture with full independence	V				V	V	
(7) Able to carry out community empowerment in promotive and preventive activities by taking into account Islamic values and based on social sensitivity and concern for					V		V

society and the environment							
(8) Able to apply the principles of financial management by taking into account Islamic values and obeying applicable laws as a form of responsibility to the nation and state	V					V	
(9) Able to apply leadership values and systems thinking in the field of public health with an interdisciplinary approach by paying attention to Islamic values and being responsible for their work independently	V					V	
(10) Able to develop health promotion media by paying attention to Islamic values and culture of Indonesian society as well as the existing cultural diversity					V		V

(11) Have basic knowledge as a tool to analyze the situation of people's behavior, nutritional status, environmental health, K3 and health services		V	V				
(12) Have knowledge of effective communication (knowledge of communicators (language), messages (substance science of public health), communicants (psychology, education, anthropology, sociology, media and Islamic principles in communication)	V				V	V	V
(13) Have knowledge of planning, implementation, implementation and evaluation of health programs by taking into account Islamic values and local culture	V				V	V	
(14) Having knowledge about community behavior, local					V		

culture, organizing, developing and empowering the community in accordance with Islamic values							
(15) Able to translate programs in the form of budget planning, monitoring and evaluation of budgets	V					V	
(16) Have knowledge about the interrelationships between sectors in solving health problems, leadership, organizations and health systems	V					V	
(17) Having knowledge about target needs assessment, needs analysis, target development, objectives and media development (communication science, media evaluation)			V		V		V

## 2.4 Study Materials

**Table 4. Study Materials Description of Public Health Bachelor Degree Program**

No.	Study Materials	Description
1.	Anatomy Physiology	<p>Discusses the parts of the body and their functions. Starting from the structure of the body, the constituent components of cells, tissues, organs and organ systems. The discussion of body structure is grouped into six large groups: First, support and movement systems (skeleton, integument, regulatory, integration and control systems (nerves, brain, endocrine), transport and body fluid systems (heart, blood and immune system), energy production system , maintenance and changes in the environment (respiration, digestion, urine, acid base balance) and finally the development system (reproduction).All of this is discussed from a public health perspective and is linked to verses from the Koran in the health sector.</p>
2.	Health Psychology	<p>This course aims to equip students to study various basic psychological theories, behavioral theoretical models and research results in the field of psychology related to health problems. Discusses the concept of psychology as a science to examine individual behavior related to health and the relationship between psychology and public health, human psychological functions, lifestyle, stress and its relationship to health, adaptation to <i>serious illness (coping)</i>, patterns of health service use and compliance.</p> <p>Furthermore, through this lecture, students are expected to be able to emphasize the biopsychosocial model approach (social, emotional, behavioral, biological, social and spiritual) in understanding the factors that influence health, exploring problem topics and the application of health psychology in Indonesia in the context of health service institutions, communities and society.</p> <p>The level of student learning success is assessed by their level of mastery of the material as reflected in the assessment of learning outcomes, ability to apply knowledge, and their performance during the lecture process.</p>



No.	Study Materials	Description
3.	Socio Anthropology of Health	Provide knowledge and understanding of the basic concepts of anthropology, sociology, health anthropology, health sociology, the relationship between social facts and health and disease, western and non-western medical systems, culture and nutrition, culture and reproductive health as knowledge that underlies social and community perspectives in public health. The indicator of achievement in this course is understanding the basic theories and concepts in Health Anthropology and Health Sociology as basic knowledge of socio-cultural, community and behavioral perspectives in public health science.
4.	Introduction to Public Health	This course studies the definition of Health, public health, development of public health science, determinants of health, prevention efforts in realizing public health, interdisciplinary science that supports public health science, the national health system in realizing public health.
5.	Pancasila	Pancasila Course ( <i>Civic Education</i> ) is one of the courses that all UIN Syarif Hidayatullah Jakarta students must take, which substantively covers the four basic national consensuses: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and <i>Bhinneka Tunggal Ika</i> . Through a student-centered learning approach ( <i>Student Centered Learning</i> ). The learning process for this course is oriented as an effort to make Pancasila a source of values, character and inspiration for national and state life in Indonesia and as an effort to actualize Pancasila values in all aspects of national and state life.
6.	Microbiology and Parasitology	This course discusses types of bacteria, viruses, fungi and parasites as well as the diseases they cause and is closely related to public health. Understand the prevention and control of diseases caused by bacteria, viruses, fungi and parasites.
7.	Basics of Health Promotion	Students have knowledge, understanding and skills about the basics of how health promotion and education is carried out in a planned manner to shape healthy behavior in society. The indicator of achievement in this course is knowing and understanding the basic concepts/theories about health behavior and health education and being able to implement them by making health promotion/education plans for the formation of healthy behavior and change in society/community.

No.	Study Materials	Description
8.	Population Basics	This course studies population theory, population structure, population dynamics, population growth and distribution, fertility, mortality, migration, demographic transition.
9.	Basics of Reproductive Health	This course studies reproductive health concepts and issues globally, the reasons for needing attention to reproductive health issues, topics and issues of concern in reproductive health throughout the life cycle such as maternal and newborn health, contraceptive methods, adolescent reproductive health, advanced reproductive health age, concepts of gender and sexuality, violence against women, sexual violence against children, abortion, sexually transmitted infections, HIV/AIDS, infertility and reproductive tract diseases, as well as the concept of reproductive health in Islam and Health Reproductive ( <i>Kespro</i> ) in disaster situations. After taking this course, students are expected to be able to explain the concept of reproductive health and analyze one of the production health problems in society.
10.	Biochemistry	In this course, students study the structure and several selected biochemical reactions that take place in certain physiological functions to maintain certain homeostatic conditions, and the conditions or factors needed for these reactions to take place. Based on this understanding, students can explain how to prevent the emergence of pathological conditions because the body cannot return to its homeostatic condition for a long time. Apart from that, students study Islamic teachings which can motivate themselves to try to prevent the emergence of the pathological conditions discussed.
11.	Civic Education	-
12.	Descriptive and Inferential Biostatistics	In this course students are expected to understand basic statistical concepts, probability concepts, sampling distribution, estimation, processing and analysis of statistical data descriptively and inferentially.

No.	Study Materials	Description
13.	Basic Epidemiology	This course is a mandatory course that provides the ability to master the meaning (definition), use, figures and development of epidemiology. In this course, students will identify and discuss knowledge about the concept and natural history of disease, actions to prevent and control health problems/diseases in society, measures of disease frequency, morbidity and mortality statistics, strategies for observing the development and spread of health problems, and study design. epidemiology to estimate and determine the determinants of health problems. Students are also trained in skills in screening for health problems/diseases. The assessment method used is assessment of learning outcomes in the form of <i>UTS</i> , <i>UAS</i> , process and product assessments which include: assessment of case study results, assessment of discussion activity processes, and assignments both group and independent.
14.	General Pathology	This course discusses the basic concepts of pathology, the process of changes in the structure & function of human body tissues/organs and the body's response to these changes. The discussion of pathology also emphasizes the concept of disease and its prevention. In this course, damage or abnormalities to body organs and their mechanisms are also discussed.
15.	Health Policy Administration	In this course, students discuss knowledge about the concepts and basics of administration and policy and their application in the health sector. Apart from that, this lecture also discusses management, health systems and organizations and their application in the health system in Indonesia. The methods used in this lecture are lectures, discussions and presentations.
16.	Islamic Studies II	This course studies the definition of Health Jurisprudence, the concept of health according to the Messenger of Allah, the development of Islamic health science, medication that can break the fast, the law on medication that is haram, the law on family planning (Keluarga Belanja/KB) in Islam, vaccinations from the perspective of Islamic jurisprudence, food, drink and sports from an Islamic perspective, the relationship of prayer and dhikr to health, the world of health and problems of interaction between the opposite sex, the role of individuals, society and the state in health.
17.	Legal and Health Ethics	This course studies the concepts and foundations of ethics in everyday life, ethics and health, health professional codes of ethics and health research ethics. Apart from that, it also discusses law and health

No.	Study Materials	Description
		law, health personnel law, hospital law, informed consent, malpractice law, as well as law related to public health issues.
18.	Data Management and Analysis	The Data Management and Analysis course provides teaching about data concepts and variables in research data, data management processes, data modification, data analysis methods and their interpretation. The indicator of achievement in this course is that students are able to process, analyze data and use statistical software and interpret it correctly.
19.	Data Management and Analysis Practicum	Data analysis data management courses study basic data management techniques, data collection and processing techniques, data transformation and analysis as well as data presentation and interpretation.
20.	Islam and Science	This course develops students' insight into the study of science and Islamic knowledge through an integrative paradigm. Indicators of achievement in this course are that students are able to explain the framework of scientific thinking in the perspective of ontology, epistemology and axiology as well as the impact and implementation in the scientific field, are able to carry out scientific arguments on the presentation of data provided, demonstrate knowledge of the basics of Islamic science in relation to themes developed by each field of expertise and students are able to understand the model of integration of science, religion and Indonesianism in respective scientific fields.
21.	Health Promotion	This course studies the history of the development of health promotions in Indonesia, knowledge about the role of health promotion in the SDGs, the global journey of health promotions from Ottawa to Shanghai, the competence of health promoters and health promotion in various settings.
22.	Health Economics	Discusses economic and insurance principles as well as applications in the health sector both macro and micro, along with examples of their application in Indonesia.
23.	Health Communications	This course studies knowledge about general concepts of communication, communication ethics, health communication, communication in behavior change, application theory of health communication.

No.	Study Materials	Description
24.	Epidemiology of Non-Communicable Diseases	This course is a mandatory course that provides the ability to master the application of epidemiological principles in explaining non-communicable diseases. This course also discusses the distribution, risk factors and prevention strategies for non-communicable diseases. Assessment of learning outcomes in the form of UTS, UAS, process and product assessments which include: assessment of discussion activity processes and group assignments.
25.	Epidemiology of Infectious Diseases	This course studies the definition of Health, public health, the development of public health science, determinants of health, prevention efforts in realizing public health, interdisciplinary science that supports public health science, the national health system in realizing public health, the position of public health in realizing global health.
26.	Community Development and Organizing	In this course, students discuss the concept of community, local culture, community behavior, aspects of community potential, the concept of community organizing and development, the concept of Community Development and Organizing planning (PPM), various methods of implementing PPM and evaluating PPM implementation. Indicators of achievement in this course are being able to evaluate the implementation of PPM to intervene in health problems by government and non-government institutions/institutions and being able to design PPM programs to solve public health problems.
27.	Basic Environmental Health	In this course, students understand the theory of Environmental Health, the sciences related to it, environmental health paradigms and epidemiology, disease vectors and reservoirs, water, air, land and food, city sanitation, housing
28.	Basic Science of Public Nutrition	This course directs students to study quantity data, methods of assessment, biological processes that occur, the impact of community nutritional problems in various life cycles on health, biological and socio-economic factors related to them, diet for prevention, and public health programs to overcome them.

No.	Study Materials	Description
29.	Research methodology	This course studies the stages of conducting scientific research. Students are explained about the process of preparing research proposals, both quantitative and qualitative, based on systematic scientific research concepts. In addition, students prepare proposals by raising public health problems that have been studied and cited based on scientific references, develop a research conceptual framework, determine research design, data collection methods and appropriate data analysis.
30.	Public Health Surveillance Practicum	This course is a mandatory course that emphasizes theoretical understanding of public health surveillance. In this course, students will practice analyzing surveillance data, making surveillance proposals and making surveillance reports. The assessment method used is assessment of learning outcomes in the form of UTS, UAS, and Formative, namely process and product assessments which include: assessment of discussion activity processes, and assignments, both group and independent.
31.	Public Health Surveillance	This course is a mandatory course that emphasizes theoretical understanding of public health surveillance. In this course, students will identify and discuss the meaning (definition) of surveillance, objectives and uses of surveillance, data sources, implementation and mechanisms for implementing surveillance. The assessment method used is assessment of learning outcomes in the form of UTS, UAS, and Formative, namely process and product assessments which include: assessment of discussion activity processes, and assignments, both group and independent.
32.	Health Service Planning & Evaluation	This course studies the stages of develop and create program in public health area in primary health level. Students will learn POACE, namely planning, organization, action, control and evaluation. Students will understand the approach and important components of Planning and Evaluation of health service programs in the context of health. Students are able to plan, implement and evaluate health programs and understand how to create health programs that are acceptable to the community and can continue.

No.	Study Materials	Description
33.	Leadership and Public Health Systems Thinking	<p>This course discusses the urgency, function and position of strategic leadership and systems thinking in the transition to decentralization and the era of globalization, especially in the health sector. The aim of this course is to introduce strategic leadership and systems thinking as a new approach in dealing with health problems. This course explains the need to change the leadership model from traditional leadership to strategic leadership. Some of these changes need to be made individually, namely in the way of looking at future problems (mental model) and the ability to continue to improve one's quality (personal mastery). Apart from that, it is also necessary to make changes as a group, through team learning in creating a shared vision. This individual and group approach is always within the framework of systems thinking.</p> <p>To realize strategic leadership and systems thinking skills as a necessity in improving the performance of the health service system, a learning organization is needed. Therefore, the steps to create an organization that continues to learn will also be an important discussion in this lecture. This course also discusses the implementation of Islamic strategic leadership and systems thinking, learning organizations in the health sector</p>
34.	Health Financing and Budgeting	<p>The health financing course is expected to provide students with an understanding of how health financing is explored, allocated and spent so that it can support the implementation of health development that can improve the level of public health as high as possible. This section will discuss various health financing topics such as the meaning of health financing and its scope, health financing models and health service financing reform in Indonesia.</p>
35.	Environmental Quality Analysis	<p>This course studies the meaning, objectives and benefits of environmental quality analysis, several terms contained in environmental health regulations, such as threshold values (NAB), Environmental Quality Standards, parameters, indicators, indices and others. Also studies the kinetics of agents/pollutants in air, water, vectors, food, waste and soil. Study pollutant parameters and their units, how to determine pollutant sampling points, how to collect them, how to measure and interpret measurement results, understand articles related to environmental quality, and analyze data from data in the field (Puskesmas) or from national/international articles.</p>

No.	Study Materials	Description
36.	English	<p>This course focuses on two English language skills: writing and speaking in an academic context. The general instructional objective of this course is that students are expected to be able to express ideas by having the skills to write complete paragraphs and presentation skills in accordance with the paragraphs that have been written using acceptable and coherent English with correct and contextual linguistic elements.</p> <p>Specifically for writing skills, students are expected to be able to understand the principle of complete sentences. Students are also expected to be able to present ideas in writing in the form of a narrative review with an introductory, method, results and discussion, conclusion and recommendation structure that is combined into a complete article.</p>
37.	Basic K3	<p>This course discusses the concept and scope of K3, legal aspects, hazards and their control, risk management, PPE, Work Accidents and PAK, SMK3 as well as K3 programs in the workplace such as industrial hygiene, occupational health, occupational health surveillance, fire prevention and Emergency Response Systems, ergonomics and K3 promotion. Apart from discussing theory, in this course students also study the use of PPE through various media</p>
38.	Arabic	<p>This course is designed to develop students' ability to carry out simple conversations, read Arabic texts with harakat, and write simple sentences in Arabic with the theme of creed, worship, and morals.</p>
39.	Field Learning Experience 1	<p>The Field Learning Experience course is one of the courses that aims to provide experience to students in conducting analysis and assessment of public health situations.</p>
40.	Health Information System	<p>This course studies the meaning and characteristics of information systems, understanding health data and information, understanding GIS, indicators, data sources, data management with reference to the Health Metric Network (HMN), National Health Information System, Community Health Center and Hospital Information System, SI medical records, IS success assessment model, Evaluate SIK using HMN tools.</p>



No.	Study Materials	Description
41.	Development of Health Promotion Media	This course studies media in health promotion, health promotion media, classification and characteristics of health promotion media and stages of development of health promotion media.
42.	Health Promotion Media Development Practicum	This course studies the technical aspects of making health promotion media posters and video reels as well as practicums related to the stages of developing health promotion media
43.	Applied Ergonomics	This course discusses the history of ergonomic development. Human capabilities and limitations (human capabilities and limitations), human- machine system approach. Anthropometric measurements, work biomechanics concepts in manual material handling activities, work design, ergonomic concepts in the work environment, as well as carrying out ergonomic risk measurements using subjective and objective tools, as well as discussing how to implement ergonomic programs in several industries.
44.	<i>Human Factor and Behavior Based Safety</i>	This course discusses proactive prevention efforts that focus on dangerous behavior that has the potential to cause accidents. The discussion includes the causes of accidents, safety psychology, basic philosophy in behavior-based safety (BBS), definition and assessment of critical behavior, intervention methods and evaluation of BBS.
45.	Industrial Hygiene	This course discusses the Basic Concepts of HI which include activities for anticipating, recognizing, evaluating and controlling various occupational health hazards that exist in the workplace. Occupational health hazards discussed in this course include noise, extreme hot and cold temperatures, vibration, ionizing and non-ionizing radiation, chemistry, biology, ergonomics and psychosocial hazards.
46.	Industrial Process	This course will explain the sources and hazards of various industrial processes that arise from raw materials, tools, processes, products, by- products (by-products) and waste.

No.	Study Materials	Description
47.	Noise and Vibration Management	This course discusses the concepts of noise and vibration, physiological responses to exposure to noise and vibration, strategies for controlling noise and vibration hazards, evaluating the dose of noise and vibration exposure received by workers and recommendations for controlling noise and vibration hazards according to the exposure received by workers.
48.	Occupational Safety and Health Management System	This course discusses the meaning, function, scope of the occupational safety and health management system and its implementation in companies. Also discussed are the elements of SMK3 and the relationship between the elements and the program for each element as well as how to measure them.
49.	Occupational Safety and Health Legislation	This course discusses various statutory regulations and implementing regulations in the field of K3 as a provision for students in carrying out their duties as K3 experts/work environment K3 experts to ensure that legal aspects are fulfilled in the workplace. Various legal materials that will be discussed in this course include (1) legal aspects of implementing K3 in Indonesia, (2) implementing K3 in Indonesia, (3) threshold values, standards and requirements for work environment health, (4) health standards work which includes (a) preventing disease, (b) improving health, (c) treating disease and (d) restoring health; (5) employment social security, (6) procedures for reporting and examining work accidents/PAK, (7) implementation of K3 in various fields/electricity, such as K3 electricity, K3 Chemistry, K3 Radiation, K3 Construction, K3 Oil and Gas and Mining and K3 in Health services.
50.	Industrial Toxicology	This course discusses the principles of toxicology, methods of measuring toxicity, target organs, the use of toxicological information for assessing safety levels, <i>dose response relationship</i> and the effect of chemical exposure on workers.
51.	Field Learning Experience 2	Field Learning Experience 2 course is one of the courses that aims to provide experience to students in intervening to solve public health problems based on evidence-based.

No.	Study Materials	Description
52.	Islamic Public Health Practice	This course discusses the theoretical framework and conceptual framework for research on the integration of Public Health Sciences in general and/or within the scope of the Public Health Sciences specialization with Islamic Sciences based on the ontology and epistemology of science.
53.	Disaster Management	In this course, students understand disaster theory, disaster risk assessment, reduction, disaster vulnerability, disaster stages starting from pre-disaster, disaster and post-disaster, assessment of temporary shelter locations, fulfillment of basic needs (WASH, health care, health services and information systems). Apart from that, students also understand surveillance and rapid assessment in disaster situations, leadership and cross-sectoral collaboration, the role of Health officers and Interprofessional collaboration, and community resilience.
54.	Disaster Management Practicum	This course learns how to identify disaster vulnerabilities and dangers, create disaster mapping, disaster risk in each area, develop activity plans to form community readiness to face disasters, make recommendations for disaster mitigation, disaster response emergency organization plans, disaster evacuation shelter management plans, plans health surveillance, plans for controlling infectious diseases, plans for creating a disaster management information system, plans for preparing logistics and basic needs of refugees, disaster health services.
55.	Biomonitoring Practicum	This course discusses biological monitoring programs due to exposure received in the workplace, including the concept of biomonitoring, blood and urine sampling strategies, introduction to potential exposure to chemical hazards, introduction to processes that require biological monitoring (BEI), BEI standards for various chemicals, control chemical exposure and designing biological monitoring programs
56.	Fire Prevention and Emergency Response Systems	This course discusses the concepts and theories of fire occurrence as well as extinguishing theory, the concept of fire prevention and protection, elements of fire prevention including active protection systems, passive protection systems and life- saving means. Apart from that, emergency response preparedness systems are also discussed that are appropriate to specific location conditions.

No.	Study Materials	Description
57.	Inspection and Audit K3	This course discusses the differences between the K3 Inspection program and the K3 Audit program, how it is implemented starting from the preparation, planning, implementation stages, to compiling results reports and following up on findings to make appropriate improvements. The teaching methods used are: lectures, discussions (small group discussions), presentations, assignments based on several case studies in the workplace, and at the end of the lecture students will carry out implementation (problem based learning) K3 inspections and audits in surrounding workplaces, making reports , and submit a report to the workplace. As a form of community service which is proven by a handover sheet signed by the business owner.
58.	Occupational Health and Safety Laboratory Practicum	This course discusses strategies for measuring various occupational health hazards in the workplace, interpreting measurement results in order to carry out Health Risk Assessments in the workplace so that they can prioritize hazards and control them to safe levels.
59.	Occupational Health and Safety Laboratory	This course discusses sampling concepts and measurement strategies for various occupational health hazards in the workplace, including noise, vibration, extreme temperatures, lighting, particulates in order to carry out a Health Risk Assessment in the workplace so that hazards can be prioritized and controlled to a safe level.
60.	Risk Management K3	This course discusses the risk management process starting from hazard identification, determining the probability and consequences of K3 risks in order to assess risks using appropriate risk identification techniques, determining appropriate control alternatives for certain risks according to the existing control hierarchy. So it is hoped that students will be able to apply risk identification using various methods, assess risks using qualitative and quantitative approaches in the workplace, be able to evaluate risk controls in the workplace and be able to develop K3 programs in the workplace.

No.	Study Materials	Description
61.	Work-related Diseases and Work-related Disease Surveillance	This lecture discusses the determinants, prevention and rehabilitation factors related to work-related diseases based on Presidential Decree No. 22 of 1993 such as respiratory diseases, skin, hearing damage, viruses, back and joint symptoms, pesticides, vibrations, pesticides, neuropsychiatric, and introduction to PAK surveillance. The lecture focuses on 3 parts: 1) looking for scientific evidence related to occupational diseases; 2) policies related to occupational health and safety and compensation for work, 3) developing effective intervention programs to reduce occupational diseases and improve work-related health.
62.	Work Accident Investigation and Prevention (K3)	This course discusses the definition and classification of work accidents, work accident prevention strategies and programs, various work accident theories, work accident investigation techniques in finding the root of the problem, work accident investigation procedures, recommendations for corrective action, development of K3 performance, costs due to accidents work and preparing work accident reports.
63.	Professional Development Seminar	This course studies how to choose topics to be researched to be further conveyed in seminar forums and discussed by competent speakers in their fields. The results of the discussion from the speakers on the results of this research will then be written in the form of articles and submitted to interested parties related to the topic seminar.
64.	Advanced Research Methods Practicum	This course is a continuation of the research methodology course. In this course, scientific research concepts and elements in the research proposal will be applied. The achievement indicator of this course is that students are able to compile research proposals that are ready to be tested and used as a final project. The methods used are lectures, discussions, presentations and assignments based on literature studies.
65.	<i>Internship</i>	<i>The Internship course is a compulsory course for the Public Health undergraduate study program. Internship is an intra-curricular activity that requires students to observe and practice work in agencies, institutions, or companies for a certain period equivalent to 3 field credits. This course aims to provide opportunities for students to gain practical knowledge and experience as well as apply the knowledge and skills gained during college so that they can better prepare themselves for work. After the internship, students are required to make an internship report in accordance with the internship report guidelines.</i>

No.	Study Materials	Description
66.	Indoor Air Quality Management and Industrial Ventilation	<p>This course studies two things, namely (1) room air quality management and (2) industrial ventilation. In discussing the topic of indoor air quality management, the meaning of (a) anticipating and reconciling IAQ is discussed, containing the definition of IAQ, IAQ parameters, sources of indoor air quality pollutants, health effects due to indoor air quality, including sick building syndrome, building related illness, and multiple chemical resistance, (b) IAQ evaluation, namely discussing how to measure IAQ parameters and evaluate them by comparing IAQ regulations that apply both at national and international levels, (c) getting to know various types of IAQ controls based on findings in the field . To be able to address IAQ problems in the field, students must recognize and evaluate IAQ in a location and provide applicable recommendations for problem findings in the field. On the topic of industrial ventilation, students will learn an introduction to ventilation in general, types of ventilation, the advantages and disadvantages of each type of ventilation, dilution ventilation, local exhaust ventilation and the selection of appropriate respiratory protective equipment when conditions of exposure to chemical hazards in the workplace cannot be avoided. controlled by technical controls. In discussing dilution ventilation, students will study whether a location is considered safe or not, so that they can calculate the air requirements needed so that environmental conditions are comfortable for workers' health.</p>
67.	Occupational Health and Safety Program	<p>This course studies various programs in the workplace both related to occupational safety and occupational health, so that students are able to understand the scope of application of various K3 programs in the workplace, so that students gain an understanding of the aims and benefits of the program, when and where the program is implemented and how the program was implemented. Work safety programs discussed in this course include Contractor Safety Management System (CSMS), Machine Safeguard, Lock Out Tag Out (LOTO), Safety Sign, working at Height and Permit to Work (PTW). Meanwhile, occupational health programs discussed include Hazard Communication &amp; Chemical Compatibility, Bloodborne Phatogen, Medical Service &amp; Fit to Work, Worker Immunization, Reproductive Health, Occupational Nutrition and Mental Health</p>

No.	Study Materials	Description
68.	<i>Undergraduate thesis</i>	<p><i>A thesis is a scientific work written by a student at the end of their study period at the Public Health Study Program, Faculty of Health Sciences, Syarif Hidayatullah State Islamic University, Jakarta under the guidance of a predetermined supervisor.</i></p> <p><i>The thesis is part of an assignment to achieve a Bachelor of Public Health (SKM) degree. The thesis must be prepared according to procedures and based on research data. It is hoped that writing scientific work can demonstrate students' reasoning abilities systematically and continuously in identifying important health problems in society</i></p>

## 2.5 Courses

There are 12 subject matters courses in PHSP UIN Jakarta, detailed as following:

1. Islamic (SM 1)
  - a. Islamic Studies I and II
  - b. Islam and Sciences
  - c. Practice Worship and Qiro'ah
2. Indonesian aspects (SM 2)
  - a. Pancasila
  - b. Civic Education
  - c. Indonesia
3. Language (SM 3)
  - a. Arabic
  - b. English
4. Biomedic (SM 4)
  - a. Microbiology and Parasitology
  - b. Anatomy and Physiology
  - c. Biochemistry
  - d. General Pathology
5. Biostatistics and Informatics Health (SM 5)
6. Epidemiology (SM 6)
7. Management of Health Care (SM 7)
8. Health Promotion (SM 8)
9. Environmental Health (SM 9)
10. Occupational Health and Safety (SM 10)
11. Public Health Nutrition (SM 11)
12. Health Reproductive (SM 12)



**Table 5. Matrix of Subject Matters and Learning Outcomes of Public Health Bachelor Degree Program**

N0.	Code	Subject Matters	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14	LO 15	LO 16	LO 17
1.	SM01	Islamic																	
2.	SM02	Indonesian aspects																	
3.	SM03	Language																	
4.	SM04	Biomedic																	
5.	SM05	Biostatistics and Information Health																	
6.	SM06	Epidemiology Management and Health Care																	
7.	SM07	Health Promotion																	
8.	SM08	Environmental Health																	
9.	SM09	Occupational Health and Safety																	
10.	SM10	Public Health Nutrition																	
11.	SM11	Health Reproductive																	
12.	SM12																		

**Table 6. Matrix of Subject Matters and Courses per Semester of Public Health Bachelor Degree Program**

Code	Courses	SM 01	SM 02	SM 03	SM 04	SM 05	SM 06	SM 07	SM 08	SM 09	SM 10	SM 11	SM 12
<b>Semester 1</b>													
KES 1010	ISLAMIC STUDIES I	✓											
ANT 6001	HEALTH SOCIOLOGY AND ANTHROPOLOGY								✓				
KES 1009	PUBLIC HEALTH INTRODUCTORY					✓	✓	✓	✓	✓	✓	✓	✓
POL 3017	PANCASILA		✓										
SAR 5054	PRACTICE WORSHIP	✓											
SAR 2001	QIRAAH PRACTICE	✓											
KES 2002	HEALTH PSYCHOLOGY								✓				
BHS 6001	BAHASA INDONESIA			✓									
KES 6022	MIKROBIOLOGY AND PARASITOLOGY				✓								
KES 1002	ANATOMY AND PHYSIOLOGY				✓								

Code	Courses	SM 01	SM 02	SM 03	SM 04	SM 05	SM 06	SM 07	SM 08	SM 09	SM 10	SM 11	SM 12
<b>Semester 2</b>													
KES 2007	BASIC EPIDEMIOLOGY						✓						
FKM 2134	BIOCHEMISTRY				✓								
FKM 2130	DESCRIPTIVE AND INFERENTIAL BIOSTATISTICS					✓							✓
POL 2002	CIVIC EDUCATION		✓										
SAR 5054	PRACTICE WORSHIP	✓											
SAR200 1	QIRAAH PRACTICE	✓											
FKM 2126	LEGAL AND HEALTH ETHICS		✓					✓					
FKM 2133	BASIC REPRODUCTIVE HEALTH												✓
FKM 2132	BASIC POPULATION					✓							
KES 2003	GENERAL PATHOLOGY				✓								
KES 3036	HEALTH POLICY ADMINISTRATION							✓					

Code	Courses	SM 01	SM 02	SM 03	SM 04	SM 05	SM 06	SM 07	SM 08	SM 09	SM 10	SM 11	SM 12
FKM 2131	BASIC HEALTH PROMOTION								✓				
KES 2001	ISLAMIC STUDIES II	✓											
<b>Semester 3</b>													
KES 6029	BASIC NUTRITION											✓	
KES 6024	HEALTH COMMUNICATION								✓				
KES 2005	BASIC OF ENVIRONMENTAL HEALTH									✓			
KES 3002	HEALTH ECONOMICS							✓					
KES 6306	DATA MANAGEMENT AND ANALYSIS					✓							
KES 6307	PRACTICUM DATA MANAGEMENT AND ANALYSIS					✓							
SAG 2002	ISLAM AND SCIENCES	✓											
KES 3039	COMMUNITY ORGANIZING AND DEVELOPMENT								✓				
KES 6023	HEALTH PROMOTION								✓				

Code	Courses	SM 01	SM 02	SM 03	SM 04	SM 05	SM 06	SM 07	SM 08	SM 09	SM 10	SM 11	SM 12
DOK 4027	EPIDEMIOLOGY OF COMMUNICABLE DISEASES						✓						
DOK 4028	EPIDEMIOLOGY OF NON-COMMUNICABLE DISEASES						✓						
<b>Semester 4</b>													
KES4021	PUBLIC HEALTH SURVEILLANCE						✓						
KES 6302	HEALTH SURVEILLANCE PRACTICUM						✓						
KES 6305	PLANNING AND EVALUATION OF HEALTH SERVICES							✓					
BHS 2131	ARABIC			✓									
KES 6304	LEADERSHIP AND HEALTH SYSTEMS THINKING PUBLIC							✓					
KES 4040	ENVIRONMENTAL QUALITY ANALYSIS									✓			
KES 6303	HEALTH FINANCING AND BUDGETING							✓					
BHS 3008	ENGLISH			✓									
KES 4041	RESEARCH METHODOLOGY					✓	✓						

Code	Courses	SM 01	SM 02	SM 03	SM 04	SM 05	SM 06	SM 07	SM 08	SM 09	SM 10	SM 11	SM 12
KES 3031	BASIC HEALTH SAFETY										✓		
<b>Semester 5</b>													
KES4021	HEALTH INFORMATION SYSTEM					✓							
KES 6559	HEALTH PROMOTION MEDIA DEVELOPMENT								✓				
KES 5741	PRACTICUM HEALTH PROMOTION MEDIA DEVELOPMENT								✓				
KES 5001	FIELD LEARNING EXPERIENCE I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 4011	INDUSTRIAL HYGIENE (OHS)										✓		
HUK 4103	OCCUPATIONAL HEALTH AND SAFETY REGULATION (OHS)										✓		
KES 4022	INDUSTRIAL PROCESSES (OHS)										✓		
KES 6502	APPLIED ERGONOMICS (OHS)										✓		
KES 6506	INDUSTRIAL TOXICOLOGY (OHS)										✓		
KES 5223	OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT SYSTEM (OHS)										✓		
KES 5011	VIBRATION AND NOISE MANAGEMENT (OHS)										✓		

KES 6558	HUMAN FACTOR DAN BEHAVIOR BASED SAFETY (OHS)											✓		
<b>Semester 6</b>														
KES5027	FIELD LEARNING EXPERIENCE II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 4328	DISASTER MANAGEMENT					✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 4327	ISLAMIC PUBLIC HEALTH PRACTICUM	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 4329	DISASTER MANAGEMENT PRACTICUM					✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 4334	OCCUPATIONAL HEALTH DISEASE AND SURVEILLANCE OF OCCUPATIONAL HEALTH DISEASE (OHS)											✓		
KES 4335	BIOMONITORING PRACTICUM (OHS)											✓		
KES 4362	OCCUPATIONAL HEALTH AND SAFETY LABORATORY PRACTICUM (OHS)											✓		
KES 4360	OCCUPATIONAL HEALTH AND SAFETY RISK MANAGEMENT (OHS)											✓		
KES 4337	ACCIDENT INVESTIGATION AND PREVENTION											✓		
KES 5217	SAFETY INSPECTION AND AUDITS (OHS)											✓		
KES 4338	EMERGENCY RESPONSE SYSTEM AND FIRE PREVENTION											✓		





Code	Courses	SM 01	SM 02	SM 03	SM 04	SM 05	SM 06	SM 07	SM 08	SM 09	SM 10	SM 11	SM 12
<b>Semester 7</b>													
KES 5742	ADVANCED RESEARCH METHODOLOGY	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 5020	HEALTH PROFESSION SEMINAR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
KES 4528	OCCUPATIONAL HEALTH AND SAFETY PROGRAM AT WORKPLACE										✓		
KES 5722	INDOOR AIR QUALITY AND VENTILATION MANAGEMENT										✓		
<b>Semester 8</b>													
ABI 6017	INTERNSHIP	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
ABI 9042	THESIS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 2.6 Course Load and Duration of Study

The minimum course load for the Bachelor of Public Health Program is 150 semester credit unit (SCU) or 228,71 ECTS, scheduled over eight (8) semesters, which can be completed in eight (8) semesters and a maximum of fourteen (14) semesters.

**Table 7. Course Load and Duration of Study of of Public Health Bachelor Degree Program**

Total SCU/ECTS	Compulsory National Courses	Compulsory University Courses	Compulsory Study Program Courses	Elective Courses
150 SCU /228,71 ECTS	7 SCU/10,08 ECTS	14 SCU/22,28 ECTS	124 SCU/169,41 ECTS	20 SCU/26,93 ECTS

## 2.7 Curriculum

**Table 8. Matrix of Course Structure in the Study Program Curriculum**

Semester	Total SCU*/ECTS	Course Groups for Bachelor Degree			
		National Compulsory Courses	University Compulsory Courses	Study Program Compulsory Courses	Elective Courses
1	20 SCU /31,13 ECTS	5 SCU/7,20 ECTS	4 SCU/7,89 ECTS	11 SCU/16,04 ECTS	-
2	23 SCU/33,46 ECTS	2 SCU/2,88 ECTS	2 SCU/2,88 ECTS	19 SCU/27,7 ECTS	-
3	21 SCU/31,64 ECTS	-	2 SCU/2,88 ECTS	19 SCU/ 28,76 ECTS	-
4	21 SCU/31,57 ECTS	-	6 SCU/ 8,64 ECTS	15 SCU/22,93 ECTS	-
5	23 SCU/34,00 ECTS	-	-	20 SCU/26,20 ECTS	6 SCU/7,8 ECTS
6	27 SCU/41,30 ECTS	-	-	15 SCU/24,77 ECTS	12 SCU/16,53 ECTS

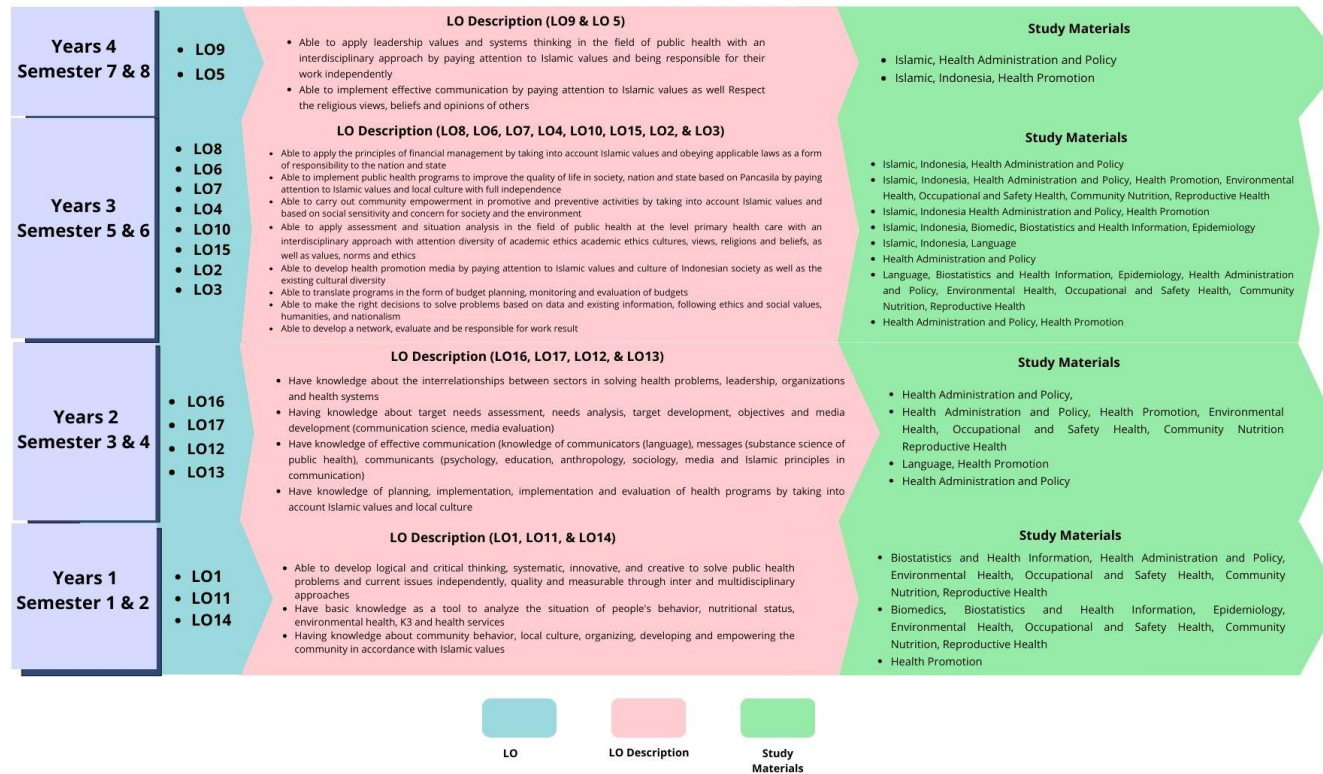


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7	8 SCU/12,77 ECTS	-	-	6 SCU/ 10,17 ECTS	2 SCU/2,60 ECTS
8	7 SCU/12,83 ECTS	-	-	7 SCU/12,83 ECTS	-
Total	150 SCU/228,71 ECTS	7 SCU/10,08 ECTS	14 SCU/22,28 ECTS	124 SCU/169,41 ECTS	20 SCU/26,93 ECTS

\*SCU: Semester Credit Unit

**Figure 1. Competency Analysis of Public Health Bachelor Degree Program**



**Table 9. Matrix of Course Structure in the Study Program Curriculum by Semester in detail**

No	Name of Course	Code of Course	Lecture (Face to Face) (SCU)	Number of lecture per Semester	Practical (at Laboratory or filed) (SCU)	Number of Practical Per Semester	Total Hours Lecture (Face to Face) Per Semester	Hours of Midterm And Final Exam Per Semester	Total Hours Practical	Total Hours of Structure and Self Study Per semester	Lecture (ECTS)	Practical (ECTS)	Total ECTS
<b>SEMESTER I</b>													
1	ISLAMIC STUDIES II	KES 1010	2	14			23,33	3,33	0,00	59,73	2,88	0	2,88
2	PANCASILA	NAS 6112201	2	14			23,33	3,33	0,00	59,73	2,88	0	2,88
3	SOCIO-HEALTH ANTHROPOLOGY	ANT6001	3	14			35,00	5,00	0,00	91,20	4,37	0	4,37
4	BASIC OF PUBLIC HEALTH	KES 1009	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
5	PRACTICE OF WORSHIP	SAR 5054			1	14	0,00	5,67	39,67	29,87	0,00	2,51	2,51
6	PRACTICE OF QIRAAH	SAR 2001			1	14	0,00	5,67	39,67	29,87	0,00	2,51	2,51

7	BAHASA INDONESIA	NAS 6013203	3	14			35,00	5,00	0,00	89,60	4,32	0	4,32
8	MICROBIOLOGY AND PARASITOLOGY	KES 6022	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
9	ANATOMY PHYSIOLOGY	KES 1002	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
10	HEALTH PSYCHOLOGY	KES 2002	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
<b>Total SCU</b>			<b>18</b>	<b>112</b>	<b>2</b>	<b>28</b>	TOTAL ECTS FOR SEMESTER 1 THAT IS EQUALTO 20 SCU =					<b>31,13</b>	
<b>SEMESTER II</b>													
1	PRINCIPLE EPIDEMIOLOGY	KES 2007	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
2	BIOCHEMISTRY	FKM 2134	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
3	DESCRIPTIVE AND INFERENTIAL BIOSTATISTICS	FKM 2130	3	14			35,00	5,00	0,00	91,20	4,37	0	4,37
4	Civic Education	POL 2002	2	14			23,33	3,33	0,00	59,73	2,88	0	2,88
5	LEGAL AND HEALTH ETHICS	FKM 2126	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
6	BASIC REPRODUCTIVE HEALTH/MCH	FKM 2133	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
7	BASIC OF POPULATION	FKM 2132	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
8	BASIC OF PATHOLOGY	KES 2003	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
9	BASIC OF HEALTH POLICY AND ADMINISTRATION	KES 3036	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
10	BASIC OF HEALTH PROMOTION	FKM 2131	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92

11	ISLAMIC STUDIES II	KES 2001	2	14			23,33	3,33	0,00	59,73	2,88	0	2,88
	<b>Total SCU</b>		<b>23</b>	154						TOTAL ECTS FOR SEMESTER 2 THAT IS EQUAL TO 23 SCU =			<b>33,46</b>
<b>SEMESTER III</b>													
1	FOUNDATIONS OF COMMUNITY NUTRITION SCIENCE	KES 6029	3	14			35,00	5,00	0,00	91,20	4,37	0	4,37
2	HEALTH COMMUNICATION	KES 6024	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
3	FOUNDATIONS OF ENVIRONMENTAL HEALTH	KES 2005	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
4	HEALTH ECONOMICS	KES 3002	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
5	DATA MANAGEMENT AND ANALYSIS	KES 6306	1	14			11,67	1,67	0,00	30,40	1,46	0	1,46
6	DATA MANAGEMENT AND ANALYSIS PRACTICUM	KES 6307			1	14	0,00	5,67	39,67	30,40	0,00	2,52	2,52
7	ISLAM AND SCIENCE	SAG 2002	2	14			23,33	3,33	0,00	59,73	2,88	0	2,88
8	COMMUNITY ORGANIZATION AND DEVELOPMENT	KES 3039	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
9	HEALTH PROMOTION	KES 6023	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
10	INFECTIOUS DISEASE EPIDEMIOLOGY	DOK 4027	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
11	NON-COMMUNICABLE DISEASE EPIDEMIOLOGY	DOK 4028	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
	<b>Total SCU</b>		<b>20</b>	140	<b>1</b>	14				TOTAL ECTS FOR SEMESTER 3 THAT IS EQUAL TO 21 SCU =			<b>31,64</b>

SEMESTER IV													
1	PUBLIC HEALTH SURVEILLANCE	KES 6301	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
2	PUBLIC HEALTH SURVEILLANCE PRACTICUM	KES 6302			1	14	0,00	5,67	39,67	30,40	0,00	2,52	2,52
3	HEALTH PLANNING AND EVALUATION	KES 6305	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
4	ARABIC LANGUAGE	BHS 2131	3	14			35,00	5,00	0,00	89,60	4,32	0	4,32
5	LEADERSHIP AND SYSTEMS THINKING IN HEALTH	KES 6304	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
6	ENVIRONMENTAL QUALITY ANALYSIS	KES 4040	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
7	HEALTH FINANCING AND BUDGETING	KES 6303	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
8	ENGLISH LANGUAGE	BHS3008	3	14			35,00	5,00	0,00	89,60	4,32	0	4,32
9	RESEARCH METHODOLOGY	KES 4041	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
10	FUNDAMENTAL OF OCCUPATIONAL HEALTH AND SAFETY	KES 3031	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
	<b>Total SCU</b>		<b>20</b>	126	<b>1</b>	14				TOTAL ECTS FOR SEMESTER 4 THAT IS EQUAL TO 21 SCU =			<b>31,57</b>
SEMESTER V													
1	HEALTH INFORMATION SYSTEM	KES 4021	2	14			23,33	3,33	0,00	60,80	2,92	0	2,92
2	HEALTH MEDIA PROMOTION DEVELOPMENT	KES 6559	1	14			11,67	1,67	0,00	30,40	1,46	0	1,46



3	HEALTH MEDIA DEVELOPMENT PRACTICUM	KES 5741			1	14	0,00	5,67	39,67	30,40	0,00	2,52	2,52
4	FIELD LEARNING EXPERIENCE I	KES 5001			2	22	0,00	0,00	0,00	110,00	0,00	3,67	3,67
<b>Sub Major OHS and Elective</b>													
5	INDUSTRIAL HYGIENE (OHS)	KES 4011	2	14			23,33	3,33	0,00	58,67	2,84	0	2,84
6	OCCUPATIONAL HEALTH AND SAFETY REGULATION (OHS)	HUK 4103	2	14			23,33	3,33	0,00	58,67	2,84	0	2,84
7	INDUSTRIAL PROCESSES (OHS)	KES 4022	2	14			23,33	3,33	0,00	51,20	2,60	0	2,60
8	APPLIED ERGONOMICS (OHS)	KES 6502	3	14			35,00	5,00	0,00	88,00	4,27	0	4,27
9	INDUSTRIAL TOXICOLOGY (OHS)	KES 6506	2	14			23,33	3,33	0,00	51,20	2,60	0	2,60
10	OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT SYSTEM (OHS)	KES 5223	2	14			23,33	3,33	0,00	58,67	2,84	0	2,84
11	VIBRATION AND NOISE MANAGEMENT (OHS)	KES 5011	2	14			23,33	3,33	0,00	58,67	2,84	0	2,84
12	HUMAN FACTOR DAN BEHAVIOR BASED SAFETY (OSH)	KES 6558	2	14			23,33	3,33	0,00	51,20	2,60	0	2,60
<b>Total SCU</b>			<b>20</b>	140	<b>3</b>	36	TOTAL ECTS FOR SEMESTER 5 THAT IS EQUAL TO 23 SCU =					<b>34,00</b>	
<b>SEMESTER VI</b>													
1	DISASTER MANAGEMENT	KES 4328	1	14			11,67	1,67	0,00	30,40	1,46	0	1,46
2	DISASTER MANAGEMENT PRACTICUM	KES 4329			1	14	0,00	5,67	39,67	29,87	0,00	2,51	2,51
3	ISLAMIC PUBLIC HEALTH PRACTICUM	KES 4327			1	14	0,00	5,67	39,67	29,87	0,00	2,51	2,51
4	FIELD LEARNING EXPERIENCE II	KES 5027			3	22	0,00	0,00	0,00	165,00	0,00	5,50	5,50

<b>Sub Major OHS and Elective</b>														
5	OCCUPATIONAL HEALTH DISEASE AND SURVEILLANCE OF OCCUPATIONAL HEALTH DISEASE (OHS)	KES 4334	3	14			35,00	5,00	0,00	76,80	3,89	0	3,89	
6	BIOMONITORING PRACTICUM (OHS)	KES 4335	3	14			35,00	5,00	0,00	91,20	4,37	0	4,37	
7	OCCUPATIONAL HEALTH AND SAFETY LABORATORY PRACTICUM (OHS)	KES 4362	3	14			35,00	5,00	0,00	91,20	4,37	0	4,37	
8	OCCUPATIONAL HEALTH AND SAFETY RISK MANAGEMENT (OHS)	KES 4360	3	14			35,00	5,00	0,00	88,00	4,27	0	4,27	
9	ACCIDENT INVESTIGATION AND PREVENTION	KES 4337	3	14			35,00	5,00	0,00	88,00	4,27	0	4,27	
10	SAFETY INSPECTION AND AUDITS (OHS)	KES 5217	3	14			35,00	5,00	0,00	76,80	3,89	0	3,89	
11	EMERGENCY RESPONSE SYSTEM AND FIRE PREVENTION	KES 4338	3	14			35,00	5,00	0,00	88,00	4,27	0	4,27	
<b>Total SCU</b>			<b>22</b>	<b>112</b>	<b>5</b>	<b>50</b>						<b>TOTAL ECTS FOR SEMESTER 6 THAT IS EQUAL TO 27 SCU =</b>		<b>41,30</b>
<b>SEMESTER VII</b>														
1	HEALTH PROFESSION SEMINAR	KES 5020			2	22	0,00	0,00	0,00	110,00	0,00	3,67	3,67	
2	ADVANCED RESEARCH METHODOLOGY	KES 5742			2	22	0,00	0,00	0,00	110,00	0,00	3,67	3,67	
3	OCCUPATIONAL HEALTH AND SAFETY PROGRAM AT WORKPLACE	KES 4528	2	14			23,33	3,33	0,00	58,67	2,84	0	2,84	
4	INDOOR AIR QUALITY AND VENTILATION MANAGEMENT	KES 5722	2	14			23,33	3,33	0,00	51,20	2,60	0	2,60	
<b>Total SCU</b>			<b>4</b>	<b>28</b>	<b>4</b>	<b>44</b>						<b>TOTAL ECTS FOR SEMESTER 7 THAT IS EQUAL TO 8 SCU =</b>		<b>12,77</b>

SEMESTER VIII													
1	INTERNSHIP	ABI 6017			3	22	0,00	0,00	0,00	165,00	0,00	5,50	5,50
2	FINAL PROJECT (THESIS)	ABI 9042			4	22	0,00	0,00	0,00	220,00	0,00	7,33	7,33
	<b>Total SCU</b>				<b>7</b>	<b>44</b>				TOTAL ECTS FOR SEMESTER 8 THAT IS EQUAL TO 7 SCU =			<b>12,83</b>
										<b>Total Credits (SKS or SCU) for Completion of Bachelor Program</b>			<b>150</b>
										<b>Total Credits (ECTS) for Completion of Bachelor Program</b>			<b>228,71</b>

ELECTIVE COURSES

## 2.8 Learning System

### 2.8.1 Basic Definition

Some basic definitions used in the semester credit system are explained below. A semester is the smallest unit of time used to express the duration of an educational program's teaching and learning process. The organization of a complete educational program from start to finish will be divided into semester-based activities, so at the beginning of each semester, students must plan their learning activities for that semester. One semester is equivalent to approximately 16 (sixteen) working weeks of learning activities and concludes with a final semester examination. One academic year consists of two regular semesters: the odd and even semesters. Semester Credit Units / *Satuan Kredit Semester* (SKS) are units used to indicate:

1. The amount of student study load.
2. The recognition of students' learning efforts.

3. The effort required by students to complete a program, whether it's a semester-based or full program.
4. The effort required for educational delivery by the instructors.

Courses Load is the number of SKS taken by a student in a particular semester. At the same time, Cumulative Study Load is the minimum number of SKS that a student must complete to be considered as having completed a specific study program. Cumulative study time is the maximum time limit that a student must adhere to in completing their studies in an educational program. The minimum and maximum cumulative study loads for the Bachelor of Public Health Study Program are set at 150 SKS (236,21 ECTS) , respectively, scheduled for an eight-semester study period and a maximum of 14 semesters. One SKS (Semester Credit Unit) of lecture activity is determined to be equivalent to the study load for each week of a semester, consisting of the following three activities:

1. One hour (50 minutes) of face-to-face interaction.
2. One hour (60 minutes) of structured assignments.
3. Around one hour (48-57 minutes) of independent work.

One SKS (Semester Credit Unit) seminar activity is primarily based on lecture activities (item 1). The number of references used and summarized for presentation in front of the forum is a minimum of 3 (three) titles, depending on the weight of the references. One SKS of laboratory practical activity is determined to be equivalent to a study load of about 170 minutes of scheduled laboratory work, accompanied by:

1. The course instructor planned 1-2 hours of structured activities, including discussions, seminars, literature studies, laboratory/field research, and participation in an institution.
2. 1-2 hours of independent activities, including searching for books/journals in other libraries, preparing research, and writing the thesis/final assignment.

The learning process is conducted using student-centered learning (SCL) methods, which are adapted according to the policies of each study program, including problem-based learning, role play, simulation, mini-lectures, e-learning, and group discussions.

#### 2.8.2 Student Registration

Every student admitted and registered at UIN Syarif Hidayatullah Jakarta is required to be familiar with the academic program they are enrolled in. Therefore, every student must carry out the following:

##### **Re-registration and Study Plan Submission**

At the beginning of each semester, students are required to complete re-registration and submit their study plans through the Academic Information System (AIS). Failure to do so will result in the student's status being changed to "Non-Active," and their rights as a student for that semester will not apply. To be able to attend classes in the following semester, the student must re-register by fully settling their financial obligations for the current semester and any outstanding debts from previous semesters. The semester in which a student's status is "Non-Active" will still be counted as part of their overall study duration.

e-RS (Electronic Study Plan) submission is subject to the following conditions:

- a. Students in their first semester (semester I) are only allowed to take courses designated for that semester. Students in subsequent semesters can take courses as stipulated.
- b. Students must pay attention to compulsory and elective course groups.
- c. Sequential or prerequisite courses must be taken in the prescribed order.
- d. The number of courses and their corresponding credit load must adhere to the applicable regulations, taking into consideration the semester's grade point average and the maximum allowable credit load.
- e. Students are allowed to take cross-disciplinary courses within the university as long as the course content, nomenclature, course codes, and alignment with the discipline packages of the student's program of study are met.
- f. Throughout their academic journey, students must re-register and submit a Study Plan each semester (including thesis/dissertation and selecting an academic advisor for each semester

### **Change of Study Plan**

According to the academic calendar, changes, substitutions, and course cancellations can be made during the e-RS input schedule. Suppose the Academic Advisor has validated the e-RS, but the student wishes to change or cancel courses. In that case, the process can be carried out after approval by the Academic Advisor as long as the e-RS input schedule has not been closed.



## Skripsi (Bachelor Thesis)

### Seminar Registration Procedure

1. Seminar registration is conducted online through Google Forms using the following links:
  - Proposal Seminar Registration: <https://forms.gle/dtufDZ6FgaQDZKCA8>
  - Result Thesis Seminar Registration: <https://forms.gle/NjDBTU21aEs3PgMr7>
  - Thesis Seminar Registration: <https://forms.gle/B2S6hP1YBE8k1DkbA>
2. The department (Prodi) will arrange the schedule and select examiners.
3. Students are required to submit their proposal or thesis to their advisors and examiners at least two days before the seminar.

### Requirements for Students Eligible to Conduct Seminars (Proposal and Result Thesis Seminar):

1. Fill out the proposal seminar registration Google Form.
2. Enroll in the proposal seminar course in your Study Plan (KRS). (Proven by attaching the KRS, signed by the Academic Advisor.)
3. Have completed a minimum of 146 SCU. (Proven by attaching an official transcript, initialed by the Academic Advisor.)
4. Obtain approval from Advisor. (Proven by attaching a statement of approval from the advisor.)

#### Requirements for Students Eligible to Conduct Bachelor Thesis Seminars:

1. Create a letter of request to the Program Coordinator (using the provided form) and fill out the thesis seminar registration Google Form.
2. Obtain approval from your advisors to conduct the Final Examination (the approval sheet in the thesis should be signed by both Advisor).
3. Have passed all courses with a minimum grade of C. (Proven by an official transcript, with a total of 146 SCU, initialed by the Academic Advisor.)
4. Enroll in the Thesis course (4 credit hours) in your Study Plan (KRS). (Proven by attaching the KRS.)
5. Have completed all administrative requirements at the faculty (such as tuition payment, etc.), proven by official letters or receipts.
6. Submit six thesis bundles approved by the advisors and the program coordinator.
7. Engage in the thesis advisory process with your advisors (proven by a thesis advisory book with a minimum of 10 meetings with both advisors during the thesis process).
8. Have a minimum TOEFL score of 450 (proven by the original certificate and a photocopy, legalized by an authorized official).
9. Have a minimum TOAFL score of 375 (proven by the original certificate and a photocopy, legalized by an authorized official).





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Procedure for Submitting Grades for Student Proposal Seminars, and Bachelor Thesis at the Public Health Program, UIN Syarif Hidayatullah Jakarta:

1. Students participating in the seminar should download one of the official report forms corresponding to the seminar's type, along with the assignment letter. These report forms and assignment letters can be downloaded from the following links:
  - a. Proposal Seminar.
  - b. Result Thesis Seminar
  - c. Thesis Seminar
2. Students participating in the seminar should also download the assessment matrix corresponding to their seminar type and provide it to each examiner and advisor:
  - a. Assessment Matrix for Proposal Seminar
  - b. Assessment Matrix for Result Thesis Seminar
  - c. Assessment Matrix for Thesis Seminar
3. Students should submit the completed report form to their advisors and request them to return the report form and assessment matrix to the program coordinator, signed by each examiner and advisor.

Procedures for Conducting Proposal Seminars, Result thesis seminars and Thesis Seminars:

1. The seminar duration is set for 60 minutes (1 hour).
2. The time allocation for conducting proposal seminars and thesis seminars is as follows:

Activity	Time Allocation
Opening by the session chair/advisors	2 minutes
Recitation of Al - Quran by students	5 minutes
Presentation of the student's proposal or thesis	15 minutes
Question and answer session with Examiner 1 and Examiner 2.	30 minutes (@15 minutes)
Feedback and confirmation by Advisor 1 and Advisor 2.	10 minutes (@5 minutes)
Evaluation and closing by session chairs/advisors.	3 minutes
Activity	Time Allocation
Opening by the session chair.	3 minutes
Recitation of Al - Quran by students	5 minutes
Thesis presentation by the student.	7 minutes

Question and answer session with Examiner 1, Examiner 2, and Examiner 3 (15 minutes each).	45 minutes (@15 minutes)
Evaluation and closing by the session chair.	5 minutes

### Graduation Honors

The graduation honors for students are determined by their GPA (Grade Point Average) and length of study as follows:

No	GPA	Honors
1	3.51 – 4.00	Pujian/Cum Laude
	Note: "With Honors/Cum Laude" is awarded to students who graduate in no more than ten semesters. Students who take more than ten semesters will receive the "Very Satisfactory" designation.	
2	3.01 – 3.50	Very Satisfactory
3	2.76 – 3.00	Satisfactory
4	2.00 – 2.75	Good



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### **Assessment of Learning Outcomes**

The course evaluations were conducted during the mid-semester and at the end of the semester. The mid-semester assessment is performed after 50% (fifty percent) of scheduled class meetings have been completed. The final-semester assessment was conducted when all course materials were covered according to the established schedule. Students were not eligible to participate in the if they attended final-semester assessment less than 75% of the scheduled class meetings. The results of this evaluation are referred to as the semester-grade point average and cumulative grade point average.

For undergraduate students, evaluations were conducted at the end of the second and fourth semesters. Students who do not meet the minimum credit or GPA requirements face academic sanctions, including possible dismissal from the program. The study program assessed students' credit acquisition and GPA.

### **Assessment**

Course assessment consists of the accumulation of several components, including formative assessments (attendance, presentations, quizzes, laboratory work, and/or other assignments), mid-semester exams, and final semester exams. Course exam results and academic papers were assessed by assigning numerical grades, which were then converted into letter grades with associated weights. The conversion and weight values for the entire study program were as follows

Numerical Grade	Letter Grade	Weight Value	Description
80-100	A	4.00	Pass
70-79	B	3.00	Pass
60-69	C	2.00	Pass
50-59	D	1.00	Fail
0-49	E	0.00	Fail

### Grade Improvement

There are two mechanisms for grade improvement.

1. If the grade has not yet entered the AIS system, students who have not passed the assessment standards can take a remedial exam once with the approval of the course instructor.
2. Suppose that grades have already been issued in the AIS system. In this case, grade improvement can only be accomplished by retaking the course in the following semester through the e-KRS (Electronic Course Registration System) and attending the course again.

Grade improvement can only be achieved under the following conditions.

- a. Grade improvement is not allowed for past semesters due to reporting to the Higher Education Database (PDDIKTI).
- b. According to the established schedule, students must enroll in the course they intend to improve in the e-RS in AIS.

- c. Students can pursue grade improvement with the condition that the highest grade achieved is the one that counts.
- d. Students must attend the full regular course (for 14 effective weeks) or the subsequent semester. In the event of a curriculum change, if a student wishes to improve a grade but the old curriculum course is no longer offered in the new curriculum, the program coordinator will determine a suitable replacement.

### **Grade Cleansing**

Grade cleansing selects a course not to be displayed on the academic transcript. This can occur if grade improvement for a course in the old curriculum is no longer offered in the new curriculum. Grade improvement was achieved by taking a replacement course in the new curriculum. Consequently, two courses appear in the transcript, whereas only one should be displayed. Therefore, one of the courses must undergo cleansing and not be displayed in the transcript.

### **Academic Leave**

Students who have actively studied for a minimum of 2 (two) semesters can take an academic leave for 1 (one) semester. Students were not allowed to extend their leave periods (consecutive leaves for two semesters). Academic leave can be taken for a maximum of two semesters during the study period and is still considered part of the study period. During leave, students are only required to pay administrative fees, as stipulated.

To apply for academic leave, students must submit their request to the Dean of the faculty no later than 7 (seven) days before the end of the registration period for the next semester.



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The application should include the following requirements.

- a. Proof of payment of tuition fees for the previous semester.
- b. Transcripts of the previous semester
- c. Approval letters from the Academic Advisor and/or Department/Program Coordinator.

The Dean submits the student's leave request to the University Rector through the Head of the Academic Administration and Student Affairs Office (Biro AAKK), along with the student's application and required documents. If the requirements are met, the Head of AAKK issues an Academic Leave Certificate for the respective student and sends copies to the Dean of the faculty the Administrative Head of the faculty, and the University Finance Department. Students can obtain a leave certificate after paying an academic leave administrative fee.

### **Withdrawal**

Students who wish to withdraw from UIN Syarif Hidayatullah Jakarta can follow the withdrawal procedure as follows:

- a. The concerned student submits a written request to the Dean of the faculty / Director of the Graduate School with approval from the Program Study.
- b. The faculty / Graduate School submits this request to the University Rector through the Head of the Academic Administration and Student Affairs Office (Biro AAKK), along with Proof of tuition fee clearance from the Finance Department and library clearance.



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- c. The University Rector, through the Head of the Academic Administration and Student Affairs Office (Biro AAKK), issues a Withdrawal Certificate with an attachment of the Study Results Recapitulation.

### **Academic Advisor**

Establishing a credit system as an educational system allows students to plan and decide on the courses they will take each semester. In course planning and selection, students are advised to consult with their academic advisors. However, the final decision is the responsibility of the students themselves. A student's success in their studies is not solely based on their academic abilities but can be influenced by various factors. Academic advisors serve as guides or counselors to students in addressing academic and non-academic issues.

The responsibilities of academic advisors include:

1. Assisting students in recognizing and identifying their interests, talents, and academic abilities.
2. Guiding students in selecting courses each semester to ensure they can effectively and efficiently utilize their study time.
3. Providing motivation for students to find solutions and the best possible approach when facing problems.
4. Assisting students in preparing and developing their study plans and validating study plans (e-RS) entered into the AIS based on their interests, talents, and academic abilities.
5. Verifying and validating the SKPI (Certificate of Accompanying Diploma) for students.
6. Providing consultation to students in the preparation of research proposals for their final projects/theses.



### **Yudisium, Graduation of Students, and Commencement**

1. Yudisium is the determination of whether a student has passed or not, serving as the final assessment process for all courses undertaken, including the defense of the final project/thesis/dissertation along with any revisions.
2. The determination of graduation is conducted during an academic meeting by the Dean of the faculty or the Graduate School and is announced to the students.
3. Yudisium can be conducted one month after the defense of the final project/thesis/dissertation and several times before the commencement ceremony.
4. Students who have completed their final project/thesis/dissertation defense and have received approval for any revisions must register for yudisium to request their graduation.
5. The requirements for registering for yudisium are as follows:
  - a. Completion of all required courses and meeting the minimum credit and GPA requirements according to the educational program.
  - b. Successful Completion of the munaqosah/examination of the final project/thesis/dissertation, as documented in the official report.
  - c. Possession of a report on the submission and approval of the final project/thesis/dissertation, signed by the Dean, Chair of the Program Study, examiners, and advisors.
  - d. Clearance of tuition fees, confirmed by a certificate from the university's finance department.

- e. Clearance of library obligations, confirmed by a library clearance certificate from the university and faculty. Yudisium is signed by the relevant faculty dean.
6. The date of the Yudisium Certificate represents the student's graduation date.
7. The faculty dean reports the graduation of students in writing to the University Rector or the Vice Rector for Academic Affairs no later than 10 days after the designated date

### **PART III ACADEMIC SANCTIONS**

#### **1.1 Administrative Sanctions**

Administrative sanctions are imposed on students who violate academic administrative regulations:

- a. Students who register outside the specified registration period are subject to fines as per the applicable regulations.
- b. Students who fail to pay tuition fees by the established deadline will have their status changed to Non-Active. To reinstate their Active status in the following semester, students must settle the tuition fees for the next semester and clear all outstanding fees from previous semesters, along with any associated fines.

## 1.2 Academic Sanctions

- a. Students who fail to re-register will have their status changed to Non-Active.
- b. Students who fail to submit their study plans (e-RS) within the designated timeframe are not eligible to attend classes, with all consequences that may arise.
- c. Students whose attendance in a course is less than 75% of the instructor's attendance in one semester are not eligible to take the final exam for that course and will be declared as failed in that course.
- d. Students who do not complete structured assignments and/or independent tasks may face penalties such as the delay or cancellation of the grades awarded by the respective instructor.
- e. Undergraduate students (S1) who, at the end of the second semester, earn less than 24 credits or have a GPA below 2.00, will face academic sanctions in the form of dismissal.
- f. Undergraduate students (S1) who, at the end of the fourth semester, earn less than 48 credits or have a GPA below 2.00, will face academic sanctions in the form of dismissal.
- g. Students who cannot complete the revision of their final project/thesis/dissertation within three months after the final project/thesis/dissertation defense will have their examination results nullified and will be required to retake the examination.
- h. The imposition of academic sanctions is proposed by the Faculty/School of Graduate Studies Committee to the Dean/Director. Subsequently, the Dean/Director forwards the proposal to the University Rector or the Head of the



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Academic Administration and Student Affairs Bureau (Biro AAKK) for the issuance of an Academic Sanction Letter from UIN Syarif Hidayatullah Jakarta.

### 1.3 Non-Academic

Sanctions Students who violate non-academic, legal, and moral regulations may face non-academic sanctions, including:

- a. Verbal warnings;
- b. Strong warnings;
- c. Suspension for a specified period;
- d. Expulsion from the university.

The types of penalties listed above are determined by the Rector's decision based on recommendations from the faculty/dean of the Graduate School, taking into account the advice of a special committee comprising various stakeholders at both the faculty/Graduate School and university levels. Termination of a student's studies for non-academic reasons can only be done with the Rector's decision.

## PART IV FACILITIES

The facilities available in the Public Health Program at UIN Syarif Hidayatullah Jakarta are as follows:

1. **Library:** The Faculty of Health Sciences has access to a library with a collection of physical and electronic books and scientific journals. Students can also access digital library resources, making research and study more convenient.



2. **Internet Access:** High-speed internet access is available to all Faculty of Health Sciences academic members.
3. **Classrooms: Faculty have** classrooms that are equipped with modern facilities, including air conditioning, LCD projectors, whiteboards, and microphones.
4. **Laboratories:** The program provides well-equipped laboratories for hands-on experiments, research, and practical training.
5. **Toilet Facilities:** Restrooms are conveniently available for students and faculty.
6. **Prayer Room (Musholla): the room that is** dedicated prayer room for religious and spiritual needs.
7. **Cafeteria:** There is a cafeteria for students to enjoy meals and snacks.
8. **Computer Facilities:** Computer labs with internet access for academic and research purposes.
9. **Lecture Halls:** Spacious venues for lectures, seminars, and conferences.
10. **Student Activities:** Facilities for student meetings, discussions, and other extracurricular activities.
11. **Wi-Fi Access:** Campus-wide Wi-Fi connectivity for students to access the internet.
12. **Recreation Facilities:** Areas for relaxation, socializing, and leisure activities.
13. **Parking :** Parking areas for students who commute by car.

Additionally, the university offers various other facilities, including the main library, central mosque (masjid), health facilities, more dining options (kantin), and a central library that can be accessed by students. Students can also access facilities in other locations, such as hospitals for their Fieldwork Practice.



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These facilities collectively contribute to creating a conducive learning environment and supporting the academic and non-academic needs of students within the Public Health Program at UIN Syarif Hidayatullah Jakarta.

## PART V COLLABORATION IN EDUCATION, RESEARCH AND COMMUNITY SERVICE

Several collaborations have been conducted by the Faculty of Health Sciences in order to carry out the higher education *Tridharma Perguruan Tinggi*, which consists of Education, Research, and Community Service. Several collaborations that have been utilized in the activities of the Public Health Study Program are shown in the table below.

**Table 10. Collaboration Institution of Public Health Bachelor Degree Program**

No.	Institution	Activities		
		Education	Research	Community Service
1	Josai University, Japan	√	√	√
2	St Luke's College of Nursing	√	√	√
3	Griffith University, Australia	√	√	√
4	Tohoku University, Japan	√	√	√
5	Burapha University, Thailand	√	√	√
6	Pasar Minggu Regional General Hospital	√	√	√
7	Tangerang Selatan Regional General Hospital	√	√	√
8	Tangerang Regional General Hospital	√	√	√
9	Banten Regional General Hospital	√	√	√
10	Gatot Subroto Presidential Hospital	√	√	
11	Dr. Gunawan Partowidigdo Pulmonary Hospital	√	√	√
12	Marzoeki Mahdi Psychiatric Hospital.	√	√	
13	Palangkaraya City Government	√	√	

14	Department Health of Tangerang Selatan City	√	√	√
16	Fatmawati Educational General Hospital	√	√	√
18	Cengkareng Regional General Hospital	√	√	√
19	RS Pelabuhan Jakarta Hospital	√	√	√
20	BRIN	√	√	√
21	Department Health of DKI Jakarta	√	√	√

### 5.1 Collaboration in the Field of Education

The Faculty of Health Sciences at UIN Syarif Hidayatullah Jakarta has expanded its educational reach internationally through synergistic international collaborations, including international joint research, conferences, and publications. The Faculty of Health Sciences at UIN Syarif Hidayatullah Jakarta has organized two International Health Sciences Conferences in collaboration with international institutions such as Griffith University Australia, Tohoku University Japan, St. Luke's University, Josai University Japan, Burapha University Thailand, and IIUM Malaysia.

### 5.2 Research Collaboration Research

Collaborations have been established with various International and National Universities and domestic agencies, including BPPT (Agency for the Assessment and Application of Technology), BRIN (National Research and Innovation Agency), and various pharmaceutical service facilities such as pharmacies, hospitals, and community health centers, primarily for student and faculty research.

### 5.3 Community Service Collaboration

In community service, the Public Health Study Program at UIN Syarif Hidayatullah Jakarta provides services such as free health examinations, free drug counseling, the cultivation



of medicinal plants (TOGA), and many other community service activities. Additionally, community service activities are conducted in collaboration with the Indonesian Ministry of Health.

## **PART VI STUDENT AND ALUMNI**

### **6.1 Students**

The main goal of student development in the Public Health Bachelor's Program at UIN Syarif Hidayatullah Jakarta is to support and complement curricular activities with extracurricular activities. This ensures that graduates have added value in the form of organizational experience, self-actualization, personal development, community awareness, and a strong sense of togetherness.

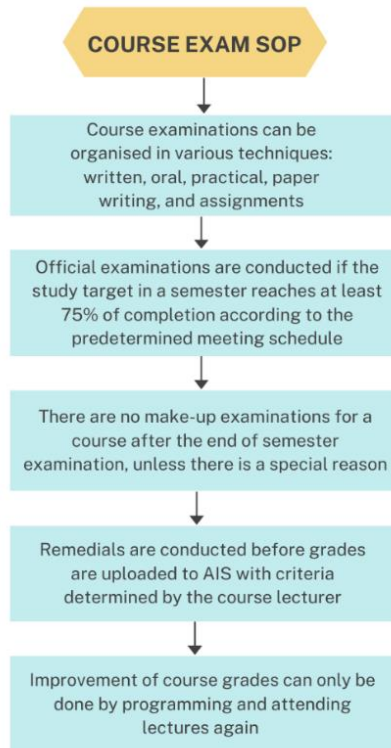
### **6.2 Alumni**

Alumni of the Public Health Bachelor's Program at UIN Syarif Hidayatullah Jakarta come together through the *Ikatan Alumni Kesehatan Masyarakat* UIN Syarif Hidayatullah Jakarta (IKALKESUIN). One of the objectives of forming this Alumni Association is to provide input to the program, particularly regarding the curriculum, to make it more applicable and aligned with current industry needs.

Alumni have established a wide and strong network through the organizations where they work, which provides information such as job vacancies and seminars. Additionally, social networking platforms like Instagram and WhatsApp have strengthened friendships, communication, and information sharing among alumni and their alma mater. This network is often used as a means to disseminate job opportunities to recent graduates. Alumni also actively contribute to the learning process by participating in curriculum evaluation, ensuring that the content provided meets the needs of stakeholders.

## APPENDICES

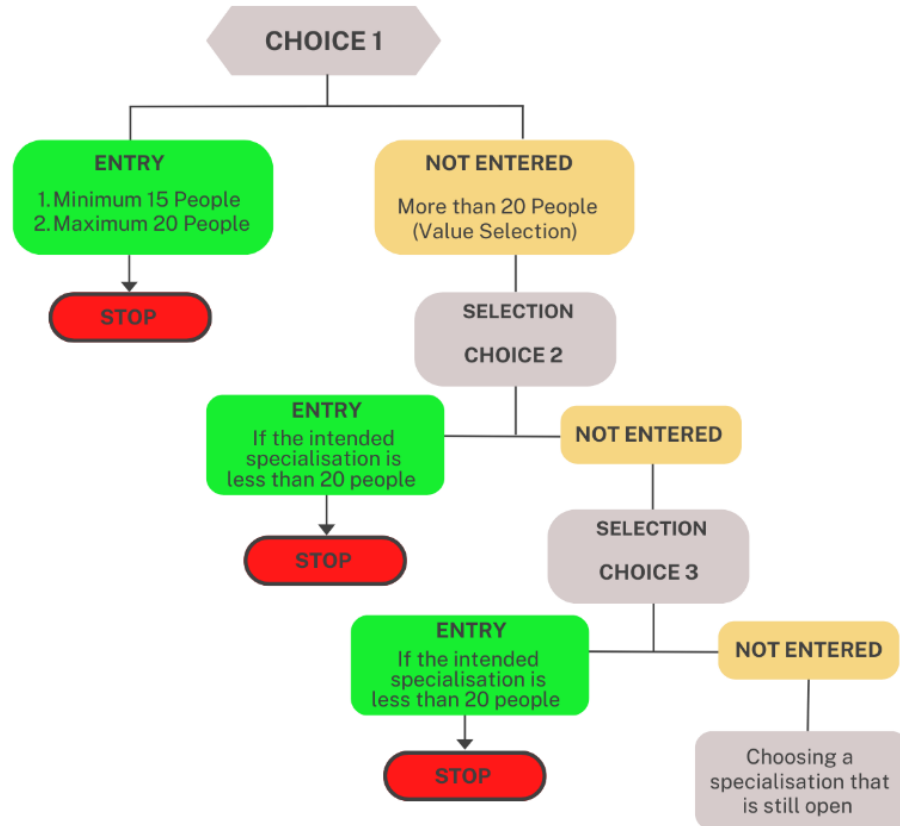
### 1. Course Exam SOP



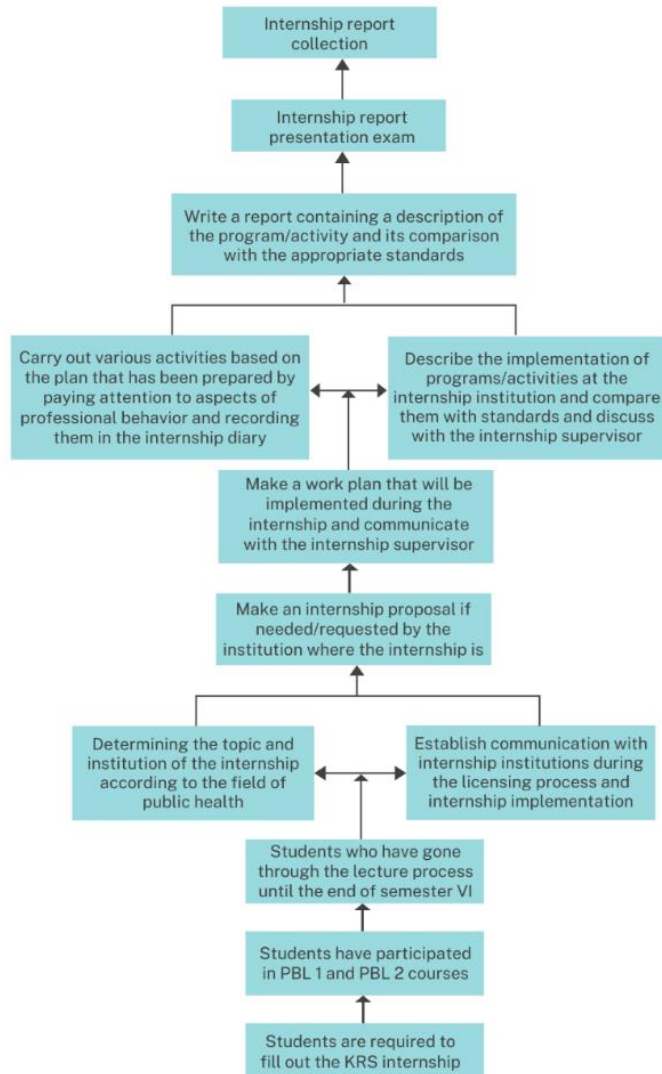
### 2. Remedial SOP

No	Activity	Quality Standar			Description	
		Student	Lecture	Faculty		
1	Students whose total pre-marks below 60 (D or E) are obligated to re-take examinations before the score released on Academic Information System (AIS) while students with pre-marks 60-78 (C) can or not join re-take examination	●	▭		Grade transcript 1 hour	
2	If students remain achieve marks with D or E they need consult with lecturer to retake the modules in the consultation period on the beginning of the academic semester	●	▭		Draft Grade transcript 1 hour	
3	The academic advisor considers the student's intention to retake the modules based on the marks and the current GPA.		▭		Grade transcript 30 minutes	
4	The academic advisor might approve or reject the student's request according to their GPA and study limit		◆		Grade transcript 20 minutes	
5	If the request is approved, the student chooses the revisited modules and complete the KRS in the AIS	▭				15 minutes KRS in AIS
6	The academic advisors, approve the student's KRS in the AIS		▭			10 minutes KRS in AIS
7	The academic advisor approves the KRS			▭		2 days KRS in AIS
8	The student resit in the module course	●	▭			

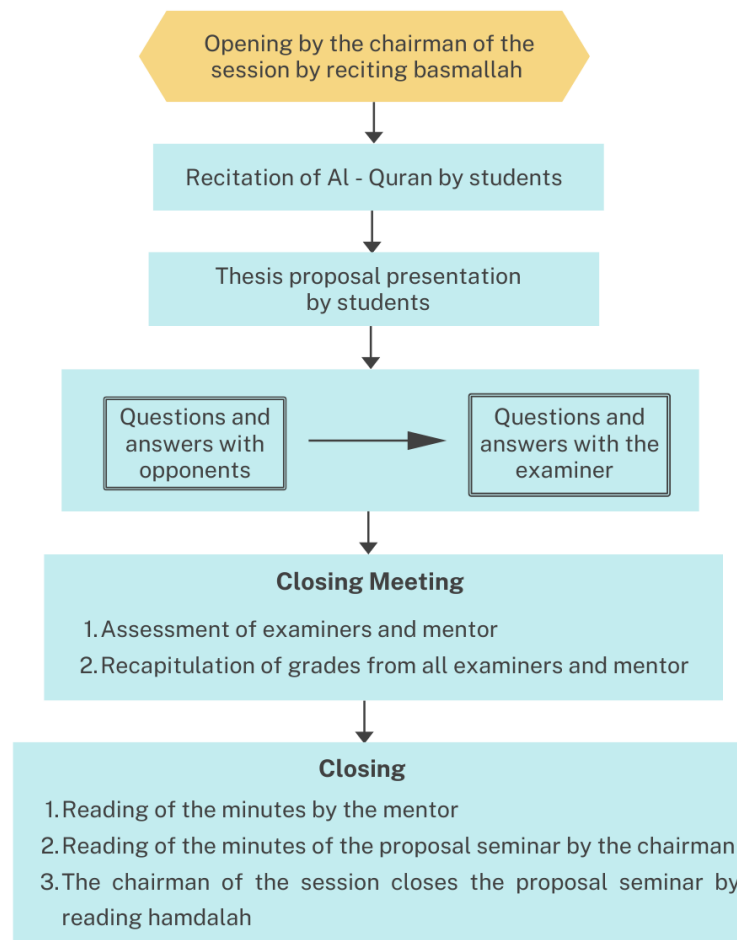
### 3. Selection of Specialisation SOP



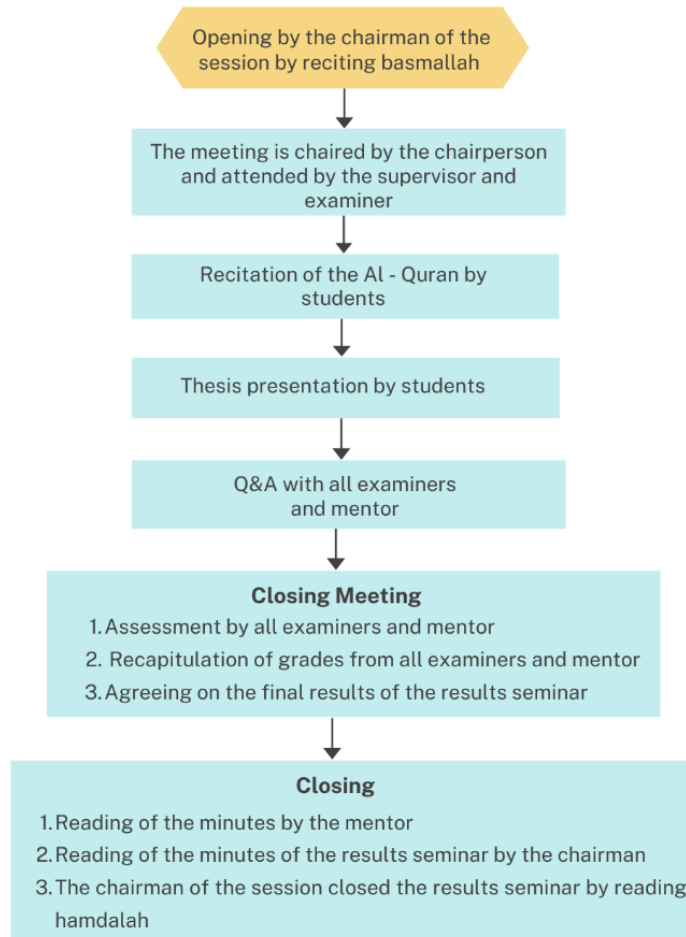
#### 4. Internship SOP



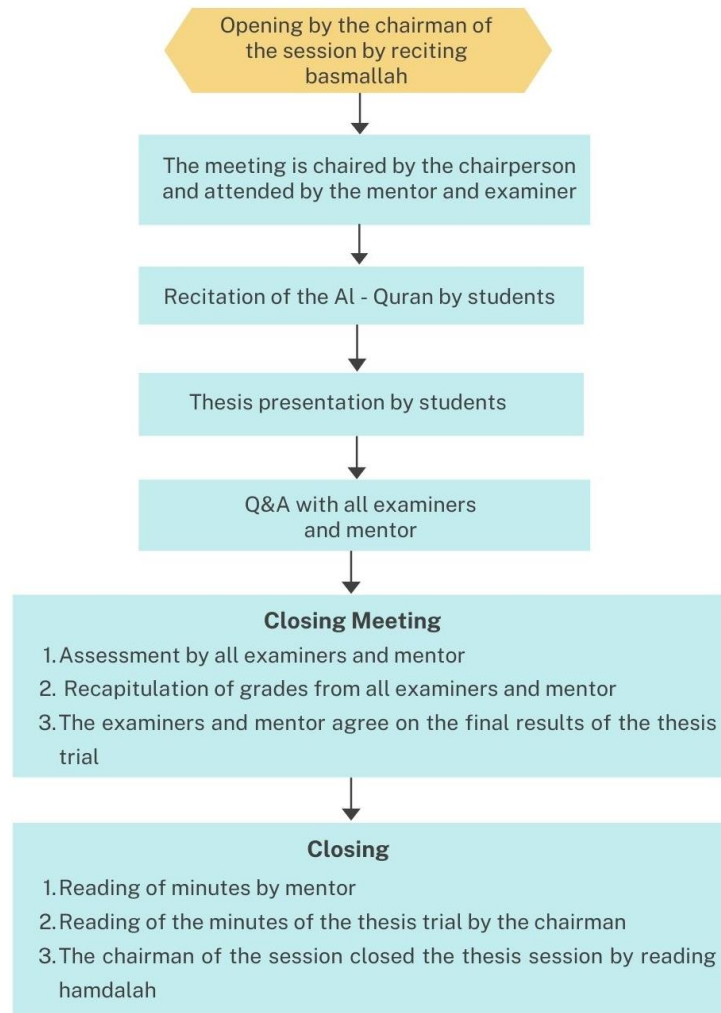
## 5. Proposal Seminar SOP



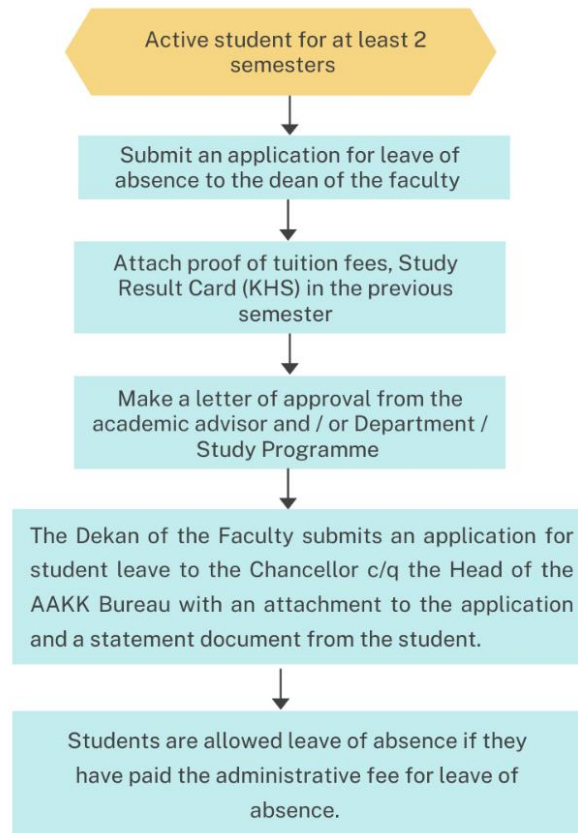
## 6. Result Examination Thesis SOP



## 7. Final Examination Thesis SOP



## 8. Short – Break Semester SOP



## 9. Resignation SOP

