



PETRA
CHRISTIAN
UNIVERSITY

SUSTAINING IMPACT:

Strengthening Communities For A Resilient Future



**SUSTAINABILITY REPORT
2025**



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EVENT HIGHLIGHTS ON SUSTAINABILITY



NOVEMBER 2025

The exhibition showcases student-led projects from Mechanical Engineering and Architecture, focusing on **sustainable innovation**



OCTOBER 2025

Empowering Young Entrepreneurs:
From Passion to Action.



SEPTEMBER 2025

Petra Agility & Integrity Forum



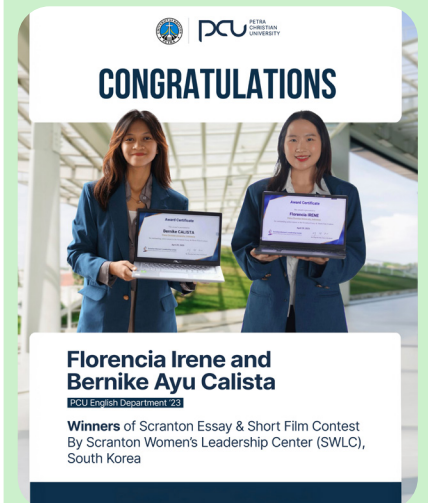
SEPTEMBER 2025

Wellness Weekend



JULY - AUGUST 2025

International Community
Outreach Program (iCOP)



AUGUST 2025

Our students,
won the competition from
Scranton Women's
Leadership Centre



EVENT HIGHLIGHTS ON SUSTAINABILITY



22 AUGUST 2025 | 1:30PM

FALLINGWALLS LAB IS COMING TO INDONESIA

Which wall will your research break? Pitch your innovative idea in just 3 minutes, showcasing a breakthrough that creates a positive impact on science and society.



AUGUST 2025

Falling Walls Lab Indonesia 2025



DON'T MISS IT!

**JULY 14TH
TO
AUGUST 1ST**

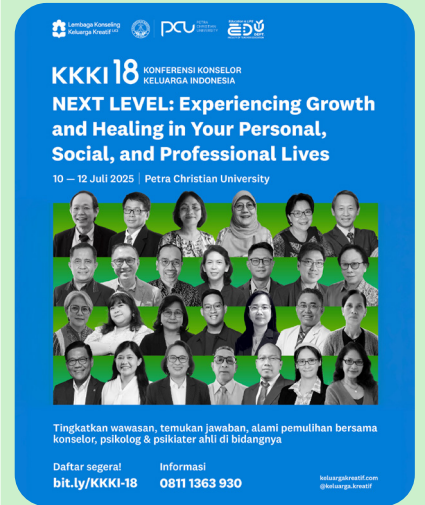
**PETRA CHRISTIAN
UNIVERSITY
SURABAYA, INDONESIA**

Contact us:
Secretariat of ASP
PCU International Office
Email: asp-pcu@petra.ac.id



AUGUST 2025

Asia Summer Program 2025
at Petra Christian University,
Surabaya



KKKI 18 KONFERENSI KONSELOR
KELUARGA INDONESIA

NEXT LEVEL: Experiencing Growth and Healing in Your Personal, Social, and Professional Lives

10 – 12 Juli 2025 | Petra Christian University



Tingkatkan wawasan, temukan jawaban, alami pemulihan bersama
konselor, psikolog & psikiater ahli di bidangnya

Daftar segera!
bit.ly/KKKI-18

Informasi
0811 1363 930

ketanggak@petra.ac.id

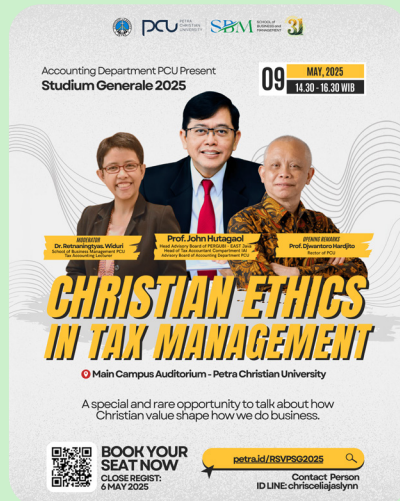
JULY 2025

Experiencing growth and healing
in your personal, social, and
professional lives



JULY 2025

Innovating for a Sustainable
World: Strategies for Inclusive
Growth and Environmental
Resilience



MAY 2025

Ethical values in tax policy and tax
management, and their reflection
in professional life.



APRIL 2025

Disability Studies and
Empowerment Activities



STATEMENT OF PETRA'S RECTOR

[GRI 2-12, GRI 2-14, GRI 2-22]

At Petra Christian University, we believe that sustainability is not merely a strategic priority, but a reflection of our calling to serve God, humanity, and creation with wisdom and responsibility. Guided by our institutional values and Christian mission, we continue to strengthen our commitment to creating meaningful and lasting impact for society.

The year 2025 marks another important milestone in our sustainability journey. Through the theme “Sustaining Impact: Strengthening Communities for a Resilient Future”, we reaffirm our dedication to nurturing resilient communities through education, research, innovation, and collaborative partnerships. We recognize that the challenges of our time—social inequality, environmental degradation, technological disruption, and economic uncertainty—require universities to take an active role as catalysts for transformation.

Throughout this year, Petra Christian University has continued to integrate sustainability principles into our academic ecosystem, operational practices, and community engagement initiatives. From empowering students as future change-makers, advancing interdisciplinary research that

Sustaining Impact: Strengthening Communities for a Resilient Future

addresses real-world problems, to working hand in hand with industries, governments, churches, and local communities, we strive to ensure that our contributions remain relevant, measurable, and transformative.

Our commitment extends beyond environmental stewardship. Sustainability for us is equally about building inclusive communities, fostering human dignity, strengthening social resilience, and creating opportunities for future generations to thrive. We believe that resilient futures are built when knowledge is connected with compassion, and innovation is grounded in service.

This Sustainability Report 2025 reflects the collective efforts of our faculty members, staff, students, alumni, partners, and wider stakeholders who share the same vision of sustainable development. Their dedication and collaboration demonstrate that impact is strongest when it is sustained together.

As we move forward, may this report serve not only as a record of our progress, but also as an invitation to deepen our shared responsibility in shaping a more just, resilient, and hopeful future. Together, let us continue to be a university that transforms society for the glory of God.

Prof. Dr. (H.C.) Ir. Rolly Intan, M.A.Sc., Dr.Eng.
Rector
Petra Christian University





ABOUT THE SUSTAINABILITY REPORT

This Sustainability Report serves as a principle-based disclosure of Petra Christian University's (PETRA) sustainability performance, aligned with the framework of Sustainable Development. As part of PETRA's ongoing commitment to support the achievement of the Sustainable Development Goals (SDGs), this report presents our performance, policies, strategies, initiatives, and the broader impacts of our Tri Dharma Perguruan Tinggi (threefold mission of higher education) across economic, social, and environmental dimensions.

a. Reporting Period, Scope, Cycle, and Reporting Standards [GRI 2-23]

The PETRA Sustainability Report 2025 marks the University's inaugural report of its kind. It covers sustainability performance and related impacts for the period of January 1, 2025, to December 31, 2025.

b. Determination of Report Content and Topic Boundaries [GRI 3-1]

In defining the report's content and topic boundaries, PETRA adheres to the three core principles set forth by the Global Reporting Initiative (GRI) Standards:

- **Stakeholder Inclusiveness:** The report reflects an inclusive approach that takes into account the views and interests of stakeholders affected by the university's activities.
- **Sustainability Context:** The report provides insight into PETRA's broader economic, environmental, and social impacts.
- **Completeness:** The report aims to present all material sustainability aspects in a comprehensive manner, enabling stakeholders to evaluate the university's sustainability performance.

c. Legal Compliance [GRI 2-27]

All Tri Dharma Perguruan Tinggi activities at PETRA are conducted in accordance with the prevailing laws and regulations of the Republic of Indonesia. During the reporting period, there were no recorded instances of non-compliance in the economic, social, or environmental domains, nor were there any fines or sanctions imposed on the University.

d. Report Reliability [GRI 2-5]

This report is prepared with reference to the disclosure requirements of the GRI Standards (Global Reporting Initiative), with a strong emphasis on ensuring the reliability, accuracy, and integrity of all information presented.

e. Feedback and Contact Information [GRI 2-3]

PETRA encourages all stakeholders to provide input to support the continual improvement of our sustainability reporting. Suggestions, questions, feedback, or concerns may be submitted through the Stakeholder Feedback Form provided at the end of this report, or by contacting us directly at:



PETRA
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PETRA
CHRISTIAN
UNIVERSITY



GENERAL DISCLOSURE





ORGANIZATION NAME

Universitas Kristen Petra

ORGANIZATION NICKNAME

Petra Christian University

DATE OF ESTABLISHMENT

22 September 1961

OPERATIONAL AREA

**Siwalankerto Campus
Fairway Nine Campus**

BUSINESS FIELD

Education

COMPANY'S ADDRESS



**Jl. Siwalankerto No.121-131,
Siwalankerto, Kec. Wonocolo,
Surabaya, Jawa Timur 60236.**



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SOCIAL MEDIA



@lifeatpcu



@lifeatpcu



Petra Christian University (commonly referred to as PETRA) is a nationally recognized private university located in Surabaya, East Java, Indonesia. Founded in 1961, the university was initiated by a group of founders from PPPK Petra, a Christian educational foundation established in 1951. The name 'Petra' derived from the Greek word for 'rock', reflects our foundation in Jesus Christ – the source of true Strength, Wisdom and Purpose. PPPK Petra was originally established with the vision of providing Christian-based education at the kindergarten to secondary school levels. Driven by a desire to expand educational opportunities to the tertiary level, the foundation's leadership began exploring the idea of founding a university as early as 1956. This vision gained further momentum in 1960, when two members of the PPPK Petra Board of Trustees—Tan Tjiuau Yong and Tan Gie Djien—met Brigadier General Prof. Dr. Moestopo, a prominent figure in the Indonesian Armed Forces, during the Congress of Dentists held in Bandung, West Java.

On September 22, 1961, the establishment of Petra Christian University was officially announced, marking the beginning of its academic journey with the Faculty of Letters as its first faculty. A year later, in 1962, the Faculty of Civil Engineering was established to meet the growing demand for engineering education. Recognizing the need for more structured governance as the university continued to grow, the PPPK Petra Board of Trustees formed a preparatory committee on July 18, 1964. The committee consisted of Jacob Elfinus Sahetapy, Tan Tjiuau Yong, Mesach Wigjohoesodo, Kho Hong Pie, Raden Mas Soekardjo Kertonadi, and Piet Hein Saroinsong. Their mandate was to oversee the formation of a dedicated university foundation. Within the same year, their efforts culminated in the establish-

ment of the Petra Christian University Foundation (Yayasan Perguruan Tinggi Kristen Petra or YPTK Petra). The foundation consisted of representatives from PPPK Petra and seven churches in Surabaya, later reduced to six after Gereja Gereformed Surabaya (GGS) merged into Gereja Kristen Indonesia (GKI), a milestone that strengthened the university's long-term sustainability and its faith-based educational mission.

Petra Christian University (PETRA) has grown significantly over the years to become one of the leading private universities in Indonesia. Thousands of students, primarily from across Indonesia and some from abroad, pursue their higher education at PETRA, drawn by its commitment to academic excellence and holistic development. The University's active students are enrolled in 56 academic programs, spanning undergraduate (Bachelor's) and postgraduate (Master's and Doctoral) levels. These programs are organized into seven faculties: the School of Business and Management, the Faculty of Humanities and Creative Industries, the Faculty of Industrial Technology, the Faculty of Civil Engineering and Planning, the Faculty of Teacher Education, the Faculty of Medicine, and the Faculty of Dentistry. In addition to its academic programs, PETRA offers a range of professional and certification programs designed to equip participants with practical skills and competencies through workshops, trainings, and continuing education. PETRA is home to a culturally diverse student body. Students come not only from Surabaya and other cities in East Java, but also from across Java Island, various regions in Indonesia, and a few from abroad, reflecting the university's growing reputation and expanding international outlook.



VISION

“To be a World Leading Christian University that transforms society for the glory of God”.

1st

The **MISSION** of PETRA consists of three strategic steps to accomplish its vision:

Maintaining PETRA's INTEGRITY as a Christian university.

- a. Embracing the Christian faith calling, namely fellowship (koinonia), proclamation of the Gospel (marturia), and service (diakonia).
- b. Grounding the university's management paradigm in the Christian Worldview and Christian Education Philosophy.
- c. Implementing Christian Leadership model characterized by Servant Leadership.

- d. Organizing and developing education and teaching within the framework of integrating Christian faith and knowledge (Faith and Learning Integration).
- e. Preparing students and graduates to possess a Christian Worldview, Christian Values, and Christian Character built through the process of Christian Education.

2nd

Increasing PETRA's CREDIBILITY to be a world-class university.

- a. Providing and developing credible Human Resources (lecturers and educational staff).
- b. Offering effective and efficient facilities and infrastructure at an international standard.

- c. Implementing the *Tri Dharma Perguruan Tinggi* (the university's three main responsibilities of education, research, and community service) with an international quality.
- d. Maintaining and improving the accreditation and ranking of PETRA nationally and internationally.

3rd

Building the CIVILITY of the people and state in PETRA to form, develop, and strengthen Civil Society.

- a. Upholding and practicing the four pillars of nationalism: Pancasila (the Five Principles), the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and Unity in Diversity (*Bhinneka Tunggal Ika*).

- b. Building relationships and cooperation with various institutions based on the principles of non-discrimination, mutual respect, and mutual benefit, grounded in principles of justice and truth.



THE PURPOSE OF PETRA

- a. Producing graduates who have integrity (fear of God), are credible (able to compete and contribute in the global era), and possess the civility of national life and statehood, which is part of civil society.
- b. Generating and disseminating research and community service activities of international standard and contributing to the enhancement of community welfare.
- c. Obtaining accreditation and recognition as one of the top universities nationally and internationally by credible accreditation and ranking institutions.



THE PHILOSOPHY AND MEANING OF THE PETRA LOGO

The logo of PETRA consists of a white cross standing on a black rock base with an arch soaring upwards to a golden yellow base, and on a blue background consisting of a logogram and logotype.

The PETRA's symbol is shown in the following picture:



The symbol holds the following meanings:

- a. The white cross symbolizes divine love;**
- b. The arch reaching upwards to the golden yellow base signifies the majesty and glory of God;**
- c. The black rock base represents firm faith;**
- d. The blue background of the cross symbolizes the power of God**

The foundation of PETRA:

- a. In the spirit of the preamble, PETRA is founded upon Pancasila.
- b. PETRA serves as a higher education institution that recognizes the Christian Faith calling, which involves fellowship (koinonia), proclamation of the Gospel (marturia), and service (diakonia).
- c. The management paradigm of PETRA is rooted in the Christian Worldview perspective and Christian Education Philosophy.
- d. Education at PETRA is conducted and developed within the framework of integrating Christian Faith and Knowledge (faith and learning integration)
- e. The leadership model adopted is that of Christian Leadership characterized by servant leadership.



GOOD UNIVERSITY GOVERNANCE COMMITMENT

[GRI 2-18; GRI 2-23]

One of the key pillars underpinning Petra Christian University's (PETRA) ongoing progress toward becoming a globally recognized and sustainability-driven institution is its strong academic reputation. This reputation has been cultivated through years of steadfast dedication to academic excellence and continues to grow through the university's commitment to offering innovative, relevant, and future-oriented academic programs that address global challenges and evolving societal demands. These programs are intentionally designed to integrate interdisciplinary approaches, advanced knowledge, and value-based education, in line with PETRA's vision of nurturing graduates who are competent, ethical, responsible, and ready to lead across diverse professional settings.

As of 2025, PETRA is home to 29 departments that collectively offer more than 56 undergraduate and postgraduate programs across a wide range of disciplines, including language, education, communication, engineering, business, and the creative industries. This breadth of academic offerings provides students with a comprehensive and holistic learning environment. Each curriculum is continuously refined to remain aligned with emerging global trends and industry expectations, while preserving a strong focus on critical thinking, innovation, and social responsibility.

In support of its long-term strategic growth, PETRA has also expanded its academic portfolio through the introduction of two new programs under the Faculty of Medicine: the Medicine Program and the Medical Doctor Professional Education Program. This milestone reflects the university's responsiveness to the increasing need for highly qualified healthcare professionals and strengthens its contribution to the health sector.

To maintain academic excellence and enhance the global competitiveness of its programs, PETRA actively engages in both national and international accreditation processes. At the national level, quality assurance is conducted through respected Indonesian accreditation agencies, including BAN-PT, LAMDIK, LAM-PTKes, and LAM Teknik, which assess institutional and program quality against rigorous standards. Internationally, PETRA has earned recognition from leading quality assurance bodies such as the ASEAN University Net-

work – Quality Assurance (AUN-QA), the Agency for Quality Assurance through Accreditation of Study Programs (AQAS), and the Indonesian Accreditation Board for Engineering Education (IABEE). Additionally, the Architecture program has successfully secured international accreditation from the Korea Architectural Accrediting Board (KAAB), further demonstrating PETRA's commitment to meeting global quality benchmarks.

To strengthen accountability, transparency, and continuous improvement in both academic and administrative processes, PETRA implements the Regulation Policy (001/Per/YPT-K/I/2022) established by YPTK (Yayasan Perguruan Tinggi Kristen Petra) as its governing foundation. This policy framework ensures that strategic planning, execution, and evaluation remain aligned with institutional values, ethical principles, and national higher education regulations.

At the internal level, quality assurance is sustained through systematic monitoring and evaluation mechanisms. These include the Academic Internal Audit (AMI), which regularly reviews academic units and processes; the Institute of Research and Community Outreach (LPPM), which oversees the quality and societal impact of research and community service activities; and the Management Review Meeting (RTM), where university leaders assess institutional performance and formulate strategic decisions based on audit findings and long-term objectives.

Taken together, these integrated systems of accreditation, policy compliance, and internal quality assurance reflect PETRA's unwavering commitment to delivering education that is academically rigorous, trustworthy, responsible, and globally relevant. Through these mechanisms, the university ensures that every aspect of its academic ecosystem—from curriculum development and research excellence to institutional governance and student growth—meets the highest standards and contributes meaningfully to society. This well-structured and integrated approach continues to strengthen PETRA's institutional credibility and reinforces its reputation as a university that consistently upholds quality, accountability, and innovation throughout its educational mission.



GOOD UNIVERSITY GOVERNANCE COMMITMENT

[GRI 2-18; GRI 2-23]

No	Department / Program	Accreditation (National & International)
1	English Literature - English for Creative Industry - English for Business	Excellent (BAN-PT)
2	Chinese Literature	B (BAN-PT)
3	Civil Engineering	Excellent (LAM-Teknik) +GA (IABEE)
4	Architecture - Architecture - Architecture of Sustainable Housing & Real Estate	Excellent (BAN-PT) + AUN-QA & KAAB
5	Electrical Engineering - Electrical Engineering - Internet of Things	Excellent (LAM-Teknik) +GA (IABEE)
6	Automotive - Sustainable Mechanical Engineering & Design - Automotive	Excellent (LAM-Teknik) + PA (IABEE)
7	Industrial Engineering - Industrial Engineering - International Business Engineering - Global Logistics & Supply Chain	Excellent (LAM-Teknik) + PA (IABEE)
8	Informatics - Informatics - Business Information System - Data Science & Analytics	Excellent (LAM- INFOKOM) + PA (IABEE)
9	Management - Creative Tourism - Hotel Management - Finance and Investment - Branding and Digital Marketing - Business Management - International Business Management - Culinary Business Management - Retail Business Management - Digital Business Transformation - Global Entrepreneurship and Innovation	Excellent (LAM-EMBA) + AUN QA
10	Accounting - Business Accounting - Tax Accounting - International Business Accounting	A (BAN-PT) + AUN QA



GOOD UNIVERSITY GOVERNANCE COMMITMENT

[GRI 2-18; GRI 2-23]

No	Department / Program	Accreditation (National & International)
11	Visual Communication Design - Visual Communication Design - International Program in Digital Media - Textile & Fashion Design	Excellent (BAN-PT) + AQAS
12	Interior Design - Interior Design & Styling - Interior Product Design	A (BAN-PT) + AQAS
13	Communication - Strategic Communication - Broadcast & Journalism	A (BAN-PT) + AUN QA
14	Elementary Teacher Education	Very Good (Education LAM)
15	Early Childhood Teacher Education	Good (BAN-PT)
16	Medicine	Good (LAM-PTKes)
17	Medical Doctor Professional Education	Good (LAM-PTKes)
18	Dental Medicine	Good (LAM-PTKes)
19	Dentist Professional Education	Good (LAM-PTKes)
20	Food Technology	Good (LAM-Teknik)
21	Engineering Profession Education Department	B (BAN-PT)
22	Master's Program in Civil Engineering	Excellent (BAN-PT)
23	Master's Program in Management	Excellent (LAMEMBA)
24	Master's Program in Literature	Good (BAN-PT)
25	Master's Program in Industrial Engineering	Very Good (LAM-Teknik)
26	Master's Program in Architecture	B (BAN-PT)
27	Master's Program in Design	Fulfills Minimum Accreditation Requirements (establishment 2025)
28	Doctoral Program in Civil Engineering	Very Good (LAM-Teknik)
29	Doctoral Program in Management	Very Good (LAMEMBA)



Notes:

- GA (IABEE): General Accreditation (Indonesian Accreditation Board for Engineering Education) – Washington Accord
- AUN-QA: ASEAN University Network – Quality Assurance
- AQAS: Agency for Quality Assurance through Accreditation of Study programs – Germany
- KAAB: Korea Architectural Accreditation Board – Canberra Accord
- LAM: Lembaga Akreditasi Mandiri
- LAMDIK: Lembaga Akreditasi Mandiri Kependidikan
- LAMEMBA: Lembaga Akreditasi Mandiri Ekonomi Manajemen Bisnis dan Akuntansi
- LAM INFOKOM: Lembaga Akreditasi Mandiri Informatika dan Komputer
- LAM-PTKes: Lembaga Akreditasi Mandiri Pendidikan Tinggi Kesehatan Indonesia
- BAN-PT: Badan Akreditasi Nasional Perguruan Tinggi
- “Excellent” is the highest status for any LAM accreditation, while “A” is the highest status for BAN-PT accreditation



In nearly all activities carried out under the framework of the Tri Dharma Perguruan Tinggi, Petra Christian University (PETRA) consistently demonstrates its commitment to advancing the Sustainable Development Goals (SDGs), the global agenda established by world leaders to eradicate poverty, reduce inequality, and safeguard the environment. Through its academic, research, and community engagement initiatives, PETRA continuously contributes to addressing a wide range of national challenges, particularly those related to sustainable development and ongoing socio-ecological crises, while remaining firmly grounded in sustainability principles.

Similar to many issues commonly encountered in lower-middle-income countries, Indonesia continues to face persistent challenges such as poverty, inequality, and unemployment. These concerns are further compounded by extreme environmental conditions and disasters that directly and indirectly impact the quality of life and well-being of communities. As a higher education institution equipped with diverse and highly competent resources, PETRA plays a strategic role in generating evidence-based solutions across multiple disciplines as alternative pathways for addressing increasingly complex societal problems.

The solutions and initiatives developed by PETRA consistently emphasize environmental stewardship, child-friendly and elderly-friendly approaches, inclusive support for persons with disabilities, energy efficiency, and other sustainability-oriented considerations. This reflects the university's broader commitment to ensuring that its contributions remain socially relevant, inclusive, and environmentally responsible.

In addition to its sustainability initiatives, PETRA also upholds a strong institutional commitment to creating a safe and respectful campus environment. As part of its policy on the prevention and handling of sexual violence, the university established the Selection Committee for Prospective Members of the Task Force for the Prevention and Handling of Sexual Violence (PPKS – Pencegahan dan Penanganan Kekerasan Seksual) on November 27, 2023, with the involvement of student representatives. Based on Rector's Decree No. 0309/PETRA/2024, the committee officially became active on February 5, 2024.

EDUCATION POLICY

The curriculum is developed and designed by study programs in accordance with advancements in knowledge, technology, and the arts, while incorporating PETRA's vision, mission, objectives, and values, stakeholder input, and adherence to applicable National Higher Education Standards. The curriculum undergoes periodic evaluation, incorporating and considering feedback from stakeholders and global developments. Learning activities are conducted using the Semester Credit System (SKS/ Sistem Kredit Semester), with study duration aligned with the educational program level. This Semester Credit System indicates the workload for students, lecturers, learning experiences, and program administration. Learning methods may include lectures, review sessions, tutorials, seminars, practicums, workshops, laboratory work, fieldwork, or other relevant formats. Course implementation methods encompass group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other effective methodologies that facilitate the achievement of graduate learning outcomes.

Curriculum Policy At PETRA



Outcome-Based Education (OBE) Curriculum that shapes the profile of graduates as "Global Socioleaders."



The curriculum emphasizes Sustainable Development Goals (SDGs) in both content and learning processes, such as introducing SDGs topics, simulating case resolutions related to SDGs, implementing SDGs-related projects, etc.



Students can choose between Leadership Enhancement Program (LEAP) with a minimum weight of 20 credits (in 1 semester or 2 consecutive semesters) or Minor Curriculum.



Integration between academic fields and student activities.



Implementation of the Service-Learning (S-L) method.



According to the Official Memo of the Vice-Rector for Academic Affairs No. 1750/UKP/2023 and in alignment with the spirit of MBKM (Merdeka Belajar - Kampus Merdeka), PETRA's curriculum accommodates the Leadership Enhancement Program (LEAP) and Major Minor Programs to facilitate future workforce needs. The MBKM system for students also serves as a platform for applying knowledge and technology acquired during academic studies to support the achievement of Sustainable Development Goals through the LEAP-MBKM PETRA scheme. The LEAP-MBKM policy provides students with the opportunity to pursue independent and autonomous learning according to their respective talents and callings, fostering the development of Global Socioleadership spirit. This program prepares students to become resilient and relevant scholars, while also increasing their awareness of emerging societal issues. Four pathways are offered within LEAP-MBKM: Research & Innovation, Glocal Exposure, Industrial Experience, and Community Engagement.



Research & Innovation

The Research & Innovation pathway is a research program within the scope of various fields of study and interdisciplinary areas aimed at producing, among others, scientific publications/intellectual property rights (IPRs)/innovative products. Research activities can be conducted in the following forms:

- Collaborative research with lecturers on campus.
- Research at external institutions, both domestically or internationally. External institutions may include companies, research institutions, consultants, and partner universities.
- Research aimed at producing innovative products followed by the establishment of business start-ups conducted through the Innovation and Entrepreneurship Center.



Glocal Exposure

The Glocal Exposure pathway consists of higher education programs organized by both domestic or international educational institutions that are partners of PETRA. This educational program can be of medium-term (semester exchange) or long-term (degree-awarding program) nature. The domestic Glocal Exposure pathway involves Student Exchange within the context of the Merdeka Belajar-Kampus Merdeka (MBKM) program by DIKTI. The international Glocal Exposure pathway comprises Degree-awarding programs, which may include joint/dual degree, double degree, and accelerated degree programs, with a minimum program duration of 2 semesters.

- Joint/dual degree = One degree recognized by two institutions or one study completion resulting in two of the same degrees.
- Double degree = Two degrees in two different fields of study.
- Accelerated degree = Two degrees with different academic levels.



Industrial Exposure

The Industrial Experience pathway is a program that provides opportunities to gain professional work experience in the industry, both domestically and internationally.



Community Engagement

The Community Engagement pathway is a program focused on the application of knowledge and skills for the empowerment and improvement of community welfare. Funding and partnerships may come from both profit and non-profit organizations, such as City Government, Provincial Government, church networks, Community-Based Organizations (CBOs), and Non-Governmental Organizations (NGOs).



In addition to LEAP-MBKM, PETRA, through its faculties and study programmes, has initiated new competencies through minor programmes across the faculties and study programmes. These cross-study program specializations are aimed at addressing the challenges of the Industrial Revolution 4.0 and Society 5.0, which involve the synergy of various fields of knowledge. Therefore, curriculum changes in higher education institutions are routine activities that must be undertaken in response to advancements in science, technology, and the arts (scientific vision), societal needs, and stakeholder needs. In the context of PETRA, curriculum development is carried out with attention to and consideration of the following:

- Law No. 12 of 2012 concerning Higher Education.
- Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework.
- Minister of Education and Culture Regulation No. 73 of 2013 concerning the Implementation of KKNI in Higher Education.
- Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning Quality Assurance of Higher Education.
- Minister of Education and Culture Decree No. 754/P/2020 concerning Key Performance Indicators of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture.
- Minister of Education and Culture Decree No. 210/M/2023 concerning Key Performance Indicators of Higher Education Institutions and Higher Education Service Institutions in the Ministry of Education, Culture, Research, and Technology.
- Guidelines for the Development of Higher Education Curricula in the Era of Industrial Revolution 4.0 to Support Merdeka Belajar - Kampus Merdeka, Directorate General of Higher Education, Ministry of Education and Culture, 2020.
- Merdeka Belajar - Kampus Merdeka guidebook, Directorate General of Higher Education, Ministry of Education and Culture, 2020.
- Regulation of the Rector of Petra Christian University No. 4 of 2022 Regarding the Academic Regulations of Petra Christian University.
- Memorandum from the Vice-Rector for Academic Affairs No. 1750/UKP/2023 regarding the Development of the FlexOBE-LEAP 2024 Curriculum.
- Curriculum Guidelines from Professional Associations, meetings with graduate users, tracer studies, meetings with the Advisory Board, and Industrial gatherings.

PETRA also offers a number of courses that support the achievement of Sustainable Development Goals (SDGs) within the curriculum, such as the following:

- | | |
|--|--|
| • Environmental Science | • Occupational Health And Safety |
| • Sustainability Reporting | • Energy Conversion System |
| • Sustainability Accounting | • Sustainable Engineering |
| • Sustainable Innovation In Hotel Industry | • Fashion Aesthetic And Sustainability |
| • Basics Of Energy Conversion | • Public Health And Community Medicine |
| • Renewable Energy Conversion | • Eco Design |
| • Introduction To The Environment | • Eco Architecture |
| • Health, Safety, And Environment | • Green Building Technology |



RESEARCH POLICY

Petra Christian University ensures that the research outcomes of its academic community undergo a process comprising planning, implementing, and reporting. PETRA guarantees that each lecturer has scientific autonomy in developing something beneficial for society. Through the Head of the Institute of Research and Community Outreach (LPPM), Petra Christian University considers quality standards and the safety of researchers, society, and the environment in research activities. Research management is determined by the Institute of Research and Community Outreach (LPPM) of PETRA by establishing continuous research strategic plans and setting research guidelines. This aims to ensure that research management at Petra Christian University runs smoothly and systematically, resulting in recognized research outcomes in various fields of knowledge. Additionally, PETRA, through its study programs and faculties, conducts research activities carried out by students as part of their final projects, theses,

or dissertations, to fulfill graduate learning outcomes by possessing knowledge, attitudes, skills, competencies, and work experience accumulation.

PETRA is earnestly engaged in research activities that support the achievement of Sustainable Development Goals (SDGs) based on local resources and values for sustainable community welfare. This commitment is part of PETRA's efforts to provide solutions to global challenges and address topical and relevant issues.

PETRA researchers have also been productive in producing Intellectual Property Rights (HKI / Hak Kekayaan Intelektual) as outputs of their research. These include patents, trademarks, trade secrets, copyrights, or industrial designs.

COMMUNITY SERVICE POLICY

To support the university's vision and mission, the policy and management system for community service are regulated in the Academic Regulation of PETRA (Rector's Regulation of PETRA No. 4, 2022) and PETRA Research Strategic Plan for 2023–2028. Additionally, the operational implementation is equipped with the Guidebook for Implementing Research and Community Service in 2015. The administrative management of community service has already met the ISO 9001:2008 standards.

Similar to research activities, to manage community service activities, the Statute of PETRA in 2022 mandates the Institute of Research and Community Outreach (LPPM) as the academic implementing element within the university. This is also stated in the Rector's Decree No. 04/Kept/UKP/I/1995, which mandates that community service activities at PETRA are coordinated and managed by the LPPM, within which the Community Service Center (PPM / Pusat Pengabdian kepada Masyarakat) operates. From the definition in the Statute, it is clear that Petra Christian University requires continuous quality improvement in the management of community service. Community service at PETRA is focused on empowering communities to improve their welfare. The focus of PETRA's community service is realized in accordance with the Direction in the PETRA Community Service Implementation Guidelines as follows:

- a. Community service must be oriented towards achieving the university's vision and mission and be based on

Christian values demonstrated through excellence in expertise, research, and service that aim to improve community welfare, supporting government programs, and empowering small industries.

- b. Community service is conducted as the application of scholarly knowledge possessed by the academic community, whether it is mono-disciplinary or interdisciplinary in nature, and it can be both inter- and multi-disciplinary.
- c. Community service is carried out contextually, applicatively, creatively, innovatively, and is academically relevant based on mastery of science, technology, and arts (IPTEKS).
- d. PETRA also directs that community service can be integrated into the curriculum of study programs, known as Service-Learning. Service-Learning is essentially a two-way learning method that aims to enable students to apply their knowledge directly to society and also learn from the target community or partners.

Community service and empowerment activities are expressions of concern from the academic community of PETRA to actively contribute to enlightenment, welfare improvement, and empowerment of the wider community. The community service and empowerment programs at PETRA are designed in accordance with the SDGs, considering the objectives and targets that are deemed most comprehensive in reflecting the situation and conditions desired to be achieved in Indonesia.

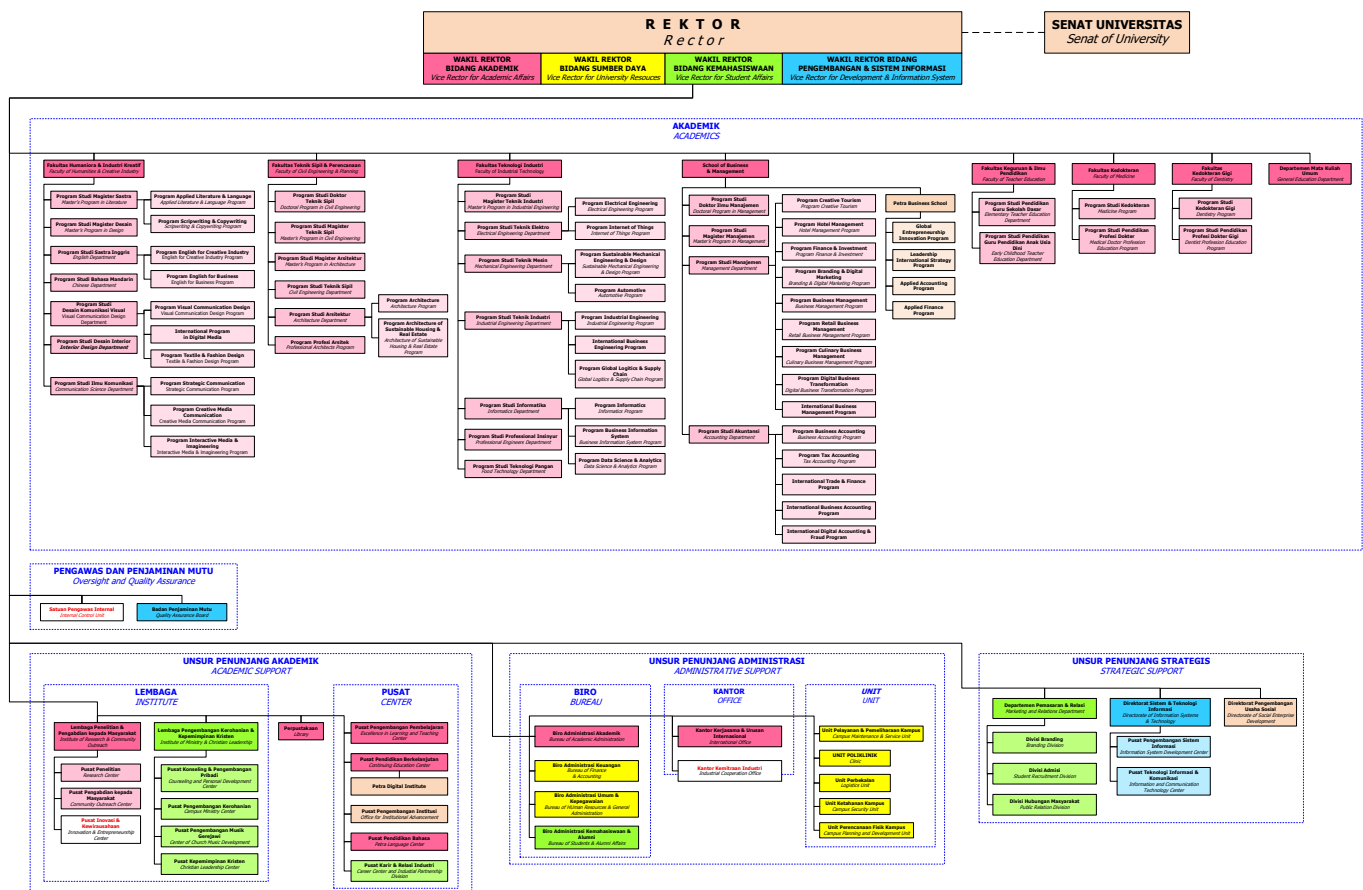
GOVERNANCE & ORGANIZATIONAL STRUCTURE

[GRI 2-1; GRI 2-2, 2-9, 2-13; GRI 2-14]

The organizational structure serves as the cornerstone of PETRA in ensuring quality policy-making, effective financial management, and maintaining achievement levels in national and international competition. PETRA's organizational structure provides flexibility to support work programs based on the institution's vision, mission, and objectives. The management of PETRA, in executing operational activities, consistently adheres to principles of transparency and accountability. This commitment receives full support from various elements including the Senate of PETRA, the Rectorate, Deans, and the Administrative Team.

PETRA's leadership, along with its supporting elements, exemplifies an educational institution that accommodates all aspects and inputs from all units based on democratic thinking, while collaborating with management to produce quality graduates. As a private university, PETRA's organizational structure is designed based on institutional conditions and needs. However, the university ensures that the organizational structure and workflow fully support effective management functions. Below is the organizational structure of PETRA.

UNIVERSITAS KRISTEN PETRA
Petra Christian University





GOVERNANCE & ORGANIZATIONAL STRUCTURE

[GRI 2-1; GRI 2-2, 2-9, 2-13; GRI 2-14]

The Rector

The Rector is the organ responsible for carrying out academic and non-academic policy functions and managing PETRA. In executing these functions, the Rector has responsibilities and authorities as follows:

- a. Drafting the Statute to be proposed and approved by the Petra Christian University Foundation (YPTK);
- b. Developing the 25-year Master Development Plan (Renip) for PETRA in collaboration with YPTK Petra;
- c. Formulating the 5-year Strategic Plan (Renstra) and the 1-year Operational Plan (Renop) for PETRA;
- d. Compiling the Income and Expenditure Budget Plan (RAPB / Rencana Anggaran Pendapatan dan Belanja) for PETRA each year;
- e. Managing education, research, and community service, general administration and finance, student affairs and alumni, cooperation and institutional development in accordance with the Renstra and Renop;
- f. Overseeing the educational facilities and infrastructure at PETRA;
- g. Appointing and/or dismissing unit leaders under the Rector based on the regulations of YPTK Petra and the applicable Rectoral Regulations;
- h. Nurturing the academic community and educational staff;
- i. Creating a conducive academic environment to support the implementation of the Tri Dharma Perguruan Tinggi (three pillars of higher education);
- j. Developing a harmonious campus life based on the values of PETRA;
- k. Cultivating relationships and collaborations with PETRA alumni, industries, universities, governments, and various stakeholders both domestically and internationally to enhance the implementation of the Tri Dharma Perguruan Tinggi, in accordance with applicable regulations;
- l. Preparing for the establishment of new study programs after approval by YPTK Petra;
- m. Proposing organizational unit changes at PETRA for approval by YPTK Petra;
- n. Maintaining campus security, safety, health, order, and comfort for the smooth conduct of the Tri Dharma Perguruan Tinggi activities.

The University Senate

The PETRA Senate carries out the function of formulating academic policies and providing considerations for the implementation of academic policies. The PETRA Senate consists of the Rector, Vice-Rectors, Deans, Head of the Research and Community Service Institute, Head of the Spiritual and Christian Leadership Development Institute, Chair of the General Course Department, representatives of professors, and representatives of faculty members. In carrying out its duties, the Senate of PETRA has responsibilities and authorities as follows:

- a. Formulating academic policies;
- b. Formulating policies for assessing academic achievements, skills, and the character of the academic community;
- c. Formulating Academic Ethics, Student Code of Ethics, and Faculty Code of Ethics;
- d. Formulating regulations for the implementation of academic freedom, freedom of the academic podium, and academic autonomy at PETRA;
- e. Overseeing the implementation of Academic Ethics, Student Code of Ethics, and Lecturer Code of Ethics;
- f. Providing recommendations to YPTK Petra regarding candidates to be appointed as Rector, Vice-Rectors, and Heads of Institutes;
- g. Providing recommendations for lecturers applying for academic promotion to associate professor;
- h. Approving lecturers nominated for the position of Professor;
- i. Providing recommendations to the Rector regarding the improvement of the quality of the implementation of the Tri Dharma Perguruan Tinggi.
- j. Providing recommendations to the Rector regarding the granting and revocation of academic degrees and honors;
- k. Providing recommendations to the Rector regarding the opening and closure of study programs.



GOVERNANCE & ORGANIZATIONAL STRUCTURE

[GRI 2-1; GRI 2-2, 2-9, 2-13; GRI 2-14]

Deans

A faculty is led by a Dean who is accountable to the Rector. The Dean has the following responsibilities:

- a. Formulating the Renop within the faculty;
- b. Developing the RAPB within the faculty;
- c. Managing education, research, community service, and faculty development in accordance with the Renop;
- d. Establishing relationships and collaborations with PETRA alumni, industries, other universities, governments, and various parties domestically and internationally to enhance the implementation of the Tri Dharma Perguruan Tinggi within the faculty, in accordance with applicable regulations;
- e. Managing the educational facilities and infrastructure within the faculty;
- f. Nurturing the academic community and educational staff within the faculty;
- g. Creating a conducive academic environment to support the implementation of the Tri Dharma Perguruan Tinggi within the faculty;
- h. Developing a harmonious campus life based on PETRA's values;
- i. Proposing the establishment of new study programs to the Rector.

Faculty Senate

The Faculty Senate is responsible for formulating academic policies and providing considerations for the implementation of academic policies within the faculty. In carrying out its duties, the Faculty Senate has the following responsibilities and authorities:

- a. Formulating curriculum development policies within the faculty;
- b. Formulating policies for assessing academic performance, skills, and personalities of academic community members;
- c. Supervising the implementation of Academic Ethics, Student Code of Ethics, and Faculty Code of Ethics within the faculty;
- d. Providing considerations to the Rector regarding candidates for appointment as Dean, Vice Dean, Head of Study Program, and Study Program Secretary;
- e. Providing considerations regarding candidates for academic positions as Lecturers and Assistant Professors.
- f. Providing considerations to the Dean regarding the enhancement of the quality of implementing the Tri Dharma Perguruan Tinggi within the faculty.

The responsibility for achieving performance targets at PETRA through the application of sustainability principles (profit, people, and planet) generally falls on the senior leadership of PETRA in carrying out the Tri Dharma Perguruan Tinggi. The consistency of this commitment is manifested by PETRA through the delegation of tasks and authorities to organs under the Rector to realize the synergy of economic performance, environmental responsibility, and social responsibility.



Officials at PETRA consist of the Rectorate, which is the organ responsible for leading the organization and management of PETRA. The Rectorate, as the governing body of PETRA, consists of the Rector and Vice-Rector. The election steps of Rector and University Academic Senate as the following: [GRI 2-10]

- a. The Rector, Vice-Rector, Deans, and Heads of Institutes are appointed and dismissed by the YPTK Petra.
- b. The University Senate and Faculty Senates are appointed and dismissed by the YPTK Petra.
- c. Vice Deans, Program Chairs, Program Heads, Heads of General Course Departments, Heads of Spiritual Devel-

opment Centers, Heads of Counseling and Personal Development Centers, Heads of Christian Leadership Centers, Heads of Boards, Heads of Bureaus, and Heads of Offices are appointed and dismissed by the Rector.

- d. Other officials at PETRA are appointed and dismissed by the Rector.
- e. Officials at PETRA are required to implement the Preamble, Vision, Mission, Objectives, and Values of PETRA in carrying out their duties.
- f. Deviations from the provisions must first obtain the approval of the YPTK Petra.
- g. The term of office for the Rector is 4 (four) years.

RECTOR'S PERFORMANCE ASSESSMENT

[GRI 2-18]

PETRA is an organic unit led by the Rector who is authorized by and accountable to YPTK Petra. The Rector is obliged to submit financial and non-financial accountability reports to YPTK Petra. Non-financial reports are submitted by the Rector to YPTK and the academic community coinciding with PETRA's Anniversary celebration in September. Specifically, the financial report is audited by a public accountant appointed by YPTK Petra. Financial and non-financial reports are part of the performance measurement conducted by YPTK to as-

sess the success or failure of activities outlined in the Renstra and Renop. On the other hand, these reports serve as control tools and drivers for improving the performance of each organizational unit within PETRA, as well as a means to obtain input from stakeholders for PETRA's performance improvement. The Rector's accountability report is based on the Statute of Petra Christian University, as outlined in the Regulations of Petra Christian University Foundation (YPTK) No 001/Per/YPTK/I/2022.



ACTIVITIES, BRANDS, PRODUCTS, AND SERVICES

In accordance with its Statute, PETRA conducts the Tri Dharma Perguruan Tinggi through nine faculties.

- I. School of Business and Management:
 - Bachelor's Program in Management
 - Bachelor's Program in Accounting
 - Master's Program in Management
 - Doctoral Program in Management

- II. Faculty of Humanities and Creative Industries:
 - Bachelor's Program in English
 - Bachelor's Program in Chinese
 - Bachelor's Program in Interior Design
 - Bachelor's Program in Visual Communication Design
 - Bachelor's Program in Science Communication
 - Master's Program in Literature
 - Master's Program in Desain

- III. Faculty of Industrial Technology:
 - Bachelor's Program in Electrical Engineering
 - Bachelor's Program in Mechanical Engineering
 - Bachelor's Program in Industrial Engineering
 - Bachelor's Program in Informatics
 - Bachelor's Program in Food Technology
 - Master's Program in Industrial Engineering
 - Professional Program in Engineer Profession Education

- IV. Faculty of Civil Engineering and Planning:
 - Bachelor's Program in Civil Engineering
 - Bachelor's Program in Architecture
 - Master's Program in Civil Engineering
 - Master's Program in Architecture
 - Doctoral Program in Civil Engineering

- V. Faculty of Teacher Education:
 - Bachelor's Program in Elementary Teacher Education
 - Bachelor's Program in Early Childhood Teacher Education

- VI. Faculty of Medicine:
 - Medicine
 - Medical Doctor Professional Education

- VI. Faculty of Dentistry:
 - Dental Medicine
 - Dentist Professional Education



ACTIVITIES, BRANDS, PRODUCTS, AND SERVICES

[GRI 2-2; GRI 2-6]

Tri Dharma: Education

In the educational realm, both academic and professional education are offered. Academic education encompasses undergraduate, graduate, and doctoral programs. Professional education refers to higher education following undergraduate programs that prepares students for occupations requiring specialized skills. To support the teaching and learning process according to the applicable curriculum, each learning material in every course at PETRA is systematically planned and updated. Learning materials are outlined in course syllabi, which contain the core content studied as a means to fulfill graduate learning outcomes. These learning materials are communicated to students to ensure understanding of course content, enabling them to prepare appropriate learning patterns and strategies.

The learning process at PETRA begins with thorough planning to support teaching and learning according to the applicable curriculum. Each learning material in every course must be systematically planned and updated. The learning process planning is designed based on the established course syllabus and outlined in the Semester Learning Plan (RPS / Rencana Pembelajaran Semester). This planning is communicated to students at the beginning of each course so they understand what will be studied, allowing them to prepare appropriate learning patterns and strategies.

Tri Dharma: Research

In achieving research quality, all research outcomes by lecturers and/or students are encouraged for publication, provided they are not confidential, do not disrupt or endanger public interests, and are beneficial to society. Research is oriented toward outputs that are useful for society, the business world, and/or industries. In line with PETRA's vision and mission, research content conducted by faculty/students is expected to provide benefits, address current needs, and anticipate future requirements.

Tri Dharma: Community Service

Community service is conducted as an implementation of expertise contribution, utilization of educational outcomes, and/or research in the fields of knowledge, technology, and/or arts, in an effort to meet demands and/or initiate improvements in the nation's quality of life. Therefore, research and community service programs need integration simultaneously and continuously in accordance with developments in science, technology, and socio-cultural aspects, providing solutions to various local, national, and global issues by utilizing expertise available in universities and involving various disciplines.

The community service carried out by lecturers originates from research results or the development of science and technology. Implementation involves engaging in community service activities aimed at improving societal welfare through the application of knowledge and technology. Community service initiatives led by lecturers are encouraged to involve students. Therefore, increasing both the quantity and competency of lecturers in carrying out community service activities remains a priority.



Admission of Prospective Students

The acceptance of new students represents an annual activity at PETRA conducted with sustainable planning. The student admission process involves selection to determine the eligibility of prospective students to enroll in their desired study programs. Various channels for admitting new students are implemented to provide accessibility for prospective students based on their achievements or socioeconomic conditions. To ensure new student quality, Standard Admission Criteria are established. PETRA accepts new students graduating from Senior High Schools, Vocational

High Schools, and equivalent educational institutions. The admission of new students is conducted through achievement-based pathways, collaboration pathways, and general pathways. The admission process does not discriminate based on gender, ethnicity, religion, race, nationality, or socioeconomic status. PETRA provides opportunities for students with special needs based on the availability of facilities and infrastructure. PETRA may admit foreign students according to criteria set by PETRA and regulations established by the Government of the Republic of Indonesia.

Graduate Users

Based on the graduate tracer study conducted, Petra Christian University (PETRA) continues to demonstrate encouraging outcomes in terms of graduate employability. The data show that the average waiting time for graduates to secure their first job is 1.5 months, reflecting the effectiveness of the university's career preparation and industry engagement strategies. Moreover, 84.91% of PETRA graduates obtained employment within less than three months after graduation, indicating a strong absorption rate by the job market. In terms of employment sectors, the majority of graduates

are employed in private companies, with a notable proportion—28.81% of those surveyed—working in international companies. This figure highlights the growing global reach and competitiveness of PETRA graduates in international work environments. These results affirm PETRA's ongoing commitment to equipping students with industry-relevant competencies, entrepreneurial mindsets, and global perspectives, ensuring that they are well-prepared to navigate diverse career paths shortly after graduation.

MARKET SHARE

[GRI 2-1; GRI 2-6]

PETRA is one of Indonesia's leading private universities, with students coming from various provinces throughout the country. The distribution of PETRA's students represents a diverse range of perspectives, experiences, backgrounds, and cultures. The number of active student cohorts at PETRA over the past five years has experienced fluctuating conditions.



ORGANIZATION SCALE

[GRI 2-6]

Petra Christian University (PETRA) remains steadfast in its efforts to continuously improve the quality and functionality of its academic and non-academic facilities. These facilities are thoughtfully managed and maximized to support the implementation of the university's three core mandates—education, research, and community service—while also playing a vital role in sustaining the university's business units and extending social services that are relevant to community needs. All developments in infrastructure are aligned with PETRA's long-term vision and mission, and they are guided by a commitment to meet and exceed national and international standards of educational excellence. With this in mind, PETRA has consistently invested in the development of learning environments that are inclusive, accessible, technologically advanced, and environmentally sustainable. These include lecture halls, laboratories for various disciplines (including engineering, design, and computing), administrative offices, faculty lounges, libraries, reading areas, seminar and conference rooms, and auditoriums—all designed to facilitate dynamic teaching and learn-

ting experiences. tegically minimizes exposure to direct sunlight, significantly reducing thermal buildup and reliance on air conditioning systems. This intelligent design contributes to substantial energy savings, with average consumption estimated between 60 to 65 kWh per square meter annually. In line with global sustainability standards, the Q Building also prioritizes efficient water use, effective land management, indoor air quality, responsible waste treatment, and the use of environmentally responsible materials—all contributing to the building's reduced ecological footprint over its lifecycle.

In addition to the continued enhancement of facilities at the main campus, 2024 marked an important milestone with the official launch of the Petra Business School (PBS). Strategically located in western Surabaya within the FairwayNine Mall complex, PBS represents PETRA's forward-looking approach to business education and its ambition to expand academic outreach in growing urban regions. Designed as a modern hub for business learning, the PBS campus combines a corporate-style setting with cutting-edge academic infrastructure. It features digitally integrated classrooms, entrepreneurial incubation spaces, innovation labs, and flexible collaboration zones, all purposefully built to cultivate innovation, critical thinking, and strategic leadership. The establishment of PBS reflects PETRA's responsiveness to the changing dynamics of the business world, preparing students to navigate complex global challenges through experiential and values-driven education. Furthermore, it underscores PETRA's long-term commitment to green campus expansion, urban academic development, and the creation of impactful learning ecosystems beyond the main university grounds.



ing experiences.

Among the most significant additions to PETRA's physical infrastructure is the Q Building, a green-certified facility occupying 10,930 square meters. Conceptualized under the principles of sustainable architecture, the Q Building exemplifies PETRA's commitment to environmental responsibility. The building was meticulously designed to incorporate eco-friendly practices at every stage, from its initial site selection and architectural planning to construction methodology and long-term operational systems. A defining feature of the Q Building is its V-shaped slanted façade, which stra-





The staff at PETRA consists of lecturers and educational staff. Career progression, rights and obligations, as well as equality aspects included in human resources management, are regulated and implemented at the technical level through the Regulations of the PETRA Rector.

Lecturers

Lecturers serve as professional educators and scholars whose principal responsibilities encompass the advancement, dissemination, and application of knowledge, technology, and the arts through teaching, research, and community engagement. In 2025, Petra Christian University (PETRA) employed a total of 317 lecturers, reflecting the institution's sustained investment in academic excellence and human resource development. The quality of PETRA's academic staff continues to improve, particularly in terms of educational qualifications and academic ranks.

As of 2025, the majority of lecturers at PETRA hold a master's degree (S2), with 179 individuals, followed by doctoral degree (S3) holders totaling 138. This distribution highlights PETRA's ongoing efforts to support further education and academic advancement among its faculty members. In terms of academic rank, the largest proportion of lecturers hold the position of Assistant Professor, numbering 189 individuals, indicating a solid foundation of mid-level academic professionals who contribute significantly to the university's core missions in education, research, and service.

The detailed composition of lecturers by academic rank and educational qualifications is presented in the following table:

ACADEMIC RANK	2025		2024		2023		2022	
								
Lecturer	20	31	19	25	22	16	22	13
Assistant Professor	85	104	95	105	95	100	91	103
Associate Professor	43	17	46	17	45	18	43	17
Professor	11	6	12	7	11	5	10	3
TOTAL	159	158	172	154	173	139	174	136



The diversity in lecturer profiles at PETRA is evident not only in terms of gender but also in age distribution, ranging from the youngest to the most senior, as illustrated in the table below:

Age	2025		2024		2023		2022	
								
20 - 25	0	0	1	0	2	0	2	0
26 - 30	4	6	4	6	8	4	6	7
31 - 35	15	15	15	12	11	13	16	14
36 - 40	16	25	15	26	14	27	11	26
41 - 45	22	33	19	34	23	28	27	31
46 - 50	29	31	35	26	35	24	31	21
51 - 55	26	20	23	17	28	15	28	12
56 - 60	19	15	21	15	15	12	15	10
61 - 65	17	7	14	7	13	7	12	7
66 - 70	7	5	8	8	9	7	9	7
≥71	4	1	17	3	17	1	17	1
Total	159	158	172	154	173	139	174	136

In addition, during 2025, PETRA employed practitioner lecturers and Visiting Professors from international partner institutions. Visiting Professors and Practitioner Lecturers are international scholars who are either currently active or have previously worked at universities, reputable foreign research institutions, or multinational corporations interested in developing effective long-term cooperation with PETRA. To enhance capacity for knowledge and technological innovation, PETRA considers the presence of International Visiting Professors crucial. These professors are invited from abroad to engage in teaching, research development, and/or community service activities. This initiative also aims to enhance cooperation and expertise exchange between PETRA and international higher education institutions or

research organizations. Additionally, this program serves as a strategy for PETRA to elevate graduate quality (capacity and competence) to compete at the international level and to facilitate technology-based learning involving both local and international experts. Visiting Professors and practitioner lecturers must have similar or aligned knowledge fields with their fellow lecturers at PETRA. Consequently, certain courses are taught not only by full-time lecturers but also by part-time practitioner lecturers competent in their respective fields, along with qualified Visiting Professors. In 2025, data indicates that PETRA hosted 28 professors from various countries worldwide.

Educational Staff

Play a crucial role; therefore, their quality and competence require enhancement through various development programs, both formal and informal, in managing PETRA's bureaucracy and administration. As of 2025, the total number of educational staff at PETRA reached 315 individuals, distributed across all faculties and university units. The number of educational staff holding Master's degrees in 2025 amounted to 52 individuals. This represents a commendable improvement in human resource quality, expected to contribute to structural quality and competence.



REMUNERATION POLICY

[GRI 2-19; 2-20]

The remuneration structure at Petra Christian University (PETRA) is composed of three primary components: pay for people, pay for position, and pay for performance. The “pay for performance” element is operationalized through the Strategic Performance Management System (SPMS) developed specifically for lecturers. The development of the SPMS for lecturers was finalized in February 2023 and subsequently underwent a pilot implementation during the Even Semester of the 2022/2023 Academic Year. This trial phase concluded with a comprehensive evaluation at the end of Semester Even 2022/2023, which provided the basis for its initial transition period in the Odd Semester of 2023/2024.

As for the educational staff, the development of their version of the SPMS has already been initiated and is being aligned with institutional needs and capacity. It will be fully implemented in the 2026/2027 Academic Year, ensuring adequate preparation and integration with existing human resource management systems. The overarching goal of the SPMS—both for lecturers and education staff—is to foster a culture of continuous improvement, aligning individual performance with the strategic direction of the university and reinforcing PETRA’s Vision and Mission.

STAKEHOLDER ENGAGEMENT APPROACH [GRI 2-12; GRI 2-16; GRI 2-29]

PETRA’s stakeholder engagement approach focuses on addressing important issues with sustainable economic, global climate, and societal impacts that substantially affect stakeholder assessments and decisions. Stakeholders at PETRA comprise diverse groups, including students, staff and faculty, alumni, local communities, government, businesses, other universities, and both domestic and international societies. PETRA actively involves stakeholders, whether directly engaged in teaching and learning activities or not, to enhance graduate employment rates, partnerships with graduate.

ORGANIZATIONAL MEMBERSHIP ASSOCIATION

[GRI 2-28]

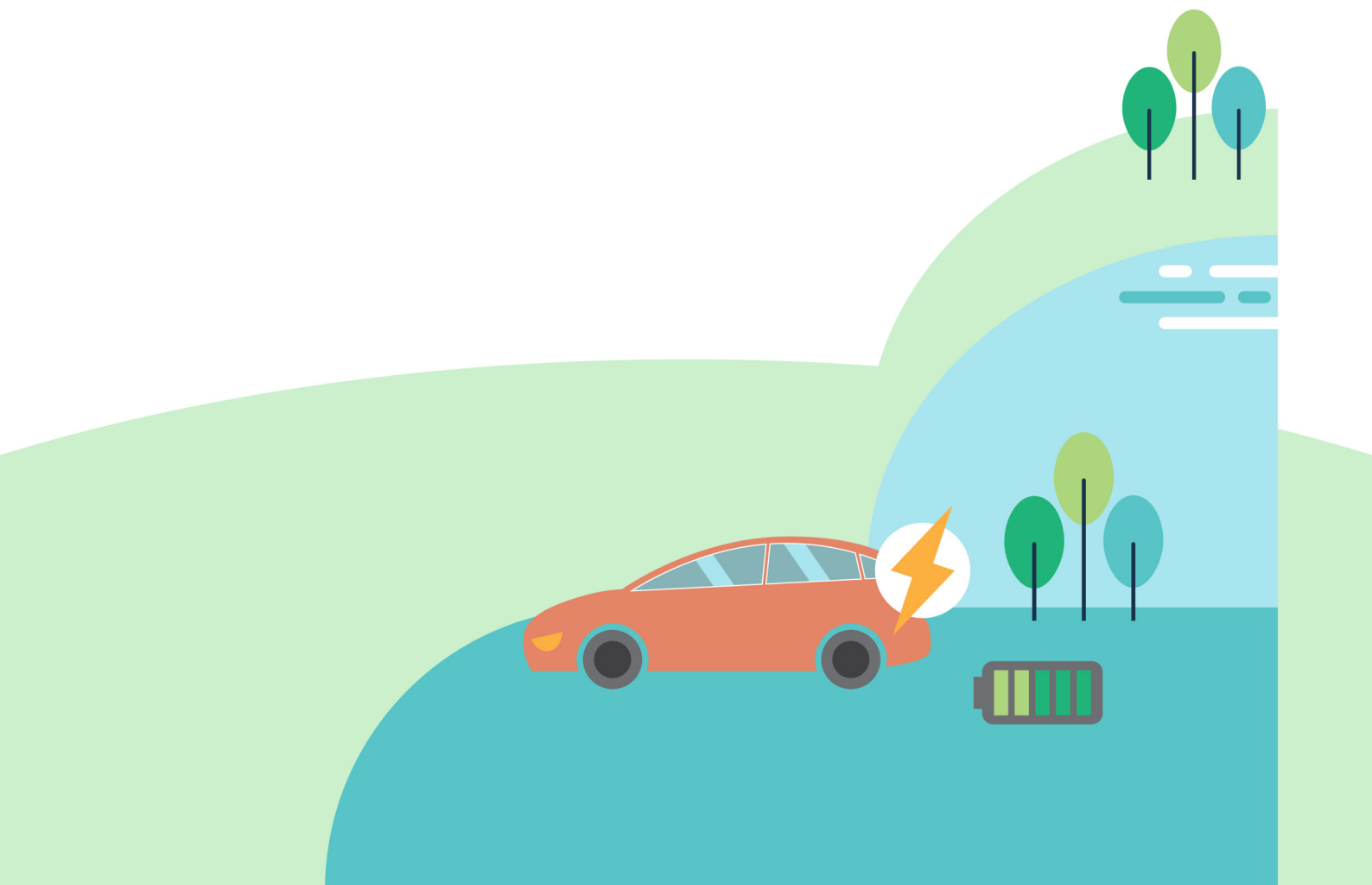
PETRA has also been a member of the Asean University Network – Quality Assurance (AUN-QA) since 2021, NUNI (Nationwide University Network in Indonesia), APAIE (Asia-Pacific Association for International Education), Association of Christian Universities and Colleges (ACUCA), United Board for Christian Higher Education, and several other prestigious organizations.



PETRA
CHRISTIAN
UNIVERSITY



ECONOMIC PERFORMANCE



DIRECT ECONOMIC VALUE GENERATED AND DISTRIBUTED

[GRI 201-1]

As a higher education institution committed to sustainability, Petra Christian University (PETRA) creates value not only through education and character formation, but also through its contribution to sustainable economic development. Through its academic, research, community service, and supporting operations, PETRA generates and distributes direct economic value to a broad range of stakeholders, including students, lecturers, employees, business partners, government, and the wider community.

This disclosure reflects PETRA's commitment to transparency and accountability in managing its economic resources. Financial sustainability is essential to ensure the continuity of educational services, the development of human capital, the maintenance and expansion of infrastructure, and the strengthening of the University's long-term contribution to society. Accordingly, the economic value generated by PETRA is distributed to support operational activities, employee welfare, institutional development, collaboration with external partners, regulatory compliance, and community-related initiatives.

PETRA carries out academic activities, research, community service, and support services through a network of physical campus assets spread across several main buildings. The location is at Jalan Siwalankerto 103-105, 121-131, and 142-144, Surabaya, which is accessible by various modes of transportation. The University manages several buildings

including W/Radius Prawiro Building, P Building, Q Building, T Building, A Building or Ferry Teguh Santosa Building, I Building, J Building, and K Building. The total building areas are of 101,782 m². These facilities are further complemented by an open green area of 27,138.459 m² and a parking area of 9,643.56 m², which together support campus accessibility, environmental quality, operational efficiency, and the well-being of campus users.

Since 2013, PETRA has the development of a new building recognized as the first environmentally friendly university building in Surabaya. This milestone reflects the University's long-term commitment to integrating sustainability into campus infrastructure development. Furthermore, in August 2024, PETRA expanded its educational presence by opening Petra Business School at Fairway Nine (formerly Lenmarc Mall). This expansion demonstrates PETRA's strategic investment in extending educational access, strengthening institutional presence, and creating broader economic and social value.

Overall, PETRA's direct economic value generated and distributed in 2025 demonstrates the University's role not only as an educational institution, but also as an organization that creates tangible economic benefits through responsible resource allocation, infrastructure investment, employment generation, stakeholder support, and sustainable institutional growth.

Table Buildings and The Function

Buildings	Explanation
Radius Prawiro Building	Used for board of trustees and rectorate offices, libraries, MRD offices, computer centers, conference rooms, university meeting rooms, canteen.
Ferry Teguh Santosa Building	Contains Hotel Management facilities, including Front Office Hotel Lab, Teaching Hotel / Kultura Hotel, Tour and Travel Lab, Service and Bar Laboratory, Mini restaurant and office space.
Kuntjoro Sasmita Building	It is used for King Sejong Institute, office of General Subjects Department (DMU), and Petra Language Center.
B Building	It is used for Student and Alumni Administration Bureau (BAKA) office, English Language Teaching Center (ELTC), and Petra Little Theatre (PLT)
E Building	It is used for Food Technology Program's classrooms, office and laboratories, Petraponic
P Building	It is used for classrooms and administration for several study programs, including Informatics Engineering, Mechanical Engineering, Electrical Engineering, Industrial Engineering, Civil Engineering, Architecture, and Postgraduates. It also houses the Office of Institutional Advancement, a cafeteria, a parking lot, and several laboratories.
Q Building	It is used for classrooms and administration for several study programs, including Mechanical Engineering, Civil Engineering, Interior Design, Visual Communication Design (DKV), Early Childhood Education Teacher Education, Communication Studies, International Digital Media, Fashion & Textile Design, English Literature, Mandarin, English for Creative Industry, and Elementary School Teacher Education. It also houses an auditorium, a theater, several laboratories, and a cafeteria.
T Building	It serves as classrooms and administrative space for accounting and management. It also houses several laboratories, virtual rooms, audit visual rooms, computer center, a cafeteria, a Petra Mart, parking lots and clinic.
I Building	Used for informatics/telematics related facilities/labs
J Building	It is used for acoustic laboratories, and co-working space
EH and K Buildings	It is used for student service offices, finance and human resource offices, classrooms, Continued Education Center (CEC), and Petra Performance Hall



P Building



Main Entrance



B Building



J Building



T Building



Q Building



DIRECT ECONOMIC VALUE GENERATED AND DISTRIBUTED

[GRI 201-1]



Royal Campus

Petra owns 10.4 hectares of land in the Royal Residence area of Surabaya. Two hectares will be used for the Petra Hospital project, and 8.4 hectares for an international campus that will accommodate students from various countries. Petra Hospital is planned to have 17 floors and a building area of 30,000 m². This project aims to be a teaching hospital and a center for affordable healthcare services.



Petra Christian University (PETRA), through the implementation of the **Tri Dharma of Higher Education**, receives and allocates financial resources from tuition revenue, government grants, and collaborations with domestic and international partners to support its academic, research, and community engagement activities. These resources are distributed through operational expenditures, scholarship programs, research funding, community service initiatives, and institutional support for essential academic and social services, including the library. Through **scholarship provision, particularly for students from Eastern Indonesia**, PETRA directly helps reduce financial barriers to higher education and broadens access to learning opportunities. In this way, the University distributes economic value not only to support its institutional operations but also to strengthen educational access, student support, and community-oriented services.

In 2025, **Petra Christian University Library** extended direct value to external stakeholders through the provision of educational programs, learning spaces, literacy activities, and collaborative forums that were accessible to communities beyond the University. These initiatives reflect the University's commitment to distributing institutional resources in ways that support public learning, community engagement, and knowledge access.

DIRECT ECONOMIC VALUE GENERATED AND DISTRIBUTED

[GRI 201-1]

Among these initiatives, the Library organized the “**Bunda Belajar, Anak Pintar**” workshop in collaboration with **Bunda PAUD Kecamatan Tegalsari**, providing a direct educational platform for parents and early childhood educators. The Library also conducted a literacy seminar at **SMA Petra 5 Surabaya**, offering students direct exposure to responsible and informed use of artificial intelligence in academic life. In addition, the Library hosted the “**Belajar Seru, Literasi Maju**” exhibition by opening its space and educational media to PAUD students from schools around the campus, thereby directly supporting early childhood learning experiences.

The Library further distributed value to external stakeholders by serving as an official venue partner for **ArchFest 2025**, an international architecture competition, and by organizing the “**Pentahelix-Batik: Collaboration for the Future of Batik**” talk show, which brought together representatives from academia, communities, creative industries, researchers, and the media. Through these activities, the Library provided tangible support in the form of facilities, platforms for dialogue, and access to knowledge-sharing opportunities for wider society.



Bunda Mengajar Anak Pintar (February 2025)

On February 19, 2025, the Petra Catholic University Library held the “Learning Mothers, Smart Children” workshop as an educational program beneficial to the community. This activity was a collaboration with the Early Childhood Education Center (PAUD) in Tegalsari District and was designed to increase the knowledge of parents and early childhood educators. Its external impact was seen in the increased capacity of educators and families to support optimal child growth and development.



Literacy Seminar for High School Students (April 2025)

DIRECT ECONOMIC VALUE GENERATED AND DISTRIBUTED

[GRI 201-1]

On April 24, 2025, the PETRA Library visited Petra 5 High School in Surabaya to hold a literacy seminar titled “Introduction to Artificial Intelligence and How to Use It Wisely as Students and in University Life.” This activity helped students understand AI, how it works, and the importance of responsible and integrated use in education. The impact for external stakeholders was the strengthening of digital literacy and academic readiness of high school students in facing technological developments.

In May and July 2025, the Petra Catholic University Library held an exhibition of early childhood learning media and invited preschool students from surrounding schools to the library. Children were invited to play and learn through media that honed motor, cognitive, language, and basic literacy skills. The external impact was strengthening a culture of literacy from an early age and recognizing the library as a safe, inclusive, and enjoyable educational partner for the surrounding community.



Literacy and Inclusion Training for Yayasan Pendidikan Autis Mutiara Bunda (July 2025)



Gapura Festival (May 2025)

On May 9, 2025, the Petra Christian University Library became the official venue partner for ArchFest 2025, an international architectural design competition that focuses on the preservation and reuse of old buildings, particularly in Surabaya’s Old Town. The library provides a space for students and the academic community to explore the relationship between architecture, culture, and history. Its external impact can be demonstrated through the library’s contribution to the preservation of cultural heritage, strengthening international academic networks, and developing creative ideas relevant to the city and its community.



ArchFest May 2025



DIRECT ECONOMIC VALUE GENERATED AND DISTRIBUTED

[GRI 201-1]



Science Film Festival (November, 2025)

The Science Film Festival is an annual event organized by the Goethe Institute that aims to transform science communication into an engaging, inspiring, and enjoyable learning experience. In 2025, the festival reached 953,828 viewers in 20 countries with the theme Green Jobs, highlighting how sustainable professions contribute to environmental protection, innovation, and social well-being. In addition to film screenings, the festival also encourages applied learning through workshops, experiments, and interactive discussions that accompany the program. The PETRA's Library has been a partner venue for SFF activities since 2013. Through this collaboration, it is hoped that more young people will be inspired to learn about and study science, thus producing scientists who are relevant to future challenges.

On October 16, 2025, the Petra Christian University Library hosted the Pentahelix-Batik talk show, featuring speakers from academia, the community, the creative industry, researchers, and the media. This forum was established to strengthen cross-sector collaboration in the preservation and development of batik as a cultural heritage and a source of contemporary innovation. Its impact on external stakeholders is significant, as the library serves as a meeting and knowledge exchange space that supports the cultural ecosystem, collaborative networks, and innovation in the creative sector.



Pentahelix Batik (October, 2025)

PETRA's income does not only come from student tuition fees, but also from the utilization of facilities through industrial cooperation. Financial income through joint industrial projects is academically beneficial for lecturers and students. Lecturers remain updated with industrial needs, on the other hand, students can develop entrepreneurial skills. Every year, PETRA's revenues can cover its expenses.

The number of PETRA students based on data from the Higher Education Office is:

Table Number of Students

Study Program	Level of Education	Year Academic 2025/2026	Year Academic 2024/2025
Accounting (Undergraduate)	Undergraduate	500	543
Architecture (Undergraduate)	Undergraduate	244	286
Architecture (Master)	Master	26	12
Civil Engineering (Undergraduate)	Undergraduate	178	200
Civil Engineering (Master)	Master	20	33
Civil Engineering (Doctor)	Doctor	13	12
Communication Science (Undergraduate)	Undergraduate	282	289
Dentistry (Undergraduate)	Undergraduate	20	N/A
Design (Master)	Master	12	N/A
Early Childhood Teacher Education (Undergraduate)	Undergraduate	47	44
Electrical Engineering (Undergraduate)	Undergraduate	91	88
Elementary School Teacher Education (Undergraduate)	Undergraduate	73	75
English Literature (Undergraduate)	Undergraduate	152	201
Food Technology (Undergraduate)	Undergraduate	10	N/A
Industrial Engineering (Undergraduate)	Undergraduate	164	176
Industrial Engineering (Master)	Master	16	17
Informatics (Undergraduate)	Undergraduate	736	865
Interior Design (Undergraduate)	Undergraduate	243	301
Literature (Master)	Master	27	23
Management (Undergraduate)	Undergraduate	1,328	1,519
Management (Master)	Master	95	94
Management (Doctor)	Doctor	36	20
Mandarin (Undergraduate)	Undergraduate	106	105
Mechanical Engineering (Undergraduate)	Undergraduate	119	143
Medicine (Undergraduate)	Undergraduate	63	27
Visual Communication Design (Undergraduate)	Undergraduate	704	812
Total		5,305	5,885

As an educational institution, PCU relies on its student body as a key pillar in generating revenue. Operating revenues derived from student participation serve as the foundation for PCU to ensure the institution's sustainability, fund operational activities, and invest in the development of the Tri Dharma of Higher Education. In the 2025/2026 Academic Year, PCU registered a total of 5,305 active students. While the total active student body experienced a 9.9% consolidation, PCU remains strategically focused on optimizing its academic portfolio to ensure long-term economic value generation. As a strategic step to expand its economic value-generating base by 2025, PCU officially launched three new study programs that immediately demonstrated positive absorption:

- Bachelor of Dentistry (20 students) and Dentistry Profession Program
- Master of Design (12 students)
- Bachelor of Food Technology (10 students)

This portfolio expansion into the healthcare, advanced design, and food security sectors not only creates new revenue streams for the university but also demonstrates PETRA's agility in adapting to future human resource needs in a sustainable manner.

The PETRA Faculty of Dentistry (operational starting the 2025/2026 Academic Year) is equipped with state-of-the-art technological facilities designed to support integrated dentistry learning and the adoption of advanced health technology. The available laboratories include:

- **Dental Materials Science and Technology Laboratory:** Focused on the comprehensive study, understanding, and application of various dental materials.
- **Clinical Skills Laboratory:** A hands-on facility where students practice realistic treatment procedures, such as dental restorations and impressions, utilizing physical models and real instruments to develop precision and fine motor skills.
- **Oral Biology Laboratory:** Supports foundational learning and research in basic dental sciences.
- **Oral Radiology Laboratory:** Dedicated to medical imaging and accurate diagnostics of the maxillofacial region.
- **Public Health Laboratory:** Aligns with the faculty's vision of preventing, analyzing, and managing dental health issues within urban communities.
- **Digital and Immersive Technology Room:** A flagship facility integrating Virtual Reality (VR), Augmented Reality (AR), Big Data, and Artificial Intelligence (AI) to advance dental healthcare services and education.



Dental Science, Technology and Materials Laboratory



Clinical Skills Laboratory



Oral Biology Laboratory



Oral Radiology Laboratory

The Food Technology Study Program (operational starting August 2025) strongly emphasizes green technology, sustainability, and product innovation. Students are provided with comprehensive laboratory facilities to conduct trials and research, encompassing the following areas:

- **Food Analysis Laboratory:** Utilized for the practical evaluation of the chemical, physical, and nutritional properties of food ingredients.
- **Food Microbiology Laboratory:** Dedicated to researching food safety, quality control, and the specific roles of microorganisms in food processing and preservation.
- **Sensory Evaluation Laboratory:** A specialized facility designed to test flavor, aroma, and texture parameters, as well as to measure consumer acceptance of new food product innovations.
- **Food Processing and Engineering Facility:** Supports hands-on activities in culinary techniques, the optimization of low-waste food processing, and sustainable product development, including the upcycling of food waste.



Food Analysis Laboratory

The other laboratories in PETRA also create earnings from industry.

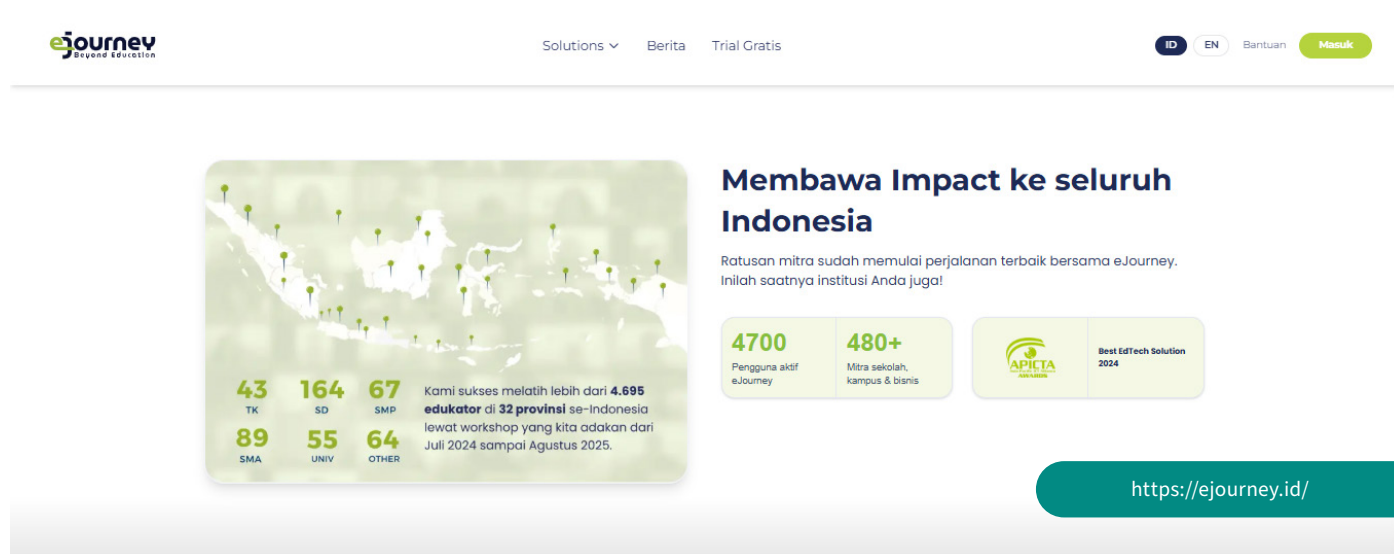
Laboratory / Facility	Main Function / Specialization
Virtual Reality (VR) Lab	Immersive 3D learning and development in VR/AR and Petraverse
Smart System Laboratory	Mini industrial simulation using smart technology; supports learning in manufacturing and packaging systems, including robotics, PLC, HMI, vision sensor, and ERP-related practice
IoT Laboratory	Internet of Things learning and practical experimentation
PSI Laboratory and Integrated Laboratory	Integrated laboratory facilities for academic practical work
PTIK Computer Laboratories	Computer-based teaching, practicum, and training
Public Relations Laboratory	Public relations practice and communication-based learning
Media Laboratory	Media production and media practice
Radio Laboratory	Radio and audio broadcasting practice
Television Laboratory	Television production and broadcasting practice
Structure Laboratory	Structural engineering testing and applied civil engineering laboratory work
Front Office Lab	Front office operations practice for Hotel Management
Service and Bar Laboratory	Food service and bar operations practice
Teaching Hotel / Hotel Practice Facility	Practice facility covering Room Division, Laundry, and Front Office operations
Metallurgy Laboratory	This lab has a material testing area such as tensile testing, hardness testing, and impact testing
Soil Mechanics Laboratory	A facility for testing the physical and mechanical properties of soil for the purposes of foundation analysis and building stability.
Transportation and Pavement Laboratory	Used for research and testing of highway pavement materials and traffic engineering
Climate Change Lab	A laboratory to support research on climate impacts on infrastructure and the built environment.



Another laboratories and discussion rooms

Laboratory / Facility	Main Function / Specialization
Data Center Lab	Business, accounting, and management data access and analysis; used for business research support.
Financial Simulation Lab	Financial simulation and finance-related practical learning.
Financial and Investment Product Design Lab	Financial and investment product design and applied finance learning.
Accounting Lab	Accounting practice and accounting-related coursework.
Test Center Lab	Computer-based testing and academic assessment support.
Brandcomm Lab	Branding and communication design practice.
Digital Graphic Lab	Digital graphic design and visual communication production.
Photography Lab	Photography practice and visual production.
Printing Media Lab	Print media production and applied visual communication work.
Multimedia Lab	Multimedia production and digital media learning.
Hotel Room 301 Lab	Hotel room operation practice and room-division learning.
Chocolate Room Lab	Chocolate and pastry-related practical learning.
Pastry Bakery Lab	Pastry and bakery production practice.
Cold Kitchen Lab	Cold kitchen preparation and culinary practical work.
Hot Kitchen Lab	Hot kitchen production and culinary operations practice.

Source of Income from eJourney



As a business venture originating from Petra Christian University, eJourney represents one of PETRA's efforts to diversify its financial resources beyond student tuition fees. Public information indicates that eJourney was developed within the PETRA academic ecosystem and later positioned as a formal business unit under PT Lentera Edukasi Global for wider use by educational institutions and other sectors outside campus. Through its AI-enabled digital learning solutions, eJourney not only demonstrates PETRA's relevance in the advancement of digital education and artificial intelligence but also contributes to the University's long-term economic sustainability by opening opportunities for non-tuition revenue generation, institutional partnerships, and wider market engagement.

Internal deployment of eJourney in PETRA's Technopreneurship course. eJourney was used in PETRA's Technopreneurship course through the **"Startup Pitching"** module. eJourney as a digital learning platform owned by a PETRA startup. This activity demonstrates that eJourney is not only a commercial product but also an internally validated innovation developed within PETRA. Such internal proof-of-concept strengthens the platform's credibility for broader institutional adoption and supports PETRA's strategy to build **non-tuition income streams** from education technology services.

Jakarta Academic Management System Forum & Expo participation in February 2025. eJourney participated in the Jakarta Academic Management System Forum & Expo and introduced **Canvas by Instructure**, along with **AI Assessment** and **AI Roleplay**. Participation in this forum strengthened eJourney's visibility among institutional decision-makers and helped position PETRA's edtech capability as a market-facing solution. This supports future partnership opportunities, client acquisition, and revenue diversification beyond student tuition fees.

"Innovative Teaching with AI" workshop series in July 2025. This workshop series strengthened eJourney's role in educator capacity building while also functioning as a channel for market development. By helping institutions and trainers adopt AI-enabled teaching practices, PETRA enhances its reputation for educational innovation while opening pathways for service-based income beyond conventional academic operations.

PIONIR National Competition for teachers and academics in March – August 2025. This competition expanded eJourney's reach to schools and educators, strengthened brand recognition, and created engagement with prospective users of PETRA-linked digital education services. In sustainability-report terms, it reflects how PETRA can convert educational innovation into wider ecosystem engagement and longer-term non-tuition business potential.



EduTech Asia 2025 participation in November 2025. This activity increased eJourney's international exposure and reinforced PETRA's relevance in the global conversation on AI-enabled education. From an economic sustainability perspective, such international visibility can strengthen cross-border networking, partnership opportunities, and future commercialization prospects for PETRA's digital learning solutions.

KPPTI 2025 participation in Surabaya in November 2025. eJourney was introduced at **KPPTI 2025** in Surabaya, where it showcased its **AI Grading System** and explored collaboration opportunities with higher education stakeholders and leaders from the Directorate General. This participation positioned eJourney as a PETRA-born innovation that can serve the broader higher education sector. It supports PETRA's economic sustainability by strengthening institutional visibility, expanding collaboration opportunities, and reinforcing the University's ability to generate value from digital and AI-based solutions outside tuition-based income.

[Solutions](#) [Berita](#) [Trial Gratis](#)[ID](#) [EN](#) [Bantuan](#) [Masuk](#)

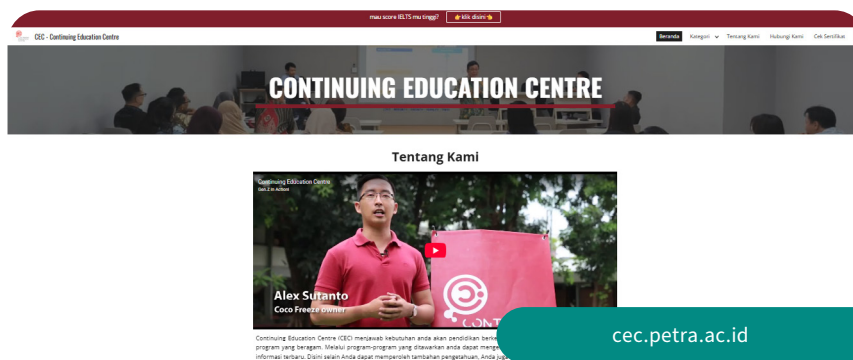
eJourney Telah Menjadi Pilihan Utama Berbagai Institusi!

Mereka bahagia setelah merasakan manfaat dan kemudahannya. Sekarang giliran Anda!



Source of Income from the Continued Education Center

The Continuing Education Center (CEC) is presented by PETRA in order to answer the needs of the wider community for quality continuing education in various programs. The activities of the CEC represent an important source of revenue for Petra Christian University from non-student stakeholders. By delivering professional education, specialized training, and certification programs to external participants and industry partners, CEC helps diversify the University's revenue streams, thereby supporting its long-term financial resilience. At the same time, these activities reinforce PETRA's engagement with industry by creating sustained collaboration, strengthening professional networks, and ensuring that the University's educational services remain relevant to evolving workforce and business needs.



The workshops and certifications that are routinely provided include tax brevity education, IELTS and TOEIC exams, CMA certification and Financial Planner certification. The following are various professional activities carried out by CEC during 2025:

No.	Activity	Date	Brief Description
1	Tax Seminar 2025: A Comprehensive Review of the 2025 Tax Policy	15 March 2025	A tax-focused seminar reviewing Indonesia's 2025 tax policy
2	GenZ-Business Hacks Series	2025	A workshop series targeted at Gen Z participants, publicly promoted as part of CEC's 2025 activity portfolio
3	Basic Professional Training for Curators and Administrators – Batch I	20 August–4 September 2025	A 14-day professional training program organized by CEC in collaboration with the Directorate General of General Legal Administration and the Indonesian Association of Curators and Administrators (PKPI).
4	“MSMEs Moving Up” Workshop	16–17 October 2025	A workshop designed to support MSME business development
5	MSME Bazaar	23–24 October 2025	A bazaar held as part of the MSME development initiative
6	Supply Chain Management Training	18–20 November 2025	A professional training program on supply chain management
7	Leadership for Multicultural Team	15–17 December 2025	A leadership development program focusing on managing multicultural human resources and leading in a global context
8	Certified Management Accountant (CMA) Training and Certification Program	December 2025	A professional training program for accounting professionals, business owners, managers, and aspiring management accountants



Revenue from Fund-Raising Center (Office of Institutional Advancement - OIA)

In addition to the legal business units, PETRA also has OIA that generate income outside of tuition fees established in 2018. In addition to income in the form of cash funds, PETRA also receives donations in the form of buildings, goods and services from partners.

OIA received financial and in-kind sponsorship for the following:

- Petra Parade (PETRA's open house event for prospective new students)
- Petra Cantare (an international choir competition organized by the Center for Church Music Development (PPMG))
- Young Scientists Festival (a science competition organized by Nexus Knowledge, in collaboration with PETRA. Winners will have the opportunity to present at an international conference and have their scientific papers published in SCOPUS)
- LIGHT Scholarship (a scholarship awarded to students of the Faculty of Teacher Training and Education (FKIP), covering tuition and/or living expenses)
- UKP I-Care Scholarship (a scholarship awarded to students from non-Eastern Indonesia (KTI) Regions)
- The Pearls from the East Scholarship (scholarship awarded to KTI students)
- Petra x Royal Residence Wellness Weekend. This two-day event took place from September 20-21, 2025, at the Organica Cluster, Royal Residence. On Saturday, there were free health and dental check-ups and training sessions for the community. On Sunday, there was a fun run and fun walk for the entire PETRA and Royal Residence family.
- Sustainable Sponsorship of the Scientific Journal "Civil Engineering Dimension (CED)"
- AI Training (Kanitra and Electrical Engineering Study Program) May 8 - July 18, 2025

OIA facilitates study programs, faculty, and staff to obtain various grants, such as:

- United Board Designated Grant from Ricky Cheng (For APAC 2025) May 13-16, 2025
- United Board Designated Grant from Ricky Cheng (For Petra Theatre) February-June 2025
- UNILEAD-2 (Mrs. Christine Ike) January-February 2025; March 2, 2025 - March 22, 2025; June-August 2025; September 6, 2025 - September 20, 2025
- UNILEAD-2 2025-2026 (Mrs. Renny Dese - DAAD DIES Mol)
- DAAD NMT Grant (Mr. Josua Tarigan) June 15, 2025 - December 31, 2026
- UB Fellow (Mrs. Sienny Thio) July 2024 - June 2025
- External Project for Lecturers in Industrial Engineering x PT. Mataram Paint (PIC: Ms. Felecia) August 2024-January 2025

At the 30th anniversary of SPS Corporate, OIA received a donation of 1 bus from SPS Corporate as part of its anniversary celebration. Monday, July 21, 2025, attended by Mr. Dermawan Suparsono (CEO of SPS Corporate) and Mrs. Jovita Christin Wijaya (Production Director of Converting Sun Paper).







Powered by:



Seri Webinar AI dan Manusia Kolaborasi Masa Depan

Kupas tuntas bagaimana AI mempengaruhi kehidupan saat ini dan masa depan bersama dengan para ahli

Materi & Pembicara:

Kamis, 8 Mei 2025
16.00 - 17.30 WIB

AI Untuk Semua: Bagaimana AI
Mengubah Kehidupan Sehari-hari dan
Pengaruhnya di Masa Depan



Dr. Ing. Indar Sugiarto
AI Researcher & Technology Consultant,
Lecturer in Computer Engineering and
Innovation Specialist

Jumat, 23 Mei 2025
16.00 - 17.30 WIB

Pemanfaatan AI untuk Konten Kreatif:
Proses Pembuatan Konten Jadi Lebih
Mudah dan Cepat



Resmana Lim, M.Eng.
AI Enthusiast & Developer,
Lecturer in Informatics, IoT, & Electrical
Engineering

Jumat, 6 Juni 2025
16.00 - 17.30 WIB

From Theory to Practice: Applying AI in
Small-Scale Industries



Handy Wicaksono, Ph.D.
Industrial AI Application Expert,
Lecturer in Electrical Engineering and
SME Technology Advisor

Jumat, 20 Juni 2025
16.00 - 17.30 WIB

Artificial Intelligence: Opportunities and
Challenges That Are Transforming the
Face of Education in Indonesia



Felix Pasila, Ph.D.
Education Technology Innovator,
Lecturer in Mechatronics and National
Curriculum Advisor

Jumat, 4 Juli 2025
16.00 - 17.30 WIB

Etika dan Risiko AI: Apa yang Harus Kita
Ketahu sebagai Pengguna?



Iwan Handoyo Putro, M.Dig.Comm.
Digital Communication Strategist,
Lecturer in Digital Media and Ethics Consultant

Jumat, 18 Juli 2025
16.00 - 17.30 WIB

Bikin Proyek Mini dengan AI: Ide-Ide Kreatif Tanpa
Harus Bisa Coding



Handry Khoswanto, M.T.
Digital Innovation Coach,
Lecturer in Information Systems and
No-Code Development Specialist





In 2025, Petra Christian University strengthened its capacity to generate direct economic value beyond tuition income through the organization of several international academic conferences. Publicly documented examples include the 2nd Petra International Business and Accounting Conference (PIBACC 2025) held on 30 June–1 July 2025, the Creative and Collaborative Communication Conference (CCOMM 2025) held on 5 August 2025, and the 6th International Conference on Empathic Architecture – Sustainable Environment and Architecture (6th ICEA-SENVAR 2025) held on 2–3 October 2025. These conferences were organized by academic units within PETRA and served as strategic platforms for scholarly exchange, publication, and international institutional engagement.

These activities contributed to the University's direct economic value generation through non-tuition revenue streams, particularly conference registration, participation-based fees, academic publication-related activities, and collaboration opportunities with universities, industry, and professional partners. PIBACC 2025 alone recorded 378 authors, including 29 international authors from seven countries, 128 submitted papers, and collaboration with multiple universities, industry, and professional institution partners. In parallel, CCOMM 2025 and ICEA-SENVAR 2025 publicly applied structured fee schemes for presenters and participants, indicating that these events functioned not only as academic forums but also as revenue-generating academic services. Through these conferences, PETRA diversified its institutional income sources, strengthened its academic reputation, and expanded its international collaboration ecosystem. This demonstrates that international conferences are not merely scholarly events, but also part of the University's sustainable economic model by creating measurable academic and financial value while reinforcing long-term partnerships and institutional visibility.





PETRA'S RESEARCH AND COMMUNITY SERVICE FUND

[GRI 201-1]

As part of the university's Tri-Dharma duties, PETRA pays high attention to research and community service activities, both from internal and external funding. Total external funding for research and community service in year 2025 is 39 grants. It is lower than 2024 which had 40 grants.

Research	
Kemdikbudristek Research Grant Program	14
BRIN Research Grant Program	1
RISPRO LPDP	1
Hiliriset kemdiktisaintek	3
Total Research Grants	19
Community Services	
P2M Kemendikbudristek	2
PISN Kemdiktisaintek	3
British Council	1
DAP Australia	2
DFAT Australia	2
ACUCA	1
BRIN-KONEKSI	1
Perkumpulan Nexus Knowledge	1
Dinas Koperasi dan UMKM Kota Surabaya	5
Wahana Visi Indonesia	1
Yayasan Pendidikan Misericordia	1
Total Community Service Grants	20

By 2025, PETRA has 17 scientific journals registered in the Science and Technology Index (SINTA) of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. These journals cover various fields of science, from engineering, design, economics, to the humanities, and are an important forum for lecturers and researchers to publish their scientific works.

Journal	Level
Civil Engineering Dimension	Accredited Sinta 1 Scopus Indexed
Accounting and Finance Journal	Accredited Sinta 2
Journal of Management and Entrepreneurship	Accredited Sinta 2
Journal of Industrial Engineering: Research and Application	Accredited Sinta 2
Dimensi: Journal of Architecture and Built Environment	Accredited Sinta 2
K@TA	Accredited Sinta 2
Petra International Journal of Business Studies (IJBS)	Accredited Sinta 3
Marketing Management Journal	Accredited Sinta 4
Scriptura: Jurnal Ilmiah Komunikasi	Accredited Sinta 4
Jurnal Desain Komunikasi Visual Nirmana	Accredited Sinta 4
Jurnal Teknik Mesin	Accredited Sinta 4
Share Journal of Service Learning	Accredited Sinta 4
Jurnal Informatika	Accredited Sinta 4
Dimensi Utama Teknik Sipil	Accredited Sinta 4
Hotel Management Journal	Accredited Sinta 5
Kata Kita: Journal of Language, Literature and Teaching	Accredited Sinta 5
Century: Journal of Chinese Language, Literature and Culture	Accredited Sinta 6

The increase in income is certainly used to fund the needs of PETRA development. PETRA expenditure is mostly on salary and remuneration payments for employees, development of campus buildings and facilities including educational equipment and office equipment, student activities and development activities for lecturers and employees.

Routine PETRA expenditure is regulated through the PETRA budget preparation procedure, namely in the PM5-BAK-UKP document through the Financial Administration Bureau under the supervision of the Vice Chancellor for Administration and Finance. The references used in preparing the procedure are ISO 90001:2015 and the Decree of the Petra Christian College Foundation on the Revenue and Expenditure Budget. Every year all academic and supporting units.

The responsibilities and authorities of the elements involved in preparing the budget are as follows:

Table Responsibilities in the PETRA Routine Budget

No	Position	Job Description and Responsibility
1.	Leaders	• Socialization of Budget Preparation is held during Leaders Annual Meeting / LAM • Budget Approval • Budget Clarification and Negotiation • Propose a Revenue and Expenditure Budget Plan (RAPB) to the Petra Christian Higher Education Foundation (YPTK)
2.	Head of Financial Admission Bureau (Ka. BAK)	• Check and approve revenue predictions, salary routines and non-salary routines as a basis for determining Activity and Budget Development • Record and seek approval from Leaders
3.	Finance Head Division (Kabag.)	• The process of making University Admissions predictions • The process of making routine salary predictions • Receive, process data, recapitulate and prepare data to review budget proposals from academic units and support units • Correction of budget proposal
4	Related Unit	• The process of calculating non-salary routine expenses • Propose and correct non-salary routine budgets • The unit details the working program and coordinates with its coordinating unit and with other units and finalizes and synchronizes outcome-based programs
5	YPTK	• RAPB approval

The expenditure of salaries for lecturers and academic staff and PETRA employees is part of the annual routine budget. PETRA has met the minimum wage standards determined by the Governor of East Java in accordance with the Decree of the Governor of East Java Number 100.3.3.1/775/KPTS/013/2024, which was announced on December 18, 2024, concerning the Minimum Wage for Regency/City in East Java 2025. The minimum salary received by lecturers and academic staff at PETRA is above IDR 4.9 million per month. During 2025 the number of staff and lecturers at PETRA was 632 people.

Salaries and remuneration for lecturers are adjusted according to their level of education and academic position. The higher the level of education and academic position, the higher the salary they receive.

In the remuneration system, employee performance evaluation is regulated in PM02-BAUK-UK which has been updated in 2021. This employee assessment is carried out for PETRA academic staff (or employees) under the supervision of the General Administration and Personnel Bureau (BAUK). The following is the number of lecturers and academic staff at PETRA in 2025 and 2024.

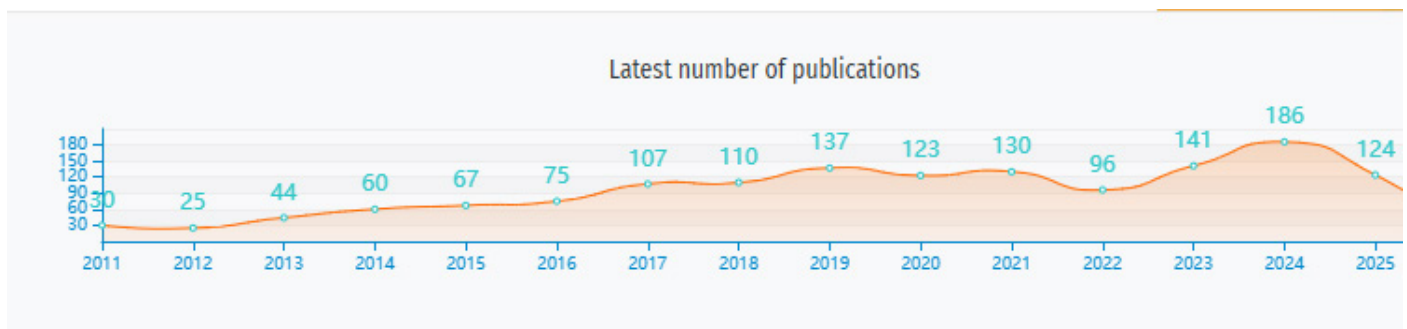


PETRA'S EXPENDITURE

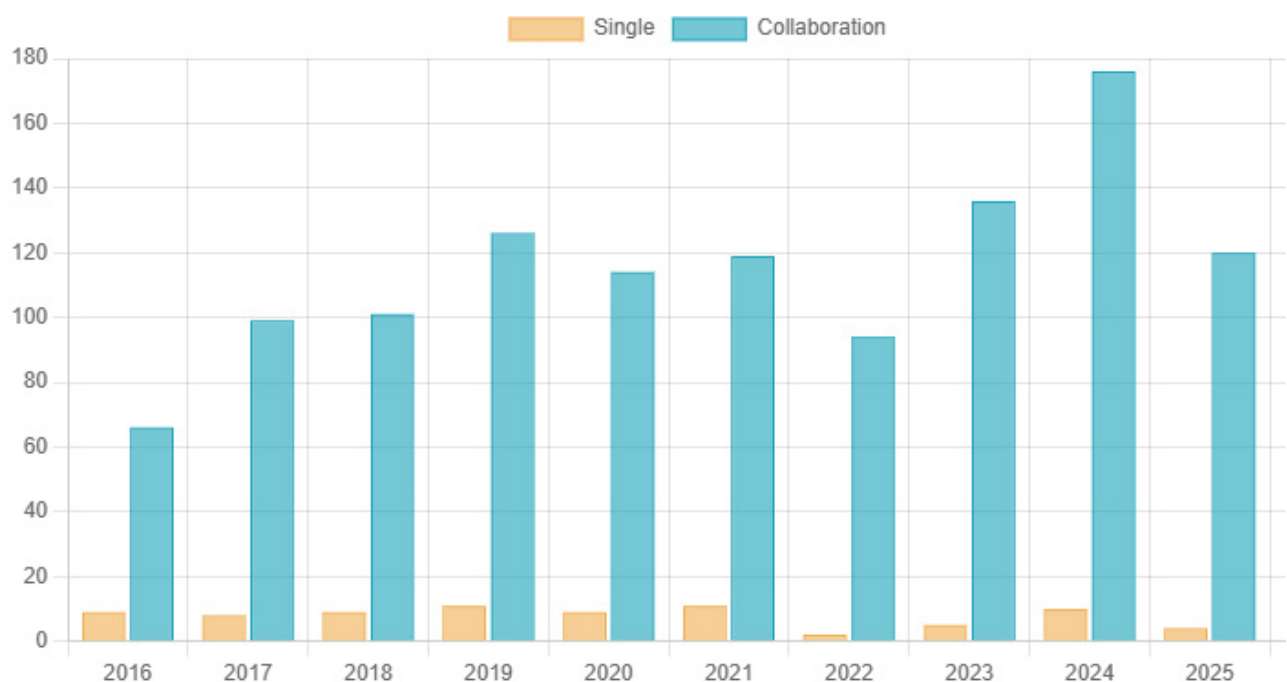
[GRI 201-1]

Education Level	Lecturers		Staffs	
	2025	2024	2025	2024
Master	179	191	52	50
Doctoral	138	134		
High school			74	67
Diploma 1			1	1
Diploma 2			2	2
Diploma 3			30	29
Diploma 4			1	1
Undergraduate			155	143
Total	317	325	315	293

As part of its commitment to academic excellence and sustainable institutional development, Petra Christian University allocates remuneration and incentives to lecturers who successfully publish in reputable academic journals. Accordingly, publication remuneration represents a strategic form of academic investment that supports research productivity, strengthens national and international scholarly presence, and reinforces the University's sustainability agenda.



Scopus Analysis





PETRA'S EXPENDITURE

[GRI 201-1]

Based on the publication trend displayed on the SINTA dashboard, Petra Christian University recorded **186 publications in 2024** and **124 publications in 2025**, representing a decline of **62 publications** or approximately **33.3%**. Total collaboration in 2025 (120 institutions) was also lower than 2024 (176 institutions). Even though total publication output in 2025 was lower than in 2024, the allocation of incentives for lecturers with Scopus publications continued to reflect the University's institutional commitment to encouraging high-quality research output, maintaining academic competitiveness, and strengthening its scholarly visibility. As such, these expenditures should be viewed as a strategic academic investment rather than solely as personnel cost.

Providing **scholarships for students**, both from PETRA's external and internal source, managed by the Student and Alumni Administration Bureau (BAKA). Standard procedures for the distribution of external scholarships are regulated in PM17-BAKA-UKP which was updated on July 31, 2023, and internal scholarships are regulated in PM18-BAKA-UKP dated June 27, 2019. These two documents use references from the PETRA leaders' policy and ISO 9001:2015 Clause 8.2, 8.3, 8.5 and 8.6.1. BAKA works under the supervision of the Vice Chancellor for Student Affairs. In 2025, the total number of scholarship recipients reached **1,518 students**, compared with **1,476 students** in 2024, indicating a modest increase in the number of students supported. These scholarships include funds entrusted to the University by external sponsors for distribution toward student tuition fees. The sponsors consist of government ministries and industry partners from both domestic and international contexts. Through this mechanism, PETRA not only supports students financially, but also serves as a responsible manager of externally funded educational assistance. Accordingly, scholarship-related expenditure represents both a direct contribution to student affordability and an important expression of the University's collaboration with public and private stakeholders in advancing educational sustainability.

Table PETRA's Scholarship Recipients

Faculty		2025	2024
1.	 Faculty of Civil Engineering and Planning	105 	100 
2.	 Faculty of Industrial Technology	339 	355 
3.	 School of Business and Management	461 	421 
4.	 Faculty of Teacher Education	199 	193 
5.	 Faculty of Humanities and Creative Industries	414 	405 
6.	 Faculty of Medicine	0 	2 
Total		1518 	1476 

PETRA places strong emphasis on academic excellence as a core principle of its scholarship scheme, ensuring that financial support is primarily awarded to students who demonstrate outstanding and consistent academic performance across multiple semesters. By prioritizing merit-based criteria, PETRA not only recognizes students' discipline, intellectual capability, and commitment to learning, but also encourages them to maintain high academic achievement throughout their study period, as the continuation of the scholarship is linked to sustained performance. Through this approach, PETRA fosters a culture of excellence, accountability, and continuous improvement among students, while at the same time contributing to the development of high-quality graduates who are prepared to create long-term value for society in line with the University's commitment to sustainable education and human capital development.

Table PETRA's Unggulan Scholarship

Category	Report Card Criteria	Benefits	Scholarship Retention Requirements
High Distinction (HD)	Average of 3 semesters (X-1, X-2, XI-1): 91–100	100% Semester Fee waiver for 8 semesters	GPA $\geq$ 3.51 or ranked within the top 20% GPA in the study program during the course of study
Distinction (D)	Average of 3 semesters (X-1, X-2, XI-1): 84–90	50% Semester Fee reduction for 8 semesters	GPA $\geq$ 3.26 or ranked within the top 30% GPA in the study program during the course of study
Qualified (Q)	Average of 3 semesters (X-1, X-2, XI-1): < 84	Special offer on Semester Fee and Course Fee at rates lower than Regular Category (non-partner students of PETRA)	Not explicitly specified; follows PETRA regulations

PETRA provides a range of internal (non-government) scholarships funded by institutional partners, donors, and philanthropic initiatives to support student access to higher education. In 2025, the total number of recipients from these schemes reached 102 students, compared to 135 students in 2024, reflecting a decrease of 24.4%.

The following are PETRA scholarships that come from non-Indonesian government sources:

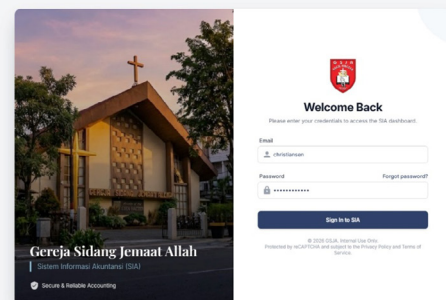
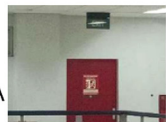
Scholarship Scheme	Faculty	2025	2024	Change	% Change
Unggulan	Faculty of Industrial Technology	0	2	-2	-100.0%
	School of Business and Management	0	2	-2	-100.0%
	Subtotal	0	4	-4	-100.0%
BCA-CES	Faculty of Civil Engineering and Planning	0	1	-1	-100.0%
	Subtotal	0	1	-1	-100.0%
BCA-CEA1	Faculty of Civil Engineering and Planning	3	3	0	0.0%
	Subtotal	3	3	0	0.0%
Everbest G&I	Faculty of Civil Engineering and Planning	0	1	-1	-100.0%
	Subtotal	0	1	-1	-100.0%
A & A Rachmat	Faculty of Civil Engineering and Planning	11	15	-4	-26.7%
	Faculty of Industrial Technology	43	40	3	7.5%
	Subtotal	54	55	-1	-1.8%
I Care Donatur FKIP	Faculty of Teacher Education	31	42	-11	-26.2%
	Subtotal	31	42	-11	-26.2%
I Care UKP	Faculty of Industrial Technology	6	7	-1	-14.3%
	School of Business and Management	5	6	-1	-16.7%
	Faculty of Teacher Education	1	1	0	0.0%
	Faculty of Humanities and Creative Industries	2	13	-11	-84.6%
	Faculty of Medicine	0	2	-2	-100.0%
	Subtotal	14	29	-15	-51.7%
	Grand Total	102	135	-33	-24.4%



Procurement of goods and services is carried out through the PETRA Supplies Unit. The quality standards for procurement of goods and services are regulated in PMI01-PBKL-UKP which was updated in 2022 based on references to PETRA Leadership Policy, Organization and Work Procedures of PETRA 1998, Republic of Indonesia Presidential Regulation on Government Procurement of Goods/Services No. 54 of 2010, and ISO 9001:2015 Clause 8.4.1. This procedure applies to the purchasing section related to the procurement of goods/services and the procurement of services and lab equipment originating from the routine budget and development budget whose nominal value is $\leq$ Rp. 50 million. This procedure also applies to the Goods/Services Procurement Team and procurement of development budget services whose nominal value is $\geq$ Rp. 50 million includes computers (including peripherals, software, licenses), furniture (ordered furniture and fabricated furniture, LCD, AC, CCTV), renovation, bandwidth, cleaning service, security, parking and gardens.

Through the Leadership Enhancement Program (LEAP), Petra Christian University encourages students to apply their academic expertise to address real needs and create added value for the campus community and wider society. In the Architecture Study Program, conducted an evaluation of the effectiveness of the emergency access system for elderly users in Building T. The study assessed key aspects of accessibility and evacuation readiness, including floor conditions, directional signage, emergency stairways, lighting, and the availability of safe assembly areas. The findings indicate that Building T is generally elderly-friendly, as reflected in its level flooring, clear wayfinding, and adequately lit emergency stairs. However, the evaluation also recommends that Building T designate a clear assembly point in the Building T parking area to strengthen emergency response procedures and improve safety for elderly users and other vulnerable groups. This LEAP activity demonstrates how student learning can generate evidence-based recommendations for improving inclusive, safe, and sustainable campus infrastructure.

EVALUASI EFEKTIVITAS
SISTEM AKSES DARURAT
BAGI ORANG LANJUT USIA
DI GEDUNG T UK PETRA



As a continuation of LEAP initiatives that demonstrate the practical contribution of academic learning to society, Petra Christian University also facilitated an interdisciplinary project involving students from the Accounting Study Program and the Informatics Study Program. In this activity, students collaborated to develop an Accounting Information System application for a church, designed to support more structured, transparent, and reliable financial administration. By integrating accounting principles, internal control awareness, and digital technology, the application helps the church improve financial recording, reporting accuracy, and accountability in managing its resources. This initiative complements the previous LEAP activity in Architecture, which focused on inclusive and safe campus infrastructure, by showing that student contributions to sustainability can take multiple forms: from improving the built environment to strengthening the governance and financial management capacity of community institutions. Through this project, LEAP continues to serve as a platform for experiential learning, interdisciplinary collaboration, digital transformation, and community empowerment, while creating indirect social and economic value for external stakeholders.



FINANCIAL IMPLICATIONS AND OTHER RISKS AND OPPORTUNITIES RESULTING FROM CLIMATE CHANGE

PETRA recognizes that climate change presents both financial risks and strategic opportunities that may affect its long-term sustainability. As a higher education institution with extensive physical infrastructure and diverse academic activities, PETRA is exposed to transition risks, physical risks, as well as emerging opportunities related to climate action.

PETRA adopts a proactive approach by integrating sustainability into campus operations, academic programs, and stakeholder engagement. This includes investments in energy efficiency, green infrastructure, digital transformation, and sustainability-oriented education, which not only mitigate risks but also create long-term economic value.

The Climate-Related Risks with financial implications can be identified as follows:

A. Physical Risks

PETRA faces potential physical risks from climate change, including increased rainfall intensity, urban flooding, and rising temperatures. These risks may result in:

- Increased maintenance and repair costs of buildings and infrastructure
- Higher energy consumption costs due to cooling demand
- Potential disruption of academic activities

Financial implication:

Climate-related physical risks, particularly heavier rainfall and localized water accumulation, may result in additional preventive maintenance and repair costs for roofs, drainage systems, outdoor facilities, and other built assets. Rising ambient temperature may increase cooling demand across classrooms, offices, laboratories, and service facilities. PETRA therefore recognizes the potential for higher annual electricity expenditure, with an indicative increase of around 2%–5% in energy use for thermal comfort management. To strengthen campus resilience and resource efficiency, PETRA gradually allocated capital expenditure for energy-efficient systems, drainage improvement, green landscaping, and supporting infrastructure.

B. Transition Risks (Regulatory & Market)

Transition towards a low-carbon economy introduces regulatory and market-related risks, including:

- Implementation of **carbon-related policies** and sustainability reporting requirements
- Increased expectations from stakeholders (students, partners, accreditation bodies)
- Potential rise in **energy and compliance costs**

Financial implication:

Additional costs for compliance, reporting systems, and potential retrofitting of facilities to meet green standards.

C. Reputational Risks

Failure to respond adequately to climate-related expectations may affect PETRA's reputation as a responsible and forward-looking institution.

Financial implication:

- Reduced attractiveness to prospective students
- Decreased opportunities for international collaboration and funding



FINANCIAL IMPLICATIONS AND OTHER RISKS AND OPPORTUNITIES RESULTING FROM CLIMATE CHANGE

[GRI 201-2]

Climate-Related Opportunities (Financial Benefits)

A. Operational Efficiency & Cost Savings

PETRA identifies opportunities to reduce operational costs through:

- Energy-efficient lighting and equipment
- Smart campus systems
- Potential adoption of renewable energy

Financial implication:

Long-term reduction in electricity and operational costs.

B. Revenue Diversification

Climate change also opens new revenue streams through sustainability-related initiatives, including:

- Development of **green training programs** and certifications
- Expansion of business units such as **e-Journey Petra** and Continuing Education Center focusing on sustainability topics
- Research grants and international collaborations related to ESG and SDGs

Financial implication:

Additional non-tuition revenue supporting PETRA's financial sustainability.

C. Academic and Research Leadership

PETRA leverages its academic strength to position itself as a leader in sustainability research and education.

Financial implication:

- Increased research funding
- Higher publication output (linked to incentives/remuneration)
- Enhanced institutional ranking and global visibility

Category	Risk/Opportunity	Time Horizon	Financial Impact	Mitigation / Strategy
Physical Risk	Flooding & extreme weather	Short-Medium	Increased maintenance & repair cost	Infrastructure resilience, drainage improvement
Physical Risk	Rising temperature	Medium	Higher electricity cost	Energy efficiency programs
Transition Risk	Regulatory compliance (carbon, ESG)	Medium	Compliance & reporting cost	Sustainability reporting system
Transition Risk	Stakeholder expectations	Medium-Long	Investment in green campus	Sustainability integration
Reputational Risk	Lack of climate action	Medium	Reduced student interest	Sustainability branding
Opportunity	Energy efficiency	Short-Long	Cost savings	Smart campus investment
Opportunity	Renewable energy	Long	Reduced long-term cost	Solar panel feasibility
Opportunity	Sustainability programs	Short-Long	Additional revenue	Training & certification
Opportunity	Research & grants	Medium-Long	Increased funding	ESG-related research



FINANCIAL IMPLICATIONS AND OTHER RISKS AND OPPORTUNITIES RESULTING FROM CLIMATE CHANGE

PETRA views climate change not only as a risk to be managed but also as a strategic opportunity to strengthen its financial resilience and institutional relevance. By aligning its operations, academic initiatives, and business units with sustainability principles, PETRA ensures that it remains adaptive, competitive, and responsible in a rapidly changing global environment.

After the COVID-19 pandemic subsides in 2022 to 2024, hybrid learning has become familiar in the PETRA environment. Hybrid learning activities, seminars and training, including non-formal activities such as live streaming talk shows and content creation have become routine activities at PETRA. Until 2024, PETRA has 7 Virtual Teaching Booth (VTBs) and several smart room classes.

PETRA through The Excellence in Learning and Teaching Center (ELTC) provides teaching grants to encourage lecturers to improve innovation. In 2024, the theme raised in the Teaching Innovation Grant is Collaborative Teaching Learning. The maximum grant fund provided is IDR 10 million per proposal.

Grant Scheme options:

1. Creation of Digital Learning Modules MOOC (self-contained and self-paced learning materials) to be offered on the ICE Institute platform. ICE Institute (Indonesia Cyber Education Institute/ICEI) is a marketplace for online lecture modules accredited by the Ministry of Education and Culture. ICEI provides various online lecture modules from various universities and online learning providers throughout Indonesia (website: <https://info.icei.ac.id>). The maximum grant fund is IDR 10,000,000 per proposal.
2. Creation of Multimedia Modules with e-Journey (in collaboration with Lentera Edukasi Global). E-journey is an online tool that can help lecturers create multimedia learning materials easily. The resulting modules can be used in Lentera or Story Journey, a multimedia educational module marketplace that focuses on bite-sized learning and interactive AI-based learning (website: <https://ejourney.id>). The maximum grant fund is IDR 5,000,000 per proposal.
3. Utilization of Technology to Support Participatory and Collaborative Classes. The maximum grant fund is IDR 10,000,000 per proposal.

The poster is for the 'Call for proposal TEACHING INNOVATION GRANT 2026'. It features logos for PCU (Petra Christian University) and ELTC (Excellence in Learning and Teaching Center). The main text 'Call for proposal TEACHING INNOVATION GRANT 2026' is prominently displayed, with an illustration of a person holding a large lightbulb. Below this, there are two QR codes: one for the 'Registration Link' (form.petra.ac.id/form/Daftar_TIG_2026) and another for the 'Proposal Guideline' (petra.id/Panduan_TIG_2026). A 'Submission deadline' of October 17th, 2025 is noted. A red circular badge highlights the 'Award amount up to IDR 10 Million / proposal'. At the bottom, contact information is provided: email (eltc_cs@petra.ac.id), phone (+62 895 0118 2795), and Instagram (@eltopcu).



FINANCIAL IMPLICATIONS AND OTHER RISKS AND OPPORTUNITIES RESULTING FROM CLIMATE CHANGE

[GRI 201-2]

The selection of TIG proposals in 2024 to be distributed in 2025 were 10 proposals, while the 2025 proposals that are funded until 2026 are 8 proposals

The following are the proposal topics that passed the selection:

No.	Title	Scheme	Team members
1	Utilization of the Massive Open Online Course (MOOC) Platform in Asynchronous Learning to Improve Critical Thinking Skills of Dental Students	Scheme 1	Santhia Pramanthi
			Ivan Setiawan Djuarsa
			Feerdinand Hadinata
2	Business Model Canvas 5.0: Digital Era Based on Artificial Intelligence	Scheme 1	Ani Wijayanti Suhartono
			Mega Ekklesia Putrihadi
3	Utilization of eJOURNEY AI Technology in Interactive Learning for Measuring Caries/Cavities in Children (dmf-t) and Children's Dental Health Education	Scheme 2	Vania Ewitrawati
			Ivonne Richmawati
			Candra Novi Dermawan
			Andry Sentosa
4	Development of a Multimedia e-Journey Module Based on Problem-Based Learning (PBL) in Oral and Maxillofacial Pathology Cases of Patients with HIV/AIDS for Dental Education	Scheme 2	Imme Kris Wicaksono
			Theodorus Hedwin Kadrianto
			Oliver Maron
5	Utilization of Virtual Reality Technology in Interactive Learning to Improve Procedural Competence in Dental Materials Science Practicum	Scheme 3	Ivan Setiawan Djuarsa
			Cindy Karina
			William Adi Santoso
6	OpenBIM Implementation for Interdisciplinary Collaboration in Infill Design of Cultural Heritage Buildings	Scheme 3	Gunawan Tanuwidjaja
7	Supply-Chain Arena: Gamification Innovation for Participatory and Collaborative Learning in Supply Chain Management	Scheme 3	Andreas Handojo
			Tanti Octavia
			Herri Christian Palit
			I Gede Agus Widyadana
8	Utilization of Interactive Technology in History and Design Theory Courses to Develop Digital Maps and Gamification of Participatory Learning	Scheme 3	Purnama Esa Dora
			Tedjokoesoemo
			Adi Santosa

The trend of undergraduate student admissions at PETRA over the last four academic years shows a fluctuating pattern, with total accepted students declining from 4,047 in 2022/2023 to 1,862 in 2024/2025, followed by a recovery to 2,209 in 2025/2026. A similar pattern is observed in the number of confirmed enrollments (definitive students), which decreased from 1,785 to 1,181 before slightly recovering to 1,094. From a financial perspective, this trend has direct implications

for the University's revenue structure, as tuition fees remain a primary source of income. The decline in student intake during the middle period indicates potential exposure to external uncertainties, including macroeconomic conditions, changing student preferences, and increasingly, climate-related factors that influence institutional attractiveness and operational resilience.

FINANCIAL IMPLICATIONS AND OTHER RISKS AND OPPORTUNITIES RESULTING FROM CLIMATE CHANGE

[GRI 201-2]

Climate change indirectly contributes to this dynamic through several pathways. Increasing environmental awareness among prospective students has led to higher expectations for sustainable campus practices, green infrastructure, and institutional commitment to climate action. Universities that are perceived as less responsive to sustainability issues may face reputational risks, which can ultimately affect student enrollment and revenue stability. Furthermore, climate-related disruptions (such as extreme weather events, urban flooding, or rising temperatures) may affect campus

accessibility, comfort, and operational continuity. These factors can influence student decision-making. Conversely, this trend also highlights strategic opportunities. The recovery in student intake in 2025/2026 suggests that adaptive measures, such as digital learning expansion, sustainability initiatives, and improved campus resilience, can enhance institutional attractiveness. By strengthening its positioning as a sustainability-oriented university, PETRA can leverage climate responsiveness as a competitive advantage to attract environmentally conscious students.

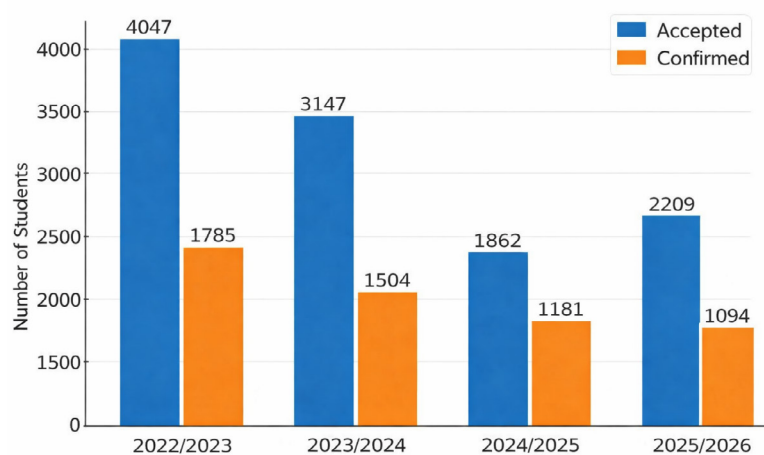


Figure 6.8. New Undergraduate Student Admissions in the Last Four Years

In facing this dynamic environment, PETRA has conducted internal and external analysis to determine itself to achieve the vision “to be a world leading Christian University that transforms the society for the glory of God.” The PETRA development master plan sets out five milestone stages to achieve the vision, namely

1. Stage Period 2018 to 2023 to become an Asian Accredited Christian University
2. Stage Period 2023 to 2028 to become an Asian Reputable Christian University
3. Stage Period 2028 to 2033 to become an Asian Leading Christian University
4. Stage Period 2033 to 2038 to become a World Reputable Christian University
5. Stage Period 2038 to 2043 to become a World Leading Christian University

The direction of developing the implementation of the mission to achieve the vision towards 2043 is described in the following strategic targets that must be met:

1. Realizing Good Corporate Governance based on Servant Leadership in an integrated Management System
2. Achieving human resources with integrity and credibility
3. Achieving students and graduates with academic, spiritual and emotional excellence through education and learning based on an integrated and international curriculum
4. Implementation of quality research and community service that has an impact on community welfare
5. Realization of relations and cooperation with various institutions in the context of internationalization
6. Availability of funding sources for university sustainability
7. Availability of effective and efficient facilities and infrastructure
8. Achievement of increasing the university’s brand image



OBLIGATIONS OF DEFINED BENEFIT PENSION PLANS AND OTHER PENSION PLANS

Pension policy for the entire PETRA community is regulated by the Governing Board of the Petra Christian Education and Teaching Association. In June 2023, changes to the pension fund regulations of the Petra Christian education and teaching association pension fund were ratified by the Board of Commissioners of the Financial Services Authority with number Kep-34/D.05/2023.

Pension funds were established with the aim of administering a Defined Contribution Pension Program as stipulated in the Regulations. Requirements for pension fund participants are:

1. Every employee who has been appointed as a Permanent Employee and is at least eighteen years old or married
2. Participants cannot resign or claim their rights from the Pension Fund if the participant concerned still meets the eligibility member requirements in accordance with the Regulations, provisions of the PPSK Law and its implementing regulations
3. Employee participation in the Pension Fund begins when the Employee is registered as a Participant and ends when the Participant:
 - a. Stopped working and have transferred their rights to another Pension Fund
 - b. Pension; including accelerated retirement, normal retirement, disability pension
 - c. Passed away
 - d. Stop working before reaching an accelerated retirement age and have a membership period of less than three years
4. To become a participant, employees are required to register and express their willingness to have their wages deducted to pay contributions to the Pension Fund

The normal retirement age for all PETRA employees is set as follows:

1. 70 (seventy) years for Lecturers / Educators (Academics) who hold the Professor academic position.
2. 65 (sixty-five years) for Lecturers / Educator Staff (Academy); And
3. 60 (sixty) years for Education Personnel (Staff)
4. The accelerated retirement age is set at least 5 (five) years before the normal retirement age

The amount of PETRA employee pension contributions is regulated as follows:

1. Pension contributions are recorded in the name of each participant and are borne jointly by PETRA and the Participant
2. PETRA is required to pay contributions of 8% (eight percent) of the Basic Pension Income

FINANCIAL ASSISTANCE RECEIVED FROM THE GOVERNMENT

[GRI 201-4]

PETRA receives educational scholarships from the Central Government through the Directorate General of Higher Education, Ministry of National Education for its students. Scholarships are given to students and/or prospective students from economically disadvantaged families who have outstanding achievements, both in the academic/curricular, co-curricular and extracurricular fields.

The scholarship from the Indonesian Government in 2025 that received by PETRA students were the Smart Indonesia Card (Kartu Indonesia Pintar – KIP) and Pendidikan Indonesia.

Scholarship Scheme	Faculty	2025	2024	Change	% Change	Share of 2025 Total
KIP-Kuliah	Faculty of Industrial Technology	16	15	1	6.7%	14.0%
KIP-Kuliah	School of Business and Management	25	21	4	19.0%	21.9%
KIP-Kuliah	Faculty of Teacher Education	54	33	21	63.6%	47.4%
KIP-Kuliah	Faculty of Humanities and Creative Industries	17	16	1	6.3%	14.9%
Pendidikan Indonesia	School of Business and Management	2	2	0	0.0%	1.8%
Grand Total		114	87	27	31.0%	100.0%

In 2025, Petra Christian University recorded a total of **114 scholarship recipients**, increasing from **87 recipients in 2024**, or by **31.0%**. The largest contribution came from the **Kartu Indonesia Pintar (KIP) – Kuliah** scheme, which accounted for **112 recipients**, representing almost all scholarship beneficiaries reported in this table.

Among faculties, the **Faculty of Teacher Education** recorded the highest number of recipients under the KIP-Kuliah scheme, rising from **33 students in 2024** to **54 students in 2025**. This was the most significant increase among all faculties, both in absolute and percentage terms. The **School of Business and Management** also showed growth, from **21 to 25 recipients**, while the **Faculty of Industrial Technology** and the **Faculty of Humanities and Creative Industries** recorded modest increases.

The **Pendidikan Indonesia** scholarship remained stable, with **2 recipients** in both 2024 and 2025, all from the **School of Business and Management**. Overall, the increase in scholarship recipients reflects the University's continued commitment to improving access to higher education and supporting students through external and national scholarship schemes.

In 2025, PETRA received research and community service grants from the Indonesian government and foreign governments through their institutions in Indonesia.

Kemdikbudristek Research Grant Program			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Antoni Djwantoro Hardjito Pamuda Pudjisuryadi	Pengaruh Penggunaan Bibit Semen dan Kalsium Karbonat terhadap Waktu Ikut dan Kuat Tekan Awal Pasta High Volume Fly Ash (HVFA)	Rp141,110,000	PTSP
Gan Shu San Karina Agustin Didik Wahjudi	Validasi Model Reuse Ponsel-Pintar untuk Mendukung Ekonomi Sirkular di Indonesia	Rp108,340,000	FTI
Gatut Priyowidodo Ido Prijana Hadi Aniendya Christianna	Strategi Komunikasi Organisasi Museum dalam Dekolonisasi Narasi Koleksi Batik Belanda: Studi Mediasi Budaya Melalui Pendekatan Fenomenografi	Rp140,110,000	FHIK

FINANCIAL ASSISTANCE RECEIVED FROM THE GOVERNMENT

[GRI 201-4]

Hatane Samuel Sienny Thio Trixie Nova Bella Tandijaya Regina Jokom	Revolusi Pariwisata Indonesia: Peran Smart Technology dan Sustainable Support dalam Menciptakan Pengalaman Wisata yang Berkesan	Rp113,290,000	SBM
Hotlan Siagian Zeplin Jiwa Husada Tarigan Ruth Srininta Tarigan Widjojo Suprpto	Peran Kompetensi Manajerial dalam Supply Chain Digitilization, Supply Chain Responsiveness, dan Supply Chain Agility terhadap Kinerja Perusahaan Manufaktur	Rp119,140,000	SBM
Listia Natadja Endo Wijaya Kartika Heru Dwi Waluyanto Andrian Dektisa Hagijanto	Kajian Identitas Visual Heritage Culinary di Jawa Timur	Rp136,040,000	FHIK
Sautma Ronni Basana Mariana Ing Malelak Hotlan Siagian Ruth Srininta Tarigan	Membangun Kinerja Operasional Manufaktur dengan Peran Strategis Komitmen Manajemen dalam Supply Chain Transparency, Integration, dan Practice	Rp118,160,000	SBM
Sienny Thio Hatane Samuel Yoel Wibowo Regina Jokom Olyvia Ririmasse	Smart Tourism dan Regenerative Participation: Strategi Pemberdayaan Komunitas dan Produktivitas Kompetitif untuk Mewujudkan Pariwisata Berkelanjutan	Rp133,090,000	SBM
Zeplin Jiwa Husada Tarigan Sautma Ronni Basana Maria Natalia Damayanti Maer Mariana Ing Malelak	Sinergi Artificial Intelligence, Quality Internal dan External Supply Chain Integration, Supply Chain Responsiveness untuk Kinerja Operasional Unggul Manufaktur	Rp113,070,000	SBM
Zeplin Jiwa Husada Tarigan Sautma Ronni Basana Agung Harianto	Peran competency chef terhadap restaurant performance melalui knowledge sharing, process innovation, product innovation dan agile restaurant	Rp47,160,000	SBM
Ribut Basuki Zeplin Jiwa Husada Chili Podang Bethari	Relasi Kuasa dan Moral Disengagement: Analisis Wacana Foucauldian terhadap Konten Dark Comedy Tretan Muslim	Rp36,590,000	FHIK, SBM
Gregorius Satia Budhi Felix Pasila Felecia	AvatarEdu.ai: Desain dan Implementasi Avatar Asesmen Pembelajaran Pendidikan Tinggi Mendukung Pendidikan Jarak Jauh Berbasis Teknologi Artificial Intelligence	Rp239,680,000	FTI
Jandy Edipson Luik Daniel Budiana Felicia Goenawan Laksmi Kusuma Wardani Handry Khoswanto	ASESKAN: Desain dan Implementasi Sistem Integrasi Penganalisis Produk Media Kreatif Sebelum Rilis dalam Mendukung Hilirisasi Industri Kreatif	Rp235,700,000	FHIK
Resmana Lim Daniel Tjandra Handry Khoswanto	Integrasi Sistem Monitoring Berbasis IoT dan AI untuk Deteksi Dini Kegagalan Cathodic Protection pada Infrastruktur Pipa Bawah Tanah	Rp191,720,000	FTI, FTSP

FINANCIAL ASSISTANCE RECEIVED FROM THE GOVERNMENT

[GRI 201-4]

BRIN Research Grant Program			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Indar Sugiarto Resmana Lim Kardi Teknomo	PakCarix – Platform Komputasi Super Mendukung Demokratisasi AI dan Percepatan Pembangunan Menuju Indonesia 4.0 Focus: Information and Communication Technology	Rp175,000,000	FTI
RISPRO LPDP			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Surya Hermawan Njo Anastasia Dhyah Harjanti	Penerapan Teknologi Zero Waste Berbasis Energi Terbarukan dan Ekonomi Sirkular dalam Penelitian Berkelanjutan Untuk Pemurnian Air Payau di Daerah Tertinggal di Indonesia menuju Sustainable Future (PETRA)	Rp834,987,678	FTSP, SBM
Hiliriset kemdiktisaintek			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Felix Pasila Gregorius Satia Budhi Julius Sentosa Setiadji Yusak Tanoto	EDLINK.ID: Pengembangan Platform LMS Interaktif Dengan Modul dan Assesment berbasis Artificial Intelligence untuk Mendukung Pembelajaran Online di Perguruan Tinggi	150,000,000	FTI
Felix Pasila Gregorius Satia Budhi Hestiasari Rante Muhammad Agus Zainitddin	eJourney.id: Pengembangan Platform Learning Management System Untuk Assesment Dan Talent Mapping Pembelajaran di Perguruan Tinggi Berbasis Artificial Intelligence	224,460,000	FTI
Aniendya Christianna Astri Yogatama Dean Charlos Padji Dogi	ANTI KYU (Canting Cap Batik dari Kayu & Kertas)	29,264,000	FHIK, SBM
Community Services			
P2M Kemendikbudristek			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Dhyah Harjanti Surya Hermawan Njo Anastasia	Pemberdayaan Kemitraan Masyarakat pada Kelompok Masyarakat Delta Samudera Timur (PKM Kemdiktisaintek)	Rp38,181,000	Teknik Sipil Finance and Investment
Iman Subekti Jani Rahardjo Gunawan Tanuwidjaja	Pengembangan Taman Bacaan dan Literasi Digital SD Negeri Sumberjati Kabupaten Mojokerto (PKM Kemdiktisaintek)	37.500.000	PGSD, Teknik Industri, Arsitektur

FINANCIAL ASSISTANCE RECEIVED FROM THE GOVERNMENT

[GRI 201-4]

PISN Kemdiktisaintek			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Adi Santosa Juliana Anggono Josua Tarigan Purnama Esa Dora	"Inovasi Produksi Mebel Rotan dengan Teknik Cetak Press Dingin Berbasis Serat Kelapa dan Resin" (PISN Kemdiktisaintek)	Rp73,200,000	FHIK, FTI, SBM
Aniendya Christianna Hariyanto Aris Budhiyanto Rebecca Milka Natalia Basuki	"GEMAR (Generasi Muda Akrab Damar Kurung): Inovasi Mainan Edukatif dan Festival Seni Lintas Generasi" (PISN Kemdiktisaintek)	Rp70,000,000	DKV, Artitektur, PGSD
Sherly De Yong Yusita Kusumarini Lintu Tulistyantoro	"Revitalisasi Pokmas Sentra Tenun Wasta Sejahtera dengan Pendekatan Co-Design" (PISN Kemdiktisaintek)	Rp74,924,000	Desain Interior
British Council			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Iwan Halim Indar Sugiarto Hariyo Priambudi	Empowering Inclusive & Sustainable Coffee Farming: Solar-Powered Innovation for Economic Growth (British Council - Social Action Grant 2024)	Rp100,000,000	Teknik Mesin, Teknik Elektro, Teknik Industri
DAP Australia			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Hanjaya Siaputra Ekadewi Yulius Sentosa	Women Empowerment Project In Wonocolo District, Surabaya (DAP-Konjen Australia)	Rp137,500,000	SBM, FTI
DFAT Australia			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Togar Panjaitan Iwan Halim Indar Sugiarto Hariyo Priambudi	Solusi Energi Terbarukan dan Pengelolaan Limbah Efisien untuk Pengolahan Kopi Berkelanjutan di Desa Sumberdem (DFAT - Australia-Indonesia Institute Grant Program 2024-25)	Rp200,000,000	FTI
Juniarti Hariyo Priambudi Hendri Kwistianus Yohan Gunawan Henuk	Strengthening Governance of Indonesian Coffee Farmers through Cost-Price and Creative-Marketing through Cost-Price and Creative-Marketing (DFAT - Australia-Indonesia Institute Grant Program 2024-25)	Rp266,875,000	SBM, FTI

FINANCIAL ASSISTANCE RECEIVED FROM THE GOVERNMENT

[GRI 201-4]

ACUCA			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Yulia Setia Dani Puspitasari Septiana Feni Kurniastuti Grace Arta	Pembinaan Kepemimpinan Gen Z di Asia (ACUCA Secretariat)	Rp29,624,400	FKIP
BRIN - Koneksi			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Togar Panjaitan Nyoman Sutapa	Mitigating Marine Debris to Enhance Fisheries Productivity in the Java's Northern Coasts (BRIN – KONEKSI (Australia))	Rp166,876,000	FTI
Perkumpulan Nexus Knowledge			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Willyanto	Pembimbingan Siswa SMA dalam Kegiatan Young Scientist Festival 2024	Rp100,000,000	FTI
Dinas Koperasi dan UMKM Kota Surabaya			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Pwee Leng Hendri Kwiatianus Juniarti Saarce Sany	Program Peningkatan Kapasitas Usaha Koperasi, Usaha Mikro, Kecil, dan Menengah (Kumkm) di Kota Surabaya (Dinas Koperasi Usaha Kecil Dan Menengah Dan Perdagangan Kota Surabaya)	Rp24,000,000	SBM
Pwee Leng Serli Wijaya Regina Jokom	Pelatihan Tata Kelola Manajerial: Strategi Menuju Rantai pasok untuk Kecil, Menengah, dan Koperasi (UKM) Kota Surabaya	Rp24,000,000	SBM
Pwee Leng Dean Carlos Saarce Retno Ardianti Juniarti	Pelatihan Tata Kelola Manajerial: Strategi Menuju Rantai pasok untuk Kecil, Menengah, dan Koperasi (UKM) Kota Surabaya	Rp24,000,000	SBM
Pwee Leng Elisa Tjondro Retno Ardianti Ricky	Pelatihan Tata Kelola Manajerial UKM (Batch 1) Pemkot Surabaya: Dukung Pengusaha Garmen Lebih Produktif dan Berkelanjutan	Rp24,000,000	SBM
Pwee Leng Juniarti Sany Saarce Hendri Kwistianus	Kesiapan Operasional dan Komersial Menuju Rantai Pasok: Pendalaman Pemasaran, Keuangan, dan Resiko Usaha dalam Rangka Program Peningkatan Kapasitas Usaha Koperasi dan UMKM Kota Surabaya, Topik: Keuangan dan Biaya Rantai Pasok	Rp24,000,000	SBM

FINANCIAL ASSISTANCE RECEIVED FROM THE GOVERNMENT

[GRI 201-4]

Wahana Visi Indonesia			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Pwee Leng Astri Yogatama	Transformasi Menuju Sustainable Eco-Tourism (Set) Melalui Inovasi Ekonomi Mandiri dan Smart Community	Rp193,850,000	SBM, FHIK
Yayasan Pendidikan Misericordia			
Head of Researcher	Title	Fund	Researchers Origin Faculty
Stephanus Wirawan Dharmatanna Ruben Adicahya Handoko Sugiharto	STIKES Panti Waluya Malang menghadapi tantangan dalam pengembangan gedung pendidikan yang aman, nyaman, fungsional, dan berkelanjutan. Melalui pengabdian masyarakat, tim dosen Universitas Kristen Petra Surabaya memberikan pendampingan profesional dalam perencanaan desain gedung, sekaligus menerapkan keilmuan arsitektur dan teknik sipil. Kegiatan ini mendukung SDG 4 (Pendidikan Berkualitas) dan SDG 9 (Infrastruktur dan Inovasi).	Rp102,700,000	FTSP

RATIO OF STANDARD ENTRY-LEVEL EMPLOYEE WAGES BY GENDER TO REGIONAL MINIMUM WAGES

[GRI 202-1]

Regarding remuneration for lecturer performance awards, PETRA has a Strategic Performance Management System (SPMS), which is a performance assessment system that applies to all permanent lecturers and initial PETRA contract lecturers. Lecturer SPMS is designed based on the achievement of targets performance according to the level/class of each lecturer, with reference to PO BKD 2021, provisions on credit figures for functional lecturer positions, and the university's mission metrics/Critical Success Factor (CSF). In lecturer's SPMS, performance assessment uses a points system, where

points are calculated each semester based on the lecturer's workload and performance for each criterion set by PETRA leaders. Lecturer performance assessment criteria include Teaching (education & teaching); Research (research output); Community Service (output from community service); University Service (managerial related activities within PETRA as well as activities related to lecturer expertise outside PETRA which have an impact on PETRA's reputation); and Grand total (minimum points that each lecturer must achieve according to their level).

Table Lecturer Classification and Minimum Performance Points in One Semester

Level	Academic Position	Role	Minimum Poin Tiap Kriteria					Jumlah nilai
			Teaching	Research	Community Service	University Service	Grand Total	
1	Guru Besar	<i>Servant Leader</i>	3	4	0	12	24	19
2	Guru Besar	<i>Scholar</i>	6	7	2	1	24	16
3	Lektor Kepala	<i>Servant Leader</i>	3	4	0	12	23	19
4	Lektor Kepala	<i>Scholar</i>	6	5	2	1	23	14
5	Lektor	<i>Servant Leader</i>	3	2	0	12	22	17
6	Lektor	<i>Scholar</i>	6	3	2	2	22	13
7	Asisten Ahli/ Tenaga Pendidik	<i>Scholar</i>	6	2	2	2	21	12
8	Guru Besar	<i>Practitioner A</i>	4.2	4.9	1	0	17	10.1
9	Lektor Kepala	<i>Practitioner A</i>	4.2	3.5	1	0	16	8.7
10	Lektor	<i>Practitioner A</i>	4.2	2.1	1	0	15	7.3
11	Asisten Ahli/ Tenaga Pendidik	<i>Practitioner A</i>	4.2	1.4	1	0	14	6.6
12	Guru Besar	<i>Practitioner B</i>	3	3.5	0	0	12	6.5
13	Lektor Kepala	<i>Practitioner B</i>	3	2.5	0	0	12	5.5
14	Lektor	<i>Practitioner B</i>	3	1.5	0	0	11	4.5
15	Asisten Ahli/ Tenaga Pendidik	<i>Practitioner B</i>	3	0	0	0	11	3

The roles consist of Leader, Scholar, Practitioner. The leader is lecturer who has a structural position as unit leader. Scholars are lecturers who do not hold structural positions, or lecturers who hold structural positions but are not unit leaders (example: Head of Division at BPM which is held by a lecturer). Leaders and scholars must make 100% active commitment. Practitioners A and B are lecturers who choose not to be full-time permanent lecturers at PETRA and take on an active commitment equal to 70% and 50% of that of a full-time permanent lecturer.



RATIO OF STANDARD ENTRY-LEVEL EMPLOYEE WAGES BY GENDER TO REGIONAL MINIMUM WAGES

[GRI 202-1]

Basic Table for Determining Points for Each Criteria

Criteria	Workload	Performance	Additional Points
 Teaching	Referring to lecturing (SKS), Final Assignment Advisory (thesis, dissertation, RPL) and LEAP/others	Lecturer's Performance index in lecturing and advising	Lecturing Grants Lecturing Modules
 Research	Referring to Rubrik PO BKD 2021	Publication dan HKI produced	Research Grants
 Community Service	Referring to Rubrik Community Services SPMS	Reports & Community Services Letter from LPPM	Publication dan Community Services Grants
 University Service	Referring to credits to Assignment Letter	Scoring from supervision	Grants

The remuneration policy above does not discriminate between religion, gender and race, thereby avoiding discrimination. Receiving maximum and minimum basic salaries (per month) for employees aims to improve work performance based on level, length of service, workload and performance achievements of PETRA employees.

PROPORTION OF SENIOR MANAGEMENT FROM LOCAL COMMUNITIES

[GRI 202-2]

PETRA is continuously developing its human resources, both lecturers and educational staff from within the country. Up until 2025, PETRA's workforce (including management level) will all be the nation's best person from all regions of Indonesia. The involvement of foreign lecturers who are PETRA's professional teaching and research staff from various countries in the world is only 21 lecturers, around 7% of PETRA total lecturers.

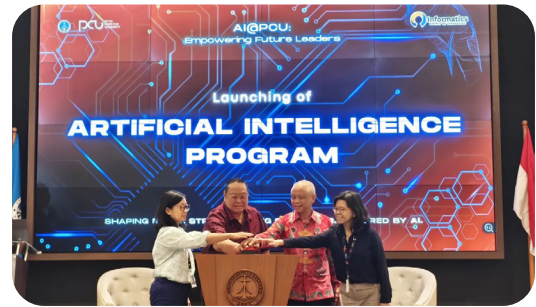
INFRASTRUCTURE INVESTMENT AND SERVICE SUPPORT

[GRI 203-1]

Petra Christian University recognizes that infrastructure investment and service support are not limited to physical buildings but also include institutional systems and services that strengthen educational quality, student welfare, accessibility, employability, and broader community benefit.

A first major category of infrastructure investment is **academic and learning infrastructure**. PETRA publicly identifies its facilities portfolio as including **lecture rooms, classrooms, laboratory equipment, library facilities, and other supporting facilities**, and it has also highlighted the existence of **classrooms with smart systems** and **computer centers**. These assets form the backbone of the University's core service delivery, namely teaching, learning, academic experimentation, and student skill development.

A second key category is **digital learning and library infrastructure**. PETRA operates **Lentera Cloud** as a digital learning platform, while the University Library provides a broad range of online services, including **online renewal, e-resource request, thesis self-upload, similarity check, collection recommendation, and faculty accreditation data request**. The Library also provides **off-campus access** and subscribed digital resources such as **ScienceDirect, Emerald, JSTOR, Taylor & Francis, and Wiley Online Library**, while presenting itself as a "Library Without Walls" with internet-connected services since the mid-1990s.



Excellence in Learning and Teaching Centre (ELTC) held 26 training activities and forums, including seminars, workshops, and faculty development forums. Some of the faculty capacity-building activities included:

- Faculty Development Program with Calvin University (March 2025) on the integration of faith and science, attended by 134 participants.
- Faculty Development Forum "Advancing Higher Education with AI" (July 2025), attended by 202 participants, discussing innovation, ethics, and workforce readiness in the AI era.
- e-Learning Training for Opening Requirements for Distance Learning Programs (March 2025) by Prof. Dr. Ir. R. Eko Indrajit, Pradita University.
- Faculty Development Forum: Christian Education and Spiritual Formation (August 2025) by Brian Cox, The Excellence Centre, Australia.
- Technical training on creating MOOC modules on the ICE Institute platform.
- Various sharing forums and SIM LEAP-MBKM refreshments as well as service-learning to support curriculum implementation.

In response to the rapid development of artificial intelligence (AI) and its impact on higher education, PETRA established an AI Hub Team, initially under the coordination of the ELTC. This team has developed Ethical Guidelines for the Use of AI for Learning, which were ratified through Rector's Decree No. 270/Kept/UKP/2025 dated June 5, 2025.

The activities in 2025 were:

1. Publication of the book "Towards an AI-Native Campus: PETRA and Artificial Intelligence." The Indonesian version was launched at the 2025 Faculty Development Forum (FDF) with the theme "Advancing Higher Education with AI: Innovations, Ethics, and Future Workforce Preparedness" (July 17, 2025, AVT. 502).
2. Talkshow "Campus Transformation in the AI Era" on Radio Suara Surabaya (July 29, 2025)





INFRASTRUCTURE INVESTMENT AND SERVICE SUPPORT

[GRI 203-1]

A third category is **inclusive and accessible campus infrastructure**. PETRA provides accessibility-supporting features such as **designated parking spaces, accessible restrooms, and wheelchair-accessible routes**.

A fourth major category is **health and welfare service support**. PETRA's Klinik Pratama is presented as a supporting unit of PETRA, offering **general medical services** and **dental services** on weekdays. Closely related to welfare support is **counseling and personal development service infrastructure**. PETRA's **Pusat Konseling dan Pengembangan Pribadi (PKPP)** provides counseling access supported by contact channels and a counseling registration application. This service is a non-physical but institutionally supported welfare service that contributes to mental well-being, student retention, personal resilience, and overall educational continuity. It also supports students with special needs.



Another relevant category is **career and employability support infrastructure**. PETRA has Petra Career Center and Kanitra for alumnus. In 2025, **Career Consultation** and **Career Assessment Class** were conducted four times. It is an institutional service that helps students and alumni transition into employment, improve career decision-making, and connect to labor-market opportunities.



INFRASTRUCTURE INVESTMENT AND SERVICE SUPPORT

[GRI 203-1]

A further category is **international mobility and cooperation support services**. PETRA's International Office supports and improves the University's education service and quality by building domestic and international cooperation, and serves as the place where students can consult plans to join **student exchange**, **joint/double degree**, and **summer program** activities. These services are service infrastructure that expands academic access, strengthens international exposure, supports cross-border mobility, and increases institutional attractiveness.

In 2025, there were 13 international students studying at PETRA on a regular basis, with the following breakdown:

- Master of Management Program: 10 students (9 from the Philippines, 1 from China) – second year
- Doctor of Management Program: 1 student (from Timor Leste) – second year
- Master of Literature Program: 1 student (from China) – first year
- Elementary School Teacher Education Program: 1 student (from the United States) – first year

In addition to degree programs, PETRA also welcomes international students through various non-degree international mobility programs lasting one to two semesters. During this period, the following were recorded:

- 18 students from partner universities participated in student exchange programs,
- 4 students participated in internships in Indonesia,
- 1 student participated in the Indonesian Government (Darmasiswa) program,
- 1 student participated in the Indonesian Spectrum program.

In 2025, 51 **PETRA students participated in joint and double degree programs**. These programs were implemented in collaboration with partner universities in China, Korea, the Netherlands, and Taiwan.

Data of Petra Christian University Students Participating in the Student Exchange Program

Number of Students	Study Program	Destination Universities
1	Business Accounting	University College Sedaya International (UCSI), Malaysia
6	Business Management	3: Chang Jung Christian University, Taiwan 2: SolBridge International School of Business, Republic of Korea 1: Wenzao Ursuline University of Languages, Taiwan
5	Creative Tourism	2: Dongseo University, Republic of Korea 3: University College Sedaya International (UCSI), Malaysia
2	IBM	Dankook University, Republic of Korea Keimyung University, Republic of Korea
4	Interior Design	1: National Taiwan University of Science and Technology, Taipei 2: Chung Yuan Christian University, Taiwan 1: Keimyung University, Republic of Korea
2	Visual Communication Design	Aoyama Gakuin University, Japan Dongseo University, Republic of Korea
2	Communication Science	Keimyung University, Republic of Korea
3	Mechanical Engineering	Nanjing University of Aeronautics and Astronautics, China
2	Civil Engineering	National Taiwan University of Science and Technology, Taiwan
1	Tax Accounting	Providence University, Taiwan
3	DFT	Woosong University, Republic of Korea



INFRASTRUCTURE INVESTMENT AND SERVICE SUPPORT

Data of Petra Christian University Students Participating in the International Internship Program

Number of Students	Study Program	Destination Universities/Industries
2	PGPAUD	Jesus Reigns Christian College, Philippines
6	Creative Tourism	2: Sea Island Resort, USA 2: Sofitel Kuala Lumpur Damansara, Malaysia 2: Sanya Forum Center Construction Co., Ltd Haitang District Poly Rosewood Hotel Branch, China
3	Industrial Engineering	Yuan Ze University, Taoyuan
32	Hotel Management	3: Accorend Corporation Sdn. Bhd. (Pullman Kuala Lumpur City Centre Hotel and Residences), Malaysia 1: Fairlane Hotel by Oliver, USA 1: Gaylord Opryland, USA 2: Hilton Downtown Atlanta, USA 6: Hyatt Regency New Orleans, USA 5: J&C Homes Hotels Sdn. Bhd. (Sheraton Petaling Jaya Hotel), Malaysia 2: Sanya Forum Center Construction Co., Ltd Haitang District Poly Rosewood Hotel Branch, China 4: Sofitel Kuala Lumpur Damansara, Malaysia 5: The Broadmoor Hotel, Colorado Springs, USA1: Thompson Hotel Nashville, USA 2: Woosong University, Republic of Korea

PETRA supports the involvement of international lecturers through structured academic and digital service support. These services enable the delivery of guest lectures, workshops, and collaborative learning activities, providing students with access to global knowledge and perspectives. This initiative enhances educational quality and strengthens the University's academic network and global engagement.



INFRASTRUCTURE INVESTMENT AND SERVICE SUPPORT

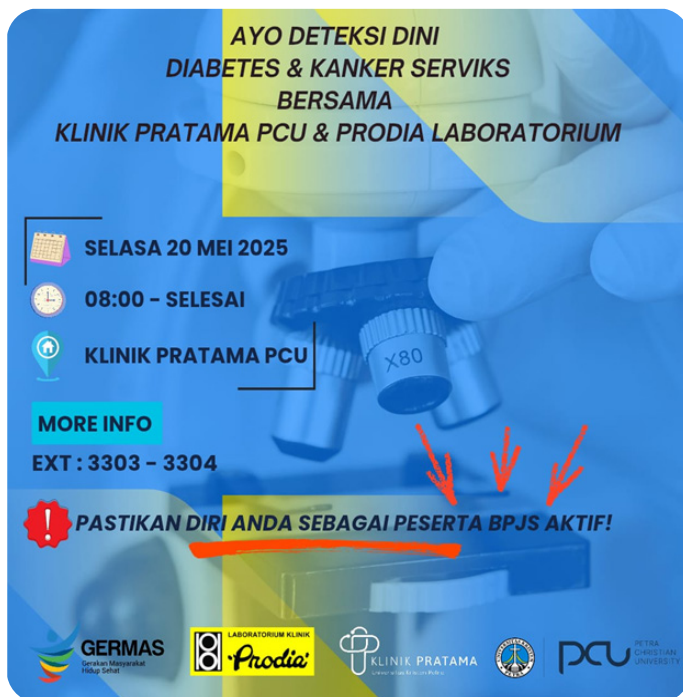
No	Name	Institution	Country of Origin	Program/Field
1	Duan Wen Jiao, B.A., M.A.	–	Taiwan	Mandarin Language
2	Guo Jing, M.Ed.	–	China	–
3	Judith Grace Moulds, B.Sc., AKC, M.A., M.Ed., Ph.D.	–	UK	PCSD
4	Sungkwan Kim, B.A., M.Div.	–	South Korea	English Literature
5	Hong Jongyoun, B.A., M.Ed.	–	South Korea	–
6	Heejung Kim, B.A., M.Ed.	–	South Korea	–
7	Kyeongjae Park, B.A., M.Ed.	–	South Korea	–
8	Jon Derek Guffey, B.Sc., MCS., D.Miss.	–	USA	–
9	Jeffery Todd Bridges, B.Sc., M.Ed.	–	USA	–
10	Yong Boon Kok, B.Sc., M.T.M.*	Elyon Christian School Surabaya	Singapore	Management
11	Dr. Christopher Goh, MBA*	Global Holistic Organization	Singapore	–
12	Dr. Mario Cesar Velez Gutierrez*)	PT Samudera Biru International	USA	–
13	James Neil Wright, M.Sc.**)	Association of Chartered Certified Accountants (ACCA)	England	Accounting
14	Prof. Dr. Peter Robert Mayer**)	Hochschule Osnabrück University of Applied Sciences	Germany	Management & Accounting
15	Chanchai Boonla, Ph.D.**)	Chulalongkorn University	Thailand	Food Technology
16	Prof. Koichiro Awai, Ph.D.**)	Shizuoka University	Japan	–
17	Prof. Tasur-Wang Chun**)	Chung Yuan Christian University	Taiwan	–
18	Peter F. Haddawy, Ph.D.**)	Mahidol University	Thailand	Food Technology & Medical Doctor
19	Prof. Dr. Michael Dirksen**)	The Münster School of Business, FH Münster, University of Applied Sciences	Germany	Food Technology, Management, Master Management, Master in Industrial Engineering, and Doctoral Program in Management
20	Prof. Ts. Dr. Joseph Ng Poh Soon**)	University College Sedaya International	Malaysia	Faculty of Industrial Technology
21	Prof. Yukari Yamauchi, Ph.D.**)	Nihon University	Japan	Informatics

Notes:

- *) Part-time Lecturer
- **) Adjunct / Visiting Professor

Beyond its direct economic value generated and distributed, PETRA also creates significant indirect economic impact through its long-term contribution to human capital development, social well-being, and community resilience. Through its educational services, research activities, library services, community engagement programs, scholarship support, and polyclinic services, PETRA expands access to knowledge, healthcare, and opportunities for personal and professional development. The University's library strengthens literacy, learning access, and knowledge sharing for both internal and external stakeholders, while its polyclinic contributes to the well-being and productivity of students, staff, and surrounding communities through access to basic health services. In addition, scholarship programs promote broader educational opportunity and social mobility, while research and community service initiatives generate practical solutions, empower local communities, and support long-term socio-economic development. Supported by partnerships with industry, domestic and international institutions, and a wide alumni network, these contributions extend beyond campus operations and reinforce PETRA's role in fostering inclusive and sustainable development.

As a **Klinik Pratama**, the **PETRA Polyclinic** serves as an accessible first-line healthcare unit that supports the well-being of both the University community and external stakeholders. Located at T Building, the Polyclinic provides general practitioner and dental services from Monday to Friday. The general clinic operates from 08.00–11.30 WIB for the academic community, education personnel, and the general public, and from 13.00–18.30 WIB for the academic community and education personnel. The dental clinic operates from 08.00–11.30 WIB for the academic community, education personnel, and the general public, and from 13.00–14.00 WIB for the academic community and education personnel, with a break from 12.00–13.00 WIB and Monday registration closing at 09.30 WIB.



**AYO DETEKSI DINI
DIABETES & KANKER SERVIKS
BERSAMA
KLINIK PRATAMA PCU & PRODIA LABORATORIUM**

SELASA 20 MEI 2025

08:00 – SELESAI

KLINIK PRATAMA PCU

MORE INFO
EXT : 3303 – 3304

PASTIKAN DIRI ANDA SEBAGAI PESERTA BPJS AKTIF!

Logos at the bottom: GERMAS, Prodia, Klinik Pratama, PCU, and Petra Christian University.

In 2025, the Polyclinic also contributed to significant indirect economic impact through routine healthcare services and preventive health information, including public-facing health topics such as **Type 2 diabetes mellitus, cervical cancer, pneumonia, Alzheimer's disease, and eye health**. By improving access to basic healthcare, encouraging preventive behavior, and strengthening health literacy, the Polyclinic supported the well-being, productivity, and resilience of students, staff, and the wider community. These contributions created broader socio-economic benefits that extended beyond direct financial transactions and reinforced Petra Christian University's role in supporting sustainable and inclusive development.



SIGNIFICANT INDIRECT ECONOMIC IMPACT

[GRI 203-2]

The routine blood donation activity organized through the PETRA Polyclinic reflects the University's commitment to humanitarian service and preventive health support for the wider community. By facilitating blood donation programs, the Polyclinic provides a practical platform for students, staff, and external participants to contribute to public health needs, strengthen solidarity, and support the availability of blood supplies for medical services. This activity also reinforces a culture of social responsibility and collective care within and beyond the campus environment.

The PETRA Polyclinic also supports eye health promotion as part of its routine health awareness efforts. Public materials issued by the clinic in 2025 addressed topics such as protecting the eyes and maintaining eye health in the digital era, highlighting the importance of preventive care in response to increasing screen exposure in daily academic and professional activities. Through this initiative, the Polyclinic helps improve health literacy, encourages early attention to visual well-being, and supports healthier study and work habits among stakeholders.

KEMBALI HADIR!
SKRINING/PEMERIKSAAN MATA DAN PEMERIKSAAN KESEHATAN GRATIS BERSAMA,
DOKTER MATA SURABAYA EYE CLINIC & KLINIK PRATAMA PCU

FREE

21 - 23 OKTOBER 2025
08:00 - 12:00 WIB
Klinik Pratama PCU - Gd T
50 - 70 Pasien/ Hari
"Mahasiswa, Dosen, Karyawan, Alumni & Masyarakat umum"
Registrasi ONSITE
PUNYA APLIKASI "SATU SEHAT" KEMENKES

CONTACT US :
EXT : 3303 - 3304
@klinikpratamapcu

PETRA CHRISTIAN UNIVERSITY
KLINIK PRATAMA
KLINIK UTAMA MATA SEC SURABAYA EYE CLINIC
GERMAS



COMMUNITY SERVICES, INCLUSION AND ACCESSIBILITY

In 2025, PETRA continued to create indirect economic impact through **community service, outreach, and empowerment initiatives** that extended beyond the campus and contributed to broader societal well-being. These initiatives supported communities through educational access, financial literacy, MSME development, health promotion, inclusive learning, cultural preservation, and social assistance. Although many of these activities did not involve direct financial transfers, they generated meaningful socio-economic value by strengthening local capacities, improving community resilience, and widening access to knowledge, skills, and essential services.

In 2025, Petra Christian University strengthened its commitment to inclusion through a series of activities designed to expand access to learning, participation, and supportive environments for diverse community groups, including persons with disabilities and children with special needs. At PETRA Library, the University organized a workshop on **Artificial Intelligence for People with Disabilities in Education and Employment** on 24 April 2025, introducing technologies such as ChatGPT and Envision AI to support visual accessibility, inclusive learning, workplace inclusion, and mental health support. On 22 July 2025, the Library also hosted a literacy and inclusion visit from **Yayasan Pendidikan Autis Mutiara Hati**, providing storytelling, reading, coloring, and guided interactive activities in a welcoming learning environment for children with autism.

PETRA also advanced inclusion for people with visual impairments through the **KKP Desain Inklusi** course in the

Architecture Program in 2025. As part of this initiative, students participated in simulations using white canes and wheelchairs around the PETRA campus to better understand accessibility barriers. The program further involved discussions and design refinement with students with visual impairments from **SMPLB-A YPAB Surabaya** and **SLB Siswa Budhi Surabaya**, ensuring that people with visual impairments were engaged as actual target users in the design process. The resulting rapid prototypes and models were tested for accessibility and later shared with special schools, including models equipped with **Braille** to make them easier for visually impaired users to read. Through these initiatives, Petra Christian University contributed to broader social inclusion by increasing disability awareness, fostering empathy, and promoting more accessible learning and built environments.

PETRA also promoted inclusive design awareness through the **Asia Summer Program 2025** session, **“Designing for Everyone: Heritage Meets Inclusivity at PETRA Library,”** published on 29 July 2025. This activity introduced the principles of universal design and allowed participants to experience accessibility challenges through hands-on simulation, fostering empathy and a deeper understanding of how spaces can be designed for people of different abilities and backgrounds. In addition, through the **Early Childhood Learning Media Exhibition** on 23 May 2025, PETRA Library positioned itself as an inclusive and welcoming literacy space for young children by providing a safe, engaging, and accessible learning environment.

Table Community Service and Outreach Activities

No.	Community Service / Outreach Activity	Date / Period	Primary Beneficiaries	Summary of Activity	Relevance to Indirect Economic Impact
1	DompNgedol.ly for MSMEs in ex-Dolly, Surabaya	January 2025	MSME owners, especially batik artisans and micro-entrepreneurs in ex-Dolly	PETRA introduced DompNgedol.ly , a digital financial application designed to help MSMEs record transactions, monitor cash flow, manage inventory, and better plan their business finances.	Strengthened financial management capability, improved business transparency, and supported the long-term sustainability of micro-enterprises.



SIGNIFICANT INDIRECT ECONOMIC IMPACT

[GRI 203-2]

No.	Community Service / Outreach Activity	Date / Period	Primary Beneficiaries	Summary of Activity	Relevance to Indirect Economic Impact
2	FACT Program with SUTD at Rumah Padat Karya, Gunung Anyar	13–17 January 2025	Community members and MSMEs in Gunung Anyar	Through the Freshmore Asian Cross-Curricular Trip (FACT), PETRA and SUTD students engaged with local social and business challenges at Rumah Padat Karya and Kedai Kopi Edu Farm, and developed prototype-based solutions.	Enhanced community problem-solving capacity and contributed to local enterprise visibility and innovation support.
3	Workshop “Bunda Belajar, Anak Pintar”	19 February 2025	Bunda PAUD in Tegalsari	Conducted by PETRA Library in collaboration with Bunda PAUD Kecamatan Tegalsari, the workshop strengthened knowledge and practical capacity for supporting early childhood education.	Contributed to long-term human capital development through better early childhood learning support.
4	Petra Mengajar 2025	2025	Elementary school students	Petra Mengajar involved PETRA students in community teaching activities at elementary schools as part of a community service program.	Expanded access to educational support and helped strengthen foundational learning among school-age children.
5	Artmosphere 2025 – “Nirmatika”	2025	Children, youth, and community participants	Artmosphere 2025, organized under HIMAVISTRA, was positioned as a community service activity centered on wayang-making and folklore-based creative learning.	Promoted cultural literacy, creativity, and informal education while preserving local cultural knowledge.
6	United For Others 2025	May 2025	School/community learning spaces and their users	United For Others 2025 was a community service activity focused on painting classrooms , aimed at improving learning environments.	Improved the quality and usability of educational facilities, indirectly supporting better learning conditions and community welfare.



SIGNIFICANT INDIRECT ECONOMIC IMPACT

[GRI 203-2]

No.	Community Service / Outreach Activity	Date / Period	Primary Beneficiaries	Summary of Activity	Relevance to Indirect Economic Impact
7	Community Service at SMPN 57 Surabaya	16 May 2025	Junior high school students	PETRA Library and faculty members conducted activities on waste sorting and money literacy, including saving, budgeting, and distinguishing needs from wants.	Strengthened environmental awareness and financial literacy, both of which support responsible consumption and future household resilience.
8	Literacy and Inclusion Visit with Yayasan Pendidikan Autis Mutiara Hati	22 July 2025	Children with autism and their companions	PETRA Library hosted an inclusive literacy visit featuring storytelling, reading, coloring, and guided interactive activities in a welcoming learning environment.	Supported inclusive access to learning opportunities and broadened participation for children with special needs.
9	International Community Outreach Program (iCOP) 2025	16 July–9 August 2025	Communities in Mojokerto villages	iCOP 2025 involved 153 students from nine universities in community empowerment activities in Mojokerto, including village branding, literacy initiatives, environmental action, and other empowerment programs.	Strengthened village capacity, supported local development, and contributed to community resilience through collaborative empowerment.
10	Petra x Royal Residence Healthy Hub / Wellness Weekend	20–21 September 2025	Residents around Royal Residence and surrounding communities	As part of Homecoming 2025, PETRA and Royal Residence organized health checks, body and dental health education, stunting prevention education, and community training activities.	Improved public health awareness, preventive health behavior, and community knowledge that may reduce future social and economic burdens.
11	PEKA 2025 – “EUNOIA: Goodwill for Others”	2025	Seven orphanages and children in Surabaya	PEKA 2025 aimed to collect and distribute 200 pieces of clothing and 80 school supplies to seven orphanages in Surabaya	Helped ease the material burden on vulnerable groups and supported access to basic educational needs.

SIGNIFICANT INDIRECT ECONOMIC IMPACT

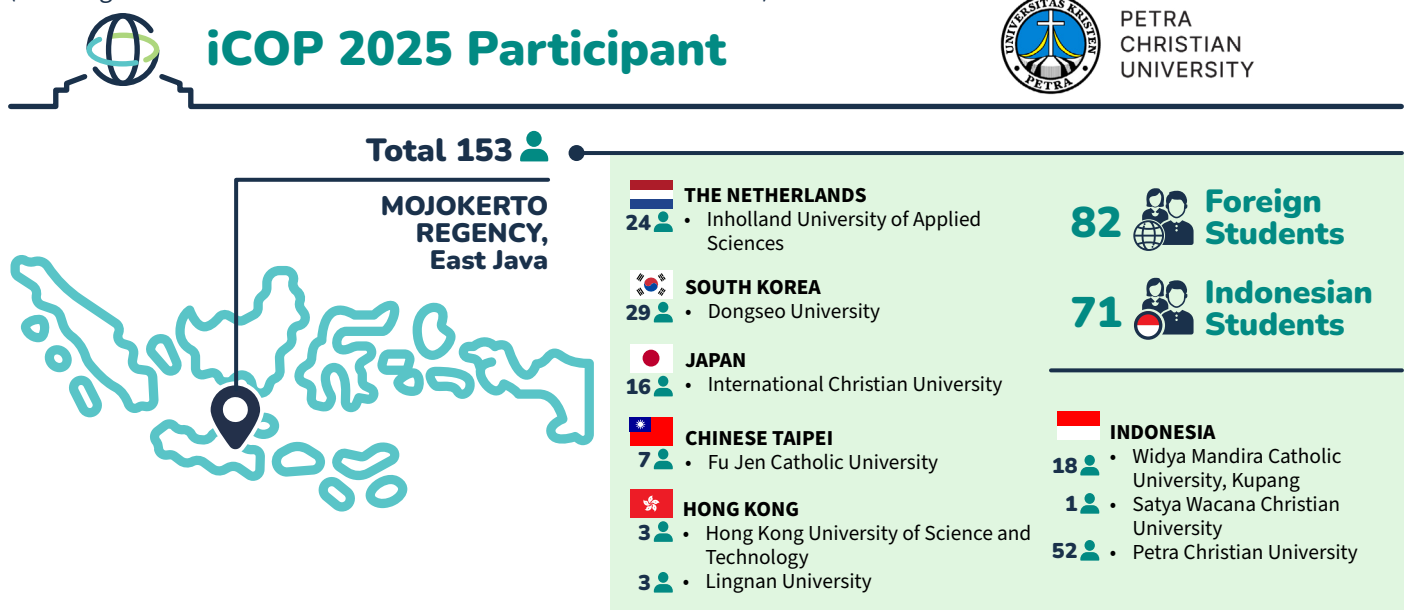
[GRI 203-2]

Through those initiatives, PETRA demonstrated that its contribution to sustainability extends beyond academic delivery and campus operations. By strengthening community capabilities, supporting micro-enterprises, promoting inclusive education, improving health awareness, and addressing basic social needs, the University generated wider socio-economic value and contributed to more resilient and empowered communities.



In 2025, Petra Christian University supported indirect economic impact through a strategic community empowerment initiative focused on strengthening the governance of coffee farmer groups under the Economic Empowerment Working Group of the GKJW Synod. Launched on 21 June 2025 under the Australia–Indonesia Institute grant program, the initiative encompassed capacity-building activities in cost–price management, creative marketing, financial management, consultation, and structured follow-up planning. The program engaged four beneficiary Patuwen Coffee farmer groups previously accompanied by GKJW: Sri Mojo–Mojowarno, Bangelan, Kucur, and Jengger. The initiative generated broader socio-economic value by enhancing farmers’ managerial capability, supporting product quality improvement, strengthening market readiness, and increasing the long-term competitiveness of local coffee producers. In doing so, PETRA reinforced its role as a higher education institution that contributes to community resilience and sustainable rural economic development through partnership-based empowerment.

The International Community Outreach Program (iCOP) 2025 was held in Mojokerto Regency, East Java, with 153 participants (82 foreign students from five countries and 71 Indonesian students).





SIGNIFICANT INDIRECT ECONOMIC IMPACT

[GRI 203-2]

The International Community Outreach Program (iCOP) 2025 - Mojokerto was implemented in five villages across three sub-districts: Jatirejo (Sumberjati, Rejosari, Jembul), Gondang (Dilem), and Pacet (South Pacet Hamlet). This program, a follow-up to the Mojokerto Regency Government-PETRA MoU, encompassed both physical and non-physical development projects based on surveys and community consultations.

Activities included: improving the quality of education (teacher training, teaching, school renovations, book donations), basic infrastructure development (volleyball courts, guard posts, clean water access, filter replacement, trash can donations), village economic empowerment (village-owned enterprises, fish ponds, coffee villages), and environmental preservation (clean villages, waste sorting, and river cleanups with Sungai Watch). Furthermore, Dilem Village focused on cultural preservation through support of a gamelan group, while Pacet Village emphasized renewable energy through the installation of solar-powered streetlights.

Research by PETRA lecturers has made significant contributions to the industry through technological, system, and strategic innovations that improve efficiency, reduce risk, and strengthen operational reliability. Applied research includes the development of artificial intelligence (AI)-based learning assessment avatars for higher education, the integration of IoT and AI-based monitoring systems for early detection of cathodic protection failures in underground pipeline infrastructure, the development of a repository, and a demonstration program for generative AI software on a supercomputing platform. These research findings directly assist the industry in discovering more effective methods and technologies.

Applied Research Results with Community Satisfaction Scores Above 3.00

No.	Research Title	Researchers	Partner	Satisfaction Score
1	Implementation of Waste-to-Energy Technology Based on Geothermal and Circular Economy in Community Empowerment Research in the Underdeveloped Area of Indonesia towards a Sustainable Future (PETRA)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.Prof. Dr. Njo Anastasia, S.E., M.T.Dr. Dhyah Harjanti, S.E., M.Si.	PT. Delita Samudra Timur	4
2	Development of Repository and Program for Improving AI Performance on High-Performance Computing Platforms with AMD Graphics Acceleration	Ir. Resmana Lim, M.Eng.Dr. Indar Sugiarto, S.T., M.Sc.	PT. Visiniaga Mitra Kreasindo	4
3	Design of a Urinal Monitoring System with Urine Glucose Level Detection and Blood Alcohol Level Based on IoT	Felix Pasila, S.T., M.Sc., Ph.D.Prof. Dr. Ir. Willyanto Anggono, S.T., M.Sc.Ir. Julius Sentosa Setiadji, S.T., M.T.	Primeskills Edukasi Indonesia	4
4	Design of a Urinal Monitoring System with Urine Glucose Level Detection and Blood Alcohol Level Based on IoT	Felix Pasila, S.T., M.Sc., Ph.D.Prof. Dr. Ir. Willyanto Anggono, S.T., M.Sc.Ir. Julius Sentosa Setiadji, S.T., M.T.	PT. Elefante Infradji Solusi	4
5	Design and Implementation of an Avatar-Based Learning Mentor for Technopreneur Education Using Artificial Intelligence	Dr. Gregorius Satia Budhi, S.T., M.T.Felix Pasila, S.T., M.Sc., Ph.D.Felecia, S.T., M.Sc.	Primeskills Edukasi Indonesia	4



SIGNIFICANT INDIRECT ECONOMIC IMPACT

[GRI 203-2]

PETRA, through its Innovation and Entrepreneurship Center (SIK) and Student and Alumni Administration Bureau (BAKA), secured funding for three startups: Hypercool, Seabenning, and Rumah Export. Of the three, Hypercool was selected to participate in the Indonesian Student Entrepreneurship (KMI) Expo at Haluoleo University, Kendari.

The Center for Innovation and Entrepreneurship (SIK) was given the opportunity to participate in the “HK Tech 300 Southeast Asia Start-up Competition,” organized by the City University of Hong Kong. The competition includes four categories: Biotech & Health, Fintech, Advanced Tech & ESG, and ICT & AI. Five startups fostered by SIK were incubated and included in the assessment.

No.	Start-up	Product Description
1	Solarboat	A marine transportation device made from EVA rubber material and powered by solar energy as the main energy source.
2	Hypercool	A laptop cooling device designed with a special technology that enables faster temperature reduction during overheating.
3	Urotech	A waste recycling solution that converts waste into eco-friendly products.
4	Edu-batt	A battery waste sorting device with an educational concept, utilizing Artificial Intelligence (AI) technology.
5	Seabenning	A mobile water purifier powered primarily by solar energy.

As part of the One Idea One Company program, the Center for Innovation and Entrepreneurship (SIK) held the Idea Challenge and Leadership Enhancement Program (LEAP). Only proposals at the Development and Scalability Ready stages can enter the incubation at SIK, while the Idea and Validation stages are facilitated through mentoring and bootcamps. Meanwhile, in the LEAP, all proposals that pass the selection process can participate in LEAP Research and Innovation. In 2025, 13 proposals successfully passed to proceed to the LEAP stage.

The impact of the application of research and community service results is also measured through **the intellectual property (IP)** utilized for industrial needs. The IP produced ranges from fashion products to various technological innovations, such as various types of brackish water supply devices. Most of the IP is developed through applied research and community service programs by interdisciplinary teams of lecturers. These innovations demonstrate the university's concrete contribution to supporting the practical needs of society and developing value-added products.

Number of Intellectual Property (IP) Implemented in Industry

No.	IP Title	IP Owner / Team	Partner
1	Batik Canting Cap – Cincau Manis (IDD000077059)	Adelina Prabowo, S.E., MBADr. Andiyadi, S.Sn., M.Med.Kom.Manaha Sng, S.E., MSM., M.Rech.Yohan Gunawan Heunk, S.E., MM.WijariniSilvia Ratnani	UMKM Genarta, Surabaya
2	Women's Clothing (IDD000072591)	Luri Renaningtyas, S.T., M.Des.Purnama Esa Dora, S.Sn., M.Sc.Viona Krisentia Gunawan	UMKM Naleni Kain
3	Jumbo Size Roof Tile Press Tool – Type 01 (Alpamal Jumbo Type 01) (S0020503812)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
4	Roof Tile Press Tool – Type 02 (Alpamal Mini Type 02) (S0020506328)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur



SIGNIFICANT INDIRECT ECONOMIC IMPACT

[GRI 203-2]

5	Clay Roof Tile Press Tool (Alpamal Mini – S0020505638)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
6	Clay Roof Tile Press Tool – Manual Type (Alpamal Mini – S0020505649)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
7	Clay Roof Tile Press Tool – Hybrid (Alpamal Mini Non-Solar Panel) (S0020505666)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
8	Clay Roof Tile Press Tool – Fully Automatic (Alpamal Jumbo Type-02 Automatic) (S0020505670)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
9	Clay Roof Tile Press Tool – Full Auto Hybrid Manual (S0020505675)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
10	Clay Roof Tile Press Tool – Hybrid (Alpamal Mini Type-01 Automatic) (S0020505677)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
11	Clay Roof Tile Press Tool – Portable Manual Hybrid (Alpamal Mini Type-01) (S0020505678)	Dr. rer. nat. Ir. Surya Hermawan, S.T., M.T.	Pokmaswas Data Samudra Timur
12	Wooden Door Ornament (IDD000077089)	Dr. Adi Santosa, S.Sn., M.Arch.Dr. Andiyadi, S.Sn., M.Med.Kom.	Zorla Collection, Surabaya
13	Laptop Bag (IDD000073266)	Trixie Nova Bella T, S.M., M.M.Vivian HartonoMaylis Eka Putri CristoperJennifer Conelly SoenjojoAlvin Marcello	Tasche
14	Multifunctional Tissue Holder (IDD000078241)	Trixie Nova Bella T, S.M., M.M.Claudine Patricia Audris LindoroAlviora MarcellaEdwin Alexander DarmawanBrian Matthew L.Geovany Evan Irawan Sihombing	Tissue Tales

OPERATIONS ASSESSED AS HAVING RISKS RELATED TO CORRUPTION

[GRI 205-1]

Continuously, PETRA evaluates and supervises programs aimed at preventing acts of corruption in the entire series of operational activities or business processes for implementing Tri Dharma. These various activities include education, teaching, research, community empowerment, and procurement of goods and services. This evaluation activity involves various parties, starting from leaders, lecturers, university education staff, faculties and other working units to ensure that there are no corruption cases involving PETRA during the 2025 reporting period.



In every Tridharma of Higher Education activity, PETRA always supports the achievement of sustainable development (SDGs), which is a global action plan agreed upon by world leaders to end poverty, reduce inequality and protect the environment. PETRA actively and continuously contributes to solving various national problems, especially those related to sustainable development (SDGs) and the social-ecological crisis in line with the principles of sustainability. Like the problems commonly faced by low-middle income countries, Indonesia also faces problems of poverty, inequality and unemployment. This problem is also related to extreme natural conditions and disasters that affect people's welfare, both directly and indirectly.

PETRA as a higher education institution with a wealth of competent resources plays a greater role in enriching empirical solutions in various fields as an alternative solution to problems in an increasingly complex society. The solutions

offered by PETRA always paying attention to environmental preservation, friendly to children and the elderly, disabled groups, energy saving, and other considerations. The principles of prevention and prudence in PETRA management are carried out by implementing ISO 9001 quality management regarding anti-corruption practices.

To strengthen campus cybersecurity, the PCU Computer Security Incident Response Team (CSIRT) was formed in September 2023. This team has been registered and is under the guidance of the National Cyber and Crypto Agency (BSSN). The team continuously strives to strengthen server security by patching server security gaps regularly and conducting weekly reviews. PETRA's Center of Information and Communication (PTIK) has also upgraded the HCI Simplivity server firmware to improve the security and reliability of the server. The Cyber Security Incident Handling Maturity Level (TMPI) has reached Level 2.

In an effort to provide cybersecurity insight to all campus residents, the Center for Information and Communication Technology (PTIK) PETRA has held several security awareness socialization activities, including Security Awareness; Tips for Overcoming Computer Malware; Android Mobile Security.



Anti-Corruption

Anti-corruption strategy is an important topic for PETRA. Various actions have been taken as preventive, corrective and curative steps to minimize the occurrence of acts of corruption in PETRA's internal and external environment. PETRA has developed anti-corruption practices by implementing ISO 9001 quality management.

Beyond academic events, PETRA maintains a strong institutional framework to prevent corruption and fraud. The University enforces policies that prohibit misuse of institutional assets, unauthorized financial practices, and

any form of unethical conduct. These policies are embedded within employee regulations and governance systems, ensuring accountability across all organizational levels.

Furthermore, the presence of specialized academic programs such as the **International Digital Accounting and Fraud (IDAF)** strengthens PETRA's long-term commitment to anti-fraud education. Through courses such as fraud examination, forensic accounting, and internal audit, the University systematically integrates anti-corruption principles into its curriculum.



In 2025, PETRA reinforced its commitment to integrity, transparency, and ethical governance through a series of academic and institutional initiatives aimed at preventing corruption and fraud. These efforts reflect the University's alignment with sustainable governance principles and its role in cultivating ethical awareness among students, academics, and stakeholders. PETRA is committed to protecting the privacy and security of users' personal data through the privacy policies of its International Registration and Petra Mobile services, which regulate the responsible collection, use, storage, protection, and disclosure of data to support academic, administrative, communication, digital service improvement, and legal compliance purposes, while also providing users with the right to access, update, deactivate, or delete their personal data in accordance with applicable regulations.

PETRA AGILITY & INTEGRITY FORUM 2025
COMPLIANCE & SUSTAINABLE GROWTH

8 SKP
For All Member

SESI I
Moderator:
Dr. Kuntadi (Kepala Kejaksaan Tinggi Jawa Timur)
Dr. (Cang) Wani Sabu (Senior Advisor Fraud Banking Investigation PT BCA)
Untung Basuki, S.E., M.E. (Kepala Kanwil DJBC Jatim I)
Moderator:
Dr. Saunce Elzye Hatane (Accounting PCU)

SESI II
Moderator:
Dr. Samungun (Kepala Kanwil DJP Jatim I)
Darusalam, S.E., Ak., CA., M.Si., LL.M. Inc. Tax (Ketua Umum PERTAFSI)
Prof. P. M. John L. Hutagaol (Advisory Board Accounting, PCU)
Moderator:
Agus Ananto Toly, SE, MSA, Ak., BKP, CFP, CA. (Accounting PCU)

SESI III
Moderator:
B. Bewono Kristaji, SE, M.E., M.Sc. (Director of DDTTC Fiscal Research and Advisory)
Fannyang Prambodo Huki (Penasihat Komputer Ahli Madya DJP Kementerian)
Moderator:
Ika Fransisca, SAK, MAK (KPI)

30 SEPTEMBER 2025 | PK. 8.30-16.00 WIB
9 PETRA CONVENTION HALL
(AUDITORIUM KAMPUS PUSAT) | HYBRID

BIAYA PENDAFTARAN
50K UNTUK WAJIB BAGI
UMUM | PESERTA OFTCS
LINK PENDAFTARAN: petra.id/PendaftaranPAIF2025

DOORPRIZE SPESIAL!
5 BUKU KONSEP DAN
APLIKASI PAJAK
PENGHASILAN EDISI KE-2
*UNTUK 5 KOMENTAR
TERBAIK DI KANAL
AGENDA DDTTNEWS

DAFTAR

A key highlight was the organization of the **Petra Agile & Integrity Forum: Compliance and Sustainability Growth**, held on 30 September 2025 in a hybrid format at Petra Convention Hall. The forum addressed critical issues related to compliance, taxation integrity, fraud risk, and financial sustainability. One of the main sessions, titled *“Cybercrime, Fraud, and Anti-Corruption: Strategic Roles of Financial Institutions and Law Enforcement in Safeguarding Financial Stability,”* brought together prominent speakers from regulatory bodies, law enforcement agencies, and the banking sector. This session provided practical insights into fraud detection, prevention mechanisms, and anti-corruption enforcement in Indonesia's financial ecosystem.

The forum also served as a platform for student engagement, as its content was integrated into the **Olimpiade Forum Tax Center Surabaya (OFTCS) 2025**, where participants were required to attend and apply the knowledge in competitive academic settings. This initiative demonstrates PETRA's commitment to embedding integrity and anti-fraud values into student learning outcomes, particularly in taxation and accounting disciplines.





LEGAL MEASURES FOR ANTI-COMPETITIVE BEHAVIOR, ANTI-TRUST AND MONOPOLY PRACTICES

[GRI 206-1]

Based on the Decree of the Director of the Executive Board of the National Accreditation Board for Higher Education Number 912/SK/BAN-PT/Ak.Ppj/PT/XI/2023 concerning the Higher Education Accreditation Ranking of Petra Christian University, PETRA has been declared qualified for the UNGGUL Accreditation rating. This accreditation status is valid from November 29, 2023, to November 29, 2028.

Internationally, PETRA's participation in world university rankings requires thorough preparation, including the collection and compilation of data related to academic reputation, employer reputation, global visibility, research networks, and research outputs. In the QS Asia University Rankings, PETRA recorded significant progress, rising from #651–700 in 2024 to #581–600 in 2025. This improvement reflects the university's ongoing efforts to strengthen its academic reputation, international collaboration, and research quality.

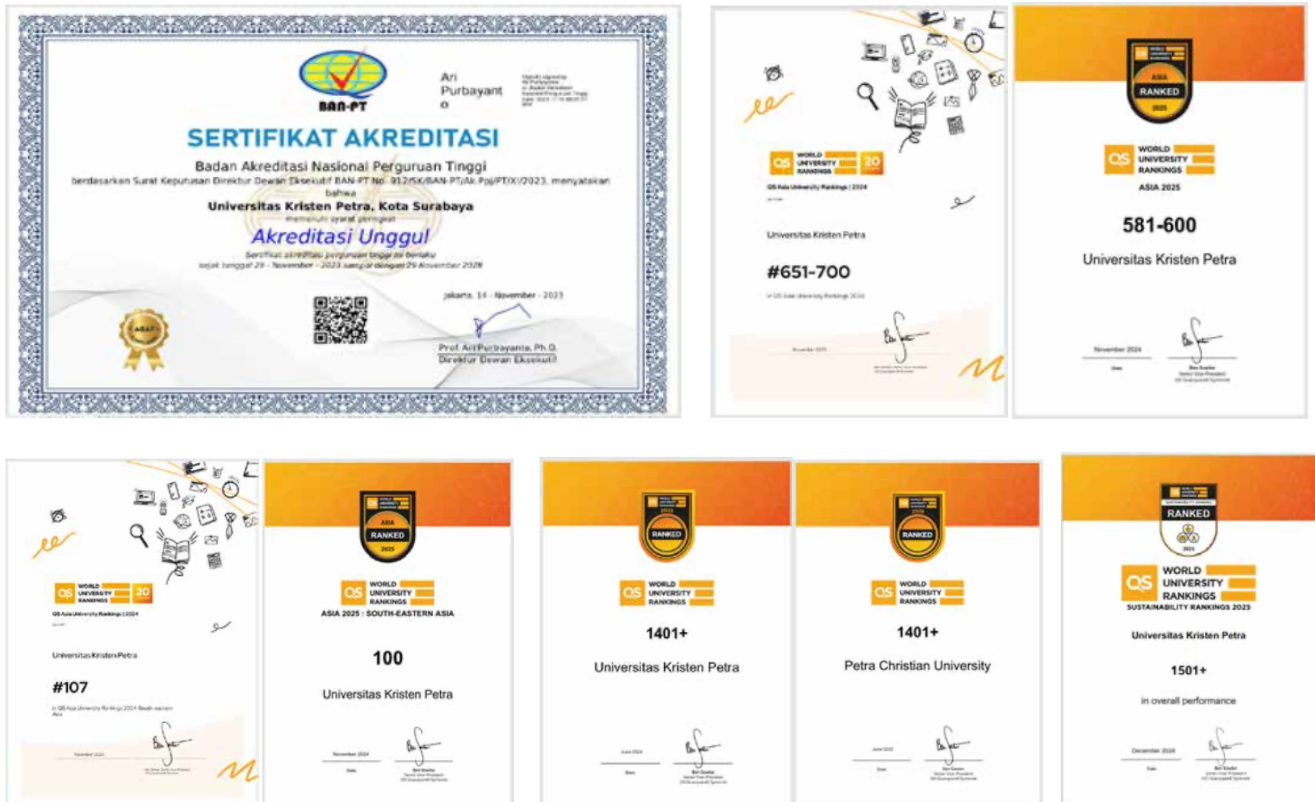
At the sub-regional level of Southeast Asia (QS Asia University Rankings 2025: South-Eastern Asia), PETRA also experienced an increase in ranking from #107 in 2024 to #100 in 2025. With

this achievement, PETRA managed to maintain its position among the world's 1,500 leading universities according to the QS World University Rankings 2025, with a global ranking of #1401+.

At the end of 2024, PETRA entered the QS Sustainability Rankings 2025 for the first time, achieving a global ranking of #1501+. This achievement recognizes PETRA's commitment to implementing good university governance while simultaneously delivering sustainable social and environmental impact.

In UniRank2025 (Top Universities in Indonesia | 2025 University Ranking), PETRA is ranked #42 in Indonesia, down from #37 in 2024, and #1201 in Asia in 2025.

Meanwhile, according to EduRank 2025 (edurank.org), PETRA is ranked #51 out of 562 universities in Indonesia (up from #52), #915 in Asia (up from #966), and #2,869 in the world (up from #3,015). PETRA also maintains its position as the #1 ranked private university in Surabaya.





LEGAL MEASURES FOR ANTI-COMPETITIVE BEHAVIOR, ANTI-TRUST AND MONOPOLY PRACTICES

[GRI 206-1]

Accreditation Ranking of Undergraduate Study Programs

Accreditation	Total
Excellent (UNGGUL) / A	12
Very Good (BAIK SEKALI) / B	2
Good (BAIK) / New Operational Permit	2
TOTAL	16

Accreditation Rankings for Masters, Doctoral, and Professional Study Programs

Accreditation	Total
Excellent (UNGGUL) / A	2
Very Good (BAIK SEKALI) / B	5
Good (BAIK) / New Operational Permit	4
TOTAL	11

In 2025, Petra Christian University (PETRA) demonstrated strong academic quality and institutional excellence through its accreditation performance across undergraduate and postgraduate programs. At the undergraduate level, the majority of study programs achieved the highest accreditation standard, with **12 programs rated “Excellent (Unggul/A)”**, reflecting PETRA’s consistent commitment to delivering high-quality education. In addition, **2 programs obtained “Very Good (Baik Sekali/B)”** accreditation, while **4 programs were categorized as “Good/New (Baik/Baru)”**, indicating ongoing development and continuous quality improvement among newer programs.

At the postgraduate, doctoral, and professional levels, PETRA also maintained a solid accreditation profile. A total of **2 programs achieved “Excellent (Unggul)”** status, while **5 programs were accredited as “Very Good (Baik Sekali/B)”**, demonstrating strong academic governance and program maturity. Meanwhile, **4 programs were classified as “Good/New (Baik/Baru)”**, representing emerging programs that are in the process of strengthening their academic quality and institutional capacity.

TAX APPROACH

[GRI 207-1]

PETRA always upholds ethics and integrity to fulfill tax obligations. PETRA realizes that taxes are a manifestation of state obligations as well as PETRA’s contribution to sustainable national development through reporting and paying taxes on time. Therefore, PETRA has developed a tax approach that is based on the provisions of applicable tax regulations by establishing Accounting, Reporting and Taxation.

The activities of collecting and depositing taxes into the state treasury are carried out by officers within PETRA Financial Administration Bureau with the following tax duties:

- Record taxes that have been collected and prepare supporting data that will be deposited to the Bank (SSP Typing).
- Cross check with the cashier for expenses/SPJ for which tax has been collected.
- Cross check with the general cash book officer for expenses containing tax objects.
- Assist the cashier to type receipts for expenses paid.
- Receive report files and their supporting documents (receipts) from work units/sections and verify the validity of the report.

GOVERNANCE, CONTROL AND TAX RISK MANAGEMENT

[GRI 207-2]

In order to minimize the risk of imposition of tax sanctions which could impact PETRA's reputation as a taxpayer and maximize PETRA's contribution to state revenues, PETRA always complies with and obey the following laws and regulations:

- PP no 58/2023 PPh 21 PP regulates tariff rates based on Article 17 paragraph (1) letter and Average Effective Tariff (TER)
- PMK 66 of 2023 Rewards in connection with work or services received or obtained in the form of kind and/or enjoyment
- PP 55 of 2022 Income Tax Adjustments
- Law Number 11 of 2020 Job Creation Law
- Law Number 7 of 2021 concerning Tax Regulations Harmonization.
- Government Regulation Number 23 of 2018 concerning Income Tax on Income from Businesses Received or Obtained by Taxpayers Who Have Certain Gross Turnover.
- Ministry of Finance Regulation Number 68/PMK.03/2010 concerning Value Added Tax Limits for Small Entrepreneurs.
- Ministry of Finance Regulation Number 68/PMK.03/2020 concerning Income Tax Treatment for Scholarships that Meet Certain Requirements and Any Surplus Remaining Received or Obtained by Non-Profit Entities or Institutions Engaged in the Education Sector and/or Research and Development Sector.
- Regulation of the Director General of Taxes Number PER44/PJ./2009 concerning Implementation of Recognition of Excess Remaining Received or Obtained by Non-Profit Entities or Institutions Engaged in the Education Sector and/or Research and Development Sector which are Excluded from Income Tax Objects.

STAKEHOLDER ENGAGEMENT AND MANAGEMENT OF TAX-RELATED CONCERNS

[GRI 207-3]

In 2025, PETRA demonstrated its commitment to responsible tax governance and stakeholder inclusiveness through a series of structured engagements with tax authorities, academic communities, and internal stakeholders. These initiatives were designed to enhance tax literacy, ensure compliance, and promote transparency in tax-related matters, in alignment with applicable regulations and ethical standards.

PETRA also maximizes the function of the Tax Center Laboratory, a laboratory unit in Tax Accounting Program under Accounting Department. PETRA's Tax Center operates in the fields of education, training, research and community service related to tax issues. PETRA's Tax Center provides services and education to wider community by collaborating with the Regional Office of DJP East Java I as a collaboration partner. PETRA's Tax Center is committed to support the Directorate General of Taxes in increasing taxpayer compliance.

Annually PETRA's Tax Accounting Program sends students as tax volunteers, collaborating with the Regional Office of the Directorate General of Taxes for East Java I (Kanwil DJP Jatim I) in Surabaya. Tax volunteers provide assistance and help Individual Taxpayers who use the Annual SPT form 1770 (specifically for taxpayers who carry out tax obligations in accordance with Government Regulation Number 23 of 2018), 1770 S and 1770 SS who report SPT via e-Filing.





PETRA
CHRISTIAN
UNIVERSITY



ENVIRONMENTAL PERFORMANCE



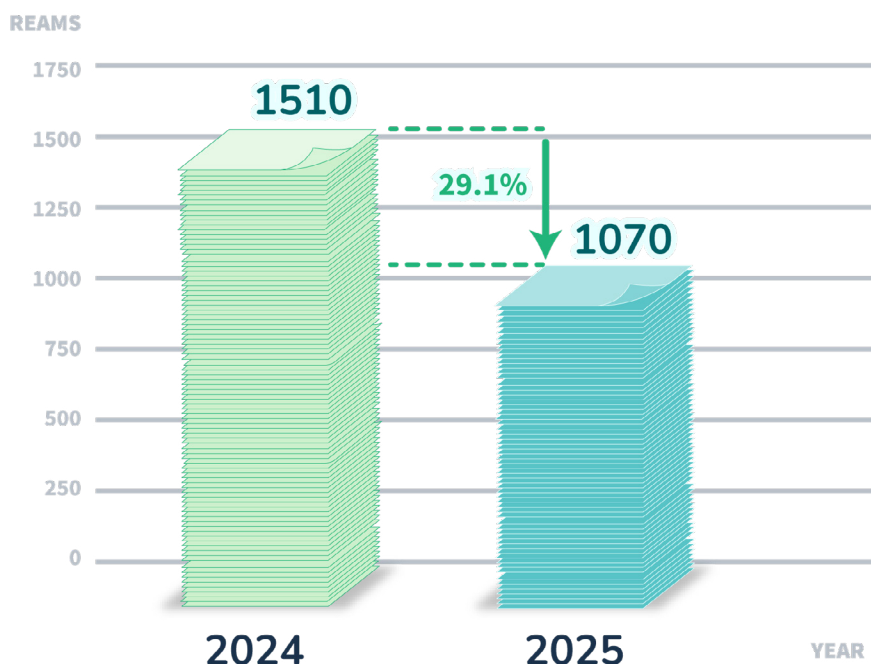


MATERIALS USED BY WEIGHT OR VOLUME

[GRI 301-1]

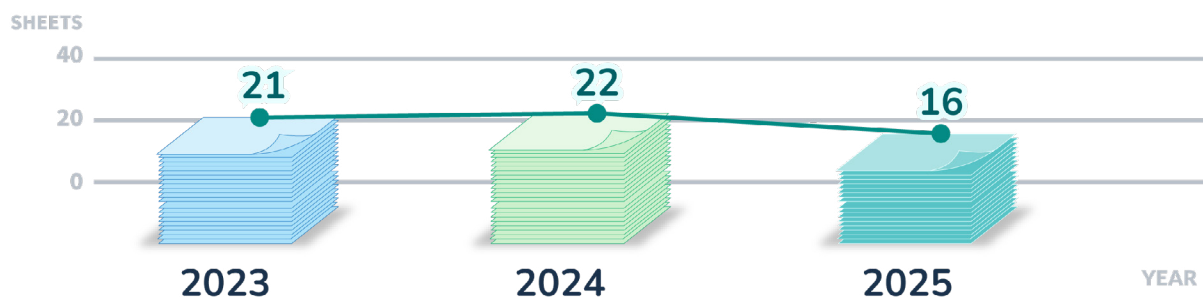
PETRA's commitment to implementing green campus principles continues to show positive progress up to 2025. Various policies supporting resource efficiency, including reducing paper usage through the digitalization of administrative and academic processes, remain part of the sustainability policy implementation established through Decree No. 251/Kept/UKP/2013, updated in Decree No. 103/Kept/UKP/2016, and further strengthened by the Sustainable Campus Rector's Decree No. 357/Kept/UKP/2024.

In 2025, paper consumption at PETRA was recorded at 1,070 reams, representing a decrease of 440 reams compared to 2024 (1,510 reams). This is equivalent to a reduction of approximately 29.1% over the past year.



This decrease indicates a change in the level of paper consumption compared to the previous period. Data on paper usage in recent years also shows variations in line with the dynamics of institutional operational needs and external influences, including the COVID-19 pandemic. Compared to the pre- and early-pandemic period, which reached 2,624 reams, and the 2018/2019 academic year, which reached 4,063 reams, paper consumption in 2025 shows a significantly lower level of usage.

In addition, the ratio of paper usage to the number of staff and lecturers in 2025, with a total of 632 people, was recorded at approximately 1:16 sheets per person per week. Compared to the previous year, this ratio shows a clear improvement, where in 2024 it was recorded at 1:22 sheets per person per week, and in 2023 at 1:21 sheets per person per week. This comparison illustrates that, proportionally to the number of human resources, paper usage in 2025 is at a lower level compared to previous periods.



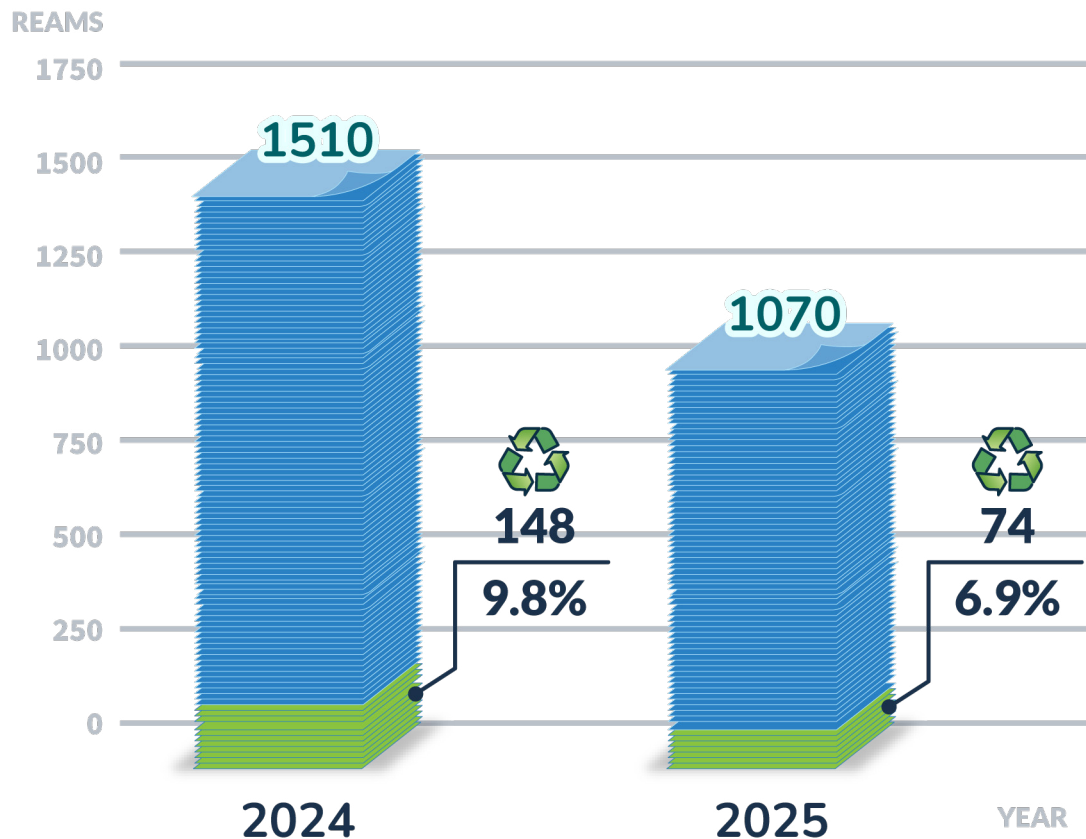


RECYCLED INPUT MATERIALS USED

[GRI 301-2]

As part of material management, PETRA also records the use of recycled paper in its operations. In 2025, out of a total paper consumption of 1,070 reams, 74 reams were recycled paper, or approximately 6.9% of total usage.

Compared to 2024, where recycled paper usage reached 148 reams or 9.80%, there was a decrease both in absolute quantity and proportion. In absolute terms, recycled paper usage decreased by 50%, in line with the reduction in total paper consumption during the same period.



This data provides an overview of the composition of materials used in PETRA operations, both from conventional and recycled sources. This monitoring is carried out continuously as part of implementing a more responsible material management policy.

The use of recycled materials remains part of PETRA's commitment to supporting green campus principles, particularly in encouraging the utilization of more environmentally friendly resources.

RECLAIMED PRODUCTS AND THEIR PACKAGING MATERIALS

[GRI 301-3]

In addition to the use of consumable materials, PETRA also implements the principle of reuse for items or furniture that still have functional potential. This approach is carried out to optimize the utilization of available resources and reduce the need for new procurement.

In the procurement process as well as furniture requests, PETRA considers the availability of existing items before making purchases. Items that are no longer used by certain units can be reassigned, repaired, or modified so that they can be reused by other units in need.

In 2025, a total of 10 cabinet units were recorded as being produced from reused drawers of office desks that were no longer in use. These drawers underwent repair and adjustment processes so that they could function again as document storage cabinets.

In addition, PETRA also carried out repairs on furniture* that could still be used, consisting of:

- 141 desk units
- 541 chair units
- 13 cabinet units

These repairs were carried out to extend the service life of the furniture and to avoid the need for new purchases. Thus, these efforts contribute to reducing the use of new materials and support resource efficiency in campus operations.

In addition to furniture, PETRA also utilized 8 units of used tires which were processed into plant pots and used in campus areas. This utilization represents one form of reuse of non-furniture materials that still have functional value.

This practice is part of the implementation of material reuse in daily operations. The recording of these activities is carried out as part of sustainability documentation efforts and is in line with PETRA's commitment to implementing green campus principles and resource efficiency.

Category	Quantity
Cabinets from reused drawers	10 units
Repaired furniture (desks, chairs, cabinets)	695 units*
Plant pots from used tires	8 units
Total	712 items

A total of 712 material items were successfully reused in 2025, consisting of 10 cabinet units made from refurbished drawer components, 695 furniture units repaired (including tables, chairs, and cabinets), and 8 plant pots made from used tires, as part of efforts to optimize resource utilization within the campus environment.

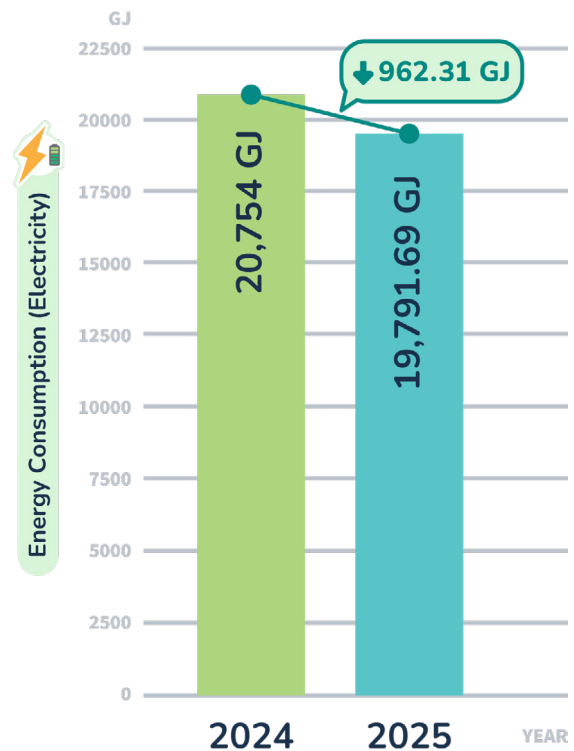
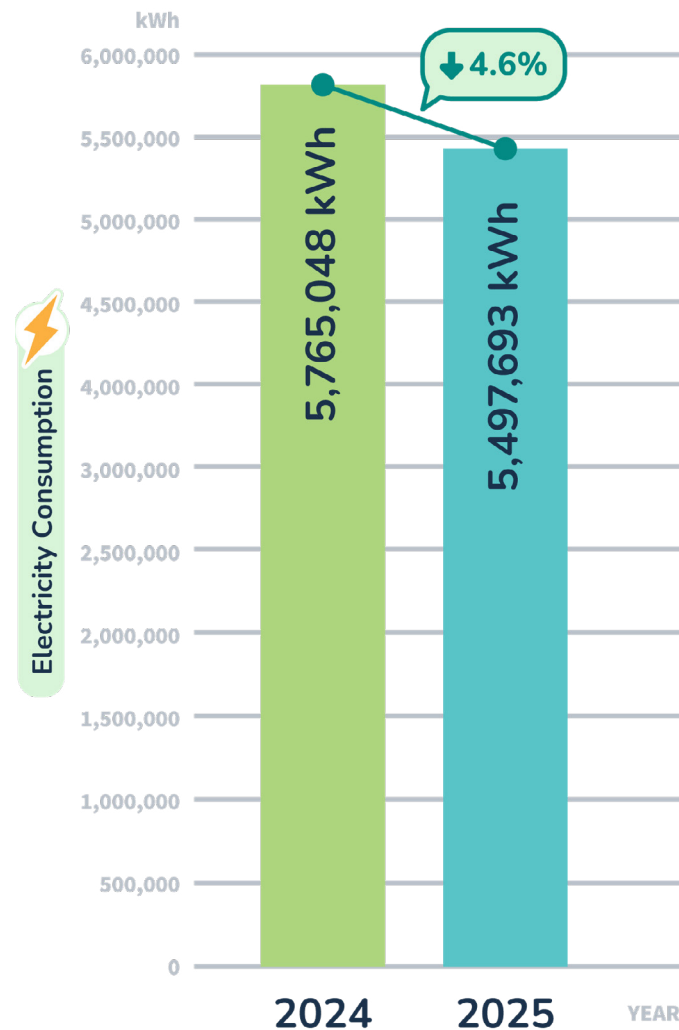




ENERGY CONSUMPTION WITHIN THE ORGANIZATION

[GRI 302-1]

PETRA continues to monitor and manage electricity consumption as part of its efforts to improve resource efficiency in campus operations. Various initiatives are implemented progressively, including the replacement of electronic equipment with more energy-efficient alternatives, the adoption of technology-based systems in learning spaces, and the utilization of renewable energy in accordance with operational needs and conditions.



In 2025, total electricity consumption was recorded at **5,497,693 kWh**, representing a decrease compared to **5,765,048 kWh in 2024**. This reflects a reduction of approximately **4.6%** over the past year. In energy terms, electricity consumption decreased by **962.31 GJ**, from **20,754 GJ in 2024** to **19,791.69 GJ in 2025**.

Over recent years, electricity consumption at PETRA has shown fluctuations in line with changes in campus operational activities. After increasing in 2023 and 2024, electricity consumption in 2025 declined compared to the previous year.

These changes may be influenced by various factors, including operational needs, facility utilization, and energy management practices across the campus. Therefore, PETRA consistently monitors electricity consumption as part of a structured energy management approach.



ENERGY CONSUMPTION WITHIN THE ORGANIZATION

[GRI 302-1]

In addition to electricity consumption, PETRA also measures energy use from fuel consumption of campus operational vehicles. As of 2025, PETRA operates **five diesel-fueled campus buses** (one additional unit was added in March 2025 as a reserve and is not routinely operated), serving several pick-up points to campus. Throughout 2025, total bus trips reached **3,111 trips**, with **40,828 passengers**. Compared to 2024, the number of trips increased significantly from 2,078 trips, indicating a substantial rise in operational activity and service frequency. Meanwhile, the recorded number of passengers in 2025 is considered anomalous due to a system error that resulted in incomplete or missing passenger records. Therefore, the 2024 data is regarded as more reliable and more accurately reflects actual conditions.

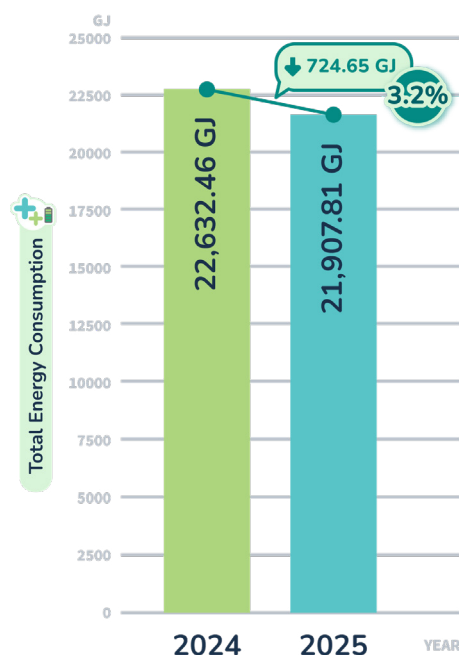
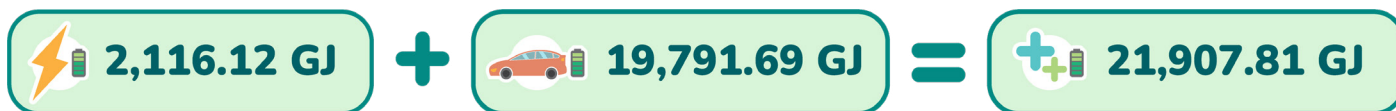
PETRA's operational fleet consists of **12 diesel-fueled vehicles** (decreased by one unit compared to the previous year) and **six gasoline-fueled vehicles**. Based on fuel consumption data in 2025, total energy used for campus transportation operations amounted to:

Fuel Type	Fuel Consumption (Liter)	Energy (MJ/Liter)*	Total energy (MJ)
Gasoline Car - Pertalite	6009	33,01	198.357,09
Gasoline Car - Pertamina	757,7	33,01	25.011,68
Diesel Car - BioSolar	14751,9	36,13	532.986,15
Diesel Car - Dexlite	3055,8	36,26	110.803,31
Bus-BioSolar	31917,7	36,13	1.153.186,50
Bus-Dexlite	2647,8	36,26	96.009,23
Total			2.116.353,95

* Energy values calculated using NCV values from Pertamina and fuel density assumptions: diesel = 0.835 kg/L; gasoline = 0.74 kg/L

Total energy consumption from PETRA transportation in 2025 is **2,116.12 GJ**

When combined with electricity consumption, total energy consumption of PETRA in 2025 reached



Compared to 2024, total energy consumption decreased from **22,632.46 GJ** to **21,907.81 GJ**, reflecting a reduction of **724.65 GJ** or approximately **3.2%**.

This decrease is observed in both electricity consumption and transportation energy use. Electricity consumption declined, while fuel consumption showed variations in line with changes in fleet size and transportation activity.

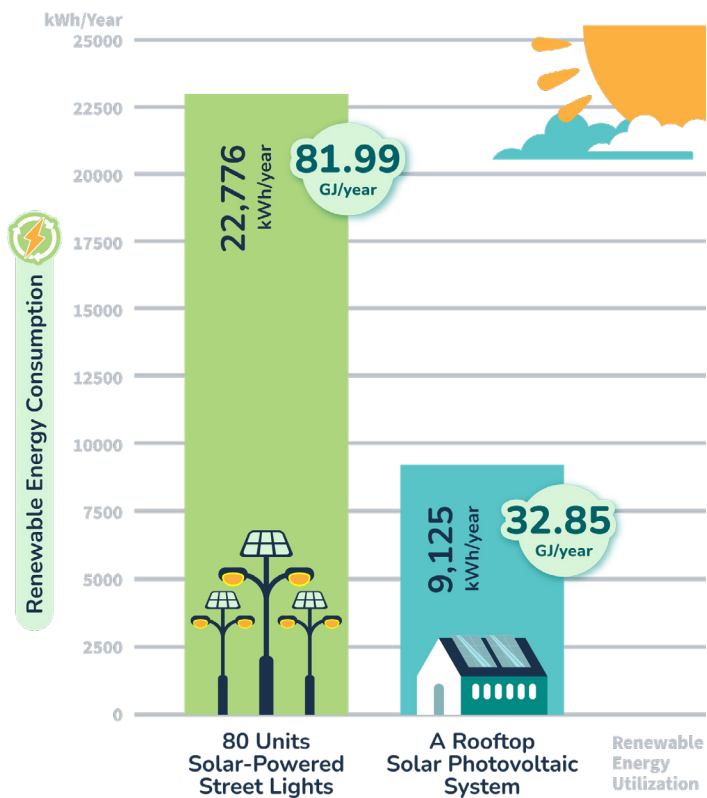
Overall, this comparison indicates a shift in energy consumption levels at PETRA during the reporting period. The data forms part of continuous monitoring efforts in managing energy use from both electricity and fuel sources, in line with energy efficiency policies and green campus principles.



ENERGY CONSUMPTION WITHIN THE ORGANIZATION

Renewable Energy Consumption and Proportion

The use of renewable energy at PETRA continues to be developed as part of efforts to diversify energy sources in campus operations. In addition to solar-powered street lighting, in 2025 PETRA expanded the use of solar energy through the installation of a solar power system (PV system) in one of its operational buildings.



Renewable energy utilization includes **80 solar-powered street lights**, with the same composition as in 2024:

- 32 units × 60 watts = 1,920 watts
- 48 units × 90 watts = 4,320 watts
- Total capacity = **6.24 kW**

Assuming 10 hours of operation per day:

- Daily energy = 62.4 kWh/day
- Annual energy = 22,776 kWh/year
- Equivalent to **81.99 GJ/year**

In addition, a **Rooftop Solar Photovoltaic System** installed at I Building produces **25 kWh per day**, resulting in:

- Annual energy = 9,125 kWh/year
- Equivalent to **32.85 GJ/year**





ENERGY CONSUMPTION WITHIN THE ORGANIZATION

In 2025, there was also an adjustment in the approach to calculating renewable energy derived from the consumption of fuel used by operational vehicles. Whereas in previous years diesel fuel consumption was calculated entirely as conventional energy, starting in 2025 the energy components have been separated based on the composition of the fuel used.

This adjustment refers to national policies regarding fuel specifications circulating in Indonesia. Based on the Decree of the Director General of Oil and Gas No. 384.K/MG.06/DJM/2024 dated December 31, 2024, effective January 1, 2025, BioSolar fuel uses a B40 blend (40% biodiesel)*. Meanwhile, for Dexlite fuel, according to the Memorandum of the Vice President of Retail Marketing No. 304/Q10100/2019-S0 dated December 20, 2019, a B30 blend (30% biodiesel) has been established. Accordingly, a portion of diesel fuel consumption can be classified as renewable energy.

*<https://www.cnbcindonesia.com/news/20251225094103-4-697289/pemerintah-resmi-luncurkan-program-biodiesel-b40>

Fuel Type	Total Energy (MJ)	Biodiesel Composition	Renewable Energy (MJ)
Diesel Car - BioSolar	532.986,15	40%	213.194,46
Diesel Car - Dexlite	1.153.186,50	40%	461.274,60
Bus-BioSolar	110.803,31	30%	33.240,99
Bus-Dexlite	96.009,23	30%	28.802,77
Total	1.892.985,19		736.512,82 MJ

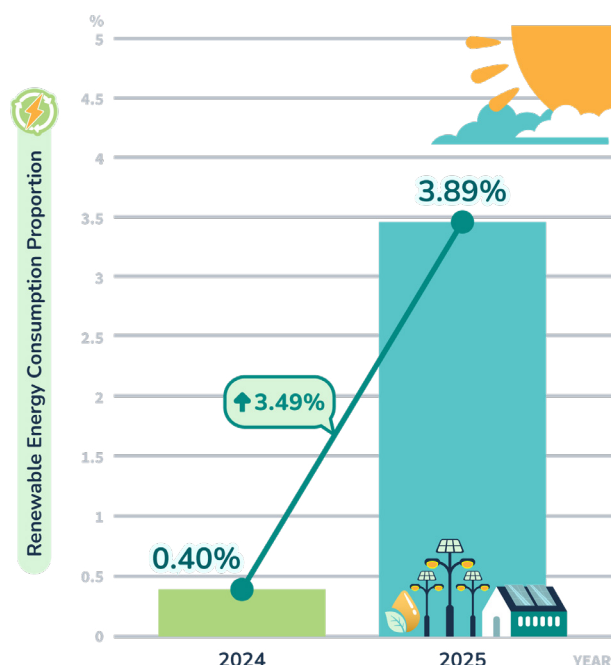
Total renewable energy from biodiesel amounted to **736.512,82 MJ (736.51 GJ)**.

Total renewable energy

Renewable Energy Source	Energy (GJ)
Solar-powered street light	81,99
Rooftop Solar Photovoltaic System at I Building	32,85
Biodiesel (B40 + B30)	736,51
Total Renewable Energy	851,35 GJ

Compared to total organizational energy consumption (21,907.81 GJ), the proportion of renewable energy is: 3.89%

This represents an increase of 3.49 percentage points compared to 2024 (0.40%), driven by the addition of solar-based energy sources and the inclusion of biodiesel components in energy calculations.





ENERGY CONSUMPTION OUTSIDE OF THE ORGANIZATION

[GRI 302-2]

PETRA estimates energy consumption from private vehicles used by students, faculty members, and staff in their daily activities. This calculation includes vehicles parked within the campus area throughout the year and applies an approach based on the number of vehicles, assumed average travel distances, and energy efficiency for each vehicle type.

In 2025, adjustments were made to the calculation methodology, particularly by incorporating actual data on identified electric vehicles. Meanwhile, for non-electric vehicles, the distribution of fuel types continues to refer to national data (Statista 2024), which has been normalized to

ensure that the total distribution remains consistent at 100% within the non-electric vehicle category.

Based on campus parking data, the total number of vehicles entering the campus decreased from **832,439 units in 2024** to **754,144 units in 2025**, representing a reduction of **78,295 vehicles (9.4%)**.

This decline is observed across both vehicle categories. The number of cars decreased from **641,794 units** in 2024 to **590,012 units** in 2025 (a reduction of **8.1%**), while motorcycles decreased more significantly from **190,645 units** to **164,132 units** (a reduction of **13.9%**).

Vehicle Type	2024	2025	Change	% Change
Cars	641,794	590,012	-51,782	-8.1%
Motorcycles	190,645	164,132	-26,513	-13.9%
Total	832,439	754,144	-78,295	-9.4%

Despite minor methodological adjustments in 2025, including the incorporation of actual electric vehicle data and normalization of fuel distribution, the overall approach remains comparable. Therefore, the data indicates a general decrease in private vehicle usage within the campus area.

1. Energy Consumption from Private Vehicles

A. Energy Consumption from Cars

The total number of cars parked on campus in 2025 was recorded at **590,012 units**, consisting of:

- Electric vehicles (actual data): **5,342 units (~0.9%)**
- Non-electric vehicles: **584,670 units**

The distribution of non-electric vehicles is based on normalized Statista 2024 data:

Fuel Type	Initial Distribution	Normalized Distribution	Number of Vehicles
Gasoline	83%	85.57%	500,265
Diesel	7%	7.22%	42,202
Hybrid	7%	7.22%	42,202

All vehicles are assumed to travel an average distance of **10 km per day**, and total travel distance is calculated based on the number of vehicles in each category.



ENERGY CONSUMPTION OUTSIDE OF THE ORGANIZATION

[GRI 302-2]

Gasoline Cars

Scenario:

Gasoline cars represent the majority of non-electric vehicles.

- Total distance = $500,265 \times 10 \text{ km} = 5,002,650 \text{ km}$
- Fuel efficiency = 15 km/liter
- Fuel consumption = 333,510 liters
- **Energy consumed:**

$333,510 \text{ liters} \times 33.01 \text{ MJ/liter} = 11,009,165 \text{ MJ} = 11,009.17 \text{ GJ}$

Diesel Cars

Scenario:

Diesel cars account for a smaller portion of non-electric vehicles.

- Total distance = $42,202 \times 10 \text{ km} = 422,020 \text{ km}$
- Fuel efficiency = 12 km/liter
- Fuel consumption = 35,168 liters
- **Energy consumed:**

$35,168 \text{ liters} \times 36.13 \text{ MJ/liter} = 1,270,110 \text{ MJ} = 1,270.11 \text{ GJ}$

Hybrid Cars (65% gasoline, 35% electricity)

Scenario:

Hybrid cars use a combination of fuel and electricity.

- Total distance = **422,020 km**
- Fuel efficiency = 20 km/liter
- Electricity consumption = 0.2 kWh/km

Gasoline portion (65%):

- Distance = 274,313 km
- Fuel consumption = 13,716 liters

Energy:

$13,716 \text{ liters} \times 33.01 = 452,740 \text{ MJ} = 452.74 \text{ GJ}$

Electric portion (35%):

- Distance = 147,707 km
- Electricity consumption = $147,707 \text{ km} \times 0.2 \text{ kWh/km} = 29,541 \text{ kWh}$

Energy:

$29,541 \text{ kWh} \times 3.6 = 106,347 \text{ MJ} = 106.35 \text{ GJ}$

Total hybrid energy consumption:=

$452.74 \text{ GJ} + 106.35 \text{ GJ} = 559.09 \text{ GJ}$

Electric Cars

Scenario:

The calculation is based on actual electric vehicle data.

- Total distance = $5,342 \times 10 \text{ km} = 53,420 \text{ km}$
- Electricity consumption = 0.2 kWh/km

Electricity use:

$53,420 \text{ km} \times 0.2 \text{ kWh/km} = 10,684 \text{ kWh}$

Energy:

$10,684 \text{ kWh} \times 3.6 = 38,462 \text{ MJ} = 38.46 \text{ GJ}$





ENERGY CONSUMPTION OUTSIDE OF THE ORGANIZATION

[GRI 302-2]

B. Energy Consumption from Motorcycles

The total number of motorcycles parked on campus is **164,132 units**.

Gasoline Motorcycles

- Total distance = $164,132 \times 10 \text{ km} = \mathbf{1,641,320 \text{ km}}$
- Fuel efficiency = 45 km/liter
- Fuel consumption = 36,474 liters

Energy:

$$36,474 \text{ liters} \times 33,01 = \mathbf{1,203,676 \text{ MJ} = 1,203.68 \text{ GJ}}$$

Summary of Transportation Energy Consumption, 2025

Vehicle Type	Energy (GJ)
Gasoline Cars	11.009,17
Diesel Cars	1.270,11
Hybrid Cars	559,09
Electric Cars	38,46
Motorcycles	1.203,68
Total 2025	14.080,51 GJ

Compared to 2024, the estimated energy consumption from transportation in 2025 shows a decrease from **15,160.82 gigajoules** to **14,080.51 gigajoules**, representing a reduction of **1,080.31 gigajoules (7.1 percent)**. This difference is influenced by changes in the number of recorded vehicles as well as improvements in the calculation approach, particularly through the use of actual data on electric vehicles and the normalization of non-electric vehicle distribution.

This approach provides a more representative picture of the actual conditions of vehicle usage within the campus environment, while also maintaining methodological consistency in estimating energy consumption.

2. Non-Motorized Transportation

In addition to motorized vehicles, approximately **1,300 bicycles** were recorded in use within the campus environment in 2025. This mode of transportation does not generate energy consumption from fuel or electricity; however, it forms part of a more sustainable campus mobility system.



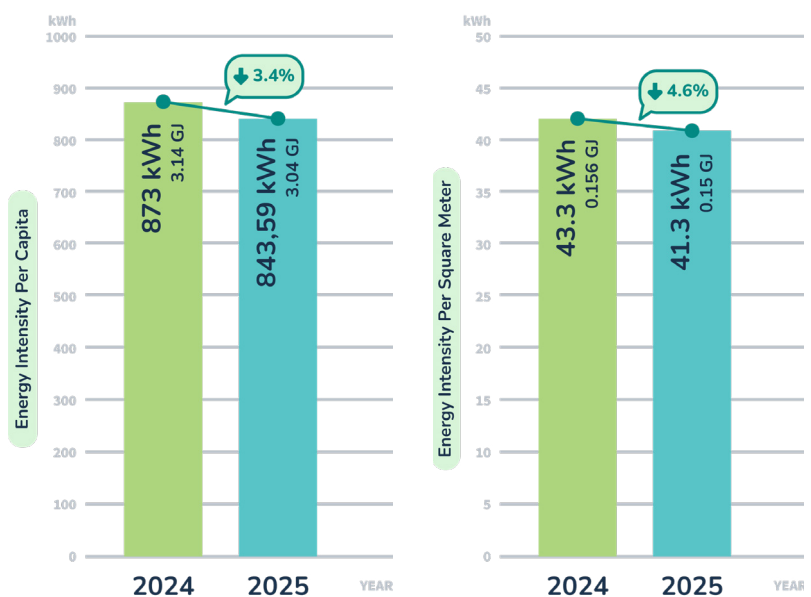


As part of its commitment to energy efficiency, PETRA consistently measures the intensity of electricity consumption based on the total campus population and the total campus area. This approach is used to understand energy usage patterns within the university environment and to provide a comparative overview of energy consumption relative to the number of academic community members and the capacity of available facilities.

In 2025, total electricity consumption at PETRA was recorded at **5,497,693 kilowatt-hours**, equivalent to **19,791.69 gigajoules**. With a total campus population of **6,517 people** and a campus area of **133,139.42 square meters**, electricity intensity is calculated as follows:

- **Electricity intensity per capita:**
5,497,693 kilowatt-hours divided by 6,517 people equals **843.59 kilowatt-hours per person**, equivalent to **3.04 gigajoules per person per year**.
- **Electricity intensity per unit area:**
5,497,693 kilowatt-hours divided by 133,139.42 square meters equals **41.3 kilowatt-hours per square meter**, equivalent to **0.15 gigajoules per square meter per year**.

Compared to 2024, energy intensity in 2025 shows a decrease across both indicators. In terms of users, energy intensity per person decreased by **3.4 percent**, from **873 kilowatt-hours per person per year** to **843.59 kilowatt-hours per person per year**. In terms of area, energy intensity per square meter also decreased by **4.6 percent**, from **43.3 kilowatt-hours per square meter** to **41.3 kilowatt-hours per square meter**. This reduction indicates a change in electricity consumption levels that has been adjusted to the number of users and the capacity of available facilities during the reporting period.



Through this calculation, PETRA is able to monitor electricity consumption annually and observe changes over time. This data also serves as a reference for understanding energy usage patterns within the campus environment and supports the implementation of energy efficiency policies as part of the green campus commitment.



A. Installation of Access Key Systems in Classrooms

The implementation of a smart access system (access key) continues to be expanded as part of efforts to achieve more controlled energy use in learning spaces. This system ensures that electricity usage, such as lighting and air conditioning, is only activated when the room is in use.

In 2025:

- **114 classrooms** were equipped with access key systems
- **8 podcast rooms and virtual teaching booths** were also equipped with access key systems
- **31 classrooms** had not yet implemented this system

In total, **153 learning spaces** were recorded, of which **122 rooms (approximately 79.7 percent)** have implemented the access key system.

Comparison with 2024

In 2024, **105 classrooms out of 138 total classrooms (approximately 76.1 percent)** had implemented the access key system.

Compared to 2025:

- **Number of rooms with access key systems:**
122 rooms (2025) compared to 105 rooms (2024), an increase of **17 rooms or approximately 16.2 percent**
- **Proportion of rooms with access key systems:**
79.7 percent (2025) compared to 76.1 percent (2024), an increase of **3.6 percentage points**

It should be noted that in 2025, the scope of learning spaces expanded with the addition of podcast rooms and virtual teaching booths, which are also equipped with access key systems. Therefore, the comparison between years is not entirely directly comparable; however, it still provides an indication of increased implementation of energy control systems within learning environments.

B. Replacement of Conventional Lighting with Light Emitting Diode Lamps



Out of a total of **10,649 lighting units**, **7,513 units (approximately 70.6 percent)** have been replaced with energy-efficient light emitting diode lamps.

Compared to 2024, when **3,591 units out of 10,103 lighting units (35.54 percent)** were light emitting diode lamps, there has been a significant increase in both number and proportion:

- **Increase in number of light emitting diode lamps:**
7,513 minus 3,591 equals **3,922 units**
- **Increase in proportion:**
70.6 percent minus 35.54 percent equals **35.06 percentage points**

This change demonstrates the continuation of the lighting replacement program, as well as an acceleration in the adoption of more energy-efficient lighting technologies across the campus environment.



C. Replacement of Air Conditioning Units with More Energy-Efficient Technology

The total number of air conditioning units in 2025 was recorded at **1,541 units**, representing an increase compared to the previous year. Of this total, **1,193 units (approximately 77.4 percent)** have adopted energy-efficient technologies such as inverter or variable refrigerant volume systems. This proportion increased compared to the previous year, which stood at **73.34 percent**, reflecting an increase of **4.06 percentage points**.

Meanwhile, the number of conventional air conditioning units was recorded at **348 units (22.6 percent)**, a decrease from **367 units (26.66 percent)** in 2024, indicating a positive change of **4.06 percentage points**.

This shift demonstrates a transition in equipment composition toward more energy-efficient technologies, in line with the gradual replacement process and ongoing updates to campus equipment inventory.

D. Use of Solar-Powered Street Lighting

The utilization of renewable energy through solar-powered street lighting has been maintained at **80 units**, with no change compared to the previous year. This system continues to contribute to outdoor campus lighting by utilizing renewable energy sources.

E. Utilization of Rooftop Solar Photovoltaic System on I Building

In the final quarter of 2024, PETRA installed a Rooftop Solar Photovoltaic System on I Building to support the building's operational energy needs. This system is capable of generating **25 kilowatt-hours per day**, equivalent to approximately **9,125 kilowatt-hours per year** (or **32.85 gigajoules per year**).

This addition reflects further development in the utilization of renewable energy, which had previously been more focused on outdoor lighting systems.

F. Energy Conservation Campaign

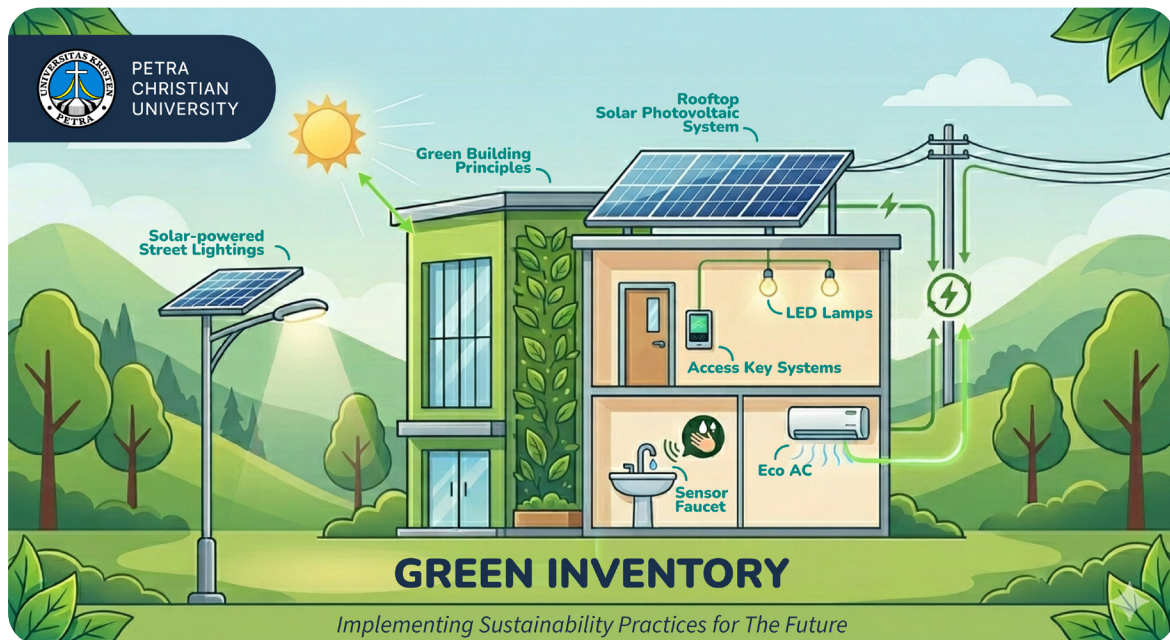
PETRA consistently conducts environmental awareness campaigns among all members of the academic community, particularly in encouraging energy-saving behavior in daily activities. Simple practices such as turning off lights, air conditioning units, and electrical equipment after use—especially in spaces not yet equipped with automated systems—continue to be promoted as part of a more energy-efficient working culture.

G. Implementation of Green Building Principles

PETRA continues to implement green building principles in the development and renovation of campus facilities. In addition to considering design aspects such as natural lighting and ventilation systems, this approach also includes the selection of more energy-efficient equipment and building technologies, thereby supporting long-term reductions in overall energy consumption.

Through these approaches, PETRA ensures that energy efficiency remains an integral part of campus operational management. Compared to the previous year, various indicators show improvements in the adoption of energy-efficient technologies, including lighting systems, air conditioning systems, and the utilization of renewable energy.

These data indicate that energy efficiency efforts are not only maintained but are also continuously enhanced in alignment with the evolving needs and development of campus facilities.



INTERACTIONS WITH WATER AS A SHARED RESOURCE

[GRI 303-1]

PETRA consistently demonstrates its commitment to sustainable water resource management through the optimization of various water sources to support daily operational activities. The primary water source is the regional water utility company (Perusahaan Daerah Air Minum) of Surabaya, complemented by the utilization of rainwater and the reuse of domestic wastewater through a Sewage Treatment Plant system.

Wastewater originating from sanitation facilities—including urinals, washbasins, floor drains, and toilets—is treated through the Sewage Treatment Plant and subsequently reused as non-potable water, such as for irrigation and toilet

flushing. This approach enables PETRA to improve water use efficiency while reducing reliance on clean water sources.

Under certain conditions, such as during periods of very low rainfall, groundwater is utilized as a supplementary source. However, its use remains limited and infrequent, as non-potable water demand is generally met through treated wastewater.

Through this management system, PETRA continues to reduce dependency on groundwater while strengthening efficiency and sustainability practices in water resource management.

MANAGEMENT OF WATER DISCHARGE-RELATED IMPACTS

[GRI 303-2]

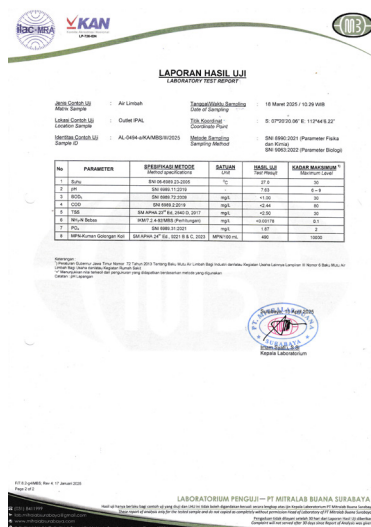
PETRA is committed to ensuring that all wastewater generated from operational activities does not cause environmental pollution. This is achieved through integrated wastewater management and quality monitoring, particularly for wastewater generated from the polyclinic (general and dental services).

Before being discharged, wastewater undergoes a filtration process within a wastewater treatment installation designed to reduce harmful contaminants. To ensure optimal system performance, PETRA conducts routine monthly inspections of all treatment components, including equalization tanks, control panels, treatment tanks at each stage, and indicator ponds (documented evidence available). In addition, filtration equipment is maintained regularly to ensure treatment effectiveness.

Wastewater quality control is further strengthened through laboratory testing conducted by Mitralab Buana Surabaya, an institution accredited by the National Accreditation Committee. In 2025, testing was conducted on 18 March, 18 June, 12 September, and 18 December, covering parameters such as temperature, pH, biochemical oxygen demand, chemical oxygen demand, total suspended solids, free ammonia, phosphate, and most probable number of coliform bacteria.

The test results indicate that all parameters remained below the maximum thresholds established by the Regulation of the Governor of East Java Number 72 of 2013 concerning wastewater quality standards. This indicates that treated wastewater is safe for discharge and does not pose negative impacts on the surrounding ecosystem.

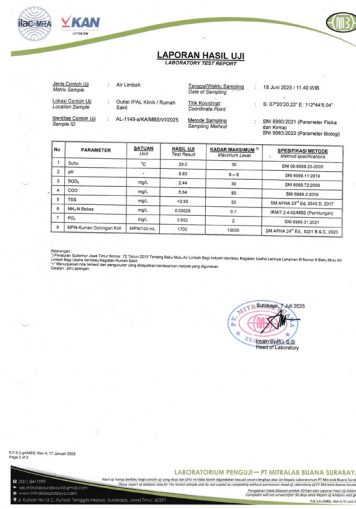
Through a combination of routine monitoring, preventive maintenance, and consistent laboratory testing, PETRA continues to strengthen its commitment to responsible and sustainable wastewater management.



LAPORAN HASIL UJI
LABORATORY TEST REPORT

Area Control: Air Limbah
Water Sample: Tawar/Waktu Sampling: 18 Maret 2025 / 10:30 WIB
Location Sample: Outlet PPL: Titik Monitoring: 18 Maret 2025 / 10:30 WIB
Sample ID: AL-044-wKAMBS-00203: Muka Sampling: 18 Maret 2025 / 10:30 WIB

No	PARAMETER	SATUAN	HASIL UJI	KAMAR MAXIMUM	PERBATASAN METODE
1	Bahan	°C	25.5	35	SN 68-000-20-2019
2	pH		8.11	8-12	SN 68-000-11-2019
3	BOD ₅	mg/L	1.24	50	SN 68-000-12-2019
4	COD	mg/L	4.28	50	SN 68-000-13-2019
5	TSS	mg/L	4.28	50	SN 68-000-14-2019
6	Nitrat	mg/L	0.000	5.1	SN 68-000-15-2019
7	Ammonia	mg/L	0.000	5.1	SN 68-000-16-2019
8	MPN Coliform	MPN/100 mL	1100	10000	SN 68-000-17-2019



LAPORAN HASIL UJI
LABORATORY TEST REPORT

Area Control: Air Limbah
Water Sample: Tawar/Waktu Sampling: 18 Juni 2025 / 11:45 WIB
Location Sample: Outlet PPL, Klinik Rumah Sakit: Titik Monitoring: 18 Juni 2025 / 11:45 WIB
Sample ID: AL-140-wKAMBS-00203: Muka Sampling: 18 Juni 2025 / 11:45 WIB

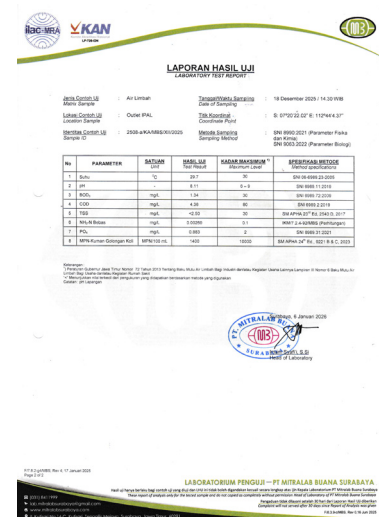
No	PARAMETER	SATUAN	HASIL UJI	KAMAR MAXIMUM	PERBATASAN METODE
1	Bahan	°C	25.5	35	SN 68-000-20-2019
2	pH		8.11	8-12	SN 68-000-11-2019
3	BOD ₅	mg/L	1.24	50	SN 68-000-12-2019
4	COD	mg/L	4.28	50	SN 68-000-13-2019
5	TSS	mg/L	4.28	50	SN 68-000-14-2019
6	Nitrat	mg/L	0.000	5.1	SN 68-000-15-2019
7	Ammonia	mg/L	0.000	5.1	SN 68-000-16-2019
8	MPN Coliform	MPN/100 mL	1100	10000	SN 68-000-17-2019



LAPORAN HASIL UJI
LABORATORY TEST REPORT

Area Control: Air Limbah
Water Sample: Tawar/Waktu Sampling: 12 September 2025 / 08:00 WIB
Location Sample: Outlet PPL: Titik Monitoring: 12 September 2025 / 08:00 WIB
Sample ID: AL-170-wKAMBS-00203: Muka Sampling: 12 September 2025 / 08:00 WIB

No	PARAMETER	SATUAN	HASIL UJI	KAMAR MAXIMUM	PERBATASAN METODE
1	Bahan	°C	25.5	35	SN 68-000-20-2019
2	pH		8.11	8-12	SN 68-000-11-2019
3	BOD ₅	mg/L	1.24	50	SN 68-000-12-2019
4	COD	mg/L	4.28	50	SN 68-000-13-2019
5	TSS	mg/L	4.28	50	SN 68-000-14-2019
6	Nitrat	mg/L	0.000	5.1	SN 68-000-15-2019
7	Ammonia	mg/L	0.000	5.1	SN 68-000-16-2019
8	MPN Coliform	MPN/100 mL	1100	10000	SN 68-000-17-2019



LAPORAN HASIL UJI
LABORATORY TEST REPORT

Area Control: Air Limbah
Water Sample: Tawar/Waktu Sampling: 18 Desember 2025 / 14:30 WIB
Location Sample: Outlet PPL: Titik Monitoring: 18 Desember 2025 / 14:30 WIB
Sample ID: AL-044-wKAMBS-00203: Muka Sampling: 18 Desember 2025 / 14:30 WIB

No	PARAMETER	SATUAN	HASIL UJI	KAMAR MAXIMUM	PERBATASAN METODE
1	Bahan	°C	25.5	35	SN 68-000-20-2019
2	pH		8.11	8-12	SN 68-000-11-2019
3	BOD ₅	mg/L	1.24	50	SN 68-000-12-2019
4	COD	mg/L	4.28	50	SN 68-000-13-2019
5	TSS	mg/L	4.28	50	SN 68-000-14-2019
6	Nitrat	mg/L	0.000	5.1	SN 68-000-15-2019
7	Ammonia	mg/L	0.000	5.1	SN 68-000-16-2019
8	MPN Coliform	MPN/100 mL	1100	10000	SN 68-000-17-2019



WATER WITHDRAWAL

[GRI 303-3]

In 2025, water consumption from the regional water utility company used by PETRA was recorded at **38,852 cubic meters**, showing a slight decrease compared to **40,685 cubic meters in 2024**. This reduction indicates efforts to control water consumption while maintaining optimal campus operations.

The utilization of treated water from the Sewage Treatment Plant in 2025 was recorded at **6,735 cubic meters**. As in previous years, the use of treated water remains limited to Q Building for non-potable purposes, such as irrigation and toilet flushing. Compared to 2024, there was a decrease in the volume of treated water utilization.

This decrease is likely influenced by operational factors and the availability of raw water sources, considering that the Sewage Treatment Plant system also utilizes rainwater as one

of its inputs. Variability in rainfall and water usage patterns within the building may affect the volume of water treated and reused. However, PETRA continues to monitor these factors to better understand the observed fluctuations.

Despite the decrease in treated water utilization, the Sewage Treatment Plant system remains an important component of PETRA's water management strategy. The use of recycled water reflects the institution's commitment to improving water use efficiency and reducing dependence on external water sources.

Moving forward, PETRA aims to enhance monitoring and optimize the Sewage Treatment Plant system to increase its impact.

WATER DISCHARGE

[GRI 303-4]

In 2025, the volume of water discharged to the environment is estimated at **32,117 cubic meters**, calculated using the difference between total water consumption from the regional water utility company and the volume of water reused through the Sewage Treatment Plant system. This approach is applied as an estimation method due to the absence of direct measurement at discharge points.

Compared to 2024, which recorded **22,139 cubic meters**, there is an increase in the estimated discharge volume. This is consistent with the decrease in treated water utilization in 2025, which remains limited in scope.

Nevertheless, all wastewater generated from PETRA's operational activities, particularly from the polyclinic, has

undergone treatment through a wastewater treatment installation before being discharged into the environment. This process is monitored monthly to ensure optimal performance at each treatment stage.

As part of quality control, PETRA conducts laboratory testing four times annually—on 18 March, 18 June, 12 September, and 18 September 2025. The parameters tested include temperature, pH, biochemical oxygen demand, chemical oxygen demand, total suspended solids, free ammonia, phosphate, and most probable number of coliform bacteria. Test results indicate that all parameters are below the maximum allowable limits in accordance with the Regulation of the Governor of East Java Number 72 of 2013 on wastewater quality standards.

WATER CONSUMPTION

[GRI 303-5]

Total water consumption at PETRA in 2025 was calculated at **6,735 cubic meters**.

This figure indicates that the volume of clean water actually consumed and not returned to the environment is relatively aligned with the volume of treated water reused from the Sewage Treatment Plant. Compared to 2024, there is a decrease in water consumption, indicating changes in water usage patterns and increased reuse of treated water.

As part of efficiency efforts, PETRA continues to optimize water use through the reuse of treated water for non-potable purposes, such as irrigation and toilet flushing. In addition, efficiency improvements are supported through the management of sanitation facilities.

In 2025, PETRA optimized the use of water-saving faucets. The following section presents a comparison of faucet types between 2024 and 2025:

Faucet type	2024 (Units)	2024 (%)	2025 (Units)	2025 (%)
Manual Rotary	121	20.41%	145	24.03%
Self-Closing Faucet	457	77.03%	453	75.04%
Sensor Faucet	16	2.69%	6	0,99%

Overall, self-closing faucets remained the dominant faucet type on campus, accounting for more than 75% of all faucets in 2025. This type continues to be prioritized due to its durability, non-electric operation, and simpler maintenance requirements.

In 2025, the number of manual rotary faucets increased compared to the previous year. This adjustment mainly occurred in specific areas with simpler operational needs and lower usage intensity, where manual faucets were considered sufficient and more practical for long-term maintenance.

Meanwhile, the number of sensor faucets continued to decrease as part of facility evaluations. PETRA identified that sensor faucets require more complex maintenance and tend to have lower durability compared to other faucet types. Therefore, when replacements were needed, priority was given to either self-closing faucets or manual faucets depending on the operational requirements of each area.

Through this approach, PETRA seeks to balance water-use efficiency, facility reliability, and maintenance effectiveness in managing campus infrastructure.



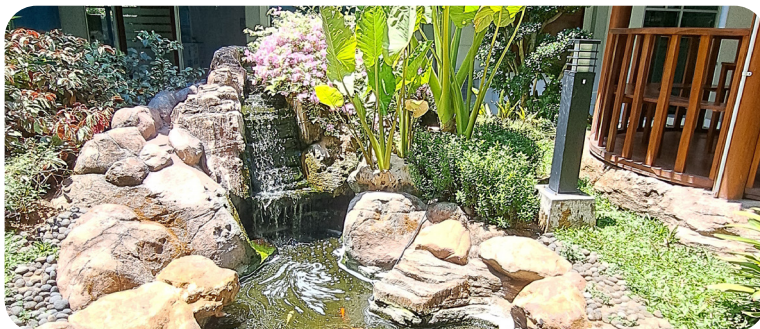
OPERATIONAL SITES AND BIODIVERSITY

[GRI 304-1]

In conducting its operations, PETRA is not located within or adjacent to protected areas, nor does it negatively impact areas with high biodiversity value. The PETRA campus is situated in an urban area surrounded by densely populated residential neighbourhoods. Nevertheless, PETRA remains committed to environmental sustainability as part of its institutional responsibility toward biodiversity conservation.

As a tangible manifestation of this commitment, PETRA actively maintains trees and gardens through continuous greening initiatives. Green spaces within the campus are designed as open green areas that not only enhance aesthetic value but also provide comfort for the academic community and contribute to a cooler, more pleasant campus environment.

During the reporting year, the total vegetated area reached 46,541 m² out of the total campus area of 127,053 m², representing approximately 35.92% of the campus. In addition, 42 plant species are distributed across various locations on campus. These green spaces contribute to supporting micro-ecosystems and improving air quality within the campus environment.



Furthermore, campus buildings and infrastructure are designed in accordance with green building principles, including the use of natural lighting, designs that support air circulation, energy-efficient equipment, and the optimization of green open spaces. Therefore, despite being located in an urban setting, PETRA continues to integrate biodiversity and environmental sustainability as essential components of campus development.

42 Plant Species

SONOKEMBANG	MURBAI	SUKO
MAHONI	GLODOKAN	MELATI
BISBOL	TABEBUYA MERAH	LEE KWAN YU
KENITU	TABEBUYA KUNING	LIDAH MERTUA
GAYAM	KAMBOJA	SIRIH GADING
BERINGIN	PALEM MARAH	BANBU JEPANG
BERINGIN DOLAR	PALEM WEREGU	KENCANA UNGGU
PULE	PALEM PUTRI	SRI GADING
SEPATU DEA	PALEM HIJAU	BROMOLIA
FLAMBOYAN	PALEM KUNING	AGAVE
WARU	PINANG SEPULUH	TALES SENTHE
MANGGA	BOUGENFIL	KANA
JAMBU AIR	SERUT	BUNGA SEPATU
SALAM	BERINGIN DOLAR	SRI REJEKI BERAS KUTA

SIGNIFICANT IMPACTS ON BIODIVERSITY

[GRI 304-2]

During the reporting year, there were no direct or significant impacts from PETRA's operational activities on biodiversity or surrounding ecosystems. The presence of well-maintained gardens and trees provides natural habitats for various species, such as birds that continue to live and reproduce within the campus, indicating that the ecosystem remains well preserved.

In addition, PETRA has developed an aquaponics system that integrates fish farming and plant cultivation within a single system. This program not only supports sustainability and food resilience within the campus but also serves as an educational platform for environmentally friendly agricultural practices among the academic community.

Wastewater management—particularly from laboratories and the polyclinic—is strictly controlled through standardized filtration systems, ensuring that discharged water has undergone safe treatment processes. This effort guarantees that no hazardous waste contaminates the surrounding environment, including potentially affected aquatic ecosystems.





HABITATS PROTECTED OR RESTORED

[GRI 304-3]

Although PETRA's operations are not located within protected areas or threatened habitats, the institution actively contributes to environmental preservation and restoration through various initiatives. This commitment is reflected in the Reforest Together greening program, initiated through the collaboration of three student organizations. The program focuses on tree planting in urban areas of Surabaya to enhance environmental quality and mitigate urban heat effects. Through this initiative, students not only contribute directly to increasing vegetation cover but also help foster collective awareness of the importance of urban greening. This program represents PETRA's ongoing effort to create a cooler, healthier, and more sustainable environment amid urban density.

In addition, environmental restoration efforts are carried out through the International Community Outreach Program (iCOP), involving both international and local students. One of the key activities includes river clean-up in Jembul Village, Mojokerto, conducted in collaboration with local government and environmental communities. During this activity, students were directly involved in collecting approximately 887 kilograms of waste, while also providing education to local communities on the importance of maintaining environmental cleanliness and avoiding waste disposal into rivers.

This activity not only contributes to the restoration of aquatic environmental quality but also strengthens education and community empowerment aspects as part of a sustainable restoration approach.



IUCN RED LIST SPECIES AND NATIONAL CONSERVATION LIST SPECIES

[GRI 304-4]

In carrying out its operational activities and campus development, PETRA ensures that no flora or fauna species listed on the IUCN Red List or national conservation lists are affected, either directly or indirectly. The campus location within an urban area, combined with the implementation of sound environmental management practices, ensures that there is no disturbance to habitats of protected species.

Through various initiatives such as the maintenance of green open spaces, the development of aquaponics systems, and environmental restoration activities such as mangrove planting, PETRA continues to contribute to maintaining ecosystem balance and supporting biodiversity conservation.

ENERGY DIRECT (SCOPE 1) GHG EMISSIONS

[GRI 305-1]

In the 2025 reporting year, direct Greenhouse Gas (GHG) emissions (Scope 1) originated from fuel consumption of operational vehicles used to support daily academic and campus operational activities. These operational vehicles include campus buses (shuttle buses), gasoline-fueled operational cars, and diesel-fueled operational vehicles.

Based on actual fuel consumption data obtained from purchase records and operational vehicle logs, the total fuel consumption in 2025 is as follows:

Vehicle Type	Fuel Type	Consumption (Liter)	Emission Factor (kg CO ₂ /L)	CO ₂ emission (kg CO ₂)
Gasoline Cars	Pertalite	6.009,0	2,29	13.760,61
Gasoline Cars	Pertamax	757,7	2,28	1.727,56
Diesel Cars	BioSolar	14.751,9	2,65	39.092,54
Diesel Cars	Dexlite	3.055,8	2,64	8.067,31
Bus	BioSolar	31.917,7	2,65	84.582,91
Bus	Dexlite	2.647,8	2,64	6.990,19
Total		59.139,9		154.221,12 kg CO₂ Or 154,22 ton CO₂

Comparison with Previous Year and Justification of Emission Changes

Year	Emission (ton CO ₂)	Changes (ton CO ₂)	Changes (%)
2024	136,67	–	–
2025	154,22	+17,55	+12,8%

In 2024, total Scope 1 emissions were recorded at 136.67 tons of CO₂, while in 2025 they increased to 154.22 tons of CO₂. This indicates an increase of 17.55 tons of CO₂ (approximately +12.8%).

This increase is in line with higher fuel consumption, particularly the use of BioSolar for campus bus operations, which experienced a notable rise. This reflects an increase in campus transportation activities, such as higher shuttle service frequency or greater utilization of operational vehicles. At the same time, this trend also demonstrates the university's commitment to promoting sustainable transportation by encouraging the use of campus shuttle services and shared transportation instead of private vehicles. Through this approach, the campus aims to reduce traffic congestion, lower the overall carbon footprint from individual transportation, and support more environmentally responsible mobility practices within the university community.

Unlike the previous reporting period, which showed a significant decrease due to a methodological shift from estimation to actual consumption data, the comparison between 2024 and 2025 applies a consistent methodology based on real consumption data. Therefore, the changes in emissions more accurately reflect actual operational dynamics.

This increase represents an important consideration for the institution in managing future emissions, particularly through strategies such as improving vehicle efficiency, optimizing operational routes, and exploring the use of low-emission or renewable energy-based vehicles.

ENERGY DIRECT (SCOPE 2) GHG EMISSIONS

[GRI 305-2]

PETRA consistently monitors indirect Greenhouse Gas (GHG) emissions (Scope 2) resulting from electricity consumption supplied by external providers.

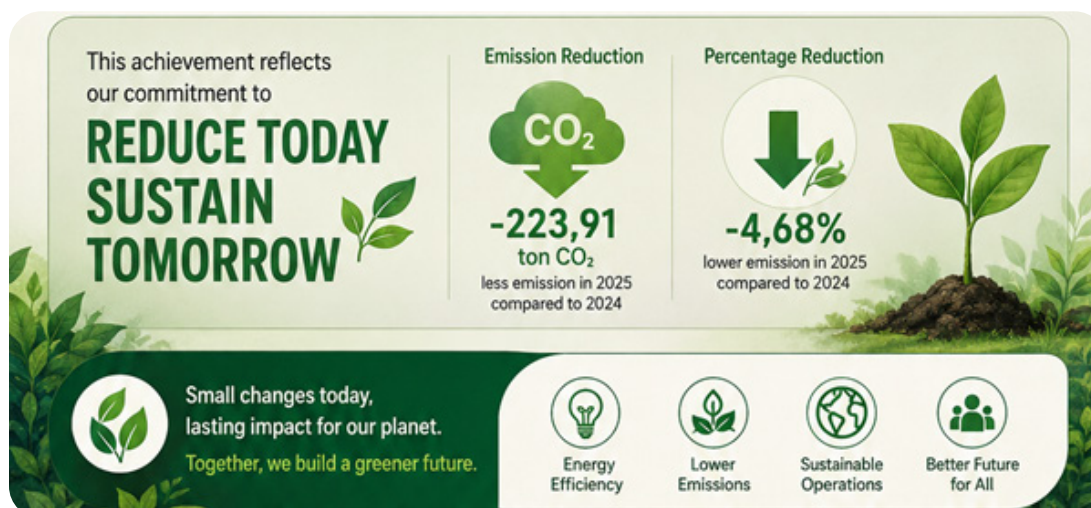
In 2025, total electricity consumption was recorded at 5,497,693 kWh or equivalent to 5,497.693 MWh, reflecting a decrease compared to 2024, which reached 5,765.048 MWh. This represents a reduction of approximately 4.6%, which is also reflected in the decrease in energy consumption from 20,754 GJ to 19,791.69 GJ (a reduction of 962.31 GJ).

Using an emission factor of 0.83 tons CO₂/MWh for the Java–Madura–Bali electricity grid, the total indirect (Scope 2) GHG emissions generated in 2025 amounted to 4,563.09 tons of CO₂.

Year	Electricity Consumption (MWh)	Emission (ton CO ₂)	Changes (ton CO ₂)	Changes (%)
2024	5.765,048 MWh	4.787,00 ton CO ₂	—	—
2025	5.497,693 MWh	4.563,09 ton CO ₂	-223,91	-4,68%

Compared to 2024, Scope 2 emissions in 2025 decreased by 223.91 tons of CO₂ or approximately 4.68%. This decrease is in line with the reduction in electricity consumption in campus operations.

Unlike the previous period, which was influenced by changes in emission factors, the comparison between 2024 and 2025 uses a consistent emission factor. Therefore, the decrease in emissions this year directly reflects the success of the institution's energy efficiency efforts, including optimization of electrical equipment usage, improved building operational efficiency, and increased user awareness in energy consumption.



As part of efforts to calculate greenhouse gas (GHG) emissions from transportation activities within the campus environment, PETRA estimates the energy consumption and carbon emissions generated from private vehicles used by students, lecturers, and staff. This estimation includes vehicles parked on campus throughout the year and refers to the energy consumption calculation under GRI 302-2.

Vehicle Type	Distance (Km)	Energy Consumption	Energy (GJ)
Gasoline Cars	5.002.650	333.510 liter	11.009,17
Diesel Cars	422.020	35.168 liter	1.270,11
Hybrid Cars	422.020	13.716 liter + 29.541 kWh	559,09
Electric Cars	53.420	10.684 kWh	38,46
Motorcycles	1.641.320	36.474 liter	1.203,68
Total	7.541.430	-	14.080,51 GJ

1. Energy Consumption and Emissions from Vehicles Parked on Campus:

Gasoline Cars

Consumption: 333,510 liters

Emission factor: 2.22 kg CO₂/liter

Carbon emissions:

$333,510 \times 2.22 = 740,392 \text{ kg CO}_2$ (740.39 tons CO₂)

Diesel Cars

Consumption: 35,168 liters

Emission factor: 2.65 kg CO₂/liter

Carbon emissions:

$35,168 \times 2.65 = 93,196 \text{ kg CO}_2$ (93.20 tons CO₂)

Hybrid Cars (Gasoline & Electricity)

Hybrid Cars:

Consumption: 333,510 liters

Emission factor: 2.22 kg CO₂/liter

Emissions from gasoline:

$13,716 \times 2.22 = 30,451 \text{ kg CO}_2$ (30.45 tons CO₂)

Emissions from electricity:

Electricity consumption: 29,541 kWh

Emission factor: 0.83 kg CO₂/kWh

Emissions from electricity:

$29,541 \times 0.83 = 24,519 \text{ kg CO}_2$ (24.52 tons CO₂)

Total hybrid:

$30.45 + 24.52 = 54.97 \text{ tons CO}_2$

Electric Cars

Electricity consumption: 10,684 kWh

Indonesia (Java–Madura–Bali) emission factor: 0.83 kg CO₂/kWh

Carbon emissions from electricity:

$10,684 \times 0.83 = 8,869 \text{ kg CO}_2$ (8.87 tons CO₂)

Motorcycles

Fuel consumption: 36,474 liters of gasoline

Carbon emissions:

$36,474 \times 2.22 = 80,972 \text{ kg CO}_2$ (80.97 tons CO₂)



2. Recapitulation of Carbon Emissions from Vehicles Parked on Campus:

Based on the data above, the total emissions generated by vehicles parked on campus in 2025 are as follows:

Vehicle Type	Emission (ton CO ₂)
Gasoline Cars	740,39
Diesel Cars	93,20
Hybrid Cars	54,97
Electric Cars	8,87
Motorcycles	80,97
Total 2025	978,40 ton CO₂

Total Emissions from Vehicles Entering the Campus: Based on the calculation results, total Scope 3 emissions from transportation activities in 2025 amounted to 978.40 tons of CO₂, representing a decrease compared to 2024, which recorded 1,058.41 tons of CO₂, a reduction of 80.01 tons of CO₂ or approximately 7.6%.

This difference is in line with changes in the number of recorded vehicles as well as improvements in the calculation approach, including the use of actual data for electric vehicles and adjustments in the distribution of non-electric vehicles. With this approach, the resulting emission estimates are more representative of actual vehicle usage conditions within the campus environment.



GHG EMISSIONS INTENSITY

[GRI 305-4]

In the reporting year, greenhouse gas (GHG) emission intensity at PETRA is calculated based on the total emissions from Scope 1 and Scope 2.

Scope	Emission source	Emission (ton CO ₂)
Scope 1	Fuel Consumption	154.22
Scope 2	Electricity	4,563.09
Total		4,717.31 ton CO₂

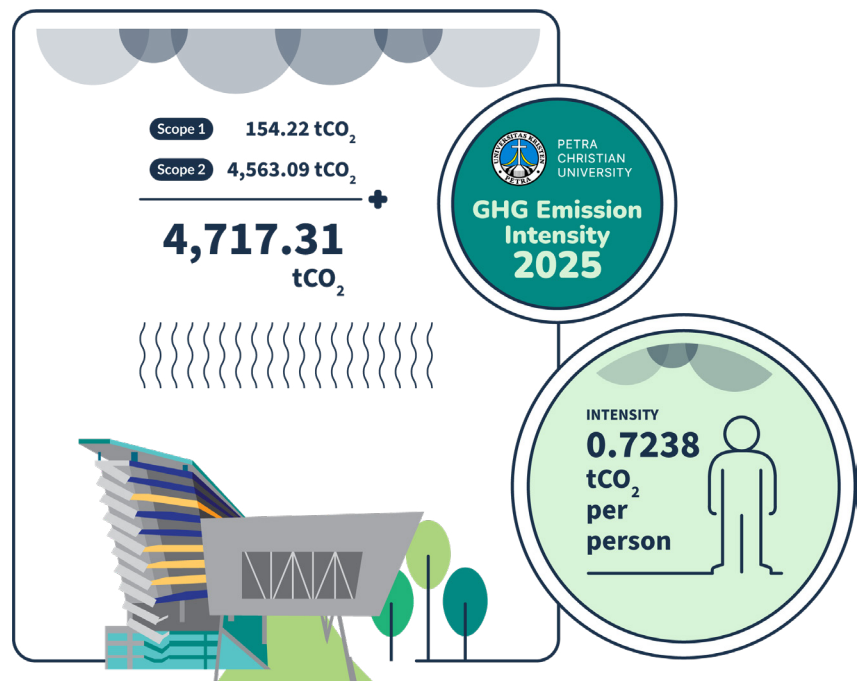
Comparison of Total Emissions

Year	Scope 1 (ton CO ₂)	Scope 2 (ton CO ₂)	Total (ton CO ₂)	Changes	Changes (%)
2024	136,67	4.787,00	4.923,67	–	–
2025	154,22	4.563,09	4.717,31	-206,36	-4,19%

Overall, the total GHG emissions generated from Scope 1 and Scope 2 in 2025 amounted to 4,717.31 tons of CO₂, representing a decrease of 206.36 tons of CO₂ or approximately 4.19% compared to 2024.

Although there was an increase in Scope 1 emissions due to higher operational transportation activities, the significant reduction in Scope 2 emissions successfully offset this increase. This indicates that electricity energy efficiency initiatives contributed more substantially to the overall reduction in institutional emissions.

With a total campus population of 6,517 individuals, the GHG emission intensity per capita in 2025 was recorded at 0.72 tons of CO₂ per person.



Year	Emission (ton CO ₂)	Intensity (ton CO ₂ /person)	Changes
2024	4.921,67	0,7454	–
2025	4.717,31	0,7238	-0,0216 (-2,89%)

Compared to 2024, which recorded an intensity of 0.7456 tons of CO₂ per person, this represents a decrease of 0.0216 tons of CO₂ per person or approximately 2.89%. This reduction reflects an improvement in emission efficiency relative to the campus population, primarily driven by reduced electricity consumption.

This achievement demonstrates that the institution has exceeded its carbon emission reduction target of 1.3%, indicating that energy and emission management performance in 2025 has been effectively implemented in supporting climate change mitigation efforts.

This emission intensity serves as an important indicator in evaluating the effectiveness of sustainability strategies, as well as a basis for setting more progressive emission reduction targets in the future.



REDUCTION OF GHG EMISSIONS

[GRI 305-5]

In the reporting year, PETRA continued various initiatives implemented in previous periods as part of its ongoing efforts to reduce greenhouse gas (GHG) emissions. In addition to strengthening existing programs, further improvements were achieved through the utilization of renewable energy with the installation of a Rooftop Solar Photovoltaic System at I Building.

The emission reduction efforts implemented include:

- Provision of 4 shuttle buses operating in West and East Surabaya routes to campus to reduce the use of private vehicles.
- Utilization of the Nunut application as a ride-sharing platform for students traveling in the same direction.
- Provision of secure bicycle parking facilities to encourage low-emission transportation modes.
- Campaign promoting stair usage as an alternative to elevators to reduce electricity consumption.
- Gradual replacement of conventional lighting with energy-efficient LED lamps.
- Use and replacement of air conditioning units with more efficient and environmentally friendly technologies.
- Utilization of renewable energy through solar cells for campus street lighting, as well as installation of a solar power system at I Building with a production capacity of approximately 25 kWh per day or equivalent to 9,125 kWh per year. This initiative contributes to an emission reduction of approximately 7.57 tCO₂e per year, based on the Java-Bali electricity emission factor.
- Campus greening initiatives through garden revitalization and tree planting.
- Implementation of the Access Key Classroom system to ensure more controlled energy usage in classrooms.
- Application of green building principles in planning, construction, and renovation processes.

Overall, PETRA not only maintains consistency in implementing emission reduction programs but also enhances the contribution of renewable energy within the campus energy mix. This strengthens the gradual reduction of carbon emissions in line with the institution's commitment to sustainable environmental management.





EMISSIONS OF OZONE-DEPLETING SUBSTANCES

[GRI 305-6]

The use of air conditioning (AC) systems in campus operations has the potential to become a source of non-CO₂ greenhouse gas emissions, particularly those originating from refrigerants. Certain types of refrigerants, such as Chlorofluorocarbons (CFCs) and Hydrochlorofluorocarbons (HCFCs), are known to have ozone-depleting potential (ODP) as well as high global warming potential (GWP) in the event of leakage.

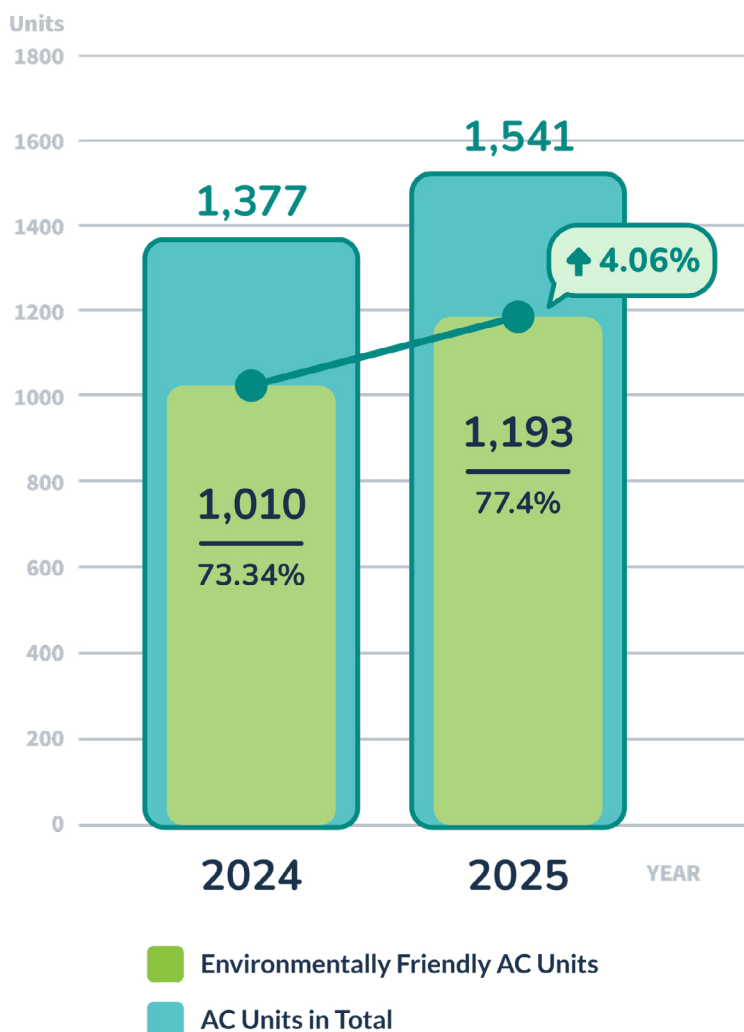
As part of efforts to manage the environmental impact of refrigerant use, PETRA is gradually increasing the adoption of more environmentally friendly AC technologies, such as inverter systems and Variable Refrigerant Volume (VRV), which generally use refrigerants with zero ODP and lower GWP compared to previous technologies, as well as more closed systems that minimize leakage potential.

In 2025, the total number of AC units was recorded at 1,541 units, an increase compared to 1,377 units in 2024. Of this

total, 1,193 units or approximately 77.4% have adopted more environmentally friendly technologies. This represents an increase compared to 2024, where 1,010 units or approximately 73.34% used similar technologies. The increase in environmentally friendly AC units is equivalent to 4.06 percentage points.

Meanwhile, the number of conventional AC units was recorded at 348 units, decreasing from 367 units in the previous year, representing a reduction of 19 units.

This change indicates a shift in equipment composition toward technologies with lower environmental impact potential. However, during the reporting period, PETRA has not yet conducted quantitative measurements of refrigerant (ODS) emissions; therefore, reporting focuses on management approaches and risk reduction through technology replacement and improved cooling system quality.



The Increase of
Environmentally
Friendly AC units
with Inverter or
VRV Technology



NITROGEN OXIDES (NOX), SULFUR OXIDES (SOX), AND OTHER SIGNIFICANT AIR EMISSIONS

[GRI 305-7]

In its operations, PETRA does not generate significant air emissions other than those associated with energy consumption, particularly from electricity usage and fuel consumption. These emissions have been reported under the greenhouse gas emission categories (GRI 305-1, 305-2, and 305-3).

For other air emission categories such as nitrogen oxides (NO_x), sulfur oxides (SO_x), and other significant emissions, PETRA has not yet conducted specific measurements. In addition, campus operations do not involve industrial processes or other activities that directly generate such emissions in material quantities.

Therefore, in this reporting period, there is no quantitative data reported under GRI 305-7. Nevertheless, PETRA continues to conduct general monitoring of energy consumption and transportation sources as part of its overall environmental impact management efforts.

WASTE

[GRI 306]

As part of PETRA's commitment to implementing green campus principles and supporting environmental sustainability, waste management remains one of the institution's key priorities. Various efforts continue to be undertaken to minimize environmental impacts through integrated waste management, including the treatment of organic and inorganic waste, optimization of waste reuse, and enhancement of awareness and participation across the entire campus community (GRI 306-1).

1. Organic Waste Management

In 2025, organic waste generated from canteen food waste, leaves, and other organic materials reached a total of 2,455 kg (GRI 306-3) and was sustainably managed through several methods, including:

- **Compost Production:** During the reporting year, PETRA produced 1,812 kg of compost (GRI 306-4), which was utilized for fertilizing green areas within the campus and distributed to surrounding communities. This amount decreased compared to the previous year, which reached 4,984 kg. This decline is in line with the reduction in organic waste generation, particularly food waste, which has been the primary input for composting processes. Therefore, the decrease in compost volume can be interpreted as a positive indicator of successful waste reduction efforts at the source. (GRI 306-2)

- **Maggot Cultivation:** PETRA continues to implement maggot cultivation programs as an innovative solution for organic waste processing. (GRI 306-2) Maggots play a role in accelerating the decomposition of organic waste while also producing valuable alternative feed.

Although the proportion of organic waste processed through composting and maggot cultivation has not yet been identified in detail, both methods complement each other in creating a more efficient and sustainable waste management system. In addition, the integration of the maggot cultivation program with the previously introduced aquaponics initiative continues to be developed, enabling a more optimal resource utilization cycle within the campus environment. (GRI 306-2)



2. Inorganic Waste Sorting and Reduction

PETRA continues to implement waste segregation at the source as part of its efforts to reduce inorganic waste. Sorting facilities and educational initiatives for the campus community are continuously improved to enhance the effectiveness of waste management at the source level.

In the reporting year, the amount of inorganic waste sent to the landfill reached 42,240 kg, representing a decrease compared to the previous year's 54,240 kg. (GRI 306-5) This reduction indicates improved effectiveness in waste sorting and reduction within the campus environment.

In addition, PETRA has begun to implement more systematic recording of waste distributed to third parties for recycling. A total of 1,622 kg of plastic waste was handed over to third parties for further processing. (GRI 306-4) This data cannot yet be compared with the previous year, as quantitative recording was not conducted accurately during that period. Moving forward, this recording practice will continue to be improved to support more comprehensive and accountable reporting.

3. Medical Waste Management

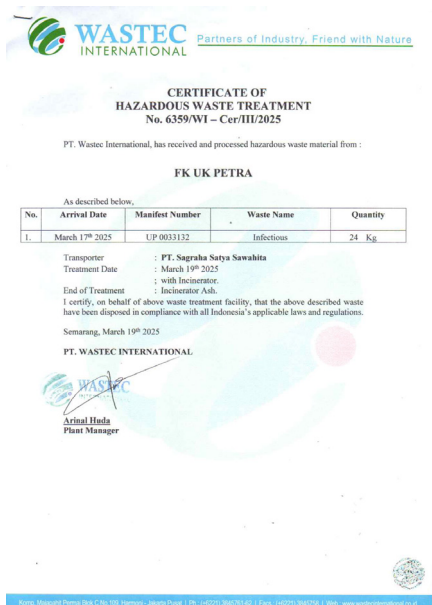
Medical waste management is conducted in accordance with applicable health and environmental standards, with all waste categorized as hazardous waste (B3) and handled by licensed third parties. (GRI 306-1)

• **Medical waste from the polyclinic:** remained at 120 kg, the same as the previous year, and all was managed by licensed third parties. (GRI 306-3)

• **Chemical and medical waste from the Faculty of Medicine laboratories:** recorded at 29 kg (GRI 306-3) during the year, consisting of:

- o 24 kg on March 19, 2025
- o 5 kg on June 19, 2025

All such waste was managed by a licensed third party, PT Wastec International, to ensure safe handling and regulatory compliance. (GRI 306-2; GRI 306-5)



4. Environmental Education and Awareness

PETRA continues to strengthen the educational aspect as an essential component of sustainable waste management. In this year, environmental awareness was enhanced through the integration of sustainability materials into new student orientation activities. During these sessions, students were introduced to various sustainability initiatives implemented by PETRA, including waste management, energy efficiency, and other green campus programs.

In addition, PETRA conducted a Sustainability Literacy Assessment using the Sulitest instrument, involving both students and staff. This activity aims to obtain a comprehensive overview of the level of understanding and awareness of sustainability issues within the campus environment. The results of this assessment will be used as a basis for formulating more effective and targeted sustainability strategies and programs in the future.



5. Sustainable Innovation: Integration of Aquaponics and Maggot Cultivation

The development of an aquaponics program integrated with maggot cultivation continues as part of innovation in organic waste management. This system utilizes organic waste as feed for maggots, which are then used as a feed source in freshwater fish farming.

This initiative is not only implemented within the campus but is also introduced to surrounding communities through educational and mentoring activities. Thus, the program contributes to waste reduction (zero waste) while also promoting simple and applicable sustainable agricultural practices to support community food security.

Summary of PETRA Waste Management (2025) (GRI 306-5)

Type of waste	Quantity (kg)	Primary Handling Method
Organic	2.455	Composting and maggot feed
inorganic	42.240	Sent to landfill (with initial segregation)
Medical – Polyclinic	120	Managed by third-party hazardous waste services
Hazardous waste – Laboratory	29	Managed by third-party hazardous waste services

PETRA also integrates sustainability principles into research and community engagement activities through various field-based programs as follows:



• Student Community Development Program (KBM IX)

In 2025, the KBM program involved hundreds of students collaborating with residents in Siwalankerto Subdistrict, Surabaya. The activities focused on addressing plastic waste through simple innovations, such as producing edible plastic from natural materials and creating ecobricks from plastic waste. In addition, the ecobricks were utilized as plant pots to support greening efforts in densely populated areas. This program not only provides practical solutions to waste problems but also encourages behavioral change within the community to become more environmentally conscious.



• International Community Outreach Program (iCOP) 2025

PETRA organized an international-scale community service program involving 152 students from six countries and nine universities. The program was conducted over three weeks in several villages in Mojokerto, focusing on community empowerment and the preservation of local culture. One of the main activities was river clean-up, which successfully collected hundreds of kilograms of waste, accompanied by education for the community on waste management. In addition, students participated in various other programs such as education, village development, and cultural exchange with local communities. This program is designed as a long-term initiative to support sustainable rural development.



• Industry-Based Learning: Material Recycling

PETRA students also gain direct learning experiences related to sustainability practices through visits to creative industries that process plastic waste into new materials. In this activity, students learn the process of recycling plastic into sheet materials and their application in furniture and decorative products, thereby fostering an understanding of sustainable design and the use of waste as a resource.



• International Collaboration in Community Empowerment

Through partnerships with international institutions, PETRA students participated in field activities at Rumah Padat Karya Surabaya. These activities provide direct insights into community-based poverty alleviation programs, such as edufarm initiatives, paving block production, and micro-enterprises. This collaboration also creates opportunities for cross-disciplinary and cross-cultural exchange in developing sustainable solutions for communities.



• Dissemination of Sustainable Innovation

PETRA also organized an exhibition themed “*Sustainable Innovation for the Future*” as a platform to showcase various works and innovations from the academic community focused on future sustainability solutions.



PERCENTAGE OF NEW SUPPLIERS SCREENED USING ENVIRONMENTAL CRITERIA

[GRI 308-1]

During the reporting period, PETRA has not yet conducted quantitative measurement regarding the number of new suppliers that have undergone screening based on environmental criteria. Nevertheless, sustainability principles have been integrated into the general procurement policies for goods and services within the institution.

In practice, PETRA applies several approaches as follows:

• **Priority on Local and Sustainable Products**

PETRA continues to promote the use of products and services from local providers as an effort to reduce carbon emissions from distribution while supporting regional economic development. In addition, resource efficiency and sustainability aspects in production processes are also considered in procurement decision-making.

• **Vendor Selection with Environmental Considerations**

The vendor selection process considers environmentally friendly practices, such as responsible waste management, energy efficiency, and the use of more sustainable materials. Vendors with certifications or a proven track record in implementing sustainability practices receive added value in the selection process.

Although these approaches have been implemented, PETRA recognizes that a more structured recording and monitoring system still needs to be developed to enable more measurable and transparent supplier evaluation in the future.

NEGATIVE ENVIRONMENTAL IMPACTS IN THE SUPPLY CHAIN AND ACTIONS TAKEN

[GRI 308-2]

During the reporting period, PETRA has not yet established a formal mechanism specifically designed to identify, assess, and document significant negative environmental impacts within the supply chain. Environmental audit-based evaluations of suppliers have also not yet been conducted systematically.

As a preventive measure, PETRA continues to prioritize a precautionary approach through vendor selection policies that consider sustainability aspects and a preference for environmentally friendly products. This approach is expected to minimize potential environmental risks that may arise from supplier activities.



PETRA
CHRISTIAN
UNIVERSITY



PEOPLE PERFORMANCE





EMPLOYEE RECRUITMENT AND REPLACEMENT

[GRI 2-7; GRI 401-1; GRI 408-1]

Throughout 2025, PETRA continued to strengthen its institutional capacity by attracting high-caliber academic and administrative talent. Our recruitment framework, governed by Rectorate Decree No. 079/Kept/UKP/2003, ensures that every appointment—from faculty members to laboratory technicians—is rooted in academic excellence and professional integrity.

In alignment with our commitment to [GRI 406-1], PETRA operates a transparent and meritocratic selection process. We actively cultivate an inclusive academic community where candidates are evaluated solely on their competencies and character, without regard to gender, race, religion, or personal identity.

New Employee Table

	2025	2024
 Male	19	14
 Female	28	29
Total	47	43

This steadfast commitment to equity is reflected in our 2025 hiring data. The University achieved a steady expansion of its workforce, onboarding 47 new employees (an increase from 43 in 2024). This cohort—comprising 19 men and 28 women—highlight the university success in attracting diverse professionals to support our long-term vision.

PETRA remains a resolute advocate for ethical labor practices. In strict adherence to International Labour Organization (ILO) standards and [GRI 408-1], the University prohibits the employment of any individual under the age of 18. This policy is a non-negotiable component of our institutional human rights framework, ensuring a workplace that is both legally compliant and socially responsible.

Our comprehensive employment policies are anchored in national labor regulations and reinforced by the following institutional frameworks:

- Law on Higher Education No. 12 of 2012
- Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 17 of 2013 concerning Academic Level of Lecturers and Their Credit Points.
- PERMENDIKNAS RI no. 19 of 2011 concerning Guidelines for Determining the Equivalence of Foreign University Diplomas with Indonesian University Diplomas and Degrees.
- Petra Christian University Statute No. 001/Per/YPTK/I/2022
- Decree of the Petra Christian University Board of Trustees No. 05/Kept/YPTK/II/98 concerning University Organization and Work Procedures
- Decree of the Petra Christian University Board of Trustees No. 35/Kept/YPTK/X/85 concerning Basic Regulations for Petra Christian University Personnel yo Petra Christian
- University Board of Trustees Decree No. 62/Kept/YPTK/VII/2004 concerning Addendum to Changes to the Basic Civil Service Regulations at Petra Christian University [GRI 408-1]
- Petra Christian University Board of Trustees Regulation No. 006/Per/YPTK/XII/2023 concerning University Staff Salaries
- Petra Christian University Board of Trustees Decree No. 002/Kept/YPTK/I/2011 concerning Educational Allowances
- Petra Christian University Board of Trustees Decree No.127/Kept/YPTK/IX/2014 concerning Petra Christian University Doctoral Program Study Regulations
- Decree of the Chancellor of Petra Christian University No. 53/Kept/UKP/1998 concerning Rank Regulations for Petra Christian University Employees
- Chancellor's Decree No. 211/Kept/UKP/1986 concerning Regulations for Dismissal of Petra Christian University Employees
- Petra Christian University Employee Handbook year 2023



EMPLOYEE TURNOVER

[GRI 401-1]

In 2025, PETRA recorded a total of 51 employee departures, representing a steady increase from the 41 departures in 2024. This brought the annual turnover ratio to 8.07%, compared to 6.63% in the previous period.

The primary drivers of this trend were natural attrition and voluntary transitions; retirements accounted for the largest share (31 employees), followed by resignations (19 employees). Notably, there were no reported departures due to indiscipline violations in either 2024 or 2025, reflecting a stable and professional work environment. One departure was recorded due to death.

This shift in turnover is largely attributed to a scheduled increase in retirements. To ensure institutional stability and knowledge continuity, PETRA remains committed to proactive workforce planning and enhanced retention strategies.

Employee Turnover table

Cause	2025	2024
Resignation	19	15
Pension	31	23
Death	1	3
TOTAL	51	41
Turnover Ratio	8.07%	6.63%

EMPLOYEE REMUNERATION SYSTEM

[GRI 401-2]

PETRA upholds a strong and open compensation structure intended to protect the financial security and career drive of its employees. The three main functional groups that make up the compensation structure—structural leadership, faculty (lecturers), and educational support staff—are governed by Decree Nos. 006/Per/YPTK/XII/2023 and 16/Kept/YPTK/II/2006. The University offers the following major advantages to all qualified full-time employees in order to guarantee a top-notch “Total Rewards” package:

- **Performance-Based Incentives:** Monthly stipends based on effort and salary grade. Notably, productivity bonuses are awarded to faculty members who surpass the 12-credit point threshold, encouraging academic achievement.
- **Seasonal Economic Support:** : PETRA offers an annual Christmas holiday bonus and a “13th-month” income every April to help with cost-of-living needs during important times.
- **Strategic Performance Alignment:** Salary increases are directly tied to the accomplishment of yearly institutional and individual goals through the Strategic Performance Management System (SPMS) and the Balanced Scorecard (BSC) project.

These clauses are essential to PETRA’s plan to draw in and keep top people while maintaining long-term organizational stability.



MATERNITY LEAVE

[GRI 401-3; 406-1]

PETRA maintains a progressive parental leave policy as a cornerstone of its commitment to work-life integration and gender equity. Regulated by Board of Trustees Decree No. 480/Kept/UKP/99, these entitlements are applied universally across both academic and administrative divisions, ensuring zero-discrimination in access to benefits [GRI 406-1].

To ensure administrative transparency, all leave cycles are managed via the Integrated Management System (SIM Petra <https://sim.petra.ac.id>), providing a seamless digital experience from application to approval. In 2025, PETRA supported six female employees through their maternity leave, a steady increase from the three recorded in 2024. Of these six, five have successfully returned to their professional duties within the reporting period, while one remains in her transition phase. By closely monitoring these return and retention rates, the University ensures that career trajectories remain uninterrupted by significant family milestones.

WORK HEALTH AND SAFETY (K3/ OHS) MANAGEMENT SYSTEM

[GRI 403-1; GRI 403-2; GRI 403-7; GRI 409-1]

PETRA maintains a robust Occupational Health and Safety (OHS) ecosystem designed to protect the physical and psychological well-being of its entire academic community. The OHS management system is an integrated framework that ensures 100% coverage of all employees, students, and third-party contractors across all university operations—including research, administration, and campus maintenance.

PETRA maintains a ‘prevention-first’ culture, ensuring that a safety infrastructure is present operational through a rigorous internal inspection regime. In 2025, our safety performance was driven by the following proactive measures:

- **Asset Inspections:** The University maintains an internal inspection regime for fire suppression equipment. This includes periodic technical audits of all campus fire hydrants and portable fire extinguishers (APAR) to verify pressure levels, physical integrity, and validity. These checks ensure that our primary defense systems are fully functional and ready for immediate deployment.
- **Vertical Transportation Safety:** To ensure seamless and secure mobility, our technical teams perform routine monitoring of lifts and escalators. These scheduled checks focus on mechanical stability and operational safety, minimizing the risk of technical malfunctions for our students and staff.
- **Environmental and Utility Governance:** Our commitment to health extends to our campus utilities. We conduct systematic evaluations of the water waste management system, ensuring that drainage and treatment protocols prevent environmental contamination and maintain a hygienic campus ecosystem.
- **Ongoing Competency Building:** PETRA is committed to the continuous safety education of its laboratory staff. Through a combination of departmental briefings and specialized technical manuals, we are actively strengthening the capacity of our laboratory staff to recognize and respond to emergency scenarios. This iterative training approach ensures that safety remains a core competency within our academic laboratories, especially for laboratories and high-risk areas.

The OHS management system and practices are developed and aligned with national mandates and international benchmarks, ensuring the university’s safety performance meets expectations:

- Law Number 1 of 1970 on Occupational Safety
- Government Regulation No. 50 of 2012, Implementation of Occupational Health and Safety Management System (SMK3)
- DIKTI Guidelines on the Implementation of Occupational Safety and Health and Environmental Management Systems (SMK3L) in Higher Education
- ISO 45001: 2018 on Occupational Health and Safety Management System



RISK MITIGATION SOP

PETRA maintains a comprehensive OHS Management System designed to internalize risk prevention into daily operations. By aligning with ISO 9001:2015 and national regulations, the University ensures that hazard identification is not a static event but a continuous cycle of assessment and mitigation.

As part of its commitment to maintaining a safe campus and working environment, PETRA applies stringent safety requirements to third-party vendors and contractors. For example, any external personnel required to work at heights exceeding a specified threshold must obtain a special permit, which includes a preliminary inspection of the physical site. Additionally, these individuals are mandated to use appropriate personal protective equipment (PPE), such as safety helmets and harnesses, in accordance with safety protocols.

This systematic and preventive approach underscores PETRA's dedication to continuous improvement in occupational health and safety management and reinforces its goal of creating a secure and hazard-aware campus environment for all stakeholders.

Type of Standard Operating Procedure (SOP)	Risk Mitigation
Emergency Service Quality Procedures Document No. PM03-UKK-UKP	The Emergency Service Quality Procedure (PM03-UKK-UKP) serves as our primary framework for high-impact, low-probability events, including fire, natural disasters, and security breaches. This SOP ensures a coordinated response to minimize physical harm and operational disruption, maintaining business continuity under ISO 9001:2015 standards.
Quality procedures for B3 Solid Medical Waste Processing (Hazardous and Toxic Materials)	In our clinical facilities, the B3 Solid Medical Waste Processing Procedure mitigates biological and toxic risks. By adhering to RI Regulation No. 18/1999, PETRA prevents environmental contamination and community exposure, ensuring that medical waste is neutralized through standardized collection and processing protocols.
Work Instructions for Using Hydrant Fire Extinguisher Document No. IK2	These guides provide a frontline defense against escalating minor incidents into fatalities.
First Aid Implementation Guidebook	
Procedures for Campus Entry and Activities During the Christmas and New Year Holidays	Access control protocols during holidays are tightened to mitigate heightened risks of theft, vandalism, and fire hazards."



NUMBER OF WORK ACCIDENTS

[GRI 403-2; GRI 403-9; GRI 403-10]

In 2025, PETRA maintained a strong safety record, prioritizing rapid response and comprehensive recovery support for all incidents. During the reporting period, the University recorded a total of seven (7) work-related injuries across its academic and administrative divisions.

The University categorizes its safety performance based on the severity of impact and the required recovery period:

- Of the seven incidents, two (2) were classified as high-consequence injuries as they required surgical intervention (operations) to ensure full recovery.
- **Lost Time Injuries (LTI):** Two incidents resulted in a significant period of lost work time [403-10], with the affected individual requiring a one-month recovery period.
- **Minor Recordable Injuries:** The remaining five incidents were minor in nature, requiring only localized first-aid intervention without impacting long-term work capacity.

Significantly, the University recorded zero fatalities and zero instances of occupational illness during the reporting period. This zero-incident record demonstrates PETRA's commitment to maintaining workplace safety standards that align with national regulations and international best practices in the education sector.

For the incidents requiring surgery and extended rest, the University provided full administrative and medical coordination support. Each case was analyzed to identify root causes and strengthen existing safety protocols, reinforcing our commitment to a Zero-Harm campus environment.

OCCUPATIONAL HEALTH SERVICES

[GRI 403-3; GRI 403-6; GRI 403-8]

PETRA is dedicated to the protection of the health and welfare of its entire academic community, which includes students and employees. The implementation of comprehensive OHS policies, the provision of health insurance for all academic members, and the availability of accessible healthcare facilities on campus are all indicative of this commitment. PETRA guarantees that occupational health and safety OHS services are implemented to mitigate occupational injuries and ailments and to enhance overall health.

PETRA consistently prioritizes OHS for all employees by adhering to established SOP. The university's work schedule, as detailed in Decree 1281/UKP/2017 on the Use of Attendance Data as the Basis for Salary Realization, is consistently in accordance with the relevant labor regulations. The fulfillment of OHS excellence has been guaranteed by the mutual agreement of both PETRA management and employee representatives regarding provisions for work conducted beyond standard hours. [GRI 409-1]

In order to improve community and employee access to health services, PETRA carries out health service outreach through various media. Health service information is delivered via email to PETRA students, lecturers and employees, as well as via the website <https://poliklinik.petra.ac.id/> and Instagram @klinikpratamapcu. Basic health services provided to the community and community include general clinic, dental clinic, medicine services, medical consultations and medical education. In addition, PETRA provides four canteen facilities across campus to ensure convenient access to safe and hygienic food for students and employees, supporting overall health and well-being [GRI 403-6; GRI 403-8]

In 2025, PETRA conducted four free eye screening programs for students, employees, alumni, and the surrounding community—held on 5 March, 4–5 June, and 24–26 September, 21–23 October—in response to increased digital device usage following the COVID-19 pandemic. The program was conducted in collaboration with Eye Clinic, an ophthalmology clinic. Registration was managed digitally through the SATUSEHAT mobile application, developed by the Ministry of Health of the Republic of Indonesia, to ensure a more efficient and well-organized service process. [GRI 403-6; GRI 403-8]



PCU PETRA CHRISTIAN UNIVERSITY

KLINIK PRATAMA
Universitas Kristen Petra




LAYANAN KLINIK PRATAMA PCU

POLIGIGI	POLIUMUM
SENIN S/D JUMAT JAM 08:00 - 14:00 (MAHASISWA, DOSEN, KARYAWAN PCU AKTIF) JAM 08:00 - 12:00 (UMUM/LUAR)	SENIN S/D JUMAT JAM 07:30 - 19:00 (MAHASISWA, DOSEN, KARYAWAN PCU AKTIF) JAM 08:00 - 12:00 (UMUM/LUAR)

NOTE
PASIE UMUM/LUAR :
MASYARAKAT UMUM & ALUMNI PCU
JAM 12:00 - 13:00 ISTIRAHAT
****SABTU, MINGGU DAN HARI BESAR TUTUP****
KHUSUS HARI SENIN PENDAFTARAN SAMPAI JAM 10:00
(PERSIAPAN KEBAKTIAN UNIVERSITAS)

PENDAFTARAN ONSITE & TIDAK ADA LAYANAN KONSULTASI ONLINE

INFORMASI LEBIH LANJUT HUBUNGI :
 **@klinikpratamapcu**
 **ext 3303, 3304**

**AYO DETEKSI DINI
DIABETES & KANKER SERVIKS
BERSAMA
KLINIK PRATAMA PCU & PRODIA LABORATORIUM**

SELASA 20 MEI 2025

08:00 - SELESAI

KLINIK PRATAMA PCU

MORE INFO
EXT : 3303 - 3304

PASTIKAN DIRI ANDA SEBAGAI PESERTA BPJS AKTIF!






KEMBALI HADIR!

FREE

SKRINING/PEMERIKSAAN MATA & PEMERIKSAAN KESEHATAN GRATIS BERSAMA, DOKTER MATA SURABAYA EYE CLINIC & KLINIK PRATAMA PCU

24 - 26 SEPTEMBER 2025

08:00 - 12:00 WIB

Klinik Pratama PCU - Gd T

50 - 70 Pasien/ Hari
"Mahasiswa, Dosen, Karyawan, Alumni & Masyarakat umum"

Registrasi ONSITE

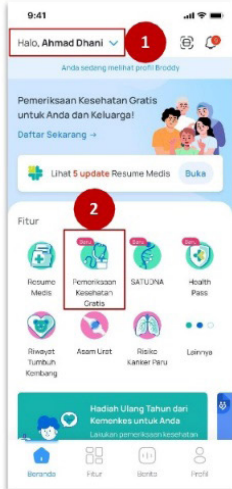
PUNYA APLIKASI "SATU SEHAT" KEMENKES

CONTACT US :
EXT : 3303 - 3304
@klinikpratamapcu

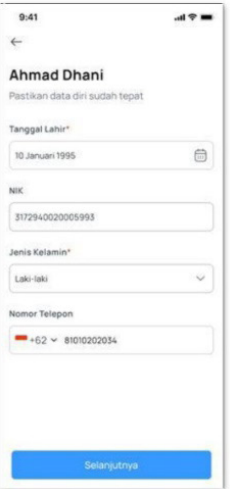




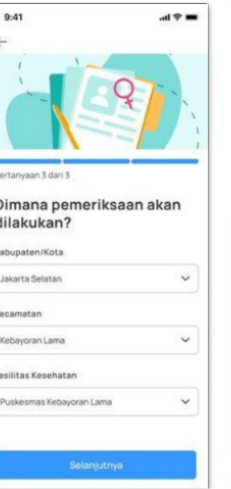

1. Pendaftaran PKG Melalui APLIKASI SATU SEHAT MOBILE (SSM)



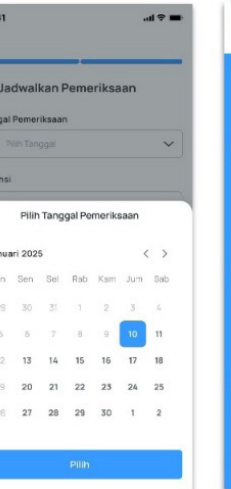
Step 1: Pilih profil pengguna yang akan didaftarkan. Pilih fitur Pemeriksaan Kesehatan Gratis di dalam SATU SEHAT Mobile



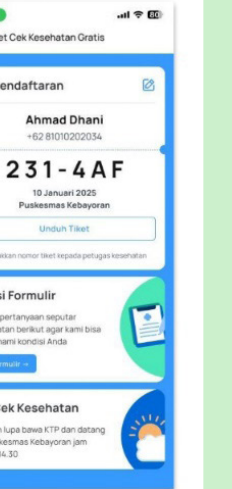
Step 2: Identitas akan otomatis terisi dari profil Anda, pastikan data diri dan nomor telepon sudah tepat



Step 3: Pilih lokasi Puskesmas terdekat domisili dan tanggal pemeriksaan



Step 4: Pilih tanggal kunjungan ke Puskesmas terdekat domisili



Step 5: Tiket pendaftaran akan dibuat secara otomatis

Masyarakat tetap dapat melakukan pendaftaran PKG tanpa harus melakukan verifikasi akun/KYC

Centre for Counselling and Personal Development (PKPP)

PKPP serves as the primary mental health resource at PETRA, offering specialized intervention for academic, social, and personal challenges. To ensure maximum accessibility, services are delivered through a hybrid model—combining in-person consultations with a digital appointment system. This framework allows for both self-initiated support and departmental referrals, ensuring no individual is left without a “safety net” during times of distress.

In 2025, PETRA transitioned from providing simple counselling to building a proactive “culture of care”. The initiatives reached beyond the office and classroom to support the holistic emotional health of our faculty, staff, students, and their families.

In May 2025, PKPP hosted the webinar “Suicide Prevention: You Matter More than What You Think.” Led by expert psychologists, this session moved beyond clinical theory to provide practical “First Responder” skills. Participants were trained to become compassionate “listening partners” (teman bicara), capable of identifying early warning signs and providing immediate emotional support to those in crisis.

In January 2025, a retreat for employees was held under the theme “Agile.” The retreat was intended to serve as a time for reflection and mutual encouragement to reaffirm their commitment to becoming Agile individuals—ready to adapt, grow, innovate, continuously learn, and engage in every opportunity. Participants took part in several guided sessions, where they interacted with one another through various activities aimed at strengthening social support among employees.



To support our staff during periods of organizational evolution, PETRA held a specialized seminar titled “*Dancing in the Rain*” in December 2025. This session focused on **Adaptive Resilience**, empowering lecturers and administrative personnel to embrace professional changes with a growth mindset. By fostering emotional flexibility, we ensure our team can continue to provide high-quality education even in a shifting global landscape.

Recognizing that a student’s success starts at home, PETRA reached out to parents in October 2025 with the “*Pillar of Love, Path of Value*” webinar. This unique initiative focused on the “Parent-Student” dynamic, providing families with the tools to raise independent, courageous, and resilient children. By strengthening the home environment, we create a more stable foundation for our students’ academic journeys.

Sustainability also means managing the “small” daily stresses. To support this, PETRA launched an accessible **Digital Mindfulness Series**. This online tutorial, “*Relaxation – Mindfulness at Hectic Work*,” provides faculty, staff and students with short, guided techniques to manage stress in real-time, ensuring that mental well-being is integrated into the rhythm of the workday rather than treated as an afterthought.

Through these diverse initiatives, PETRA reaffirms that true academic excellence is inseparable from emotional well-being. By fostering a culture of empathy and resilience, we ensure that every student and employee is not only equipped to succeed professionally but is also deeply supported as a whole person within our campus family.



WORKER PARTICIPATION, CONSULTATION, AND COMMUNICATION ON OCCUPATIONAL HEALTH AND SAFETY

[GRI 403-4]

PETRA ensures that campus safety is maintained by engaging trained and certified personnel within its Campus Security Unit (UKK). UKK is a crucial pillar of OHS, as it often acts as the first responder during crises (e.g., fires, medical emergencies). It is mandatory for all operational (organic) members of UKK to obtain Gada Pratama certification, and for all Kepala Regu (team leaders) to hold Gada Madya (intermediate level) certification, which are accredited by the Regional Police Department (Polda).

These requirements reflect PETRA's structured approach to building internal safety capacity and ensuring that personnel involved in campus security are properly qualified. In addition, one member of the Environment, Health, and Safety (K3L) team holds a certification in Supervision Development of Occupational Safety and Health Norms, issued by the Directorate General of Labour Inspection Development and Occupational Safety and Health. This further supports PETRA's commitment to involving skilled personnel in the planning, implementation, and oversight of occupational health and safety initiatives.

EMPLOYEE COMPETENCY EDUCATION AND TRAINING

[GRI 403-5; 404-1; GRI 404-2]

PETRA remains dedicated to cultivating a high-performance culture rooted in continuous learning and safety awareness. Our 2025 human capital strategy focused on bridging the gap between traditional academic values and modern technological demands, ensuring our workforce is equipped for both professional excellence and holistic well-being.

The University's onboarding framework is designed to seamlessly integrate new personnel into our safety and operational standards. In 2025, mandatory induction programs—covering essential workplace safety protocols and institutional ethics—were completed by 47 new employees (19 male and 28 female). This balanced participation reflects PETRA's proactive approach to ensuring that all staff, regardless of role or gender, possess the foundational knowledge required to maintain a secure and efficient academic environment.

Recognizing that information security incidents can adversely impact the psychological well-being of employees, compromise sensitive stakeholder data, and disrupt institutional operations, PETRA has extended its occupational health and safety training to include cyber safety awareness. This initiative supports the prevention of digital hazards as part of the University's holistic approach to worker well-being. In support of this commitment, specialized cyber safety training was provided to safeguarding institutional and student data [GRI 403-5]:

- **Training Participants:** One staff member from the Center for Information System Development (PPSI) and two staff members from the Center for Information and Communication Technology (PTIK) completed cyber safety training as part of occupational health and safety capacity building.
- **Online Workshop: *Security Awareness: "Tips to Improve Security Awareness in the AI Era"*** was held on November 25, 2025. The workshop was attended by 80 participants. The workshop addressed emerging cyber threats in the era of artificial intelligence and provided practical guidance on maintaining security awareness.

Beyond that, PETRA invested in a series of targeted capacity-building initiatives for academic and administrative staff [404-01]. These programs were designed to enhance teaching methodologies and integrate the University's core values into the modern digital landscape. Key 2025 development highlights included:

- **Faculty Development Forum: "Christian Education and Spiritual Formation"** held in August 2025
- **Faculty Development Program: "Teaching Style Evaluation and Enhancement with AI", "Personalized Digital Assessment using AI" and "Roleplay-based Assessment: Case Study of Technopreneurship Course at PETRA"** held on 17 Juli 2025.
- **Faculty Development Program: "Faith and Science Integration"** Seminar held on 11 Maret 2025 exploring the integration of faith and academic disciplines.

These programs exemplify PETRA's integrated approach to staff development, which emphasizes technical proficiency, digital capabilities, emotional intelligence, and a common dedication to workplace safety and wellbeing.

IMPROVING EMPLOYEE COMPETENCY

[GRI 404-1]

PETRA recognizes that institutional excellence is fundamentally driven by the expertise of its people. In 2025, the University intensified its strategic investment in human capital through a structured suite of professional development programs. These initiatives are designed to ensure that both faculty and administrative staff possess the evolving competencies required to navigate the complexities of modern higher education.

Number of Hours for Lecturer and Staff Competency Development in 2025 and 2024

Training	Hours Training					
	2025			2024		
	Male	Female	Total	Male	Female	Total
New employee training	72	104	176	196	406	602
Competence improvement (lecturers)						1,365
Competence improvement (educational staff)	313	379	692			844
OHS training			0			75

In alignment with [GRI 404-1], PETRA provides equitable access to growth opportunities across all departments. Throughout the 2025 reporting period, the training curriculum focused on strengthening pedagogical innovation, digital literacy, and administrative efficiency. These efforts do more than foster individual career progression; they serve as a critical pillar for maintaining the high standards of service and academic quality that define the PETRA experience.



PETRA is dedicated to the sustained and improved quality of its academic and administrative human resources by implementing a structured performance evaluation system. A combination of digital tools and frameworks is employed to regularly evaluate the performance of lecturers and educational staff, thereby guaranteeing objectivity, impartiality, and alignment with institutional objectives. These tools support continuous performance tracking and professional development by measuring key indicators related to teaching, research, service, and strategic contributions.

Each lecturer is provided with comprehensive guidance through manuals such as the Guidebook for Using the Integrated Resource Information System (SISTER), IKP2M Handbook, the SPMS Manual, the BSC and the Employee Appraisal Scheme (DP3) Guidelines, which outline the rights, responsibilities, and evaluation criteria applicable to their roles. In addition, there is Publication Incentive given to lecturers upon publishing articles in international indexed journal of Scopus or WOS, or national indexed journal Sinta-2. This ensures clarity, transparency, and accountability in the performance assessment process.

PETRA's performance assessment system is aligning with academic standards and national regulations, such as:

- Regulation of the Minister of Research, Technology, and Higher Education No. 51 of 2017 on Lecturer Certification Programs
- Joint Regulation of the Minister of Education and Culture No. 4/VIII/PB/2014 and No. 24 of 2014 (Technical Guidelines on Lecturer Credit Score Evaluation)
- Minister of National Education Regulation No. 17 of 2010 (Plagiarism Prevention)
- Operational Guidelines for the Assessment of Academic Rank Credit Scores (PO PAK 2019) issued by the Directorate General of Human Resources, Ministry of Research, Technology, and Higher Education
- Supplementary Guidelines to PO PAK 2019 and related updates from Kemendikbud-DitjenDikti Circular No. 04/2021
- PETRA Board of Trustees Decree No. 067/Kept/YPTK/VIII/2012 on Performance-Based Awards (BSC)
- Circular Letter of Petra Christian University No. 395/UKP/2023 on Implementation of Lecturer's SPMS for Academic Year 2023/2024

PETRA fosters a culture of continuous learning, recognition, and merit-based advancement by integrating national standards and internal systems. These practices promote the long-term career development of academic personnel, cultivate a performance-driven environment, and guarantee the provision of high-quality education and research that are consistent with the university's mission.

PETRA operates on a foundation of **zero-tolerance toward discrimination**. Our institutional framework ensures that every stage of the stakeholder lifecycle—from student admissions and employee recruitment to performance appraisals and compensation—is conducted with absolute pay equity and merit-based fairness.

Incident Reporting and Governance

In accordance with [GRI 406-1], PETRA maintains formal grievance channels overseen by the University's Legal Department. In 2025, no incidents of discrimination were recorded. This clean record reflects the efficacy of our internal sensitivity training and our proactive commitment to maintaining a respectful, inclusive environment for its diverse academic community.

Regional Diversity and National Integration

As a "Campus for the Nation," PETRA celebrates a vibrant demographic tapestry. We have seen sustained growth in representation from the Eastern Region of Indonesia (Kawasan Timur Indonesia), including West and East Nusa Tenggara, Sulawesi, Maluku, and Papua. By actively recruiting and supporting individuals from North Sumatra to the furthest reaches of Papua, PETRA serves as a micro-hub for national integration and cross-cultural dialogue.

Table Students with Disabilities by Faculty

Faculty	Number
School of Business and Management	2
Faculty of Industrial Technology	1

Table Students based on Disabilities

Disability Type	Number
Blind	1
Deaf	1
Hyperactive	1

Universal Design and Inclusive Infrastructure

Beyond policy, PETRA invests in Universal Design to ensure that physical barriers never impede academic potential. We align our campus development with national disability legislation and global human rights principles. Key 2025 infrastructure highlights include:

- **Seamless Mobility:** Tactile drop-off zones, wheelchair-accessible ramps, and dedicated parking and restroom facilities across all major campus zones.
- **Specialized Learning Environments:** Ergonomic classroom furniture tailored for left-handed and special-needs students.





CAMPUS SECURITY AND INTEGRATED SAFETY

[GRI 410-1]

PETRA is dedicated to maintaining a secure, orderly, and productive environment for its diverse academic community. In 2025, the University intensified its multi-layered security strategy, combining specialized personnel with advanced physical and technological infrastructure to safeguard all students, faculty, staff, and visitors.

- **Personnel and Presence** Our security operations are anchored by a professional Security Unit providing 24-hour surveillance and rapid-response capabilities. Strategically stationed at critical entry points—including the T and W Building entrances—our team ensures rigorous access control. A key pillar of our 2025 safety protocol is the Mandatory Identification Policy, requiring all personnel and contractors to display valid ID cards, thereby enhancing campus-wide accountability and transparency.
- **Proactive Safety and Mobility** Beyond traditional surveillance, PETRA security staff serves as Safety Facilitators. This includes active traffic management and pedestrian assistance to ensure safe transit between campus buildings. This service-oriented approach is mirrored in our Controlled Parking System, where dedicated officers manage vehicle safety and traffic flow using a verified exit-verification process.
- **Technological Safeguards and Emergency Infrastructure** To ensure a swift and effective response to anomalies, PETRA maintains a robust suite of safety technologies:
- **Continuous Monitoring:** High-definition CCTV surveillance across high-traffic zones.
- **Fire Suppression:** Integrated fire alarms, automated sprinkler systems, and strategically placed hydrants/extinguishers.
- **Emergency Egress:** Clearly illuminated exit signage and designated Assembly Points for streamlined evacuations.
- **Immediate Care:** Accessible First-Aid Kits distributed across all campus levels.

In line with GRI 410-1, PETRA ensures that its security personnel receive regular briefings on professional conduct and respectful engagement, upholding the human rights and dignity of all campus stakeholders



First Aid Box



Fire Hydrant



RESPECT FOR THE RIGHTS OF LOCAL COMMUNITIES

[GRI 411-1, GRI 413-2; GRI 416-2; GRI 2-15]

PETRA maintains a long-standing commitment to respectful engagement with its surrounding communities. Our approach is rooted in the “Tridharma” mission, which prioritizes open dialogue to identify and resolve potential concerns before they escalate. In 2025, the university reported zero violations of community rights or incidents involving impacts on the health and safety of our neighbors.

PETRA regularly conducts the Campustizen Satisfaction Index (CSI) to ensure high service standards and transparent governance. This survey monitors the quality of our internal environment and services across several categories. In 2025, our community development initiatives reached a new performance benchmark, achieving a partner satisfaction score of 3.94/4.00. This represents a significant upward trend from the 3.70 recorded in 2024, demonstrating that our programs are increasingly effective at addressing local needs and fostering mutual trust. This positive performance is further reflected in our healthcare services, with patient satisfaction scores of **97.52** for clinic services and **99.78** for dentistry services in 2025. This growth is a direct result of our commitment to continuous dialogue and our ability to adapt university resources to solve real-world challenges alongside our community partners.

In 2025, the University maintained a strong average Satisfaction Index of 94.10%. While this represents a slight shift from the 95.52% recorded in 2024, the consistently high scores across all categories demonstrate sustained institutional stability.

Student satisfaction survey with PETRA

No	Category	Satisfaction Index	
		2025	2024
1	Student Satisfaction with the University	94.73	96.55
2	Student Satisfaction with the Faculty	97.12	97.79
3	Student satisfaction with study programs/ programs	94.28	95.64
4	Student Satisfaction with University’s services	95.40	97.73
5	Student Satisfaction with University’s facilities	88.97	89.87
	Average Satisfaction Index	94.10	95.52

The data gathered from these surveys is used by university leadership to drive institutional improvements. By identifying areas for enhancement—particularly in campus facilities—PETRA demonstrates a commitment to stakeholder-driven governance. This systematic feedback loop ensures that the university remains accountable to its community while upholding the highest standards of academic and operational integrity.



Sustainability Theme Activities

In 2025, PETRA expanded its community engagement through a diverse portfolio of 17 core sustainability initiatives. These activities were strategically designed to bridge the gap between academic knowledge and local needs, fostering shared awareness and actionable solutions. By engaging students, local residents, and institutional partners, the University continues to serve as a regional hub for sustainable development and social responsibility.



Sustainability Theme Activities in 2025

No.	Activities
1	2nd Petra International Business and Accounting Conference 2025 (PIBACC 2025) “Innovating for a Sustainable World: Strategies for Inclusive Growth and Environmental Resilience.”
2	Strengthening Managerial Governance for Sustainable Business Practices among Surabaya’s Bakery and Catering SMEs, in Collaboration with the Surabaya City Government’s Department of Cooperatives.
3	Exhibition of Design Department students “INDEX” with theme "Synced" defining role of designer in digital era, in collaboration with University College Sedaya International – Malaysia, Universiti Tun Hussein Onn – Malaysia and Assumption University - Thailand
4	Guest Lecture: “Unlock Your Future: Great Finance for a Strong Nation” in collaboration with the Ministry of Finance of the Republic of Indonesia, speakers include Public Accountants, Public Appraisers, Heads of Accounting, Tax Consultants, and Associates of State Financial Analysts.
5	Guest Lecture Series on sustainability collaboration among Faculty of Civil Engineering and Planning (FTSP), Faculty of Industrial Technology (FTI) and University of Dundee, Scotland, UK
6	Seminar “Valorizing Fly Ash into Valuable Construction Materials: Advances In Geopolymer And Self-Healing Concrete” hosted by Civil Engineering Department in collaboration with Royal Melbourne Institute of Technology, Australia, Murdoch University, Perth, Australia and Universitas Negeri Malang, Indonesia.
7	Talkshow of Professional Career Development with guest speakers of leaders from PT Sun Paper Source (SPS)
8	Leadership workshop for students: Stage Directing Workshop by English for Creative Industry (ECI)
9	Basic Servant Leadership Training (BSLT) 2025: Charting Our Destiny
10	Advanced Servant Leadership Training (ASLT) 2025: Heart to Serve, Lead to Impact
11	Digital Accounting Technament (DAT) Competition March 2025 with Theme: "TRUST: The Risk of Unverified Social Tactics"
12	Digital Accounting Technament (DAT) Seminar March 2025 with Theme: "Think Before You Click: Unmasking Social Engineering Scams"
13	Digital Accounting Technament (DAT) Competition October 2025 with Theme: "A.C.T.: Accounting in Crisis and Transformation"
14	Digital Accounting Technament (DAT) Seminar October 2025 with Theme: " AI & The Future of Accounting"
15	Business Club Petra 2 for high school students, sharing materials on cost concept, financial statement
16	Guest Lecture Sustainability Reporting Standards Implementation in Indonesia: PSPK 1 & PSPK 2
17	Guest Lecture- WEB3 IDNT: Blockchain and International Payment by International Trade and Finance (ITF) of Accounting Department



Education Improvement

- From May to June 2025, a team of lecturers from the PGSD Program implemented educational games at SDN 2 Siwalankerto, Surabaya. The initiative sought to provide interactive learning support for 60 primary students through creative and pedagogical play.
- In April 2025, a team of lecturers from the Communication Science Program conducted a workshop on social media algorithms and “For You Page” (FYP) dynamics at SMA Kristen Petra 4, Sidoarjo. The session focused on helping 100 students navigate digital platforms effectively.
- On March 1, 2025, a team of lecturers from the Communication Science Program provided training on effective communication for Generation Z students at SMA Anak Panah, Surabaya. The activity aimed to improve the soft skills and interpersonal productivity of 46 students.
- In May 2025, a team of lecturers from the Communication Science Program provided writing training for students at SD Kristen Eleos, Surabaya. The project focused on enhancing the creative and structural writing skills of 32 primary school pupils.
- In June 2025, a team of lecturers and students from the Early Childhood Education (PAUD) Program conducted “Centra Learning” training at Sekolah Kristen Tunas Harapan Bangsa. The project aimed to improve teaching methodologies for 23 educators in the Manukan area.
- On January 28, 2025, a team of lecturers from the PGSD Program provided training on STEAM-based learning for teachers at Sekolah Kristen Tunas Harapan Bangsa. The session focused on integrating science, technology, engineering, arts, and mathematics into the early childhood curriculum.
- A team of lecturers from the English Department and International Relations provided leadership training for Gen Z youth across Christian universities in Asia through the ACUCA network. From January to February 2025, the project focused on building international leadership capacity for 18 participants.
- Empowering 50 participants with essential organizational skills, a team of lecturers from the Management Program conducted public speaking and human management training at Yayasan Adjarmanu, Sumba Timur, in April 2025.
- Foundational English lessons were provided to mothers at the Pelangi Kristus Reading Garden in Siwalankerto from March to April 2025. This initiative, led by the English Department, aimed to equip community members with communication tools for personal growth.
- Five educators at the Ipeka Headquarter in Jakarta received technical teaching consultation from the PGSD Program between January and July 2025. The team developed a specialized course module for HaiGuru focusing on faith-based academic integration.
- Linguistic literacy was enhanced for 11 students at SMA Santo Carolus, Surabaya, through a semester-long Mandarin language mentorship. The program was delivered by lecturers from the Chinese Department from January to May 2025.
- Specialized Mandarin language training was delivered to community members at GKT Hosana in Surabaya from January to June 2025. This project involved a collaborative mentorship team of both lecturers and students from the Chinese Department.
- Assisting 387 community members, the English Department provided sermon translation mentorship at the AHFI Vigil for the Church of the Sacred Heart of Jesus, Surabaya, in May 2025. The project ensured broad access to bilingual religious services.



LOCAL COMMUNITY DEVELOPMENT

[GRI 413-1]

- Problem-solving skills and computational thinking were the focus at SD Negeri 2 Siwalankerto from November to December 2025. A team of lecturers and 17 students from the PGSD Program utilized traffic light mechanisms to introduce basic coding to young learners.
- Integrating practical food processing into the Kurikulum Merdeka, a team of lecturers and 30 students from the Food Technology Program taught SMPN 25 Surabaya students how to process traditional herbs (empon-empon) on September 24 and 29, 2025.



- Six students and a team of lecturers from the Informatics Program provided Python coding consultation for students at SMA Katolik St. Louis 1 Surabaya between January and April 2025 to meet modern technological demands.
- Academic confidence and English proficiency were enhanced for children at Rumah Anak YPK, Surabaya, through language tutoring provided by the English Department from April to June 2025.
- Technical guidance on OBE curriculum development was delivered to Universitas Tulungagung in June 2025 by lecturers from the Informatics Program, aimed at modernizing higher education academic structures.
- Eleventh-grade students at Elyon Christian School Surabaya developed entrepreneurial and professional communication skills from March to May 2025. This business project training was facilitated by an interdisciplinary team from the Management and English Programs.
- Digital communication ethics and literacy were the subjects of a consultation session for Gen Z students at SMKN 12 Surabaya on May 6, 2025, led by the Communication Science Program.
- Broadening global business perspectives, the Management and Informatics Programs provided consultation on internationalizing business learning for students at SMA Kristen Elyon from January to February 2025.
- Early environmental awareness was fostered in 17 children at KB Nirmala YBPK, Sidoarjo, on November 24, 2025. A team of lecturers and 34 students from the Interior Design Program led a workshop on upcycling plastic bottles into functional table lamps.





Design

- Led by the Communication Science Program, a team of lecturers provided website optimization and SEO writing consultation for the Panti Goceng Community from April to July 2025. This project aimed to bolster the digital presence and accessibility of the community's online platform.
- Local youth from Karang Taruna RW 12 in Kampung Dolly, Surabaya, participated in a fashion styling workshop using stamped batik in March 2025. Organized by the Interior Design Program, the initiative sought to revitalize the local fashion identity through creative design training for 30 participants.
- Creative engagement and design therapy were provided to 32 elderly residents at Panti Surya Surabaya on June 2, 2025. Through a session on color and form in fashion design, lecturers from the Interior Design Program offered a unique platform for artistic expression.
- The Good Shepherd Parish Church (Gembala Yang Baik) in Surabaya received specialized website development and consultation services from the Informatics Program between February and June 2025. The intervention successfully modernized digital communication for over 900 parishioners.
- Designing a culinary center for Miagan Village, Jombang, was the result of a collaboration between the Architecture and Civil Engineering Programs from August to December 2025. The team, including 40 students, provided formal design documents for the Alun-alun Cemara master plan.
- Led by Vanessa Yusuf, a team from the Visual Communication Design Program provided mural art assistance for the Santa Maria Campus in Sidoarjo from February to June 2025, serving over 500 school members. The work transformed the school's physical spaces into vibrant visual learning areas.
- The aesthetic value of community spaces at GPIB Eben Haezer Surabaya was enhanced in April 2025 through a mural design consultation provided by lecturers from the Visual Communication Design Program.
- Optimizing religious and functional space, the Interior Design Program provided consultation services for the Consistory building design at Gereja Isa Almasih (GIA) in Medan from April to July 2025.
- A "Surabaya Corner" at Taman Bhineka was designed by lecturers from the Architecture and Interior Design Programs between May and July 2025 to increase the visual identity of Yayasan Pondok Kasih's public space.
- Service facilities at the Bukit Doa Immanuel in Prigen were optimized through utility and kitchen design consultation provided by the Architecture and Interior Design Programs from May to July 2025.





Health

On May 25, 2025, dr. Eric Dino Tandoyo, M.P.H. conducted a community service initiative in the form of a public health counseling program in Tebul Village, Bangkalan. This program was held in collaboration with the local government as a strategic partner and provided services to 50 local personnels.

Financial Literacy and Accounting

Strengthening managerial governance was the core objective of a collaborative workshop held in April 2025 for local MSMEs. This initiative featured a team of lecturers and four students from the Accounting and Management Departments working alongside Surabaya's Department of Cooperatives (Dinkop) to professionalize small business operations.



- Professionalizing the financial records of 22 small businesses was the primary goal of a mentorship program in Wonorejo Village during July 2025. This collaborative effort between the Accounting Program and Wahana Visi Indonesia aimed to provide local UMKMs with the tools needed to increase their annual turnover.
- From November 2024 to December 2025, a team of lecturers from the Industrial Engineering Program provided consultation on Cost of Goods Sold (HPP) calculation for UMKM participants of the HOPE Program at PT HM Sampoerna. The project helped 52 business owners optimize their pricing strategies.
- Boosting the competitive edge of Surabaya's small business sector, a team of lecturers from the Management Program delivered intensive training on market segmentation and marketing strategies in May 2025. This large-scale project served a total of 122 participants from various cooperatives and SMEs across the city.
- From January to March 2025, a team of lecturers from the Accounting Program provided mentorship for the reporting of Individual Income Tax (SPT) for residents of Siwalankerto. In collaboration with the DJP East Java I, the project assisted 50 taxpayers in fulfilling their annual obligations.



Socialization and SME's Quality Improvement

- Potential home-based businesses were the focus of a donut decoration workshop held for the IKAWA (Petra Christian University Women Association) community in February 2025. Led by the Hotel Management Program, the session equipped 56 participants with creative culinary skills.
- Marginalized women in the Medokan Keputih area received training on crafting Thai Steamed Buns (Roti Kukus) on May 3, 2025. This collaboration between the Hotel Management Program and Yayasan Pondok Kasih aimed to open new entrepreneurship opportunities for 10 participants.
- Expanding market reach and turnover was the primary goal for 42 local business owners in Wonorejo Village during a digital marketing program from May to June 2025. The Management Program partnered with Wahana Visi Indonesia to deliver this targeted UMKM training.
- From March to July 2025, a team of lecturers from the Industrial Engineering and Management Programs developed tourism package promotions for the Mbencirang Valley in Kebontunggul Village. The project aimed to increase visitor interest and local economic growth through professional marketing strategies.
- Environmental education videos were created by Surabaya youth under the mentorship of the Visual Communication Design Program and 36 students from August to December 2025. This project, in partnership with Wahana Visi Indonesia, supported mangrove protection efforts.
- Kebontunggul Village in Mojokerto now has a unique cultural product icon following a Maja fruit beverage training program in November 2025. The initiative involved lecturers and 30 students from the Medicine, Hotel Management, and Industrial Engineering Programs.
- Culinary training focusing on tilapia and hydroponics was provided to the Pondok Kasih community from August to December 2025. Led by the Hotel Management Program and 30 students, the workshop aimed to support local neighborhood SME growth.
- Green literacy and a circular economy were promoted at SMPN 57 Surabaya through a waste bank program initiated from August to December 2025. The project involved nine students and lecturers from the Architecture and Medicine Programs.
- The appeal of the Pecel Ceker Lodeh SME in Jetis Wetan, Surabaya, was enhanced through functional and thematic design training on July 24 and 25, 2025, conducted by the Interior Design Program.



Culinary training on tilapia and hydroponics at Pondok Kasih community



Physical Asset Development

- From August to December 2025, a team of lecturers and 20 students from the Architecture and Civil Engineering Programs strengthened the clean water supply system in Sumberjati Village, Mojokerto. The project upgraded filtration and storage infrastructure to support daily resident needs and future tourism.
- The International Community Outreach Program (iCOP), conducted from July to August 2025 in a village in Mojokerto, involved 82 international students and 71 local students. As part of the program's physical community development initiatives, participants carried out the construction and improvement of basic infrastructure, including a volleyball court, a security post, access to clean water, replacement of water filters, repainting of elementary school buildings, and the donation of waste bins. The program was implemented with the support of the Mojokerto Regency Government (Pemerintah Kabupaten Mojokerto) and in collaboration with international partner universities, including Inholland University of Applied Sciences (the Netherlands), Dongseo University (South Korea), International Christian University (Japan), Fu Jen Catholic University (Chinese Taipei), Hong Kong University of Science and Technology (Hong Kong), and Lingnan University (Hong Kong). PETRA also collaborated with local partner institutions such as Universitas Katolik Widya Mandira and Universitas Negeri Surabaya.

Other Local Community Empowerment

- In May 2025, a team of lecturers from the Electrical Engineering Program provided training on the use of Artificial Intelligence for children's ministry and teaching at GKPMB MDC Sidoarjo. The project focused on leveraging technology to enhance the quality of religious education for 13 church volunteers.
- Starting in August 2025, a team of lecturers and 40 students from the Electrical and Mechanical Engineering Programs provided technical analysis and repair for the solar power system (PLTS) in Sumberdem Village, Malang. The project helped farmers return to sustainable, solar-powered coffee production.
- In November 2025, a team of lecturers from the Communication Science Program provided public communication and self-presenting training for youth associated with Wahana Visi Indonesia (WVI) in Surabaya. This capacity building prepared local youth to advocate for mangrove preservation during international exchange visits.
- From September to December 2025, a team of lecturers and 326 students from the Architecture and Civil Engineering Programs conducted topographic surveying and contour mapping in Sumberjati Village, Mojokerto. This technical data provides the essential foundation for the village's community-based recreation and tourism master plan.
- From March to July 2025, a team of lecturers from the Electrical Engineering Program provided consultation for the analysis and repair of the solar power system (PLTS) at KRPL Tambakrejo, Surabaya. The intervention ensured a reliable green energy source for the local community garden.



NEGATIVE SOCIAL IMPACTS IN SUPPLY CHAINS

[GRI 414-2]

As a university, PETRA has a supply chain that is mostly focused on academic support services, research, and education. With built-in safeguards to lessen possible social and environmental effects, the university's admissions and procurement procedures are governed by the values of sustainability, ethics, and openness.

PETRA has established policies that support integrity and fairness in its student admissions process. Special admission exams, especially those in English, are administered through safe online platforms with anti-cheating tools to guarantee that candidates are assessed only on the basis of their qualifications. In order to maintain transparency, information about these examinations is shared on the university's website and via the official admissions portal at registration.petra.ac.id, giving all potential students equal access to pertinent information.

PETRA's integrated procurement system allows for uniform scrutiny and adherence to ethical standards and internal policies. In addition to cost-effectiveness, supplier proximity is taken into consideration when making procurement decisions. This policy aims to encourage local suppliers and reduce transportation emissions, thereby minimizing the university's carbon footprint and promoting sustainable sourcing practices.

Potential negative social impacts identified: Through periodic supply chain risk assessments, PETRA has identified potential social risks primarily within non-academic supply categories, including cleaning services, catering, construction, and office supplies. These potential risks include labor practices (working conditions and fair wages), discrimination, and, in cases involving imported goods, exposure to child labor or forced labor risks.

To identify and mitigate these risks, PETRA employs:

- Vendor screening: New suppliers complete a self-declaration covering compliance with labor laws, occupational health and safety, and anti-discrimination practices.
- Local supplier preference: Prioritizing local suppliers supports regional labor markets and reduces exposure to complex international supply chain risks, while also aligning with the university's environmental sustainability goals.

The university's finance department handles all financial transactions, including cash receipts and payments, strengthening internal accountability and ensuring centralized control. Bank transfers are used to pay suppliers, reducing the possibility of fraud and protecting the integrity and traceability of financial processes.

In 2025, there were no reported instances of fraud, bribery, or social misconduct in connection with student selection or procurement. Consequently, no corrective actions were deemed necessary. These results are indicative of PETRA's unwavering dedication to maintaining ethical and responsible practices in its academic processes and supply chain.

POLITICAL CONTRIBUTIONS

[GRI 415-1]

As a higher education institution, PETRA maintains a position of neutrality and is not affiliated with any political party or group. In accordance with applicable regulations and institutional policies, PETRA prohibits the use of its resources for political purposes and does not participate in any form of political activity. Throughout 2025, there were no political events, such as general elections, conducted within the university, and no financial or in-kind contributions were made directly or indirectly to political parties, politicians, or related organizations.

In addition to internal evaluations, PETRA conducted a survey of graduate users (employers of alumni). The findings indicate a positive perception of graduates' competencies, particularly in terms of integrity (ethics and moral values), teamwork and collaboration, and a strong willingness for continuous self-development. These attributes demonstrate PETRA's commitment to producing graduates who are not only academically capable but also well-prepared for professional environments.

The overall stakeholder satisfaction score shows a slight decrease from 3.42 in 2024 to 3.37 in 2025. While this marginal decline suggests there is room for improvement in meeting stakeholder expectations, the overall evaluation remains at a relatively strong level, indicating that employers continue to value the competencies of PETRA's graduates.

PETRA remains committed to enhancing service quality through continuous monitoring, strengthening feedback mechanisms, and implementing improvements based on survey findings, in order to sustain and further build stakeholder trust.

Table User satisfaction of Graduates' Competence

Dimensions	2025	2024
Integrity (Ethics and Morals)	3.64	3.62
Teamwork	3.47	3.36
Self-Improvement	3.38	3.26
Information Technology savvy	3.37	3.47
Expertise on the field (Professionalism)	3.29	3.33
Communication Skill	3.29	3.50
English proficiency	3.17	3.41

Product and Impact Assessment

PETRA remains dedicated to fostering customer trust by delivering high-caliber academic and non-academic solutions. Our primary "products"—our graduates—are equipped with industry-relevant competencies across undergraduate, master's, and doctoral levels. Beyond the classroom, PETRA drives societal value through research-led innovations and strategic academic collaborations through research-led innovations and strategic academic collaborations.

To ensure offerings remain future-proof and reliable, PETRA utilize a dual-track approach:

- **Non-Academic Innovation:** Provide Ejourney through business arm, PT Lentera Eduasi Global. This platform exemplifies our commitment to digital ethics and innovation, utilizing AI and gamification to offer personalized career trajectories for both internal students and external partners.
- **Professional Certification:** To maintain a high standard of service quality, the Continuing Education Centre (CEC) offers specialized certifications. These programs act as a bridge between academic theory and global market demands, ensuring our graduates maintain a competitive edge.
- **Industry Solutions:** Our commitment to product reliability is reflected in tools like QAConnect. This quality assurance system serves as a benchmark for institutional excellence, having been successfully adopted by various university partners to streamline their internal processes.

PETRA prioritizes transparency and fair marketing in all communications regarding our educational services. We adhere to strict internal protocols to ensure that all information provided to prospective students and partners is accurate, fostering long-term stakeholder confidence. [GRI 417-1; GRI 417-2]

PETRA ensures that all academic deliveries and campus facilities adhere to strict safety and health protocols Throughout 2025, there were **no incidents of non-compliance** with regulations or voluntary codes concerning the health and safety impacts of our educational services or campus infrastructure. This reflects our commitment to providing a secure and supportive environment for our entire academic community [GRI 416-2].



MARKETING COMMUNICATIONS

[GRI 417-3]

PETRA maintained its commitment to conducting all marketing communications in a transparent manner and in compliance with relevant regulations and ethical standards, regardless of whether they were for academic or non-academic offerings. Academic marketing communications were primarily directed at prospective students, their parents, and school representatives, offering comprehensive information regarding the admission process, scholarship opportunities, and academic programs.

All admission-related information, such as pathways, entrance test schedules and varieties, tuition fees, requirements, and registration procedures, was made publicly accessible through PETRA's official admission website (<https://www.petra.ac.id/admission>). Prospective students were able to register and administer their applications through the special online portal (<https://registration.petra.ac.id/login>), which necessitated the creation of an account to ensure secure access. Additionally, detailed information regarding the study program was accessible at <https://petra.ac.id/program>, which guaranteed academic transparency. In order to improve accessibility, PETRA established a centralized digital communication channel through WhatsApp, which allows prospective students, parents, and other stakeholders to directly inquire about admission processes and programs.

No instances of noncompliance with regulations or voluntary codes pertaining to marketing communications were documented during the reporting year.

DIGITAL SERVICE TRANSPARENCY AND DATA PRIVACY

[GRI 418-1]

Beyond initial marketing, PETRA maintains transparency in its service delivery through integrated digital platforms. This ensures that users have continuous, honest access to their data and campus services.

- **Integrated Information Access:** Current students and staff access the my.petra.ac.id integrated platform, a centralized portal for academic data, research opportunities, and community service projects. It also hosts the LEAP (Learning Express & Applied Projects) dashboard, ensuring students have transparent access to internship and social impact programs.
- **Operational Guidance:** PETRA provides comprehensive user manuals for digital services, such as the Lentera LMS Cloud guide, to ensure students can navigate their digital learning environment effectively.
- **Cybersecurity Awareness:** To protect user privacy and data integrity, PETRA actively conducts Cyber Safety Awareness programs. These online sessions educate the campus community on digital safety protocols, reinforcing the university's Data Protection Policy. [GRI 418-1]

In 2025, there were no substantiated complaints concerning breaches of customer privacy or losses of customer data. [GRI 418-1]



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SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
 End poverty in all its forms everywhere	1	Reducing poverty and vulnerability by improving access to education and economic opportunities	GRI2: General Disclosure; GRI 201-1 Direct Economic Value Generated and Distributed GRI 201-4 Financial Assistance Received from Government GRI 203-2 Significant Indirect Economic Impacts	2-1 201-4 203-2	PCU provides scholarships for students from economically weak families. In addition, without distinction of economic ability, PCU also gives appreciation to successful students. Community service programs supporting MSMEs, entrepreneurship, and local community empowerment.
	2	Ensuring equal access to basic services, education, and economic resources.	GRI 203-1 Infrastructure Investment and Service Support; GRI 203-2 Significant Indirect Economic Impacts	203-1 203-2	Petra Polyclinic services, community health programs, educational outreach, library programs for children and communities, iCOP 2025 community outreach in Mojokerto, and MSME empowerment programs.
 End hunger, achieve food security and better nutrition and support sustainable agriculture	1	Fulfilling the need for nutritious food for campus residents.	GRI 403: Occupational Health and Services GRI 413: Local Communities	403-6	PCU provides four canteen facilities that cater to the food and beverage needs of its academic community, ensuring that offerings meet standards of cleanliness, health, and affordability. The university also oversees the management of waste generated from canteen operations.
		Food security in villages / town.		413-1	- Culinary training focusing on tilapia and hydroponics to the Pondok Kasih community - Taught SMPN 25 Surabaya students how to process traditional herbs (empon-empon) - Training for women in Wonocolo District to manage fish farming and process the harvest into value-added products
	2	Supporting productivity and capability development related to food systems and small-scale producers.	GRI 203-2 Significant Indirect Economic Impacts; GRI 201-1 Direct Economic Value Generated and Distributed	201-1 203-2	Food Technology Study Program; Food Analysis Laboratory; Food Microbiology Laboratory; Sensory Evaluation Laboratory; Food Processing and Engineering Facility; coffee farming empowerment project; community-based research related to food and agricultural livelihoods.
	3	Supporting sustainable food production systems and resilient agricultural practices.	GRI 203-2 Significant Indirect Economic Impacts	203-2	Coffee farmer empowerment initiative in Surabaya/Wonocolo and sustainable community development programs related to food production, processing, and local economic resilience.



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
3 GOOD HEALTH AND WELL-BEING  Ensuring a healthy and supportive lifewell-being for all ages	1	Ensuring universal access to health services.	GRI 2: General Disclosures; GRI 203: Infrastructure Investment and Service Support GRI 203: Significant Indirect Economic Impact GRI 413: Local Communities	203-1 203-2 403	PETRA's Polyclinic, a Pratama clinic, provides accessible healthcare services for both the academic community and surrounding residents, including general care, pharmacy, and dental services.
	2	Medical service pasca COVID-19	GRI 2: General Disclosures; GRI 413: Local Communities	413	Several initiatives to support mental health services for students, employees, and the broader community: • Employee retreat to strengthen adaptability and social support • Resilience seminar to support staff in managing organizational change • Digital mindfulness program to support stress management and mental well-being • Suicide prevention webinar on mental health awareness and early intervention • Parent webinar to promote student well-being through family support In 2025 PETRA conducted three free eye screening programs for students, employees, alumni, and the surrounding community, responding to increased digital device usage following the COVID-19 pandemic.
	3	substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.	GRI 303: Water and effluents; GRI 306: Waste Management	303-2 303-4 306-2	• Monthly IPAL inspection (equalization tank, control panel, treatment units, indicator pond) • Laboratory testing conducted 4 times/year (Mar, Jun, Sep, Dec 2025) • Parameters: pH, BOD₅, COD, TSS, NH₃-N, PO₄, coliform All medical and laboratory waste is classified as hazardous (B3) and handled by licensed third parties.
	4	Clean and Healthy Lifestyle	GRI 203: Infrastructure Investment and Service Support; GRI 203: Significant Indirect Economic Impact	203-1 203-2	Klinik Pratama PCU and health services: general practitioner and dentist services, health promotion, blood donation, diabetes mellitus screening, anaemia screening, eye health screening, stress release and counselling programs. Student welfare and counselling: Counselling Center Petra, stress release and strength renewal workshop, overthinking workshop, and integrated student support services.



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	1	Build access to and improve the quality of quality, affordable education and provide a safe, non-violent, inclusive and effective learning environment for all.	GRI 2: General Disclosures	2-6	The program applies an Outcome-Based Education (OBE) approach to expand access to quality, affordable education within a safe and inclusive learning environment. It develops Global Socioleaders through the integration of Sustainable Development Goals (SDGs) in content and learning methods, including case simulations and project-based activities. Students can choose flexible pathways through the Leadership Enhancement Program (LEAP) or a Minor Curriculum. The program also integrates academic learning with student activities and Service-Learning (S-L) to foster leadership, empathy, and real-world engagement.
	2	Ensure equal access to tertiary education; increase relevant technical, vocational, digital, and professional skills; provide inclusive and effective learning environments.	GRI 201: Economic Performance; GRI 203: Indirect Economic Impacts	201-1 203-1	Academic facilities and learning infrastructure
	3	Expand access to higher education and improve employability-oriented skills through professional training and certification.	GRI 201: Economic Performance	201-1	Continuing Education Center (CEC): tax seminars, Gen-Z business hacks, professional curator and administrator training, MSME workshops, supply chain management training, leadership for multicultural teams, CMA training, and other professional certification programs.
	4	Develop skills for employment, entrepreneurship, digital literacy, and sustainability-oriented learning.	GRI 201: Economic Performance; GRI 203: Infrastructure Investment and Service Support	201-1 203-1	eJourney and AI-enabled learning ecosystem: internal deployment in technopreneurship courses, AI-based learning technology, digital education services, and collaborations with educational institutions and forums.
	5	Education for sustainable development and global citizenship	GRI 201: Economic Performance; GRI 203: Significant Indirect Economic Impact; GRI 304: Biodiversity; GRI 306: Waste Management	201-1 203-2 304-3 306-2	- Library-based community education: 'Bunda Belajar, Anak Pintar', literacy and inclusion training, AI literacy seminar for high school students, Pentahelix Batik Collaboration, Science Film Festival, ArchFest, and cultural-literacy programs. - Sustainability Literacy Assessment using Sulitest (students & staff) - Integration of sustainability topics in student orientation - Student Community Development Program (KBM): - Plastic waste solutions (ecobricks, edible plastic) - Community behavior change on waste management - International Community Outreach Program (iCOP): - River clean-up (~887 kg waste collected) - Environmental education to local communities - Industry-based learning on plastic recycling into products



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
	6	Support access to quality education and reduce barriers through scholarships and student support.	GRI 201: Economic Performance; GRI 201: Financial Assistance Received from Government	201-1 201-4	Scholarships and education assistance: KIP-Kuliah, Pendidikan Indonesia, Petra scholarship schemes, non-government scholarship programs, and support distributed through student and alumni administration mechanisms.
	7	Promote international academic exposure, mobility, cooperation, and knowledge exchange.	GRI 203: Indirect Economic Impacts; GRI 201: Economic Performance	203-1 201-1	International mobility and cooperation: joint and double degree programs, inbound and outbound international mobility, visiting professors, international conferences, journal publications, and international academic collaboration.
	8	Support and strengthening education for communities	404: Training and Education GRI 413: Local Communities	404-1 404-2 404-3 413-1	- Staff competency development, AI-based teaching training, faculty development programs, performance evaluation system - Community-based educational initiatives conducted by lecturers and students included interactive learning programs for primary students, digital literacy and communication workshops for secondary students, teacher training on innovative pedagogies
 5 GENDER EQUALITY Achieve gender equality and empower all women and girls	1	Eliminating gender disparities and ensure that all women have equal opportunities in education, leadership at all levels of decision-making in political, economic and public life.	GRI 2: General Disclosures GRI 202-1 Ratio of Standard Entry-Level Employee Wages by Gender to Regional Minimum Wages	2-1 3-3 2-9 202-1	Petra promotes gender equality through inclusive admissions, non-discriminatory policies, leadership development, and safe campus initiatives, ensuring equal opportunities for women in education and decision-making roles.
	2	Ensuring women's participation and equal opportunity in education, employment, and leadership development.	GRI 203-2 Significant Indirect Economic Impacts; GRI 201-1 Direct Economic Value Generated and Distributed GRI 401: Employment GRI 406: Non discrimination GRI 413-1: Local Community Development	201-1 203-2 401-3 406-1 413-1	- Maternity leave policy, equal opportunity recruitment, zero discrimination policy - Empowered marginalized women in the Medokan Keputih area by providing training on crafting Thai Steamed Buns (Roti Kukus) - Training for women in Wonocolo District to manage fish farming and process the harvest into value-added products



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
6 CLEAN WATER AND SANITATION  Ensure availability and sustainable management of clean water and sanitation for all	1	Improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.	GRI 303: Water & Effluents; GRI 304: Biodiversity	303-2 303-4 304-3	- Operation of WWTP (IPAL) for medical wastewater - Monthly IPAL inspection (equalization tank, control panel, treatment units, indicator pond) - Laboratory testing conducted 4 times/year (Mar, Jun, Sep, Dec 2025) - Parameters: pH, BOD₅, COD, TSS, NH₃-N, PO₄, coliform - All results comply with East Java Governor Regulation No. 72/2013 - River clean-up activities in Jembul Village
	2	substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity	GRI 303: Water & Effluents GRI 203-2: SIGNIFICANT INDIRECT ECONOMIC IMPACT	203-2 303-5	- Integration of PDAM, rainwater, and wastewater reuse - Treated water reused for operational needs (watering and flushing) - Use of self-closing faucets (92.53%) - Decrease in water consumption from water utility company (~4.5% YoY)
7 AFFORDABLE AND CLEAN ENERGY  Ensure access to affordable, reliable, sustainable and modern energy for all	1	Substantively increase the proportion of service supply quality to access to renewable energy, more advanced and cleaner fossil fuel technologies.	GRI 2: General Disclosures	2-22	Petra increases access to sustainable energy through curriculum, research, and green infrastructure, including renewable energy education and environmentally responsible campus facilities supporting cleaner energy technologies
			GRI 302 Energy	302-5 305-1 305-2	- Expansion of renewable energy utilization through rooftop solar PV installation (building-level energy supply) - Deployment of solar-powered street lighting supporting campus operational energy needs - Adoption of biodiesel fuels (B30–B40) in transportation as cleaner fuel technology - Reduction of indirect emissions (Scope 2): –4.68%, reflecting transition toward cleaner energy sources
	2	Ensuring the rate of improvement of energy efficiency.	GRI 2: General Disclosures	2-22	Petra improves energy efficiency through green building design, reduced energy consumption systems, and sustainability-oriented operations, integrating efficiency principles into infrastructure, research, and academic learning processes
			GRI 302: Energy	302-3	- LED lighting adoption (70.6%) - Energy-efficient AC systems (77.4%) - Access key system in classrooms
	3	Increase renewable energy share	GRI 302: Energy	302-1	- Solar street lighting (80 units) - Rooftop solar PV (~25 kWh/day) - Biodiesel contribution in fuel mix - Contribution of renewable energy (3.89% of total energy mix)



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
8 DECENT WORK AND ECONOMIC GROWTH  Support inclusive and sustainable economic growth, full and productive employment and decent work for all	1	Encouraging development-oriented policies that support productive activities, job creation, entrepreneurship, creativity and innovation, and encourage the establishment and growth of MSMEs.	GRI 2: General Disclosures GRI 201: Economic Performance GRI 203: Significant Indirect Economic Impact GRI 413: Local Communities	2-7; 201 203-2 413-1	Petra supports entrepreneurship and MSME growth through innovation programs, research commercialization, student startups, and industry collaboration, fostering job creation, creativity, and sustainable economic development. COP in 2025 was held in East Java in order to enhance the capabilities of MSMEs and SMEs in those locations. Paper consumption reduction (~29.1%) through digitalization Reuse of materials (712 items: furniture & repurposed materials) Use of recycled paper (6.9%) In 2025, the average waiting time for S1 graduates to get their first job was 1.5 months. Fair recruitment, employee benefits, prohibition of child labor, ethical labor practices, compensation system
	2	Improve progressively, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead	GRI 301-Materials	301-3	
	3	Achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	GRI 2 Activities and Workers GRI 401: Employment GRI 408: Child Labor	2-7 2-8 401-1 401-2 408-1	
	4	Promote decent remuneration, fair employment practices, and social protection for employees.	GRI 201: Economic Performance; GRI 202: Market Presence	201-2 201-3 203-2	Employee welfare and remuneration: lecturer and staff salaries, performance-based remuneration, research incentives, scholarship support, pension policy, and comparison with regional minimum wage.



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE  Build resilient infrastructure, support inclusive and sustainable industrialization and foster innovation	1	Develop quality infrastructure, upgrade institutional facilities, and enhance research and technological capabilities.	GRI 203: Infrastructure Investment and Service Support GRI 201: Economic Performance	203-1 201-1	Smart campus and laboratory infrastructure: AI-native campus initiative, smart classrooms, VR/AR, IoT, ERP, integrated laboratory facilities, food analysis and microbiology labs, dental labs, and digital learning systems.
	2	Increase innovation, research capability, and technology-based educational transformation.	GRI 201: Climate-related Financial Implications GRI 203: Infrastructure Investment	201-2 203-1	Teaching Innovation Grant and digital transformation programs: ICE Institute materials, eJourney learning modules, collaborative learning, MOOCs, interactive learning technology, and digital learning media development.
	3	Enhance research capacity and university-industry-government collaboration.	GRI 201: Economic Performance; GRI 201: Financial Assistance from Government	201-2 201-4	Research and community service grants: Kemendikbudristek, BRIN, RISPRO LPDP, Hilirisasi Kemdiktisaintek, British Council, DFAT Australia, ACUCA, Dinas Koperasi, Nexus Knowledge, and other sponsored research/community programs.
10 REDUCED INEQUALITIES  Reduce inequality within and among countries	1	Promote social, economic, and educational inclusion; ensure equal opportunity and support vulnerable groups.	GRI 201: Economic Performance; GRI 203: Indirect Economic Impacts	201-1 203-2	Scholarship support, inclusive education access, library outreach, services for children with autism, social assistance for orphanages, and community outreach for vulnerable groups.
	2	Strengthen accessibility and inclusive infrastructure for persons with disabilities and special needs.	GRI 203: Infrastructure Investment and Service Support	203-1	Inclusive campus infrastructure and programs: disabled parking spaces, accessible restrooms, wheelchair-accessible routes, inclusive design awareness workshop, inclusive learning media exhibition, and sensory-friendly facilities.
	3	Inclusive environment by non-discriminatory employment practices	GRI 202: Market Presence GRI 405: Diversity and Equal Opportunity GRI 406: Non-Discrimination	202-1 202-2 405-1 406-1	Inclusive employment practices by ensuring that recruitment, performance assessment, and career opportunities are free from discrimination based on gender, race, or physical ability. supports accessibility through dedicated facilities and services for individuals with disabilities.
11 SUSTAINABLE CITIES AND COMMUNITIES  Build city and settlement inclusive, safe, tough and sustainable	1	Support inclusive, safe, resilient, and culturally sustainable communities.	GRI 201: Economic Performance; GRI 203: Significant Indirect Economic Impacts	201-1 203-2	Cultural and community activities: ArchFest, Pentahelix Batik Collaboration, Artosphere, United for Others, community-based learning spaces, and city/community engagement activities.
	2	Improve resilience to disasters, floods, extreme weather, and infrastructure risks.	GRI 201: Climate-related Financial Implications	201-2 413-1	Climate-related physical risk management: flooding and extreme weather risk identification, infrastructure resilience, drainage improvement, building repair/maintenance planning, green landscaping, and supporting campus infrastructure.
	3	Promote sustainable mobility	• GRI 302: Energy • GRI 305: Emissions	• 302-1 • 305-1	• Shuttle bus services to reduce private vehicle use • Ride-sharing initiative (Nunut application)



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
12 RESPONSIBLE CONSUMPTION AND PRODUCTION  Ensuring consumption patterns and sustainable production	1	Implement sustainable management and substantially reduce consumption or waste production through prevention, reduction, recycling and reuse.	GRI 2: Policy Commitments GRI 201: Climate-related Financial Implications GRI 306: Waste	2-23 201-1 306-1 306-2 306-3 306-4 306-5	Sustainability integration: carbon-related policy awareness, stakeholder expectations, sustainability reporting systems, climate-related training, ESG-related research, and sustainability curriculum/program development. - Plastic waste sent to third-party recyclers - Organic waste processing (composting & maggot system) - Reduction of waste sent to landfill - Waste segregation including the hazardous waste
	2	Support sustainable procurement of public goods in accordance with national policies and priorities	GRI 2: General Disclosures GRI 201: Economic Performance GRI 301: Materials	2-23 201-1 301-1 301-2 301-3	Procurement and operational governance: goods and services procurement through Petra Supplies Unit, procurement policy, supplier/procurement process, ISO 9001 quality management, and sustainability-oriented policy commitments. - Use of recycled paper (6.9%) - Reuse of materials (712 items) - Paper reduction (–29.1%) through digitalization - Procurement policy prioritizing local suppliers to reduce carbon emissions
	3	achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment	GRI 306: Waste	306-2	- Hazardous waste sent to accredited third party - Operation of WWTP (IPAL) for medical wastewater - Monthly IPAL inspection (equalization tank, control panel, treatment units, indicator pond) - Laboratory testing conducted 4 times/year (Mar, Jun, Sep, Dec 2025)
	4	Ensure sustainable consumption and production patterns	GRI 414: Supplier Social Assessment GRI 417: Marketing and Labeling	414-2 417-1 417-2	Supplier selection, transparent communication, responsible marketing of products
13 CLIMATE ACTION  Take urgent action to combat climate change and its impacts	1	Supporting effective climate change-related planning and management mechanisms through improving public awareness capacity for climate-change mitigation, adaptation, impact reduction and early warning.	GRI 305: Emission	305-1; 305-2; 305-5; 305-7	- Scope 1 emissions (direct): 154.22 tCO₂ from fuel consumption (operational vehicles) - Scope 2 emissions (indirect): 4,563.09 tCO₂ from electricity consumption - Total emissions reduction (–4.19% YoY) - Emission intensity: 0.72 tCO₂/person (–2.89%) - Reduced electricity-related emissions - Renewable energy utilization (solar PV & solar street lighting) - Biodiesel integration (B30–B40) reducing fossil fuel impact - Energy efficiency programs (LED, efficient AC, access key system) - Behavioral campaigns (energy saving, reduced electricity use)



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
14 LIFE BELOW WATER  Conserve and sustainably use resources from sea, oceans and maritime for sustainable development	1	Enhance scientific knowledge, develop research capacity and transfer marine technology at every level.	GRI 413: Local Communities	306; 413	- Petra-Ponic: combination of maggot farming and aquaponics as an alternative of organic waste management - plastic use reduction on campus where students, lecturers and staff are encouraged to bring their own tumbler - Creating environmental education videos to raise awareness among Surabaya's youth about mangrove conservation. - Implementing student experience programs that foster innovation in plastic waste management, including the transformation of plastic waste into ecobricks, furniture, and decorative products.
			GRI 303: Water & Effluents	303-2 303-4	Protecting aquatic ecosystems by treating wastewater and monitoring discharge quality.
			GRI 304: Biodiversity	304-3	- Participating in river cleanup activities in Jembul Village - Reforestation program (urban greening) in Wonocolo sub-district
15 LIFE ON LAND  Protect, restore and support the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and inhibit and reverse land degradation and halt the loss of biodiversity	1	Support the implementation of sustainable management for all forest types, inhibit deforestation, restore degraded forests and substantially increase afforestation	GRI 304: Biodiversity	304-1 304-2 304-3	- Green space coverage (35.92%) - Maintenance of 42 plant species - No significant biodiversity impact - Reforestation program (urban greening) - River clean-up activities - Aquaponics system for sustainability education



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
16 PEACE, JUSTICE AND STRONG INSTITUTIONS  Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	1	Establish responsible and transparent organisations at every level and actively engage in efforts to mitigate corruption and bribery.	GRI 2: General Disclosures	2-1; 2-9; 2-10; 2-11; 2-12; 2-13; 2-14; 2-16; 2-18; 2-19; 2-20	Petra ensures transparency and accountability through structured governance systems, Academic Internal Audits (AMI), Management Review Meetings (RTM), and Internal Control Units. The university implements anti-corruption policies, risk assessments, and ethical guidelines, while actively engaging stakeholders and promoting integrity through forums, policy compliance, and continuous monitoring mechanisms across all institutional levels.
			GRI 205: Anti-corruption GRI 2: Policy Commitments	205-1 205-2 2-23	Anti-corruption and governance programs: ethics and integrity policies, Petra Agile & Integrity Forum 2025, fraud and forensic accounting education, tax center activities, ISO 9001 implementation, cyber security incident response, and compliance-oriented governance.
	2	Promote rule of law, institutional accountability, and compliance with regulations.	GRI 206: Anti-competitive Behavior; GRI 207: Tax	206-1 207-2	Legal and institutional compliance: no reported anti-competitive legal measures, accreditation performance, QS/UniRank/EduRank positioning, tax risk governance, and compliance with applicable tax and reporting regulations.



SDG AND GRI MAPPING

SDGs Goals	Target SDGs		Standard Relevance GRI 2021	GRI 2021 Indicators	Programs/ Activities
	No	GRI 2021 Indicators			
17 PARTNERSHIPS FOR THE GOALS  Strengthen implementation measures and revitalize the global partnership for sustainable development	1	Enhance multi-stakeholder partnerships for sustainable development.	GRI 2: General Disclosures GRI 201: Economic Performance GRI 203: Indirect Economic Impacts GRI 207: Tax Approach, Tax Governance, and Tax-related Stakeholder Engagement	201-1 203-1 203-2 207	Partnership-based programs: collaborations with schools, government agencies, industry, professional bodies, international universities, CEC partners, OIA donors/sponsors, conferences, community service partners, and international outreach. Tax governance and stakeholder engagement: tax approach, Accounting, Reporting and Taxation Unit, tax risk management, CORETax 2026 socialization, Indonesian Tax Outlook 2025, Tax Center programs, and cooperation with tax authorities.
			GRI 413: Local Comms	413-1; 413-2	- In coordination with the Ministry of Health of the Republic of Indonesia, PETRA conducted three free eye test in 2025 for students, employees, alumni, and the surrounding community through the use of the SATUSEHAT application. - Collaborate with the Surabaya City Government's Department of Cooperatives to strengthening Managerial Governance for Sustainable Business Practices for various SMEs. - Collaborate with Wahana Visi to provide tools for local SMEs to professionalizing financial records, digital marketing program; and to youth to raise awareness on environmental conservation by creating environmental education videos - The Community Outreach Programme (COP), conducted annually by PETRA, has supported the economic development of villages in East Java by 2025. The program is implemented through partnerships with local governments Mojokerto Regency Government (Pemerintah Kabupaten Mojokerto), international and national universities, and local communities.
			GRI 304: Biodiversity GRI 306: Waste Management	304-3; 306	- Student Community Development Program (KBM): Plastic waste solutions (ecobricks, edible plastic) - Community behavior change on waste management - International Community Outreach Program (iCOP): - River clean-up (~887 kg waste collected) - Environmental education to local communities - Industry-based learning on plastic recycling into products