UNESA

RENCANA STRATEGIS
2020-2024

FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SURABAYA

A. Resume of the Strategic Plan of the State University of

Surabaya Vision of the Ministry of Education and Culture

The Ministry of Education and Culture supports the President's Vision and Mission to realize an Advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who are critical, creative, independent, faithful, devoted to God Almighty, and have noble character, work together, and have global diversity.

Mission of the Ministry of Education and Culture

1) Realizing relevant and high-quality, equitable and sustainable education, supported by infrastructure and technology.

2) Realizing the preservation and promotion of culture as well as the development of language and literature.

3) Optimizing the participation of all stakeholders to support the transformation and reform of education and culture management.

Unesa Policy Direction

The direction of policies and strategies for education and culture in the period 2020-2024 in order to support the achievement of the 9 (nine) Development Priority Agendas (Second Nawacita). Therefore, the goal of the Ministry of Education and Culture through the Free Learning Policy which aspires to provide high-quality education for all Indonesians is characterized by high enrollment rates at all levels of education, quality learning outcomes, and equitable quality education both geographically and socioeconomically. In addition, the focus of education development and cultural promotion is directed at strengthening the nation's culture and character through improvements in policies, procedures,

Table 1. Unesa Policy Direction and Unesa FBS

No.	Unesa Policy Direction 2020-2024	FBS Unesa Policy Direction 2020-2024
1.	Increase access service quality higher education.	Increasing access to quality higher education services from all walks of life, especially prospective students who have advantages in language, literature, art, and culture.
2.	Increase cooperation with the business world and the industrial world to increase the quantity and quality of the tri dharma of higher education.	Increase cooperation with the business world of industry, tourism, and creative industries based on language, literature, and cultural arts to increase the quantity and quality of the tri dharma of higher education.
3.	Mental revolution and development of Pancasila ideology for the academic community to strengthen the resilience of the nation's culture and	Revolution mental and construction ideology Pancasila for civitas academic for strengthen endurance culture nation and

No.	Unesa Policy Direction 2020-2024	FBS Unesa Policy Direction 2020-2024
	form the mentality of an advanced, modern, and characterized nation.	form the mentality of an advanced, modern, and characterized nation by maintaining local wisdom.
4.	Increase advancement and preservation culture and local wisdom of local communities to strengthen character and strengthen national identity, improve people's welfare, and influence direction development of world civilization.	Increasing the promotion and preservation of local culture and wisdom of local communities to strengthen character and strengthen national identity, improve people's welfare, and influence the direction of development of world civilization, especially in language, art and culture.
5.	Increasing the quantity and quality of literacy, innovation, and creativity of the academic community.	Increasing the quantity and quality of literacy, innovation, and creativity of the academic community.

B. BLU Vision and Mission

The vision and mission of BLU Unesa are described in the following table:

Table 2. Vision of Unesa and FBS Unesa

Unesa's Vision	FBS Unesa Vision
Excellence in Education Strong in Science	Excellent in Language and Arts Education and Strong in Language Studies and Arts
Unesa Mission	**FBS Unesa Mission**
Organize education and learner-centered learning by using an effective learning approach and optimizing the use of technology.	Organizing learner-centred education and learning by using an effective learning approach, always following technological developments, and maintaining and preserving language, arts, culture, and local wisdom.
Conducting research in science and/or technology that is beneficial for the development of science and the welfare of society.	Conducting research in science, technology, and cultural arts that are beneficial for the development of science and the welfare of society.
Disseminate science and/or technology through community service activities that are oriented towards community empowerment and civilisation.	Disseminate science and/or technology through community service activities that are oriented towards community empowerment and civilisation.
Organizing effective, efficient, transparent, and accountable higher education governance that ensures quality in a sustainable manner.	Organizing effective, efficient, transparent, and accountable governance that ensures quality consistently

	sustainable in accordance with the principles*good university governance*.

The development of the Unesa FBS Strategic Plan is based on the Unesa Renip, in accordance with the development of milestones that have now reached the third stage (Recognize Regional Teaching University), as shown in the following picture.
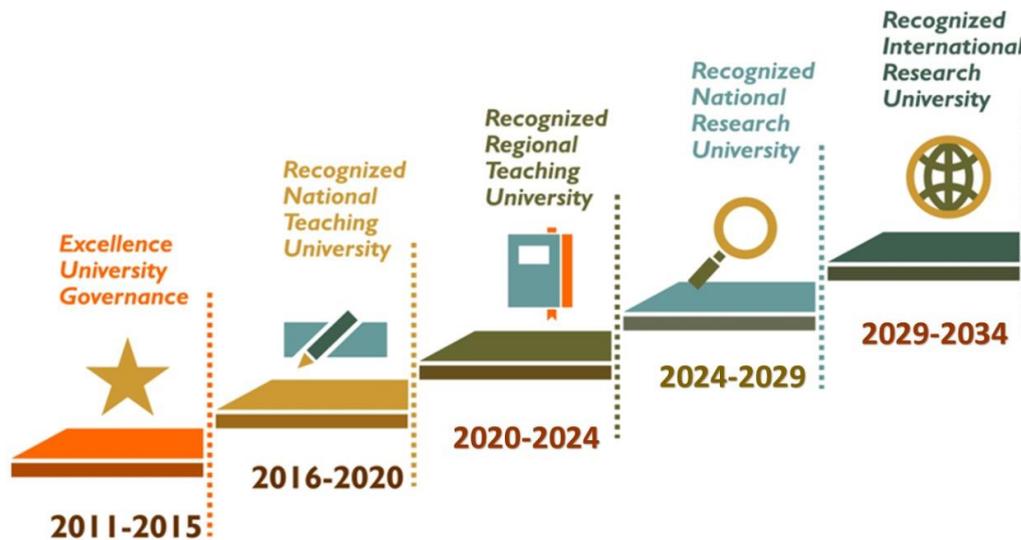

Figure 1. Unesa Milestones

BLU Duties and Functions

Duties and Functions of BLU FBS Unesa follow Unesa as stipulated in the Decree of the Minister of Finance Number 50/KMK.05/2009 concerning the Designation of the State University of Surabaya at the Ministry of National Education as a Government Agency Implementing Financial Management of Public Service Agencies (PK-BLU).

C. Target Business Strategic Plan (RSB)

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

1. To produce graduates who are intelligent, religious, have noble character, are independent, professional, have character, have local wisdom, and have a competitive advantage in the job market;
2. Produce scientific works and creative works, both in the fields of education, art, culture, and science that are superior and become references in the application of science and/or technology;
3. Produce works of community service through the application of science and/or technology to create an independent, productive, and prosperous society;
4. Realizing FBS Unesa as a center for education, science, art, and culture based on local wisdom and noble values   of national culture;
5. To produce effective and efficient institutional performance by creating a humanist academic climate, transparent, accountable, responsive and fair institutional management to ensure the quality of the implementation of the Tridharma of Higher Education in a sustainable manner.

ANALYSIS AND STRATEGIC

A. BLU Performance Evaluation

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

Table 3. Unesa Performance Achievements 2016-2019

Program Targets/Performance Indicators Program Goals	Target			
	2016	2017	2018	2019
SP 1: Improving the quality of learning and students				
IKSP 1.1: Affirmation Ratio	25%	25%	20.35%	21.8%
IKSP 1.2: Percentage of accredited study programs at least B	90%	91%	92.13%	90.62%
IKSP 1.3: Percentage of graduates who go straight to work	60%	78.08%	95%	85.22%
IKSP 1.4: Percentage of graduates certified in competence and profession	50%	88.64%	65.17%	83.95%
IKSP 1.5: Number of students who are entrepreneurs	120	141	193	229
IKSP 1.6: Number of outstanding students	300	370	525	422
IKSP 1.7: Percentage of graduates on time	40%	52.57%	55%	58%
IKSP 1.8: Average length of study for S1 graduates	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 accredited study programs international	0	0	0	0
IKSP 1.11: Percentage receiving student scholarship	28%	27.76%	26%	25%
SP 2: Increased 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 KI	174	203	232	212
IKSP 2.4: Number of citations of scientific works	15000	24148	42485	2423

Program Targets/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 use of public funds for research	2.78%	4.07%	4.65%	7.32%
IKSP 2.9: Number of research utilized Public	10	15	24	25
SP 3: Strengthening innovation capacity				
IKSP 3.1: Number of product innovations	0	0	0	3
SP 4: Increase HR relevance, quality and quantity				
IKSP 4.1: Percentage of lecturers with doctoral qualifications	25.88%	31.49%	33.04%	45.49%
IKSP 4.2: Percentage of lecturers certified educators	80%	83.12%	84.57%	86%
IKSP 4.3: Ratio of the number of students to lecturers	29:1	29:1	30:1	29:1
IKSP 4.4: Percentage of lecturers with professorship positions	5.8%	6.6%	6.6%	6.7%
IKSP 4.5: Percentage of lecturers with the position of head lector	35.03%	33.77%	32.50%	30.18%
IKSP 4.6: Percentage of education personnel with competency certificate	0%	21.18%	0.73%	4.89%
SP 5: Improving the quality of institutions and infrastructure development				
IKSP 5.1: Unesa Ranking in *4ICU(world rank)*	5344	4495	4000	3000
IKSP 5.2: National Unesa Ranking	21	29	27	22
IKSP 5.3: Unesa institusi institutional accreditation	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

Program Targets/Performance Indicators Program Goals	Target			
	2016	**2017**	**2018**	**2019**
SP 6: The realization of good governance				
IKSP 6.1: Opinion on the valuation of financial statements by public auditor	WTP	WTP	WTP	WTP
IKSP 6.2: Ratio of PNBP revenue to costs operational	59%	62%	64%	77%
IKSP 6.3: Total income of BLU	233 billion	256 billion	278 billion	319 billion
IKSP 6.4: Total BLU revenue sourced from asset management	2.9 billion	3.2 billion	5.3 billion	16.9 billion

Table 3. Unesa FBS Performance Achievements 2016-2019

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	2016	**2017**	**2018**	**2019**
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IKSP 1.2: Percentage of accredited study programs at least B	100%	100%	100%	100%
IKSP 1.3: Percentage of graduates who go straight to work	60%	78.08%	95%	85.22%
IKSP 1.4: Percentage of graduates certified in competence and profession	5%	10%	15%	25%
IKSP 1.5: Number of students who are entrepreneurs	5	10	15	20
IKSP 1.6: Number of outstanding students	300	370	183	119
IKSP 1.7: Percentage of graduates on time	30%	35%	40%	45%
IKSP 1.8: Average length of study for S1 graduates	4.5 years	4.3 years	4.27 years	4.26 years
IKSP 1.9: Average GPA of graduates	3.2	3.2	3.4	3.41
IKSP 10: Number of accredited study programs international	0	0	0	0
IKSP 1.11: Percentage receiving student scholarship	28%	27.76%	26%	25%
SP 2: Increased relevance and productivity of research and development				

Program Targets/Performance Indicators Program Goals	Target			
	2016	2017	2018	2019
IKSP 2.1: Number of international publications	11	13	17	35
IKSP 2.2: Number of national publications	100	110	115	120
IKSP 2.3: Number of registered KI	19	21	23	34
IKSP 2.4: Number of citations of scientific works	150	165	175	200
IKSP 2.5: Number of R&D prototypes	0	0	0	0
IKSP 2.6: Number of industrial prototypes	0	0	0	0
IKSP 2.7: Number of reputable journals indexed globally	0	0	0	0
IKSP 2.8: Percentage use of public funds for research	2.78%	4.07%	4.65%	7.32%
IKSP 2.9: Number of research utilized Public	10	15	24	25
SP 3: Strengthening innovation capacity				
IKSP 3.1: Number of product innovations	0	0	0	0
SP 4: Increase HR relevance, quality and quantity				
IKSP 4.1: Percentage of lecturers with doctoral qualifications	25.88%	31.49%	31.74%	32.19%
IKSP 4.2: Percentage of lecturers certified educators	77.35%	78.12%	80%	80%
IKSP 4.3: Ratio of the number of students to lecturers	29:1	29:1	30:1	29:1
IKSP 4.4: Percentage of lecturers with professorship positions	5.8%	5.8%	5.9%	6%
IKSP 4.5: Percentage of lecturers with the position of head lector	35.03%	33.77%	32.50%	30.18%
IKSP 4.6: Percentage of education personnel with competency certificate	0%	21.18%	0.73%	4.89%
SP 5: Improving the quality of institutions and infrastructure development				
IKSP 5.1: Number of A-accredited Study Programs at FBS Unesa	2	2	3	3
SP 6: The realization of good governance				

Program Targets/Performance Indicators Program Goals	Target			
	2016	**2017**	**2018**	**2019**
IKSP 6.1: Opinion on the valuation of financial statements by public auditor	WTP	WTP	WTP	WTP
IKSP 6.2: Ratio of PNBP revenue to costs operational	59%	62%	64%	77%
IKSP 6.3: Total income of BLU	23 billion	26 billion	28 billion	39 billion
IKSP 6.4: Total BLU revenue sourced from asset management	0	0	0	0

B. SWOT analysis

The Unesa FBS development strategy 2020-2024 should be placed on the basis of objective-factual conditions that have been achieved so far. Therefore, self-evaluation to identify potential, privacy, location, and deficiency needs to be done. Unesa FBS condition analysis which presents the strengths (*strength*), limitations (*weakness*), opportunity (*opportunity*), and challenges (*threat*) is shown below.

a. Internal Analysis

Table 4. Strengths and Weaknesses of FBS Unesa

Strength (*Strengths*)	Weakness (*Weaknesses*)
1. The Faculty of Languages and Arts is now available on milestone 3rd achievement/milestone on plan parent development "*Recognized Regional Teaching University*" This is evidenced by the achievement of an A score for the accreditation of 9 Study Programs in 2020 and being ranked at the top of the study program rankings. In addition, 1 study program (Javanese Language Education Study Program) was ranked 3 in the Javametric world.	1. More than 20% of study programs have not yet received an A accreditation rating from BAN-PT.
2. FBS governance status has been included in the PK BLU plus with unqualified financial management status (WTP) for two consecutive years from the Ministry of Finance	2. Some facility building lectures, and laboratories have started to break down even though they were only built a few years ago, while some of them are still not fully developed so that utilization not enough maximum and less proportional (not according to its designation)

Strength (*Strengths*)	Weakness (*Weaknesses*)
3. FBS human resources are included in the superior category because they are supported by 169 lecturers including 11 Professors, 49 Doctors (including professors) and the rest, namely 120 people with S2 qualifications and 80% already have professional educator certifications	3. The rapid advancement of information technology in the era of RI 4.0 is not in line with the speed of the academic community (especially educational staff, administrative staff, and students) in effort mastery so that its use has not been maximized in the preparation of databases of staffing, learning, and publication of study programs and scientific publications
4. The expansion of the mandate of FBS UNESA which manages educational and non-educational study programs gives FBS UNESA a wider role in the tridarma	4. Contents of lecture material in *learning management system*/Vinesa and the number of online learning services is still small
5. The leadership pattern of FBS UNESA is carried out through mechanisms *planning, organizing, leading, staffing* and *controlling* that has been built and carried out consistently and continuously towards continuous improvement	5. The politicization of leadership changes at the university, faculty, and departmental levels resulted in non-academic-based competition and estrangement in relations between post-election academics (*postelection*) whose recovery takes a relatively short time
6. There is an Internal Academic Quality Assurance Center starting from the level of study programs, faculties, and universities, namely PPM, GPM and UPM; non-academic quality assurance, namely an internal supervisory unit (SPI) that runs smoothly in conducting continuous institutional internal audits	6. The results of lecturers' work in terms of research and community service are still relatively low because there are only 0 patents, 1 product innovation, only 0 centers of science and technology excellence, and 1 Sinta indexed journal.
7. Unesa's FBS graduates have complied with the competence of graduates with the world of work with the successful implementation of the KKNI-based curriculum which is supported by the existence of LSP at Unesa	7. In terms of human resources at FBS Unesa, the number of lecturers with doctoral degrees and having the position of head lector is still 30%, the number of professors is still 11 people
8. The Unesa FBS Alumni Association has been successful in various levels of academic and professional qualifications that are large and spread throughout Indonesia	8. *income generating* which is still low.
9. Unesa's FBS information system based on SSO has been able to serve almost all academic management activities, resources,	9. Development and coaching of administrative staff through education, promotion, and transfers that are less transparent and accountable

Strength (*Strengths*)	Weakness (*Weaknesses*)
and finance which includes around 37 SIMs backed by strength *bandwidth*2585mb spread over 62 dots*router*via network *fiber optic*	creates jealousy and social frustration which results in a decrease in the dedication of some administrative staff
10. The number of publications in nationally accredited scientific journals and international indexed journals has been nearly 75 for the last three years. In addition, at FBS Unesa there is also 1 journal that has been partially indexed by Sinta.	10. The system of sending and assigning educative staff to doctoral education has not been well-patterned so that there are relatively simultaneous learning-assignments which result in disproportionately imposing teaching assignments on several lecturers.
11. In terms of improving the quality of FBS Unesa lecturers, they have a team that handles the acceleration of promotions and professors	11. Assignment of educational staff as structural officials within FBS Unesa or tasks outside FBS Unesa especially those outside the control of the institution result in non-optimal implementation of the main tasks and functions of the educational staff concerned
12. As a university with PK BLU Unesa status, it is included in a university. FBS Unesa Has a business plan that is realized in the form of a Long Term Plan, Strategic Plan and is operationalized in the form of a Budget Business Plan which is a guideline for activities and sustainable budget allocations	12. The academic climate that is manifested in scientific discussions has not been routinely carried out as part of the main tasks and functions among educational staff and students, so that scientific writing and publications have not reached the ideal target, and opportunities to compete for research grants and community service are not utilized optimally , the percentage of winners of grant funds is also still small
13. Income generating Unesa can be said to be positive through business optimization managed by the Business Management Agency (BPU). The infrastructure owned by FBS Unesa is adequate, so it really supports the implementation of the Tridharma of Higher Education. The collaboration that Unesa has carried out in the last 3 years has greatly supported the improvement of the quality of human resources, infrastructure, academics, and Unesa's income	13. The opening of varied admissions paths in the midst of increasing interest and prospective students who are not accompanied by a supervisory system based on standard operating procedures actually opens up opportunities for prospective students to be recruited who lack academic potential and motivation that is conducive to the process of further education and learning.

b. External Analysis

Table 5. Opportunities and Threats of Unesa

Opportunity (*Opportunities*)	Threat (*Threat*)
1. The location of FBS Unesa in the provincial capital offers advantages both in its proximity to decision-making sources at the regional level nor in convenience access information actual data from the provincial, district, and city governments in East Java. This opens up opportunities for collaboration with provincial, district and city governments, especially in the fields of education and culture.	1. The current RI 4.0 era and the RI 5.0 era already have several universities in East Java that are ready for the development of that era.
2. Regional autonomy, which has been running for more than a decade, gives the provincial, district and city governments the authority to determine the direction of their regional development policies. This opens an opportunity for FBS Unesa to promote itself as a partner in planning and implementing regional development in accordance with the human and scientific resources owned by FBS Unesa.	2. Several other university faculties in the East Java region have been active and have succeeded in becoming partners with city and district governments.
3. Unesa FBS cooperation program with various foreign universities in the form of exchange or sending native speakers for English, and foreign language majors (German, Japanese, Mandarin) as well as the Planning and Foreign Cooperation Bureau program of the Ministry of National Education in the form of admissions foreign students in the Indonesian Language Program for Foreign Speakers (BIPA) provide opportunities for FBS Unesa to speak and be known at an international level.	3. The same faculties at other PTN and PTS in East Java already have cooperation in the form of: *partner university*in the implementation of the tri dharma.
4. The development of science and technology that is increasingly leading to specifications, especially in the fields of language and art, provides opportunities for FBS Unesa which has been overseeing the disciplines of language, literature, and art and its teaching to develop	4. Teacher certification through Teacher Professional Education (PPG) for educational S1 graduates, and non-educational S1 or D4 graduates who have talent and interest in becoming teachers is also carried out by PTN and PTS in the East Java region.

Opportunity (*Opportunities*)	Threat (*Threat*)
into two faculties, namely the Faculty of Languages and Letters and the Faculty of Art and Design	
5. Development of the education sector in districts and cities, especially with the Superior School program, not only opens up opportunities for FBS Unesa to prepare prospective teachers who are competent to teach foreign languages (*pre-service training*) but also offers opportunities to educate or train teachers in schools so that they are capable and skilled in managing these superior classes (*in-service training*)	
6. Input (*intake*) students who increase both in quantity and quality of academic potential provide opportunities for FBS Unesa with existing departments/ study programs to educate them in an academic climate that is conducive to the development of people who excel in science, are strong in education, and are strong in personality.	
7. Policy government center, especially the Ministry of National Education cq the Directorate General of Education Tall which Implementing competition grants to get funding from the government opens up opportunities for Unesa to compete at the national level	
8. The appointment of teachers and lecturers as professional positions followed by the provision of professional allowances for teachers and lecturers (after passing the certification process) has an impact on improving the welfare of teachers and increasing public appreciation for the teaching profession. This has resulted in the interest of the public (high school graduates) to continue their studies in the teaching or education majors or study programs. Thus, FBS Unesa has the opportunity to select prospective students with high standards	

Opportunity (*Opportunities*)	Threat (*Threat*)
higher in academic potential, and professional motivation	
9. Scholarship programs originating from both outside and within the country, both private and government, which are offered to lecturers and students are opportunities for the FBS Unesa academic community to improve academic quality both in individual and institutional dimensions, which in turn will also improve the quality of the educational process. which resulted in the quality of FBS Unesa graduates	

C. Strategic Initiatives

Based on the results of the SWOT analysis carried out, to achieve the objectives as a result of the elaboration of the FBS Unesa 2020-2024 policy direction that has been set, the strategy used is as shown in the following table.

Table 6. FBS Goals and Strategies

No	Destination		Strategy
T1.	Increase access and even distribution education	ST1.1	Reception system development; new students through an integrated technical service unit;
		ST1.2	Enhancement and development system reception student new through tracking interests and abilities through 1) Religious Achievement, 2) Sports Achievement, 3) Art Achievement, 4) Leadership Achievement.
		ST1.3	Development of academic/vocational study programs and academic/vocational faculties according to demand and supply of competencies in the job market. Development of a new student admission
		ST1.4	system for the SPMB pathway for applied
		ST1.5	undergraduates; Scholarship program development.
		ST1.6	The addition of the maximum capacity for new students from each potential study program
T2.	Increase quality and graduate relevance in the field education and non-education language and art	ST2.1	Continuous curriculum development in accordance with the job market and developments in science and technology;
		ST2.2	Increasing the quantity and quality of promotion of graduate profiles through tracer studies, professional communities, and *websites;*
		ST2.3	
		ST2.4	Increasing the quantity and quality of professional competence; and

			Development of cooperation/partnership with government agencies/institutions, BUMN, and the business world.
T3	Increase program quality education academic, vocational, and profession in language and art	ST3.1 ST3.2 ST3.3 ST3.4 ST3.5 ST3.6 ST3.7 ST3.8 ST3.9	Development means and infrastructure education; Improving language and arts learning process services; Development system information which support academic activities; Development of information technology-based language and arts learning; Improving the quality of human resources for lecturers related to the competence and scientific clumps of study programs; Increasing and expanding learning opportunities for lecturers and students from and abroad; Development of a more accommodating language and arts curriculum to develop international classes; and International class development in potential study programs; Pattern development maintenance internationally accredited education
T4	Produce academic staff, vocation, and profession in language field and the art that excel and character	ST4.1 ST4.2 ST4.3 ST4.4 ST4.5 ST4.6 ST4.7 ST4.8 ST4.9	Enhancement methodology study and scientific writing for lecturers; Improvement and development of scientific journal accreditation; Increased publication of research results and services through journals, scientific communication media, regional, national and international seminars and workshops; Preparation and development *road map* research and service according to scientific groups in the fields of language and art, both educational and non-educational; Increasing the quantity and quality of research and service in accordance with the latest developments in the field of language and arts science; Increasing research collaboration in the fields of language and arts with partners (business entities and the government); Increasing the quantity of collaborative research in languages and arts with domestic and foreign universities; 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

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				and dissemination of research and development results;
T5	Organizing n coaching student who comprehensive in order to increase nation's competitiveness	ST5.1		Enhancement and coaching program student creativity;
		ST5.2		Student entrepreneurship development through Faculty level competitions;
		ST5.3		fostering and developing character
		ST5.4		education;
		ST5.5		Development partnership field student affairs;
		ST5.6		Fostering students' interests, talents, and reasoning to improve student competence; and Improvement and development of student activity units integrated with the curricular field.
T6	Develop knowledge knowledge, language and art	ST6.1		Increased research on language and arts education and teacher education;
		ST6.2		Preparation and development *road map* secondary education research in language and arts;
		ST6.3		Improvement and development of language and art learning products based on character and entrepreneurship;
		ST6.4		Preparation and development of language and arts teaching materials for secondary education;
		ST6.5		Improving the ability to write language and arts teaching materials for secondary education; and
		ST6.6		Development of a center for the study of language and arts teaching materials for secondary education.
T7	Realize academic climate humanist, system management institutional transparent, accountable, responsive, and fair	ST7.1		Enhancement cooperation between institution education, social institutions and the business world at the national and international levels;
		ST7.2		Planning and development pattern partnership with business world for increase the added value of FBS assets, finance all FBS academic development
		ST7.3		plans as well as to improve the welfare of lecturers and employees; The development of information systems which
		ST7.4		supports the implementation of quality, healthy system and transparent higher education management;
		ST7.5		
		ST7.6		Develop an integrated and accountable
		ST7.7		budget planning and implementation in all work units;
		ST7.8		Development of a reliable quality control system;

		ST7.9	Development of an effective and efficient governance system;
		ST7.10 Improved services to students,	
		ST7.11	alumni and career development of employees and lecturers;
			Development of a system of sanctions and rewards for the performance of lecturers and education staff;
		ST7.12	
		ST7.13	Development of general administration, personnel and financial management systems;
			Improving the quality and professionalism of education personnel;
			Development of an integrated information system for managing FBS assets;
			Coaching and improving the competence of asset management personnel;
			Data collection, arrangement, utilization, and development of FBS assets as a source of funds;

5 YEAR BUSINESS RENSTRA

A. Unesa Program

One of the programs from 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 education staff. The Program Performance Indicators to measure the achievement of the program targets are as follows.

Table 7. Unesa Program Targets and Performance Indicators

Program Target	Program Performance Indicators
1. Increase quality graduates and students	a. Percentage of S1 and D4/D3 graduates who managed to get a job; continue studies; or become self-employed.
	b. Percentage of S1 and D4/D3 students who spend at least 20 (twenty) credits off campus; or achieve the lowest achievement at the national level.
	c. Number of students who are entrepreneurs.

Program Target	Program Performance Indicators
2. Increase quality curriculum and learning based Independent Study Campus Independent	a. Percentage of S1 and D4/D3 study programs that collaborate with partners. b. Percentage of S1 and D4/D3 courses that use case-solving learning methods or project-based group learning as part of the evaluation weights. c. Percentage of S1 and D4/D3 study programs that have international accreditation or certificates recognized by the government. d. Percentage of excellent accredited study programs/A. e. The number of students participating in independent learning activities. f. The number of study programs that apply Independent Campus learning.
3. Increase quality lecturer	a. Percentage of lecturers who carry out tridharma activities at other campuses, at QS100 by field of science (QS100 by subject), work as practitioners in the industrial world, or foster students who have achieved the lowest achievement at the national level in the last 5 (five) years. b. Percentage of permanent lecturers with S3 academic qualifications; have a certificate of competence/ profession recognized by industry and the world of work; or come from professional practitioners, industry, or the world of work. c. Percentage of lecturers in the position of Head Lecturer. d. Percentage of professors in the position of Professor.
4. Increased relevance and productivity of research and development.	a. Number of international publications b. Number of citations in international journals c. Number of reputable journals indexed globally d. Number of scientific papers (KI) registered e. Number of industrial prototypes
5. Increased research output and community service succeeded in gaining international recognition or applied by the community per number of lecturers	a. The number of research and community service outputs that have successfully received international recognition or been implemented by the community per number of lecturers.
6. Increased innovation capacity	a. Number of innovation products
7. Increase output devotion to society implemented by society	a. The number of community service that has been successfully implemented by the community

Program Target	Program Performance Indicators
8. Increase quality institutional and means infrastructure	a. National university ranking b. Unesa's ranking in 4ICU (world rank) c. Institutional accreditation
9. Improved governance manage effective, efficient, transparent and accountable	a. The average SAKIP predicate is at least BB. b. The average value of Budget Performance on the Implementation of RKAK/L is at least 80. c. Opinion on the assessment of financial statements by public auditors. d. Ratio of PNBP revenue to operating costs e. Total income BLU. f. Total BLU income sourced from asset management. g. Modernization of BLU Financial Management

B. Unesa FBS Business Strategy

Unesa's FBS Business Strategy is a derivative of Unesa's business strategy which consists of increasing access to education, improving and equitable quality and educational services, increasing the relevance of education, strengthening governance, and strengthening culture, language and character education.

The following are the details of Unesa's FBS business strategy.

1) Increasing Access to FBS Unesa Education

The strategies carried out by FBS Unesa in order to increase the participation rate of higher education for the community are:
- increase the capacity and equitable distribution of public access to education both on the main campus and outside the main campus through the Unesa Outside Main Campus Study Program (PSDKU). FBS will open an Education, Arts, drama, dance and music study program (Sendratasik) and an Indonesian language education study program at PSDKU Unesa Magetan, East Java.
- improve the quality and expand technology-based distance education services, for example using the Vinesa online teaching platform which Unesa continues to develop;
- increasing the role of the community academy as part of the education service provider at FBS Unesa;
- providing scholarships, especially for the poor through the KIP Tuition/ Bidikmisi under the supervision of Unesa; and
- improve partnerships with institutions or companies/industry in learning at FBS, for example student internships in companies.

2) Improvement and Equitable Quality of Education Services

The strategy carried out by FBS Unesa in order to strengthen instructional leadership (*instructional leadership*) on campus are:
- strengthening the role of the Quality Assurance Group (GPM), managers of departments and study programs as instructional leaders, assistants for lecturers and education staff (tendik), and supporting the formation of a campus learning community; and

- develop the competence of lecturers in the department/study program in their role to maintain the performance of lecturers and staff effectively and provide constructive feedback to lecturers and staff.

The strategies carried out by FBS Unesa in the context of equitable distribution and improvement of the competence of lecturers and staff to support improving the quality of education are:
- coordinate with universities in working closely with the central government to redistribution of lecturers more evenly and ensure that lecturer recruitment is carried out in accordance with the needs at the study program level;
- implementing various innovations including *multi-subject teaching* to increase the availability of lecturers while maintaining the principles of efficiency and effectiveness; and
- open access for study programs and lecturers to financing outside the state budget such as: financing by the region, 3rd parties (example: University Community Service, *Corporate Social Responsibility*/ CSR, investment in DU/DI) to support financing for efforts to equalize and improve the competence of lecturers and staff.

The strategies carried out by FBS Unesa in order to accelerate the distribution of quality education services are:
- increase the distribution of quality education services;
- enabling the joint use of educational resources between study programs (including lecturers and other facilities);
- designing and calculating the ratio of lecturers and students for the purpose of increasing the number of FBS lecturers;
- consider performance-based financing and intervention mechanisms;
- ensure that all stakeholders hold roles according to their authority;

The strategies undertaken by Unesa in the context of utilizing information and communication technology to support the improvement and equity of the quality of education services are:
- develop a platform for spending on goods and services for universities, so that spending is of higher quality and reduces the administrative burden of lecturers and staff, so that lecturers and staff can increase their attention to the quality of student learning;
- develop a mechanism to encourage the provision of quality and standardized quality and standardized materials for lecturer competency development and media/teaching aids;
- using a device to record teaching practice to encourage peer review of lecturers' practices and also sharing of good practices between lecturers; and
- improve the quality of education data and develop information systems for stakeholders.

The strategies carried out by FBS Unesa in order to strengthen quality assurance that are increasingly meaningful are:
- strengthening the role of GPM to assist study programs in preparation for national and international accreditation;
- adjusting and prioritizing national higher education standards to improve the learning process in classrooms as well as performance indicators and lecturer accountability;

- develop a higher education quality assurance framework following the derivation of the Unesa Quality Assurance Unit
- strengthening the role and mindset of existing institutions in improving the quality of education at FBS Unesa;
- encourage the implementation 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 staff to conduct 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 involvement of DU/DI as a whole in the implementation of FBS academic education such as: curriculum, education and training facilities, capacity of lecturers/ instructors/technicians/laborers, internships, assessments and competency tests;
- encourage accreditation of study programs that are ready to rank up and advance to international accreditation; and
- encourage accreditation of study programs by independent accrediting agencies involving users (DU/DI, professions, associations) and with international standards.

The strategies carried out by FBS Unesa in order to strengthen the learning process and improve quality are:
- encourage lecturers to change learning strategies based on teaching paradigms (*teaching*) becomes a creative learning strategy based on the learning paradigm (*learning*), student-centered and encourage students to interact, argue, debate, 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);
- develop a curriculum in all study programs that can be diversified through adoption, adaptation or adaptation by study programs and universities based on the needs, context, and characteristics of DU/DI, including the implementation of an International Outcome Based Education (OBE) based curriculum;
- cooperate with various parties, including DU/DI, to strengthen and assist study programs in curriculum development and implementation;

- enrichment and expansion of learning modes, through experiential learning in industry, internships in companies/governments/international institutions, communities (building villages), independent activities, or humanitarian actions, which can be recognized as part of the Semester Credit Unit (SKS) of education programs; and
- assessment and evaluation in the context of sustainable curriculum development.

The strategies carried out by FBS Unesa in order to increase capacity and utilize formative and portfolio assessments are:
- encourage the application of educational formative assessments, such as AKM, to monitor learning outcomes and provide diagnostic information for lecturers;
- increasing the teaching capacity to obtain diagnostic information for learning improvement from educational assessment programs and student learning outcomes such as the AKM;

- encourage the application of relevant portfolio assessments to determine student learning outcomes that are performative, artistic, creative, and innovative;
- increase the capacity of lecturers and staff to conduct formative and portfolio assessments in the classroom to improve the learning process; and
- allow and encourage the use of more authentic portfolios and assessments for the summative assessment of course graduation.

The strategies carried out by FBS Unesa in order to realize quality academic education that is recognized by the industry:
- open a space for close collaboration with DU/DI, where DU/DI can be directly involved in informing the needs of the labor market and ensuring the quality of academic education programs is updated according to industry standards;

- establish a forum for cooperation between DU/DI with relevant educational institutions so that each academic program produces graduate competencies whose standards are recognized by the industry;
- developing academic programs into Centers of Excellence in order to accelerate the capacity building of lecturers and student learning;
- to facilitate good cooperation with DU/DI in every opening or development of study programs;
- improve the quality of learning in academic and vocational education with the method *problem-based learning* so that students can develop *technical skills* and *soft skills* according to DU/DI standard;
- encourage the development of products and/or services through applied research and innovation in collaboration with industry and the community;
- capacity increase *technical skills, soft skills,* and *pedagogical skills* academic education human resources (lecturers/instructors/technicians/laborers) to comply with the standards of DU/DI;
- encourage leadership capacity and business management capabilities of leaders (chancellors, deans, heads of study programs) in developing study programs;
- provide opportunities for industrial/professional practitioners to teach in academic study programs;
- provide opportunities for each student to do industrial work practices and/or project work with DU/DI; and
- provide opportunities for professionals or workers to return to academic and vocational study programs with the Past Learning Recognition (RPL) mechanism; and
- Establish synergistic and collaborative cooperation with academic programs at other universities/institutions.

The strategy carried out by FBS Unesa in order to achieve accreditation International are:
- realizing the differentiation of the Unesa FBS Mission by encouraging the focus of universities in carrying out the tridharma of higher education, namely as *teaching university*;
- prepare the OBE international standard curriculum.
- increase cooperation with domestic, foreign, DU/DI, and government universities;
- improve the quality and relevance of community service in line with national development needs, such as reducing poverty,

improving public health and welfare, strengthening MSMEs, or improving the environment;
- encourage lecturers' performance to produce quality research that is relevant to the needs of the community and DU/DI;
- increasing world-class publications and patents/IPR, increasing the reputation of scientific journals to be world-class, increasing the visibility of works internationally;
- encourage support from DU/DI through internship opportunities, research and commercial collaboration, resource sharing, and funding;
- develop *future skills platform* together with the community and DU/DI to provide input in curriculum development and pedagogy;
- implementing the Merdeka Campus initiative that encourages interdisciplinary study and experience in industry/society for diploma or undergraduate students; and
- facilitating lecturers to take time to gain hands-on experience in DU/DI and/or obtain certification in industry.

3) Increasing Educational Relevance

The strategies carried out by FBS Unesa in order to strengthen literacy and numeracy skills to encourage the relevance of education are:
- make adjustments to the curriculum to allow more time for the development of basic competencies, especially literacy and numeracy;
- develop a comprehensive strategy for strengthening numeracy learning;
- developing lecturer competencies that focus on teaching literacy and numeracy competencies;
- providing training modules and providing reading resources; and
- strengthen systems and mechanisms for providing support and availability of resources for lecturers who teach literacy and numeracy.

The strategies carried out by FBS Unesa in the context of optimizing academic education service planning based on employment needs are:
- ensure the involvement of DU/DI in planning, developing, and evaluating academic education programs to conform to the standards of DU/DI, including curriculum development, capacity building of human resources (leaders/lecturers/instructors/technicians/laborers), updating of facilities, and assessment of results student learning;
- facilitate the exchange of information from DU/DI and academic and vocational education regarding competency or professional needs in the labor market through a platform that can be used by all students;
- conduct an analysis of the relevance of academic education through data collected from graduates of academic education through *tracer study*;
- develop an academic education curriculum that is tailored to (1) market demand and the needs of DU/DI (*demand driven*); (2) continuity (*link*) between graduate users and academic and vocational education providers; and (3) match (*match*) between workers and employers;
- develop student competency assessments to suit the needs of DU/DI;

- run a work placement program and industrial work practice directly with DU/DI;
- bring in lecturers from DU/DI or industry practitioners to teach in academic programs;

- facilitating hands-on experience and training in industry for lecturers/instructors/ technicians/laborers of academic programs;
- encourage the improvement of the image of FBS Unesa's academic education through collaboration with the media and communication practitioners;
- encourage academic programs to share resources such as lecturers/instructors/ technicians/laborators and practical infrastructure (workshops, studios, labs) especially those with the same field of expertise; and

The strategies carried out by FBS Unesa in order to increase students' work readiness to enter the world of work are:
- provide opportunities for DU/DI to participate in recognizing student competencies through certification;
- apart from ensuring development *technical skills*, also focuses on developing soft skills, inculcating work culture values, as well as entrepreneurial skills in academic and vocational programs, thereby encouraging the creation of work-ready graduate characters;
- encourage learning, *project work*, applied research and innovation based on DU/DI through development *teaching factory and teaching industry* so that academic programs partner with DU/DI players so that students not only learn to produce but ensure that their products meet industry standards;
- facilitate industrial work practices and/or *project work* academic program students.
- organize student competency assessments in encouraging work readiness;
- equip lecturers and staff with the ability to develop students' technical and non-technical competencies;
- ensure that learning tools and facilities and infrastructure in academic programs developed with DU/DI can facilitate the development of competent student competencies;
- facilitate the delivery of information and increase students' understanding of the world of work through technology platforms; and
- using the Indonesian National Qualifications Framework as a reference in developing competencies and implementing Past Learning Recognition in academic programs.

4) Strengthening Culture, Language and Character Education
The strategies carried out by FBS Unesa in the context of utilizing the traditional, cultural, and historical values   of the Indonesian nation in enriching character education are:
- build the identity of the Indonesian nation and a sense of pride as an Indonesian nation, which has the following characteristics:
  - have a high work ethic, integrity, have a positive culture of shame;
  - respecting religious differences and being tolerant of a pluralistic and multi-cultural nation;
  - prioritizing mutual cooperation, mutual respect, and mutual assistance;
  - respect the rights of others, understand their obligations as citizens, and respect law enforcement;
  - accept the presence of outside cultures but are not easily influenced by outside cultures; and
  - adapting character education in the different local contexts of the Indonesian nation and applied both on campus and off campus.
- introduce a survey of the state of the campus (*campus climate survey*) to promote a positive campus culture; and

- collect broader information about the background, skills, and personality of students (such as: tolerance, creativity, resilience, and metacognitive capacity of students) in an effort to increase understanding of their well-being.

The strategies carried out by FBS Unesa in the context of strengthening culture and language in education are:
- strengthening regional culture and language in Indonesian language courses and related study programs;
- strengthening the use of Indonesian in all subjects.
- encourage exchange activities between cultural actors from different backgrounds to organize an inclusive interaction system in the cultural ecosystem in Indonesia;
- strengthening traditional arts and culture education centered on artistic and cultural values   and pride in arts and culture but with practical adaptation in the modern world in related study programs; and
- assisting the development of related study programs, with an emphasis on the preservation of local languages   and cultures by local communities.

The strategies carried out by FBS Unesa in the context of strengthening cultural diplomacy activities as a forum to introduce the Indonesian nation in the inter-regional, regional or international arena are:
- focus on the positive values   of the Indonesian nation to encourage understanding of the identity of the Indonesian nation;
- introducing Indonesian culture as a regional cultural treasure (Southeast Asia) and also the world through student exchanges; and

The strategies carried out by FBS Unesa in order to optimize the book system in libraries and reading rooms are:
- encouraging the availability of quality reading materials through strengthening the book ecosystem, in collaboration with the Unesa central library;
- enriching tiered reading materials, either in the stage of reading ability or reading suitability so that the reading material is in accordance with the competencies expected by students; and
- managing the quality of reading materials to avoid low-quality content (containing material that encourages radicalization and discrimination based on SARA, contains material that is not in line with the integrity and values   of the Indonesian nation, or is plagiarized).

5) Strengthening Institutional Governance
The strategies carried out by FBS Unesa in order to strengthen the implementation of education programs through coordination with relevant agencies, including DU/DI are:
- develop mechanisms with relevant agencies to manage matters that have an impact on the education budget, including:
    - formation and recruitment of lecturers and staff based on academic performance and personal qualities, as well as management of lecturers and staff resources; and
    - management of education financing including Affirmation Fund, Bidikmisi, BOPTN, and PNBP.
- invite the participation of DU/DI in aligning the curriculum of academic programs, aligning the competence of lecturers/instructors/technicians/laborers and students with

industry needs, apprenticeships and work practices in industry, as well as the absorption of graduates.

The strategies carried out by FBS Unesa in order to increase the efficiency of the study program are:
- reduce the amount of time spent by the study program on bureaucratic administration activities; and
- prepare *platform* to shorten the bureaucratic process and accountability of study programs, in coordination with the Unesa center.

The strategies carried out by FBS Unesa in order to strengthen the accountability of education services are:
- take an asymmetrical approach to meet community needs; and
- FBS Unesa as a supporter, facilitator, and consultant for higher education for the community.

The strategies carried out by FBS Unesa in the context of education planning and budgeting are:
- analyzing the situation and strategic planning of education;
- develop annual programs, set targets and align policies; and

- evaluate the education budget.

C. Activities and Indicators

In accordance with the vision of the Unesa FBS, the following are translated into the mission, goals, objectives and target indicators of the Unesa FBS program.

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

MISI 1	Organizing learner-centred education and learning by using an effective learning approach, always following technological developments, and maintaining and preserving language, arts, culture, and local wisdom.	
	Destination	Produce graduates who are intelligent, religious, have noble character, are independent, professional, have character, are local wisdom insight, and have a competitive advantage in the job market;
	Program Target 1 (SP1)	Improving the quality of graduates and students.
	Indicator Performance Target Program 1 (IKSP1)	- Percentage of S1 and D4/D3 graduates who managed to get a job; continue studies; or become self-employed. - Percentage of S1 and D4/D3 students who spend at least 20 (twenty) credits off campus; or achieve the lowest achievement at the national level. - Number of students who are entrepreneurs.

	Program Target 2 (SP2)	Increasing the quality and relevance of graduates in the education and non-education fields of language and arts
	Indicator Performance Target Program 2 (IKSP2)	- A sustainable curriculum that is in line with the job market and the development of science and technology; - Increasing the quantity and quality of promotion of graduate profiles through tracer studies, professional communities, and *websites;* - Increasing the quantity and quality of professional competence; and - Cooperation/partnership with the agency/institution government, BUMN, and the business world.
	Program Target 3 (SP3)	Produce academic, vocational, and professional staff in the fields of language and art who are superior and with character
	Indicator Performance Target Program 3 (IKSP3)	- Increased research and scientific writing for lecturers; - Increasing the number of accredited scientific journals; - Increased publication of research results and services through journals, scientific communication media, regional, national and international seminars and workshops; - *Roadmap* research and service according to scientific groups in the fields of language and art, both educational and non-educational; - Increasing the quantity and quality of research and service in accordance with the latest developments in the field of language and arts science; - Increased research collaboration in the fields of language and arts with partners (business entities and the government); - Increasing the quantity of collaborative research in language and arts with domestic and foreign universities; - Competent educators through education and training activities; - The learning system is in accordance with the National Education Standards through research and development activities as well as the publication and dissemination of research and development results;
MISI 2	Conducting research in science, technology, and cultural arts that are beneficial for the development of science and the welfare of society.	
	Destination	Produce scientific works and creative works, both in the fields of education, art, culture, and science that are superior and become references in the application of science and/or technology;

	Program Goal4 (SP4)	Increased relevance and productivity of research and development
	Performance Indicator Program Goal4 (IKSP4)	- Number of international publications - Number of citations in international journals - Number of reputable journals indexed globally - Number of scientific papers (KI) registered - Number of industrial prototypes
	Program Goal5 (SP5)	Increased research output and community service that has succeeded in getting international recognition or being applied by the community per number of lecturers
	Performance Indicator Program Goal5 (IKSP5)	The number of research and community service outputs that have successfully received international recognition or been implemented by the community per number of lecturers.
	Program Target 6 (SP6)	Increased innovation capacity
	Indicator Performance Target Program (IKSP6)	Number of innovation products
MISI 3	Disseminate science and/or technology through community service activities that are oriented towards community empowerment and civilisation.	
	Destination	Produce works of community service through the application of science and/or technology to create an independent, productive, and prosperous society;
	Program Goal7 (SP7)	Increased output of community service implemented by the community
	Indicator Performance Target Program (IKSP7)	The number of community service that has been successfully implemented by the community
MISI 4	Organizing effective, efficient, transparent, and accountable governance that ensures quality in a sustainable manner in accordance with the principles *good university governance*.	
	Destination	Realizing FBS Unesa as a center for education, science, art, and culture based on local wisdom and noble values of national culture;
	Program Goal8 (SP8)	Improving the quality of institutions and infrastructure
	Performance Indicator Program Goal8 (IKSP8)	- JAVAMETRIC's ranking increases - Study Program International Accreditation - Institutional Accreditation of Superior Study Program/A
	Destination	Producing effective and efficient institutional performance by creating a humanist academic climate, transparent, accountable, responsive and fair institutional management to ensure quality

		implementation of the Tridharma of Higher Education in a sustainable manner.
	Program Target 9 (SP9)	Increasing effective, efficient, transparent and accountable governance
	Performance Indicator Program Goal9 (IKSP9)	- Ratio of PNBP revenue to operating costs - Total BLU income. - Total BLU income sourced from asset management. - Modernization of BLU Financial Management.

CHAPTER IV
CLOSING

The Unesa FBS Business Strategic Plan 2020-2024 is a planning document that contains the Vision, Mission, Goals, Targets, Strategies, Policies, Programs and Activities of the Unesa FBS in the 2020-2024 period which was compiled referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 Year 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 and the Unesa Business Strategic Plan for 2020-2024.

In this regard, it is necessary to pay attention to the implementation as follows:

1) The FBS Unesa Business Strategic Plan (Renstra) 2020-2024 serves as a guide in preparing the Annual Operational Plan (Renop) for that period.

2) Role strengthening *stakeholders* needs to be done to support the Unesa FBS Business Strategic Plan 2020-2024.

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

4) Monitoring and evaluation of the implementation of programs and activities needs to be carried out so that the implementation of the Unesa FBS Business Strategic Plan can run effectively.

This Business Strategic Plan is expected to be able to provide an overview of the strategic issues faced by Unesa as a Public Service Agency as well as the efforts that can be made to anticipate and overcome them.

Appendix 1

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	2021	2022	2023	2024
Superior in Education n Language and art and Sturdy in Science language and Art	Organizing will education and learning centered to participants educate with use approach learning effective, always follow development n technology, and keep as well as conserve language, art, culture, and local culture.	Produce graduates who intelligent, religious, morals glorious, independent, professionals, character, insightful local culture, and have superiority competitive in job market;	Increase graduate quality and students	Percentage of successful S1 and D4/D3 graduates got a job.	%	60	61	62	63	64
				Percentage of S1 and D4/D3 graduates who continue studies.		1	1	1	2	2
				Percentage of S1 and graduates D4/D3 which becomes entrepreneur.		14	18	19	20	21
				Percentage of certified S1 and D4/D3 graduates competence and profession.		20	25	27	29	31
				Percentage of S1 and D4/D3 students who spend at least 20 (twenty) credits off campus.	%	0	35	50	65	80
				Percentage of S1 and D4/D3 students who achieved the lowest achievement at the national level.		5	6	7	8	10
				Number of students who entrepreneurship	person	31	75	80	85	90

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	2021	2022	2023	2024
			Increase quality curriculum and learning based Freedom to Learn Campus Independent	Percentage of S1 and D4/D3 study programs that carry out cooperation with partners.	%	50	80	100	100	100
				Percentage of S1 and D4/D3 courses that use learning methods case solving (case method) or project-based group learning as part of the evaluation weights.	%	30	50	65	75	90
				Percentage of S1 and D4/D3 study programs that have international accreditation or certificates recognized by the government.	%	0	0	28	50	75
				Percentage of excellent/A accredited study programs	%	57	57	57	64	70
				Number of students who participate in independent learning activities	person	550	1573	2250	3000	3000
				Number of study programs apply the Independent Campus learning	study program	0	14	14	14	14

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	2021	2022	2023	2024
				Percentage of lecturers who doing tridharma activities on other campuses, at QS100 based on the field of science (QS100 by subject)	%	0	0.02	0.02	0.02	0.03
				Percentage of lecturers who work as practitioners in the world industry		2	3	4	5	6
			Increase lecturer quality	Percentage of lecturers who foster students who managed to achieve the lowest achievement at the national level in the last 5 (five) years		12	27	28	29	30
				Percentage of permanent lecturers S3 academic qualification	%	32	40	41	42	45
				Percentage of permanent lecturers have a certificate competence/profession recognized by industry and the world of work.		80	80	80	80	80
				Percentage of permanent lecturers from practitioners professionals, industry, or the world of work.		0	1	1	2	2
				Percentage of lecturers in the position of Head Lecturer	%	30	30	31	33	35

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	2021	2022	2023	2024
				Percentage of lecturers for Professorship	%	6	7	8	10	15
	Organizing will study in science knowledge, technology, and art and culture which beneficial for development n science and well-being Public.	Produce scientific work and works creative, good at field education, art and culture, and science superior and be reference in application knowledge knowledge and/or technology	Increase relevance and productivity research and development	Number of international journal publications and Proceedings	title	75	83	85	87	89
				Number of publications of nationally indexed national journals and proceedings	title	40	50	60	70	80
				Number of citations (journals, books, and national/international proceedings)		600	660	720	780	840
				Number of Nationally Indexed Reputable Journals		1	3	5	7	9
				Number of registered Intellectual Property (KI)	KI	41	86	90	95	100
				Number of Research and Development (Research and Development / R & D)		0	28	28	42	42
				Percentage of research product innovations that commercialized annually		0	1	2	3	4
				Number of industrial prototypes	title	0	0	0	1	1

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	2021	2022	2023	2024
			Increase output research and devotion to Public successful get recognition international or applied by society per quantity lecturer	Number of research outputs and service to people who have succeeded in getting recognition international.	title	20	83	84	85	85
				Number of research outputs and service to community applied by the community per number of lecturers.		5	9	10	11	12
			Increase capacity innovation	Number of innovation products	title	0	1	1	1	1

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	2021	2022	2023	2024
	Spread is it science? knowledge and/or technology through activity devotion to Public which oriented on empowerment and cultivation Public.	Produce creation devotion to Public through application knowledge knowledge and/or technology for realize Public independent, productive, and prosperous	Increase output devotion to Public applied by society	The number of community service that has been successfully implemented by the community	amount	20	41	41	42	42

Vision	Mission	Destination	Target Program	Target Performance Indicators Program	Unit	Performance Target				
						2020	**2021**	**2022**	**2023**	**2024**
	Organizing will arrange manage that effective, efficient, transparent, and accountable which ensure quality by sustainable in accordance with the principle good *university governance.*	Produce performance institutions that effective and efficient with realize climate academic humanist, management institutional which transparent, accountable, responsive, and fair for ensure quality implementation tridharma college tall by sustainable	Increase good governance effective, efficient, transparent, and accountable	BLU income ratio to operational costs	%	8.5	11	14	17	20
				Total income BLU	Rp	42.3 billion	44.1 billion	46.3 billion	48.1 billion	50.3 billion
				Total BLU income from asset management	Rp	0	0	41 Million	50 million	75 Million
				Management Modernization BLU Finance	%	100%	100%	100%	100%	100%
				Number of Cooperation in country		25	70	80	90	100
				Number of overseas cooperation		8	10	14	16	18