



STRATEGIC PLAN

FACULTY OF ECONOMICS AND BUSINESS
UNIVERSITAS NEGERI SURABAYA
2020 - 2024



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EXECUTIVE SUMMARY

The Faculty of Economics and Business Strategic Plan 2020-2024 is prepared based on the vision and mission of the Faculty and University. The preparation of the Strategic Plan involved the Senate, Leaders, Department Heads, lecturers and students, and took into account the needs of stakeholders. With the spirit of being able to face global challenges and fostering an entrepreneurial leadership spirit that must make a real contribution to the development and resolution of regional economic problems in particular and the global economy in general.

With regard to internal and external conditions, the faculty of economics and business compiles a SWOT analysis, which is then contained in strategic goals and development strategies. FEB must be able to become a competitive faculty in terms of good governance in both academic and non-academic fields; Talented lecturers and education staff; as well as student output that can compete in the labor market.

The Strategic Plan (Renstra) of the Faculty of Economics and Business 2020-2024 is an important document as a reference for faculty development with a duration of five years. The milestone from the 2020-2024 Strategic Plan describes the Faculty of Economics and Business which has Entrepreneurial Leadership values in 2024. In 2020, the Faculty of Economics and Business will strengthen the performance of lecturers, leadership performance, staff performance, and student achievement in both academic and non-academic fields to adjust to the demands of industrial era 4.0. In 2021, FEB will improve towards a nationally and internationally accredited campus. Meanwhile, from 2022 to 2024, FEB is preparing to become the Entrepreneurial Leadership Faculty.

The era of the industrial revolution 4.0 demands changes in various fields

including the development of the world of education so that the preparation of this strategic plan still takes into account the dynamics and challenges faced, and the peculiarities of FEB as Entrepreneurial Leadership. Besides that, to adjust to the demands of industry 4.0. FEB will itself improve to obtain superior accreditation at both national and international levels.

FOREWORD

Assalamu'alaikum Wr. Wb

We would like to express our gratitude to the presence of Allah SWT who has given His grace and guidance, so that the preparation of the strategic plan for the Faculty of Economics and Business (FEB), Surabaya State University (Unesa) for 2020-2024 can be completed as expected.

The preparation of this strategic plan refers to the revised strategic plan of the Faculty of Economics and Business, Surabaya State University for 2020-2024, while still taking into account the dynamics and challenges faced, and the uniqueness of the Faculty of Economics and Business (FEB) as an Entrepreneurship Leadership. This is important to pay attention to considering the main task of the Faculty of Economics and Business (FEB) as an institution that has an entrepreneurial leadership spirit that must make a real contribution to the development and resolution of regional economic problems in particular and the global economy in general.

Hopefully this strategic plan can become a reference for future development of the Faculty of Economics and Business (FEB), and a guideline for each work unit to carry out activities in order to realize the vision, mission and goals of the Faculty of Economics and Business (FEB).

Surabaya, November 2021

LIST OF CONTENTS

	Page
Executive Strategic	ii
Plan Drafting Team	iii
Summary Foreword	iv
Table of	v
Contents List	vii
of Tables List	viii
of Figures	
CHAPTER I INTRODUCTION	1
A. History of the Faculty of Economics and Business, Unesa	4
B. Milestone Achievements of the Faculty of Economics and Business 2020-2024	6
C. Review of the Readiness of the Faculty of Economics and Business Towards <i>Entrepreneurial Leadership Faculty</i>	13 14
D. Philosophical Foundations	
E. Legal Basis for the 2020-2024 Unesa Faculty of Economics and Business Strategic Plan	16
F. Strategic issues and overview of conditions in 2024	21
CHAPTER II VISION MISSION, GOALS AND STRATEGY TARGETS	21
A. Vision of the Faculty of Economics and Business 2020-2024	22
B. Mission of the Faculty of Economics and Business 2020-2024	
C. Objectives of the Faculty of Economics and Business 2020- 2024	23
D. Target Activities of the Faculty of Economics and Business 2020-2024	23
	23
CHAPTER III SITUATION ANALYSIS	27
A. Internal Environmental Analysis	
1. Identify Internal Environmental factors	

a. Civil Service	
b. Student	
c. Human Resources	32
d. Facilities and infrastructure	35
e. Education	40
f. Study	43
g. Community service	44
B. External Environmental Analysis	46
1. Identify External Environmental Factors	46
C. SWOT analysis	57
1. Strength Analysis	57
2. Weakness Analysis	58
3. Opportunity Analysis	58
4. Threat Analysis	58
CHAPTER IV DEVELOPMENT STRATEGY	
A. The development direction	59
B. Development Strategy	59
CHAPTER V KEY PERFORMANCE INDICATORS AND TARGET	
A. Key Performance Indicators	64
B. Additional Performance Indicators	66
C. Key Performance Indicator Targets	68
D. Additional Performance Indicator Targets	70
BIBLIOGRAPHY	73
Decision of the Dean of the Faculty of Economics and Business - Surabaya State University	74

LIST OF TABLES

	Page
Table 3.1 Composition of New Students for the 2017/2018 Academic Year	29
Table 3.2 Composition of New Students for the 2018/2019 Academic Year	30
Table 3.3 Composition of New Students for the 2019/2020 Academic Year	30
Table 3.4 Ceiling Ratio and Number of Interested Persons	31
Table 3.5 Average Period of Study and GPA of Graduates in the last 3 years	32
Table 3.6 Number of Permanent Lecturers According to Field of Expertise	35
Table 3.7 Research Recapitulation	44
Table 3.8 Recapitulation of Community Service	46

LIST OF FIGURES

	Page
Figure 1.1 Milestone Strategic Plan for the Faculty of Economics and Business, Unesa for 2020-2024	5
Figure 3.1 Characteristics of Generation Z	41

CHAPTER I

INTRODUCTION

A. History of the Faculty of Economics and Business, Unesa

The history of the founding of the Faculty of Economics and Business cannot be separated from the history of the founding of the Surabaya Teacher Training and Education Institute (IKIP) which began around 1950. Starting from BI and B-II courses in the fields of Chemistry and Science which utilized facilities and infrastructure in the form of classrooms and laboratory of Dutch education, Hoogere Burger Schol (HBS). These courses are held in Surabaya to meet the needs of teachers at junior and senior high school levels. These courses include BI Economics, and BI Business which lasted until 1960.

To eliminate the dualism of BI and B-II courses with graduates without degrees, and the Faculty of Teacher Training and Education (FKIP) which produces graduates with degrees, with MPRS Decree No. 11/MPRS/1960 these two courses were integrated into the Faculty of Teacher Training and Education (FKIP) which produces secondary school teachers. Furthermore, this institution, based on the Decree of the Minister of Education and Culture number 6/1961 dated 7 February 1961, was integrated into one of the faculties in the FKIP Airlangga University, Malang Branch in Surabaya, then integrated with the Teacher Education College (PTPG) to become the FKIP Airlangga University, Surabaya Branch.

In 1963, the Surabaya Branch of FKIP Airlangga was integrated again with the Teacher Education Institute (IPG) to become IKIP. After IKIP was established, FKIP Malang became IKIP Malang and separated from Airlangga University. At that time IKIP had many branches, among others

others are Surabaya Branch, Madiun Branch, Singaraja Branch, and Kupang Branch. FKIP Malang Surabaya Branch became IKIP Malang Surabaya Branch.

In 1964, based on the Decree of the Minister of Higher Education and Science (PTIP) Number 182 of 1964 dated 19 December 1964, IKIP Surabaya was officially established on Jalan Kayoon 72-74 Surabaya. At that time, IKIP Surabaya had five faculties, namely the Faculty of Education (FIP), the Teaching Faculty of Social Sciences (FKIS), the Teaching Faculty of Literature and Arts (FKSS), the Teaching Faculty of Exact Sciences (FKIE), the Teaching Faculty of Engineering Sciences (FKIT). Then one more faculty was added, based on the Decree of the Minister of Education and Culture Number: 042/O/1977, the Sports College (STO) was integrated into IKIP Surabaya under the name Sports Science Teaching Faculty (FKIK).

Furthermore, in its development, the faculties at IKIP Surabaya changed their names to Faculty of Education Sciences (FIP), Faculty of Social Sciences Education (FPIPS), Faculty of Mathematics and Natural Sciences Education (FPMIPA), Faculty of Language and Arts Education (FPBS), Faculty of Technical and Vocational Education (FPTK), and Faculty of Sports and Health Education (FPOK).

With the confidence to carry out a wider mandate, IKIP Surabaya was transformed into Surabaya State University (Unesa) based on the Decree of the President of the Republic of Indonesia number 93/1999 dated 4 August 1999 by managing six faculties, namely (1) Faculty of Education (FIP), (2) Faculty of Languages and Literature (FBS), (3) Faculty of Mathematics and Natural Sciences (FMIPA), (4) Faculty of Social Sciences (FIS), (5) Faculty of Engineering (FT), and (6) Faculty of Sports

Sciences (FIK).

Unesa is an institution that has a dual mission and remains based as an LPTK (Institution for Educational Personnel Education). Unesa continues to carry out its main mission, namely organizing educational programs in addition to non-educational programs. So Unesa still has the duty and responsibility to produce educational staff/educators for preschool education, primary education and secondary education, in accordance with RI Presidential Decree No. 93 of 1999.

In 2006, Unesa opened a new faculty, namely the Faculty of Economics (FE). This is in accordance with the letter issued by the Director General of Higher Education Number 761/D/T/2006 concerning the Opening of the Unesa Faculty of Economics dated 16 February 2006, and the Unesa Chancellor's Decree No. 050/J37/HK.01.23/PP.03.02/2006 concerning the Separation of the Department of Economic Education from the Faculty of Social Sciences to become the Faculty of Economics dated March 16 2006, and currently with the existence of the Faculty of Economics the number of Faculties at Unesa has increased to seven Faculties.

Currently, Unesa is in the third stage, namely, "Recognized Regional Teaching University". All activities listed in the 2020-2024 Strategic Plan will be directed at achieving stage 3 of the Unesa Renip. This plan for internationalization on a regional scale is not without planning. The Faculty of Economics and Business has carried out pioneering international classes and joint research in collaboration with several universities in the ASEAN region. competitive competitiveness, and comparative competitiveness at local, national, regional and international levels in the fields of education and culture, research and community service while maintaining Indonesia's local and national identity.

In its development, global dynamics have an impact on university and faculty management as well as demands for international accreditation. Therefore, in 2021 the Faculty of Economics (FE) will transform into the Faculty of Economics and Business (FEB). Currently, the Faculty of Economics and Business has four departments and nine study programs consisting of: 1) Department of Economic Education consisting of: a) Undergraduate Study Program in Economic Education, b) Undergraduate Study Program in Accounting Education, c) Undergraduate Study Program in Office Administration Education, and d) Bachelor of Commerce Education study program; 2) The Management Department consists of: a) Undergraduate Management Study Program, b) Digital Business Undergraduate Study Program; 3) Accounting Department, with two study programs, namely: a) Bachelor of Accounting Study Program and b) D3 of Accounting Study Program; and 4) The Economics Department consists of a) the Islamic Economics Undergraduate Study Program, and b) the Economics Undergraduate Study Program.

B. Milestone Achievements for the Faculty of Economics and Business 2020-2024

The 2020-2024 Faculty of Economics and Business Strategic Plan (Renstra) is an important document as a reference for faculty development with a duration of five years. The milestones from the 2020-2024 Strategic Plan describe the Faculty of Economics and Business as having the value of Entrepreneurial Leadership in 2024. In 2020, the Faculty of Economics and Business strengthens lecturer performance, leadership performance, staff performance and student achievement in academic and non-academic fields to adapt to demands. industrial era 4.0. In 2021, the Faculty of Economics and Business is improving towards a campus that is nationally and internationally accredited. Meanwhile, from 2022 to 2024, the Faculty of Economics and Business is preparing to become an Entrepreneurial Leadership Faculty.

The Faculty of Economics and Business Strategic Plan 2020-2024 was prepared based on the vision and mission of the Faculty and University. The preparation of the Strategic Plan involves the Faculty Senate, Faculty Leaders, Department Leaders, lecturers and students, as well as considering the needs of stakeholders. Apart from that, in making the Strategic Plan, the Faculty of Economics and Business also carried out comparative studies (benchmarking) and strategic situation analysis of the Higher Education business environment. The following are the milestones for the 2020-2024 Unesa Faculty of Economics and Business Strategic Plan:



Figure 1.1 Strategic Plan Milestones for the Faculty of Economics and Business, Unesa 2020-2024

C. Review of the Readiness of the Faculty of Economics and Business towards

Entrepreneurial Leadership

The industrial era 4.0 demands changes from all parties because it has an impact on the entire state system. Various efforts have been made to keep up with current developments. This has changed various systems, including educational institutions. Unesa's Faculty of Economics and Business has also made improvements to prepare the entire academic community to be able to compete with the industrial era 4.0. Responding to the growing demands and challenges in the industrial era 4.0, a leader who is qualified as entrepreneurial leadership is needed.

Leadership is a very important factor in an organization because most of the success and failure of an organization is determined by the leadership in the organization. Leadership is the ability that a person has to influence other people to want to work together to take action and deeds to achieve a common goal.

Goosen (2007) explains that entrepreneurial leadership is the process of creating and developing an entrepreneurial culture through brilliant new initiatives. Meanwhile, Corbin, as quoted from Sutrisno (2013), said that it is a leadership style that is able to delegate, is able to develop employees to behave responsibly, is able to make and determine decisions,

and work independently. Here are some things that demonstrate entrepreneurial leadership:

1. Dynamic and effective leadership. This leadership can be interpreted as an effort to exert influence rather than coercion to motivate and mobilize (other parties such as): employees, subordinates and the community so that they work in accordance with the wishes of the leadership, namely achieving the organization's (strategic) goals. In carrying out this leadership function (to mobilize members of the organization) skills or knowledge about communication are needed as well as factors that encourage someone to work (motivation).
2. Having professional leadership, namely being willing and able to bring teamwork to always be creative, innovative, and look for various alternative opportunities with the courage to take risks.
3. Have expertise and competence in one or several fields and be an intuitive thinker (opportunity seeker) not a systemic thinker (work organizer).
4. Have a high entrepreneurial spirit and spirit to be able to see, identify, utilize and create opportunities that have added value.
5. Having the managerial ability to be able to change and move the organization (rather than remaining in the status quo with existing systems and conditions), in accordance with the organization's choice of planning strategy (Frinces, 2009).
6. Continuously make changes in an effort to create absolute superiority even though the conditions are ahead.

Various things that the Unesa Faculty of Economics and Business will do as an effort to prepare for Entrepreneurial Leadership are as follows:

1. **Leadership Team (Dean)**

Entrepreneurship-based leadership for leaders is a leadership practice that applies entrepreneurial principles. In order for the Faculty of Economics and Business to become the basis for Entrepreneurial Leadership for leaders in the Faculty of Economics, several things that have been prepared and are important aspects include:

- a. Entrepreneurial-based leadership as an explorer:
 - 1) Focus on developing the Faculty of Economics and Business towards Entrepreneurial Leadership;
 - 2) Know your competitors' weaknesses and know methodmake use of it;
 - 3) Resolve/resolve stakeholder complaints;
 - 4) Passionate about pursuing growth and development of the Faculty of Economics and Business;
 - 5) Motivate lecturers and staff to think innovatively;
 - 6) Always think of new, effective ideas;
 - 7) Understand the position of the Faculty of Economics and Business in the competitive map;
 - 8) Identify and develop opportunities; And
 - 9) Confident in the abilities of the Faculty of Economics and Business.
- b. Entrepreneurial-based Leadership Roles as Integrators:
 - 1) Communicate the vision and mission of the Unesa Faculty of Economics and Business to the academic community and stakeholders;
 - 2) Supportstaff who have different ideas and are visionary;

- 3) Encouraging staff to act quickly and be able to adapt when opportunities arise to improve the progress of the Unesa Faculty of Economics and Business;
- 4) Utilize networks or relationships owned both domestically and abroad;
- 5) Building a culture of innovation at the Faculty of Economics and Business, Unesa;
- 6) Building a culture of leadership mindset based on entrepreneurship and courage to take risks;
- 7) Building a responsive culture;
- 8) Building a culture of open communication;
- 9) Building a culture that follows the latest information;
- 10) Building a culture of development for the Faculty of Economics and Business;
- 11) Building a culture of change/generation sensitive to all eras;
- 12) Building a culture of expanding technological, information and communication developments that is different from other faculties at home and abroad;
- 13) Building a culture that provides funding for the implementation of new innovative ideas; And
- 14) Building a culture of brave decision making.

2. Lecturer

Lecturers as educators in the educational environment at the Faculty of Economics and Business are a learning source for students. Lecturers have the main role to help provide knowledge to students directly.

So its existence is a major factor in improving student learning outcomes. Therefore, in supporting the Faculty of Economics and Business based on entrepreneurial leadership for lecturers, several things that must be prepared are:

- a. Entrepreneurship-based Lecturer Leadership as an explorer:
 - 1) Focus on developing the Faculty of Economics and Business towards Entrepreneurial Leadership;
 - 2) Know your own strengths and weaknesses and try to improve your skills in the scientific field;
 - 3) Address/resolve learning problems in class by considering learning models, learning media, learning methods and learning strategies;
 - 4) Passionate about increasing business growth and development of the Faculty of Economics and business;
 - 5) Motivate yourself and students to think innovatively;
 - 6) Always think of effective new ideas and encourage students to have new innovations;
 - 7) Understand the position of the Faculty of Economics and Business compared to other faculties in Indonesia;
 - 8) Identify and develop the Faculty of Economics and Business;
 - And
 - 9) Confident in the abilities of students, lecturers, leaders and staff.

- b. Leadership Role of Entrepreneur-based Lecturers as Integrators:
 - 1) Participate in communicating the vision and mission of the Unesa Faculty of Economics and Business to the academic community and stakeholders;

- 2) Supporting students who have different and visionary ideas;
- 3) Encouraging students to act quickly and be able to adapt in improving the progress of the Unesa Faculty of Economics and Business;
- 4) Utilize networks or relationships with lecturers both domestically and abroad;
- 5) Directing students to have an entrepreneurial spirit as a business opportunity after graduating from college, in addition to their main choice in their respective fields;
- 6) Buildculture of innovation at the Faculty of Economics and Business, Unesa;
- 7) Building a culture of leadership mindset based on entrepreneurship and courage to take risks;
- 8) Building a responsive culture;
- 9) Building a culture of open communication;
- 10) Building a culture that follows the latest information;
- 11) Building a culture of development for the Faculty of Economics and Business;
- 12) Building a culture of change/generation sensitive to all eras;
- 13) Building a culture of expanding technological, information and communication developments that is different from other faculties at home and abroad;
- 14) Building a culture of courageous decision making;
- 15) Motivate students to develop entrepreneurship skills in a sustainable manner; And

- 16) Supporting entrepreneurship programs that are prepared to be offered actively in educational environments.

3. Student

Entrepreneurship is an independent activity in order to produce economic results. Entrepreneurship is considered the answer to increasing the absorption capacity of educational graduates, both as hired employees and the independence of creating jobs, and furthermore the ability to create jobs for other people.

The Faculty of Economics and Business, Unesa has 4 departments, namely the Department of Economic Education, Department of Management, Department of Accounting, and Department of Economics. These four majors have diverse outputs, so that in the world of work, graduates of the Faculty of Economics and Business, Unesa, can work according to their fields and across fields. In facing the Industrial 4.0 era, where the development of competition in the world of work cannot be stopped, the Faculty of Economics and Business at Unesa is trying to make its graduates able to have jobs and of course be independent (able to create jobs). The various actions that students can take to develop an entrepreneurial leadership spirit are:

- a. Responsive and responsive to developments in science and technology as well as developments in the industrial era 4.0;
- b. Developing an entrepreneurial spirit with various positive activities inside and outside campus;
- c. Improve critical, innovative thinking skills;

- d. Having high motivation, and not easily giving up if you experience entrepreneurial failure;
- e. Build cultural character of entrepreneurial leaders who are sensitive to change/generations sensitive to all eras;
- f. Building a culture of expanding technological, information and communication developments that is different from other faculties at home and abroad;
- g. Building a culture of courageous decision making;
- h. Motivate yourself to develop your abilities *entrepreneurshipsustainably*;
- i. Supporting entrepreneurship programs that are prepared to be offered actively in educational environments; And
- j. Supports University and Faculty of Economics programs.

D. Philosophical Foundations

The Faculty of Economics and Business, Unesa, is the Faculty that organizes the tridharma activities of higher education, namely education and teaching, community service in accordance with the vision and mission of the Faculty of Economics and Business and the vision and mission of Unesa. In carrying out this activity, the Unesa Faculty of Economics and Business 2020-2024 is based on the following philosophical foundation:

1. Pancasila

In carrying out its functions, the Unesa Faculty of Economics and Business is based on Pancasila as the nation's philosophy and state ideology.

2. Constitution 1945

In carrying out its functions, the Unesa Faculty of Economics and Business is based on Pancasila as the nation's philosophy and state ideology.

E. Legal Basis for the 2020-2024 Unesa Faculty of Economics and Business Strategic Plan

The legal basis for the 2020-2024 Unesa Faculty of Economics and Business Strategic Plan is as follows:

1. Constitution of the Republic of Indonesia of 1945. Constitution of 1945: Ps 31 (5) that the government advances science and technology by upholding religious values, national unity for the advancement of civilization and human welfare.
2. Republic of Indonesia Law no. 17 of 2003 concerning State Finance.
3. Republic of Indonesia Law no. 20 of 2003 concerning the National Education System.
4. Republic of Indonesia Law no. 1 of 2004 concerning State Treasury.
5. Republic of Indonesia Law no. 15 of 2004 concerning Examination of State Financial Management and Responsibility.
6. Republic of Indonesia Law no. 25 of 2004 concerning the National Development Planning System.
7. Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers.
8. RI Law No. 17 of 2007 concerning National Long Term Development Plan (RPJPN) 2005-2025.
9. Republic of Indonesia Law no. 25 of 2009 concerning Public Services.
10. Republic of Indonesia Law no. 12 of 2012 concerning Higher Education
11. Government Regulation no. 19 of 2005 concerning National Education Standards.
12. Government Regulation no. 17 of 2010 concerning Management and Implementation of Education.

13. Government Regulation no. 74 of 2012 concerning Amendments to Government Regulation No. 23 of 2005 concerning Financial Management of Public Service Agencies.
14. Presidential Regulation of the Republic of Indonesia No. 8 of 2012 concerning the Indonesian National Qualifications Framework.
15. Presidential Regulation of the Republic of Indonesia No. 82/2019 concerning the Ministry of Education and Culture.
16. Presidential Regulation Number 18 of 2020 concerning the National Medium Term Plan for 2020-2024 (State Gazette of the Republic of Indonesia of 2020 Number 10).
17. Minister of National Education Regulation no. 24 of 2007 concerning Facilities and Infrastructure Standards.
18. Minister of State Apparatus and Bureaucratic Reform Regulation No. 17 of 2013 concerning Lecturer Functional Positions and Credit Scores.
19. Minister of Education and Culture Regulation Number 9 of 2016 concerning Performance Accountability Systems within the Ministry of Education and Culture; (State Gazette of the Republic of Indonesia 2016 Number 426).
20. Minister of Education and Culture Regulation no. 45/2019 concerning Organization and Work Procedures of the Ministry of Education and Culture.
21. Minister of Education and Culture Regulation No. 10 of 2020 concerning the Smart Indonesia Program.
22. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards.
23. Minister of Education and Culture Regulation No. 4 of 2020 concerning Changes in State Universities to Legal Entity State Universities.
24. Minister of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions.
25. Minister of Education and Culture Regulation Number 6 of 2020

- concerning Acceptance of New Students for Undergraduate Programs at State Universities.
26. Minister of Education and Culture Regulation No. 7 of 2020 concerning the Establishment, Changes, and Dissolution of State Universities, and the Establishment, Changes, and Revocation of Private Higher Education Licenses.
 27. Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (State Gazette of the Republic of Indonesia for 2020 Number 555)
 28. Decree of the Minister of Education and Culture Number 754/P/2020 concerning Main Performance Indicators for State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020.
 29. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 83/P/2020 concerning International Accreditation Institutions.
 30. Surabaya State University Chancellor's Regulation Number 10 of 2020 concerning the Surabaya State University Business Strategic Plan for 2020 – 2024
 31. Surabaya State University Business Strategic Plan 2020-2024.

F. Strategic Issues and Overview of Conditions in 2024

The influence of the Industrial Era 4.0 on the current state of development in the world of education can be seen from various changes in order to improve better education. Higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve optimal learning outcomes including aspects of attitudes, knowledge and skills. Apart from continuing to carry out lectures in the conventional route (face-to-face), the APK target will also be increased by increasing the implementation of Distance Education (PJJ) or e-learning in universities. The 50 percent APK target will of course be

difficult to achieve if you only rely on conventional (face-to-face) lectures. So changes must be made by adding lectures using the distance learning or e-learning system. With the target e-learning system, all universities in Indonesia.

It is hoped that they can use online-based facilities to improve the quality of education in Indonesia. Students who are millennial, creative, innovative, and competitive in an era where everything is technology-based, will be able to provide change towards a more advanced Indonesia in the future.

Readiness to adopt and explore digital technology that is capable of driving transformation, business models and people's lifestyles is also considered lacking. How to adapt, integration of information technology, and regulatory frameworks are issues that need to be improved so that students can take advantage of advances in digital technology for economic growth and improving the quality of life.

Increasing economic added value includes strengthening entrepreneurship and Micro, Small and Medium Enterprises (MSMEs). So that the results of research and Community Service (PkM) are measured systematically with the aim of being adopted by users, both by government agencies, industry and society. The innovation ecosystem has not been fully created so that the process of downstreaming and commercializing R&D results is hampered. Triple helix collaboration is not yet supported by adequate higher education capacity as a source of technological innovation (center of excellence). Universities have not focused too much on developing areas of science that are of excellence and are still not connected to research collaboration networks, either between universities and research centers at home and abroad.

In line with the policy of the Ministry of Education, Culture, Research and Technology in responding to education in the 4.0 era, several things that

need to be prepared include:

- 1). Carrying out curriculum reorientation based on OBE, MBKM, Independent learning and driving lecturers

Learning in the Independent Campus, which is student-centered learning, provides challenges and opportunities to develop student innovation, creativity, capacity, personality and needs. Apart from that, learning on an independent campus is able to develop independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. The Independent Learning Program - Independent Campus is expected to be able to answer the challenges of higher education institutions to produce graduates who are in line with current developments, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society.

- 2). Identifying 21st century skills

Increasingly sophisticated technological changes are also one of the most visible changes in the industrial era 4.0. Many jobs will be replaced by machines or robots. Universities must improve their ability to produce student graduates who are able to keep up with current developments so that they are not defeated by robots. That is why 21st century skills are needed for the world of education so that it can improve in facing the 4.0 era. There are 16 21st century skills which are then classified into 3 groups. The first group is basic literacy skills which consist of several skills, starting from literacy, numeracy, scientific literacy, ICT literacy, financial literacy, to cultural and civic literacy which are very important in industry 4.0. The second group is competence and then divided into four competencies. These competencies are usually referred to as skills

in the 21st century 4C which are useful for dealing with complex jobs in the world of work, especially for today's industry 4.0 world of work. The third group is related to attitudes in the world of work, starting from curiosity, initiative, persistence, adaptability, leadership, social and cultural awareness. Each of these characters or attitudes must be developed within the academic community, including students, in order to become quality human resources, especially when facing the challenges of industry 4.0

3). *Learning resources*

In the industrial era 4.0, the world of education must keep up with developments

World education must provide a variety of platforms learning included among them is developing supporter learning. For increase student skills in learning and teaching practice is necessary supporting facilities such as microteaching laboratories, banking laboratories, and other supporting facilities and infrastructure were

4). Increasing literacy culture is directed at digital literacy

Building a digital literacy culture needs to involve the active role of the higher education academic community, namely institutional leaders, lecturers, employees and students together. Success in building digital literacy is an indicator of achievement in the fields of education and culture. One of the successes of digital literacy that has been achieved is the growing awareness of the academic community to use learning facilities on a digital basis to support the industrial era 4.0 and society era 5.0.

5). Conventional learning methods are directed at Blended Learning.

Blended learning is learning that combines various things delivery method, teaching model, and style

learning, introduce various choices of dialogue media between teachers and students. This effective combination can be demonstrated from the delivery of learning in terms of different teaching styles and methods and is found in open communication between all parts involved in learning activities. Blended learning is a learning solution in the 21st century with the industrial era 4.0 because it provides an effective combination of direct teaching and online teaching rather than using conventional learning methods.

6). *Physical infrastructure and technology for education*

Developing physical infrastructure consisting of hardware, software and human development. When these factors are integrated by utilizing technological developments it will lead to educational services.

7). Quality Culture is manifested in national – international accreditation

Quality awareness and culture must be built continuously. The principles and desire to provide the best service for process users (stakeholders) must be firmly ingrained in the entire academic community of the Faculty of Economics and Business.

CHAPTER II

VISION AND MISSION, GOALS, OBJECTIVES, AND STRATEGIES

A. Vision of the Faculty of Economics and Business 2020-2024

The vision of the Unesa Faculty of Economics and Business for 2020-2024 is: "To become a reputable Faculty of Economics and Business in Southeast Asia in the Field of Economics, Economics and Business Education

Year 2023”

B. Mission of the Faculty of Economics and Business 2020-2024

The mission of the Unesa Faculty of Economics and Business 2020-2024 is:

1. Improving the quality of the implementation of undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education;
2. Improving the quality of research in the fields of economics, economics and business education that is reputable and contributes to the development of science and technology;
3. Improving the quality of community service in the field reputable economic, economic and business education;
4. Improving Good Faculty Governance in organizational management and collaboration networks with stakeholders both at home and abroad;
5. Increasing the competitiveness of students and graduates who have a leadership-entrepreneurship spirit.

C. Objectives of the Faculty of Economics and Business 2020-2024

In order to achieve the vision and mission as stated above, the vision and mission are formulated in a more focused and operational form. The objectives of the Unesa Faculty of Economics and Business 2020-2024 are:

1. Implementation of quality and competitive undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business.
2. Increasing the relevance, quantity, quality and innovation of research in the field of economics, economics and business education.
3. Realizing community service in the field of quality and reputable economic, economic and business education.
4. Implementation of effective, efficient and integrity organizational governance.
5. Increasing graduates who have a leadership-entrepreneurship spirit.

D. Target Activities of the Faculty of Economics and Business 2020-2024

The strategic objectives mentioned above are then described in 5 (five) activity targets in accordance with the problems that must be resolved in the 2020-2024 period. The targets of the Unesa Faculty of Economics and Business activities are as follows:

1. Improving academic quality in undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education.
2. Increasing the quality of research that contributes to the development of science and technology.
3. Implementation of quality and useful community service in improving community welfare.
4. Implementation of governance and organizational development, quality assurance systems, as well as collaboration networks with stakeholders at home and abroad.
5. Increasing the competitiveness of graduates in the world of work.

CHAPTER III

SITUATION ANALYSIS

A. Internal Environmental Analysis

1. Identify Internal Environmental Factors

a. Civil Service

The system and implementation of governance at the Faculty of Economics and Business runs through a mechanism that has been jointly regulated, and can maintain, accommodate all elements, functions and roles in managing the Faculty of Economics and Business. Civil service is supported by organizational culture which is reflected in the existence of justice and upholding of rules, procedures for selecting leaders, lecturer ethics, student ethics, education staff ethics, reward and sanction systems as well as service guidelines and procedures (administration, library and laboratory). The civil service system, which concerns input, process, output and outcome as well as the external environment that guarantees the implementation of good civil service, is formulated, socialized, implemented, monitored and evaluated with clear regulations and procedures.

The governance arrangements of the Unesa Faculty of Economics and Business were built and implemented to ensure the organization of the Faculty of Economics and Business by fulfilling the aspects of credibility, transparency, accountability, responsibility and justice. The civil service system operates through a mutually agreed mechanism and can accommodate all the interests of the academic community. Administrative system

at the Faculty of Economics and Business Unesa, reflected in the various rules and guidelines and organizational structure it has. The rules used as guidelines for implementing civil service are as follows:

- 1) Surabaya State University Statutes;
- 2) Organization and Work Procedures of Surabaya State University;
- 3) Surabaya State University Strategic Plan (Renstra);
- 4) Strategic Plan (Renstra) of the Faculty of Economics and Business, Unesa; And
- 5) Unesa Faculty of Economics and Business Quality Procedures.

The Faculty of Economics and Business has been ISO 9001:2008 certified since March 2015 and has been audited by an external audit/certification body on 15-16 August 2018 by Tuvnord for ISO 9001:2015 certification and has received certificate No.16/00/H/18135, effective 31 August 2018–30 August 2021 so that the Faculty of Economics and Business has legitimacy and is trusted by the community and stakeholders. Apart from obtaining ISO certification, the Unesa Faculty of Economics and Business implements an Internal Quality Assurance System (SPMI) as required by law.

SPMI at Unesa refers to the National Education System Law 20 of 2003, article 50 paragraph (6) concerning the autonomy of higher education institutions to manage their own institutions. The SPMI institution at Unesa consists of PPM at the university level, while at the faculty/postgraduate level it is called the Quality Assurance Gugus (GPM), and at the department/prodi it is in the form of a Unit.

Quality Assurance (UPM). SPMI at Unesa has an organizational structure with personnel determined by the Chancellor's decree for PPM and the Dean's decree for GPM and UPM, and has a work mechanism with a description of their respective duties.

The implementation of SPMI at the Faculty of Economics and Business, Unesa, is carried out through 5 activity cycles, namely the standard setting (P), implementation/monitoring (P), evaluation (E), Control (P), and standard improvement (P) stages. The implementation of quality assurance is based on documents, namely academic documents and quality documents. Academic documents contain direction/policies, vision and mission, educational standards, research and community service, as well as academic regulations, while quality documents consist of quality manuals, procedure manuals, work instructions, supporting documents and forms.

In addition, Unesa's Faculty of Economics and Business accountability is demonstrated by submitting accountability reports on the performance of the Faculty of Economics and Business in a transparent and fair manner to stakeholders. The reporting system follows the reporting flow that has been created and mutually agreed upon, including the matters that are reported. Accountability for the performance of the Faculty of Economics and Business is realized through the obligation to submit periodic performance accountability reports to the University through Leadership Meetings (Rapim). Evaluation of the performance of lecturers and employees of the Faculty of Economics and Business, which includes work performance,

work attitudes, and leadership, is reported to the University every year in the form of BKD or SKP.

Apart from carrying out quality assurance, the Faculty of Economics and Business also supports Unesa in implementing collaboration with the Ministry of Research, Technology and Higher Education and the Ministry of Education and Culture's GTK in carrying out in-service Teacher Professional Education (PPG) activities. The activities carried out by the Teacher Professional Education Center were carried out over 5 waves. Apart from that, LP3M Unesa also implements the Special Regional Teacher PPG (Gurdasus). Therefore, LP3M Unesa every year accepts PPG participants. Currently, Unesa has 34 PPG study programs (Prodi). There are four study programs in the Faculty of Economics and Business that support PPG activities, including the Accounting Education Study Program, Economic Education Study Program, Office Administration Study Program, and Commerce Education Study Program.

Unesa continues to make improvements in terms of organizational management to improve organizational performance in accordance with the mandate of the Directorate General of Higher Education, Ministry of Education and Culture, to carry out higher education clustering with the aim of higher education institutions (PT) making continuous improvements in order to improve organizational performance and health. The indicators in PT clustering are Input, Process, Output and Outcome. Surabaya State University on

In 2020 it was in 19th position, up from 2019 which was in 22nd position.

b. Student

New student admissions at the Unesa Faculty of Economics and Business include SNMPTN, SBMPTN and SPMB. The implementation of the National Selection for State University Entrance (SNMPTN) is regulated based on Chancellor's Regulation number 008/UN38/HK/KM/2015 concerning the admission of new students through the SNMPTN and SBMPTN routes. The registration mechanism refers to the SNMPTN guidebook published by the Ministry of Education and Culture. Admission of new students must fulfill the principles of fairness, accountability, transparency and non-discrimination by not distinguishing between gender, religion, ethnicity, race, social position and level of economic ability of prospective students and still paying attention to the potential of prospective students and the specifics of higher education. Universities as education providers, after secondary education, accept prospective students who have high academic achievements and are predicted to successfully complete their studies at university on time. Students who have high achievements and consistently demonstrate their achievements in SMA/SMK/MA deserve the opportunity to become prospective students through SNMPTN.

The implementation of the Joint State University Entrance Selection (SBMPTN) is regulated based on Chancellor's Regulation number 008/UN38/HK/KM/2015 concerning the admission of new students

via the SNMPTN and SBMPTN routes. The registration mechanism refers to the SBMPTN guidebook published by the Ministry of Research, Technology and Higher Education. The 2018 SBMPTN is a selection based on the results of the Print-Based Written Test (UTBC) or Computer-Based Written Test (UTBK) or a combination of written test results and prospective student skills tests, carried out jointly under the coordination of the Central Committee.

Apart from these two selection systems, Unesa has another selection, namely the New Student Admissions Selection (SPMB). SPMB is an independent selection organized by Unesa. Unesa independently opens the New Student Admission Selection (SPMB) with 5 admission stages, namely:

- 1) Regular Undergraduate SPMB;
- 2) SPMB Regular Diploma;
- 3) SPMB Bachelor and Diploma with disabilities; And
- 4) SPMB Bachelor of Achievement;
 - a) Religious Achievements
 - b) Sports achievements
 - c) Arts achievement path
 - d) Leadership Pathway

The provisions and implementation of the national PMB are regulated by the Central Committee located in Jakarta, while the provisions and implementation of the Mandiri Unesa SPMB are implemented by Unesa. The academic status of new students is the same, whether through national or independent PMB.

To date, the Faculty of Economics and Business has four

departments, namely 1) Department of Economic Education (which consists of Bachelor of Economics Education, Bachelor of Accounting Education, Bachelor of Office Administration Education, and Bachelor of Commerce Education); 2) Management Department (S1 Management Study Program and S1 Digital Business Study Program); 3) Accounting Department (consisting of S1 Accounting and D3 Accounting Study Programs); and the Department of Economics (consisting of the Bachelor of Islamic Economics and Bachelor of Economics study programs). The Faculty of Economics and Business, through the Economic Education Study Program, since 2012 has also held a Professional Teacher Program through the SM3T selection (Bachelor of Education in the Most Disadvantaged Areas). In 2017 the Faculty of Economics and Business also opened international classes. The following is a table of the composition of new students for the 2017-2018 academic year.

Table 3.1 Composition of New Students for the 2017/2018 Academic Year

Study program	PAGU	Number of Interest	Qty Received	Students Re-Register
Undergraduate Program in Economics Education	99	826	85	85
Undergraduate Program in accounting education	106	957	99	99
Undergraduate Program in Office Administration Education	108	1651	108	108
Undergraduate Program in Commerce Education	100	504	77	77

Undergraduate Program in Management	159	5628	149	149
Undergraduate Program in Accounting	84	3497	79	79
D3 Accounting	39	104	31	31
Undergraduate Program in Sharia Economics	99	1481	88	88
Undergraduate Program in Economics	45	1146	45	45
Amount	839	15,749	761	761

Source: Unesa Statistics 2017/2018

Table 3.2 Composition of New Students for the 2018/2019 Academic Year

Study program	PAGU	Number of Interested	Qty Received	Student Register Repeat
Undergraduate Program in Economics Education	60	906	73	67
Undergraduate Program in accounting education	60	870	67	62
Undergraduate Program in Office Administration Education	60	1948	74	66
Undergraduate Program in Commerce Education	60	723	68	62
Undergraduate Program in Management	150	6184	172	155
Undergraduate Program in Accounting	80	3599	90	84
D3 Accounting	-	-	-	-
Undergraduate Program in Sharia Economics	80	1709	93	80
Undergraduate Program in Economics	45	1105	51	48
Amount	595	17044	688	624

Source: Unesa Statistics 2018/2019

Table 3.3 Composition of New Students for the 2019/2020 Academic Year

Study program	PAGU	Number of Interested	Qty Received	Student Register Repeat
Undergraduate Program in Economics Education	60	574	64	56
Undergraduate Program in accounting education	60	560	60	57
Undergraduate Program in Office Administration Education	60	1290	63	61
Undergraduate Program in Commerce Education	60	499	64	54
Undergraduate Program in	150	2916	160	147

Management				
Undergraduate Program in Accounting	120	1862	128	116
D3 Accounting	-	-	-	-
Undergraduate Program in Sharia Economics	80	1067	95	84
Undergraduate Program in Economics	45	700	51	46
Amount	635	9468	685	621

Source: Unesa Statistics 2019/2020

Based on the table above, you can see the competition ratio for new students based on all selection pathways over a period of three years as follows:

Table 3.4 Quota Ratio and Number of Interested Persons

Study program	Ratio/Academic Year			
	2016/2017	2017/2018	2018/2019	2019/2020
Undergraduate Program in Economics Education	1:16	1:8	1:15	1:10
Undergraduate Program in accounting education	1:12	1:9	1:15	1:9
Undergraduate Program in Office Administration Education	1:20	1:15	1:32	1:22
Undergraduate Program in Commerce Education	1:7	1:5	1:12	1:8
Undergraduate Program in Management	1:44	1:35	1:41	1:19
Undergraduate Program in Accounting	1:49	1:41	1:45	1:16
D3 Accounting	1:3	1:1	-	-
Undergraduate Program in Sharia Economics	1:20	1:14	1:21	1:13
Undergraduate Program in Economics	-	1:25	1:25	1:16
Faculty Ratio	1:21	1:17	1:25	1:14

Source: Unesa Statistics 2019/2020

The average study period and average GPA of graduates over the last three years of regular non-transfer students for each undergraduate study program are as follows.

Table 3.5 Average Study Period and GPA of Graduates in the last 3 years

No	Study program	Time average studies (3 years)	Average Graduate GPA
1	Undergraduate Program in Economics Education	4 Years 3 Months	3.54
2	Undergraduate Program in accounting education	4 Years 3 Months	3.51
3	Undergraduate Program in Office Administration Education	4 Years 4 Months	3.46
4	Undergraduate Program in Commerce Education	4 Years 6 Months	3.50

5	Undergraduate Program in Management	4 Years 5 Months	3.39
6	Undergraduate Program in Accounting	5 Years 3 Months	3.18
7	D3 Accounting	3 Years 10 Months	3.15
8	Undergraduate Program in Sharia Economics	4 Years 0 Months	3.38
9	Undergraduate Program in Economics	-	-
Average in Faculty		4 Years 4 Months	3.39

Source: Unesa FE Academic Subdivision

c. Human Resources

Efforts to develop and improve the quality of permanent lecturers carried out by the Faculty of Economics and Business include:

First, increasing the ratio of lecturers to students so that it can get closer to the ideal number (1:25). *Second*, increasing the number of lecturers who hold doctoral degrees through doctoral programs both domestically and abroad. *Third*, sending lecturers to take part in non-degree training programs abroad, such as training, courses, workshops, and so on. *Fourth*, efforts to accelerate the number of professors through coaching carried out by the economics faculty. *Fifth*, efforts to increase the academic positions of lecturers so that the percentage of lecturers who have the academic position of associate professor increases. *Sixth*, increasing collaboration with universities abroad in relation to improving the quality of lecturers.

Human Resources (HR) at the Faculty of Economics and Business has advantages, apart from an established organizational system at the faculty level, the personnel within it have competence. Overall, the lecturers at the Faculty of

Economics and Business are loyal, highly dedicated and cooperative in working together. The opportunity for autonomous development opens up opportunities for lecturers in each department to develop themselves flexibly. In addition, the availability of a capable educational information system at the faculty and department level has had a positive impact on making human resource management easier and more efficient.

Aspects of qualifications, quality and suitability of human resources show relative superiority. Currently, 100% of the permanent lecturers at the Faculty of Economics and Business have (most recent) Master's and Doctoral degrees. Currently, the Unesa Faculty of Economics and Business has 4 professors. Of the total permanent lecturers at the Faculty of Economics, 34.38% (33 people) have doctoral degrees, and 66.7% (74 people) have Master's degrees. In an effort to improve the quality of lecturers, of the nine study programs in the Faculty of Economics and Business, currently 13 lecturers are studying further at doctoral level. The lecturers' ability to write and research is quite good and the increased opportunities for collaboration between the department and external parties have been able to improve the quality of lecturers and students.

Of the 30 educational staff at the Faculty of Economics and Business, 100% are highly educated. The faculty provides full support for the development of educational staff both in formal education and non-degree training. Those who already have a bachelor's degree are also encouraged to take a master's degree in accordance with their field of work to increase their professionalism, by getting financial assistance from the

university. Another educational staff development program is participation in Diklatpim, education and training, workshops, outbound, and technical training according to their field of expertise. There are several trainings that have been carried out for staff development, namely credit score assessment training, financial training and ASSET training, excellent service training, firefighting training, HR audit workshops, Human Resources (HR) conferences, technical guidance on SKP preparation and civil servant work performance assessments, as well as IT training for laboratory technicians. The following is the number of permanent lecturers whose areas of expertise correspond to each study program within the faculty.

Table 3.6 Number of Permanent Lecturers According to Field of Expertise

No	Mat ter	Number of Permanent Lecturers Serving in Study Programs									Total in Faculty
		S1 Pend Econ omy	S1 Acco unt Pend -tansi	S1 Pend Adpe r	S1 Pend Com merc e Admi nstra tion	S1 Wher ejeme n	S1 Acco untta nce	D3 Acco untta nce	S1 Isla mic econ omic s	S1 Econ omy	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
A	Functional										
1	Instructo r	2	4	2	2	1	4	0	2	1	20
2	AssistantExpert	2	1	3	2	14	4	0	5	4	37
3	Lector	3	3	3	3	5	6	0	1	1	25
4	Associ ate Profess or	3	5	0	2	8	5	0	1	1	25
5	TeacherMaj or/ Professor	2	0	1	0	1	0	0	0	0	4
	TOTAL	12	13	9	9	29	19	0	9	7	111
B	Highest Education:										
1	S1	0	0	0	0	0	0	0	0	0	0
2	S2/Profess ion/ Sp-1	7	10	8	5	22	13	0	6	6	87
3	S3/Sp-2	5	3	1	4	7	6	0	3	1	24
	TOTAL	12	13	9	9	29	19	0	9	7	111

Source: Division II, Faculty of Economics, October 2019

d. Facilities and infrastructure

The financial patterns and governance at the Faculty of Economics and Business, Unesa, cannot be separated from the system built into the financial patterns and governance implemented at Unesa. The change in Unesa's financial management pattern to a PK-BLU pattern has had a positive impact in the administrative and financial fields. Information systems and facilities used for General administration and financial activities are information systems that regulate personnel issues, facilities and infrastructure, administration and finance. Implementation of the information system is carried out through single sign on Unesa with a page www.sso.unesa.ac.id, where all tridharma activities and activities of educational staff can be carried out and monitored through an integrated portal. The portal services include:

- 1) Academic services (Siakadu, Simplp, SimKKN, Judicial information system, Online lectures, Simontation, Unesa Journal, Opac Unesa, PPM, Upload final work, TEP information system, Library guidance, AIPT Unesa, SimLPPM);
- 2) Alumni services;
- 3) Collaboration services (Cooperation information system);
- 4) General services (E-Services, E-Catalog, Unesa Events, Book procurement, Email directory, Download system, Rumah BTN);
- 5) Personnel services (Simuna, i-SDM, e-office, SimBKD, Simas, SimSKP, SimCV);
- 6) Student services (Sipena, SimPKKMB); And
- 7) E-mail services and mobile apps.

The facilities and infrastructure within the Faculty of

Economics and Business currently meet the requirements for suitability for use and are comfortable, relatively adequate in number and have the status of their own. However, the need for classrooms, study program laboratories and lecturer rooms is felt to be increasingly limited considering that in the future the number of students and lecturers will continue to increase. The solution that is considered realistic is to build additional floors for buildings in G6 and G2 from one floor becomes two to three floors to accommodate these limitations. In order to support the implementation of the learning process, Unesa provides centralized learning infrastructure and facilities as follows:

1) On-line Library (E-Library)

Unesa is developing a digital library that can be accessed online via the website www.digilib.unesa.ac.id, while access to library collections in the Unesa library can be accessed via the website <http://opac.unesa.ac.id/>. These two library accesses make it easier for university residents to browse library materials in the library.

2) On-line Learning (Virtual Learning)

On-line learning (virtual learning) is a system that supports learning activities, especially in terms of easy accessibility to learning resources, such as media and teaching materials. This on-line learning can be accessed via the address <http://vi-learn.Unesa.ac.id> which can be accessed online 24 hours.

3) Wiyata Mandala Building

The Wiyata Mandala Building is located on the Unesa Lidah Wetan Campus, Surabaya, which functions as a center for educational development. The Wiyata Mandala building has facilities and infrastructure that can be used for lecture

activities, practicums and the development of learning-based teaching materials and services for teacher certification.

4) Language Center (PB)

The Language Service Center is one of Unesa's work units that provides foreign language training services. The types of services provided in the language service center are language laboratory services and English course services for TOEFL, TEP and TOEIC. Language laboratory services can be utilized by all university residents and can be integrated with language courses.

5) Wifi

Wifi is a learning facility that is managed centrally by PPTI Unesa. In 2017, Unesa has subscribed to a bandwidth of 2GB or 2,000,000 kbps. The number of students is 25,075 people, so the average bandwidth ratio per student is 79.76 kbps. Meanwhile, in 2018 Unesa's bandwidth subscription was 2.5 GB or 2,520,000 kbps.

6) Student Center (Gema)

The student arena (Gema) is a multi-purpose building that can be used for academic and non-academic activities for students, lecturers and education staff. Examples of activities that can be carried out in the student arena are book reviews, inauguration of professors, and student activities.

7) *Achilles Sports Science and Fitness Center*

Achilles Sports Science and Fitness Centre(ASSFC) is a center for the development of health and sports science. In the ASSFC area there are sports facilities, namely a pool swimming and fitness are used to support learning activities.

8) Sawunggaling Building

The Sawunggaling building is a performance building

that can be used for arts and cultural performances.

9) GOR BIMA

GOR BIMA is a sports hall that can be used for volleyball, futsal and badminton. GOR BIMA can be used by students and lecturers both for learning activities and non-academic activities such as channeling talents and interests in sports.

10) Youth Arena

The Youth Arena is a two-story sports building that can be used as a laboratory for the sports of volleyball, futsal, pencak silat and table tennis. The youth arena can be used by students and lecturers both for learning activities and non-academic activities, for example channeling talents and interests in sports.

Since 2015, Unesa has collaborated with Google Indonesia to utilize Google Apps For Education. Through this collaboration, accounts such as Mail Server, Google Drive, Google Docs and so on can be used for free using a domain www.unesa.ac.id. In this case, the data in the internal system is connected (linked) with Google facilities. One of them is an email account for the entire academic community, students for example will get a mail with the format(name)@Unesa.ac.id, and every 1 (one) mail will get a cloud-storage quota of 15Gb. Apart from Google Apps For Education,

Apart from that, the academic community can also take advantage of several Microsoft products that are registered in the Open Value Subscription (OVS) service which helps provide services to the academic community to use Microsoft products legally and reduces entry/registration costs for students who want to take part in the Microsoft Virtual Academy.

Thus students can explore developing modern applications using high-quality tools and have full access to cloud services to apply their creativity. In 2016 the university also subscribed to two types of plagiarism detection applications, namely the Turnitin application (www.turnitin.com) and Ithenticate (www.ithenticate.com). The Turnitin application is used by students for their theses, final assignments or course assignments. iThenticate is given to lecturers/credit score assessors who are responsible for the authenticity of lecturers' and students' scientific work.

e. Education

One measure of the quality of higher education is the competitiveness of its graduates in the job market. It was recorded that in 2019, 70% of graduates from the Faculty of Economics and Business had competency and professional certification, and 75% of graduates worked with a waiting time of less than <6 months. To be able to produce graduates who are able to win the competitive job market, the Unesa Faculty of Economics and Business must be able to produce graduates with superior standards in the fields of education and economic science in accordance with the demands of globalization. Unesa's Faculty of Economics and Business implements undergraduate and diploma class education programs

regular and international, namely study programs (S1-Economic Education, Bachelor of Accounting Education, Bachelor of Office Administration Education, Bachelor of Commerce Education, Bachelor of Management, Bachelor of Accounting, Bachelor of Islamic Economics, and Bachelor of Economics), and Associate Expert (D3 Accounting). Apart from that, the Unesa Faculty of Economics and Business is trying to develop itself by opening a Doctoral Program in Economics Education, a Masters in Accounting and a Doctoral Program in Management Science.

The 2013/2014 academic year began to develop and prepare a curriculum that refers to the KKNI (Indonesian National Qualifications Framework). The implementation of the KKNI-based higher education curriculum and National Higher Education Standards (SNPT) has been fully implemented in all study programs at the Faculty of Economics and Business starting from the odd semester 2015/2016. The curriculum contains the vision, mission, goals and objectives of the study program, study program learning outcomes, curriculum structure and map, and course descriptions according to the type and level of education of each study program and in line with the university's vision, mission and objectives. The curriculum is unique to a study program, as is the uniqueness of the educational objectives and competencies of the study program's graduates, as well as the uniqueness of the study program compared to similar study programs outside Unesa. The curriculum contains four main elements, namely

content, teaching-learning strategy, assessment processes and evaluation processes. The assessment process is addressed specially in contextlectures, while the evaluation process is an evaluation of the curriculum itself.

The structure and content of the curriculum are prepared in accordance with the references contained in Law No. 12/2012 concerning Higher Education, Presidential Regulation No. 8/2012 concerning the Indonesian National Qualifications Framework (KKNI), and Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 concerning National Higher Education Standards. KKNI is a leveling of competency qualifications that can compare, equalize and integrate the fields of education, job training and work experience in order to provide recognition of work competencies in accordance with the job structure in various sectors.

In 2020, the Ministry of Education and Culture issued the Independent Learning Policy - Independent Campus, especially the "right to study for three semesters outside the study program" program, which is expected to provide opportunities for students to experience diversity in social life and strengthen students' learning achievements. The new policy is "Freedom to Learn - Independent Campus" which consists of four policy packages: First, providing autonomy to State Universities (PTN) and Private Universities (PTS) that have A and B accreditation, and have collaborated with organizations and/or universities included in the QS Top 100 World Universities can open and close study programs; Second, providing opportunities for Public Service Agency PTNs (BLU) and Work Unit PTNs (Satker) to become Legal Entity PTNs (PTN BH); Third, study program accreditation can be extended automatically as long as there are no reports of a decline in quality from the community or from the government; and Fourth is gives students the right if they want to take

courses outside the study program.

f. Study

Research results are scientific products which are an indicator of higher education excellence, especially when they become a reference by academic circles at national and international levels. Research is a form of implementation of the Tridharma of Higher Education which is absolutely carried out by a lecturer as a means of scientific and professional development. Various efforts have been made by the institution to increase research activities carried out by lecturers, both in quantity and quality. First, holding training and workshops on research methodology and strategies to win the competition in obtaining research grants. Second, the provision of research funds by the Faculty of Economics and Business is increasing. Third, providing economic journals and magazines by subscription as a reference source to enrich scientific knowledge. As a form of continuity of research carried out by the Faculty of Economics and Business, several selected lecturers are involved in participating in clinical manuscripts organized by Unesa. So that the achievements of research activities are not only in the form of reports but have been published in accredited national journals and reputable international journals.

Table 3.7 Research Recapitulation

No	Name of Study Program	Number of Research Titles *)				Total Research Funds *) (million Rp)			
		2016	2017	2018	2019	2016	2017	2018	2019
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	Undergraduate Program in Economics Education	9	6	2	5	255.5	565	35	105
2	Undergraduate Program in accounting education	3	4	4	3	57	140	150	45
3	Undergraduate Program in Office Administration Education	3	2	4	3	42	80	130	60
4	Undergraduate Program in Commerce Education	7	3	2	3	149	30	20	45
5	Undergraduate Program in Management	16	13	12	10	630	606.5	454.2	165
6	Undergraduate Program in Accounting	4	3	1	3	54.2	319.9	10	45
7	D3 Accounting	7	6	8	3	392.7	305	326.9	45
8	Undergraduate Program	3	4	3	2	167	100	104.5	30

	in Sharia Economics								
9	Undergraduate Program in Economics	0	8	7	3	0	256.5	230	45
	Total	52	49	43	35	1747.4	2402.9	1460.7	585

Source: Field I Faculty of Economics 2019

g. Community service

Implementation of PKM activities is essentially a step in solving community problems, namely a decision-making process that includes a series of actions that are expected to change community conditions to be better than previous conditions. Number of lecturers who carry out community service activities, especially collaborative community service activities with other parties or institutions in implementation and funding. Community service activities at the Faculty of Economics and Business aim to facilitate academics to serve society through activities that have a positive impact on people in need.

Apart from that, service activities are able to increase cooperation with related parties such as high school/vocational level educational institutions, Regional Education Services/Regency/City Education Sub-Departments, Regional Government, Indonesian Cooperative Council/Regional Indonesian Cooperative Council (Dekopin/Dekopinwil), Kadin, Community empowerment institutions or other related agencies. The implementation of community service is able to provide solutions to the community based on academic studies of the needs, challenges or problems faced both directly and indirectly so that it is indirectly able to foster community self-

sufficiency and independence. The following is a table of community service that has been carried out by lecturers at the Faculty of Economics and Business from University funding sources, the Directorate of Research and Community Service (DRPM) and collaborations.

Table 3.8 Recapitulation of Community Service

No.	Name of Study Program	Number of Service/Community Service Activity Titles				Total Funds for Service/Community Service Activities (million Rp)			
		2016	2017	2018	2019	2016	2017	2018	2019
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	Undergraduate Program in Economics Education	3	3	1	4	30	57	8.5	30
2	Undergraduate Program in accounting education	2	2	3	1	44	48.5	37	7.5
3	Undergraduate Program in Office Administration Education	2	1	1	2	306.48	8.5	8.5	15
4	Undergraduate Program in Commerce Education	5	1	2	2	61.5	8.5	17	15
5	Undergraduate	9	7	7	6	217.50	198.25	172	45

	Program in Management								
6	Undergraduate Program in Accounting	7	1	1	4	178	8.5	8.5	24
7	D3 Accounting	5	5	3	0	329.45	375.4	25.5	0
8	Undergraduate Program in Sharia Economics	2	1	1	3	13	8.5	8.5	25.5
9	Undergraduate Program in Economics	0	8	7	0	0	139.5	217.5	0
Total		35	29	26	22	1179.93	852.65	503	162

Source: Field I Faculty of Economics 2019

B. External Environmental Analysis





















1. Identify External Environmental Factors

a. External Factors that influence the Strategic Plan of the Faculty of Economics and Business

The development of technology and science has brought us towards a form of modern society where almost all aspects of life are made easier through technology and science. In economic life, this paradigm shift has implications for

the transition process of the world economy which was originally based on resources (Resource Based Economy) to become a knowledge based economy (Knowledge Based Economy).

The concept of Knowledge Based Economy (KBE) received attention from many groups after the Organization for Economic Co-operation and Development (OECD), in 1996, published a report on Knowledge Based Economy (KBE) where knowledge became the core in achieving economic growth and realizing prosperity. To prepare society for this transformation, synergy from various parties is needed, including the government, educational institutions, society and companies. In the Knowledge Society era, collaboration patterns are one of the catalysts for knowledge development, where through collaboration the pieces of intellectual property of the collaborating parties can be utilized together for exploration and exploitation needs. In the period 2020-2024, universities will accept students who from a social/demographic perspective are called generation Z. Understanding the characteristics of generation Z is one of the keys for universities to provide an appropriate learning ecosystem. The ecosystem in question is expected to be able to make the lecture period a beautiful and memorable time.

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock 'n' Roll Nuclear families Defined gender roles — particularly for women	Cold War Post-War boom "Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Corbachev Thatcherism Live Aid Introduction of first PC Latch-key kids rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Clashbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	"Technoholics" — entirely dependent on IT; limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational — careers are defined by employers	Early "portfolio" careers — loyal to profession, not necessarily to employer	Digital entrepreneurs — work "with" organisations not "for"	Career multitaskers — will move seamlessly between organisations and "pop-up" businesses
Signature product	 Automobile	 Television	 Personal Computer	 Tablet/Smart Phone	 Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	 Formal letter	 Telephone	 E-mail and text message	 Text or social media	 Hand-held (or integrated into clothing) communication devices
Communication preference	 Face-to-face	 Face-to-face ideally, but telephone or e-mail if required	 Text messaging or e-mail	 Online and mobile (text messaging)	 Facetime
Preference when making financial decisions	 Face-to-face meetings	 Face-to-face ideally, but increasingly will go online	 Online — would prefer face-to-face if time permitting	 Face-to-face	 Solutions will be digitally crowd-sourced

*Percentages are approximate at the time of publication.

Figure 3.1 Characteristics of Generation Z

Proximity to the digital world is one of the characteristics of Generation Z that can be considered in designing learning patterns in higher education. The transformation process from traditional (face-to-face) learning patterns into technology-based (Digital) learning patterns is an appropriate effort to provide a learning ecosystem for Generation Z.

1) Industrial Revolution 4.0.

Globalization has entered a new era called Industrial Revolution 4.0. Klaus Shwab, 2016 through The Fourth Industrial Revolution stated that the world has experienced four stages of revolution, namely: 1) Industrial Revolution 1.0 occurred in the 18th century through the discovery of the steam engine, allowing goods to be mass produced, 2) Industrial Revolution 2.0 occurred in the 19-20th century through the use of electricity which reduced production costs

become cheap, 3) Industrial Revolution 3.0 occurred around the 1970s through the use of computerization, and 4) Industrial Revolution 4.0 itself occurred around the 2010s through intelligence engineering and the internet of things as the backbone of human and machine movement and connectivity. The Industrial Revolution 4.0 has fundamentally changed the way humans think, live and relate to one another. This era will disrupt various human activities in various fields, not only in the field of technology, but also in other fields such as economics, social and political. In the economic sector, the transportation services sector has seen the presence of online taxis and motorbike taxis. The same thing also happens in the social and political fields. Social interaction has become unlimited, because of the ease of internet access and technology.

Currently, Indonesia has entered the industrial era 4.0. Various standardizations from the Indonesian government have also responded to the needs of this era. Industry is starting to touch the virtual world, in the form of human, machine and data connectivity. This term is known as the Internet of Things (IoT). The industrial revolution 4.0 also emphasizes artificial intelligence capabilities so that there is the emergence of super computers, smart robots, and driverless vehicles. This rapid technological progress needs to be anticipated. One of them is from the standardization side.

Most companies utilize technology to sell their products/services online. In response to this, the world of education also utilizes technology in the teaching and learning process. "In

In this era of industrial revolution 4.0, the implementation of distance education or online learning in the future will have a strategic role in equalizing access to education in Indonesia. Improving the quality of education requires equal distribution of education through the use of information technology such as digital learning in the Industrial Revolution 4.0 era."

The Central Statistics Agency (BPS, August 2019) recorded total open unemployment of ± 7.05 million people out of the ± 133.56 million workforce. The world of work requires a combination of various skills that are different from those currently provided by the higher education system (Marmolejo, World Bank, 2017). Looking at the facts about the challenges above, Indonesia needs to improve the quality of its workforce's skills. So that graduates can be competitive, the curriculum needs a new orientation, because of the Era of Industrial Revolution 4.0, Old Literacy (reading, writing & mathematics) is not enough as basic capital to take part in society.

(Aoun, MIT, 2017) states that new literacy concepts include data literacy, technological literacy and human literacy. Data Literacy is the ability to read, analyze and use information (Big Data) in the digital world; Technological literacy is understanding how machines work, technology applications (Coding, Artificial Intelligence, & Engineering Principles); and Human literacy includes humanities skills, communication skills, & design.

The future development of the Faculty of Economics and Business cannot be separated from the global phenomenon stimulated by rapid developments in the field of technology

information and communication. The global era with information technology that has developed very rapidly demands a paradigm shift in the implementation of education in higher education. This change is very important to determine what strategic steps need to be taken in response to developments and demands of market needs. One of the priority programs in the 'Making Indonesia 4.0' roadmap is improving the quality of human resources, which can elaborate knowledge, life skills and mastery of information technology.

As we know, independence and an entrepreneurial spirit are very necessary in facing challenges in the global era and the demands of market needs. As a basic scientific pattern, "independence and entrepreneurship" must consistently guide institutional development in all activities, both academic development activities and administrative development.

The Faculty of Economics and Business is required to play an important role in entering this era. Improving performance in all aspects of institutional management which include: study program curriculum, human resources, students, learning process, infrastructure and facilities, academic atmosphere, finance, research and publications, community service, governance, institutional management), information systems, and foreign cooperation must always be carried out.

2) *Sustainable Development Goals/SDGs*

Indonesia, as one of the countries that has agreed to implement sustainable development goals (SDGs), is committed to the successful implementation of SDGs through various activities and has taken strategic steps. A number of steps that Indonesia has taken up to the end of 2016 include (i) mapping the SDGs goals and targets with national development priorities, (ii) mapping the availability of SDGs data and indicators for each target and objective including proxy indicators, (iii) carrying out preparing operational definitions for each SDGs indicator, (iv) preparing presidential regulations related to the implementation of sustainable development goals, and (v) preparing national action plans and regional action plans related to the implementation of SDGs in Indonesia.

To ensure that SDGs implementation runs smoothly, the government has established the National Secretariat for Sustainable Development Goals (SDGs). The SDGs National Secretariat is tasked with coordinating various activities related to SDGs implementation in Indonesia. A number of stakeholders including ministries/institutions, BPS, academics, experts, civil society organizations and philanthropy & business have been involved in various preparation processes for implementing SDGs in Indonesia.

In its implementation, there are several agreed principles that have also been adopted by Indonesia. The first principle is universality. This principle encourages the implementation of SDGs in all countries, both developed and developing countries.

In the national context, SDGs implementation will be implemented throughout Indonesia. The second principle is integration. This principle means that the SDGs are implemented in an integrated and interrelated manner in all social, economic and environmental dimensions. This second principle has been firmly adhered to in the preparation of action plans, especially in relation to the preparation of programs and activities as well as their budgeting. The final principle is "No One Left Behind" which guarantees that the implementation of the SDGs must benefit all, especially the vulnerable and its implementation involves all stakeholders. This principle has also been applied in every stage/process of implementing the SDGs in Indonesia.

Changes in market share and the environment require improvisation from universities to be able to respond to needs and create sustainable growth. The Faculty of Economics and Business as a higher education organizing unit which also has human resources is required to direct the implementation of the Tri Dharma in achieving SDGs indicators. Several steps that can be taken include adjusting the research and community service roadmap with the achievement of one of the SDGs indicators, especially those related to the Economic, Social and Humanities fields.

3) QS World Rank

QS World University Rankings is an annual publication of university rankings conducted by Quacquarelli Symonds (QS). The QS system now consists of

overall assessment and also consists of global ranking subjects, along with five independent regions (Asia, Latin America, Europe and Central Asia, the Arab Region, and BRICS). It is the only international ranking to have received approval from the International Ranking Expert Group (IREG), and is of the type seen as one of the most widely read, along with the Academic Ranking of World Universities and the Times Higher Education World University Rankings. However, undue allocation of weight to subjective indicators and having highly volatile results are the main criticisms of this ranking

The QS World University Ranking is also an official ranking that is used as a reference for the Ministry of Education and Culture of the Republic of Indonesia to measure the quality of higher education institutions in Indonesia towards World Class Universities or world-class universities. Under the same groupings, QS also produces the following: Job Graduation Rankings, Best Student Cities, Higher Education System Strength Rankings, Rankings by Location and a series of Business School Rankings including Global MBA, EMBA, Distance Online MBA and Business Masters.

The QS rankings provide a methodical evaluation of a higher education institution's key areas, ultimately offering potential students expert advice proven to align students with their chosen pathway.

QS uses a number of academic assessment indicators that are used to measure institutions, depending on the specific ranking in question. The following are the indicators used by QS World Rank in ranking:

- a) Academic indicators
 - b) Labor Indicators
 - c) Student Indicator
 - d) International Indicators
- 4) Concept of Independent Learning

The direction of educational and cultural policies and strategies in the 2020-2024 period is 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 equitable quality of education both geographically and socio-economically. through the Independent Learning Policy. The changes brought about by the Independent Learning Policy will occur in the categories:

(1) educational ecosystem; (2) teacher; (3) pedagogy; (4) curriculum; and (5) assessment system. In the educational ecosystem, the Ministry of Education and Culture will change the views and practices that hinder educational progress, such as an emphasis on rigid arrangements, schooling as a burdensome task, and school management that focuses on its own internal affairs into an educational ecosystem characterized by a pleasant, open school atmosphere. to collaborate across stakeholders

education, and active involvement of parents and the community.

The Independent Learning policy will change the paradigm of teachers as mere transmitters of information to teachers as facilitators in learning activities. In this way, teachers have control over the implementation of teaching and learning activities in their respective classrooms. The highest appreciation for the teaching profession as a facilitator of various sources of knowledge will be realized through teacher training based on real practice, holistic performance assessment, and improving teacher competency. In terms of pedagogy, the Merdeka Belajar Policy will abandon the standardization approach towards a more complete heterogeneous approach enabling teachers and students to explore the ever-expanding repertoire of knowledge.

Students are learning leaders in the sense that they are the ones who make teaching and learning activities meaningful, so that learning will be adapted to the level of student ability and supported by various technologies that provide a personal approach to the learning progress of each student, without ignoring the importance of socialization aspects and working in groups to foster social solidarity. and soft skills. The curriculum formed by the Independent Learning Policy will be characterized by being flexible, competency-based, focused on developing character and soft skills, and accommodating to the needs of DU/DI. The assessment system in Merdeka Belajar will be

formative/supporting the improvement and progress of learning outcomes and using portfolios.

The implementation of the Independent Learning Policy at the higher education level is the Independent Campus Policy. The Independent Campus policy begins with four policy points, namely:

- a) opening of new study programs;
- b) higher education accreditation system;
- c) state universities with legal status; And
- d) the right to study for three semesters outside the study program.

These four policy points aim to initiate a paradigm shift in higher education to make it more autonomous with an innovative learning culture. Universities will have increasingly flexible learning processes and be free to innovate according to the needs of each university. The Independent Campus Policy will touch all elements in the higher education ecosystem, but students are the main focus of the Independent Campus Policy. Students will be able to choose study majors that are more up-to-date and in line with their knowledge and skill needs, and have the freedom to choose courses that suit their capacity development needs.

C. SWOT analysis

1. Strength Analysis

- a. Availability of adequate educational facilities and infrastructure
- b. Having good Faculty governance
- c. Most study programs are accredited A
- d. Most lecturers have teaching certificates

2. Weakness Analysis

- a. National and international level cooperation is not yet optimal
- b. The productivity of publishing research results, social innovation and Intellectual Property (IP) needs to be improved
- c. Community service activities not yet own themes/characteristics of the Faculty
- d. The ratio of lecturers and students is not ideal
- e. The qualifications of lecturers with the functional positions of associate professor and professor are low
- f. Doesn't have full-time foreign students yet
- g. The existence of a Masters Study Program that is not yet on the home base at the Faculty of Economics and Business
- h. Utilization of e-learning is not yet optimal

3. Opportunity Analysis

- a. High interest in the Faculty of Economics and Business
- b. There are many funding sources available for research and community service both from Dikti and outside Dikti
- c. The growth of the industrial and business world is getting better
- d. Learning Style Shift: Going Digital, Going Online
- e. Independent Learning Regulations

4. Threat Analysis

- a. Increasing the number of similar study programs at both regional and national levels
- b. Opening of Foreign Higher Education Investment Regulations
- c. Industrialization Digital (Automation) Eliminate Work Man

CHAPTER IV

DEVELOPMENT STRATEGY

A. The development direction

Unesa's Faculty of Economics and Business has now become a faculty of national reputation. This is proven by the majority of A study program accreditation and student achievements on a national scale. Therefore, the direction of future development needs to be directed towards becoming a faculty with an international reputation. Based on this development direction, it is hoped that the Faculty of Economics and Business will have competitiveness. Efforts towards a faculty with an international reputation are expected to begin to be realized in 2024, so various efforts need to be prepared to achieve this.

Based on current achievements, and referring to the vision, mission, goals, analysis of internal and external conditions, the development of the Unesa Faculty of Economics and Business is directed at gaining international recognition, especially Southeast Asia. International reputation indicators:

1. Has international standard competitiveness in the fields of education, research and dissemination of science and technology, especially in the fields of economics, economics and business education.
2. Obtain accreditation and certification from international institutions.
3. Achievements of lecturers and students at international level.

B. Development Strategy

Strategic Targets are measurable targets as reference indicators for achieving strategic plans. Based on the vision, mission, objectives, analysis of internal and external conditions, as well as future challenges, strategic targets and development strategies are determined as follows:

Mission 1:

Improving the quality of the implementation of undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education.

Objective:

Implementation of quality and competitive undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business.

Activity Target:

Improving academic quality in undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education.

Development Strategy:

1. Increasing access and quality of prospective new students;
2. Development of learning resources and media;
3. Development of Output Base Education (OBE) based curriculum;
4. Increased quality assurance of study programs;
5. International class development;
6. Development of a microteaching laboratory;
7. Double degree development;
8. Development of entrepreneurship education;
9. Development of new Undergraduate/professional education study programs, namely: Undergraduate Program in Digital Business, Tourism and Hospitality, and Professional Accounting Education (PPAk);
10. Development of new Masters Study Programs, namely: Masters in Halal Industrial Management/Islamic Economics, Masters in

Economics, Masters in Digital Business;

11. Opening of new Doctoral Study Programs, namely: Doctoral Degree in Management, Doctoral Degree in Economic Education, Doctoral Degree in Halal Industry Management/Islamic Economics and Doctoral Degree in Accounting;
12. Development of Study Programs Outside the Main Campus (PSDKU), namely: Bachelor of Management; And
13. Improvement of the student lecturer ratio.

Mission 2:

Improving the quality of research in the fields of economics, economics and business education that is reputable and contributes to the development of science and technology.

Objective:

Increasing the relevance, quantity, quality and innovation of research in the field of economics, economics and business education.

Activity Target:

Increasing the quality of research that contributes to the development of science and technology.

Development Strategy:

1. Prepare, develop and implement a research roadmap
2. Increasing institutional capacity and research resources as well as developing study centers;
3. Development of multi-disciplinary research;
4. Initiation of domestic and foreign research collaboration;
5. Increase in the number of publications in national journals and international;
6. Increasing the quality of publications and number of citations;
7. Develop a roadmap for the development of national and

international journal publishing;

8. Development of collaboration with international institutions in the field of research; And
9. Increased use value and downstream research.

Mission 3:

Increase quality of service to the community in the field of reputable economic, economic and business education.

Objective:

Realizing community service in the field of quality and reputable economic, economic and business education.

Activity Target:

Implementation of quality and useful community service in improving community welfare.

Development Strategy

1. Preparing a roadmap for community service;
2. Increase in the number of community service activities;
3. Increasing social activities;
4. Development of community entrepreneurship; And
5. Development of effective science and technology and social follow-up activities.

Mission 4:

Improving Good Faculty Governance in organizational management and collaboration networks with stakeholders both at home and abroad.

Objective:

Implementation of effective, efficient and integrity organizational governance

Activity Target:

Implementation of governance and organizational development, quality assurance systems, as well as collaboration networks with stakeholders at home and abroad.

Development Strategy:

1. Increasing the quality and quantity of study program capacity;
2. Development of lecture buildings;
3. Development of learning laboratories;
4. Development of faculty business units;
5. Development of disability support facilities and infrastructure;
6. Increased income generation from collaboration and business units;
7. Development of the quality of BAN-PT and International Accreditation;
8. Increasing competitiveness at international level;
9. Increasing international cooperation for education in the form of lecturer and/or student exchange, double degrees, or other relevant programs to gain international recognition; And
10. Increased funding from Corporate Social Responsibility (CSR) of state-owned/private companies.

Mission 5:

Increasing the competitiveness of students and graduates who have a leadership-entrepreneurship spirit.

Objective:

Increase in graduates who have a leadership-entrepreneurship spirit.

Activity Target:

Increasing the competitiveness of graduates in the world of work

Development Strategy:

1. Improving the quality of spiritual activities, organizational, leadership, interest talents, and reasoning;

2. Increasing student interest and entrepreneurial spirit;
3. Student startup development;
4. Increasing student innovation and creativity;
5. Increase in the number of students receiving scholarships;
6. Increasing student achievement at international level;
7. Imaging student activities at the international level;
8. Student career development;
9. Improving student affairs facilities and infrastructure; And
10. Increased alumni participation in student activities.

CHAPTER V

KEY PERFORMANCE INDICATORS AND TARGET

A. Key Performance Indicators

No	Objective	Activity Targets	Key Performance Indicators
1	Implementation of quality and competitive undergraduate, master's, doctoral and professional education programs in the fields of economics, economics, and business.	Improving academic quality in undergraduate, master's, doctoral and professional education programs in the fields of economics, economics, and business education.	Percentage of study programs that implement the curriculum OBE Based MBKM
			Percentage of RPS according to standards from the total number of courses
			Percentage of practicum hours per total learning hours
			Percentage of courses resulting from the integration of research and community service community from total research and community service
			Percentage of educational suitability and educational assessment of learning outcomes from the number of courses
			Percentage of lecturers with GB Positions (APT, APS, Higher Education Ranking)
			Percentage of lecturers with the position of Associate Professor (APT, APS, Higher Education Ranking)
			Percentage of lecturers with Lector Positions (APT, APS)
2	Increasing the relevance, quantity, quality and research innovation of lecturers in the field of	Increasing the quality of research that contributes to the development of science and	Research Roadmap in accordance with study program development (APS)
			Number of registered Intellectual Property
			Percentage of use of public funds for research

	economics, economics and education business.	technology.	The amount of research integrated into the learning process

No	Objective	Activity Targets	Key Performance Indicators
3	Realizing community service in the field of quality and reputable economic, economic and business education.	Implementation of quality and useful community service in improving community welfare.	The PKM roadmap is in accordance with the scientific application of the study program (APS)
			Percentage of PKM implementation involving students
			Published PKM output in national journals
			PKM outputs published in international journals (QS)
			PKM outputs are integrated into the learning process
			Has a study center carry out research and development
4	Increasing graduates who have a leadership-entrepreneurship spirit	Increasing the competitiveness of graduates in the world of work	Number of national level student achievements
			Number of level student achievements International
			Percentage of graduates who work immediately < 6 months
			Percentage of students who entrepreneurship
			Percentage of graduate user satisfaction
			Percentage of certified graduates competence and profession
			Percentage of graduates on time
			Average GPA of Graduates
			Percentage of students receiving scholarships
			Percentage of successful graduates become self-employed

			Percentage of graduates who get a job according to the graduate profile
			Percentage of graduates who find work in multinational or foreign companies country

No	Objective	Activity Targets	Key Performance Indicators
			Percentage of graduates who continue their studies

B. Additional Performance Indicators

No	Objective	Activity Targets	Additional Performance Indicators
1	Implementation of quality and competitive undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business.	Improving academic quality in undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education.	Percentage of courses that apply vi-learn, case method, team-based project, blended learning
			Number of lecturers undertaking further studies at LN (APT, QS)
			Percentage of permanent lecturers who receive recognition for their expertise out of the total number of lecturers (NIDN and NIDK)
			Number of academic higher education lecturers participating in the Program <i>World Class Professor</i>
			Percentage of Permanent Lecturers competency/professional certificate recognized by industry and the world of work
			Opening of the New Undergraduate/Professional Education Study Program
			Opening of the New Doctoral Study Program
			Opening of the New Master's Study Program
			Opening of Study Programs Outside the Main Campus
			Percentage of qualified permanent lecturers PhD academic
			The percentage of students who spend at least 20 credits outside campus
2	Increasing relevance, quantity, quality and	Increasing the quality of research who contributed	<i>Number of International Research Collaborations(QS)</i>
			Percentage of scientific publications on reputable international journal

No	Objective	Activity Targets	Additional Performance Indicators
	Lecturer research innovation in the fields of economics, economics and business education.	in the development of science and technology.	<p>Scopus indexed per lecturer per year (QS, APT, APS, research cluster)</p> <p>Percentage of scientific publications in national journals indexed by SINTA per lecturer per year</p> <p>Number of articles cited (QS, APT, APS)</p> <p>Number of indexed reputable journals global</p> <p>Number of externally funded research (QS)</p> <p>Percentage of scientific publications on national/international journal collaboration between lecturers and students</p>
3	Realization of community service in the fields of economics, economics and business education quality and reputable.	Implementation of quality and useful community service in improving community welfare.	<p>Published PKM output in National/International mass media (QS)</p> <p>PKM outputs published in international journals (QS)</p>
4	Implementation of effective, efficient and integrity organizational governance	Implementation of governance and organizational development, quality assurance systems, as well as collaboration networks with stakeholders at	<p>The percentage of study programs that have international accreditation or certificates recognized by the government (QS, Higher Education Ranking)</p> <p>Number of National collaborations/ International relevant to the study program</p> <p>Number of study programs accredited as Superior</p> <p>Employee satisfaction level (QS, APT, APS)</p> <p>Student satisfaction level (QS, APT, APS)</p>

		home and abroad	Number of reputable journals indexed globally (Dikti ranking)
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No	Objective	Activity Targets	Additional Performance Indicators
			The number of lecturers who coach students to achieve success National/International level
			Percentage of educational staff with a competency certificate according to their field of work

C. Key Performance Indicator Targets

The following are the targets from the main performance indicator table that must be achieved by 2024.

No	Activity Targets	IndicatorKey Performance	Based line 2019	2020	2021	2022	2023	2024
1	Improving academic quality in undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education.	Percentage of study programs that organize it curriculumOBE Based MBKM	12.5%	12.5%	75%	80%	100%	100%
		RPS percentage according to the standard amount total courses	35%	35%	75%	75%	80%	85%
		Percentage of the number of practicum hours per total learning hour	20%	20%	21%	22%	25%	30%
		Percentage of courses resulting from the integration of research and community service from total research and community service public	10%	10%	20%	22%	25%	30%
		Percentagesuitability of education and educational assessment of learning outcomes number of courses	10%	10%	25%	50%	70%	80%
		Percentage of lecturers with GB Position	5.2%	6.09%	2%	3%	4%	5%

No	Activity Targets	IndicatorKey Performance	Based line 2019	2020	2021	2022	2023	2024
		(APT, APS, Higher Education Ranking)						
		Percentage of lecturers with the position of Associate Professor (APT, APS, Higher Education Ranking)	27.36 %	29.73 %	20%	23%	24%	25%
		Percentage of lecturers with Lector Positions (APT, APS)	20.38 %	23.14 %	25%	27%	33%	35%
2	Increasing the quality of research that contributes to the development of science and technology.	Research Roadmap in accordance with study program development (APS)	8	8	8	8	9	9
		Total Wealth Registered intellectuals	24	25	122	125	130	150
		Percentageuse of public funds for research	5 million	6 million	9 million	10 million	10 million	10 million
		The amount of research integrated into the learning process	8	8	18	32	36	45
3	Implementation of quality and useful community service in improving community welfare.	The PKM roadmap is in accordance with the scientific application of the study program (APS)	8	8	8	8	9	9
		Percentageimplementin g PKM by involving students	25%	25%	50%	60%	75%	80%
		PKM output published in national journals	10	15	18	20	25	30
		PKM outputs are integrated into the learning process	2	3	5	8	10	12
		Has a study center that carries out research and development	9	9	9	9	9	9
5	Increased competitiveness	Number of level student achievements National	50	55	22	30	40	45

No	Activity Targets	IndicatorKey Performance	Based line 2019	2020	2021	2022	2023	2024
	graduates in the world of work	Number of international student achievements	1	2	2	3	4	5
		Percentage of graduates who work immediately < 6 months	60%	65%	80%	80%	80%	80%
		Percentageentrepreneurial students	60%	66%	75%	78%	80%	80%
		Percentagegraduate user satisfaction	50%	50%	65%	70%	80%	80%
		Percentage of graduates certified in competencies and professions	10%	25%	30%	32%	35%	35%
		Percentage of graduates on time	40%	50%	65%	68%	70%	70%
		Average GPA of Graduates	3.25	3.25	3.35	3.45	3.46	3.48
		Percentagescholarship recipient students	20%	25%	35%	35%	35%	35%
		Percentage of graduates who succeed in becoming entrepreneurs	20%	20%	40%	40%	40%	40%
		Percentage of graduates who get jobs according to the graduate profile	25%	30%	50%	60%	70%	75%
		Percentage of graduates who find work in multinational or foreign companies country	1%	1%	1%	3%	5%	6%
		Percentage of graduates who continue their studies	5%	10%	15%	17%	20%	25%

No	Activity Targets	IndicatorAdditional Performance	Based line 2019	2020	2021	2022	2023	2024
	undergraduate, master's, doctoral and professional education programs in the fields of economics, economics and business education.	<i>team-based project, blended learning</i>						
		Number of lecturers undertaking further studies at LN (APT, QS)	0%	0.9%	1.72 %	2%	2%	2%
		Percentage of permanent lecturers who receive recognition for their expertise out of the total number of lecturers (NIDN and NIDK)	10%	15%	16%	25%	50%	60%
		Opening of the New Undergraduate/Professional Education Study Program	-		S1 Business Digital		Accounting Professional Education	S1 Tourism and Hospitality
		Opening of the New Master's Study Program	-				S2 Where is the Halal Industry?	S2 Economics, S2 Business Digital
		Opening of the New Doctoral Study Program	-				S3 Where's the guy? , S3 Education Economy	S3 Islamic economics /Halal Industry
		Opening of Study Programs Outside the Main Campus	-				S1 Where's the guy?	
		Number of academic higher education lecturers participating in the Program <i>World Class Professor</i>		3	3	3	4	5

	Percentage of Permanent Lecturers who have certificates	30%	40%	48%	50%	55%	60%
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D. Additional Performance Indicator Targets

The following are the targets from the table of additional performance indicators that must be achieved by 2024.

No	Activity Targets	IndicatorAdditional Performance	Based line 2019	2020	2021	2022	2023	2024
1	Enhancement academic quality on	Percentage of courses which implements vi- learn, case method,	40%	40%	78%	80%	90%	90%

No	Activity Targets	IndicatorAdditional Performance	Based line 2019	2020	2021	2022	2023	2024
		competency/profession recognized by industry and the world of work						
		Percentage of permanent lecturers with doctoral academic qualifications	32.62 %	34.17 %	28%	30%	35%	40%
		Percentage of students who spend at least 20 credits outside campus	-	30%	30%	30%	30%	30%
2	Increasing the quality of research that contributes to the development of science and technology.	Number of International Publication Collaborations (QS)	0	4	6	8	10	12
		Percentage of scientific publications in reputable international journals indexed by Scopus per lecturer per year (QS, APT, APS, cluster study)	10%	10%	12%	13%	15%	17%
		Percentage of scientific publications in SINTA indexed national journals per lecturer per year	18.75 %	30%	40%	50%	60%	70%
		Number of articles cited (QS, APT, APS)	35	40	45	50	60	70
		Number of reputable journals indexed global	0	0	0	1	2	3
		Number of externally funded research (QS)	4	4	6	8	10	12
		Percentage of scientific publications in national/international journals collaborating with lecturers with students	10%	10%	15%	20%	25%	30%

3	Carrying out dedication to society which	PKM output published in the National mass media/ International (QS)	10	15	30	31	35	40
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No	Activity Targets	IndicatorAdditional Performance	Based line 2019	2020	2021	2022	2023	2024
	quality and useful in improving community welfare.	PKM outputs published in international journals (QS)	0	0	0	1	2	3
4	Implementation of governance and organizational development, quality assurance systems, as well as collaboration networks with stakeholders at home and abroad	Percentage of study programs that have international accreditation or certificates recognized by the government (QS, Higher Education Ranking)	0	0	44%	44%	90%	90%
		Number of National/International collaborations relevant to study program	40	40	150	160	180	200
		Number of study programs accredited as Superior	6	6	6	7	8	8
		Level of satisfaction Employees (QS, APT, APS)	80%	80%	80%	82%	85%	85%
		Student satisfaction level (QS, APT, APS)	80%	80%	81%	83%	85%	85%
		Number of reputable journals indexed globally (Dikti ranking)	6	8	10	11	12	12
		The number of lecturers who guide students to achieve level achievement National/International	10	15	23	24	25	25
		Percentage of educational staff with competency certificate according to the field of work	10%	20%	25%	30%	35%	40%

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DECREE
DEAN OF THE FACULTY OF ECONOMICS
AND BUSINESS, SURABAYA STATE
UNIVERSITY NUMBER:
B/46411/UN38.7/PR.01.06/2020

ABOUT
APPROVAL OF STRATEGIC PLANS (RENSTRA)
FACULTY OF ECONOMICS AND BUSINESS
SURABAYA STATE UNIVERSITY
2020-2024

By God's Grace

DEAN
SURABAYA STATE UNIVERSITY FACULTY OF
ECONOMICS AND BUSINESS

Considering: That in order to provide guidance and direction for all organizational units within the State University of Surabaya in the preparation and implementation of work programs, the text of the Strategic Plan (Renstra) of the Faculty of Economics and Business, State University of Surabaya 2020-2024 has been approved by the Senate of the Faculty of Economics and Business on September 15 2020 needs to be ratified by the Decree of the Dean of the Faculty of Economics and Business.

Remember :

1. Republic of Indonesia Law no. 20 of 2003 concerning the National Education System.
2. Republic of Indonesia Law no. 17 of 2007 concerning the National Long Term Development Plan (RPJPN) 2005-2025.
3. Republic of Indonesia Law no. 12 of 2012 concerning Higher Education.
4. Government Regulation no. 17 of 2010 concerning Management and Implementation of Education.
5. Government Regulation no. 74 of 2012 concerning Amendments to Government Regulation No. 23 of 2005 concerning Financial Management of Public Service Agencies.
6. RI Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework.
7. Presidential Regulation of the Republic of Indonesia No. 82/2019 concerning the Ministry of Education and Culture.
8. Presidential Regulation Number 18 of 2020 concerning the National Medium Term Plan for 2020-2024 (State Gazette of the Republic of Indonesia of 2020 Number 10).
9. Minister of Education and Culture Regulation Number 9 of 2016 concerning Performance Accountability Systems within the Ministry of Education and Culture; (State Gazette of the Republic of Indonesia 2016 Number 426).
10. Minister of Education and Culture Regulation no. 45/2019 concerning Organization and Work Procedures of the Ministry of Education and Culture.
11. Minister of Education and Culture Regulation No. 10 of 2020 concerning the Smart Indonesia Program.
12. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards Higher education.
13. Minister of Education and Culture Regulation No. 4 of 2020 concerning Changes in State Universities to Legal Entity State Universities.
14. Minister of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions.
15. Minister of Education and Culture Regulation Number 6 of 2020 concerning

- Acceptance of New Students for Undergraduate Programs at State Universities.
16. Minister of Education and Culture Regulation No. 7 of 2020 concerning the Establishment, Changes, and Dissolution of State Universities, and the Establishment, Changes, and Revocation of Private Higher Education Licenses.
 17. Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (State Gazette of the Republic of Indonesia for 2020 Number 555).
 18. Decree of the Minister of Education and Culture Number 754/P/2020 concerning Main Performance Indicators for State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020.
 19. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 83/P/2020 concerning International Accreditation Institutions.
 20. Surabaya State University Chancellor's Regulation Number 10 of 2020 concerning the Surabaya State University Business Strategic Plan for 2020 – 2024.
 21. Surabaya State University Strategic Plan 2020-2024.

DECIDE

Establish: Ratify the Strategic Plan of the Faculty of Economics and Business, Surabaya State University Regarding the Strategic Plan of the Faculty of Economics and Business for 2020 - 2024

Ditetapkan di : Surabaya

Tanggal
Orken



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UNESA

FACULTY OF ECONOMICS AND BUSINESS

UNIVERSITAS NEGERI SURABAYA