# DRAFT BUSINESS STRATEGIC PLAN (RENSTRA)
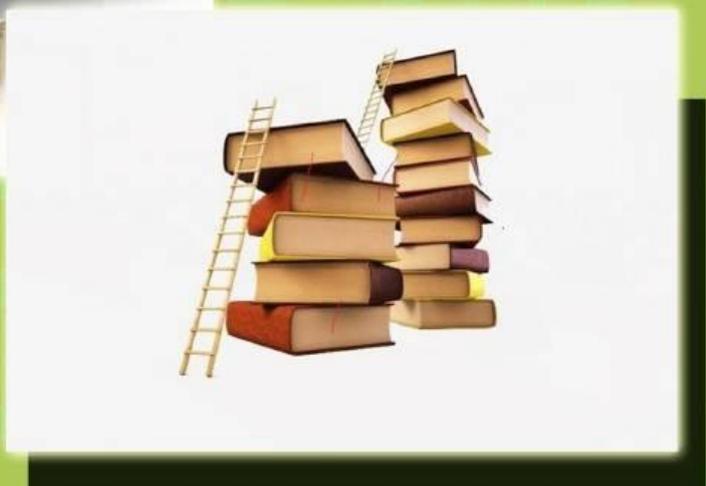
## State University of Surabaya

# EXECUTIVE SUMMARY

# CHAPTER I
# INTRODUCTION

## A. Kemdikbud Renstra Resume

### Vision of the Ministry of Education and Culture

The Ministry of Education and Culture supports The President's vision and mission to create a sovereign, independent, and personal Advanced Indonesia through the creation of Pancasila Students who reason critically, creative, independent, believe in the one and only God, have noble moral, cooperative, and global diversity.

### Mission of the Ministry of Education and Culture

1) Realizing education that is relevant and high quality, equitable and sustainable, supported by infrastructure and technology.
2) Realizing the preservation and advancement of culture and the development of language and literature.
3) Optimizing the participation of all stakeholders to support the transformation and reform of the management of education and culture.

### Ministry Policy Direction

The direction of education and cultural policies and strategies for the period 2020-2024 in order to support the achievement of the 9 (nine) Priority Development Agenda (Second Nawacita) and the objectives of the Ministry of Education and Culture through the Free Learning Policy which aspires to provide high quality education for all Indonesian people, which is characterized by high participation rates at all levels of education, quality learning outcomes, and quality education that is evenly distributed both geographically and in socio-economic status. In addition, the focus of educational development and cultural advancement is directed at strengthening the culture and character of the nation through improvements in policies, procedures, and funding education as well as developing awareness of the importance of preserving the noble values of the nation's culture and absorbing new values from the global culture in a positive and productive manner.

Table 1. Policy Direction of the Ministry of Education and Culture and Unesa

| No. | Ministry of Education and Culture Policy Direction 2020-2024 | Policy Direction of Unesa 2020-2024 |
|---|---|---|
| 1. | Increase the distribution of quality education services. | Increase access to quality higher education services. |
| 2. | Increase productivity and competitiveness. | Increasing cooperation with the business world and the industrial world to increase the quantity and quality of the Tri Dharma Perguruan Tinggi. |
| 3. | The mental revolution and the fostering of the Pancasila ideology to strengthen the resilience of the nation's culture and form a nation's mentality that is advanced, modern and has character. | Mental revolution and fostering the Pancasila ideology for the academic community to strengthen the resilience of the nation's culture and form a nation's mentality that is advanced, modern, and characterized. |
| 4. | Increase the promotion and preservation of culture to strengthen character and strengthen national identity, improve people's welfare, and | Increase the promotion and preservation of local culture and wisdom of local communities to strengthen the character and reinforce the national identity, improve |

| No. | Ministry of Education and Culture Policy Direction 2020-2024 | Policy Direction of Unesa 2020-2024 |
|---|---|---|
|  | influence the direction of the development of world civilization. | people's welfare, and influence the direction of the development of world civilization. |
| 5. | Increased literacy, innovation and creativity. | Increasing the quantity and quality of literacy, innovation, and creativity of the academic community. |

**B. Vision and Mission of BLU**

Table 2. Vision of the Ministry of Education and Culture and Unesa

| Vision of the Ministry of Education and Culture | Unesa's vision |
|---|---|
| The Ministry of Education and Culture supports the President's Vision and Mission to create a sovereign, independent, and personal Advanced Indonesia through the creation of Pancasila Students who reason critically, creative, independent, believe in the one and only God, have noble moral, cooperative, and global diversity. | Excellent in Education Strong in Scientific |
| **Mission of the Ministry of Education and Culture** | **Unesa's mission** |
| Realizing education that is relevant and of high quality, equitable and sustainable, supported by infrastructure and technology. | Organizing learner-centered education and learning by using an effective learning approach and optimizing the use of technology.<br><br>Carrying out research in science and/or technology that is beneficial for the development of science and the welfare of society. |
| Realizing the preservation and advancement of culture and the development of language and literature. | Disseminating science and/or technology through community service activities that are oriented towards community empowerment and culture. |
| Optimizing the participation of all stakeholders to support the transformation and reform of the management of education and culture. | Carrying out effective, efficient, transparent, and accountable higher education governance that guarantees quality in a sustainable manner. |
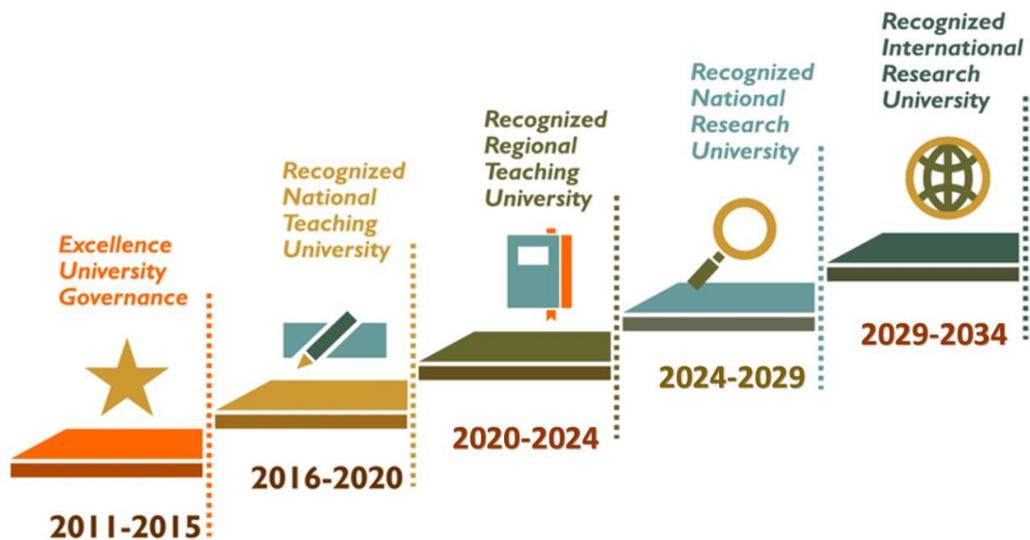
Figure 1. Milestone Unesa

**Duties and Functions of BLU**

The duties and functions of BLU are stipulated in the Decree of the Minister of Finance Number 50 / KMK.05 / 2009 concerning the Establishment of the Surabaya State University in the Ministry of National Education as a Government Agency Implementing Financial Management for Public Service Bodies (PK-BLU).

## C. Target Business Strategic Plan (RSB)

Based on the vision and mission that has been set, the goals to be achieved by Unesa are as follows:

1. To produce graduates who are smart, religious, have noble character, are independent, professional, and have advantages;
2. Producing scientific works and creative works, both in the educational and scientific fields that are superior and become a reference in the application of science and/or technology;
3. Producing community service work through the application of science and/or technology to create an independent, productive, and prosperous society;
4. Realizing Unesa as an education center and scientific center based on the noble values of national culture;
5. Producing effective and efficient institutional performance by creating a humanist academic climate, transparent, accountable, responsive, and just institutional management to ensure the quality of the implementation of the tridharma of higher education in a sustainable manner.

# CHAPTER II
# ANALYSIS AND STRATEGIC

## A. Performance Evaluation of BLU

In the 2016–2019 period, State University of Surabaya has achieved significant performance achievements in the academic and non-academic fields so that it can be used as a basis for Unesa's Strategic Plan for the following years. In general, the performance achievements can be presented in the following table:

Table 3. 2016-2019 Unesa's Performance Achievements

| Program Goals/Performance Indicators Program Goals | Target | | | |
|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 |
| SP 1: Increasing the quality of learning and students | | | | |
| IKSP 1.1: Affirmation Ratio | 25% | 25% | 20.35% | 21.8% |
| IKSP 1.2: The minimum percentage of accredited study programs is B. | 90% | 91% | 92.13% | 90.62% |
| IKSP 1.3: Percentage of graduates who went straight to work | 60% | 78.08% | 95% | 85.22% |
| IKSP 1.4: Percentage of competency and professional certified graduates | 50% | 88.64% | 65.17% | 83.95% |
| IKSP 1.5: The number of students who are entrepreneurs | 120 | 141 | 193 | 229 |
| IKSP 1.6: Number of high achieving students | 300 | 370 | 525 | 422 |
| IKSP 1.7: Percentage of graduates on time | 40% | 52.57% | 55% | 58% |
| IKSP 1.8: The average length of study for a bachelor's degree graduate | 4.2 years | 3.9 years | 4 years | 3.8 years |
| IKSP 1.9: Average GPA of graduates | 3.30 | 3.46 | 3.42 | 3.47 |
| IKSP 10: Number of internationally accredited study programs | 0 | 0 | 0 | 0 |
| IKSP 1.11: Percentage of scholarship recipients | 28% | 27.76% | 26% | 25% |
| SP 2: Increasing the relevance and productivity of research and development | | | | |
| IKSP 2.1: Number of international publications | 80 | 110 | 585 | 412 |
| IKSP 2.2: Number of national publications | 75 | 107 | 108 | 116 |
| IKSP 2.3: Number of registered IP | 174 | 203 | 232 | 212 |
| IKSP 2.4: Number of citations for scientific papers | 15000 | 24148 | 42485 | 2423 |

| Program Goals/Performance Indicators Program Goals | Target | | | |
|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 |
| IKSP 2.5: Number of R&D prototypes | 10 | 57 | 75 | 59 |
| IKSP 2.6: Number of industrial prototypes | 1 | 10 | 22 | 22 |
| IKSP 2.7: Number of reputable journals indexed globally | 0 | 0 | 3 | 1 |
| IKSP 2.8: Percentage of use of public funds for research | 2.78% | 4.07% | 4.65% | 7.32% |
| IKSP 2.9: Amount of research utilized by the community | 10 | 15 | 24 | 25 |
| SP 3: Strengthened capacity for innovation | | | | |
| IKSP 3.1: Number of innovation products | 0 | 0 | 0 | 3 |
| SP 4: Increasing the relevance, quality and quantity of human resources | | | | |
| IKSP 4.1: Percentage of lecturers with doctoral qualifications | 25.88% | 31.49% | 33.04% | 45.49% |
| IKSP 4.2: Percentage of certified teaching lecturers | 80% | 83.12% | 84.57% | 86% |
| IKSP 4.3: The ratio of the number of students to lecturers | 29: 1 | 29: 1 | 30: 1 | 29: 1 |
| IKSP 4.4: Percentage of lecturers with professorship | 5.8% | 6.6% | 6.6% | 6.7% |
| IKSP 4.5: Percentage of lecturers with the position of head lecturer | 35.03% | 33.77% | 32.50% | 30.18% |
| IKSP 4.6: Percentage of teaching staff with competency certificates | 0% | 21.18% | 0.73% | 4.89% |
| SP 5: Increasing the quality of institutions and developing sarpras | | | | |
| IKSP 5.1: Unesa's rank in 4ICU (world rank) | 5344 | 4495 | 4000 | 3000 |
| IKSP 5.2: Ranking of National Unesa | 21 | 29 | 27 | 22 |
| IKSP 5.3: Accreditation of Unesa institutions | B | A | A | A |
| IKSP 5.4: Number of Science and Technology Parks built | 0 | 0 | 0 | 0 |
| IKSP 5.5: Number of Centers of Excellence in Science and Technology (PUI) | 0 | 0 | 1 | 3 |
| SP 6: Realization of good governance | | | | |
| IKSP 6.1: Opinion on the assessment of financial statements by public auditors | WTP | WTP | WTP | WTP |

| Program Goals/Performance Indicators Program Goals | Target | | | |
|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 |
| IKSP 6.2: Ratio of PNBP revenue to operating costs | 59% | 62% | 64% | 77% |
| IKSP 6.3: Total BLU income | 233 billion | 256 billion | 278 billion | 319 billion |
| IKSP 6.4: Total BLU revenue originating from asset management | 2.9 billion | 3,2 billion | 5.3 billion | 16.9 billion |

## B. SWOT analysis

The 2020-2024 Unesa development strategy should be placed on the basis of the objective-factual conditions that have been achieved until recently. Therefore, self-evaluation to identify potential, privacy, location, and defiance needs to be done. Analysis of Unesa's condition which presents strength (strength), limitations (weakness), opportunities (opportunities), and challenges (threats) are described below.

### a. Internal Analysis

Table 4. Strengths and Weaknesses of Unesa

| Strength (Strengths) | Weaknesses |
|---|---|
| 1. Unesa is currently at the 2nd milestone in the master plan for the development of "Recognized National Teaching University". This is evidenced by the achievement of an A score for higher education accreditation (APT) in 2017 and is in the top rankings in higher education rankings. | 1. More than 50% of study programs still have not received an A accreditation rating from BAN-PT. |
| 2. Unesa's governance status has been included in the PK BLU plus with the status of unqualified financial management (WTP) for two consecutive years from the Ministry of Finance | 2. Some lecture building facilities and laboratories have begun to deteriorate even though they were only built a few years ago, while some are still incomplete so that their utilization is less than optimal and less proportional (not according to their designation) |
| 3. Unesa's human resources are included in the superior category because they are supported by 935 lecturers including 57 professors, 278 doctors, and the rest, namely 657 people with postgraduate qualifications and 85% (804 lecturers) already have professional educator certification | 3. The progress of information technology which is increasing rapidly in the era of RI 4.0 isn't in line with the speed of the academic community (especially educational staff, administrative staff, and students) in their efforts to master it so that its use can't be maximized in the preparation of personnel databases, learning, and institutional publications and scientific publications. |
| 4. The expansion of the mandate of Unesa which manages educational and non-educational study programs gives a broader role to Unesa in tridarma. | 4. The content of lectures on the learning management system/Vinesa and the number of online learning services is still small |
| 5. Unesa's leadership pattern is implemented through planning, organizing, leading, staffing, and controlling mechanisms that have been built and carried out consistently and continuously towards continuous improvement. | 5. The politicization of leadership changes at the university, faculty, and department levels has resulted in competitions that are not academically based and post-election relationships between post-election academics whose recovery takes a relatively long time. |
| 6. There is an Academic Internal Quality Assurance Center starting at the study program, faculty, and university levels, namely | 6. The work of lecturers in terms of research and community service is still low because there are only 18 patents, 3 innovation |

| Strength (Strengths) | Weaknesses |
|---|---|
| PPM, GPM, and UPM; non-academic quality assurance, namely the internal supervisory unit (SPI) which runs smoothly in conducting continuous internal institutional audits | products, only 3 centers of excellence in science and technology, and 19 journals indexed by Sinta. |
| 7. Institutionally, most of the work units already have ISO 9001: 2008 Certificate and two faculties in Unesa, namely, FMIPA and FT have successfully received grants for IABEE international accreditation | 7. The acceptance of the increasing number of students from year to year through various selection channels is not accompanied by the admission of educational staff so that the ratio of lecturers to students is not ideal, the teaching load of most of the lecturers exceeds the ideal limit |
| 8. Unesa graduates have matched the competence of graduates with the world of work with the successful application of the KKNI-based curriculum which is supported by the existence of LSP in Unesa | 8. In terms of human resources in Unesa, the number of lecturers with doctoral degrees and holding positions as the head lecturer is still 30%, the number of professors is still 64 people |
| 9. The Unesa Alumni Association has been successful at various levels of academic and professional qualifications which are large and spread throughout Indonesia | 9. *Income-generating* is still low because until now Unesa's initial capital is only around 300 billion |
| 10. The Unesa information system can serve almost all academic, resource, and financial management activities which include around 37 SIMs supported by a bandwidth of 2585MB spread over 62 router points via a fiber-optic network | 10. Development and fostering of administrative personnel through education, promotion, and transfer that are not transparent and accountable creates jealousy and social frustration which results in a decrease in the dedication of some administrative staff |
| 11. The number of publications in nationally accredited scientific journals and internationally indexed journals has almost reached 1,700 in the last three years. In addition, in Unesa there are also 77 journals, some of which have been indexed by Sinta and 1 journal that is being proposed as a reputable journal indexed by Scopus. | 11. The system of sending and assigning educative staff to S3 level education has not been well-established so that there are relatively simultaneous learning assignments resulting in the disproportionate imposition of teaching assignments to several lecturers. |
| 12. In terms of improving the quality of lecturers, Unesa already has a team that handles acceleration of promotions and professors | 12. The assignment of educative staff as structural officials within Unesa or tasks outside Unesa especially those outside the control of the institution results in not optimal implementation of the main tasks and functions of the educational staff concerned |
| 13. As a university with the status of PK BLU Unesa, it is included in a university that has a business plan that is manifested in the form of a Long-Term Plan, Strategic Plan and operational in the form of a Budget Business Plan which is a guideline for activities and sustainable budget allocation | 13. The academic climate manifested in scientific discussions has not been routinely carried out as part of the main tasks and functions among educative staff and students, so scientific writing and publications have not reached the ideal target, and opportunities to fight over research grants and community service are not maximally utilized, percentage the usurper of grant funds is also still small |
| 14. Income generating Unesa can be said to be positive through the optimization of businesses managed by the Business Management Agency (BPU). The infrastructure owned by Unesa is adequate, so it really supports the implementation of the tridharma of higher education. The collaboration that Unesa has | 14. The opening of various student admission pathways amidst increased interest and prospective students who are not accompanied by a supervisory system based on standard operational procedures has actually opened up opportunities for the recruitment of prospective students who lack |

| Strength (Strengths) | Weaknesses |
|---|---|
| carried out in the last 3 years has greatly supported the improvement of the quality of human resources, infrastructure, academics, and Unesa's income | the potential and academic motivation that is conducive to further education and learning. |

### b. External Analysis

Table 5. Opportunities and Threats of Unesa

| Opportunities (Opportunities) | Threat (Threat) |
|---|---|
| 1. Unesa's location in the provincial capital offers advantages both in its proximity to regional decision-making sources and in the ease of accessing actual information from provincial, district and city governments in East Java. This opens up opportunities for cooperation with the provincial, district and, city governments, especially in the fields of education and culture. | 1. The current era of RI 4.0 and the era of RI 5.0 that will be faced by Unesa must be implemented and prepared carefully |
| 2. Regional autonomy that has been running for about a decade has given provincial, district and, city governments the authority to determine the direction of their regional development policies. This opens opportunities for Unesa to promote itself as a partner in planning and implementing regional development in accordance with Unesa's human and scientific resources. | 2. Competition with other universities, if not accompanied by a firm attitude and strong idealism, can lead Unesa to lower the academic standards she aspires to, or lead Unesa to unethical competition. Therefore, Unesa is challenged to face the competition in toughness and toughness and to maintain a competitive climate in a beautiful game, which is side by side, hand in hand with, and learn from each other. |
| 3. Unesa's cooperation program with various foreign universities in the form of the exchange or sending of native speakers for English and foreign language majors (German, Japanese, Mandarin) as well as the Ministry of National Education's Foreign Cooperation and Planning Bureau program in the form of admission of foreign students in The Indonesian Language Program for Foreign Speakers (BIPA) provides an opportunity for Unesa to speak and be known at an international level. | 3. Increasing accreditation standards from the National Accreditation Board for Higher Education (BAN-PT) to improve the quality of each university challenges departments and study programs in Unesa to improve the quality of each element according to the value standards set by BAN-PT |
| 4. The development of science and technology which increasingly leads to specifications, especially in the fields of language and arts, provides an opportunity for Unesa, which has been hosting the disciplines of language, literature, and art and its teaching to develop into two faculties, namely the Faculty of Language and Literature, and the Faculty of Arts and Design | 4. Demands for the quality of the process and the results guaranteed by the Standard Operational Procedure (POB) for every entity/business/institution, including educational institutions, challenge Unesa to compile a POB for every activity both in the academic, finansial, and personnel fields, as well as student affairs in detail and use it as a guide in its implementation |
| 5. Development of the education sector in districts and cities, especially with the Leading School program, not only opens opportunities for Unesa to prepare teacher candidates who are competent to teach foreign languages (preservice training) but also offers opportunities to educate or train teachers in schools so that competent and skilled at managing these superior classes (inservice training) | 5. The development of democratization in the political field that penetrates all social elements including educational institutions, as well as the demands of professional management in all institutions to manage resources optimally and optimally, effectively and efficiently for the quantity and quality of products, challenging Unesa to create and develop activity management patterns. and its resources in an open, |

| Opportunities (Opportunities) | Threat (Threat) |
|---|---|
| | transparent, accountable, effective, and efficient manner |
| 6. Increasing student intake both in quantity and quality of academic potential presents opportunities for Unesa with the existing departments/study programs to educate her in an academic climate that is conducive to the development of individuals who are superior in science, strong in education, and tough in personality. | 6. Teacher certification through Teacher Professional Education (PPG) for undergraduate education graduates, and non-education S1 or D4 graduates who have the talent and interest in becoming a teacher to master full teacher competence in accordance with national education standards challenges Unesa as one of the organizers to be able to carry it out professionally, with quality according to the established rules and curriculum |
| 7. The policies of the central government, especially the Ministry of National Education CQ the Directorate General of Higher Education which impose competition grants to obtain funds from the government open up opportunities for Unesa to compete at the national level | 7. The demand of the community (the world of work) for ready-to-work professionals challenges Unesa to hold education that is brought closer to, and is linked and aligned with the world of work, as well as creating challenges to always collaborate with the world of work as stakeholders and the share of the job market of graduates |
| 8. The determination of teacher and lecturer positions as professional positions followed by the provision of professional salaries for teachers and lecturers (after passing the certification process) has an impact on improving teacher welfare and increasing public respect for the teaching profession. This has resulted in the interest of the community (high school graduates) to continue their studies at a teacher or education department or study program. Thus, Unesa has the opportunity to select prospective students with a higher standard of academic potential and professional motivation | |
| 9. Scholarship programs that come from both outside and inside the country, both private and government, are offered to both lecturers and students as an opportunity for the Unesa academic community to improve the academic quality both in individual and institutional dimensions, which in turn will also improve the quality of the educational process which results in an increase in academic quality that resulting in the quality of Unesa graduates | |

## C. Strategic Initiatives

Based on the results of the SWOT analysis carried out, to achieve the stated goals, the strategies used are as in the following table.

Table 6. Objectives and Strategies of Unesa

| No. | Destination | Strategy | |
|-----|-------------|----------|---|
| T1. | Increasing access and equitable distribution of education | ST1.1 | Improvement and development of the new student admission system through tracing interests and abilities |
| | | ST1.2 | Development of the Reception system; new students through an integrated technical service unit; |
| | | ST1.3 | Development of an admission system for new students through the SPMB pathway for applied undergraduates; |
| | | ST1.4 | Scholarship program development; and |
| | | ST1.5 | Development of academic/vocational study programs and academic/vocational faculties according to the demand and supply of competencies in the job market. |
| T2. | Increasing the quality and relevance of graduates in the educational and non-educational fields | ST2.1 | Development of a sustainable curriculum in accordance with the job market and developments in science and |
| | | ST2.2 | technology; Increasing the quantity and quality of graduate profile |
| | | ST2.3 | promotions through tracer studies, professional communities, and websites; |
| | | ST2.4 | Increasing the quantity and quality of professional competence; and Development of the Unesa Job Center (UJC) through the development of cooperation/partnerships with government agencies/institutions, BUMN, and the business world. |
| T3 | Increasing the quality of academic, vocational and professional education programs in a number of disciplines of science, technology, arts, and/or sports | ST3.1 | Development of educational facilities and infrastructure; |
| | | ST3.2 | Improved learning process services; |
| | | ST3.3 | Development of information systems that support academic activities; |
| | | ST3.4 | Information technology-based learning development; |
| | | ST3.5 | Improving the quality of Lecturers' human resources related to the competence and scientific clumps of the study program; |
| | | ST3.6 | |
| | | ST3.7 | Development of international class in potential study programs; |
| | | ST3.8 | Increasing and expanding learning opportunities for lecturers and students from and abroad; |
| | | ST3.9 | Development of a more accommodating curriculum to develop international classes; and Development of international standard education delivery patterns. |
| T4 | Producing academic, vocational, and professional staff who are superior and of character | ST4.1 | Improving research methodology and scientific writing |
| | | ST4.2 | for lecturers; |
| | | ST4.3 | Improvement and development of scientific journal accreditation; Increase the publication of research and service results |
| | | ST4.4 | through journals, scientific communication media, seminars and workshops at regional, national and |
| | | ST4.5 | international levels; Development of information systems that support the publication of lecturers' scientific works; |
| | | ST4.6 | Compiling and developing research and service road-maps according to scientific clumps in the educational and |
| | | ST4.7 | non-educational fields; Increasing the quantity and quality of research and service |
| | | ST4.8 | in accordance with the latest developments in the scientific field; |
| | | ST4.9 | Increasing research collaboration with partners (business entities and government); |

| | | | |
|---|---|---|---|
| | | ST4.10 ST4.11 | Increasing the quantity of collaborative research with domestic and foreign universities; |
| | | ST4.12 | Provision of competent educators through education and training activities; |
| | | | Provision of a learning system in accordance with National Education Standards through research and development activities as well as publishing and disseminating research and development results; |
| | | | Provision and improvement of quality formal education facilities and infrastructure through research activities; and Development and publication and dissemination of research and development results. |
| T5 | Organizing comprehensive student coaching in order to increase the nation's competitiveness | ST5.1 ST5.2 | Enhancing and fostering student creativity programs; Development of an entrepreneurship center for students; Guidance and development of character education; |
| | | ST5.3 ST5.4 ST5.5 | Development of student affairs partnerships; Development of student interest, talent, and reasoning to improve student competence; and |
| | | ST5.6 | Improvement and fostering of student activity units integrated with the curricular field. |
| T6 | Developing science, technology, arts, and/or sports | ST6.1 ST6.2 | Development of educational research and development centers; |
| | | ST6.3 ST6.4 | Teacher Professional Program Development (PPG) and continuing education (CE); Increasing educational research and teacher education; Formulation and development of primary and secondary |
| | | ST6.5 | education research roadmaps; |
| | | ST6.6 | Improvement and development of character-based and entrepreneurial learning products; |
| | | ST6.7 | Compilation and development of teaching materials for primary and secondary education; |
| | | ST6.8 | Increase the ability to write basic and secondary education teaching materials; and |
| | | | Development of a center for the study of basic and secondary education teaching materials. |
| T7 | Creating a humanist academic climate, transparent, accountable, responsive, and just institutional management system | ST7.1 | Increasing cooperation between educational institutions, social community institutions and the business world at the national and international levels; |
| | | ST7.2 | Planning and developing a partnership pattern with the business world to increase the added value of Unesa's assets, finance all Unesa's academic development plans and to improve the welfare of lecturers and employees; |
| | | ST7.3 | Development of an information system that supports the implementation of a quality, healthy and transparent higher education management system; |
| | | ST7.4 | Developing integrated and accountable budget planning and implementation in all work units; |
| | | ST7.5 ST7.6 ST7.7 | Development of a reliable quality control system; Development of an effective and efficient governance system; |
| | | ST7.8 | Improved services to students, alumni and career development for employees and lecturers; |
| | | ST7.9 | Development of a system of sanctions and rewards for the performance of lecturers and education staff; |
| | | ST7.10 ST7.11 | Development of general administration, personnel and financial management systems; Increasing the quality and professionalism of educational personnel; |
| | | ST7.12 ST7.13 | Development of an integrated information system for the management of Unesa's assets; |

| | | | |
|---|---|---|---|
| | | ST7.14 | Fostering and enhancing the competence of asset managers; |
| | | ST7.15 | Collecting data, structuring, utilizing and developing Unesa's assets as a source of funds; |
| | | | Preparation of a blueprint for the development of the Unesa IBP; and |
| | | | Development of business units to support education delivery. |

# CHAPTER III
# 5 YEARS BUSINESS RENSTRA

## A. Kemdikbud program

One of the programs of the Ministry of Education and Culture is the Higher Education Program where the program targets are increasing access, quality of learning, and relevance of higher education as well as improving the quality of lecturers and educational staff. Program Performance Indicators to measure the achievement of the program targets are as follows.

Table 7. Targets and Performance Indicators of the Ministry of Education and Culture's Program

| Program Goals | Program Performance Indicators |
|---|---|
| 1. Increasing access, quality of learning, and relevance of higher education. | a. The Ratio of Gross Enrollment Rate (APK) for higher education is 20% for the poorest and 20% for the richest.<br>b. The number of universities that are included in the Top 500 World Class University.<br>c. Number of universities included in the Top 500 World Class University by Subject.<br>d. The number of universities becomes PTN-BH<br>e. Percentage of study programs that are accredited / internationally certified (PTN).<br>f. Percentage of tertiary education graduates who worked within 1 year of graduation.<br>g. Percentage of tertiary education graduates with a minimum salary of 1.5x the UMR.<br>h. Percentage of tertiary education graduates (D4 and S1) with at least 1 (one) semester off-campus experience.<br>i. Percentage of funding and development of higher education research facilities financed by partners (PTN). |
| 2. Increasing the quality of lecturers and educational staff. | a. Percentage of lecturers who are certified.<br>b. Percentage of lecturers who have work experience or are certified in their industry or profession.<br>c. Percentage of lecturers who qualify for S3. |

## B. Business Strategy of BLU

### 1) Increasing Access to Education in Unesa

The strategies carried out by Unesa in order to increase the participation rate of higher education for the community in Unesa are:

- increasing the capacity and equal distribution of public access to education both on the main campus and outside the main campus through the Unesa Off-Main Campus Study Program (PSDKU);
- improving the quality and expanding technology-based distance education services, one of which is by strengthening various online learning platforms that can be used by Unesa;
- increasing the role of community academies as part of education service providers in Unesa;
- providing scholarships especially for the poor through KIP College / Bidikmisi; and

- encourage partnerships and investment with DU / DI in the delivery of education at Unesa.

**2) Increasing and Equitable Quality of Education Services**

The strategies carried out by Unesa in order to strengthen instructional leadership on campus are:
- strengthen the role of the Internal Supervisory Unit (SPI) and leaders of faculties, departments, study programs as instructional leaders, assistants to lecturers and education staff (tendik), and support the formation of campus learning communities; and
- develop the competence of SPI and leaders of faculties, departments, study programs in their roles to maintain the performance of lecturers and staff effectively and provide constructive feedback to lecturers and staff.

The strategies carried out by Unesa in order to equalize and increase the competence of lecturers and staff to support improving the quality of education are:
- developing the Unesa Learning Development and Quality Assurance Institute (LP3M) to create a lecturer learning ecosystem that is empowered, active, collaborative, inclusive, sustainable and innovative so that it can support student learning on campus;
- work closely with the central government to redistribute lecturers more evenly and ensure that the recruitment of lecturers is carried out according to the needs at the study program level;
- implementing various innovations including multi-subject teaching to increase the availability of lecturers while still adhering to the principles of efficiency and effectiveness; and
- open access to study programs and lecturers to financing outside the state budget, such as: funding by regions, third parties (for example: University Community Service, Corporate Social Responsibility / CSR, DU / DI investment) to support financing for efforts to equalize and improve lecturer competence and staff educator.

The strategies carried out by Unesa in order to accelerate the distribution of quality education services are:
- increasing the distribution of quality education services;
- enabling the use of educational resources together between study programs (including lecturers and other facilities);
- designing interventions that take into account the situation in each faculty and each study program;
- consider interventions and performance-based financing mechanisms;
- ensure that all stakeholders play their roles according to their authority; and
- combine all resources from the central, regional, university, DU / DI and the community in conducting interventions in each study program.
-

The strategies carried out by Unesa in the context of utilizing information and communication technology to support the improvement and distribution of the quality of education services are:
- developing a platform for purchasing goods and services for universities, so that spending is of higher quality and reduces the administrative burden on lecturers and

staff, so that lecturers and students can increase their attention to the quality of student learning;
- developing mechanisms to encourage the provision of lecturer competence development materials and quality and standardized media / teaching aids;
- use gadgets to record teaching practices to encourage peer-review of lecturers' practices and also share good practices among lecturers; and
- improve the quality of education data and develop information systems for stakeholders.

The strategies carried out by Unesa in order to strengthen quality assurance are increasingly meaningful, namely:
- change the organizational structure and governance of the quality assurance institution that was originally part of the LP3M to become one of the independent Unesa Organs;
- adjusting and prioritizing national higher education standards to improve the learning process in classrooms as well as performance indicators and lecturer accountability;
- develop a simpler higher education (internal and external) quality assurance framework, centered on university excellence and use data on accreditation, quality assurance, self-evaluation of study programs and student learning outcomes (formative assessment), to identify steps improving the quality of learning, based on global good practices as well as input from the community and DU / DI;
- strengthening the role and existing institutional mindset in improving the quality of education in Unesa;
- encourage the application of educational formative assessments, such as the Minimum Competency Assessment (AKM), character surveys, and learning environment surveys, to monitor learning outcomes and provide diagnostic information for lecturers;
- Increase the capacity of lecturers and students to carry out formative and portfolio assessments in the classroom and utilize diagnostic information from educational assessment programs and student learning outcomes such as AKM, character surveys, and learning environment surveys to improve the learning process;
- optimizing the overall involvement of DU / DI in the implementation of academic and vocational education in order to encourage the quality of the industrial standard education ecosystem, such as: curriculum, education and training facilities, capacity of lecturers / instructors / technicians / laboratory assistants, internships, assessment and competency tests;
- encourage accreditation of study programs that are ready to move up the rankings; and
- encourage accreditation of study programs by independent accreditation agencies that involve users (DU / DI, professions, associations) and of international standards.

The strategies carried out by Unesa in order to strengthen the learning process and improve its quality are:
- encourage lecturers to change the learning strategy based on the teaching paradigm into a creative learning strategy based on the learning paradigm, centering on students and encouraging students to interact, argue, argue, and collaborate;
- fostering lecturers so that they can prepare lesson plans that take into account the needs and characteristics of each student (normal, remedial, and enrichment);

- developing curriculum in all study programs that can be diversified through adoption, adaptation or adapted by study programs and universities based on the needs, contexts and characteristics of DU / DI;
- conducting special programs for college students who have less competence or under the minimum standard;
- collaborating with various parties, including DU/ DI, to strengthen and support study programs in curriculum development and implementation;
- enhancement and expansion of learning methods, through experiential learning in industry, internships at companies/governments / international institutions, communities (building villages), independent activities, or humanitarian action, which can be recognized as part of the Semester Credit Unit (SKS) educational program; and
- assessment and evaluation in purpose developing sustainable curriculum

Strategies engaged by UNESA in order to increase the capacity and utilization of formative assessment and portfolio are:
- Encouraging the implementation of educational formative assessments, such as AKM, to monitor learning outcomes and provide diagnostic information for lecturers;
- Enhancing the capacity of teaching staff to obtain diagnostic information for improving learning from educational assessment programs and college student learning outcomes such as AKM;
- Encouraging the implementation of the proper portfolio assessments to determine the performative, artistic, creative, and innovative college student learning outcomes
- enhancing the capacity of lecturers and teaching staffs to conduct formative and portfolio assessments in class to improve the learning process; and
- allowing and fostering the use of portfolios also more authentic assessments for final summative assessment

Strategies engaged by UNESA to realize high quality and recognized by industry field academic and vocational education for the Industrial Revolution 4.0 are:
- providing space for close collaboration with DU / DI, where DU / DI can be involved directly in informing the needs of the job market and ensuring the quality of academic and vocational education programs is updated according to industry standards;
- establishing a DU / DI cooperation forum with relevant educational institutions so that each academic and vocational program produces graduate competencies that acceptable to the standard of industry field;
- developing academic and vocational programs into Centers of Excellence to accelerate lecturers capacity and college student learning;
- facilitating qualified cooperation with DU / DI in every opening or development of study programs;
- enhancing learning quality in academic and vocational education using problem-based learning methods so that students can develop technical skills and soft skills in accordance with DU / DI standards;
- encouraging products development and/ or services through applied research and innovation in collaboration with industry and society;

- enhancing the capacity of technical skills, soft skills, and pedagogical skills of human resources for academic and vocational education (lecturers/ instructors/ technicians/ laboratory assistants) in accordance with DU / DI standards;
- encouraging the leadership capacity and business management skills of leaders (rectors, deans, heads of study programs) in developing study programs;
- providing opportunities for industrial practitioners/ professionals to teach in academic and vocational study programs;
- providing opportunities for every college student to do industrial work practices and/ or project with DU/ DI; and
- providing opportunities for professionals or workers to return to academic and vocational study programs using the Past Learning Recognition (RPL) mechanism; and
- Setting up synergic and collaborative cooperation with academic and vocational programs at other universities/ institutions.

Strategies engaged by UNESA to reach world-class tertiary institutions are:
- realizing the differentiation of Unesa's mission by encouraging the focus of higher education in carrying out the tri dharma of higher education, namely as a teaching university;
- rationalizing and improving the health and sustainability of the implementation of quality education by strengthening the capacity and increasing the autonomy of university towards BH Inc.;
- increasing cooperation with domestic universities, DU / DI, and the government;
- making Unesa become a Centers of Excellence in order to accelerate towards world-class tertiary university;
- enhancing the quality and relevance of research in line with the needs of development sectors and DU / DI to strengthen knowledge/ relevant innovation-based economy according to the needs of the Industrial Revolution 4.0 and sustainable development;
- increasing the quality and relevance of community service in line with the needs of national development, such as reducing poverty, improving public health and welfare, strengthening MSMEs, or improving the environment;
- enhancing cooperation with world-class universities (Top 100 QS / THES) in education and research development;
- enhancing college student entrepreneurship and developing science and technology-based business incubation centers/ startups;
- involving industry/ society as a crutch in 'pentahelix' to accelerate development through teaching curriculum/ student project appraisal and funding contributions;
- Encouraging the performance of lecturers to produce good research that is relevant to the needs of the community and DU / DI;
- enhancing world-class publications and patents/ IPRs, enhancing the scientific journals reputation to be world-class, increasing the visibility of works internationally;
- encouraging support from DU / DI through internship opportunities, research and commercial collaborations, resource sharing, and funding;
- developing a future skills platform with the community and DU / DI to provide input in curriculum and pedagogy development;
- implementing the Independent Campus initiative that encourages interdisciplinary study and experience in industry/ society for diploma or undergraduate students; and

- facilitating lecturers to take the time to gain hands-on experience in DU/ DI and/ or obtain certification in the industry field.

**3) Increasing the Relevance of Education**

Strategies engaged by UNESA in order to strengthen literacy and numeracy skills to encourage relevance of education are:
- adjusting curriculum to give more time for the development of basic competencies, especially literacy and numeracy;
- developing strengthen strategies for numeracy learning as a whole;
- developing lecturer competencies that focus on literacy and numeracy teaching competencies;
- providing training modules and reading sources; and
- strengthening systems and mechanisms for providing support and the availability of resources for lecturers who teach literacy and numeracy.

Strategies engaged by Unesa in order to optimize the planning of academic and vocational education services based on job opportunities are:
- ensuring the involvement of DU/ DI in planning, developing and evaluating academic and vocational education programs to comply with DU/ DI standards, include curriculum development, capacity enhancement for human resources (leaders/ lecturers/ instructors/ technicians/ laboratory assistants), updating of facilities, and assessment on student learning outcomes;
- Facilitating the exchange of information from DU/ DI and also provide academic and vocational education regarding competency or professional needs in the labor market through a platform that can be used by all students;
- analysing the data collected from graduates of academic and vocational education through tracer study to the relevance of academic and vocational education;
- developing academic and vocational education curricula that are tailored to (1) market demands and DU/ DI needs (demand-driven); (2) linkages between graduate users and providers of academic and vocational education; and (3) match between workers and employers;
- developing college student competency assessments so that suitable with DU/ DI needs;
- carrying out work placement programs and industrial work practices with DU/ DI directly;
- inviting lecturers from DU/ DI or industry practitioners to teach in academic and vocational programs;
- facilitating direct experience and training in the industry for lecturers/ instructors/ technicians/ laboratory assistants for academic and vocational programs;
- developing academic and vocational education flexibility through the Multi Exit scheme, Multi Entry System, for university education and the work field;
- providing greater autonomy for academic and vocational programs to innovate and develop;
- encouraging the image enhancement of UNESA academic and vocational education through cooperation with media and communication practitioners;
- encouraging the academic and vocational programs to distribute resources such as lecturers/ instructors/ technicians/ laboratory assistants and practical infrastructures (workshops, studios, labs) especially those with the same areas of expertise;
- conducting joint learning activities with DU/ DI such as joint research and/ or project (project work) based on real problems in the community.

Strategies engaged by UNESA to increase students' work willingness to enter the world of work are:

- providing opportunities for DU/ DI to participate in recognizing student competencies through certification;
- in addition to ensuring the development of technical skills, it also focuses on developing soft skills, disseminating the values of work culture, as well as entrepreneurial skills in academic and vocational programs, so encourage the realization ready to work graduates;
- encouraging learning, project work, applied research, and innovation based on DU/ DI through the development of teaching factory and teaching industry so that academic and vocational programs cooperate with DU/ DI doer so that college students not only learn to produce but ensure that their production results suitable with industry standards;
- facilitating industrial work practices and/ or college student project for academic and vocational programs;
- arranging student competency assessments in encouraging work willingness;
- facilitating lecturers and students with developing the ability for technical and non-technical competencies through the academic and vocational program;
- ensuring learning devices and infrastructure in academic and vocational programs developed with DU / DI can facilitate the development of adequate student competencies;
- mobilizing DU/ DI support for academic and vocational programs through the coordination of related Ministries/ Agencies and local governments;
- facilitating information delivery and enhancing college students understanding of the work field through technology platform; and
- using Indonesian National Qualifications Framework as a reference in competency development and implementation of Past Learning Recognition in academic and vocational programs.

## 4) Strengthening Culture, Language and Character Education

Strategies engaged by UNESA in the context of utilizing the traditional, cultural, and historical values of the Indonesian nation in contributing character education are:

- establishing an Indonesian national identity and a sense of pride as the Indonesian nation, as the following characteristics:
  - ➢ having a high work ethic, integrity, and positive shame culture;
  - ➢ respecting religious differences and being tolerant of a pluralistic and multi-cultural nation;
  - ➢ prioritizing cooperation, respect, and assistance each other;
  - ➢ respecting others rights, understanding obligations as citizens, and respecting law enforcement;
  - ➢ accepting the foreign cultures but not being easily influenced by foreign cultures; and
  - ➢ adapting the education of character in different local contexts of the Indonesian nation and being applied both on-campus and off-campus.
- introducing a campus climate survey to promote a positive campus culture; and
- collecting broader information about students' backgrounds, skills, and personalities (such as tolerance, creativity, resilience, and students' metacognitive capacities) to increase their understanding.

Strategies engaged by UNESA in order to strengthen culture and language in education are:
- strengthening local culture and language in an Indonesian language course and related study programs;
- strengthening the use of Indonesian in all subjects - especially those that adopt a lot of foreign terms (Science, Mathematics and Religious Education);
- strengthening and updating historical content to strengthen the understanding, acceptance, and actualization of the Indonesian national identity in related study programs;
- encouraging cultural exchange from different backgrounds to organize an inclusive interaction system in the cultural ecosystem in Indonesia;
- strengthening traditional cultural arts education centered on artistic and cultural values and pride in cultural arts but with practical adaptations in the modern world in related study programs; and
- assisting the related study program development through emphasizing the preservation of regional languages and cultures by local communities.

Strategies engaged by UNESA in order to strengthen cultural diplomacy activities as a forum for introducing the Indonesian nation in the inter-regional, regional, or international arena are:
- focus on the positive values of the Indonesian nation to advance understanding of the Indonesian national identity;
- introducing Indonesian culture as a regional cultural wealth (Southeast Asia) and also the world through student exchanges; and
- strengthening the economy, arts, culture, and tourism values as one of the nation's assets beyond natural and economic resources in related study programs.

Strategies engaged by UNESA in order to optimize the library system and reading rooms are:
- encouraging the quality reading materials availability through strengthening the book ecosystem;
- enrichment of level reading materials both in reading ability stages or reading material suitability so that the reading material suitable with expected competencies; and
- managing the reading materials quality to avoid low-quality contents (containing material that encourages radicalization and discrimination, containing material that is not in line with the integrity and values of the Indonesian Nation, or is plagiarism).

**5) Strengthening Institutional Governance**
Strategies engaged by UNESA to strengthen the implementation of educational programs cooperate with related agencies include DU / DI are:
- coordinate with central and local governments in managing affirmative education funding for poor families;
- developing mechanisms to manage matters that have an impact on the education budget with relevant agencies, such as:
  ➢ formation and recruitment of lecturers and teaching staff based on academic performance and personal qualities, as well as management of faculty and teaching staff resources; and

- ➤ education financial management includes Affirmation Funds, Bidikmisi, APBN, PNBP, and CSR for education, also the use of cashless payments.
- inviting DU/ DI participation in aligning the curriculum for academic and vocational programs, aligning the competence of lecturers/ instructors/ technicians/ laboratory assistants and college students with industrial needs, apprenticeship and work practice in the industry, and the absorption of graduates.

Strategies engaged by UNESA to increase study programs efficiency are:
- reducing the study programs spent-time on bureaucratic administration activities; and
- preparing a platform to streamline bureaucratic processes and accountability of study programs.
-

Strategies engaged by UNESA to strengthen accountability for education services are:
- implementing an asymmetric approach to fill community needs; and
- UNESA as a higher education supporter, facilitator, and consultant for the community.

Strategies engaged by UNESA in education planning and budgeting are:
- assisting the deans/ postgraduate/ institutions in analyzing the situation and strategic planning of education;
- giving advice to deans/ postgraduates/ institutions to prepare annual programs, set targets, and arrange policies; and
- assisting dean/ postgraduate/ institutions to evaluate education budgets.

## C. Activities and Indicators

Table 8. Mission, Objectives, Targets and Target Indicators of the Unesa Program

| Mission 1 | Organizing student-centered learning and education by using an effective learning approach and optimizing the use of technology | |
|---|---|---|
| | Objective | To produce smart, religious, nice, independent, and excellence graduates |
| | Programs Target 1 (SP1) | The quality of graduates and college students increased. |
| | Pragrams Target Indicator 1 (IKSP1) | - Percentage of bachelor and diploma graduates who successfully got a job; continue studies; or become self-employed.<br>- Percentage of undergraduate and vocational students who spend at least 20 (twenty) credits off-campus; or achieve the lowest achievement at the national level.<br>- The number of college students as entrepreneurs. |
| | Programs Target 2 (SP2) | The quality of curriculum and Campus Merdeka based learning increased |
| | Programs Target Indicator 2 (IKSP2) | - Percentage of undergraduate and vocational study programs collaborating with partners.<br>- Percentage of undergraduate and vocational courses that use the case method or the project-based group learning as part of the evaluation assessment.<br>- Percentage of undergraduate and vocational study programs that have accreditation or international certificates recognized by the government. |

| | | |
|---|---|---|
| | | - Percentage of study programs that are accredited superior/ A.<br>- The number of students who take part in independent learning activities.<br>- The number of study programs that implement Kampus Merdeka learning. |
| | Programs Target 3 (SP3) | The quality of lecturer increased |
| | Programs Target Indicator 3 (IKSP3) | - Percentage of lecturers who carry out tri dharma activities at other campuses, at QS100 based on their field of the subject (QS100 by subject), working as practitioners in the industrial field, or fostering students who have achieved the lowest achievement at the national level in the last 5 (five) years.<br>- Percentage of lecturers who still qualify for doctoral academic qualifications; has a competency/ professional certificate recognized by the industry and the work field; or come from among professional practitioners, the industrial world, or the work field.<br>- Percentage of lecturers in the position of Head Lector.<br>- Percentage of lecturers in the position of Professor. |
| Mission 2 | Carrying out research in science and/ or technology that is beneficial for the development of science and the welfare of society. | |
| | Objective | Producing scientific and creative works, both in the superior educational and scientific fields, and also become a reference in the application of science and/ or technology. |
| | Program Target 4 (SP4) | Research relevance, productivity, and development increased |
| | Programs Target Indicator 4 (IKSP4) | - Number of international publications<br>- Number of citations in international journals<br>- Number of reputable journals indexed globally<br>- Number of scientific papers (KI) registered<br>- Number of industrial prototypes |
| | Program Target 5 (SP5) | The output of research and community service that has succeeded in getting international recognition or implemented by the community per the number of lecturers increased. |
| | Programs Target Indicator 5 (IKSP5) | The number of research and community service outputs that succeeded in getting international recognition or implemented by the community per the number of lecturers. |
| | Program Target 6 (SP6) | The capacity of innovation increased |
| | Programs Target Indicator (IKSP6) | The number of innovation products |
| Mission 3 | Disseminating science and/ or technology through community service activities that are oriented towards community empowerment and culture. | |
| | Objective | Producing community service work through the application of science and/or technology to create an independent, productive, and prosperous society. |
| | Programs Target 7 (SP7) | The output of community service implemented by the community increased |

| | Programs Target Indicator (IKSP7) | The number of community service that was successfully implemented by the community |
|---|---|---|
| Mission 4 | | Carrying out an effective, efficient, transparent, and accountable higher education governance that guarantees quality in a sustainable manner. |
| | Objective | Realizing UNESA as a center of education and scientific-based on the great values of national culture |
| | Program Target 8 (SP8) | Increasing the quality of institutions and infrastructure |
| | Programs Target Indicator 8 (IKSP8) | - Ranking of national universities<br>- Ranking of UNESA in 4ICU (world rank)<br>- Accreditation of institutions |
| | Objective | Producing effective and efficient institutional performance by creating a humanist academic climate, transparent, accountable, responsive, and fair institutional management to ensure the quality of the tri dharma implementation of higher education in a sustainable manner. |
| | Program Target 9 (SP9) | The effective, efficient, transparent, and accountable governance increased |
| | Programs Target Indicator 9 (IKSP9) | - The average SAKIP predicate is at least BB.<br>- The average value of the Budget Performance for the Implementation of the RKA-K/ L is at least 80.<br>- Opinion on the assessment of financial statements by public auditors.<br>- The ratio of PNBP revenue to operating costs<br>- Total BLU income.<br>- Total BLU revenue from asset management.<br>- Modernization of BLU Financial Management. |

# CHAPTER IV CLOSING

UNESA Business Strategic Plan in 2020-2024 is creating a planning document that contains Unesa's Vision, Missions, Goals, Targets, Strategies, Policies, Programs and Activities in the 2020-2024 period which was assembled referring to the Republic of Indonesia's Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

In this opportunity, it is necessary to pay attention to the implementation of the following:

1) UNESA Business Strategic Plan (Renstra) in 2020-2024 serves as a guideline in preparing the Annual Operational Plan (Renop) during that period.

2) The work unit under the State University of Surabaya is obliged to support and implement the achievement of the Vision, Missions, Goals, Principles, Strategies, Policies, Programs, and Activities that have been formulated in the UNESA Business Strategic Plan 2020-2024

3) Strengthening the role of stakeholders to support UNESA Business Strategic Plan 2020-2024.

4) UNESA Business Strategic Plan 2020-2024 is also used as the basis for evaluation and implementation reports on the annual and five-year performance of institutions with the status of a Public Service Agency (BLU).

5) Monitoring and evaluating of the implementation of programs and activities needs to be done so that the implementation of the UNESA Business Strategic Plan can run effectively.

This Business Strategic Plain is expected to be able to provide an overview of the strategic issues faced by UNESA as a Public Service Agency as well as efforts to anticipate and overcome these problems.

**Attachment 1**

| Vision | Mission | Objective | Programs Target | Programs Target Indicator | Unit | Performance Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **2020** | **2021** | **2022** | **2023** | **2024** |
| Excellent in education strong in science | Carrying out student-centered education and learning approach and optimizing the of technology | To produce graduates who are smart, religious, have nice moral, independent, professional, and have excellence | The quaility of graduates and college students increased | Percentage of bachelor and diploma graduates who successfully got a job. | % | 60 | 61 | 62 | 63 | 64 |
| | | | | Percentage of bachelor and diploma graduates continuing their studies. | | 1 | 1 | 1 | 2 | 2 |
| | | | | Percentage of bachelor and diploma graduates who are self-employed. | | 29 | 29 | 29 | 28 | 28 |
| | | | | Percentage of bachelor and diploma graduates with competencies and professional certification. | | 25 | 27 | 29 | 31 | 33 |
| | | | | Persentase mahasiswa S1 dan D4/D3 yang menghabiskan paling sedikit 20 (dua puluh) sks di luar kampus. | % | 0 | 20 | 50 | 65 | 80 |
| | | | | Percentage of undergraduate and vocational students who achieved the lowest achievement at the national level. | | 30 | 35 | 40 | 45 | 50 |
| | | | | The number of college students who are entrepreneurs | People | 214 | 240 | 268 | 301 | 337 |
| | | | The quality of curriculum and learning based on the Freedom-Learning of | Percentage of undergraduate and vocational study programs collaborating with partners | % | 50 | 58 | 69 | 71 | 80 |

| Vision | Mission | Objective | Programs Target | Programs Target Indicator | Unit | Performance Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2020 | 2021 | 2022 | 2023 | 2024 |
| | | | Campus Merdeka increased | Percentage of undergraduate and vocational courses that use the case method or project-based group learning as part of the evaluation assessment. | % | 40 | 50 | 65 | 75 | 90 |
| | | | | Percentage of undergraduate and vocational study programs that have accreditation or international certification recognized by the government. | % | 0 | 5 | 10 | 15 | 20 |
| | | | | Percentage of study programs accredited superior/ A | % | 60 | 65 | 70 | 75 | 80 |
| | | | | The number of college students who take part in independent learning activities | people | 1550 | 12000 | 18000 | 24000 | 24000 |
| | | | | The number of study programs that apply the Merdeka Campus learning | Study program | 4 | 63 | 64 | 65 | 66 |
| | | | | Percentage of lecturers who carry out tri dharma activities at other campuses, in QS100 based on their field of the subject (QS100 by subject) | % | 0 | 0 | 0.1 | 0.12 | 0.13 |
| | | | | Percentage of lecturers who work as practitioners in the industrial field | | 1 | 2 | 3 | 4 | 5 |
| | | | The quality of lecturers increased | Percentage of lecturers who coached students who have achieved the lowest achievement at the national level in the last 5 (five) years | | 10 | 12 | 15 | 17 | 20 |

| Vision | Mission | Objective | Programs Target | Programs Target Indicator | Unit | Performance Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2020 | 2021 | 2022 | 2023 | 2024 |
| | | | | Percentage of lecturers who still qualify for doctoral academic qualifications | % | 31.97 | 33 | 35 | 40 | 50 |
| | | | | Percentage of permanent lecturers who have competency/ professional certificate that is recognized by industry and the work field. | | 80 | 80 | 80 | 80 | 80 |
| | | | | The percentage of permanent lecturers comes from professional practitioners, the industrial field, or the work field. | | 0 | 1 | 1,5 | 1,7 | 1,9 |
| | | | | Percentage of lecturers in the position of Head Lector | % | 29 | 30 | 31 | 33 | 35 |
| | | | | Percentage of lecturers in the position of Professor | % | 6 | 7 | 8 | 10 | 15 |
| | Carrying out research in science and/ or technology that is beneficial for the development of science and the social welfare | Producing scientific works and creative works, both in the educational and scientific fields that are superior and become a reference in the implementation of science | The relevance research, and development, and productivity increased | Number of journal publications and international proceedings | title | 600 | 650 | 700 | 750 | 800 |
| | | | | Number of national indexed journal publications and proceedings | title | 100 | 150 | 200 | 250 | 300 |
| | | | | Number of citations (journals, books, and national/ international proceedings) | | 30000 | 32000 | 34000 | 36000 | 38000 |
| | | | | Number of reputable journals indexed globally | journal | 1 | 2 | 3 | 4 | 5 |
| | | | | Number of National Indexed Reputable Journals | | 15 | 16 | 17 | 18 | 19 |
| | | | | Amount of registered intellectual property (IP) | KI | 233 | 245 | 255 | 265 | 290 |

| Vision | Mission | Objective | Programs Target | Programs Target Indicator | Unit | Performance Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2020 | 2021 | 2022 | 2023 | 2024 |
| | | and/or technology | | Total Research and Development (Research and Development/ R & D) | | 100 | 110 | 120 | 130 | 140 |
| | | | | Percentage of research product innovations that are commercialized per year | | 30 | 32 | 34 | 36 | 38 |
| | | | | Number of Centers-Excellence in Science and Technology | | 3 | 3 | 4 | 5 | 6 |
| | | | | Number of industrial prototypes | title | 26 | 27 | 28 | 29 | 30 |
| | | | The output of research and community service that has succeeded in getting international recognition or implemented by the community per number of lecturers increased | The number of research and community service outputs that have received international recognition. | title | 600 | 650 | 700 | 750 | 800 |
| | | | | The number of research outputs and community service implemented by the community per number of lecturers. | | 70 | 82 | 90 | 100 | 120 |
| | | | The capacity for innovation increased | The number of innovation products | title | 3 | 4 | 5 | 6 | 7 |

| Vision | Mission | Objective | Programs Target | Programs Target Indicator | Unit | Performance Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2020 | 2021 | 2022 | 2023 | 2024 |
| | Disseminating science and/ or technology through community service activities that are oriented towards community empowerment and culture | Producing community service work through the implementation of science and/ or technology to create an independent, productive, and prosperous society | The output of community service implemented by the community increased | The number of community service that was successfully implemented by the community | amount | 150 | 200 | 250 | 300 | 350 |
| | Carrying out effective, efficient, transparent, and accountable higher education governance that guarantees quality in a sustainable manner | Realizing UNESA as an education center and scientific center based on the true values of national culture | The quality of institutions and infrastructure increased | National higher education ranking | ranking | 19 | 16 | 14 | 12 | 10 |
| | | | | UNESA Ranking in the Top 500 World Class University | | 4000 | 3975 | 3950 | 3925 | 3900 |
| | | | | Institution accreditation | | A | A | Superior | Superior | Superior |
| | | Producing effective and efficient institutional performance by creating a humanist academic climate, | The effective, efficient, transparent and accountable governance increased | The average SAKIP predicate is at least BB | predicate | BB | BB | BB | BB | BB |
| | | | | The average score of the Budget Performance for the Implementation of the RKA-K / L is at least 80 | score | 80 | 80 | 80 | 80 | 80 |
| | | | | Opinion on the assessment of financial statements by public auditors | | WTP | WTP | WTP | WTP | WTP |

| Vision | Mission | Objective | Programs Target | Programs Target Indicator | Unit | Performance Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2020 | 2021 | 2022 | 2023 | 2024 |
| | | transparent, accountable, responsive, and fair institutional management to ensure the quality of the tri dharma implementation of higher education in a sustainable manner | | Ratio of BLU revenue to operational costs | % | 70 | 72.5 | 75 | 87.5 | 80 |
| | | | | Total BLU income | Rp | 283.5 billion | 290.5 billion | 290.5 billion | 296.3 billion | 302.2 billion |
| | | | | Total BLU income derived from asset management | Rp | 5.6 billion | 6.5 billion | 7.2 billion | 8.1 billion | 9.0 billion |
| | | | | Modernization of BLU Financial Management | % | 100% | 100% | 100% | 100% | 100% |
| | | | | Total of domestic cooperation | | 100 | 150 | 200 | 250 | 300 |
| | | | | Total of foreign cooperation | | 29 | 35 | 45 | 55 | 65 |