2022
HANDBOOKS
Forestry Study Program

Preface

Praise be to Allah SWT, because for His blessings and grace, the handbooks of the Forestry study program of the Forestry Department have been resolved. This handbook contains policies and procedures for students of the Forestry study program, Department of Forestry, Faculty of Agriculture, Bengkulu University. Students should be aware of materials relating to their degree program, and together with their academic advisers, ensure that the course they choose complies with all policies.

Although we have sought to include most of the regulations governing academic programs at Bengkulu University, some programs have their own additional requirements and regulations. Students should also become familiar with academic policies that also apply to the university as well as faculty levels.

The creation of this guidebook is certainly far from perfect, both in context and content, for that we are open to suggestions and criticisms for future improvements. We would like to thank all those who have contributed a lot in the preparation of this guidebook .

Bengkulu, December 2021

Head of Department

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FORESTRY DEPARTMENT:
Its History and Performance

The Forestry Study Program was officially formed on February 26, 1998 based on the Decree of the Director General of DIKTI No. 53 / DIKTI / Kep / 1998, is a development of the Forestry Study Program which was established on January 7, 1992 based on the Decree of the Director General of Higher Education No. 04 / DIKTI / Kep / 1992.

Until now, the Forestry Study Program is the only study program whose management is under the Department of Forestry. This study program has undergone a revitalization of the study program code arrangement in accordance with DIKTI regulations based on the Decree of the Director General of DIKTI No. 2934/ D / T / 2010 dated March 18, 2010. The latest accreditation assessment of the UNIB Forestry Study Program in 2016 by BAN-PT resulted in a rating of B. At the beginning of the establishment of the Forestry Study Program, the initial concept was the existence of a study program managing forest resources and environmental aspects as well as changes in policies related to the forestry sector. The Forestry Study Program in carrying out educational activities both teaching and learning and research activities and PkM, is mainly supported by the Forestry Laboratory which has 4 (four) laboratory divisions based on fields of science and interests, namely the Silviculture Laboratory Division, the Forest Ecology / Conservation and Herbarium Laboratory Division, the Forest Management Laboratory Division, and the Forest Product Technology Laboratory Division. The four divisions of the laboratory work under the coordination of the Forestry Laboratory.

Vision, Mission and Objectives

The vision of the Forestry Study Program, Faculty of Agriculture, Bengkulu University is:

The vision, mission, goals and objectives of the forestry study program are part of a long process related to the establishment of Bengkulu University, internal factors of the Faculty of Agriculture and external factors that have occurred in the last 5 years. The world changes in management and policy in the field of forestry relatively quickly. This change is characterized by forest management policies in the form of Forest Management Units (KPH), the importance of forest resources related to climate change mitigation and adaptation, and the withdrawal of authority in the field of forestry at the provincial level. Nationally (RPJMN 2015-2019) there is a policy of allocating forest areas covering an area of 12.7 million hectares for communities in and around forests, and in Bengkulu Province there are around 900,000 hectares of tropical forests spreading from the mountainous areas of bukit barisan to the indian ocean coast, where in and around the forest there are communities. The forest policy and potential are one of the external factors in the preparation of the vision and mission of the Forestry study program at Bengkulu University. Another external factor is the demand for the development of forestry science which not only leads to technical science in forest management and forest products, but also leads to the role of forestry in empowering communities around forests.

... In 2025, it will become a quality Forestry Education Institution and contribute nationally and internationally with a specialization in the field of community-based tropical forest management.

The missions carried out by the Forestry Study Program, Faculty of Agriculture, Bengkulu University are:

1. Organizing quality education, research and community service in the field of forestry to achieve community-based tropical forest management.

2. Realizing quality governance of the Forestry Study Program.

3. Organizing cooperation in the field of forestry at the national and or international levels to support the implementation of the tridharma of higher education.

The general objective is to produce a Bachelor of Forestry who is an expert and professional in various fields of work. The specific objectives of the Forestry Study Program are:

1. To become an educational institution that produces qualified graduates in

the field of forestry.

2. To become an educational institution that is able to organize educational, research and community service activities in the field of community-based tropical forestry.

3. Become a well-managed Forestry Study Program.

4. To become an educational institution that is able to cooperate in the field of forestry at the national and or international levels to support the implementation of the tridharma of higher education. Organizational Structure

ORGANIZATIONAL STRUCTURE

The organizational structure of the Forestry Department for 2020-2024 is as follows:

Head of Department : Ir. Edi Suharto, M.P.

Secretary of the Department : Saprinurdin, S.Hut., M. ForScEcosys

Head of Laboratory : M. Fajrin Hidayat, S.Hut., M.Si

Values

Guidelines for achieving the objectives of the study program and Bengkulu University based on national education objectives; rules, norms and ethics of science; the interests of society; and personal interests, abilities, and initiatives. Of course, the achievement of this goal does not leave the value system which includes the input value system, process value system, and external value system.

Input values, the values needed in every UNIB employee in achieving excellence, which include: (a) *Mandate and civilized*: Have integrity, be honest, and be able to carry out trust and civility; (b) *Professional*: Have sufficient knowledge and abilities and understand how to implement them; (c) *Enthusiastic and highly motivated*: Demonstrates curiosity, a dedicated and results-oriented spirit ; (d) *Responsible*: Understands the risks of the work and is committed to accounting for the results of its work; (e) *Creative*: Have a varied mindset , perspective, and approach to each problem; (f) *Discipline*: Obey the existing rules and regulations and be able to

invite others to behave the same; and (g) *Care*: Being aware of and willing to understand and pay attention to the needs and interests of others.

Process values are values that must be considered in working at UNIB in order to achieve and maintain the desired conditions , which include: (a) *Visionary and Insightful*: Working based on broad knowledge and information and far-sighted insights; (b)

Being an Example: Take the initiative to start from oneself to do good things so as to be an example for the other party; (c) *Motivate:* Provide encouragement and encouragement for others to strive to achieve common goals; (d) *Inspire*: Inspire and encourage others to be moved to produce their best work; (e) Empowering: Providing opportunities and optimizing the business power of others according to their abilities; (f) *Cultivate*: Be a motor and driver in the

development of society towards a more cultured condition; (g) *Obey the Principles*: Comply with rules, work procedures, and laws and regulations; (h) *Coordinate and Synergize within the Team Framework*: Working together based on commitment, trust, openness, mutual respect, and active participation for the benefit of UNIB; and (i) *Accountable*: Work measurably with standard principles and provide accountable results of work .

Output values, are values that are considered by *stakeholders*, which include: (a) *Productive (Effective and Efficient)*: Providing good work results in optimal quantities through effective and efficient work implementation; (b). *Like High Quality*: Produce and give only the best; (c). *Trustworthy (Reliable)*: Able to carry out trust and provide evidence in the form of work in an effort to achieve unib's vision and mission; (d) *Responsive and Aspirational*: Sensitive and able to promptly follow up on ever-changing demands; (e) *Anticipatory and Innovative*: Able to predict and be responsive to changes that will occur and generate new ideas and developments; (f) *Democratic, Equitable, and Inclusive*: Open to criticism and input and able to be fair and equitable; (g) *Sepanjan Hayat Learning*: Wanting and striving to always add and expand horizons, knowledge, and experiences; and (h) *Berakhlak dan Berbudi:* Able to provide excellent service by prioritizing smiles, greetings, courtesy, and greetings.

LECTURER PROFILE

Staff lecturer Department Forestry /Courses Forestry numbered 20 Person that By position Functional Consists from 15% Teacher; 40% Associate Professor; 45% Asssistant Professor; Means Mostlecturer of PS Forestry have position functional Associate Professor and Lector. Based on the level of education, 40% lecturer already have level education S3 and 2 % lecturer PS Forestry keep menempuh education S3.

Lecturer Profile

15%

45%

40%

- ● Professor
- ● Associate Professor
- ● Asssistant Professor
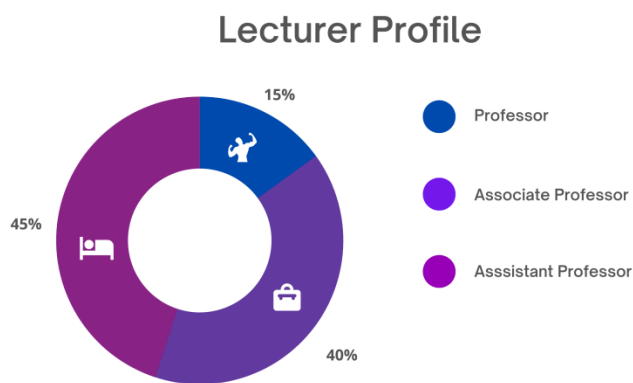
Figure 1 Profile of Lecturers in the Department of Forestry

Forestry Study Program lecturers, both individually and institutionally, are involved in various forms of cooperation at the Study Program, FP, and Unib levels with local governments, central government and the private sector as researchers and experts. Related to this cooperation, the chairman of the PS always provides support directly and indirectly. The support is provided in the form of permits, monitoring, and facilities owned by the study program. Furthermore, many lecturers in the Forestry Department / Study Program are involved in public leadership at the local and regional levels and become a reference for the community. This is important to achieve the vision and mission, it requires the cooperation of all *stakeholders* outside the campus.

Lecturer Profile

Prof. Dr. Ir. Ridwan Yahya, M.Sc.
Research interest:
Pulpwood quality, wood structure and anatomy

Prof. Dr. Ir. Wiryono, M.Sc.
Research interest:
Ecology, biodiversity, ecosystem restoration, ethnobotany

Prof. Dr. Ir. Agus Susatya, M.Sc.
Research interest:
Biology of rafflesia, wildlife management, tropical forest conservation

Dr. Ir. Hery Suhartoyo, M.Sc.
Research interest:
Restoration ecology, forest reclamation and rehabilitation

Dr. Ir. Guswarni Anwar, MP.
Research interest:
Forest microbiology (mycorrhiza), silviculture, forest ecology, wetland restoration, mined land reclamation

Dr. Gunggung Senoaji, S.Hut., MP.
Research interest:
Forest management, forest policy, forest and society

Dr. Drs. Wahyudi Ariyanto, M.Si.
Research interest:
Amorphophallus (titan arum), forest ecology, dendrology

Dr. Enggar Apriyanto, S.Hut., M.Sc.
Research interest:
Silviculture, forest health, forest rehabilitation

Ir. Edi Suharto, MP.
Research interest:
Agroforestry, forest hydrology and climatology, and watershed management

Ir. Deselina, MP. Research interest: Silviculture, tree ecophysiology, nursery and composting	**Dr. Yansen, S.Hut., M.App.Sc.** Research interest: Plant ecophysiology, tropical plant ecology, biodiversity	**Dr. Erniwati, S.Hut., M.Sc.** Research interest: Tropical biodiversity conservation
Dr. Ir. Nani Nuriyatin, M.Si. Research interest: Wood structure and properties, forest products technology	**Ir. Putranto Budiono Agung Nugroho, M.Sc.** Research interest: Silviculture, tree ecophysiology, dendrochronology	**Siswahyono, S.Hut., MP.** Research interest: Forest management, social forestry, ecotourism

Mohammad Fajrin Hidayat, S.Hut., M.Si.
Research interest:
Forest survey and mapping, GIS and drone for forestry

Saprinurdin, S.Hut., M.ForEcosysSc Research interest:
Forest ecosystem, silviculture

Efratenta Katherina Depari, S.Hut., M.Si.
Research interest:
Tropical silviculture

Agung Hasan Lukman, S.Si., M.I.L.
Research interest:
Forest ecology, biodiversity, ecosystem services, climate change

Hefri Oktoyoki, S.Hut., M.Si.
Research interest:
Social forestry, forestry business, forest management

CURRICULUM

The condition of universities is influenced by the conditions of the external environment macro and micro. This external environment can be local, national, and international. There are many macro external conditions that can affect universities, including political, economic, policy, social, cultural aspects, the development of science and technology. Therefore, to map the conditions of universities, an analysis of this macroenvironment is indispensable.

Along with the advancement of civilization, universities are faced with quite fundamental changes in all sectors of development. The existence of life and civilization that has been given birth in this form, universities are required to provide quality education in order to produce graduates who have high creative power and adaptability to changes that occur in the world of work. Even in a more ideal state, college graduates are expected to be able to become agents of change themselves, so as to color a more valuable civilization. The fundamental question that finally came to the fore was what abilities college graduates should have to be able to keep up with the times and be able to color the changes in civilization in society. The discourse on improving the quality of higher education in Indonesia prioritizes the four major changes used as a basis, namely in the form of four pillars of fish pendid: (i) learning to know, (ii) learning to do, (iii) learning to live together (with others), and (iv) learning to be, as well as; learning throughout life.

Forestry Study Program (PS) as one of the valuable assets in producing graduates who can color development in the forestry sector and natural resources and environmental management. Along with changes and advances in the sector, the Forestry Study Program is required to improve itself in order to produce graduates who are not only able to adapt to the changes that occur, but are also able to compete to become the pillars and main actors of the change process. These desires and ideals are not easy to achieve, because they are faced with a culture of society that tends to be hedonistic and pragmatic. One of the real efforts and steps that can be done is to update the curriculum as an anticipatory step that can be used as a philosophy and reference in carrying out the teaching and learning process for students. Curriculum is a program that is compiled and implemented to achieve an educational goal. So curriculum can be interpreted as a program in the form of program documents and program implementation. As a document, the curriculum is in the form of course details, syllabus, learning design, and success evaluation system.

The long history of changing the concept of curriculum in the Forestry Study Program has occurred several times. The last change was made in 2017 whose legality is stated in the Decree of the Rector of Bengkulu University Number: 724 / UN30 / HK / 2018 concerning the SN-DIKTI Based Curriculum of 2017 Forestry Study Program. Graduates who want to be produced from the update of the 2021 MBKM curriculum, in addition to continuing to demand mastery of knowledge and skills, attitudes and behaviors with personality, but are more emphasized on strengthening the competence of graduates who have the ability to be creative, intelligent and full of responsibility to become agents of change in the Indonesian

forestry sector.

Kepmendiknas No. 232/U/2000 states that the curriculum consists of the Core Curriculum and institutional curriculum. The Core Curriculum is a description of the main competencies, set by universities together with the professional community and graduate users. Meanwhile, supporting competencies, and other competencies that are specific and related to the main competencies of a study program are determined by the institution that organizes the study program (Kepmendiknas No.045 / U / 2002). In the National Curriculum, there is a grouping of courses consisting of: General Courses (MKU), Basic Expertise Courses (MKDK), and Expertise Courses (MKK). Meanwhile, in Kepmendiknas no. 232 / U / 200, the curriculum consists of groups of Personality Development Courses (MPK), Science and Skills Courses (MKK), Work Skills Courses (MKB), Work Behavior Courses (MPB), and Joint Livelihood Courses (MBB). However, in Kepmendiknas No.045/U/2002, the grouping of courses was straightened out in meaning to make it broader and more precise through grouping based on elements of competence, namely (a) the foundation of personality; (b) mastery of knowledge and skills; (c) ability to work; (d) attitudes and behaviors in working according to the level of expertise based on the knowledge and skills mastered; (e) understanding the rules of social life in accordance with the choice of expertise in work.

Currently, the college is re-sheltered under the Ministry of Education and Culture. The concept of higher education issued by the Ministry of Education and Culture is the 4 pillars of the policy referred to as the Independent Campus. The four pillars of the Merdeka Campus policy include matters related to the opening of new study programs, the higher education accreditation system, legal entities and the right of students to study outside the study program. The policy in the form of providing opportunities for students to be able to study for a maximum of 3 (three) semesters outside the study program is also known as the concept of Merdeka Belajar. The provision of this opportunity is stated in the Regulation of the Minister of Education and Culture (Permendikbud) No. 3 of 2020 concerning National Standards for Higher Education (SNPT).

As a follow-up to the fourth pillar of the higher education concept issued by the Ministry of Education and Culture, the UNIB Forestry Study Program updated the 2017 KKNI curriculum to be migrated to the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in 2021.

The Merdeka Belajar Kampus Merdeka (K-MBKM) curriculum prepared by the Forestry Study Program is based on the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education in the Learning Process Standards, especially in articles 15 to 18. As stated in the guidelines for the preparation of higher education curricula in the industrial era 4.0 to support Merdeka Belajar Kampus Merdeka (Dirjen Dikti Kemendikbud: 2020) that MBKM aims to encourage students to gain learning experiences with various additional competencies outside the study program and / or outside their campus. The fulfillment of the study period and load for undergraduate or applied undergraduate

students can be carried out: 1) following the entire learning process in the study program at the university according to the period and learning load; and 2) follow the learning process within the study program to meet part of the learning period and load and the rest follow the learning process outside the study program. Meanwhile, universities are required to facilitate the implementation of MBKM.

In the curriculum of implementing MBKM as stated by the Director General of D ikti of the Ministry of Education and Culture (2020), at least four things are important to pay attention to in developing and implementing the curriculum with the implementation of MBKM. First, stay focused on achieving SKL / CPL, Second, it is ensured that for the fulfillment of the right to study for a maximum of 3 semesters, students get learning experiences with additional competencies that are related to the CPL of their study program. Third, with the implementation of MBKM, students get a real-world learning experience according to their profile or scope of work. Fourth, the curriculum designed and implemented is flexible and able to adapt to the development of science and technology (scientific vision) and the demands of the field of work (market signal).

The Director General of Higher Education of the Ministry of Education and Culture (2020) stated that the Independent Learning-Independent Campus (MBKM) Policy is supported by a diversity of learning forms (Article 14 SN-Dikti) and there are facilities for students to take their studies in three (3) semesters outside their study program (Article 18 SN-Dikti). The implementation of the MBKM program is intended for undergraduate and applied bachelor programs (except for the health sector). This program is still aimed at fulfilling the Graduate Learning Outcomes (CPL) that have been set by each study program but with different forms of learning. The right of students to carry out learning activities outside their study program for 3 semesters provides an opportunity to get additional competencies beyond the learning outcomes set by the Forestry Study Program as a provision for entry into the world of work after graduating from bachelor / applied bachelor. In addition, the experience gained will strengthen the readiness of graduates in adapting to the development of the world of work, life in society and fostering lifelong learning habits.

Based on this background, the UNIB Forestry Study Program seeks to compile a curriculum for implementing MBKM in 2021 to be implemented in the implementation of the learning process of UNIB Forestry Study Program students. The development flow carried out by the UNIB Forestry Study Program is in accordance with the guidance of the Director General of Higher Education of the Ministry of Education and Culture (2020) as presented in Figure 1.
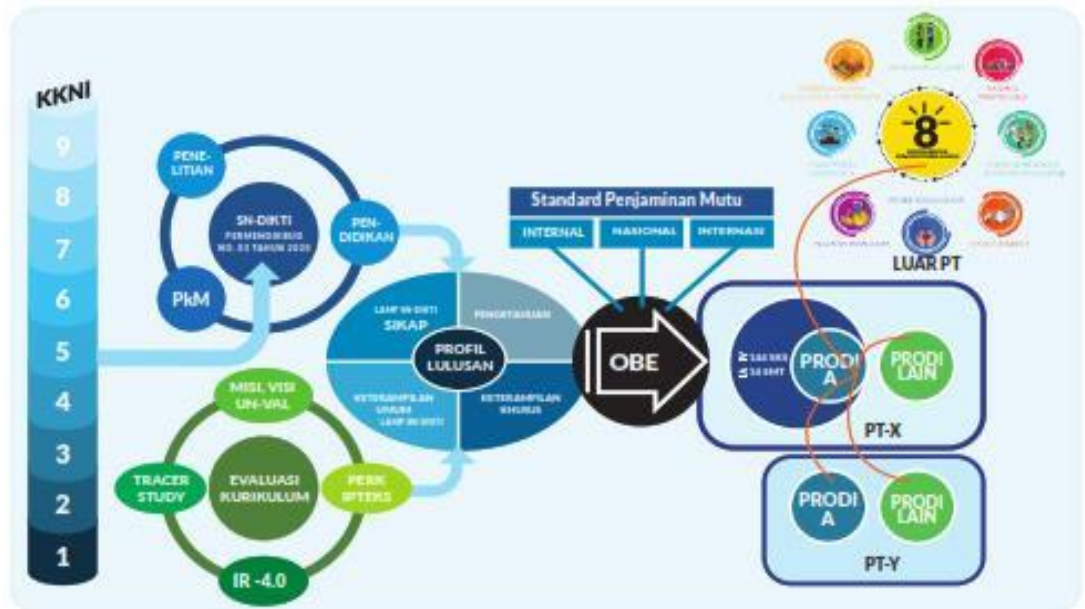
Figure 2 Curriculum development flow to support MBKM implementation

Curriculum Matrix and Structure

The curriculum structure of the UNIB Forestry Study Program is further based on the stages of preparing the curriculum structure in the form of a matric organization of courses per semester which was stated by the Director General of Higher Education of the Ministry of Education and Culture (2020) by paying attention to the following:

1. The stages of learning courses that are planned in an effort to meet the learning outcomes of graduates;

2. The accuracy of the location of the courses is adjusted to the collapse of the level of ability and integration between courses both vertically and horizontally;

3. The normal student learning load is between 8-10 hours per day per week which is equivalent to a load of 17-20 credits per semester.

In the MBKM Curriculum, as stated by the Director General of Higher Education of the Ministry of Education and Culture that the MBKM program is 2 semesters outside the study program with the form of elective learning activities such as internships/work practices in industry or other workplaces,

carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making independent studies/projects, and/or participating in human service programs, The determination of the weight of credits is based on the arrangement of learning outcomes that can be categorized as Attitudes, Mastery of Knowledge, Specific Skills and / or General Skills, as well as the time needed to build learning experiences to internalize these learning outcomes. Thus, the Forestry Study Program determines the study materials and learning outcomes of graduates based on the learning outcomes of graduates (CPL) and study materials (BK) that have been prepared as well as various other considerations. The curriculum composition determined based on Learning Outcomes (CP) and Study Materials (BK) which are calculated into the credits of each course is presented in the form of a course organization matrix in the curriculum structure of the Forestry Study Program in the following table

Table 1 Matrices of course organization in curriculum structure UNIB Forestry Study Program

HOLIDAYS IN

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	MKU-101	Pancasila	2(1-1)	
2	MKU-102	Religious Education	3(1-2)	
3	MKU-103	Indonesian	3(1-2)	
4	MFE-101	Mathematics	3(3-0)	
5	MFE-102	Physics	3(2-1)	
6	MFE-103	Chemistry	3(2-1)	
7	MFE-104	Biology	3(2-1)	
8	CD-101	Introduction to Forestry Science	2(2-0)	
Total			22(14-8)	

SEMESTER II

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	MKU-104	Civic Education	2(1-1)	
2	MKU-105	English	2(1-1)	
3	MKU-106	Computers and Programming (Coding)	3(1-2)	
4	MFE-105	Introduction to Natural Resources and the Environment	2(2-0)	
5	EIA-102	Plant Morphology	2(1-1)	
6	CD-103	Forest Soil Science	3(2-1)	
7	KHT-104	Climatology	3(2-1)	
8	KHT-105	Forest Measuring Science	3(2-1)	
		Total	**20(12-8)**	

SEMESTER III

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	MFE-200	Scientific Papers	2(2-0)	
2	EIA-201	Dendrologi	3(2-1)	EIA-102
3	KHT-202	Tree Physiology	3(2-1)	
4	KHT-203	Silvika	3(2-1)	
5	CD-204	Forest Ecology	3(2-1)	
6	CD-205	Forest Resource Inventory	3(2-1)	KHT-105
7	KHT-206	Forest surveying and mapping	3(2-1)	
8	EIA-207	Field Lectures	1 (0-1)	
		Total	**21(14-7)**	

SEMESTER IV

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	CD-208	Forestry Statistics	2(2-0)	
2	KHT-209	Basic Properties of Wood	3(2-1)	
3	EIA-210	Research Methods	3(2-1)	
4	KHT-211	Silviculture	3(2-1)	KHT-203

No	MK CODE	COURSE NAME	Credits	
5	CD-212	Seeds and Seedbeds	3(2-1)	
6	CD-213	Basics of Forest Resource Conservation	2(2-0)	
7	KHT-214	Forest Resource Management	2(2-0)	
8	KHT-215	Geomatics & Sistm Geographic Information forestry	3(2-1)	KHT-206
Total			**21(16-5)**	

SEMESTER V

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	CD-301	Genetics and Tree breeding	3(2-1)	
2	KHT-302	Agroforestry	2(2-0)	
3	KHT-303	Forest Pests and Diseases	3(2-1)	
4	CD-304	Forest Hydrology	3(2-1)	
5	CD-305	Wood Processing Technology	3(2-1)	KHT-209
6	KHT-306	Forest resource economy	2(2-0)	
7	KHT-307	Forestry counseling	2(2-0)	
8	KH308	Forest Planning	3(2-1)	
Total			**21(16-5)**	

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	MKU-300	Entrepreneurship	2(1-1)	
2	MFE-300	Academic English	2(2-0)	
3	KHT-309	Forest Protection and Health	3(2-1)	KHT-303
4	KHT-310	Forest Harvesting	3(2-1)	
5	KHT-311	Watershed Management	2(2-0)	CD-304
6	CD-312	Wisdom of the Forest	2(2-0)	
7	CD-313	Social Forestry	2(2-0)	
8	KHT-314	Non-Timber Forest Products & Environmental Services	3(2-1)	
		Total	19(15-4)	

SEMESTER VII

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
	MKU-400	KKN	4(0-4)	
	KHT-400	Sustainable Forest Management Internship	4(0-4)	
		Total	8(0-8)	

SEMESTER VIII

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	MFE-400	THESIS	5(0-5)	
		Total	5(0-5)	

ELECTIVE COURSES
ODD SEMESTER

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	KHT-401	Plantation Forest Management	2(2-0)	KHT-211
2	KHT-402	Social Research Methods	3(2-1)	EIA-210
3	KHT-403	Biotechnology and Tissue culture of forest plantations	3(2-1)	
4	KHT-404	Pulp and paper technology	3(2-1)	CD-305
5	KHT-405	Wildlife Management	2(2-0)	
6	KHT-406	Forest Ecosystems and Climate Change	2(2-0)	EIA-104; CD-204
7	KHT-407	Special Topic 1	2(2-0)	

ELECTIVE COURSES
EVEN SEMESTER

No	MK CODE	COURSE NAME	Credits	PREREQUISITE
1	KHT-408	Forest Resources Valuation	2(2-0)	KHT-306
2	KHT-409	Trial Design	3(2-1)	EIA-210
3	KHT-410	Intensive Silviculture	3(2-1)	KHT-211
4	KHT-411	Wood Variety and Quality Improvement	3(2-1)	CD-305
6	KHT-412	Quantitative Ecology	3(2-1)	KHT-210; CD-204
7	KHT-413	Special Topic 2	2(2-0)	

Note:

1. Courses with MKU Code are University Courses.

2. Courses with Code MFE are Faculty Courses.

3. The course with the KHT Code is a Course of forestry Study Program,

Faculty of Agriculture, UNIB.

4. PREREQUISITE COURSES are courses that must have been taken (even if they have not graduated) to take the required courses.

5. Forestry Study Program students can carry out MBKM activities by taking courses at the UNIB cheating study program or at other universities or off-campus activities in the form of 8 (eight) BKM activities of the MINISTRY OF EDUCATION AND CULTURE, especially internships and village building activities (Thematic KKN), with equalization of relevant courses and with the recognition of credits of MBKM activities referring to the Ministry of Education and Culture Number: 74 / P / 2021 Dated April 21, 2021 concerning Recognition of Independent Campus Learning Credits.

6. Elective courses of at least 7 credits.

7. The total credits taken for graduation are at least 144 credits.

General Rules

The rules and regulations governing the academic behavior of students have been set by the Rector of Bengkulu University. Students are expected to be familiar with the rules that apply to them as succinctly covered in this Handbook.   Drafted rules

Greetings the standard form of standard operating standards in the Forestry study program of the Department of Forestry, University of Bengkulu provides a framework in which all students are free to pursue and achieve their academic goals, under the safest and fairest conditions that can be given by study program. These rules become guidelines that provide protection and welfare for each individual student in pursuing his education in the Forestry study program. Whenever a violation of the rules occurs, the College will treat it as a serious problem because it interferes with the individual life of the student and the life together in the confines of the Bengkulu university. Bengkulu University and forestry study program expect all students to behave maturely and responsibly. This expectation for mature and responsible behavior also includes accountability for one's own well-being,   including responsible decision-making regarding physical and mental health. Furthermore, the Forestry study program expects each student to understand the regulations governing life on campus that are set out and explained in the following pages.

STUDENT CODE OF CONDUCT

The student Code of Conduct sets out the standards of conduct expected of students. This code of ethics makes individuals and groups accountable for the consequences of their actions. Failure to fulfill this responsibility may result in the withdrawal of that privilege or the imposition of sanctions.

The university is a community of students, faculty and staff involved in learning, teaching, research and other activities. All members of this community are expected to behave in a way that contributes positively to an environment in which respect, decency, diversity, opportunity and inclusivity are valued, to ensure the success of both.   individuals and societies. The Student Code of Conduct reflects concern for these values and tries to ensure that University members and the general public can take advantage of and enjoy the activities, facilities, and benefits of the existence of Bengkulu University.

The student code of ethics is regulated in the Rector's Regulation of the University of Bengkulu No. 13 of 2016. In this rector's regulation , the student code of ethics is intended, *first*, as a joint commitment of Bengkulu University students to realize the vision, mission and objectives of Bengkulu University; and the formation of devout, knowledgeable and virtuous students; creating an orderly and orderly educational process in a conducive academic climate; and forming students who are disciplined, ethical, and obedient to the norms of hukurn and other norms living in society. *Second*, the Student Code of Ethics was prepared with   the aim of providing guidelines for   all Bengkulu University students to behave well in carrying out activities within the   University of Bengkulu and in in society in general.

This code of ethics is generally based on the obligations and prohibitions imposed on bengkulu university students, in addition to behavioral standards. It is briefly described as follows:

Student Behavior Standards are regulated in Chapter IV article 4 consisting of:

1. Fear the One God ;

2. Obey the norms of the law and other norms that live in society;

3. Upholding the science of knowledge, technology, culture, literature, and art;

4. Maintain the authority and good name of the university;

5. Maintain facilities and infrastructure and maintain cleanliness, order and campus security;

6. Maintaining personal integrity as a citizen of the university;

7. Obey the   applicable rules and regulations ;

8. Respect for others regardless of ethnicity, religion, race, class, and social status; and

9. Respect the opinions of others.

The student obligations stipulated in Chapter V article 5 of the Rector's Regulation No. 13 of 2016 consist of:

1. Students are required to behave and behave politely, maintaining dignity as members of the akadernika community and members of the community;

2. Students are required to dress modestly, cleanly, appropriately in accordance with applicable norms, neat and shod if entering the campus environment during working hours and /or during academic activities;

3. Students are obliged to maintain cleanliness, beauty, comfort, order, security and safety to create a conducive atmosphere in the campus environment;

4. Students are required to behave as intellectuals who prioritize sportsmanship, truth and academic honesty

Retor Regulation No. 13 of 2016 also   regulates the prohibition against students as stipulated in Chapter VI. This prohibition consists of

(1) Chapter 6, Reprehensible Act

(2) Chapter 7, Acts of Violence and Provocation

(3) Article 8, Order, E:ebersihan, and Environmental Sustainability

(4) Article 9, Academic Cheating

(5)   Article 10, Illegal Drugs and Liquor

(6) Article 11, Gambling and Weapons

(7) Article 12, Immoral Acts

(8) Article 13, Prohibited Ideology

(9) Article 14, Practical Politics

Violation of this prohibition will be subject to sanctions. These sanctions can be in the form of light sanctions, moderate sanctions and severe sanctions, as stipulated in article 17. Meanwhile, the official who has the authority to impose sanctions for violations of the student code of ethics is the Rector. In imposing sanctions for violations of the student code of ethics, the Rector is obliged to implement the recommendations of the University Senate: and stipulate the imposition of sanctions for violations of the student code of ethics no later than 3 (three) months from the time acceptance of the recommendations of the University Senate.
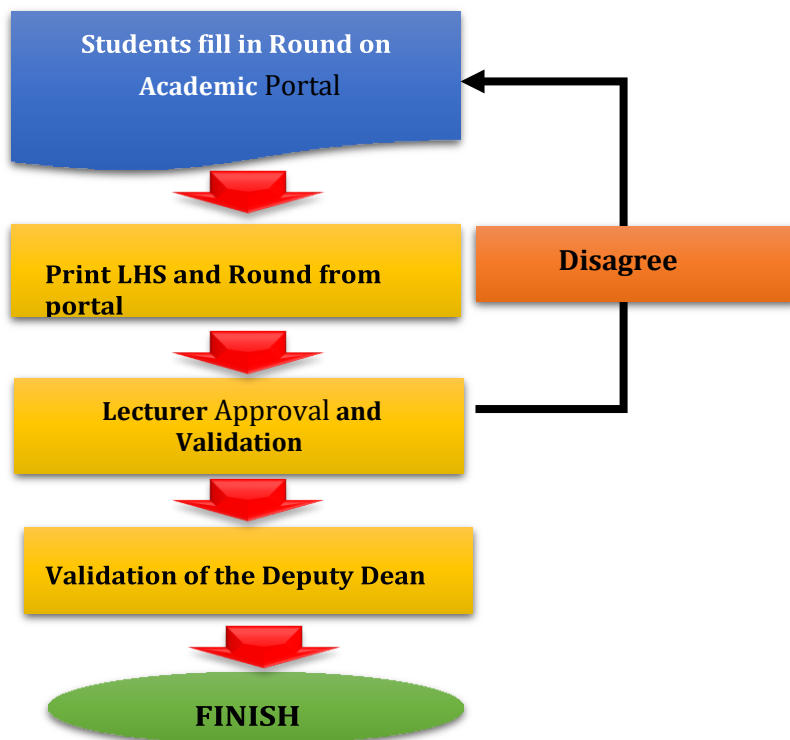
FILLING OUT A STUDY PLAN CARD (KRS)

Study Plan Card (KRS) is a card that usually must be filled out by students at the beginning of the semester. This KRS contains a list of course plans that will be taken by students in the current semester. Students are required to fill out KRS if they want to take lectures in the semester that will take place. Otherwise, students will not be recorded in the campus database for the semester so that it is considered academic leave and students are not allowed to participate in lecture activities.

In summary, the procedure for filling KRS is as follows:

1. Students with their Prior Achievement Index (IPS) obtained fill out the semester courses planned on the study plan card in the academic portal on the https://pak.unib.ac.id/ website in accordance with the academic calendar.

2. For new students (semester 1), the course load and credits have been determined, which is 22 credits. As for students of semester 2 and so on, the amount of credit load is determined by the social studies obtained by the student concerned in the previous semester.

3. Students print a Study Result Sheet (LHS) and a completed study plan card (KRS) then consult with academic supervisors to get consideration and approval

4. The academic supervisor validates the approved KRS by giving signatures to the printed KRS and on the academic portal on the https://pak.unib.ac.id/ website.

5. Students whose KRS has received approval from the academic supervisor, ask for validation to the deputy dean for academic affairs

6. The number of KRS signed and validated by the academic supervisor is at least 2 (two) sheets, 1 (one) sheet for the PA lecturer to be archived and one for the student concerned.

7. Students must be able to show the KRS that has been approved by the PA lecturer if at any time it is needed, for example during exams or submission of thesis proposals
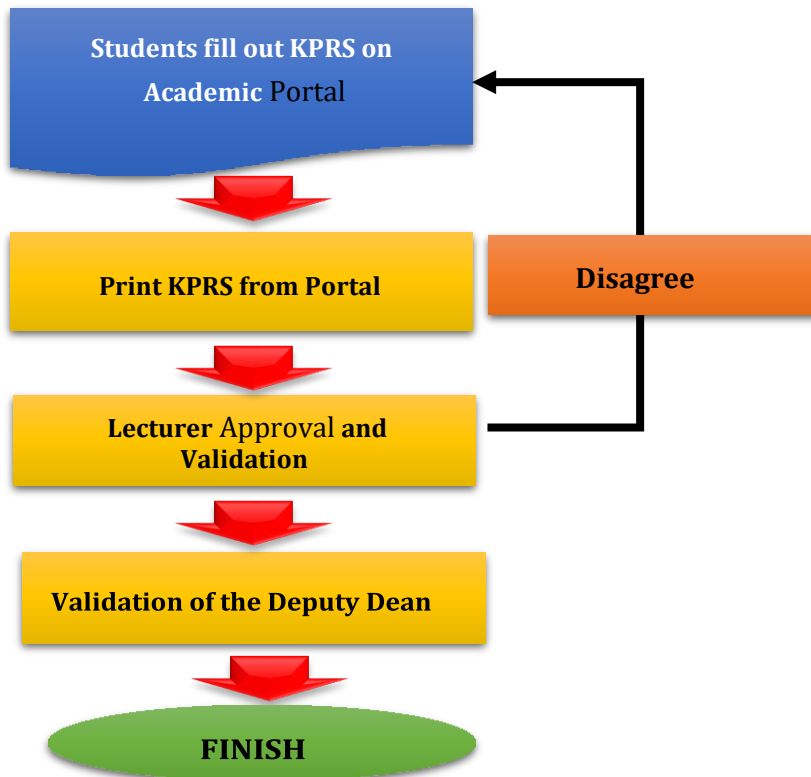
FILLING OUT THE STUDY PLAN CHANGE CARD

Students are allowed to change the KRS that has been filled in while the lecture period is in progress. KRS changes are carried out after 2 (two) weeks after the lecture process takes place in accordance with the academic calendar and can only be done by students who have filled out the KRS. Changes can be made by replacing, canceling, and adding courses without exceeding the maximum allowable limit in accordance with the social studies obtained by students.

Students who are unable to follow the learning process are allowed to delete the course 1 (one) month from the start of the lecture without getting an E grade for the course in question. The submission is submitted to the lecturer who teaches the course known by the PA lecturer and penetrated to the Academic section of the Faculty.

The KPRS application procedure is as follows:

a. Students with social studies obtained fill out the semester courses planned on the change of study plan card in the academic portal on the https://pak.unib.ac.id/ website in accordance with the academic calendar.
b. Students show the KRS and print the completed Study Plan Change Card (KPRS) then consult with the academic supervisor to get consideration and approval.
c. The academic supervisor validates the approved KPRS by providing signatures on the printed KPRS and on the academic portal on the https://pak.unib.ac.id/ website.
d. Students whose KPRS – whose approval has received approval from the academic supervisor, ask for validation to the deputy dean for academic affairs
e. The number of KPRS signed and validated by academic supervisors is at least 2 (two) sheets, 1 (one) sheet

f. for PA lecturers to archive and one for students concerned.
g. Students must be able to show the KPRS that has been approved by the PA lecturer if at any time it is needed, for example during exams and submission of thesis proposals.

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┌─────────────────────────────┐
│  Students fill out KPRS on  │◄──────────────┐
│     Academic Portal         │               │
└─────────────────────────────┘               │
              │                                │
              ▼                                │
┌─────────────────────────┐   ┌──────────────┐│
│   Print KPRS from Portal │   │   Disagree   ││
└─────────────────────────┘   └──────────────┘│
              │                                │
              ▼                                │
┌─────────────────────────┐                   │
│  Lecturer Approval and   │───────────────────┘
│       Validation         │
└─────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Validation of the Deputy Dean│
└─────────────────────────────┘
              │
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         ( FINISH )
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LECTURE

Lectures are teaching and learning activities involving lecturers and students carried out with two-way communication, where student participation is expected to arise in these activities. Lectures are delivered in a face-to-face manner between lecturers and scheduled students, with a learning volume that is in accordance with the syllabus / Teaching Event Unit (SAP). The form of lectures can be carried out by means of lectures, discussions, dialogues and so on,

A student is entitled to take part in lecture activities if in the semester concerned he has done Herregistration (re-registration) and registered by filling out a Study Plan Card (KRS). Lecture activities are organized in accordance with the Academic Calendar which is compiled for each academic year and organized by each faculty and study program.

Lecture activities of a course are managed by a team of lecturers appointed based on the Dean's Decree. The institution of lectures consists of: (a) *The person in charge (Coordinator) of the course*: is a lecturer based on educational requirements, his expertise and academic position is assigned to be the person in charge and coordinates the implementation of a course, and (b) *The lecturer of the course*: is a person who based on the requirements of his education and expertise is assigned to teach a course.

Lecture requirements are lecturers are required to enter to provide lectures with the proper number of lectures. If conditions are not possible, it can be justified at least 80% of the number of lectures that should be entered, where for each week: (a) Courses 2 credits = 100 minutes, number of face-to-face Min. 14 times, Max 16, (b) Courses 3 credits = 150 minutes, number of face-to-face Min. 14 times, Max 16, and (c) Courses 4 credits = 200 minutes, number of face-to-face Min. 14 times, Max 16. In addition, lecturers are required to provide lectures at least 75% of the length of the proper face-to-face time, and students are required to take lectures in a course at least 80% of the number of lectures that should be. If the number of students is less than that minimum number, the student is not allowed to take the final semester exam for the course in question.

Lecture Implementation

Lecturers carry out lecture activities according to a minimum schedule of 14 times and a maximum of 16 meetings in one series lecturers and students are present in the lecture hall on time according to the specified schedule,

1. At the beginning of the meeting, the lecturer delivered the lecture contract which included lecture materials (syllabus / SAP), grading systems, learning methods, and teaching materials,
2. Lecturers deliver lecture materials in accordance with the syllabus and SAP,
3. The student signs the attendance list ,
4. After giving lectures, lecturers fill in the Lecturer Attendance / Minutes of Lecture Implementation ,
5. The lecturer and one student representative signed the Minutes of The Implementation of the lecture,
6. The student representative submits the minutes of the lecture implementation and the attendance list to the study program,
7. Students who do not attend for reasons justified according to the regulations submit a letter of permission not to attend lectures from the study program to the lecturer in charge of the course no later than one week after the lecture that is followed (on the next lecture day),
8. Students who do not attend on the grounds of illness must submit a sick certificate from a doctor to the lecturer in charge of the course no later than one week after the lecture that is followed (on the next day of study),
9. Lecturers who are unable to attend for reasons justified according to the regulations report to the person in charge of the course and the person in charge of the course determine one of two alternative solutions:
10. Appoint another lecturer in the same course Team , to replace the giving of lectures at that time, or
11. lecturers who are unable to attend to give replacement lectures at other times that are mutually agreed upon by lecturers and students
12. In the event of a change in the lecture schedule for a course, lecturers and students make an agreement on the change and it is implemented after obtaining the faculty's approval

SEMESTER EXAMS

Examinations for courses taken by students are carried out 2 (two) times, namely the Midterm Exam (UTS) and the Final Semester Examination (UAS). Midterm Examination (UTS) is an academic activity that must be carried out by every agribusiness study program student in completing their studies. UTS is a form of semester evaluation that runs with an emphasis on the cognitive aspects of students. The Final Semester Examination (UAS) is an academic activity that must be carried out by every student of the Forestry study program in completing their studies. UAS is a form of final evaluation of courses that emphasize cognitive aspects to determine student graduation in each course.

The procedure for conducting the exam is as follows:
1. The midterm exam is carried out after the lecture is carried out as many as 7 (seven) meetings or at the 8th meeting (eight), while the Final Semester Exam is held after the lecture takes place 15 times times of meeting (16th meeting).
2. The faculty forms an examination committee and draws up an exam schedule. After the exam schedule is arranged, the faculty makes a letter requesting the making of questions intended for lecturers who teach courses and submitted to the department.
3. The Department submits a letter of application and is scheduled to the supervisory lecturer for follow-up by the lecturer.
4. After receiving a letter of application for question making , the lecturer who teaches the course compiles the exam questions based on the material that has been given during the lecture. Then it is handed over to the examination committee.
5. The exam committee reproduces the questions and is kept for testing according to the schedule that has been determined.
6. At the time of the exam, the lecturer can participate in maintaining the exam and or be given the authority and responsibility of exam supervision to the examination committee.
7. After the exam, the exam committee or exam invigilator gives an answer sheet to the lecturer for further assessment.

ACADEMIC ADVISOR

Academic Supervisor (PA Lecturer), is a permanent lecturer of the Forestry study program majoring in Soisal Agricultural Economics, Faculty of Agriculture, University of Bengkulu who was appointed based on the Rector's Decree and was given the task of guiding students with the aim of helping students complete their studies as quickly and efficiently as possible, according to the individual conditions and potential of the student. This makes academic supervisors have a very important role in the continuity of student lectures.

Academic Guidance in question is the provision of explanations, instructions, advice, and directions in academic activities to students so that their studies run well and smoothly. Academic activities carried out by students include: filling, changing, and canceling study plan cards (KRS), and learning activities that can be in the form of learning difficulties, adaptation, and study costs, college leave, extension of study period, and extra-curricular activities.

The requirements to become an academic supervisor in accordance with the Rector's Regulation of the University of Bengkulu Number 25 of 2020 are: (1) Academic Supervisor (PA) who is appointed at least a lecturer with the functional position of Expert Assistant; (2) The PA guides the student until the student completes his studies, except under certain conditions the PA may be relieved of his guidance duties; and (3) the PA is appointed and dismissed by the Rector on the proposal of the Head of department/Section Chair/Study Program Coordinator;