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# PREFACE

The 2020-2024 FISIP Strategic Plan (RENSTRA) is the stage of achieving the vision of the Social and Political Sciences Faculty which refers to Undip's vision of strengthening the status as a research University. Besides, the status as a Legal Entity State University *(PTNBH)* requires Undip to carry out reorientation by increasing the independence in asset and institutional management, academic, and non-academic.

This FISIP Strategic Plan (RENSTRA) is prepared as the basis for making the Annual Activity Program Plan *(RPKT)*, the Annual Work Plan and Budget *(RKAT)* and the Government Agency Performance Accountability Report *(LAKIP)*, arranging activities and carrying out its main duties and functions in realizing good management at FISIP.

If it is necessary and by taking into account the development of the needs, as well as the changes in the strategic environment, the Strategic Plan (RENSTRA) (*Renstra)* can be revised, including the performance indicators, through the applicable mechanism.

Semarang, June 2020

Dean

Dr. Drs. Hardi Warsono, MTP.

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# CHAPTER I

# INTRODUCTION

## 1.1 History of FISIP, Universitas Diponegoro

Government Regulation Number 7 of 1961 concerning the Establishment of Universitas Diponegoro had set the Universitas Diponegoro as a state university starting on October 15th, 1960. Furthermore, this date was designated as the University’s Anniversary.

The faculties that existed at that time were as follows:

1. The Faculty of Law and Public Knowledge *(FHPM)*, consists of 2 (two) parts:
   1. Law
   2. Socio-Political
2. Faculty of Economics (*FE*);
3. Faculty of Engineering (*FT*); and
4. Faculty of Teacher Training and Education *(FKIP)* in Semarang with a branch in Surakarta.

Before becoming an independent faculty in Undip, the Social and Politics Faculty had been developing for 12 (twelve) years.

Essentially, the embryo of the Social and Politics Faculty had existed since the establishment of the Faculty of Law and Public Knowledge (FHPM) at Universitas Semarang on March 1st, 1957. In accordance with Government Regulation no. 7 of 1961, March, 21st 1961 concerning the Establishment of the Universitas Diponegoro Semarang, the State Administration Academy was temporarily included as a part of the Social and Politics, within the Faculty of Law and Public Knowledge.

The efforts on making the Social and Politics Faculty an independent faculty had been started since 1962, with the formation of the "Preparatory Committee for the Establishment of the Social and Politics Faculty, Universitas Diponegoro ". Based on the Decree of the President of the Universitas Diponegoro No. 28 / c on January, 6th 1962, the composition of the committee at that time was as follows:

Headman : Drs. Sukardjan Hadisutikno

Secretary : Drs. Fajar Ismail

Member : 1. Drs. Hartoyo

2. M. Marsono

In further developments, a more comprehensive input and/or thoughts were needed to accelerate the establishment of the Social and Politics Faculty. Therefore, the Preparatory Committee for the Establishment of the Social and Politics Faculty Universitas Diponegoro recruited more members as stated on the Decree of the Universitas Diponegoro’s Rector No. 41 / Skpt / SKJ / 1968, August 18th, 1968. In detail, the composition of the committee became:

Headman : Drs. Sukardjan Hadisutikno

Secretary : Drs. Fajar Ismail

Member : 1. Drs. Hartoyo

2. M. Marsono

3. Drs. Soetomodradjat

4. Drs. Kuncoro Hadi

5. Satjipto Rahardjo, SH

Finally, the aspiration to establish an independent faculty had been realized with the issuance of the Decree of the Director-General of Higher Education No. 116 of 1968, December, 9th 1968 concerning the Splitting of the FHPM into:

1. Faculty of Law (FH); and

2. Faculty of Social and Political

Starting on January 1st, 1969, the Faculty of Social and Politics was established with three departments, namely State Administration, Government, and Publicity (now Communication Studies). Then, in 1970, the Department of Business Administration was opened.

Based on the Decree of the Undip’s Rector No. 08 / SKPT09 / 1983 on January 6th, 1983, the name of the Faculty of Social and Politics was changed to the Faculty of Social and Political Science (FISIP), with the following Departments / Majorities:

1. Department of Administration Science

a. State Administration Study Program;

b. Business Administration Study Program;

2. Department of Governmental Science;

3. Department of Communication Science; and

4. Department of General Basic Courses (MKDU).

In its development, the CourseDU Department became a UPT-CourseU in 1995 and finally separated from FISIP Undip, which was under the guidance of the Ist Vice Rector.

The community's need for the equal distribution of the learning opportunities can be fulfilled through:

1. The Rector's Decree No. 280 / SK / PT07 / 1993 on October, 27th 1993 the Regular Program Batch II was opened for Departments / Study Programs: State Administration, Business Administration, Governance Science, and Communication Studies;
2. The Decree of the Director General of Higher Education No. 234 / DIKTI / Kep / 1997 on August, 5th 1997 concerning the Establishment of the D-III Communication Science Study Program;
3. The Letter of the Director General of Higher Education No. 1818 / D / T / 2001 on May, 29th 2001 concerning the Granting of Permission to Establish the D-III Land Affairs and D-III Regional Finance Study Program;
4. The Letter of the Director General of Higher Education No. 2361 / D / T / 2001 on July 11th, 2001 concerning the Granting of Permission to Establish the D-III Marketing Study Program;

5.The Letter of Director General of Higher Education No. 3164 / D / T / 2005 on September 28th, 2005 concerning the Granting of Permission to Establish the D-III Secretarial and Office Administration Study Program;

6.The Decree of the Minister of National Education Number 285 / E / O / 2011 on December 9th, 2011 concerning the Establishment of the International Relations Study Program.

In subsequent developments, based on the Undip Rector's Decree  
Number 609 of 2011, the Postgraduate Program is integrated into the Faculty. In 2020, through the Universitas Diponegoro Rector’s Decree Number: 222 / UN7.P / HK / 2020 a Master Program (S2) of Business Administration was opened. Thus, the number of postgraduate study programs at the Faculty of Social and Political Sciences, Universitas Diponegoro is six study programs. Therefore, until 2020 FISIP Undip has managed the Postgraduate Program which includes:

1. Master of Administration Study Program (MIA);

2. Master of Political Science Study Program (MIPOL);

3. Master of Communication Science Studies Program (MIKOM);

4. Doctoral Program in Public Administration (DAP);

5. Doctoral Program in Social Sciences (DIS); and

6. Master of Business Administration Study Program (MABIS).

Further developments, based on Government Regulation Number 81 of 2014 concerning the Establishment of Universitas Diponegoro as a Legal Entity State University (PTN-BH) and Government Regulation Number 52 of 2015 concerning the Status of Universitas Diponegoro, it changed from PTNBLU to PTN-BH. With this new status, Undip has wider autonomy to develop the university along with the entire academic community.

Based on Universitas Diponegoro Rector's Regulation Number 04  
In 2016 concerning the Organization and Work Procedure of the Elements Under the Rector of Universitas Diponegoro, FISIP has 5 (five) Departments, namely:

1. Department of Public Administration;

2. Department of Politics and Governance;

3. Department of Communication;

4. Department of Business Administration; and

5. Department of International Relations.

Along with Undip's development into PTNBH, all 3-year Diploma study programs that were previously part of FISIP, starting in 2017 have become part of the Vocational School (SV). The merger is based on the Universitas Diponegoro Rector’s Decree Number: 1250 / UN7.P / HK / 2016 regarding the establishment of the Undip vocational school.

## 1.2 Background for the Preparation of the Strategic Plan *(RENSTRA)*

Referring to Law Number 12 of 2012 concerning Higher Education, that higher education has a strategic role in educating the national life and advancing science and technology, as well as increasing the national competitiveness in facing globalization in all fields; and the stipulation of the Universitas Diponegoro Rector’s Regulation Number 33 of 2019 concerning the Universitas Diponegoro Strategic Plan (Renstra) for 2020-2024, that Undip must be able to compete both nationally and internationally. So, it has an important role in determining the direction of development and increasing national competitiveness. Therefore, FISIP Undip must have a comprehensive and directed strategy and program planning which are contained in the 2020-2024 FISIP strategic plan (Renstra) document.

The 2020-2024 FISIP Undip Strategic Plan includes an analysis of the situation, policies, targets, programs and performance achievement indicators~~.~~ The 2020-2024 FISIP FISIP Strategic Plan (RENSTRA) is used as a basis for preparing activities to achieve the performance indicators outlined in the Annual Work Plan and Budget (RKAT). More specifically this document includes:

1. Strategic Environmental Analysis;
2. Values, Vision, Mission, Objectives and Strategic Targets;
3. Policy Directions, Strategies, Performance Indicators, Performance and Programs Targets;
4. Regulatory Framework, Institutional Framework, Risk Analysis and Programs by Sector; and
5. Funding Framework.

The 2020-2024 FISIP Undip Strategic Plan (RENSTRA) is used by Faculty leaders and all staff in the Undip FISIP environment as the basis for preparing the Annual Work Plan and Budget (RKAT), preparing the Government Agency Performance Accountability Report (LAKIP), and supporting the implementation of their main duties and functions. In addition, the Renstra document can be an instrument in realizing good faculty governance and ensuring the implementation of the development of Undip FISIP sustainably and supporting the achievement of Universitas Diponegoro's target as the top 500 world-class university.

## 1.3 The Basis for the Preparation of the Strategic Plan *(RENSTRA)*

The Revised FISIP Strategic Plan (RENSTRA) 2020-2024 is arranged based on the following regulations:

1. The Constitution of the Republic of Indonesia Number 17 of 2003 concerning The State Finance;
2. The Constitution of the Republic of Indonesia Number 20 of 2003 concerning The National Education System;
3. The Constitution of the Republic of Indonesia Number 25 of 2004 concerning The National Development Planning System;
4. The Constitution of the Republic of Indonesia Number 14 of 2005 concerning The Teachers and Lecturers;
5. The Constitution of the Republic of Indonesia Number 25 of 2009 concerning The Public Services;
6. The Constitution of the Republic of Indonesia Number 12 of 2012 concerning The Higher Education;
7. The Government Regulation of the Republic of Indonesia Number 23 of 2005 concerning The Public Service Agency’s Financial Management as amended by the Government Regulation of the Republic of Indonesia Number 74 of 2012 concerning the Amendments to Government Regulation of the Republic of Indonesia Number 23 of 2005 concerning the Financial Management of the Public Service Agency;
8. The Government Regulation of The Republic of Indonesia Number 37 of 2009 concerning the Lecturers;
9. The Government Regulation of The Republic of Indonesia Number 17 of 2010 concerning the Management and Implementation of the Education;
10. The Government Regulation of The Republic of Indonesia Number 4 of 2014 concerning the Implementation of the Higher Education and Management of the Higher Education;
11. The Government Regulation of The Republic of Indonesia Number 81 of 2014 concerning the Establishment of Universitas Diponegoro as a Legal Entity State University;
12. The Government Regulation of The Republic of Indonesia Number 26 of 2015 concerning the Forms and Funding Mechanisms for Legal Entity State Universities;
13. The Government Regulation of The Republic of Indonesia Number 52 of 2015 concerning the Status of Universitas Diponegoro;
14. The Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning the National Higher Education Standards;
15. The Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 17 of 2013 concerning the Lecturer Functional Positions and Credit Score as amended by the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 46 of 2013 concerning the Amendments to the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 17 of 2013 concerning the Lecturer Functional Position and Credit Score;
16. The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 78 of 2013 concerning the Provision of Professional Allowances and Honorary Allowances for Lecturers Holding the Professor Academic Positions as amended by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 89 of 2013 concerning the Amendments to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 78 of 2013 concerning the Provision of the Professional Allowances and Honorary Allowances for Lecturers Holding the Professor Academic Positions;
17. The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 84 of 2013 concerning the Appointment of the Permanent Non-Civil Employee Lecturers at State Universities and Permanent Lecturers at Private Universities;
18. The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework in the Field of Higher Education;
19. The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 35 of 2014 concerning the Performance Accountability Systems within the Ministry of Education and Culture;
20. The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning the National Higher Education Standards;
21. The Regulation of the Minister of Finance Number 44 / PMK.05 / 2009 concerning the Business and Budget Plans as well as the Budget Implementation for Public Service Bodies;
22. The Regulation of the Minister of National Development Planning / the Head of the National Development Planning Agency of the Republic of Indonesia Number 5 of 2019 concerning the Procedures for Preparing the Strategic Plan (RENSTRA) of Ministries / Institutions for 2020-2024;
23. The Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number: 142 / M / KPT / 2019 concerning the Main Performance Indicators of the State Universities and Higher Education Service Institutions in the Ministry of Research, Technology and Higher Education in 2019;
24. The Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 100 of 2016 concerning the Establishment, Transformation, Dissolution of State Universities and the Establishment, Amendment, Revocation of the Private Higher Education Permits;
25. The Minister of Finance Decree Number 259 / KMK.05 / 2008 concerning the Designation of Universitas Diponegoro at the Ministry of National Education as a Government Agency Implementing the Financial Management for Public Service Agencies (PK-BLU);
26. The Regulation of the Board of Trustees of Universitas Diponegoro Number 2 of 2016 concerning the Universitas Diponegoro’s Work Procedure Organization;
27. The Regulation of the Board of Trustees of Universitas Diponegoro Number 7 of 2016 concerning the General Policies of Universitas Diponegoro for 2015-2039;
28. The Universitas Diponegoro Rector’s Regulation Number 4 of 2016 concerning the Organization and Work Procedures of the Elements Under the Rector of Universitas Diponegoro;
29. The Universitas Diponegoro Rector’s Regulation Number 19 of 2016 concerning the Fund Management of Universitas Diponegoro;
30. The Universitas Diponegoro Rector’s Regulation Number 12 of 2017 concerning the Mechanisms and Procedures for Implementing the Accounting and Financial Statements
31. The Universitas Diponegoro Rector's Regulation Number 2 of 2019 concerning the Organization and Work Procedure of the Elements Under the Universitas Diponegoro Rector;
32. The Decree of the Rector / Head of the Universitas Diponegoro Senate Number 19A / J07.Senat / SK / 2007 concerning the Vision and Mission of Universitas Diponegoro;
33. The Universitas Diponegoro Rector's Regulation Number 33 of 2019 concerning the UNDIP’s Strategic Plan (RENSTRA) for 2020-2024; and
34. And all regulations relating to the operation of the legal entity state universities.

## 1.4 Performance Achievements of the FISIP Universitas Diponegoro

The arrangement of the 2020-2024 FISIP UNDIP Strategic Plan (RENSTRA) is based on the 2015-2019 targets and performance achievements. The 2019 Achievements are the baseline for the arrangement of Undip's Performance Indicators for 2020-2024. The achievements and targets of FISIP Undip's 2019 Performance can be seen in the following table:

Table 1.1. Targets and Achievements of the 2019 FISIP Undip Performance

| No. | Performance Indicators | Unit | Target 2019 | 2019 achievements | |
| --- | --- | --- | --- | --- | --- |
| total | % |
| 1 | The number of lecturers who make textbooks/texts | person | 102 | 27 | 26.47% |
| 2 | Number of textbooks / texts / monographs | book | 35 | 24 | 68.57% |
| 3 | Number of accredited study programs Excellent | percentage | 100.00% | 8 | 80% |
| 4 | The number of internationally accredited study programs | percentage | 1.00% | 0 | 0% |
| 5 | Number of Professors | Person | 6 | 6 | 100.00% |
| 6 | Number of Head Lecturers (with doctoral degrees) | percentage | 6.00% | 18 | 285.71% |
| 7 | The number of lecturers who qualify for S3 | percentage | 4.00% | 37 | 880.95% |
| 8 | The ratio of the number of lecturers to the number of students | ratio | 1; 27 | 1; 29 | - |
| 9 | Number of international students | person / year | 10 | 6 | 60% |
| 10 | The number of student achievements as the first winner at the national level | achievements per year | 5 | 13 | 260% |
| 11 | The number of achievements of students who won first place at the international level | achievements per year | 2 | 8 | 400% |
| 12 | Percentage of students involved in student organizations | percentage | 25.00% | 30% | 120.00% |
| 13 | The number of student entrepreneurial activities funded by national / internal Undip funding / other parties | activities | 1 | 2 | 200% |
| 14 | The number of student creativity program (PKM) proposals funded from the allocation of proposals given by the Directorate of Higher Education | Proposal | 2 | 2 | 100% |
| 15 | The number of students involved in PKM activities | person | 150 | 207 | 138% |
| 16 | The number of students who are interning in companies / industries / agencies | person / year | 500 | 313 | 63% |
| 17 | The total number of students receiving scholarships / tuition assistance | person / year | 500 | 426 | 85% |
| 18 | Number of poor students receiving scholarships / tuition assistance | person / year | 200 | 492 | 246% |
| 19 | The establishment of an Academician-Business-Community-Government (ABCG) synergy business incubator | unit | 1 | 1 | 100% |
| 20a | Percentage of students who have TOEFL> 500 | percentage | 13.00% | 14% | 108% |
| 20b | Number of online learning courses | courses | 10 | 9 | 90% |
| 21 | Number of study programs that offer international programs | Study Program | 1 | 2 | 200% |
| 22 | The number of undergraduate, master, doctoral, Profession, Specialist, and Vocational study programs |  | 0 | 10 | - |
| 23 | The number of lecturers involved as speakers in national seminars | person/year | 25 | 26 | 104% |
| 24 | The number of lecturers involved as presenters in international seminars | person / year | 25 | 78 | 312% |
| 25 | Number of educational collaborations with other universities | cooperation | 25 | 16 | 64% |
| 26 | Number of citations | publication / year | 50 | 1719 | 3438% |
| 27 | Number of visiting domestic / foreign lecturers / researchers | person / year | 15 | 17 | 113% |
| 28 | The number of lecturers with publications in reputable international journals | person | 30 | 29 | 97% |
| 29 | The number of lecturers with publications in international journals | person | 20 | 52 | 260% |
| 30 | Number of lecturers with publications in accredited national journals | person / year | 20 | 26 | 130% |
| 31 | The number of lecturers involved in research which is funded by the Undip internal funds | person/year | 102 | 102 | 100% |
| 32 | The number of lecturers involved in research with the national funding | person/year | 10 | 13 | 130% |
| 33 | The number of lecturers involved in research with international funding / joint research with international funding | person | 6 | 15 | 250% |
| 34 | The number (title) of research funded by the international funding and / or international joint research | title | 2 | 3 | 150% |
| 35 | The Amount of research funding from the international funding / international joint research | billion rupiah | 100,000,000 | 250,000,000 | 250% |
| 36 | The Number of publications in reputable international journals | publication | 25 | 13 | 52% |
| 37 | The Number of publications in international journals | publication | 10 | 31 | 310% |
| 38 | The Number of publications in accredited national journals | publication | 10 | 12 | 120% |
| 39 | The Number of publications in national journals (not accredited) | publication | 20 | 25 | 125% |
| 40 | The Number of publications in reputable international proceedings | publication | 77 | 27 | 35% |
| 41 | The Number of publications in national proceedings | publication | 10 | 16 | 160% |
| 42 | The number of research (title) funded by the internal funds | title | 40 | 49 | 123% |
| 43 | The amount of research funding from the internal allocations | rupiah | 1,080,000,000 | 1,143,000,000 | 106% |
| 44 | The Number of research (title) funded by the national funding | title | 5 | 9 | 180% |
| 45 | The Amount of research funding from the national funding | billion rupiah | 350,000,000 | 1,073,843,500 | 307% |
| 46 | The Number of scientific journals accredited by DIKTI | journal | 1 | 4 | 400% |
| 47 | The number of scientific journals indexed by the reputable international databases | journal | 1 | 0 | 0% |
| 48 | The Total scope of accredited laboratories | unit | 0 | 0 | 0 |
| 49 | The Contribution of financial revenue from the institutional cooperation | billion rupiah | 500,000,000 | 926,286,000 | 185% |
| 50 | The number of collaborative research results and/or expertise of lecturers with industry | cooperation | 10 | 10 | 100% |
| 51 | The number of community service collaborations and / or lecturer expertise with other government / private agencies / other universities | cooperation | 5 | 17 | 340% |
| 52 | The Number of partners in conducting research | partners | 20 | 14 | 70% |
| 53 | The number of lecturers involved in IPR work | person | 15 | 11 | 73% |
| 54 | The Number of registered and granted intellectual property rights (IPR) | IPR certificate | 10 | 14 | 140% |
| 55 | The Number of Patents | patent certificate | 0 |  |  |
| 56 | The Number of R&D prototypes | prototype | 2 | 3 | 150% |
| 57 | The Number of industry-worthy prototypes | prototype valuation | 0 | 0 | 0 |
| 58 | The Number of products that have been produced | product | 10 | 0 | 0 |
| 59 | The number of lecturers involved in community service activities with the national funding | person | 5 | 3 | 60% |
| 60 | The number of lecturers who participated in the service activities with Undip internal funds | person | 102 | 103 | 101% |
| 61 | The total allocation of the community service funds from the Undip's internal funds | rupiah | 216,000,000 | 212,818,800 | 99% |
| 62 | The Number of community service activities funded by the national funding (excluding Undip) | activities | 5 | 1 | 20% |
| 63 | The Number of Appropriate Technology Packages | package | 1 | 0 | 0 |
| 64 | The number of RGA units that can assist Undip's operations includes the spin-off of the research results | unit | 1 | 1 | 100% |
| 65 | The Contribution of financial revenue from the business unit (RGU / RGA) to the institution | billion rupiah | 500,000,000 | 348,263,834 | 70% |
| 66 | The Total alumni database integrated in the database | person | 500 | 612 | 122% |
| 67 | The Number of alumni business networks connected to the campus programs | unit | 2 | 1 | 50% |
| 68 | The Percentage of the Information System Integration / Integrated Undip Dashboard | percentage | 70 | 70 | 100% |
| 69 | The Percentage of the campus area connected to the internet | percentage | 95 | 95 | 100% |
| 70 | The Bandwidth availability ratio and student | Ratio (mhs: kpbs) | 0.083 | 0.247 | 297% |
| 71 | The number of the educational staff who have attended the technical/structural/other training | person | 5 | 4 | 80% |
| 72 | The Percentage of the performance achievement of the educational staff (according to the composition) | percentage | 90.00% | 100% | 111% |
| 73 | The Percentage of the lecturers’ performance achievements 16 credits (according to the composition) | percentage | 5.00% | 40% | 800% |
| 74 | The Compliance with the Regulations | status | The number of findings is decreasing | - | - |
| 75 | The Financial report’s opinion | opinion | WTP | - | - |
| 76 | The Accuracy of the Report Submission | percentage | 0.00% | - | - |
| 77 | The Availability of facilities for people with disabilities (with special needs) | percentage | 5.00% | 10% | 200% |
| 78 | The average number of classrooms compared to the number of users | m2 | 1.6 | 1.10 | 69% |

## 1.5 The Approach to Formulating the Strategic Plan (RENSTRA)

The preparation of the 2020-2024 FISIP UNDIP’s Strategic Plan (RENSTRA) using the approach shown in Figure 1.1.

The arrangement of the strategic value, vision, mission, objective, and target

Environmental Analysis

Preparation

The arrangement of the regulation’s framework, intstitutional framework, risk analysis and program per sector

The arrangement of the funding’s framework

The arrangement of the policy direction, work indicator, performance and program target.

Figure 1.1 The Approach to Formulating the 2020-2024 FISIP UNDIP Strategic Plan (RENSTRA)

The arrangement of the *Renstra*  document

The first stage in arranging the FISIP Strategic Plan (RENSTRA) is the preparation stage, which consists of the formation of the Strategic Plan (RENSTRA) team, collecting the previous performance data, and preparing the basis for regulations and related policies. The next stage is the strategic environmental analysis of the conditions of the FISIP Undip, in order to formulate the strategic problems and issues. The results of this stage are continued to determine the vision and mission, objectives and strategic objectives of the FISIP Undip in 2020-2024. The next stage is the formulation of the policy directions, strategies, performance indicators, performance targets and programs. Next, it is the stage of drafting the regulatory framework, institutional framework, risk analysis and programs by sector followed by the preparation of the funding support for the implementation of the Strategic Plan (RENSTRA). The last stage is the preparation of the 2020-2024 FISIP UNDIP’s Strategic Plan (RENSTRA) document.

**CHAPTER II**

**STRATEGIC ENVIRONMENTAL ANALYSIS**

## 2.1 Macro Conditions

1. **Sustainable Development Goals, Human Capital Index, and Global Competitiveness Index**

*Sustainable Development Goals*. The Millennium Development Goals (MDGs) have been out of effect since the end of 2015. So, the UN has issued the Sustainable Development Goals with 17 objectives with 169 measurable achievements. The enhancement of education, especially higher education for the Indonesian society, will spur the achievement of the other goals and targets in the 17 SDGs points. Especially, in increasing the Indonesian human development index. So, it is hoped that the role of education can increase Indonesia's competitiveness in supporting the SDGs 2030. For Fisip Undip, this competitiveness becomes a challenge in every planning and development program. The role of the Faculty of Social and Political Sciences (FISIP) in improving the competitiveness of the nation and the welfare of the community is manifested through three aspects of the *tridharma* of higher education. Namely, the education, research and community service, by developing the science and technology, producing innovations to increase the welfare and competitiveness of the nation, and participating in supporting Undip as a World Class University based on Entrepreneurial University and becomes a world reference university that is capable of synergizing with the content of the 17 goals of the United Nations Sustainable Development Goals (UN-SDGs).

*Human Capital Index.*The assessment of the productivity of the future generations is supported by the development of health and education conditions by combining the components of the survival probability up to 5 years of (survival), the quality and quantity of education, as well as health with Indonesia's position that is still at the HCI level below 1. The government has paid special attention to improving the quality of the human capital, especially related to education, health, and the millennial generation by giving 20 per cent of the budget to education. However, Indonesia is superior to Malaysia specifically for component 2 in HCI, namely the quality and quantity of education. It is surprising since we know that Malaysia is considered an upper-middle-income country. In almost all components of the HCI calculation, Indonesia's condition is better than the lower-middle-income countries. This remains a challenge for Indonesia to be better at the HCI level. FISIP UNDIP focuses on improving the quality of higher education in the fields of social and political science. Especially, by developing the quality of learning through the efforts to improve the textbooks, monographs, book chapters, and textbooks in English as well as improving human resources by providing the budget for innovative research activities, and quality assurance.

*Global Competitiveness Index.*Measuring the level of competitiveness of a country can be seen through the Global Competitiveness Index (GCI). In 2015, Indonesia was ranked 34th out of 144 countries. Indonesia's weaknesses were the aspects of innovation, technological readiness and aspects related to bureaucracy. This fact shows that the development of science and technology resources has not yet contributed significantly to Indonesia's position in increasing competitiveness. In order to increase the competitiveness ranking, of course, these fields must receive serious attention to be addressed.

Faculty of Social and Political Sciences Undip must play a role and contribute to increasing the national competitiveness by producing qualified graduates, conducting creative, innovative research, and bringing down the innovative research results. Thus, we may produce excellent product outputs on a commercial scale, international publications, and patents; also increase the students’ entrepreneurial mindset capacity during their studies through training and starting a business. Undip has become an agent of change and a driving force for economic development through community service programs for community welfare.

1. **Industrial Revolution 4.0**

The Optimal use of information and communication technology at all stages in the industry (smart industry) results in a new digital-based business model. This era of revolution 4.0 has instilled efficiency in time, labour and costs. This 4.0 industrial revolution generates opportunities as well as threats. The opportunities for the emergence of various kinds of professions that currently are not yet available (24-46 million new jobs), and the threat of repeated job loss (risk of automation) of around 23 million jobs will now become automation by 2030. For this reason, Indonesia needs to improve the quality of the workforce skills with digital technology (Parray, ILO, 2017). The competence of the human resources corresponding to the changes in the world of the work becomes the key to a success in the era of the industrial revolution 4.0, where changes are fast and massive. The main pillars in this era are the *Internet of Things, big data, argumented reality, cyber security, artificial intelligence, addictive manufacturing, simulation, system integration, dan cloud computing*.

Big data analytics and cloud computing will help the early detection of defects and production failures. Thus, it enables the prevention or improvement of the productivity and quality of a product based on the recorded data. This can happen because of the big data analysis with the 6c system, namely the connection, cyber, content/context, community, and customization.

FISIP UNDIP responds to the five important elements that must be the concern to encourage economic growth and national competitiveness in the era of the Industrial Revolution 4.0 by providing education through a curriculum developed based on the educational objectives and study programs, the identity of the FISIP Undip, the graduate competencies, the local/regional/global challenges, which meets the National Higher Education Standards (SNPT) and the Indonesian National Qualifications Framework (KKNI), as well as adopting the international higher education’s standards. The curriculum development is very dynamic. Therefore, it needs to be evaluated and developed periodically and comprehensively in accordance with the needs and development of science and professionalism at the national, regional and international levels.

1. **ASEAN Economic Community**

The characteristics of the ASEAN Economic Community based on the BluePrint 2025 focus on the ASEAN economy that is highly integrated and cohesion, a competitive, innovative and dynamic ASEAN, increased connectivity and sectoral cooperation, and ASEAN that is resilient, inclusive, human-oriented, and human-centred, and the integration of the ASEAN economy into the global economy. An economy that is highly integrated and cohesion aims to facilitate the exchange of goods, for the improvement, investment, and capital and to improve the skills of the workforce in the ASEAN scope in order to provide convenience and acceleration to the trade and production in ASEAN, as well as to form a network to build a market for the companies and consumers. The positive impact of the ASEAN Economic Community is the increased competition in productivity, work ethic, competitiveness, deregulation, and public services. However, concerning the quality of the human resources, Indonesia still faces challenges towards the unpreparedness in improving the quality of the education for the workers, the lack of availability and infrastructure, industry dependence on imported raw materials, limited energy supply, and becoming the market segment for imported products. Regarding the readiness in facing the ASEAN Economic Community, the role of higher education in creating students in the ASEAN economic community system is by providing the work skills and competencies that are ready to use, knowledgeable, open-minded, enthusiastic, having critical thinking, socially concerned, and having the entrepreneurial abilities.

The FISIP UNDIP Strategic Plan (RENSTRA) 2020-2024 states that the Faculty of Social and Political Sciences (FISIP) accommodates this ASEAN economic community system by providing ready-to-use skills and work competencies, and graduates who are knowledgeable, open-minded, enthusiastic, having critical thinking, social concern, and having entrepreneurial skills as set out in its policies.

1. **The Changes in The Higher Education Paradigm**

Access to information that is currently very reliable has become the opportunity for international universities to offer various facilities that are better than the domestic universities. This is one of the globalization effects in all aspects of the world dynamics. The internationalization of education is also carried out by the state universities and private universities as an effort to integrate the international education system into the existing education system. The goal of the internationalization of higher education is to improve the quality of higher education itself in the competitive global labour market. The forms of partnerships and cooperation can also be used as an effort to internationalize education, increase competitiveness, enhance its image and expand the power of science for research and education. Therefore, education internationalization and globalization have become one whole unit that is interrelated.

Responding to the paradigm shift in higher education, FISIP UNDIP has developed a learning system where the graduates have not only academic abilities (hard competence), but are also provided with special skills (soft competence) and additional abilities (supplement competence). The mastery of the student soft skills can be obtained through co-curricular, intracurricular, extra-curricular, and student organizations. In addition to academic education, the character education for the new students of the Social and Political Sciences Faculty UNDIP is important to shape their identity.

## 2.2 Micro Condition

1. **Other Universities as Competitors**

The stages of achieving Undip's Vision of 2020-2024 are strengthening the status as a research university and achievement of Undip's ranking towards the top 500 world-class. The external factor that has urged Undip to reach the top 500 world-class universities is its reputation at the international level. 3 indicators reflect Undip's reputation according to the assessment of the survey results from the academic peers and the alumni/the users of Undip graduates in the world of employment.

*Academic Reputation*. The current condition of the academic reputation of UNDIP is quite low with a score of 12.9/100, compared to other PTNBH, namely UI, UGM (41.3/100), ITB (39.3/100), IPB (17.6/100) and UNAIR ( 20.6/100). Several things cause the decline of the UNDIP’s academic reputation. Such as the small response of the academic peers, where only 73 people (15.5%) from 472 academic peers submitted by the QS rating agency (Quacquarelli Symonds) had given their responses and knew about Undip. Being in the top 500 in the world requires academic reputation scores with a minimum score of 40 out of 100.

*Employer Reputation*. The reputation condition of the Undip graduates is still quite low with a score of 11.8 out of 100, compared to other PTNBH such as UI, UGM (36.7/100), ITB (39.8/100), IPB (15.7/100) and UNAIR. (23.7/100). Several things cause the decline of the Undip graduates’ reputation. Such as the response of the alumni and the small number of institutions that accept them. In order to reach the top 500 of the world, it requires a minimum score of 35 out of 100 for the employer's reputation.

*Industry income*. As a university that has a vision of becoming a superior research university, Undip needs good cooperation with the industrial world in implementing the research results for the industry. Undip also requires a source of funding from the industry (industry income). Industry income is an indicator in the world ranking, namely THE (Times Higher Education), which is an indicator that Undip is expected to obtain revenue from the industry through cooperation with Undip's business units (RGU/RGA). In 2020-2024, it is expected that the number of products produced by the industry will reach 21-43 products, with the contribution of the financial revenue from the business unit results (RGU/RGA) to the institutions will be around 114,446-155,609 billion per year. This is also in line with the target number of intellectual property rights (HKI) that are registered and granted (643), the number of patents in 2024 will reach 687 patents and the number of R&D prototypes will reach 124 prototypes. In addition, Undip also strives to increase the number of collaborative research results and/or expertise of the lecturers with the industry by 62-100 collaborations during 2020 - 2024.

1. **Government policy**

Based on Government Regulation Number 81 of 2014 concerning the Establishment of Universitas Diponegoro as a Legal Entity State University, Undip has the autonomy to manage its affairs, while still running the *Tri Dharma* of Higher Education. PTNBH policies in the future are aimed at granting greater autonomy to the universities, especially to obtain income outside the government's responsibility. The Legal Entity Universities are required to develop a business from the products of education, research and community service. So that, they have independence in financial management. Including in employment, a PTNBH has the authority to recruit employees according to the required competencies. The employment status of PTNBH (Civil Servant) is no longer the responsibility of the government but has become an employee of the PTNBH. Another policy related to employment is the elimination of echelon 3 and echelon 4, where previously these structural positions were occupied by the academic staff with general functional positions.

## 2.3 FISIP Conditions

1. **Academic and Student Affairs**

*Study Program Development*. During the previous Strategic Plan (RENSTRA) period (2015-2019), the departments at FISIP Universitas Diponegoro have launched several development programs. The Department of Public Administration is developing national and international cooperation, developing the international classes, developing the master and doctoral programs, developing professional certification, adding and developing human resources, accelerating the professor programs, and opening the PSDKU (Study Programs Off Main Campus).

The Department of Politics and Governance is developing international classes at the undergraduate and master programs, the cooperation classes at the master and doctoral programs, adding and developing human resources, accelerating the professor programs, opening the PSDKU (Study Programs Off Main Campus), and establishing the Doctor of Social Science study program.

The Department of Communication Science is developing international classes in the undergraduate program, international certification (AUN) program, adding and developing the human resources, integrated laboratories, audio laboratories, and journal accreditation.

The Department of Business Administration is developing international classes at the undergraduate level, opening master programs, cooperation classes at the master level, and the PSDKU (Study Programs Off Main Campus), as well as adding and developing the human resources, integrated laboratory, audio laboratory, and journal accreditations.

*Study Programs Off Main Campus (PSDKU).* Until 2019, FISIP has a Study Program outside the Main Campus (PSDKU), namely the 3-year Diploma of Public Relations which is held at the Batang Campus Universitas Diponegoro. PSDKU in Batang Regency occupies the former Batang Agriculture Office Building, in Batang City, at Dr Wachidin St. No.56, 03, Kauman, Batang sub-district, Batang Regency, Central Java.

*Study Program Accreditation.* The implementation of the higher education system at the study program level is constantly evaluated by the competent institution, in this case, is the BAN-PT. Until now, FISIP Undip has 10 study programs, most of which have accredited A predicate, and only 2 study programs that are still accredited B. The details are shown in the following table:

Table 2.1 Predicate of Study Program Accreditation at FISIP Undip

| No. | Study program | Accreditation | Validity period |
| --- | --- | --- | --- |
| 1. | Public Administration | A | 31-07-2018 to 31-07-2023 |
| 2. | Government | A | 04-12-2018s.d 12-04-2023 |
| 3. | Communication | A | 04-09-2018 to 04-09-2023 |
| 4. | Business Administration | A | 11-06-2018 to 11-06-2023 |
| 5. | International Relations | B | 23-10-2018 to 23-10-2023 |
| 6. | Master of Public Administration | B | 19-09-2015 to 19-09-2020 |
| 7. | Master of Political Science | A | 27-08-2019 till 27-08-2024 |
| 8. | Master of Communication Science | A | 17-10-2017 to 17-10-2022 |
| 9. | Doctor of Public Administration | A | 05-11-2019 to 05-11-2024 |
| 10. | Doctor of Social Science | A | 15-10-2019 to 15-10-2024 |
| 11. | Master of Business Administration | - | - |

*Number of Students*. The number of FISIP Undip students from 2016-2019 has always been increasing, from 530 students in 2016 to 732 students in 2019. The department with the highest number of students at FISIP Undip is the Department of Public Administration, while the least is the Department of International Relations. The further details can be seen in the following table:

Table 2.2 Number of FISIP Undip Students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Department | Year | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** |
| 1. | Public Administration | 131 | 116 | 133 | 147 | 181 |
| 2. | Politics and Government | 123 | 115 | 116 | 116 | 149 |
| 3. | Communication | 125 | 111 | 137 | 182 | 134 |
| 4. | Business Administration | 145 | 114 | 147 | 151 | 159 |
| 5. | International Relations | 90 | 74 | 103 | 134 | 109 |
|  | TOTAL | 614 | 530 | 636 | 730 | 732 |

1. **Resources Sector**

*Teacher*. The number of lecturers is 106 lecturers. By their functional positions, the Assistant Professor has occupied the largest number, and the least are Teachers. Then, by the level of education, the Master program has occupied the largest number of students. The further details are shown in the following table:

Table 2.3 The Number of FISIP Undip Educators

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Category | The amount according to study program | | | | | Total |
| **PA** | **GOV** | **COMM** | **BA** | **IR** |
| A. | Civil Servant Functional Position |  |  |  |  |  |  |
| 1. | Teacher | - | 1 | 1 | - | 2 | 4 |
| 2. | Instructor | 2 | 3 | 4 | 1 | 4 | 14 |
| 3. | Assistant Professor | 11 | 9 | 12 | 11 | 2 | 45 |
| 4. | Associate Professor | 11 | 9 | 4 | 5 | 2 | 31 |
| 5. | Professor | 2 | 1 | - | 3 | - | 6 |
|  | **total** | **26** | **23** | **21** | **20** | **10** | **100** |
| 6. | PUPNS Teachers | 1 | - | 1 | 1 | 2 | 5 |
| 7. | Temporary Worker | 1 | - | - | - | - | 1 |
|  | **Total** | **28** | **23** | **22** | **21** | **12** | **106** |
|  | | | | | | | |
| B. | Last education |  |  |  |  |  |  |
| 1. | Bachelor | - | - | - | - | - | - |
| 2. | Master / Profession / Sp-1 | 17 | 12 | 13 | 10 | 10 | 62 |
| 3. | Doctor / Sp-2 | 11 | 11 | 9 | 11 | 2 | 44 |
|  | **TOTAL** | **28** | **23** | **22** | **21** | **12** | **106** |

*The Number of the Civil Servant Academic Staff*. The number of civil servant academic staff at FISIP Undip is dominated by the administrative staff, followed by the librarians and laboratory assistants. Meanwhile, by the education qualification, most of the staff are the graduates of Bachelor degree (S1), and the least are the graduates of Master degree (S2), as shown in the table below:

Table 2.4 Number of FISIP Undip Civil Servant Academic Staff

| No. | Type | Level of education | | | | | Total |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S2 | S1 | D3 | High school | Junior High |
| 1. | Librarian | - | - | 1 | - | - | 1 |
| 2. | Laboratory Assistant / Technician / Analyst / Operator / Programmer | - | - | - | - | 1 | 1 |
| 3. | Administration | 1 | 18 | 3 | 10 | 2 | 34 |
| 4. | Others | - | - | - | - | - | - |
|  | **TOTAL** | **1** | **18** | **4** | **10** | **3** | **36** |

*The Number of academic temporary staff*. The number of academic temporary staff at FISIP Undip is quite a lot, and almost equal to the number of civil servants, with the average of the administrative staff, and most of them have high school and bachelor degrees qualifications.

Table 2.5 Number of Undip FISIP Academic Temporary Staff

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Type | Level of education | | | | | Total |
| **S2** | **S1** | **D3** | **High school** | **Elementary school** |
| 1. | Librarian | - | - | - | - | - | - |
| 2. | Laboratory Assistant / Technician / Analyst / Operator / Programmer | - | 1 | - | - | - | 1 |
| 3. | Administration | - | 10 | 7 | 13 | 1 | 31 |
| 4. | Others | - | - | - | - | - | - |
|  | **TOTAL** | **-** | **11** | **7** | **13** | **1** | **32** |

*The facilities and infrastructure*. The facilities and infrastructure are types of resources that are vital in the process of organizing higher education. Based on the data in table 2.6. it is known that the facilities and infrastructure with the highest value are the buildings, while the lowest is the network; details are shown below:

Table 2.6 Number of FISIP Undip Facilities

| No. | Type | Year | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2017 | | 2018 | | 2019 | |
| Unit | Rp. (M) | Unit | Rp. (M) | Unit | Rp. (M) |
| 1. | Equipment and Machinery | 8,195 | 16,454.37 |  | 17,143.33 | 10,719 | 18,304.79 |
| 2. | Buildings | 11 | 52,377.85 | 11 | 52,573.13 | 21 | 53,473.13 |
| 3. | Network | 5 | 297.02 | 5 | 297.02 | 5 | 297.02 |
| 4. | Other Fixed Assets | 17,405 | 1,109.56 | 17,405 | 1,109.56 | 17,904 | 1,164.27 |
| 5. | In-Process Assets |  |  | 3 | 214.42 | 5 | 397.39 |
|  | **TOTAL** | 25,616 | 70,238.79 | 3 | 71,337.46 | 28,654 | 73,636.61 |

*Financial Condition.* Undip FISIP finances in the last three years have shown a positive or surplus condition, with more revenue than expenditure. The largest surplus condition occurred in 2018. Details can be seen in the table below:

Table 2.7 Financial Condition of FISIP Undip

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Type | Amount (in Million Rupiah) | | | Total |
| **2017** | **2018** | **2019** |
| 1. | Revenue (Allocation) | 11,451.95 | 9,810.75 | 11,441.77 | 55,123.95 |
| 2. | Expenditure (Absorption) | 10,634.83 | 8,588.89 | 10,286.90 | 48,172.65 |
|  | **Surplus / deficit (return)** | 1,262.15 | 1,221.86 | 1,154.87 | 6,951.30 |

1. **Communication and Business Sectors**

*Alumni Network*. Undip FISIP alumni have been organized in the IKA FISIP Undip organization, with the last management under Akhmad Muqowam as the Head of the organization and the Secretary, Asmono Wikan, and has been strengthened by the IKA Department. Most Undip FISIP alumni have played important roles in various fields, both government, private and community organizations. The alumni's contributions to the alma mater are supporting several student activities, supporting study program activities, and organizing various other activities such as the Grand Reunion, building a FISIP prayer room, and others.

*Business*. So far, FISIP Undip business income only comes from managing (leasing) 10 canteen units, which on average annually, it can earn approximately Rp. 150 million, with a maximum lease period of 2 years. When the contract ends, a further auction will be held. Other sources of income come from various research, training and mentoring activities organized by each Study Program with their respective partners.

*Information Systems*. In line with the development and the needs in the learning process in the current industrial revolution era, it is very important to support information technology-based communication and information systems in higher education institutions. Several efforts made by FISIP Undip with the full support of the university are the expansion and strengthening of the internet network, as well as the use of an online learning system (Kulon), which is increasingly important nowadays.

1. **Research and Innovation Sectors**

*Research and Community Service*. The condition in 2019 stated that the number of patents and IPRs was 11, the number of publications in international journals was 31 articles, the number of publications in accredited national journals was 25 articles, the number of publications in national proceedings was 16 articles, and the number of textbooks was 21. In line with the creation of many copyrights, the research and community service sectors are also strengthened, where every fiscal year various activities are carried out with various funding schemes with output targets that have an impact on university rankings.

*Cooperation.* In line with the development of FISIP and Undip as a PTNBH institution, it is necessary to develop cooperation with various parties. The cooperation conditions in the last few years show an increasing graph, as shown in the following table:

Table 2.8 Undip FISIP Cooperation Conditions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Type | total | | | Total |
| **2017** | **2018** | **2019** |  | |
| 1. | Domestic Cooperation | 15 | 8 | 28 | 66 | |
| 2. | International cooperation | 2 | 2 | 1 | 6 | |
|  | **TOTAL** | **17** | **10** | **19** | **72** | |

## 2.4 Undip FISIP Performance Achievements in 2018-2019

The following information describes the conditions of the performance achievements development of the Faculty of Social and Political Sciences (FISIP), Universitas Diponegoro (Undip) in the last 2 (two) years (2018-2019), to provide a basis for determining strategic environmental analysis and formulation of FISIP Undip strategic issues in the next 5 (five) years (2020-2024).

**2.4.1 Education and Student Affairs**

The achievement of the academic and student affairs performance indicators of the Faculty of Social and Political Sciences in 2018-2019 is shown in the table as follows:

Table 2.9. Achievement of Performance Indicators for Academic and Student Affairs, Faculty of Social and Political Sciences, 2018-2019

| Performance Indicators | | Unit | 2018 | | | 2019 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target | Realization | Performance | Target | Realization | Performance |
| 1 | Number of study programs with Excellent accreditation | % | 5 | 5 | 100 | 100 | 8 | 80 |
| 2 | The number of study programs with international accreditation | % | 1 | 0 | 0 | 1 | 0 | 0 |
| 3 | Number of study programs that offer international programs | % | 1 | 4 | 400 | 1 | 2 | 200 |
| 4 | The number of student creativity program (PKM) proposals funded from the allocation of proposals submissions by the Directorate-General of Higher Education | % | 5 | 0 | 0 | 2 | 2 | 100 |
| 5 | The number of student achievements as the first winner at the national competition | achievements / year | 5 | 6 | 120 | 5 | 13 | 260 |
| 6 | The number of student achievements as the first winner at the international competition | achievements / year | 1 | 0 | 0 | 2 | 8 | 400 |
| 7 | Number of international students | person / year | 7 | 15 | 214.29 | 10 | 6 | 60 |
| 8 | Number of educational collaborations with other universities | cooperation | 5 | 0 | 0 | 25 | 16 | 64 |
| 9 | Number of online courses | courses | 0 | 0 | - | 10 | 9 | 90 |
| 10 | Number of Professors | % | 4 | 4 | 100 | 6 | 6 | 100 |
| 11 | Number of Associate Profesor (with doctoral qualification) | % | 29 | 14 | 48.28 | 6 | 18 | 285.71 |
| 12 | The number of lecturers with Doctoral qualifications (S3) | % | 44 | 37 | 84.09 | 4 | 37 | 881 |
| 13 | Percentage of lecturer performance achievement of 16 credits (according to composition) | % | 25 | 9.8 | 39.2 | 5 | 40 | 800 |
| 14 | The ratio of the number of lecturers to the number of students | ratio | 1:30 | 1:23 | 92.22 | 1; 27 | 1; 29 | 1; 29 |
| a | The number of lecturers who make textbooks / texts | person | 44 | 47 | 106.82 | 102 | 27 | 26.47 |
| b | Number of textbooks / texts / monographs | book | 44 | 42 | 96.45 | 35 | 24 | 68.57 |
| c | Percentage of students involved in student organizations | % | 25 | 29 | 116 | 25 | 30 | 120 |
| d | The number of student entrepreneurial activities funded by national/internal Undip funding / other parties | activities | 7 | 1 | 14.29 | 1 | 2 | 200 |
| e | The number of students involved in PKM activities | person | 440 | 389 | 88.41 | 150 | 207 | 138 |
| f | The number of students who are interning in companies / industries / agencies | person / year | 500 | 888 | 177.6 | 500 | 313 | 63 |
| g | The total number of students receiving scholarships/tuition assistance | person/year | 650 | 515 | 79.23 | 500 | 426 | 85 |
| h | Percentage of students who have TOEFL> 500 | % | 5 | 11 | 220 | 13 | 14 | 108 |
| i | The number of S1, S2, S3, Profession, Specialist, and Vocational study programs | program | 10 | 10 | 100 | 10 | 10 | 100 |
| j | The number of lecturers involved as speakers in national seminars | person/year | 25 | 3 | 12 | 25 | 26 | 104 |
| k | The number of lecturers involved as presenters in international seminars | person/year | 20 | 16 | 80 | 25 | 78 | 312 |
| l | Number of citations | publication / year | 75 | 28 | 37.33 | 50 | 1719 | 3,438 |

Source: Cakradipa Undip, 2018-2019

Based on the data in Table 2.1. It is known that the achievements of FISIP Undip 2018-2019 in the Academic and Student Affairs Fields, for several IKU items (12 items) are said to be good, such as those related to:

1. The number of study programs with Excellent accreditation has reached 100% in 2018 and 80% in 2019.
2. The number of study programs that offer international programs has reached 400% in 2018 and 200% in 2019.
3. *The number of student creativity program (PKM) proposals funded from the allocation of proposals submissions by the Directorate-General of Higher Education, although in 2018 was still low (0%), in 2019 it reached the target of 100%.*
4. The number of student achievements as the first winner at a national competition has reached 120% in 2018 and 260% in 2019.
5. *The number of achievements of students who won first place at the international level, although it is known that 2018 has not reached the target (0%), in 2019 it has reached 400%.*
6. *The number of international students is already good, in 2018 it reached 214.29%, but in 2019 it decreased to 60%.*
7. The number of online learning courses, although in 2018 has not been maximally achieved, but in 2019 it has reached 90%.
8. The number of professors, each year has reached the target, in 2018 and 2019 each is 100%.
9. *The number of Head Lecturers (with doctoral degrees), in 2018 was still not maximal (48.28%), but the next year it reached 285.71%.*
10. *The number of lecturers who qualify for S3, in 2018 has not succeeded with a performance achievement of 48.28%, but in 2019 it reached 881%.*
11. *The percentage of lecturers' performance achievements was 16 credits (according to composition), in 2018 it was still low (39.2%), but the following year it increased to 800%.*
12. The ratio of the number of lecturers to the number of students has reached a good condition, in 2018 it was 92.22%.

Several other data (10 items) in this field have also shown good results, such as:

1. The percentage of students involved in student organizations, in 2018 reached 116%, and in 2019 it reached 120%.
2. *The number of student entrepreneurial activities funded by national/internal / Undip / other party funding, in 2019 has reached 200%, although in the previous year (2018) it was still lacking (14.29%).*
3. The number of students involved in PKM activities has reached 88.41% in 2018 and increased to 138% in 2019.
4. The total number of students receiving scholarships/tuition assistance, shows an increase in performance achievements, in 2018 it was 79.23%, and in 2019 it increased to 85%.
5. The percentage of students who have a Toefl score> 500 has reached 220% in 2018, and 108% in 2019.
6. The number of undergraduate, postgraduate, doctoral, professional, specialist and vocational study programs has reached the 100% target in 2018 and 2019.
7. *The number of lecturers involved as speakers in national seminar activities reached 104% in 2019, even though the previous year was not maximal (12%).*
8. *The number of lecturers involved as presenters in national seminars, in 2018 was still low (12%), but in 2019 it increased dramatically to 104%.*
9. The number of lecturers involved as speakers in international seminars has increased from 80% in 2018 to 312% in 2019.
10. *The number of citations, in 2018 was still low (37.33%), but in 2019 it increased drastically to reach 3,438%.*

Apart from those that have performed well, there are several IKUs (Key Performance Indicators) (2 items) in the Academic and Student Affairs Fields, during 2018-2019 that were categorized as **not yet good**, including:

1. The number of internationally accredited study programs, until the last two years (2018-2019) has not reached the target, still 0%.
2. The number of educational collaborations with other universities was still not successful in 2018 (0%), but the following year (2019) increased to 64%.

Several other data (3 items) in this field have also shown unsatisfactory results, such as:

1. *The number of lecturers who made textbooks/texts, in 2018 reached 106.82%, but in 2019 it decreased drastically to reach 26.47%.*
2. *The number of textbooks / texts / monographs, in 2018 reached 96.45%, but in 2019 it decreased to 68.57%.*
3. *The number of students who interned in companies/industries/agencies, in 2018 reached 177.6%, but in 2019 it decreased to 63%.*

**2.4.2 Resource Sector**

The achievements of the performance indicators for the Resources Sector, Faculty of Social and Political Sciences 2018-2019 are shown in the table as follows:

Table 2.10. Achievement of Performance Indicators in the Resources Sector, Faculty of Social and Political Sciences, 2018-2019

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators | | Unit | 2018 | | | 2019 | | |
| **Target** | **Realization** | **Performance** | **Target** | **Realization** | **Performance** |
| 1 | Amount of research funding from national funding | million rupiah | 300 | 3,061 | 1,020 | 350 | 1,073 | 307 |
| 2 | Financial statement opinion | opinion | WTP | WTP | 100 | WTP | WTP | 100 |
| a | Number of poor students receiving scholarships / tuition assistance | person / year | 333 | 382 | 115 | 200 | 492 | 246 |
| b | Amount (title) of research funded by internal funds | title | 106 | 42 | 39.62 | 40 | 49 | 123 |
| c | The amount of research funding from internal allocations | million rupiah | 1,080 | 1,049 | 97 | 1,080 | 1,143 | 106 |
| d | Percentage of the academic staff's performance achieved (according to composition) | % | 90 | 90 | 100 | 90 | 100 | 111 |
| e | Availability of facilities for people with disabilities (with special needs) | % | 5 | 5 | 100 | 5 | 10 | 200 |
| f | The average number of classrooms compared to the number of users | m2 | 1.8 | 2 | 111.11 | 1.6 | 1.10 | 69 |
| g | The number of educational personnel who have attended technical / structural / other training | person | 10 | 16 | 160 | 5 | 4 | 80 |

Source: Cakradipa Undip, 2018-2019

Based on the data in Table 2.2. It is known that the achievements of the 2018-2019 FISIP Undip in the Resources Sector, for several IKU items (2 items) are said to be good, such as those related to:

1. The amount of research funding from national funding is very good, in 2018 it reached 1,020%, and in 2019 it reached 307%.
2. Financial statement opinion, during 2018-2019 performed well, always WTP.

Several other data (6 items) in this field have also shown good results, such as:

1. The number of poor students receiving scholarships / tuition assistance has reached 115% in 2018, and in 2019 it reached 246%.
2. *The number (titles) of research funded by internal funds, in 2018 was still low (39.62%), in 2019 it increased to 123%.*
3. The amount of research funding from internal allocations, in 2018 performance achieved 97%, and in 2019 it increased to reach 106%.
4. The percentage of academic staff’s performance achievements (according to composition), in 2018 reached 100%, and in 2019 it increased to reach 110%.
5. Availability of facilities for people with disabilities (with special needs), in 2018 reached 100%, and in 2019 it increased to 200%.
6. The number of education personnel who have attended technical/structural/other training, in 2018 reached 160%, and in 2019 it reached 80%.

Apart from those that have performed well, there are several other data (1 item) in the Resources Sector, during 2018-2019 that were categorized as not yet good, namely:

1. *The average number of classrooms compared to the number of users, in 2018 reached 111.11%, and in 2019 decreased to 69%.*

Following is the performance data on the achievements of the Resources Sector in relation to the 2018-2019 FISIP Undip budget.

Table 2.11. Ceiling and Budget Absorption of FISIP Undip 2018-2019

| No. | Year | Ceiling | Absorption | | Balance |
| --- | --- | --- | --- | --- | --- |
| Score | Percentage |
| 1. | 2017 | 11,184,315,068 | 10,669,876,898 | 95.40 | 514,438,170 |
| 2. | 2018 | 9,810,750,232 | 8,588,890,282 | 87.55 | 1,221,859,950 |
| 3. | 2019 | 11,441,773,987 | 10,249,040,241 | 90.00 | 1,192,733,746 |

Source: FISIP Finance and Personnel Subdivision, 2017-2019

Based on the data above, it is known that there was a fluctuating condition of budget absorption performance at FISIP Undip during 2017-2019, where in 2017 it reached 95.4%, in 2018 it decreased to 87.55%, and in 2019 it increased to 90%. This condition of course also affects the amount of balance or SILPA for the three years, 2017 with a budget ceiling of Rp. 11,184,315,068 a balance of Rp. 514,438,170, in 2018 with a budget ceiling of Rp. 9,810,750,232 obtained a balance of Rp. 1,221,859,950, and in 2019, with a budget ceiling of Rp. 11,441,773,987, received a balance of Rp. 1,192,733,746.

**2.4.3 Communication and Business**

The achievements of the communication and business field performance indicators of the Faculty of Social and Political Sciences 2018-2019 are shown in the table as follows:

Table 2.12. Achievement of Performance Indicators in the Field of Communication and Business, Faculty of Social and Political Sciences 2018-2019

| Performance Indicators | | Unit | 2018 | | | 2019 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target | Realization | Performance | Target | Realization | Performance |
| 1 | Contribution of financial revenue from institutional cooperation | million rupiah | 500 | 1,858 | 371.63 | 500 | 926.3 | 185 |
| 2 | Contribution of financial revenue from the business unit (RGU / RGA) to the institution | million rupiah | 160 | 348.3 | 217.66 | 500 | 348.3 | 70 |
| 3 | Number of alumni business networks connected to campus programs | unit | 0 | 0 | - | 2 | 1 | 50 |
| a | The establishment of an Academician-Business-Community-Government (ABCG) synergy business incubator | unit | 1 | 0 | 0 | 1 | 1 | 100 |
| b | The number of RGA units that can assist Undip's operations includes spin-off research results | unit | 1 | 1 | 100 | 1 | 1 | 100 |
| c | Total alumni database integrated in the database | person | 100 | 606 | 606 | 500 | 612 | 122 |
| d | Percentage of Information System Integration / Integrated Undip Dashboard | % | 0 | 0 | - | 70 | 70 | 100 |
| e | Percentage of campus area connected to the internet | % | 50 | 80 | 160 | 95 | 95 | 100 |
| f | Bandwidth availability ratio and student | student: kpbs | 0 | 0 | - | 0.083 | 0.247 | 297 |

Source: Cakradipa Undip, 2018-2019

Based on the data in Table 2.3. It is known that the achievements of FISIP Undip 2018-2019 in the Field of Communication and Business, for several IKU items (2 items) are said to be good, such as those related to:

1. The contribution of financial revenue from institutional cooperation reached 371.63% in 2018, then in 2019, it became 185%.
2. The contribution of financial receipts from the results of business units (RGU / RGA) to institutions reached 217.66%, decreasing in 2019 to 70%.

Some other data in this field have also shown good results, including:

1. *The establishment of an Academician-Business-Community-Government (ABGC) synergy business incubator, in 2018 was not successful (0%), but in 2019 it increased sharply to 100%.*
2. The number of RGA units that can assist Undip's operations including spin-off research results, in 2018 and 2019 has succeeded in reaching 100%.
3. The number of alumni databases integrated into the database, in 2018 reached 606% and in 2019 it reached 122%.
4. *Percentage of integrated Undip information system/dashboard integration, in 2018 it is still not successful (0%), in 2019 it has reached 100%.*
5. The percentage of the campus area connected to the internet, in 2018 was 160% and in 2019 it reached 100%.
6. *The student bandwidth availability ratio, in 2018 was still not successful (0%), in 2019 it reached 297%.*
7. The number of educational personnel who have attended technical training.

Apart from those that have performed well, there are several IKUs (1 item) in the Communication and Business Sector, during 2018-2019 which were categorized as not yet good, including:

1. The number of alumni business networks connected to campus programs, in 2018 was less successful with performance (0%), in 2019 it increased slightly to 50%.

**2.4.4 Research and Innovation**

The achievement of performance indicators in the research and innovation field of the Faculty of Social and Political Sciences 2018-2019 is shown in the table as follows:

Table 2.13. Achievement of Performance Indicators in the Research and Innovation Field of the Faculty of Social and Political Sciences 2018-2019

| Performance Indicators | | Unit | 2018 | | | 2019 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target | Realization | Performance | Target | Realization | Performance |
| 1 | Number of publications in reputable international journals | publication | 19 | 18 | 94.74 | 25 | 13 | 52 |
| 2 | Number of publications in accredited national journals | publication | 12 | 0 | 0 | 10 | 12 | 120 |
| 3 | Number of scientific journals accredited by DIKTI | journal | 1 | 2 | 200 | 1 | 4 | 400 |
| 4 | The number of scientific journals indexed by reputable international databases | journal | 1 | 1 | 100 | 1 | 0 | 0 |
| 5 | Number (title) of research financed by national funding | title | 5 | 16 | 320 | 5 | 9 | 180 |
| 6 | The number of lecturers involved in research with international funding / joint research with international funding | person | 6 | 3 | 50 | 6 | 15 | 250 |
| 7 | The number (title) of research funded by international funding and / or international joint research | title | 1 | 1 | 100 | 2 | 3 | 150 |
| 8 | Amount of research funding from international funding / international joint research | million rupiah | 200 | 302 | 151 | 100 | 250 | 250 |
| 9 | Number of registered and granted intellectual property rights (IPR) | IPR certificate | 7 | 9 | 128.57 | 10 | 14 | 140 |
| 10 | Number of R & D prototypes | prototype | 0 | 0 | - | 2 | 3 | 150 |
| 11 | Number of products that have been produced | product | 0 | 0 | - | 10 | 0 | 0 |
| 12 | Number of community service activities financed with national funding (excluding Undip) | activities | 1 | 14 | 1,400 | 5 | 1 | 20 |
| 13 | The number of collaborative research results and / or expertise of lecturers with industry | cooperation | 1 | 7 | 700 | 10 | 10 | 100 |
| 14 | The number of community service collaborations and / or lecturer expertise with other government / private / PT agencies | cooperation | 1 | 14 | 1,400 | 5 | 17 | 340 |
|  |  |  |  |  |  |  |  |  |
| a | Number of visiting lecturers / researchers from DN / LN | person / year | 5 | 16 | 320 | 15 | 17 | 113 |
| b | The number of lecturers with publications in reputable international journals | person | 57 | 20 | 35.09 | 30 | 29 | 97 |
| c | The number of lecturers with publications in international journals | person | 45 | 5 | 11.11 | 20 | 52 | 260 |
| d | Number of lecturers with publications in accredited national journals | Person / year | 30 | 0 | 0 | 20 | 26 | 130 |
| e | The number of lecturers involved in research which is funded by Undip internal funds | person / year | 106 | 106 | 100 | 102 | 102 | 100 |
| f | The number of lecturers involved in research with national funding | person / year | 20 | 32 | 160 | 10 | 13 | 130 |
| g | Number of publications in international journals | publication | 15 | 4 | 26.67 | 10 | 31 | 310 |
| h | Number of publications in national journals (not accredited) | publication | 49 | 0 | 0 | 20 | 25 | 125 |
| i | Number of publications in reputable international proceedings | publication | 14 | 26 | 185.71 | 77 | 27 | 35 |
| j | Number of publications in national proceedings | publication | 40 | 0 | 0 | 10 | 16 | 160 |
| k | Number of partners in conducting research | partners | 10 | 14 | 140 | 20 | 14 | 70 |
| l | The number of lecturers involved in IPR work | person | 11 | 11 | 100 | 15 | 11 | 73 |
| m | The number of lecturers involved in community service activities with national funding | person | 9 | 47 | 522.22 | 5 | 3 | 60 |
| n | The number of lecturers who participated in the service activities with Undip internal funds | person | 106 | 103 | 97.17 | 102 | 103 | 101 |
| o | The total allocation of community service funds from Undip's internal funds | million rupiah | 106 | 106 | 100 | 216 | 212.8 | 99 |
| p | Number of Appropriate Technology Packages | package | 0 | 0 | - | 1 |  | 0 |

Source: Cakradipa Undip, 2018-2019

Based on the data in Table 2.4. It is known that the achievements of FISIP Undip 2018-2019 in the Research and Innovation Sector, for some IKU items (10 items) are said to be good, such as those related to:

1. *The number of publications in accredited national journals, in 2018 has not been successful (0%), in 2019 it reached 120%.*
2. The number of scientific journals accredited by Higher Education, in 2018 reached 200%, and in 2019 increased to 400%.
3. The number (titles) of research funded by national funding, in 2018 reached 320%, in 2019 it reached 180%.
4. *The number of lecturers involved in research with international funding / joint research with international funding, in 2018 was less successful (50%), in 2019 it reached 250%.*
5. The number (titles) of research funded by international funding and/or international joint research, in 2018 reached 100%, and in 2019 increased to 150%.
6. The amount of research funding from international funding / international joint research, in 2018 reached 151%, in 2019 it increased to 250%.
7. The number of registered and granted intellectual property rights (IPR), in 2018 reached 128.57%, in 2019 it reached 140%.
8. *The number of R & D prototypes, in 2018 failed (0%), and in 2019 reached 150%.*
9. The number of collaborative research results and/or lecturers' expertise with industry, in 2018 reached 700%, and in 2019 it reached 100%.
10. The number of community service collaborations and/or lecturer expertise with other government / private / PT agencies, in 2018 reached 1,400%, and in 2019 it reached 340%.

Several other data (11 items) in this field have also shown good results, such as:

1. The number of visiting lecturers/researchers from DN / LN, in 2018 reached 320%, and in 2019 decreased to 113%.
2. *The number of lecturers with publications in reputable international journals, in 2018 was low around 35.09%, in 2019 it increased to 97%.*
3. *The number of lecturers with publications in international journals, in 2018 was low (11.11%), in 2019 it increased to 260%).*
4. *The number of lecturers with publications in accredited national journals, in 2018 failed (0%), in 2019 it increased to 130%.*
5. The number of lecturers involved in research funded by Undip internal funds, in 2018 and 2019 managed to reach 100%.
6. The number of lecturers involved in research with national funding, in 2018 reached 160%, in 2019 it reached 130%.
7. *The number of publications in international journals, in 2018 was low, only reaching 26.67%, in 2019 it increased to 310%.*
8. *The number of publications in national journals (not accredited), in 2018 failed (0%), in 2019 it reached 125%.*
9. *The number of publications in national proceedings, in 2018 failed (0%), in 2019 it reached 160%.*
10. The number of lecturers who took part in the service activities with Undip internal funds, in 2018 reached 97.17%, and in 2019 it reached 101%.
11. The total allocation of community service funds from Undip's internal funds, in 2018 reached 100%, and in 2019 it reached 99%.

Apart from those that have performed well, there are several IKUs (4 items) in the Research and Innovation Sector, during 2018-2019 that were categorized as not yet good, including:

1. *The number of publications in reputable international journals, in 2018 reached 94.74%, but in 2019 it decreased to 52%.*
2. *The number of scientific journals indexed by reputable international databases, in 2018 succeeded 100%, but in 2019 it has not been successful (0%).*
3. The number of products that have been produced, in 2018 and 2019 was unsuccessful (0%).
4. *The number of community service activities financed with a national funding (excluding Undip), in 2018 reached 1,400%, but in 2019 it decreased to 20%.*

Several other data (5 items) in this field have also shown unsatisfactory results, such as:

1. *The number of publications in reputable international proceedings, in 2018 reached 185.71%, but in 2019 it decreased drastically to reach 35%.*
2. *The number of partners in conducting research, in 2018 reached 140%, and in 2019 decreased to 70%.*
3. *The number of lecturers involved in IPR work, in 2018 reached 100%, and in 2019 it decreased to 73%.*
4. *The number of lecturers involved in community service activities with national funding, in 2018 reached 522.22%, but in 2019 it decreased to 60%.*
5. The number of Appropriate Technology Packages, in 2018 and 2019 failed (0%).

## 2.5 Strategic Environmental Analysis

### 2.5.1 Internal Environment

a. Strength (Strength)

1. The number of accredited A study programs is 8 study programs (S1 Government Science, Bachelor of Public Administration Science, Bachelor of Business Administration Science, Bachelor of Communication Science, Master of Political Science, Master of Communication Science, Doctor of Social Science, Doctor of Public Administration).
2. The number of study programs that offer international programs is 2 study programs (S1 Communication Science, S1 Business Administration).
3. More and more FISIP lecturers have registered and been granted Intellectual Property Rights (HKI).
4. The enthusiasm of the FISIP lecturers to do a prototype R & D.
5. Increasing the number of courses conducted using online learning methods.
6. The increasing number of professors in the Faculty was 6 people (Prof. Sudharto, Prof. Naili Farida, Prof. Budi Setyono, Prof. Sri Suwitri, Prof. Endang Larasati, Prof. Ari Pradhanawati).
7. Increasing the number of Head Lecturers with doctoral degrees.
8. The increase in the number of lecturers with doctoral qualifications.
9. The increasing number of FISIP lecturers who meet the composition (16 credits)

b. Weakness

1. Do not have a product that can be produced by the faculty.
2. The low number of community service activities that are funded by national funding (excluding Undip).
3. The ratio of the number of lecturers to the number of students has not been adjusted (1:29)

### 2.5.2 External Environment

a. Opportunity

1. The high number of student creativity program (PKM) proposals are funded from the allocation of proposals given by the Directorate of Higher Education.
2. Increasing the chance for student achievement to win first place at the national level.
3. Increased chances of student achievement at the international level.
4. The increasing interest of international student candidates.
5. Increased offers of educational cooperation with other universities.
6. Increased publication opportunities in accredited national journals.
7. Increased opportunities for DIKTI accredited scientific journals.
8. Increase in research titles financed by national funding.
9. Increase in research funding from national funding.
10. Increased enthusiasm of lecturers involved in research with international funding / joint research with international funding.
11. Increase in research titles funded by international funding and/or international joint research.
12. Increased research funding opportunities from international funding / international joint research.
13. Increase in the contribution of financial revenue from institutional cooperation.
14. Increased opportunities for collaborative research results and/or lecturer expertise with industry.
15. Increased opportunities for community service collaboration and/or lecturer expertise with other government/private /other corporations.
16. Increase in the contribution of financial revenue from the business unit (RGU / RGA) to the institution.
17. More transparency and freedom in financial statement opinion.

b. Threat (Threat)

1. There is no international accredited study program.
2. There are still low chances of publication in reputable international journals.
3. There are still low opportunities for scientific journals to be indexed by reputable international databases.
4. There are still low alumni business networks connected to campus programs.

2.6 Strategic Issues

In early 2017, Undip changed its status from PTN-BLU to PTNBHbased on Government Regulation Number 81 of 2014 concerning the Establishment of Universitas Diponegoro as a Legal Entity State University (PTN-BH) and Government Regulation of the Republic of Indonesia Number 52 of 2015 concerning Universitas Diponegoro Statutes, Undip has a lot of potentials to develop. This new activity has had a very fundamental impact on changes, both in terms of its main tasks and functions, institutions, budgeting, and most importantly its performance targets. Therefore, FISIP Undip as one of its parts must make a significant and comprehensive contribution, FISIP Undip must be able to manage and make efforts to deal with various strategic issues faced in institutional development for the next five years, as follows:

1. **Institutional Development**

Institutional development is the centre of attention for FISIP Undip in the future. Many performance achievement targets are based on the formation of new institutions, both related to education, research, and community service. The formation and development of new Study Programs and Departments have become a necessity in welcoming the new era of FISIP Undip, such as the development of the International Relations Study Program into a Department, the Splitting of the Administrative Science Study Program, becoming the Public Administration Master and the Business Administration Master, preparing and releasing the Diploma Study Program to the Undip Vocational School, or the formation of other new S2 and S3 Prodi. Not to mention the establishment of quality research and service development institution, which can become a centre for the development and application of science and technology,

In addition, efforts to develop this institution are carried out by increasing the value of BAN-PT accreditation, not only the value of A but becoming a Superior A where the institution not only has to be in perfect condition in all aspects but also the level of benefit of the institution at the downstream level (downstream) can be truly felt by the community. Therefore, Undip Social and Political Sciencesdeveloping collaborative networks with various parties, both universities, government agencies, private institutions and other organizations located at home and abroad in the framework of the downstream process. Another effort is the formation of a new program, namely the International University Program (IUP) class in all Departments, starting with the Department of Communication which started opening IUP classes in 2018 and continued with Business Administration in 2019. Next 2020 followed by other departments, namely the Department of Public Administration and the Department of Politics and Government.

1. **Improving the Quality of Learning through the SSO Application**

FISIP Undip faces demands to continue to improve the quality of learning, which depends on many aspects, such as: the quality of lecturers, the quality of learning media, the quality of the education quality assurance system, the support of the academic administration system, and also the support of students' input. Starting with the covid 19 pandemic situation, Undip has implemented an online lecture system which includes class lectures, the mentoring process, and the examination process for both proposal and final exams. Even though there are still many obstacles, in the future Undip plans to integrate a face-to-face lecture system and an online lecture system. The tools for this have been provided through the online lecture (Kulon) digital device which is integrated with the Single Sign-On (SSO) application facility, especially the Academic Information System, Research and Service (SIAP) application services. Through this SIAP service, lecturers can carry out a comprehensive learning process, starting with online lectures, student attendance, inputting grades, and implementation of the Mid-Semester Examination (UTS), and Final Semester Examination (UAS).

In this regard, improving the quality of education personnel (lecturers) is no longer negotiable, so lecturers at this time must not only be able to give lectures academically but also be able to operate communication devices (computers, laptops, and cellphones) skillfully. All must be oriented towards further education, which is aligned with increasing progress and contribution to solving the problems of the nation, state and society in accordance with their respective fields of knowledge; international class development towards international certification; development of partnership cooperation with various national and international universities.

1. **Improving the Quality of Students and Graduates**

The competition to attract new students and create quality graduates is getting tighter, FISIP Undip must be one of the institutions with a good performance in this regard. Currently, FISIP Undip develops a learning system in which graduates not only have academic abilities (hard competence) but are also equipped with special skills (soft competence) and additional abilities (supplement competence). Mastery of student soft skills can be obtained through co-curricular, intracurricular, extra-curricular, and student organizations. Undip Faculty of Social and Political Sciences develops a problem-solving-based learning system, through lectures and discussions which are held outside the classroom, namely the apprenticeship course where students are faced directly with problems that need to be resolved. In addition to academic education, character education for students is important to form an identity, by developing critical, innovative, logical, logical, critical thought patterns, attitudes, and behaviours. collaborative, dynamic, and entrepreneurial spirit, by promoting the values ​​of lifelong learning (long life learning). Postgraduate education should receive great attention because it is a mainstay for producing innovative and inventive research products and international publications.

Improving the input of the education system is imperative because it will greatly determine the output to be produced. In the process of formation, students are not only formed to be strong academically but are also prepared to face and win the tough competition in the job market, as well as by improving student soft skills; students are challenged to continue to take part in academic and non-academic competitions at local, national and international levels.

1. **Strengthening Cooperation and Innovation**

The main function of cooperation and innovation was born in line with Undip's changes as PTNBH, as the main foundation in developing local, regional, national and international networks. The collaboration will be carried out with various entities (government, non-government / private, universities / PTN, private universities / PTS, and other organizations), both domestic and foreign institutions. This collaboration is important especially to ensure the use of institutions in the downstream process. On the other hand, the innovation aspect will also be developed by producing research that can be used to leverage changes in various processes that occur in the sphere of government, business and society, both locally, nationally and internationally.

1. **Strengthening Research, Reputable Journals, and Community Services**

Research and community service are two important principles in the development of higher education institutions, marking the progress and concern of the institution for developing science and technology and handling community problems. The main attention that will be given is to increase the budget allocation for research and dedication significantly and sustainably, along with the development of faculty journals to become national accredited, increasing cooperative relations with various institutions and communities, both domestic and foreign, technology and information support to access publications, an increase in the number of scientific articles published in various quality national and international journals. To support the research culture, the Faculty of Social and Political Sciences has allocated IDR 10,000,000 per lecturer which is managed by each faculty and school. In addition, there is also a research competition scheme abroad which is funded as much as IDR 50,000,000 per group. On the other hand, LPPM also provides competitive grants for research sourced from funds other than the National Budget through the RPP, RPI, RUU and PKUM research schemes.

Referring to the development of Undip into a research university, it has been initiated by developing a solid research culture foundation that supports the growth of attitudes that characterize the culture of a research university. One of the policy stages used to encourage the development of research culture is through increasing the number of journal publications with an international reputation, increasing Scopus indexed journals and nationally accredited (SINTA).FISIP Undip manages....... journal as a means of publication of research results. An accredited journal is one of the requirements that universities must meet to become a World-Class university. The government enforces regulations for undergraduate, postgraduate and doctoral students to publish as a graduation requirement. Quality and indexed publications greatly affect the reputation and visibility of higher education institutions.

1. **Strengthening Resources**

Resources should be seen as supporting the management process, including in the future development of FISIP Undip. Meaningful supporters must exist and must be adequate if you want to achieve the expected performance targets, of course, in this case, budget resources. Another very important resource is human beings, in this case consisting of components of the academic community, especially teaching staff, education staff, and students; these three components must be in sufficient quantity and quality. For the teaching staff, efforts were made for the majority to have a doctorate (S3) with the position of Chief Lector. Meanwhile, education personnel must be directed to become experts who have competence in certain fields. One of the efforts that can be taken is competency certification. Competency certification is a measure that can be used to see the extent to which a person's competence is in accordance with his / her field of work which is obtained through competency tests.

Finally, of course, the support of facilities and infrastructure, the need for adequate learning process facilities is very urgent, the need for comfortable lecture rooms, libraries with complete manual and digital reference collections, representative laboratories, adequate discussion areas, lecturer rooms that comply with BAN standards -PT, is an example of the need for infrastructure.

1. **Improved Integrated and Accountable Planning and Budgeting**

The issue of transparency and accountability in the future will become stronger. One of the highlights is the improvement of planning and budgeting performance carried out by FISIP Undip, including the stages of implementation, monitoring and evaluation. Improvement of planning and budgeting documents as well as monitoring and evaluation is imperative so that they can be used as guidelines in planning, implementing, controlling, monitoring and evaluating. The Strategic Plan (RENSTRA) must be the basis - and compatibility can be tested - with the Renop and RBA documents so that the beneficial impact of each budget allocated can be maximized.

The process of planning and budgeting documents has been digitized. Budgeting through the web-based RKAT application is used to compile the RKAT starting in 2017 and every year it should always be developed according to the needs and changes in regulations related to financial management. In addition, in order to realize performance-based budgeting, in 2017 Undip has also compiled an RPKT application and used it to plan programs and activities and integrate it with the RKAT application. The process of realizing revenue targets needs ongoing efforts and monitoring. In addition to applications that support budgeting, in 2018 Undip has also prepared an Income Target Information System (Sitampan) application which is used to calculate revenue targets so that the results are more accurate. The target academic income in the Sitampan application is integrated with the Tuition Fee Management Information System (Simbiku) as a data source for student names and UKT rates. The use of these applications requires adequate resource support.

2.4 Critical Success Factors

Achievement of the FISIP Vision stages for 2020-2024, namely the strengthening of Excellent Research Faculties in the Field of Social and Political Sciences in an effort to support the achievement of Undip's ranking to become the top 500 world-class universities (World Class University / WCU), as well as Undip's position as PTNBH several indicators become a Critical Success Factor (CSF). CSF analysis is carried out to find out some critical things that are important factors to ensure success in strengthening FISIP as a Research Faculty.

*CSF*FISIP is understood as the various determining factors for the success of achieving the vision and mission by optimizing the resolution of strategic issues faced in the next 5 years; in other words, the achievement of the vision and mission will be largely determined by:

* 1. The Existence of **institutional** which optimally supports the delivery of excellent service for all parties,
  2. there is a **learning** process **and education** in accordance with the norms and demands of development,
  3. **Student** who have scientific quality, soft skills and of course the noble values ​​of the nation,
  4. the existence of various **cooperation** built to support institutional development,
  5. there is an increase in quantity and quality of **research and dedication** which have an impact on the development of science and solving the nation's problems,
  6. there is supporting **resource**, particularly adequate and quality personnel, infrastructure and information and communication technology,
  7. there is an increase in priority and **budgeting** allocation based on the contribution of improving institutional performance.

**D**

**E**

**F**

**G.**

**B**

**A**

Figure 2. 1. FISIP Target Achievement Indicators for 2020-2024

Table 2.14 shows the Critical Success Factors of the 2020-2024 FISIP Strategic Plan (RENSTRA).

Table 2.14. Critical Success Factors FISIP Undip Strategic Plan (RENSTRA) 2020-2024

| No. | Critical  Success Factors | Achievement Target | |
| --- | --- | --- | --- |
| Indicator | Target |
| 1. | Institutional Development | Accredited Excellence Study Program | Accreditation of study programs with a superior value> 80% |
| 2. | Quality of Learning Process | Professor | Number of Professors> 10% |
| 3. | Quality of Student Affairs | Student Creativity Program (PKM) proposals are funded from the allocation of proposals given by the Directorate of Higher Education | The number of PKM funded is> 60% of the allocation for proposal submissions given by the Directorate of Higher Education |
| 4. | Cooperation Development | Collaboration of research results and/or expertise of lecturers with industry | > 10 collaborations per year |
|  |  | Collaboration of community service and / or lecturer expertise with other government / private / other agencies | > 10 collaborations per year |
|  |  | Research funding from collaboration | 0.1 billion rupiah per year |
|  |  | Alumni business network connected to campus programs | 1 unit per year |
|  |  | Educational collaboration with other universities | Number of collaborations> 20 per year |
|  |  | The visiting domestic lecturer/researcher who has a doctorate qualification | The number of visiting lecturers/researchers with doctoral degrees is> 10 per year |
|  |  | Visiting foreign lecturers/researchers | The number of visiting lecturers/researchers from LN> 8 per year |
| 5. | Quality of Research and Service | Registered and granted intellectual property rights (IPR) | 15-26 intellectual property rights per year |
|  |  | Patent | 1 Patent per year |
|  |  | R & D prototypes | 3 - 7 prototypes |
|  |  | Number of citations from reputable international publications over the last 5 years | Number of citations 1700-1775 |
|  |  | Publications in reputable international journals | Number of publications 29 - 41 per year |
|  |  | Publications in reputable international proceedings | Number of publications> 30 per year |
|  |  | Publications in accredited national journals | Number of publications> 20 per year |
|  |  | DIKTI accredited scientific journal | The number of journals accredited by Dikti is 4-8 journals |
|  |  | Scientific journals indexed by reputable international databases | 1 Journal per year |
|  |  | The scope of an accredited laboratory | The number of accredited laboratories is 1 per year |
| 6. | Resource Quality Improvement | Information systems that support governance | Availability 60% - 75% |
|  |  | Availability of standard PBM facilities (facilities) | Availability> 80% |
|  |  | Availability of supporting facilities (infrastructure) | Availability> 80% |
| 7. | Budget Allocation Priorities | Research funded by national funding | > 9 titles per year |
|  |  | Research funding from national funding | 0.25 - 0.35 billion rupiah per year |
|  |  | Lecturers involved in research with international funding / joint research with international funding | 15 people per year |
|  |  | Research funded by international funding and/or international joint research | 5 titles per year |
|  |  | Research funding from international funding / international joint research | 0.25 billion rupiah per year |
|  |  | Community service activities funded by national funding (other than Undip) | 3 titles per year |
|  |  | Contribution of financial revenue from institutional cooperation | 0.5 - 1 billion rupiah per year |

# CHAPTER III

# VALUE, VISION, MISSION, OBJECTIVES AND STRATEGIC OBJECTIVES

## 3.1. Educational Values ​​of the Faculty of Social and Political Sciences, Universitas Diponegoro

Educational values ​​at the Faculty of Social and Political Sciences, Universitas Diponegoro lead to strengthening the identity/character of superior human resources that make them candidates for future leaders of the nation and leaders of leading institutions. The educational value of FISIP UNDIP has an emphasis on the financial value of Diponegoro and the calling to advance society, nation and state. The value of educational values ​​at the Faculty of Social and Political Sciences, Universitas Diponegoro, emphasizes the human character who has integrity, and a superior ethos and is called to be at the forefront to advance the nation and the unitary state of the Republic of Indonesia, and at the same time be able to take part in building a new dynamic world community order, forward, in tune, and harmony.

The value of educational values ​​at the Faculty of Social and Political Sciences, Universitas Diponegoro seeks to make FISIP a leading/frontline faculty with leading universities in Asia in advancing society, nation and society and a new world.

## 3.2. Vision of the Faculty of Social and Political Sciences, Universitas Diponegoro

The vision of FISIP Undip is to become a research faculty that excels in the fields of Social and Political Sciences by 2025.

## 3.3. Mission of the Faculty of Social and Political Sciences, Undip

The missions of the Faculty of Social and Political Sciences, Universitas Diponegoro are as follows:

1. The faculty organizes higher education that produces excellent and competitive graduates.
2. The Faculty conducts research that produces effective and efficient publications, intellectual property rights, books, policies, and technology by prioritizing local culture and resources.
3. The faculty organizes community service that can produce effective and efficient publications, intellectual property rights, books, policies, and technology by prioritizing local culture and resources.
4. The faculty organizes higher education governance that is efficient, accountable, transparent and just.

## 3.4. Strategic Objectives of the Faculty of Social and Political Sciences, Universitas Diponegoro

The strategic objectives of FISIP Universitas Diponegoro are in line with the goals of Universitas Diponegoro, as well as in line with the goals of national education. The strategic objectives of FISIP are:

1. Producing superior graduates who are communicative, have academic abilities, are professional, have character, can adapt to the work environment, are critical, creative-innovative and have an entrepreneurial spirit;
2. Producing research-based works that can be utilized, patented, and published through the media and scientific forums at the national and international levels;
3. Empowering the community through community service activities based on science, technology and local wisdom, developing the spirit and application of entrepreneurship based on science, technology and art, and supported by an integrated information system;
4. Realizing independent and integrated faculty management based on the principles of fairness, openness, togetherness, responsibility based on mutually beneficial networks, professionalism, as well as being a role model for other faculties in Undip and faculties in other universities.

The objective of FISIP UNDIP Education is to produce graduates who have COMPLETE, and national excellence and can contribute to the development of science, technology, arts, culture and sports. The specifics are described as follows:

1. *Communicator* (able to communicate verbally and in writing);
2. *Professional* (working according to principles, development based on achievement, upholding the code of ethics);
3. *Leader* (adaptive, responsive to the environment, proactive, motivator, able to work together);
4. *Entrepreneur*(high work ethic, entrepreneurial skills, innovation, independence);
5. *Thinker* (critical thinking, lifelong learning, researcher); and
6. *Educator* (able to become an agent of change).

## 3.5. Strategic target

The strategic target of the Faculty of Social and Political Sciences, Undip, is to advance sustainable national strategic research, both independently carried out on the strengths and potentials of the Faculty of Social and Political Sciences, Universitas Diponegoro as well as synergy, collaborating with national and international research networks. Achieve collaborative strategic goals and respond to new challenges facing the nation in the midst of a global society that is increasingly changing rapidly and dynamically. The development of a character education instilled in the Faculty of Social and Political Sciences, Universitas Diponegoro has a high identity and integrity. Strategic targets are also on the development of community service activities that support the independence of advanced communities, and prosperous and independent communities.

In the above context the strategic objectives of the Faculty of Social and Political Sciences are in more detail:

1. Academic and student affairs strategies: improving the cycle and quality of academic quality assurance; improving student competencies relevant to the industrial revolution 4.0; improving Undip's reputation both nationally and internationally.
2. Strategy in the field of resources: improving the quality and competence of lecturers and educational staff; improving the quality of facilities and infrastructure; improving accountability, governance, management and organizational streamlining; increasing the proportion of non-educational funding sources.
3. Communication and business strategies: increasing the number of units and the value of RGA (revenue-generating activities) through Undip internal funds and endowment funds; improving an integrated information system that supports the creation of quality educators.
4. Research and innovation strategy: increasing the quality of reputable research and publications; research and publication funding; strengthening research and development (centre of excellence in science and technology / PUI) and science technopark / STP); increased cooperation, relevance and commercialization of research results.

# CHAPTER IV

# POLICY DIRECTIONS, STRATEGIES, PERFORMANCE INDICATORS AND PROGRAMS

## 4.1. Policy Direction

The development of the Policy Direction of the Faculty of Social and Political Sciences, Universitas Diponegoro is based on the University Policy Direction in the 2020-2024 Undip Strategic Plan (RENSTRA) which focuses on six sectors, namely:

### 4.1.1 Strengthening Undip as a Research University

By fulfilling the six indicators of research universities, namely the improvement of a research culture within the university, obtaining 10-25% of faculty operational costs from research activities, intellectual property rights/patents, and research collaboration with industry; the target number of professors> 10%; target Number of doctors> 80%; and the number of study programs S2 / S3> 50%.

### 4.1.2 Strengthening Undip's position as PTNBH

As PTNBH, currently, Undip is included in cluster 1 of Indonesian universities along with 13 universities, most of which have PTNBH status, in 2020-2024 Undip must be able to occupy the top rank in cluster 1 of university ranking.

### Strengthening the Characteristics of Universitas Diponegoro

Undip's characteristics have the characteristics of Indonesia's local wisdom as a maritime country as stipulated in Government Regulation No. 52 of 2015 concerning the Statute of Universitas Diponegoro, article 24 paragraph 5, is directed at "developing the environment in tropical, coastal and coastal areas in a sustainable manner which is expanded into empowerment and processing of marine resources and maritime ”. This is implemented through the Universitas Diponegoro Principal Scientific Pattern (PIP) which is oriented towards Coastal Region Eco-Development where research policies by LPPM and Faculties / Schools are focused on empowering marine and maritime resources in an interdisciplinary or transdisciplinary manner.

### 4.1.4 Achievements of World Class University (WCU)

Undip gradually increased its position from ranks 800-1000 (2020), 751-800 (2021), 651-700 (2022), 601-650 (2023), to rank 551-600 in 2024. This is done through six efforts which are also carried out by FISIP, namely:

1. Improve academic reputation (international publications, guest lecturer exchanges, cooperation with industry, universities, and international institutions);
2. Increasing Employer reputation through collaboration with national and international companies, alumni, and professional associations;
3. Building International Branding through increasing the number of foreign students, collaborating on dual degree or joint degree programs with world-leading universities, and organizing international academic activities;
4. Improving the quality of learning (teaching quality) through improving textbooks, monographs, book chapters, and textbooks in English, as well as training and mentoring in writing articles for international publications;
5. Organizing workshops for website development for various purposes in the field of education and research;
6. Improve university ranking in the world's top 500 (by 2025) and top 300 (2030);

### 4.1.5 Development of Study Programs Outside the Main Campus (PSDKU)

Universitas Diponegoro will develop land assets that are scattered in several locations in Central Java Province in Semarang City, Jepara Regency, Magelang Regency, as well as the Off-Main Campus Study Program Campus (PSDKU) in Pekalongan Regency, Batang Regency, Rembang Regency and Demak Regency.

The development of the opening of the FISIP Undip PSDKU was started by the Department of Public Administration which will open the S1 Public Administration Study Program at the Rembang District PSDKU in 2020. For human resources with a home base at PSDKU Rembang, it requires 5 lecturers with minimum qualifications of Strata-2 in the field of Public Administration.

### 4.1.6 Increase in the Ratio of Lecturers and Students

The composition of lecturers and students must be fulfilled proportionally. To ensure the quality of the learning process, where the ratio of the number of permanent lecturers to the number of students is 1: 30 for Social Sciences. The ratio of lecturers to FISIP Undip students in 2019 is 1: 29, which will be increased to 1: 28 in 2024.

### 4.1.7 Development of Educational Personnel Functional Positions

The direction of the FISIP Undip staffing development policy in the future must be based on the competencies needed in certain position formations as well as the career development of Undip educational personnel based on competence.

### 4.1.8 Improvement of facilities and infrastructure

Facilities and infrastructure need to be well prepared to support the learning process. The availability of adequate facilities and infrastructure will support the development of science and technology and improve the quality of education. Some of the facilities and infrastructure deemed important to be provided include the following:

1. Provision of an elevator
2. Parking Area Development and Arrangement
3. Construction of the hall that connects Building A, Building B,

Building C, and Building D to facilitate mobility and

integrating Classroom Facilities, Lecturer Room, Library, and

1. Disability-friendly laboratory and aims to

improve access to the use of existing facilities

1. Construction of indoor sports facilities (construction of baskets field into indoor sports space).

### 4.1.8 Campus Environment Arrangement

The campus environment requires an arrangement to improve the comfort of the FISIP University of Diponegoro academic community in carrying out the learning process. Thus, a well-organized campus environment will also enhance a positive academic atmosphere. Some of the needs for structuring include the following:

1. *Common space outdoors* (arrangement of the back garden with gazebo and arrangement of the pool and additional canteen from the independent bank)
2. Arrangement of library facilities equipped with discussion rooms.
3. Arrangement and revitalization of classrooms that have a smart class concept that is environmentally friendly.
4. International Class Revitalization.
5. Construction of common space indoors in the building

## 4.2 Strategy

Based on this policy direction, strategies are formulated in each field, namely Academic and Student Affairs, Resources, Communication and Business, Research and Innovation as follows:

### 4.2.1. Academic and Student Affairs Strategy

1. Improving the Cycle and Quality of Academic Quality Assurance
2. Increasing Student Competencies Relevant to the Industrial Revolution 4.0
3. Increasing Undip's Reputation on a National and International Scale

### 4.2.2. Resource Sector Strategy

1. Improving the Quality and Competence of Lecturers and Education Personnel
2. Improving the Quality of Facilities and Infrastructure
3. Improve Accountability, Governance, Management and Organizational Streamlining
4. Increase the Proportion of Non-Education Fund Sources

### 4.2.3. Communication and Business Strategy

1. Increase the number of units and the value of the RGA through Undip internal funds and the Endowment Fund
2. Improve the Integrated Information System that supports the creation of quality education

### 4.2.4. Strategy for Research and Innovation

1. Improving the Quality of Reputable Research and Publications
2. Increase Research and Publication Funding
3. Strengthening Research and Development (Center for Excellence in Science and Technology / PUI and Sains Tekno Park / STP)
4. Increasing Collaboration, Relevance and Commercialization of Research Results

## 4.3. Performance Indicators, Performance Targets and Programs

The Faculty of Social and Political Sciences as part of Universitas Diponegoro has determined Performance Indicators, performance targets and programs to be achieved in the period 2020-2024 are presented in the following table:

Table 4.1. Strategic Targets, Strategic, Performance Indicators, and Performance Targets of the FISIP Universitas Diponegoro

2020-2024

| **Strategic Goals** | **Strategy** | **Performance Indicators** | | **Unit** | **Information** | **Baseline** | **Performance Targets** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2019** | **2020** | **2021** | **2022** | **2023** | **2024** |
| **Strategic Objective 1: Produce superior graduates who are communicative, have academic abilities, are professional, have character, are able to adapt to the work environment, are critical, creative-innovative and have an entrepreneurial spirit** | | | | | | | | | | | |
| Increasing the Quality of Superior Higher Education | Improving the Cycle and Quality of Academic Quality Assurance | 1 | Institutional Accreditation | Excellent (Score) | Filled by the Central Unit | 0.00 | 0.00 | 0 | 0 | 0 | 0 |
| 2 | Number of accredited study programs Excellent | percentage | cumulative | 80.00 | 72.70 | 81.30 | 90.90 | 90.90 | 90.90 |
| 3 | The number of internationally accredited study programs | percentage | cumulative | 0.00 | 0.00 | 0 | 0 | 0 | 0 |
| 4 | Number of study programs that offer international programs | Percentage | cumulative | 20.00 | 36.36 | 36.36 | 36.36 | 36.36 | 36.36 |
| Increasing Student Competencies Relevant to the Industrial Revolution 4.0 | 5 | Number of entrepreneurial students | percentage | nominal | 0.00 | 0.15 | 0.15 | 0.15 | 0.15 | 0.15 |
| 6 | The number of student creativity program (PKM) proposals funded from the allocation of proposals given by the Directorate of Higher Education | percentage | nominal | 2.00 | 0.30 | 3.00 | 4.00 | 5.00 | 6.20 |
| 7 | Number of students graduating on time | percentage | Nominal | 0.00 | 0.70 | 0.66 | 0.67 | 0.68 | 0.69 |
| 8 | Percentage of competency and professional certified graduates | percentage | nominal | 0.00 | 0.73 | 0.74 | 0.75 | 0.76 | 0.77 |
| 9 | Percentage of graduates who found employment within 6 months | percentage | nominal | 0.00 | 0.50 | 0.16 | 0.17 | 0.18 | 0.19 |
| Increasing National and International Reputation in Student Affairs, Research, Community Service and Publications | Increasing Undip's Reputation on a National and International Scale | 10 | The number of student achievements as the first winner at the national level | achievements per year | nominal | 13 | 13 | 13 | 14 | 14 | 15 |
| 11 | The number of achievements of students who won first place at the international level | achievements per year | nominal | 8 | 8 | 8 | 9 | 9 | 9 |
| 12 | Number of international students | person / year | nominal | 1 | 15 | 5 | 6 | 7 | 8 |
| 13 | Number of educational collaborations with other universities | cooperation | cumulative | 16 | 22 | 23 | 26 | 29 | 32 |
| 14 | The number of visiting lecturers/researchers from DN with doctoral degrees | person | nominal | 10 | 18 | 10 | 12 | 13 | 14 |
| 15 | Number of visiting lecturers / researchers from LN | person | nominal | 7 | 16 | 7 | 8 | 8 | 9 |
| **Strategic Objective 2: Produce research-based works that can be utilized, patented, and published through the media and scientific forums at the national and international levels** | | | | | | | | | | | |
| Increasing the Quality of Research and Publications in Reputable International Journals | Improving the Quality of Reputable Research and Publications | 16 | Number of citations from reputable international publications over the last 5 years | citations per five years | nominal | 0 | 1700 | 1725 | 1750 | 1775 | 1800 |
| 17 | Number of publications in reputable international journals | publication | nominal | 29 | 29 | 33 | 37 | 41 | 45 |
| Lecturer | nominal | 52 | 102 | 102 | 102 | 102 | 102 |
| 18 | Number of publications in reputable international proceedings | publication | nominal | 27 | 77 | 31 | 35 | 39 | 43 |
| 19 | Number of publications in accredited national journals | publication | cumulative | 16 | 48 | 20 | 24 | 28 | 32 |
| 20 | Number of scientific journals accredited by DIKTI | journal | cumulative | 4 | 4 | 5 | 6 | 7 | 8 |
| 21 | The number of scientific journals indexed by reputable international databases | journal | cumulative | 0 | 1 | 1 | 1 | 1 | 1 |
| 22 | Total scope of accredited laboratories | unit | cumulative | 0 | 1 | 1 | 1 | 1 | 1 |
| Increase Research and Publication Funding | 23 | Number (title) of research financed by national funding | title | nominal | 13 | 9 | 9 | 10 | 10 | 10 |
| 24 | Amount of research funding from national funding | billion rupiah | nominal | 0.35 | 0.35 | 0.35 | 0.35 | 0.35 | 0.35 |
| 25 | The number of lecturers involved in research with international funding / joint research with international funding | person | nominal | 15 | 15 | 15 | 15 | 15 | 15 |
| 26 | The number (title) of research funded by international funding and / or international joint research | title | nominal | 5 | 5 | 5 | 5 | 5 | 5 |
| 27 | Amount of research funding from international funding / international joint research | billion rupiah | nominal | 0.25 | 0.28 | 0.25 | 0.25 | 0.25 | 0.25 |
| Increased application of research results and quality of community service based on science and technology | Strengthening the Quality of Research and Development (Center for Excellence in Science and Technology / PUI and Sains Tekno Park / STP) | 28 | Number of registered and granted intellectual property rights (IPR) | IPR certificate | nominal | 14 | 26 | 15 | 16 | 17 | 18 |
| 29 | Number of Patents | patent certificate | cumulative | 0 | 0 | 1 | 1 | 1 | 1 |
| 30 | Number of R & D prototypes | prototype | cumulative | 3 | 3 | 4 | 5 | 6 | 7 |
| 31 | Number of industry-worthy prototypes | prototype valuation | cumulative | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | Number of PUIs (Center of Excellence in Science and Technology) | tenant / unit | cumulative | 0 | 0 | 0 | 0 | 0 | 0 |
| 33 | Number of products that have been produced | product | cumulative | 0 | 0 | 0 | 0 | 0 | 0 |
| 34 | Number of community service activities financed with a national funding (excluding Undip) | activities | nominal | 1 | 3 | 3 | 3 | 3 | 3 |
| Increasing Collaboration, Relevance and Commercialization of Research Results | 35 | Contribution of financial revenue from institutional cooperation | billion rupiah | nominal | 0.93 | 1.02 | 0.5 | 0.5 | 0.5 | 0.5 |
| 36 | The number of collaborative research results and/or expertise of lecturers with industry | cooperation | nominal | 10 | 10 | 10 | 11 | 11 | 12 |
| 37 | The number of community service collaborations and / or lecturer expertise with other government / private / PT agencies | cooperation | cumulative | 0 | 11 | 9 | 10 | 11 | 12 |
| 38 | The amount of research funding from the collaboration | billion rupiah | nominal | 0.00 | 0.10 | 0.1 | 0.1 | 0.1 | 0.1 |
| **Strategic Objective 3: Empowering the community through community service activities based on science and technology and local wisdom, developing the spirit and application of entrepreneurship based on science, technology and art, and supported by an integrated information system** | | | | | | | | | | | |
| Increased Contribution of Undip Business Units | Increase the number of units and the value of the RGA through Undip internal funds and the Endowment Fund | 39 | Contribution of financial revenue from the business unit (RGU / RGA) to the institution | billion rupiah | nominal | 0.35 | 0.50 | 0.5 | 0.5 | 0.5 | 0.5 |
| 40 | Total revenue contribution from the Endowment Fund | billion rupiah | nominal | 0.00 | 0.00 | 0 | 0 | 0 | 0 |
| 41 | Number of alumni business networks connected to campus programs | unit | nominal | 1 | 1 | 1 | 1 | 1 | 1 |
| Increasing the use and integration of information systems | Improve the Integrated Information System that supports the creation of quality education | 42 | Number of information systems that support governance | percentage | cumulative | 0.00 | 0.60 | 0.65 | 0.70 | 0.75 | 0.80 |
| 43 | Number of online learning courses | courses | cumulative | 0.00 | 14 | 12 | 14 | 16 | 18 |
| 44 | Number of study program pages in English and updates | percentage | cumulative | 0.00 | 0.50 | 0.55 | 0.60 | 0.65 | 0.70 |
| **Strategic Objective 4: Realizing independent and integrated faculty management based on the principles of fairness, openness, togetherness, network-based responsibility that is mutually beneficial, professionalism, and being a role model for other faculties in Undip and faculties in other universities** | | | | | | | | | | | |
| Increasing the Quality of Competent and Professional Human Resources | Improving the Quality and Competence of Lecturers and Education Personnel | 45 | Number of Professors | percentage | cumulative | 6.00 | 6.60 | 7.55 | 8.49 | 9.44 | 10.38 |
| 46 | Number of Head Lecturers (with doctoral degrees) | percentage | cumulative | 20.00 | 0.20 | 0.22 | 0.24 | 0.26 | 0.28 |
| 47 | The number of lecturers who qualify for S3 | percentage | cumulative | 37.00 | 0.37 | 0.39 | 0.41 | 0.43 | 0.45 |
| 48 | Percentage of lecturer performance achievement 16 credits (according to composition) | percentage | nominal | 40.00 | 0.40 | 0.42 | 0.44 | 0.46 | 0.48 |
| 49 | The ratio of the number of lecturers to the number of students | ratio | ratio | '1:29 | '1:29 | '1:28 | '1:28 | '1:28 | '1:28 |
| 50 | Percentage of tendics with functional positions | percentage | cumulative | 0.00 | 2.95 | 2.95 | 2.95 | 2.95 | 2.95 |
| 51 | Percentage of competency certified staff | percentage | cumulative | 4.00 | 17.65 | 17.65 | 26.47 | 26.47 | 26.47 |
| Increasing Organizational Capacity and Governance that is Efficient, Accountable, Transparent, Fair and Integrated Between Fields. | Improve the quality of standardized facilities and infrastructure and asset development | 52 | Availability of standard PBM facilities (facilities) | percentage of tools functioning properly and up to date | cumulative | 0.00 | 0.76 | 0.78 | 0.81 | 0.84 | 0.88 |
| 53 | Availability of supporting facilities (infrastructure) | Adequacy percentage according to standards (SNPT, UI Greenmetric and disabled facilities) | cumulative | 75 | 80 | 82 | 84 | 86 | 88 |
| 54 | Asset development | billion rupiah | cumulative | 0.00 | 2.00 | 2.25 | 2.5 | 2.75 | 3 |
| Improve Accountability, Governance, Management and Organizational Streamlining | 55 | Financial statement opinion | opinion | nominal | WTP | 'WTP | 'WTP | 'WTP | 'WTP | 'WTP |
| 56 | Administrative and office services | percentage of SOP | cumulative | 0.00 | 0.75 | 0.80 | 0.85 | 0.90 | 0.95 |
| 57 | Accuracy of Report Submission | percentage | nominal | 0.00 | 0.90 | 0.90 | 0.90 | 0.90 | 0.90 |
| Increased Financial Independence and Sustainability | Increase the Proportion of Non-Education Fund Sources | 58 | Increase in the proportion of income other than APBN with government funding | proportion | nominal | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 59 | Percentage of non-academic income funds to total income | percentage | nominal | 0.00 | 0.02 | 0.02 | 0.03 | 0.03 | 0.04 |
| 60 | Investment amount | billion rupiah | nominal | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# CHAPTER V

# REGULATORY FRAMEWORK, REGULATORY FRAMEWORK, INSTITUTIONAL FRAMEWORK, RISK ANALYSIS AND FIELD PROGRAMS

## 5.1 Regulatory Framework

The regulatory framework that will be used to support the development process  
institutions and the achievement of the vision and mission at the FISIP Undip in accordance with the direction and  
Undip's development goals as a PTN-BH include:

1. Dean's decision regarding the 2020-2024 FISIP Undip Strategic Plan (RENSTRA).
2. Dean's decision on academic guidelines
3. Dean's Decree on Research Guidelines;
4. Dean's Decree on Guidelines for Community Service;
5. Decree of the dean of job descriptions and positions;
6. Dean's decision on academic procedure manuals and others.

## 5.2 Institutional framework

### 5.2.1 Institutional Structure

Undip's FISIP institutional framework is prepared in accordance with the Rector's Regulation  
Universitas Diponegoro Number 2 of 2019 concerning Organization and Work Procedure  
Elements under the Rector of Universitas Diponegoro. FISIP Undip too  
always strive for structuring and development of resources  
human beings towards good institutional governance.

### 5.2.2 Departmental Development Plan

In order to develop FISIP Undip 2020-2024, each department has designed several development as follows:

**Table 5.5. Department of Social and Political Science Development Plan 2020-2024**

|  | Department | Expansion plan | |
| --- | --- | --- | --- |
| 1 | **Public Administration** | Increasing National Cooperation | 1. Collaboration with State and Private Universities Follow-up/continuing 15 MoA 2. Collaboration with BKN for Personnel Analysts (continued) 3. Creating a new collaboration in the framework of the Independent Campus Curriculum specifically for education 4. Collaboration with universities that are PTNBH to increase Networking in the field of research and service 5. Collaboration with Certification Bodies and Professional Organizations 6. Collaboration with Alumni 7. Make MOUs and MoAs with other PTN / PTS in the fields of education, service and research |
|  |  | Increased International Cooperation | International Cooperation with Univ in Malaysia, Sabah, Singapore, Korea, Taiwan, Vietnam, Philippines, Australia, and the Netherlands, in the fields of:   1. Education 2. Publication 3. Education |
|  |  | International Class Development | 1. International Class S1 Public Administration Study Program 2. International Class for Masters Program in Public Administration 3. International Class of Public Administration Doctoral Study Program |
|  |  | Cooperation Class Development | Development of Master Program and Doctoral Collaboration Classes |
|  |  | Professional Certification Development | 1. Staffing Analyst 2. Policy Analyst 3. Other professions |
|  |  | Addition and Development of Human Resources | 1. Doctor of further study lecturers 2. Domestic/foreign Short Course Lecturer 3. Lecturers participate in competency and skill improvement training 4. Proposing / Adding Lecturers with Doctoral degrees (replacing Lecturers who have retired) |
|  |  | Professor Acceleration Program | Proposing Lecturers who have met the requirements / worthy to the Professor |
|  |  | PSDKU opening | * + - 1. S1 Study Program       2. S2 Study Program       3. Doctoral Study Program |
| 2 | **Politics and Government** | Accreditation Improvement | Superior accreditation for S1 Government in December 2023 by BAN-PT |
|  |  | Lecturer Quality and Competence Improvement | 1. The addition of the number of professors is 5 lecturers 2. The addition of the number of head lecturers is 4 lecturers |
|  |  | Increased International Cooperation | Increased International Cooperation for Exchange Students: USA, Taiwan, Australia, US, Malaysia. |
|  |  | RGA | 1. Selection of Village Officials in Central Java 2. Research Collaboration in the Field of Elections |
|  |  | Journal improvements | Increase in the number of articles in reputable international journals |
|  |  | Increased citations | Increase in the number of citations in international journals |
|  |  | Textbook improvement | Increase in the number of textbooks and references |
|  |  | Increase in IPR | Increasing IPR for books. |
|  |  | Addition of Lecturers | Recruitment of new lecturers as a consequence of full-time lecturers and the addition of IUP, Masters and Doctoral programs |
|  |  | Student Achievements | Improving Student Achievement at the national and international levels |
| 3 | **Communication Studies** | Accreditation Improvement | Development Plan for the Department of Superior Accreditation for Undergraduate and Masters Programs in Communication Sciences |
|  |  | Curriculum Implementation | Implementation of the Free Curriculum by increasing synergy and cooperation between organizations in the communication industry, associations, and alumni. |
|  |  | Internationalization and WCU | Increase the number of international partnerships for international mobility of lecturers and students (especially students of the IUP program):   1. International cooperation totalling 6 MoUs 2. International Student Mobility as many as 40 students 3. Visiting Professor (Inbound-Outbound) as many as 6 lecturers |
|  |  | Increase in Publication | Increasing the number of international and national publications per year. |
|  |  | Improving Student Achievement | Increased achievement of students who take part in international and national competitions per year |
|  |  | Repairing  Facilities and infrastructure | Repair of laboratory infrastructure and updating of laboratory equipment so that they can meet the requirements to support multiplatform journalism learning. |
|  |  | Lecturer Quality and Competence Improvement | 1. Additional 2 professors 2. The addition of the number of head lecturers was 8 people 3. The addition of the number of lecturers is 3 lecturers 4. Further studies / doctoral education as many as 3 lecturers |
|  |  | Addition of Lecturers | The addition of a minimum number of 7 lecturers |
|  |  | RGA | Some activities can generate revenue, including:   1. Collaboration of Media Business Incubator / Online Journalism 2. Public Speaking Training 3. Digital Marketing Communication Training 4. Photography and Videography Training |
| 4 | **Business Administration** | Accreditation Improvement | 1. Superior Accreditation of S1 Business Administration Study Program 2. Accreditation of BAN-PT |
|  |  | Lecturer Quality and Competence Improvement | 1. The addition of the number of professors is 4 lecturers 2. The addition of the number of head lecturers is 5 lecturers |
|  |  | Increased International Cooperation | Increased International Cooperation for Exchange Students: Taiwan, Australia, US, Malaysia |
|  |  | RGA | 1. Training on Quantitative Data Processing SPSS, AMOS and others 2. Business Plan 3. Writing Paper for Reputable Journals 4. Tax Brevet 5. Export-Import 6. Business Incubator Cooperation |
|  |  | Increase in Publication | Increase in the number of papers in reputable international journals |
|  |  | Increase in Citation | Increase in the number of citations in reputable international journals |
|  |  | Book Improvement | Increased number of reference books |
|  |  | Addition of Lecturers | New Lecturer Recruitment as a consequence of Full-Duty Lecturers and Addition of IUP and Master Programs |
|  |  | Improving Student Achievement | Improving Student Achievement at the international level |
| 5 | **International Relations** | Addition of Lecturers | Recruitment of new lecturers with master and doctoral degrees |
|  |  | Lecturer Quality and Competence Improvement | 1. Increase lecturer mobility at the regional and international levels through visiting lectures or visiting researchers. 2. Improving the qualifications of lecturers with doctoral, post-doctoral and Professor degrees 3. Dispatching lecturers to participate in international conferences regularly, both at home and abroad, training, courses, seminars and other activities. 4. Building capacity building for teachers through the productivity of writing books/journals on a national and international scale. |
|  |  | International Class Development | Opening of international classes for the S1 International Relations program |
|  |  | Curriculum Implementation | Implementation of the Merdeka Curriculum by increasing synergy and collaboration with partner departments so that they can initiate a credit transfer system for easy exchange of lecturers and students. |
|  |  | Improving  Facilities and infrastructure | 1. Increased standards in support of international class according to international standards 2. Provision of information h at least in two languages, namely language and English 3. The formation of sub-divisions that manage cooperation with domestic and foreign parties, both related to research and service, academic development, mobility of lecturers, researchers and students 4. Provision of websites and advertisements that reach students around the world |
|  |  | Improving Student Quality | 1. Optimization of the alumni sub-division that manages alumni data and tracer studies 2. An increase in the number of students who take part in student exchanges abroad and vice versa 3. Increased student mobility in regional and international activities |
|  |  | Development and Optimization of  Facilities and infrastructure | 1. Development and optimization of TOC and HI laboratories to support research processing and community service 2. Improve the reputation of the CRITC and TeSIS Study Centers at the national level through strengthening cooperation and external funding. CRTIC and TeSIS will be equipped with a publishing division that regularly publishes monographs, conference proceedings, journals, and books. |
|  |  | Journal Accreditation Improvement | Increasing the accreditation of the journal "Indonesia Perspective" with international indexes |
|  |  | Increasing National and International Cooperation | 1. Increased cooperation with national and international universities 2. Collaboration with International Organizations (NGO or other) 3. Development of cooperation in the fields of training, education, research and community service 4. Optimization of cooperation with the Indonesian Association of International Relations (AIHII) 5. Increased cooperation with government agencies at the regional and national levels 6. Cooperation with companies and national and international governments 7. Improved communication and cooperation with alumni |

## 5.3 Risk Analysis

Based on the determination of performance indicators, performance targets and programs to be  
achieved in 2020 - 2024, it is necessary to carry out a Risk analysis as a reference in preparing steps to achieve the program per year. Risk analysis for each area is described as follows:

### 5.3.1 Academic and Student Affairs

The analysis of the risk of achieving targets in the academic and student affairs of the Faculty of Social and Political Sciences 2020-2024 is shown in the table as follows:

Table 5.1 Risk Analysis of Achieving Target Academic and Student Affairs of the Faculty of Social and Political Sciences 2020-2024

| Performance Targets for 2024 | | Risk Analysis | |
| --- | --- | --- | --- |
| Internal | External |
| 1 | Institution Accreditation | The database is still not integrated | Other colleges are more progressive in getting high scores |
| 2 | The number of superior accredited study programs is 90.90% or as many as 10 of the total study programs at FISIP | There are still several study programs new not yet accredited/have accreditation is still low | Assessment standard accreditation is getting higher. |
| 3 | The number of internationally accredited study programs | The low motivation of study program managers to get international accreditation. | * Limited Institutions international accreditation agency. * High costs of international accreditation. |
| 4 | The number of study programs that offer international programs is 36.36% or 4 of the total study programs at FISIP | * Lack of standard curriculum international. * Limited language skills foreign teaching staff | The number of competitors from international programs from other universities that are more desirable. |
| 5 | The number of entrepreneurial students is 0.15% or as many as 5 people. | * Low student interest in entrepreneurship. * Lack of information about entrepreneurial students | Very limited sources of funds to support entrepreneurial activities |
| 6 | The number of funded Student Creativity Program (PKM) proposals was 6.20% of the allocation for proposal submissions given by Higher Education. | Low student interest to participate in PKM activities. | * Allocation reduction *belmawa* acceptance for PTN and PTS. * The number of competitors from other universities. |
| 7 | The number of students who graduated on time was 0.69% | The PBM monev system is not yet optimal in each study program/department | * Limited student work practice places * Limited information regarding scholarships for students |
| 8 | The percentage of graduates with competency and professional certificates was 0.77% | No policy requires every graduate to have competency and professional certificate | * Limited competency and professional certificate institutions that match the profile of study programs/departments * The increasing needs of industry and the job market require competency and professional certificates |
| 9 | The percentage of graduates who obtained a job within 6 months was 0.19% | Not yet optimal graduates who have the competence and curriculum that is in accordance with the needs of the job market/industry | The needs and demands for labour market competence are increasing |
| 10 | The number of student achievements in the first place at the national level is 15 championships per year | Not optimal development of student interest to be involved in the competition. | Other higher education interest to follow the championship is increasing. |
| 11 | The number of first-place international level student achievements is 9 championship achievements per year | * Lack of related information on international level championships. * Low competitiveness students to compete on an international level. * Limited financing facilities. | * Another college has more adequate international standard support and facilities. * The quality of the team following the championship is increasing. |
| 12 | The number of international students is 8 people per year | * Lack of brand-related information Prodi / at the international level. * Limited international standard facilities that do not attract international students | Students have more interest in ASEAN study programs/universities which have a higher world ranking (QS). |
| 13 | The number of educational collaborations with other universities was 32 collaborations | * Some educational collaborations that have been carried out are not sustainable. * Less diverse cooperation schemes to attract cooperation with other universities | Other Prodi / Faculties / Universities are more progressive in capturing opportunities for cooperation |
| 14 | The number of visiting lecturers/researchers from within the country with doctoral degrees is 14 people | The research and education collaboration mechanism are not yet optimal. | Other universities are more progressive in seizing cooperation opportunities |
| 15 | The number of visiting lecturers/researchers from abroad is 9 people | The mechanism of research and education collaboration with overseas partners has not been optimal. | Other universities are more progressive in seizing cooperation opportunities with foreign partners |

### 5.3.2 Resource Sector

The analysis of the risk of achieving the targets in the Resource field of the Faculty of Social and Political Sciences 2017-2019 is shown in the table as follows:

Table 5.2 Achievement Risk Analysis Target Resource Sector Faculty of Social and Political Sciences 2020-2024

| Performance Targets for 2024 | | Risk Analysis | |
| --- | --- | --- | --- |
| Internal | External |
| 1 | The number of professors is 10.38% or as many as 11 people of the total lecturers at FISIP | * The low interest of lecturers in career development in academic positions. * Lack of lecturer capacity in meeting the requirements for academic promotion. * The process of applying for promotion is not yet well understood * There are several stages of the proposal that have not been effectively implemented. | * Requirements for submitting professors are increasingly qualified, * The number of professors is an indicator of higher education performance |
| 2 | The number of Head Lecturers (with doctoral degrees) is 0.28% of the total FISIP lecturers | * The low interest of lecturers in career development in academic positions. * The process of applying for promotion is not yet well understood. * There are several stages of the proposal that have not been effectively implemented. | * Requirements for submission of higher quality Head Lector. * The number of head lecturers is an indicator of higher education performance. |
| 3 | The number of lecturers with S3 qualifications is 0.45% of the total lecturers of FISIP | * The age composition of the teaching staff is not ideal * Recruitment of new conventional lecturers * The low interest of lecturers in implementing doctoral education. | * HR career development in other higher education study programs/faculties is more programmed. * The number of doctors / Sp2 is an indicator of higher education performance. |
| 4 | The percentage of 16 credits (according to composition) is 0.48% of the total FISIP lecturers | * The low motivation of lecturers to do publication and service. * The structured publicity and service scheme is not optimal. * Research and community service cooperation schemes with both government and private institutions are not yet optimal. | Other universities are more progressive in establishing research and service activities with government and private institutions. |
| 5 | The ratio of the number of lecturers to the number of students is 1:28 | * Lecturer recruitment has not been optimally programmed. * The number of student admissions is increasing every year. | The allocation for admission of new lecturers from the government is decreasing. |
| 6 | The percentage of students with functional positions is 2.95% or 2 people of the total staff of FISIP | * A limited number of staff with functional positions * Education personnel is more interested in holding a structural position than in a functional position | There is a government policy to remove structural echelon 3 and 4 positions |
|  | The percentage of students with competency certificates was 26.47% or as many as 18 people from the total staff of FISIP | * Limited number of staff who have competency certification * The low level of tendency in obtaining competency certification | Competency certification requirements for certain positions |
|  | Availability of standardized PBM facilities (facilities) that function well as much as 0.88% | * Limited international standard supporting facilities * The facility maintenance mechanism is not yet optimal | The demand for the use of facilities is up to date in the PBM |
|  | Availability of supporting facilities (infrastructure) as much as 88% according to standards (SNPT, UI GreenMetric and Difabel Facilities) | * Limited international standard supporting facilities * Limited disabled facilities | * Lack of use of cooperation in providing supporting facilities * Infrastructure as an indicator of Higher Education assessment |
|  | Asset development of 3 billion Rupiah | The utilization of assets has not been maximized |  |
|  | The Financial Statement Opinion reaches WTP and there are no serious legal cases | * The expenditure absorption was concentrated in the fourth quarter * Reconciliation related to financial asset accounting is not optimal | Demands for budget transparency and accountability are increasingly standardized |
|  | Administration and office services are arranged in SOP with a percentage of 0.95% | The availability of an integrated information system to support office services is not yet ideal | Other universities have used SI optimally |
|  | Report submission accuracy with a percentage of 0.90% | Reconciliation related to finance-accounting-assets is not optimal | * Demands for fast document submission * The development of information technology is increasingly fast |
|  | Increase in the proportion of income other than APBN with funds from the Government | The level of dependence on the government is still high | Reduced funding sources from the government |
|  | Percentage of non-academic income funds with a total income of 0.04% | * The utilization of assets has not been maximized * Inadequate investment | * Limitations on the number of students * Other colleges offer cheaper educational programs |
|  | Total Investment | There is no policy regulation in investment development | Reduction or elimination of government budgets |

### 5.3.3 Communication and Business

Analysis of the risk of achieving targets in the Communication and Business field of the Faculty of Social and Political Sciences 2017-2019 is shown in the table as follows:

Table 5.3 Achievement Risk Analysis Target Communication and Business Sector Faculty of Social and Political Sciences 2020-2024

| Performance Targets for 2024 | | Risk Analysis | |
| --- | --- | --- | --- |
| Internal | External |
| 1 | The contribution of financial revenue from the business unit (RGU / RGA) to the institution amounted to 0.5 billion Rupiah | * Some of the FISIP business units are still in the pioneering stage * Monitoring and evaluation have not been optimal for the business unit | Competition between business units is getting higher with more supportive technology |
| 2 | Total revenue contribution from the Endowment Fund | * There is no endowment fund mechanism policy * There is no roadmap for the endowment fund mechanism | Other higher education endowment fund policies are already running |
| 3 | The number of alumni business networks connected to the campus program is 1 unit | * Not optimal database management and mapping related to alumni business units * The low motivation of alumni to cooperate with campus programs | Tracer and other tertiary education alumni networks have been running well |
| 4 | The number of information systems that support governance reaches 0.80% | Not yet optimal use of an integrated information system in every field | Other universities have implemented an integrated information system |
| 5 | The number of online learning courses is 18 subjects | * The limited ability of lecturers and students to use online applications * Not yet optimal use of online applications | * The emergence of online learning business businesses with the latest technology systems * The emergence of online learning businesses at a more affordable price |
| 6 | The number of study program pages in English and updates is 0.70% | * Limited ability to manage the study program admin website * Limited English language skills of program page managers | The old appearance of the other Perguran College web is more attractive and updated and informative |

### 5.3.4 Field of Research and Innovation

The analysis of the risk of achieving targets in the Research and Innovation field of the Faculty of Social and Political Sciences 2017-2019 is shown in the table as follows:

Table 5.4 Achievement Risk Analysis Target Research and Innovation Sector, Faculty of Social and Political Sciences, 2020-2024

| Performance Targets for 2024 | | Risk Analysis | |
| --- | --- | --- | --- |
| Internal | External |
| 1 | The number of citations from reputable international publications during the last 5 years was 1800 citations per five years | * The number and quality of publications are not optimal * Lack of optimal use of publication collaboration * Not yet optimal programs related to increasing the number of citations in reputable international journals | Collaboration with other universities related to programmed publications |
| 2 | The number of publications in reputable international journals is 45 publications | * The low motivation of lecturers to publish in reputable international journals * The development program related to research at the international level has not been optimal | Increased international publication standards |
| 3 | The number of publications in reputable international proceedings is 43 publications | The low motivation of lecturers to conduct conferences in reputable international proceedings | The high motivation of lecturers from other universities |
| 4 | The number of publications in accredited national journals is 32 publications | The low motivation of lecturers to publish in accredited national journals | The high motivation of lecturers from other universities |
| 5 | The number of scientific journals that are accredited by DIKTI is 8 journals | * The low motivation of journal managers to increase accreditation * Awards to journal managers are not optimal | The high requirements for DIKTI journal accreditation |
| 6 | The number of scientific journals indexed by reputable international databases is 1 journal from the total number of scientific journals in FISIP | * The low motivation of journal managers to increase accreditation * Awards to journal managers are not optimal | The high requirements for accreditation of qualified international journals |
| 7 | The total scope of accredited laboratories is 1 unit of the total number of laboratories in FISIP | * Lack of optimal use of the laboratory for activities/study program programs * The fulfilment of standardized laboratory facilities is not optimal * Laboratory maintenance is not optimal | High requirements for laboratory accreditation |
| 8 | The number (titles) of research financed by national funding was 10 research titles | The low motivation of lecturers to submit a national funding proposal | * Very rigid financial accountability * Limited national research funding to carry out research |
| 9 | The amount of research funding from national funding is 0.35 billion Rupiah | The low motivation of lecturers to submit a national funding proposal | * Very rigid financial accountability * Limited national research funding to carry out research |
| 10 | The number of lecturers involved in research with international funding / joint research with international funding is 15 people | * The low motivation of lecturers to submit a national funding proposal * Limited international research funding collaboration schemes | Other PTNBH already have programmed and sustainable international research cooperation programs |
| 11 | The number (titles) of research funded by international funding or international joint research was 5 titles | * The low motivation of lecturers to submit a national funding proposal * Limited international research funding collaboration schemes | Other PTNBH already have programmed and sustainable international research cooperation programs |
| 12 | The amount of funding for international research funding / international joint research is 0.25 billion Rupiah | * The low motivation of lecturers to submit a national funding proposal * Limited international research funding collaboration schemes | Other PTNBH already have programmed and sustainable international research cooperation programs |
| 13 | The number of intellectual property rights (IPR) registered and granted (granted) is 18 IPR certificates | The low motivation for submitting IPR registration to research and service results  Lack of information regarding IPR registration | The high price of applying for an IPR certificate |
| 14 | The number of patents is 1 patent certificate | The low motivation to identify the results of research and dedication that resulted in patents | The high price of filing a patent certificate |
| 15 | The number of R&D prototypes was 7 prototypes | Low motivation to identify research and service results that produce a prototype R&D | The very high standard of industrial viable prototypes  Increasingly increasing industrial technology |
| 16 | The number of industry-worthy prototypes | The low identification of research and service that is relevant to the industry | The very high standard of industrial viable prototypes |
| 17 | Number of PUIs (Center of Excellence in Science and Technology) | Mapping research and community service excellence and according to PIP is not optimal | The PUI development program from the government is not binding |
| 18 | Number of products that have been produced | The number of research results and community services to become a product is still limited | the desires and standards of the industry for production results are very high |
| 19 | The number of community service activities funded by national funding (excluding Undip) is 3 activities | The low motivation of the lecturers to submit a national service proposal | Other tertiary institutions are more competitive in capturing service opportunities with a national funding scheme |
| 20 | Contribution of financial revenue from institutional cooperation amounting to 0.5 billion Rupiah | Not yet optimal utilization of cooperation with the government and private institutions | Limited funding for cooperation by government and private institutions |
| 21 | The number of collaborative research results and/or expertise of lecturers with industry is 10 collaborations | Research collaboration schemes with industry have not been optimally programmed | Limited research cooperation schemes with the industry |
| 22 | The number of community service collaborations and/or lecturer expertise with other government / private / PT agencies was 12 collaborations | Community service cooperation schemes with government / private agencies. Other universities have not been optimally programmed | Limited cooperation schemes resulting from the dedication/service and needs of government and private institutions |
| 23 | The amount of research funding from the collaboration is 0.1 billion Rupiah | Not yet optimal cooperation schemes with government and private institutions | Limited public and private research funding schemes |

## 5.4 Programs and Activity Plans by Sector

Programs and activity plans are divided into 4 fields, namely the academic and student affairs field, the resource sector, the communication and business field, and the research and innovation field.

Table 5.5 Strategies, Programs and Ways to Achieve the Annual Program of the Faculty of Social and Political Sciences 2020-2024

| Program | Way of Achievement Per Year | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2020 | | | 2021 | 2022 | 2023 | 2024 |
| 1. Academic and Student Affairs | | | | | | | |
| Enhancement Quality Quality assurance Academy | Increase Accreditation ScoreInstitution | | | | | | |
| 1 | | Implement SPMI (System Internal Quality Assurance). | Implement SPMI (System Internal Quality Assurance). | Implement SPMI (System Internal Quality Assurance). | Implement SPMI (System Internal Quality Assurance). | Implement SPMI (System Internal Quality Assurance). |
| 2 | | Developing Information Systems accreditation supporters and rating of PT (Decision Supporting System) is appropriate standard BAN-PT, THE, QS, etc. | Developing Information Systems accreditation supporters and rating of PT (Decision Supporting System) is appropriate standard BAN-PT, THE, QS, etc. | Developing Information Systems accreditation supporters and rating of PT (Decision Supporting System) is appropriate standard BAN-PT, THE, QS, etc. | Developing Information Systems accreditation supporters and rating of PT (Decision Supporting System) is appropriate standard BAN-PT, THE, QS, etc. | Developing Information Systems accreditation supporters and rating of PT (Decision Supporting System) is appropriate standard BAN-PT, THE, QS, etc. |
| 3 | | Do a state mapping accreditation of study programs including opening a new study program for quantity control study program. | Do a state mapping accreditation of study programs including opening a new study program for quantity control study program. | Do a state mapping accreditation of study programs including opening a new study program for quantity control study program. | Do a state mapping accreditation of study programs including opening a new study program for quantity control study program. | Do a state mapping accreditation of study programs including opening a new study program for quantity control study program. |
| 4 | | Carry out monitoring program accreditation status studies. | Carry out monitoring program accreditation status studies. | Carry out monitoring program accreditation status studies. | Carry out monitoring program accreditation status studies. | Carry out monitoring program accreditation status studies. |
| **Increase the number of accredited superior study programs** | | | | | | |
| 1 | | Implementing the System Internal Quality Assurance (SPMI) in each study program every year by TPMF and reporting on LP2MP). | Implementing the System Internal Quality Assurance (SPMI) in each study program every year by TPMF and reporting on LP2MP). | Implementing the System Internal Quality Assurance (SPMI) in each study program every year by TPMF and reporting on LP2MP). | Implementing the System Internal Quality Assurance (SPMI) in each study program every year by TPMF and reporting on LP2MP). | Implementing the System Internal Quality Assurance (SPMI) in each study program every year by TPMF and reporting on LP2MP). |
| 2 | | Optimizing the team quality assurance faculty and study program quality assurance groups | Optimizing the team quality assurance faculty and study program quality assurance groups | Optimizing the team quality assurance faculty and study program quality assurance groups | Optimizing the team quality assurance faculty and study program quality assurance groups | Optimizing the team quality assurance faculty and study program quality assurance groups |
| 3 | | Simulate accreditation forms based on the performance data for each standard on the forms. | Simulate accreditation forms based on the performance data for each standard on the forms. | Simulate accreditation forms based on the performance data for each standard on the forms. | Simulate accreditation forms based on the performance data for each standard on the forms. | Simulate accreditation forms based on the performance data for each standard on the forms. |
| 4 | | Make annual reports of study programs, departments and faculties including Self-Evaluation Reports (LED). | Make annual reports of study programs, departments and faculties including Self-Evaluation Reports (LED). | Make annual reports of study programs, departments and faculties including Self-Evaluation Reports (LED). | Make annual reports of study programs, departments and faculties including Self-Evaluation Reports (LED). | Make annual reports of study programs, departments and faculties including Self-Evaluation Reports (LED). |
| 5 | | Study Program Performance Reports (LKPS), Department Performance Reports (LKD) and Faculty Performance Reports (LKF) with achievement data and supporting documents at the end of each year. | Study Program Performance Reports (LKPS), Department Performance Reports (LKD) and Faculty Performance Reports (LKF) with achievement data and supporting documents at the end of each year. | Study Program Performance Reports (LKPS), Department Performance Reports (LKD) and Faculty Performance Reports (LKF) with achievement data and supporting documents at the end of each year. | Study Program Performance Reports (LKPS), Department Performance Reports (LKD) and Faculty Performance Reports (LKF) with achievement data and supporting documents at the end of each year. | Study Program Performance Reports (LKPS), Department Performance Reports (LKD) and Faculty Performance Reports (LKF) with achievement data and supporting documents at the end of each year. |
| 6 | | Assisting in the preparation of study program accreditation forms with BANPT standards. | Assisting in the preparation of study program accreditation forms with BANPT standards. | Assisting in the preparation of study program accreditation forms with BANPT standards. | Assisting in the preparation of study program accreditation forms with BANPT standards. | Assisting in the preparation of study program accreditation forms with BANPT standards. |
| 7 | | Conduct an assessment or assessment of study program accreditation documents at the faculty level by TPMF and universities by LP2MP. | Conduct an assessment or assessment of study program accreditation documents at the faculty level by TPMF and universities by LP2MP. | Conduct an assessment or assessment of study program accreditation documents at the faculty level by TPMF and universities by LP2MP. | Conduct an assessment or assessment of study program accreditation documents at the faculty level by TPMF and universities by LP2MP. | Conduct an assessment or assessment of study program accreditation documents at the faculty level by TPMF and universities by LP2MP. |
| 8 | | Increase the accreditation of Prodi that is still B to become Superior accreditation (A) of 72.70 or as many as 8 Study Programs from 11 Prodi in FISIP | Increase the accreditation of 1 Prodi that is still B to become Superior (A) accreditation  As many as 81.30% or as many as 9 study programs from 11 study programs in FISIP | Increase the accreditation of study programs that are still B to become accreditation of Excellence (A) by 90.90% or as many as 10 study programs from 11 study programs at FISIP | Increase the accreditation of study programs that are still B to become accreditation of Excellence (A) by 90.90% or as many as 10 study programs from 11 study programs at FISIP | Increase the accreditation of study programs that are still B to become accreditation of Excellence (A) by 90.90% or as many as 10 study programs from 11 study programs at FISIP |
| Increase the number of study programsinternationally accredited | | | | | | |
| 1 | | Perform unit mapping accredited A. BAN-PT to be proposed international accreditation | Perform unit mapping accredited A. BAN-PT to be proposed international accreditation | Perform unit mapping accredited A. BAN-PT to be proposed international accreditation | Perform unit mapping accredited A. BAN-PT to be proposed international accreditation | Perform unit mapping accredited A. BAN-PT to be proposed international accreditation |
| 2 | | Provide study program assistance in carrying out accreditation international | Provide study program assistance in carrying out accreditation international | Provide study program assistance in carrying out accreditation international | Provide study program assistance in carrying out accreditation international | Provide study program assistance in carrying out accreditation international |
| 3 | | Perform Internal Audit International Academic Quality periodically every year | Perform Internal Audit International Academic Quality periodically every year | Perform Internal Audit International Academic Quality periodically every year | Perform Internal Audit International Academic Quality periodically every year | Perform Internal Audit International Academic Quality periodically every year |
| 4 | | Perform data updating by making a report on annual study programs and faculties according to standards on Accreditation Form International on program studies and Faculties | Perform data updating by making a report on annual study programs and faculties according to standards on Accreditation Form International on program studies and Faculties | Perform data updating by making a report on annual study programs and faculties according to standards on Accreditation Form International on program studies and Faculties | Perform data updating by making a report on annual study programs and faculties according to standards on Accreditation Form International on program studies and Faculties | Perform data updating by making a report on annual study programs and faculties according to standards on Accreditation Form International on program studies and Faculties |
| 5 | | Increase the accreditation of the excel (A) accredited study program to get International accreditation. | Increase the accreditation of the excel (A) accredited study program to get International accreditation. | Increase the accreditation of the excel (A) accredited study program to get International accreditation. | Increase the accreditation of the excel (A) accredited study program to get International accreditation. | Increase the accreditation of the excel (A) accredited study program to get International accreditation. |
| Increase the number of study programswhich offer the programinternational | | | | | | |
| 1 | | Identifying study programs which have the potential to organize a program international | Identifying study programs which have the potential to organize a program international | Identifying study programs which have the potential to organize a program international | Identifying study programs which have the potential to organize a program international | Identifying study programs which have the potential to organize a program international |
| 2 | | Provide assistance in International standards-based curriculum preparation | Provide assistance in International standards-based curriculum preparation | Provide assistance in International standards-based curriculum preparation | Provide assistance in International standards-based curriculum preparation | Provide assistance in International standards-based curriculum preparation |
| 3 | | Preparing online based lecture Courses (mooc's) | Preparing online based lecture Courses (mooc's) | Preparing online based lecture Courses (mooc's) | Preparing online based lecture Courses (mooc's) | Preparing online based lecture Courses (mooc's) |
| 4 | | Develop foreign language skills for teaching staff | Develop foreign language skills for teaching staff | Develop foreign language skills for teaching staff | Develop foreign language skills for teaching staff | Develop foreign language skills for teaching staff |
| 5 | | Develop international-class facilities | Develop international-class facilities | Develop international-class facilities | Develop international-class facilities | Develop international-class facilities |
| 6 | | Increase the number of study programs which offer international programs by as many as 36.36% or as many as 4 study programs | Increase the number of study programs which offer international programs by as many as 36.36% or as many as 4 study programs | Increase the number of study programs which offer international programs by as many as 36.36% or as many as 4 study programs | Increase the number of study programs which offer international programs by as many as 36.36% or as many as 4 study programs | Increase the number of study programs which offer international programs by as many as 36.36% or as many as 4 study programs |
| Enhancement Competence Students and Graduates | Increase the Amount **of** entrepreneurial students | | | | | | |
| 1 | | Perform identification opportunities and potential entrepreneurial activities for college students. | Perform identification opportunities and potential entrepreneurial activities for college students. | Perform identification opportunities and potential entrepreneurial activities for college students. | Perform identification opportunities and potential entrepreneurial activities for college students. | Perform identification opportunities and potential entrepreneurial activities for college students. |
| 2 | | Provide assistance in entrepreneurial activities be a start-up. | Provide assistance entrepreneurial activities be a start-up. | Provide assistance entrepreneurial activities be a start-up. | Provide assistance entrepreneurial activities be a start-up. | Provide assistance entrepreneurial activities be a start-up. |
| 3 | | Facilitating training program entrepreneurship collaboration with industry. | Facilitating training program entrepreneurship collaborate with industry. | Facilitating training program entrepreneurship collaborate with industry. | Facilitating training program entrepreneurship collaborate with industry. | Facilitating training program entrepreneurship collaborate with industry. |
| 4 | | Providing programs activity incentives entrepreneurship. | Providing programs activity incentives entrepreneurship. | Providing programs activity incentives entrepreneurship. | Providing programs activity incentives entrepreneurship. | Providing programs activity incentives entrepreneurship. |
| 5 | | Increase the number entrepreneurial students as much as 0.15% (5 people) of the total students at FISIP. | Increase the number entrepreneurial students as much as 0.15% (5 people) of the total students at FISIP. | Increase the number entrepreneurial students as much as 0.15% (5 people) of the total students at FISIP. | Increase the number entrepreneurial students as much as 0.15% (5 people) of the total students at FISIP. | Increase the number entrepreneurial students as much as 0.15% (5 people) of the total students at FISIP. |
| Increase AmountCreativity Program ProposalStudents (PKM) whofunded from that allocationgiven by Dikti | | | | | | |
| 1 | | Mapping against programs student creativity. | Mapping against programs student creativity. | Mapping against programs student creativity. | Mapping against programs student creativity. | Mapping against programs student creativity. |
| 2 | | Organize training and manufacturing assistance PKM proposal | Organize training and manufacturing assistance PKM proposal | Organize training and manufacturing assistance PKM proposal | Organize training and manufacturing assistance PKM proposal | Organize training and manufacturing assistance PKM proposal |
| 3 | | Facilitating and providing incentives and appreciation to college student. | Facilitating and providing incentives and appreciation to college student. | Facilitating and providing incentives and appreciation to college student. | Facilitating and providing incentives and appreciation to college student. | Facilitating and providing incentives and appreciation to college student. |
| 4 | | Increase the number PKM proposals that are funded equal to 0.3% of the allocation given by DIKTI. | Increase the number PKM proposals that are funded in the amount of 3% of the allocation given by DIKTI. | Increase the number PKM proposals that are funded in the amount of 4% of the allocation given by DIKTI. | Increase the number PKM proposals that are funded in the amount of 5% of the allocation given by DIKTI. | Increase the number PKM proposals that are funded in the amount of 6.2% of the allocation given by DIKTI. |
| Increase Amountstudents graduate on time | | | | | | |
| 1 | | Increase role monitoring and evaluation Guardian lecturer. | Increase role monitoring and evaluation Guardian lecturer. | Increase role monitoring and evaluation Guardian lecturer. | Increase role monitoring and evaluation Guardian lecturer. | Increase role monitoring and evaluation Guardian lecturer. |
| 2 | | Optimizing roles supervisor in final assignment assistance college student. | Optimizing roles supervisor in final assignment assistance college student. | Optimizing roles supervisor in final assignment assistance college student. | Optimizing roles supervisor in final assignment assistance college student. | Optimizing roles supervisor in final assignment assistance college student. |
| 3 | | Optimizing roles academic field for conducting PBM monev. | Optimizing roles academic field for conducting PBM monev. | Optimizing roles academic field for conducting PBM monev. | Optimizing roles academic field for conducting PBM monev. | Optimizing roles academic field for conducting PBM monev. |
| 4 | | Involving student assignments end in research / dedication lecturer. | Involving student assignments end in research / dedication lecturer. | Involving student assignments end in research / dedication lecturer. | Involving student assignments end in research / dedication lecturer. | Involving student assignments end in research / dedication lecturer. |
| 5 | | Increase the number of students graduating on time equal to 0.7% of the total graduates per year. | Increase the number of students graduating on time equal to 0.66% of the total graduates per year. | Increase the number of students graduating on time equal to 0.67% of the total graduates per year. | Increase the number of students graduating on time equal to 0.68% of the total graduates per year. | Increase the number of students graduating on time equal to 0.69% of the total graduates per year. |
| Increase the Percentage **of** competence and profession-certified graduate | | | | | | |
| 1 | | Mapping competency certification | Mapping competency certification | Mapping competency certification | Mapping competency certification | Mapping competency certification |
| 2 | | Organize competency training for obtained certification at program studies / faculty / school | Organize competency training for obtained certification at program studies / faculty / school | Organize competency training for obtained certification at program studies / faculty / school | Organize competency training for obtained certification at program studies / faculty / school | Organize competency training for obtained certification at program studies / faculty / school |
| 3 | | Perform Certification test competence by LSP | Perform Certification test competence by LSP | Perform Certification test competence by LSP | Perform Certification test competence by LSP | Perform Certification test competence by LSP |
| 4 | | Increase the number of graduates certified competence and profession amounted to 0.73% of total graduates per year. | Increase the number of graduates certified competence and profession amounted to 0.74% of total graduates per year. | Increase the number of graduates certified competence and profession amounted to 0.75% of total graduates per year. | Increase the number of graduates certified competence and profession amounted to 0.76% of total graduates per year. | Increase the number of graduates certified competence and profession amounted to 0.77% of total graduates per year. |
| Increase the Percentage **of** graduates who earnwork within 6month | | | | | | |
| 1 | | Organize competency training for obtained certification. | Organize competency training for obtained certification. | Organize competency training for obtained certification. | Organize competency training for obtained certification. | Organize competency training for obtained certification. |
| 2 | | Do an internship at industry and agencies / institutions government and non government. | Do an internship at industry and agencies / institutions government and non government. | Do an internship at industry and agencies / institutions government and non government. | Do an internship at industry and agencies / institutions government and non government. | Do an internship at industry and agencies / institutions government and non government. |
| 3 | | Conducting a tracer study for the alumni. | Conducting a tracer study for the alumni. | Conducting a tracer study for the alumni. | Conducting a tracer study for the alumni. | Conducting a tracer study for the alumni. |
| 4 | | Optimizing roles UCCP in provision job vacancies and recruitment information graduates. | Optimizing roles UCCP in provision job information employment and recruitment graduates. | Optimizing roles UCCP in provision job information employment and recruitment graduates. | Optimizing roles UCCP in provision job information employment and recruitment graduates. | Optimizing roles UCCP in provision job information employment and recruitment graduates. |
| 5 | | Organize softskill training as additional competency | Organize softskill training as additional competency | Organize softskill training as additional competency | Organize softskill training as additional competency | Organize softskill training as additional competency |
|  | | Increase the number of graduates who got the job within 6 months equal to 0.5% of the total graduates per year. | Increase the number of graduates who got the job within 6 months amounting to 0.16% of the total graduates per year. | Increase the number of graduates who got the job within 6 months amounting to 0.17% of the total graduates per year. | Increase the number of graduates who got the job within 6 months amounting to 0.18% of the total graduates per year. | Increase the number of graduates who got the job within 6 months amounting to 0.19% of the total graduates per year. |
| Enhancement Undip's reputation | Increase the number of achievementsfirst prize studentNational level | | | | | | |
| 1 | | Mapping fields which are competed. | Mapping fields which are competed. | Mapping fields which are competed. | Mapping fields which are competed. | Mapping fields which are competed. |
| 2 | | Provide assistance to team/championship delegation. | Provide assistance to team/championship delegation. | Provide assistance to team/championship delegation. | Provide assistance to team/championship delegation. | Provide assistance to team/championship delegation. |
| 3 | | Facilitate the delegation team competition. | Facilitate the delegation team competition. | Facilitate the delegation team competition. | Facilitate the delegation team competition. | Facilitate the delegation team competition. |
| 4 | | Give awards and incentives for that Team obtaining the Champion. | Give awards and incentives for that Team obtaining the Champion. | Give awards and incentives for that Team obtaining the Champion. | Give awards and incentives for that Team obtaining the Champion. | Give awards and incentives for that Team obtaining the Champion. |
| 5 | | Increase the number of achievements of first prize student at the national level to as much as 13 championship achievements per year. | Increase the number of achievements of first prize student at the national level to as much as 13 championship achievements per year. | Increase the number of achievements of first prize student at the national level to as much as 14 championship achievements per year. | Increase the number of achievements of first prize student at the national level to as much as 14 championship achievements per year. | Increase the number of achievements of first prize student at the national level to as much as 15 championship achievements per year. |
| Increase the number of achievementsfirst prize studentinternational level | | | | | | |
| 1 | | Mapping fields of competition international | Mapping fields of competition international | Mapping fields of competition international | Mapping fields of competition international | Mapping fields of competition international |
| 2 | | Provide assistance team / championship delegation | Provide assistance team / championship delegation | Provide assistance team / championship delegation | Provide assistance team / championship delegation | Provide assistance team / championship delegation |
| 3 | | facilitate teams / delegates to the competition by collaborating on industry | facilitate teams / delegates to the competition by collaborating on industry | facilitate teams / delegates to the competition by collaborating on industry | facilitate teams / delegates to the competition by collaborating on industry | facilitate teams / delegates to the competition by collaborating on industry |
| 4 | | Give awards and incentives for the Team obtaining Champion | Give awards and incentives for the Team obtaining Champion | Give awards and incentives for the Team obtaining Champion | Give awards and incentives for the Team obtaining Champion | Give awards and incentives for the Team obtaining Champion |
| 5 | | Increase the number of achievements first prize student international level as many as 8 achievements championships per year. | Increase the number of achievements first prize student international level as many as 8 achievements championships per year. | Increase the number of achievements first prize student international level as many as 9 achievements championships per year. | Increase the number of achievements first prize student international level as many as 9 achievements championships per year. | Increase the number of achievements first prize student international level as many as 9 achievements championships per year. |
| Increase the Amount **of the** international students | | | | | | |
| 1 | | Organize exhibition and introduction related to Undip branding via education expo abroad. | Organize exhibition and introduction related to Undip branding via education expo abroad. | Organize exhibition and introduction related to Undip branding via education expo abroad. | Organize exhibition and introduction related to Undip branding via education expo abroad. | Organize exhibition and introduction related to Undip branding via education expo abroad. |
| 2 | | Organizing summer course. | Organizing summer course. | Organizing summer course. | Organizing summer course. | Organizing summer course. |
| 3 | | Host sit-ins study. | Host sit-ins study. | Host sit-ins study. | Host sit-ins study. | Host sit-ins study. |
| 4 | | Organize double / joint degree with partner universities abroad | Organize double / joint degree with partner universities abroad | Organize double / joint degree with partner universities abroad | Organize double / joint degree with partner universities abroad | Organize double / joint degree with partner universities abroad |
| 5 | | Provide a scholarship scheme to students international (S2 by research). | Provide a scholarship scheme to students international (S2 by research). | Provide a scholarship scheme to students international (S2 by research). | Provide a scholarship scheme to students international (S2 by research). | Provide a scholarship scheme to students international (S2 by research). |
| 6 | | Organizing the summer course or other international programs for attracting foreign students as many as 15 foreign students. | Organizing the summer course or other international programs for attracting foreign students as many as 15 foreign students. | Organizing the summer course or other international programs for attracting foreign students as many as 15 foreign students. | Organizing the summer course or other international programs for attracting foreign students as many as 15 foreign students. | Organizing the summer course or other international programs for attracting foreign students as many as 15 foreign students. |
| 7 | | The number of international students is 15 foreign students. | The number of international students is 15 foreign students. | The number of international students is 15 foreign students. | The number of international students is 15 foreign students. | The number of international students is 15 foreign students. |
| 8 | | Each study program is offering international programs must obtain: 15 mhs / 4 study programs = 4 foreign students / study programs. | Each study program is offering international programs must obtain: 5 students / 4 study programs. | Each study program is offering international programs must obtain: 6 students / 4 study programs. | Each study program is offering international programs must obtain: 7 students / 4 study programs. | Each study program is offering international programs must obtain: 8 students / 4 study programs = 2 foreign students / study programs. |
| Increase the Amount **of** educational cooperation withOther Universities | | | | | | |
| 1 | | Evaluate the number and continuity of cooperation education with other domestic/foreign universities | Evaluate the number and continuity of cooperation education with other domestic/foreign universities | Evaluate the number and continuity of cooperation education with other domestic/foreign universities | Evaluate the number and continuity of cooperation education with other domestic/foreign universities | Evaluate the number and continuity of cooperation education with other domestic/foreign universities |
| 2 | | Organizing educational activities in collaboration with domestic/foreign universities | Organizing educational activities in collaboration with domestic/foreign universities | Organizing educational activities in collaboration with domestic/foreign universities | Organizing educational activities in collaboration with domestic/foreign universities | Organizing educational activities in collaboration with domestic/foreign universities |
| 3 | | Adding the MoU and cooperation agreement with other universities | Adding the MoU and cooperation agreement with other universities | Adding the MoU and cooperation agreement with other universities | Adding the MoU and cooperation agreement with other universities | Adding the MoU and cooperation agreement with other universities |
| 4 | | Prepare a roadmap of international cooperation of each study program. | Prepare a roadmap of international cooperation of each study program. | Prepare a roadmap of international cooperation of each study program. | Prepare a roadmap of international cooperation of each study program. | Prepare a roadmap of international cooperation of each study program. |
| 5 | | Increase the number of Educational cooperation totalling 22 collaborations. | Increase the number of Educational cooperation totalling 22 collaborations. | Increase the number of Educational cooperation totalling 22 collaborations. | Increase the number of Educational cooperation totalling 22 collaborations. | Increase the number of Educational cooperation totalling 22 collaborations. |
| Increase the Amount **of** visiting domestic lecturer/researcher who has a doctoral qualification | | | | | | |
| 1 | | Invite lecturer/researcher with doctorate qualification in a particular field from other universities | Invite lecturer/researcher with doctorate qualification in a particular field from other universities | Invite lecturer/researcher with doctorate qualification in a particular field from other universities | Invite lecturer/researcher with doctorate qualification in a particular field from other universities | Invite lecturer/researcher with doctorate qualification in a particular field from other universities |
| 2 | | Invite professionals figure from private institutions as well government. | Invite professionals figure from private institutions as well government. | Invite professionals figure from private institutions as well government. | Invite professionals figure from private institutions as well government. | Invite professionals figure from private institutions as well government. |
| 3 | | Increase the number of visiting domestic lecturer / researcher with doctoral qualification at least 18 people. | Increase the number of visiting domestic lecturer / researcher with doctoral qualification at least 18 people. | Increase the number of visiting domestic lecturer / researcher with doctoral qualification at least 18 people. | Increase the number of visiting domestic lecturer / researcher with doctoral qualification at least 18 people. | Increase the number of visiting domestic lecturer / researcher with doctoral qualification at least 18 people. |
| Increase the number ofvisiting foreign lecturers / researchers | | | | | | |
| 1 | | Organize International activities Conference (ICSPE). | Organize International activities Conference (ICSPE). | Organize International activities Conference (ICSPE). | Organize International activities Conference (ICSPE). | Organize International activities Conference (ICSPE). |
| 2 | | Organize visiting Professor activities. | Organize visiting Professor activities. | Organize visiting Professor activities. | Organize visiting Professor activities. | Organize visiting Professor activities. |
| 3 | | Organize research collaboration with researchers from LN. | Organize research collaboration with researchers from LN. | Organize research collaboration with researchers from LN. | Organize research collaboration with researchers from LN. | Organize research collaboration with researchers from LN. |
| 4 | | Organize lecturer exchange activities from LN. | Organize lecturer exchange activities from LN. | Organize lecturer exchange activities from LN. | Organize lecturer exchange activities from LN. | Organize lecturer exchange activities from LN. |
| 5 | | Network with researchers / lecturers abroad especially with the State Southeast Asian countries. | Network with researchers / lecturers abroad especially with the State Southeast Asian countries. | Network with researchers / lecturers abroad especially with the State Southeast Asian countries. | Network with researchers / lecturers abroad especially with the State Southeast Asian countries. | Network with researchers / lecturers abroad especially with the State Southeast Asian countries. |
|  | | Increase the number of visiting lecturers / researchers from overseas to at least 16 people. | Increase the number of visiting lecturers / researchers from LN to at least 7 people. | Increase the number of visiting lecturers / researchers from LN to at least 8 people. | Increase the number of visiting lecturers / researchers from LN to at least 8 people. | Increase the number of visiting lecturers / researchers from overseas to at least 9 people. |
| 1. Resources Field | | | | | | | |
| Enhancement Quality and Lecturer Competence and Power Education. | Increase the number **of** Professor | | | | | | |
| 1 | | Organizing one professor and one candidate. | Organizing one professor and one candidate. | Organizing one professor and one candidate. | Organizing one professor and one candidate. | Organizing one professor and one candidate. |
| 2 | | Organize mentoring for acceleration professor at department level and faculty. | Organize mentoring for acceleration professor at department level and faculty. | Organize mentoring for acceleration professor at department level and faculty. | Organize mentoring for acceleration professor at department level and faculty. | Organize mentoring for acceleration professor at department level and faculty. |
| 3 | | Provide a system supporting information acceleration professor. | Provide a system supporting information acceleration professor. | Provide a system supporting information acceleration professor. | Provide a system supporting information acceleration professor. | Provide a system supporting information acceleration professor. |
| 4 | | Monitoring and evaluation of S3 development chief lecturer. | Monitoring and evaluation of S3 development chief lecturer. | Monitoring and evaluation of S3 development chief lecturer. | Monitoring and evaluation of S3 development chief lecturer. | Monitoring and evaluation of S3 development chief lecturer. |
| 5 | | Organize rank socialization at department level and faculty periodically every year. | Organize rank socialization at department level and faculty periodically every year. | Organize rank socialization at department level and faculty periodically every year. | Organize rank socialization at department level and faculty periodically every year. | Organize rank socialization at department level and faculty periodically every year. |
| *6* | | Optimizing the role of PAK on the faculty. | Optimizing the role of PAK on the faculty. | Optimizing the role of PAK on the faculty. | Optimizing the role of PAK on the faculty. | Optimizing the role of PAK on the faculty. |
| *7* | | Increase Amount Professors reach 6.6% or 7 professors from the total lecturers. | Increase Amount Professors reach 7.55% or 8 professors from the total lecturers. | Increase Amount Professors reach 8.49% or 9 professors from the total lecturers. | Increase Amount Professors reach 9.44% or 10 professors from the total lecturers. | Increase Amount Professors reach 10.38% or 11 professors from the total lecturers. |
| Increase the Number of the Associate Professor who holds a Doctorate qualification | | | | | | |
| 1 | | Potential mapping acceleration of the head vector and collection of PAK data. | Potential mapping acceleration of the head vector and collection of PAK data. | Potential mapping acceleration of the head vector and collection of PAK data. | Potential mapping acceleration of the head vector and collection of PAK data. | Potential mapping acceleration of the head vector and collection of PAK data. |
| 2 | | Provide assistance for the acceleration of the lector head on level departments and faculties. | Provide assistance for the acceleration of the lector head on level departments and faculties. | Provide assistance for the acceleration of the lector head on level departments and faculties. | Provide assistance for the acceleration of the lector head on level departments and faculties. | Provide assistance for the acceleration of the lector head on level departments and faculties. |
| 3 | | Monitoring and development evaluation chief lecturer. | Monitoring and development evaluation chief lecturer. | Monitoring and development evaluation chief lecturer. | Monitoring and development evaluation chief lecturer. | Monitoring and development evaluation chief lecturer. |
| 4 | | Make proposals periodic promotions every periodic. | Make proposals periodic promotions every periodic. | Make proposals periodic promotions every periodic. | Make proposals periodic promotions every periodic. | Make proposals periodic promotions every periodic. |
| 5 | | Increase the percentage number of Principal Associates holds a Doctorate to be by 0.2%. | Increase the percentage number of Principal Associates holds a Doctorate to be by 0.22%. | Increase the percentage number of Principal Associates holds a Doctorate to be by 0.24%. | Increase the percentage number of Principal Associates holds a Doctorate to be by 0.26%. | Increase the percentage number of Principal Associates holds a Doctorate to be by 0.28%. |
| Increase the number of lecturersqualify for S3 | | | | | | |
| 1 | | Registration monitoring lecturers who will further study level S. | Registration monitoring lecturers who will further study level S3. | Registration monitoring lecturers who will further study level S3. | Registration monitoring lecturers who will further study level S3. | Registration monitoring lecturers who will further study level S3. |
| 2 | | Facilitating lecturers to further study S3 in the country and abroad | Facilitating lecturers to further study S3 in the country and abroad | Facilitating lecturers to further study S3 in the country and abroad | Facilitating lecturers to further study S3 in the country and abroad | Facilitating lecturers to further study S3 in the country and abroad |
| 3 | | Make use of fields clarity S3 in each each faculty. | Make use of fields clarity S3 in each each faculty. | Make use of fields clarity S3 in each each faculty. | Make use of fields clarity S3 in each each faculty. | Make use of fields clarity S3 in each each faculty. |
| 4 | | Provide a system expertise information Undip employees | Provide a system expertise information Undip employees | Provide a system expertise information Undip employees | Provide a system expertise information Undip employees | Provide a system expertise information Undip employees |
| 5 | | Make a policy use of expertise HR. | Make a policy use of expertise HR. | Make a policy use of expertise HR. | Make a policy use of expertise HR. | Make a policy use of expertise HR. |
| 6 | | Increase the percentage the number of lecturers who qualify for S3 is 0.37%. | Increase the percentage the number of lecturers who qualify for S3 is 0.39%. | Increase the percentage the number of lecturers who qualify for S3 is 0.41%. | Increase the percentage the number of lecturers who qualify for S3 is 0.43%. | Increase the percentage the number of lecturers who qualify for S3 is 0.45%. |
| Increase the Percentage **of the** Achievement of Lecturer Performance 16 credits(according to composition) | | | | | | |
| 1 | | Plan performance targets lecturer according to composition minimum 16 credits at the level departments and faculties every semester and at the start academic year. | Plan performance targets lecturer according to composition minimum 16 credits at the level departments and faculties every semester and at the start academic year. | Plan performance targets lecturer according to composition minimum 16 credits at the level departments and faculties every semester and at the start academic year. | Plan performance targets lecturer according to composition minimum 16 credits at the level departments and faculties every semester and at the start academic year. | Plan performance targets lecturer according to composition minimum 16 credits at the level departments and faculties every semester and at the start academic year. |
| 2 | | Monitoring and evaluation realization of performance achievements lecturer every quarter periodically at the level department / faculty. | Monitoring and evaluation realization of performance achievements lecturer every quarter periodically at the level department / faculty. | Monitoring and evaluation realization of performance achievements lecturer every quarter periodically at the level department / faculty. | Monitoring and evaluation realization of performance achievements lecturer every quarter periodically at the level department / faculty. | Monitoring and evaluation realization of performance achievements lecturer every quarter periodically at the level department / faculty. |
| 3 | | Improve the quality of performance lecturer performance every year. | Improve the quality of performance lecturer performance every year. | Improve the quality of performance lecturer performance every year. | Improve the quality of performance lecturer performance every year. | Improve the quality of performance lecturer performance every year. |
| 4 | | Increase the number lecturer performance achievements as much0.4% of lecturer performance achievements meet 16 credits according to composition. | Increase the number lecturer performance achievements as much0.42% of lecturer performance achievements meet 16 credits according to composition. | Increase the number lecturer performance achievements as much0.44% of lecturer performance achievements meet 16 credits according to composition. | Increase the number lecturer performance achievements as much0.46% of lecturer performance achievements meet 16 credits according to composition. | Increase the number lecturer performance achievements as much0.48% of lecturer performance achievements meet 16 credits according to composition. |
| Increase the number ratiolecturers with the number **of** student | | | | | | |
| 1 | | Performing lecturer recruitment still ASN, permanent lecturer Non ASN, contract lecturers and NIDK lecturers have Doctoral degrees. | Performing lecturer recruitment still ASN, permanent lecturer Non ASN, contract lecturers and NIDK lecturers have Doctoral degrees. | Performing lecturer recruitment still ASN, permanent lecturer Non ASN, contract lecturers and NIDK lecturers have Doctoral degrees. | Performing lecturer recruitment still ASN, permanent lecturer Non ASN, contract lecturers and NIDK lecturers have Doctoral degrees. | Performing lecturer recruitment still ASN, permanent lecturer Non ASN, contract lecturers and NIDK lecturers have Doctoral degrees. |
| 2 | | Maintain a number undergraduate students and increase the number S2 and S3 students. | Maintain a number undergraduate students and increase the number S2 and S3 students. | Maintain a number undergraduate students and increase the number S2 and S3 students. | Maintain a number undergraduate students and increase the number S2 and S3 students. | Maintain a number undergraduate students and increase the number S2 and S3 students. |
| 3 | | Increase the number of doctoral lecturers through extraordinary lecturers that can be obtained from alumni, professionals, and cooperation with agencies government and private. | Increase the number of doctoral lecturers through extraordinary lecturers that can be obtained from alumni, professionals, and cooperation with agencies government and private. | Increase the number of doctoral lecturers through extraordinary lecturers that can be obtained from alumni, professionals, and cooperation with agencies government and private. | Increase the number of doctoral lecturers through extraordinary lecturers that can be obtained from alumni, professionals, and cooperation with agencies government and private. | Increase the number of doctoral lecturers through extraordinary lecturers that can be obtained from alumni, professionals, and cooperation with agencies government and private. |
| 4 | | Increase the number ratio lecturers against the number student of 1:29 or as much as 107 lecturers / 3144 students. | Increase the number ratio lecturers against the number student of 1:28 | Increase the number ratio lecturers against the number 1 student: | Increase the number ratio lecturers against the number student of 1:28 | Increase the number ratio lecturers against the number student of 1:28 |
| Increase the Percentage of the educational personnel by Functional Position | | | | | | |
| 1 | | Mapping positions and staff load analysis to drive effectiveness and efficiency of services. | Mapping positions and staff load analysis to drive effectiveness and efficiency of services. | Mapping positions and staff load analysis to drive effectiveness and efficiency of services. | Mapping positions and staff load analysis to drive effectiveness and efficiency of services. | Mapping positions and staff load analysis to drive effectiveness and efficiency of services. |
| 2 | | Organize HR based procurement mapping and planning. | Organize HR based procurement mapping and planning. | Organize HR based procurement mapping and planning. | Organize HR based procurement mapping and planning. | Organize HR based procurement mapping and planning. |
| 3 | | Organize functional job training. | Organize functional job training. | Organize functional job training. | Organize functional job training. | Organize functional job training. |
| 4 | | Increase Percentage Tendik with Position Functional to be equal to 2.95% of the total educational personnel | Increase Percentage Tendik with Position Functional to be equal to 2.95% of the total educational personnel | Increase Percentage Tendik with Position Functional to be equal to 2.95% of the total educational personnel | Increase Percentage Tendik with Position Functional to be equal to 2.95% of the total educational personnel | Increase Percentage Tendik with Position Functional to be equal to 2.95% of the total educational personnel |
| Increase the Percentage ofCompetency Certified Edicational Personnel | | | | | | |
| 1 | | Maping the staffs’ competence in each unit. | Maping the staffs’ competence in each unit. | Maping the staffs’ competence in each unit. | Maping the staffs’ competence in each unit. | Maping the staffs’ competence in each unit. |
| 2 | | Encouraging increased competence and technical skills through training, courses, technical guidance, capacity building, workshops and other non-degree studies. | Encouraging increased competence and technical skills through training, courses, technical guidance, capacity building, workshops and other non-degree studies. | Encouraging increased competence and technical skills through training, courses, technical guidance, capacity building, workshops and other non-degree studies. | Encouraging increased competence and technical skills through training, courses, technical guidance, capacity building, workshops and other non-degree studies. | Encouraging increased competence and technical skills through training, courses, technical guidance, capacity building, workshops and other non-degree studies. |
| 2 | | Facilitating and holding competence certification. | Facilitating and holding competence certification. | Facilitating and holding competence certification. | Facilitating and holding competence certification. | Facilitating and holding competence certification. |
| 3 | | Increase Percentage Tendik Certified Competence becomes equal to 17.65% of the total staff | Increase Percentage Tendik Certified Competence becomes equal to 17.65% of the total staff | Increase Percentage Tendik Certified Competence becomes equal to 17.65% of the total staff | Increase Percentage Tendik Certified Competence becomes equal to 17.65% of the total staff | Increase Percentage Tendik Certified Competence becomes equal to 17.65% of the total staff |
| Enhancement Quality Means and Infrastructure and Development Asset | Increase Availability **of** PBM facility (means)standardized | | | | | | |
| 1 | | Library Facility arrangement which is equipped with a discussion room. | Library Facility arrangement which is equipped with a discussion room. | Library Facility arrangement which is equipped with a discussion room. | Library Facility arrangement which is equipped with a discussion room. | Library Facility arrangement which is equipped with a discussion room. |
| 2 | | Arrangement and revitalization of classrooms that have environmentally friendly smart classes. | Arrangement and revitalization of classrooms that have environmentally friendly smart classes. | Arrangement and revitalization of classrooms that have environmentally friendly smart classes. | Arrangement and revitalization of classrooms that have environmentally friendly smart classes. | Arrangement and revitalization of classrooms that have environmentally friendly smart classes. |
| 3 | | Standardized international class revitalization. | Standardized international class revitalization. | Standardized international class revitalization. | Standardized international class revitalization. | Standardized international class revitalization. |
| 4 | | Develop facilities Standardized PBM national and international | Develop facilities Standardized PBM national and international | Develop facilities Standardized PBM national and international | Develop facilities Standardized PBM national and international | Develop facilities Standardized PBM national and international |
| 5 | | Single system implementation sign on (SSO) and access digital ID based facility. | Single system implementation sign on (SSO) and access digital ID based facility. | Single system implementation sign on (SSO) and access digital ID based facility. | Single system implementation sign on (SSO) and access digital ID based facility. | Single system implementation sign on (SSO) and access digital ID based facility. |
| 6 | | Increase percentage availability of PBM facilities (means) standardized function properly and *up to date* equal to 0.76% of the whole means are is in FISIP. | Increase percentage availability of PBM facilities (means) standardized function properly and *up to date* equal to 0.78% of the whole means are is in FISIP. | Increase percentage availability of PBM facilities (means) standardized function properly and *up to date* equal to 0.81% of the whole means are is in FISIP. | Increase percentage availability of PBM facilities (means) standardized function properly and *up to date* equal to 0.84% ​​of the whole means are is in FISIP. | Increase percentage availability of PBM facilities (means) standardized function properly and *up to date* equal to 0.88% of the whole means are is in FISIP. |
| Increase Availability **of** supporting facilities(infrastructure) | | | | | | |
| 1 | | Provide facilities for student activity units. | Provide facilities for student activity units. | Provide facilities for student activity units. | Provide facilities for student activity units. | Provide facilities for student activity units. |
| 2 | | Purchase and construction of 2 units of lifts | Purchase and construction of 2 units of lifts | Purchase and construction of 2 units of lifts | Purchase and construction of 2 units of lifts | Purchase and construction of 2 units of lifts |
| 3 | | Development and arrangement of parking areas | Development and arrangement of parking areas | Development and arrangement of parking areas | Development and arrangement of parking areas | Development and arrangement of parking areas |
| 4 | | Construction of a hallway that connects building A, Building B, Building C, and Building D to facilitate mobility and integrate classroom facilities, lecturers' rooms, libraries and laboratories that are disabled friendly and aim to improve access to the use of existing facilities. | Construction of a hallway that connects building A, Building B, Building C, and Building D to facilitate mobility and integrate classroom facilities, lecturers' rooms, libraries and laboratories that are disabled friendly and aim to improve access to the use of existing facilities. | Construction of a hallway that connects building A, Building B, Building C, and Building D to facilitate mobility and integrate classroom facilities, lecturers' rooms, libraries and laboratories that are disabled friendly and aim to improve access to the use of existing facilities. | Construction of a hallway that connects building A, Building B, Building C, and Building D to facilitate mobility and integrate classroom facilities, lecturers' rooms, libraries and laboratories that are disabled friendly and aim to improve access to the use of existing facilities. | Construction of a hallway that connects building A, Building B, Building C, and Building D to facilitate mobility and integrate classroom facilities, lecturers' rooms, libraries and laboratories that are disabled friendly and aim to improve access to the use of existing facilities. |
| 5 | | Construction of common space outdoors (backyard gardening with gazebo and pool and additional canteen. | Construction of common space outdoors (backyard gardening with gazebo and pool and additional canteen. | Construction of common space outdoors (backyard gardening with gazebo and pool and additional canteen. | Construction of common space outdoors (backyard gardening with gazebo and pool and additional canteen. | Construction of common space outdoors (backyard gardening with gazebo and pool and additional canteen. |
| 6 | | Construction of indoors sports facilities (revitalization of the basketball court into an indoors sports hall). | Construction of indoors sports facilities (revitalization of the basketball court into an indoors sports hall). | Construction of indoors sports facilities (revitalization of the basketball court into an indoors sports hall). | Construction of indoors sports facilities (revitalization of the basketball court into an indoors sports hall). | Construction of indoors sports facilities (revitalization of the basketball court into an indoors sports hall). |
| 7 | | Construction of a common space ground area in the building. | Construction of a common space ground area in the building. | Construction of a common space ground area in the building. | Construction of a common space ground area in the building. | Construction of a common space ground area in the building. |
| 8 | | Provide facilities supporters (canteen, safety system and K3, etc.) with national and international standards. | Provide facilities supporters (canteen, safety system and K3, etc.) with national and international standards. | Provide facilities supporters (canteen, safety system and K3, etc.) with national and international standards. | Provide facilities supporters (canteen, safety system and K3, etc.) with national and international standards. | Provide facilities supporters (canteen, safety system and K3, etc.) with national and international standards. |
| 9 | | Increase the percentage of the availability of supporting facilities (infrastructure) by 80% corresponds to SNPT standard, UI GreenMetric and Difabel Facilities (Ministerial Regulation Public Works And Republican Housing Indonesian No. 14 / PRT / M / 2017). | Increase the percentage of the availability of supporting facilities (infrastructure) by 80% corresponds to SNPT standard, UI GreenMetric and Difabel Facilities (Ministerial Regulation Public Works And Republican Housing Indonesian No. 14 / PRT / M / 2017). | Increase the percentage of the availability of supporting facilities (infrastructure) by 80% corresponds to SNPT standard, UI GreenMetric and Difabel Facilities (Ministerial Regulation Public Works And Republican Housing Indonesian No. 14 / PRT / M / 2017). | Increase the percentage of the availability of supporting facilities (infrastructure) by 80% corresponds to SNPT standard, UI GreenMetric and Difabel Facilities (Ministerial Regulation Public Works And Republican Housing Indonesian No. 14 / PRT / M / 2017). | Increase the percentage of the availability of supporting facilities (infrastructure) by 80% corresponds to SNPT standard, UI GreenMetric and Difabel Facilities (Ministerial Regulation Public Works And Republican Housing Indonesian No. 14 / PRT / M / 2017). |
| Developing Undip Assets | | | | | | |
| 1 | | Undip asset identification | Undip asset identification | Undip asset identification | Undip asset identification | Undip asset identification |
| 2 | | Prepare a roadmap of asset development | Prepare a roadmap of asset development | Prepare a roadmap of asset development | Prepare a roadmap of asset development | Prepare a roadmap of asset development |
| 3 | | Optimizing asset utilization. | Optimizing asset utilization. | Optimizing asset utilization. | Optimizing asset utilization. | Optimizing asset utilization. |
| 4 | | Build cooperation investment in asset utilization. | Build cooperation investment in asset utilization. | Build cooperation investment in asset utilization. | Build cooperation investment in asset utilization. | Build cooperation investment in asset utilization. |
| 5 | | Upgrade asset development of 2 billion Rupiah. | Upgrade asset development of 2.25 billion Rupiah. | Upgrade asset development of 2.5 billion Rupiah. | Upgrade asset development of 2.75 billion Rupiah. | Upgrade asset development of 4 billion Rupiah. |
| Enhancement Capacity Organization and Governancea | Financial statement opinion | | | | | | |
| 1 | | Monitoring and evaluation of financial statements periodically and periodically (every 3 months) - use guarantee there is financial accountability in accordance with the development needs organization and change statutory provisions invitation included the dynamics of changing aspects taxation as well PTN financial management Legal entity. | Monitoring and evaluation of financial statements periodically and periodically (every 3 months) - use guarantee there is financial accountability in accordance with the development needs organization and change statutory provisions invitation included the dynamics of changing aspects taxation as well PTN financial management Legal entity. | Monitoring and evaluation of financial statements periodically and periodically (every 3 months) - use guarantee there is financial accountability in accordance with the development needs organization and change statutory provisions invitation included the dynamics of changing aspects taxation as well PTN financial management Legal entity. | Monitoring and evaluation of financial statements periodically and periodically (every 3 months) - use guarantee there is financial accountability in accordance with the development needs organization and change statutory provisions invitation included the dynamics of changing aspects taxation as well PTN financial management Legal entity. | Monitoring and evaluation of financial statements periodically and periodically (every 3 months) - use guarantee there is financial accountability in accordance with the development needs organization and change statutory provisions invitation included the dynamics of changing aspects taxation as well PTN financial management Legal entity. |
| 2 | | Develop an IT system that supports compliance financial reports - to ensure they exist standardization of financial management processes as well as reporting in accordance with the provisions applies. | Develop an IT system that supports compliance financial reports - to ensure they exist standardization of financial management processes as well as reporting in accordance with the provisions applies. | Develop an IT system that supports compliance financial reports - to ensure they exist standardization of financial management processes as well as reporting in accordance with the provisions applies. | Develop an IT system that supports compliance financial reports - to ensure they exist standardization of financial management processes as well as reporting in accordance with the provisions applies. | Develop an IT system that supports compliance financial reports - to ensure they exist standardization of financial management processes as well as reporting in accordance with the provisions applies. |
| 3 | | The financial statement opinion reaches the WTP and there are no serious legal cases. | The financial statement opinion reaches the WTP and there are no serious legal cases. | The financial statement opinion reaches the WTP and there are no serious legal cases. | The financial statement opinion reaches the WTP and there are no serious legal cases. | The financial statement opinion reaches the WTP and there are no serious legal cases. |
| Improve Administration and Office Services | | | | | | |
| 1 | | Building an integrated E-office - to guarantee there is good governance and more modern and integrated data in one database. | Building an integrated E-office - to guarantee there is good governance and more modern and integrated data in one database. | Building an integrated E-office - to guarantee there is good governance and more modern and integrated data in one database. | Building an integrated E-office - to guarantee there is good governance and more modern and integrated data in one database. | Building an integrated E-office - to guarantee there is good governance and more modern and integrated data in one database. |
| 2 | | Encourage ability and the capacity of education personnel in IT-based administrative and office services - to ensure the implementation of a comprehensive office information system within the FISIP environment. | Encourage ability and the capacity of education personnel in IT-based administrative and office services - to ensure the implementation of a comprehensive office information system within the FISIP environment. | Encourage ability and the capacity of education personnel in IT-based administrative and office services - to ensure the implementation of a comprehensive office information system at FISIP Undip. | Encourage ability and the capacity of education personnel in IT-based administrative and office services - to ensure the implementation of a comprehensive office information system at FISIP Undip. | Encourage ability and the capacity of education personnel in IT-based administrative and office services - to ensure the implementation of a comprehensive office information system within the FISIP environment. |
| 3 | | Improve service Administration and Offices with SOP arrangement of 0.75% of the total service per unit. | Improve service Administration and Offices with the arrangement of SOP as much as 0.80% of the total service per unit. | Improve service Administration and Offices with SOP arrangement as much as 0.85% of the total service for each unit. | Improve service Administration and Offices with SOP arrangement of 0.90% of the total service for each unit. | Improve service Administration and Offices with SOP arrangement as much as 0.95% of the total service for each unit. |
| Accuracy **of** Report Delivery | | | | | | |
| 1 | | Conduct monev of finances reports quarterly - to ensure data-based.internal repair process continuously | Conduct monev of finances reports quarterly - to ensure data-based.internal repair process continuously | Conduct monev of finances reports quarterly - to ensure data-based.internal repair process continuously | Conduct monev of finances reports quarterly - to ensure data-based.internal repair process continuously | Conduct monev of finances reports quarterly - to ensure data-based.internal repair process continuously |
| 2 | | Develop an IT system that supports compliance financial reports - use guarantees accuracy time according to schedule which has been agreed upon by all relevant stakeholders | Develop an IT system that supports compliance financial reports - use guarantees accuracy time according to schedule which has been agreed upon by all relevant stakeholders | Develop an IT system that supports compliance financial reports - use guarantees accuracy time according to schedule which has been agreed upon by all relevant stakeholders | Develop an IT system that supports compliance financial reports - use guarantees accuracy time according to schedule which has been agreed upon by all relevant stakeholders | Develop an IT system that supports compliance financial reports - use guarantees accuracy time according to schedule which has been agreed upon by all relevant stakeholders |
| 3 | | Delivery accuracy Each unit's report reaches 0.9% of the allotted time. | Delivery accuracy Each unit's report reaches 0.9% of the allotted time. | Delivery accuracy Each unit's report reaches 0.9% of the allotted time. | Delivery accuracy Each unit's report reaches 0.9% of the allotted time. | Delivery accuracy Each unit's report reaches 0.9% of the allotted time. |
| Enhancement Non Fund Sources Education | Increase Proportionincome other than APBNwith government funding | | | | | | |
| 1 | | Develop a reputation and Undip branding - to create intangible assets that support an increase in potential Non-UKT income. | Develop a reputation and Undip branding - to create intangible assets that support an increase in potential Non-UKT income. | Develop a reputation and Undip branding - to create intangible assets that support an increase in potential Non-UKT income. | Develop a reputation and Undip branding - to create intangible assets that support an increase in potential Non-UKT income. | Develop a reputation and Undip branding - to create intangible assets that support an increase in potential Non-UKT income. |
| 2 | | Encourage governance good financial use ensuring accountability for the management of income and funds originating from Non-UKT students. | Encourage governance good financial use ensuring accountability for the management of income and funds originating from Non-UKT students. | Encourage governance good financial use ensuring accountability for the management of income and funds originating from Non-UKT students. | Encourage governance good financial use ensuring accountability for the management of income and funds originating from Non-UKT students. | Encourage governance good financial use ensuring accountability for the management of income and funds originating from Non-UKT students. |
| 3 | | Doing cooperation in funding for academic and non-academic activities with government ministries/agencies, local governments and the private sector - in order to increase Undip funding from other than UKT students and in particular the potential for cooperative fund management with government organizations in Indonesia. | Doing cooperation in funding for academic and non-academic activities with government ministries / agencies, local governments and the private sector - in order to increase Undip funding from other than UKT students and in particular the potential for cooperative fund management with government organizations in Indonesia. | Doing cooperation in funding for academic and non-academic activities with government ministries / agencies, local governments and the private sector - in order to increase Undip funding from other than UKT students and in particular the potential for cooperative fund management with government organizations in Indonesia. | Doing cooperation in funding for academic and non-academic activities with government ministries / agencies, local governments and the private sector - in order to increase Undip funding from other than UKT students and in particular the potential for cooperative fund management with government organizations in Indonesia. | Doing cooperation in funding for academic and non-academic activities with government ministries / agencies, local governments and the private sector - in order to increase Undip funding from other than UKT students and in particular the potential for cooperative fund management with government organizations in Indonesia. |
| 4 | | Increase Proportion income other than APBN with funds from the government. | Increase Proportion income other than APBN with funds from the government. | Increase Proportion income other than APBN with funds from the government. | Increase Proportion income other than APBN with funds from the government. | Increase Proportion income other than APBN with funds from the government. |
| Increase the Percentage **of** non-academic income fund to the totalincome | | | | | | |
| 1 | | Encourage improvement RGA from cooperation funds with institutions and from units Undip business - use increased cooperation businesses and institutions that are focus on improving RGA as well as enhancement source of funds for financing RKAT. | Encourage improvement RGA from cooperation funds with institutions and from units Undip business - use increased cooperation businesses and institutions that are focus on improving RGA as well as enhancement source of funds for financing RKAT. | Encourage improvement RGA from cooperation funds with institutions and from units Undip business - use increased cooperation businesses and institutions that are focus on improving RGA as well as enhancement source of funds for financing RKAT. | Encourage improvement RGA from cooperation funds with institutions and from units Undip business - use increased cooperation businesses and institutions that are focus on improving RGA as well as enhancement source of funds for financing RKAT. | Encourage improvement RGA from cooperation funds with institutions and from units Undip business - use increased cooperation businesses and institutions that are focus on improving RGA as well as enhancement source of funds for financing RKAT. |
| 2 | | Cooperate with institutions government and private to increase non-academic funding - in order to increase the amount of funds to RKAT funding. | Cooperate with institutions government and private to increase non-academic funding - in order to increase the amount of funds to RKAT funding. | Cooperate with institutions government and private to increase non-academic funding - in order to increase the amount of funds to RKAT funding. | Cooperate with institutions government and private to increase non-academic funding - in order to increase the amount of funds to RKAT funding. | Cooperate with institutions government and private to increase non-academic funding - in order to increase the amount of funds to RKAT funding. |
| 3 | | Increase the Percentage of non-academic income fund to the total revenue of 0.02% in 1 year. | Increase the Percentage of non-academic income fund to the total revenue of 0.02% in 1 year. | Increase the Percentage of non-academic income fund to the total revenue of 0.02% in 1 year. | Increase the Percentage of non-academic income fund to the total revenue of 0.02% in 1 year. | Increase the Percentage of non-academic income fund to the total revenue of 0.02% in 1 year. |
| Increase the amount of fundsInvestment Results | | | | | | |
| 1 | | Preparation of a roadmap investment development. | Preparation of a roadmap investment development. | Preparation of a roadmap investment development. | Preparation of a roadmap investment development. | Preparation of a roadmap investment development. |
| 2 | | Placing investment funds in the real sector. | Placing investment funds in the real sector. | Placing investment funds in the real sector. | Placing investment funds in the real sector. | Placing investment funds in the real sector. |
| 3 | | Alumni investment in the field Undip efforts. | Alumni investment in the field Undip efforts. | Alumni investment in the field Undip efforts. | Alumni investment in the field Undip efforts. | Alumni investment in the field Undip efforts. |
| 4 | | Investment in shares alumni business. | Investment in shares alumni business. | Investment in shares alumni business. | Investment in shares alumni business. | Investment in shares alumni business. |
| 5 | | Increase the amount of funds Investment results in 1 year. | Increase the amount of funds Investment results in 1 year. | Increase the amount of funds Investment results in 1 year. | Increase the amount of funds Investment results in 1 year. | Increase the amount of funds Investment results in 1 year. |
| 1. Communication and Business | | | | | | | |
| RGA enhancement from the Business Unit and Endowment Fund. | Increase ContributionFinancial Receipts from Business Unit Results (RGU / RGA)against the Institution**.** | | | | | | |
| 1 | | Increase budget absorption based on output by carrying out the functions of planning, controlling, monitoring and evaluating the use of the budget carefully so as to support the achievement of the institutional performance index. | Increase budget absorption based on output by carrying out the functions of planning, controlling, monitoring and evaluating the use of the budget carefully so as to support the achievement of the institutional performance index. | Increase budget absorption based on output by carrying out the functions of planning, controlling, monitoring and evaluating the use of the budget carefully so as to support the achievement of the institutional performance index. | Increase budget absorption based on output by carrying out the functions of planning, controlling, monitoring and evaluating the use of the budget carefully so as to support the achievement of the institutional performance index. | Increase budget absorption based on output by carrying out the functions of planning, controlling, monitoring and evaluating the use of the budget carefully so as to support the achievement of the institutional performance index. |
| 2 | | Strengthen the role of the unit Undip business. | Strengthen the role of the unit Undip business. | Strengthen the role of the unit Undip business. | Strengthen the role of the unit Undip business. | Strengthen the role of the unit Undip business. |
|  | | Increasing RGA through cooperation and utilization of existing assets | Increasing RGA through cooperation and utilization of existing assets | Increasing RGA through cooperation and utilization of existing assets | Increasing RGA through cooperation and utilization of existing assets | Increasing RGA through cooperation and utilization of existing assets |
| 3 | | Developing contributions Undip business unit. | Developing contributions Undip business unit. | Developing contributions Undip business unit. | Developing contributions Undip business unit. | Developing contributions Undip business unit. |
| 4 | | Increase contribution financial receipt from results of business units (RGU / RGA) against institutions of 0.50 billion Rupiah in 1 year. | Increase contribution financial receipt from results of business units (RGU / RGA) against institutions of 0.50 billion Rupiah in 1 year. | Increase contribution financial receipt from results of business units (RGU / RGA) against institutions of 0.50 billion Rupiah in 1 year. | Increase contribution financial receipt from results of business units (RGU / RGA) against institutions of 0.50 billion Rupiah in 1 year. | Increase contribution financial receipt from results of business units (RGU / RGA) against institutions of 0.50 billion Rupiah in 1 year. |
| Increase the Amount ofIncome contribution fromEndowment Fund | | | | | | |
| 1 | | Compiling Policy Endowment Fund. | Compiling Policy Endowment Fund. | Compiling Policy Endowment Fund. | Compiling Policy Endowment Fund. | Compiling Policy Endowment Fund. |
| 2 | | Prepare a Roadmap Endowment Fund. | Prepare a Roadmap Endowment Fund. | Prepare a Roadmap Endowment Fund. | Prepare a Roadmap Endowment Fund. | Prepare a Roadmap Endowment Fund. |
| 3 | | Organizing promotions modern waqf. | Organizing promotions modern waqf. | Organizing promotions modern waqf. | Organizing promotions modern waqf. | Organizing promotions modern waqf. |
| 4 | | Encouraging alumni contributions. | Encouraging alumni contributions. | Encouraging alumni contributions. | Encouraging alumni contributions. | Encouraging alumni contributions. |
| 5 | | Increase Amount Income contribution from Endowment Fund. | Increase Amount Income contribution from Endowment Fund. | Increase Amount Income contribution from Endowment Fund. | Increase Amount Income contribution from Endowment Fund. | Increase Amount Income contribution from Endowment Fund. |
| Increase the Amount **of** Alumni Business Networkin relation with the campus program**.** | | | | | | |
| 1 | | Undip Alumni Mapping. | Undip Alumni Mapping. | Undip Alumni Mapping. | Undip Alumni Mapping. | Undip Alumni Mapping. |
| 2 | | Teaching Alumni. | Teaching Alumni. | Teaching Alumni. | Teaching Alumni. | Teaching Alumni. |
| 3 | | Interns at place of business for alumni. | Interns at place of business for alumni. | Interns at place of business for alumni. | Interns at place of business for alumni. | Interns at place of business for alumni. |
| 4 | | Inclusion of alumni shares on the Undip business. | Inclusion of alumni shares on the Undip business. | Inclusion of alumni shares on the Undip business. | Inclusion of alumni shares on the Undip business. | Inclusion of alumni shares on the Undip business. |
| 5 | | Increase Amount Alumni Business Network connected with Campus Program as many 1 units within 1 year. | Increase Amount Alumni Business Network connected with Campus Program as many 1 units within 1 year. | Increase Amount Alumni Business Network connected with Campus Program as many 1 units within 1 year. | Increase Amount Alumni Business Network connected with Campus Program as many 1 units within 1 year. | Increase Amount Alumni Business Network connected with Campus Program as many 1 units within 1 year. |
| Development Information Systems Integrated | Increase the Number of InformationSystems **that** Support the Management | | | | | | |
| 1 | | Mapping of fields that requires an application Information Systems integrated. | Mapping of fields that requires an application Information Systems integrated. | Mapping of fields that requires an application Information Systems integrated. | Mapping of fields that requires an application Information Systems integrated. | Mapping of fields that requires an application Information Systems integrated. |
| 2 | | Creating Information Systems Integrated and easy to apply by all users | Creating Information Systems Integrated and easy to apply by all users | Creating Information Systems Integrated and easy to apply by all users | Creating Information Systems Integrated and easy to apply by all users | Creating Information Systems Integrated and easy to apply by all users |
| 3 | | Increase percentage use of supporting information systems governance of 0.6% from all fields. | Increase percentage use of supporting information systems governance of 0.65% from all fields. | Increase percentage use of supporting information systems governance of 0.7% from all fields. | Increase percentage use of supporting information systems governance of 0.75% from all fields. | Increase percentage use of supporting information systems governance of 0.8% from all fields. |
| Increase the Number of Online course | | | | | | |
| 1 | | Organize training methods online learning. | Organize training methods online learning. | Organize training methods online learning. | Organize training methods online learning. | Organize training methods online learning. |
| 2 | | Increase the percentage of Lectures using online method at each unit | Increase the percentage of Lectures using online method at each unit | Increase the percentage of Lectures using online method at each unit | Increase the percentage of Lectures using online method at each unit | Increase the percentage of Lectures using online method at each unit |
| 3 | | Create a system and network connections are have good quality. | Create a system and network connections are have good quality. | Create a system and network connections are have good quality. | Create a system and network connections are have good quality. | Create a system and network connections are have good quality. |
| 4 | | Make adjustments course-based curriculum with online learning as many as 14 courses. | Make adjustments course-based curriculum with online learning as many as 14 courses. | Make adjustments course-based curriculum with online learning as many as 14 courses. | Make adjustments course-based curriculum with online learning as many as 14 courses. | Make adjustments course-based curriculum with online learning as many as 14 courses. |
| **Increase the number of English-language and updated study programs’ websites** | | | | | | |
| 1 | | Conduct English skills training for officers' and website’s administrator. | Conduct English skills training for officers' and website’s administrator. | Conduct English skills training for officers' and website’s administrator. | Conduct English skills training for officers' and website’s administrator. | Conduct English skills training for officers' and website’s administrator. |
| 2 | | Perform regular monitoring of the management of web pages that are always updated. | Perform regular monitoring of the management of web pages that are always updated. | Perform regular monitoring of the management of web pages that are always updated. | Perform regular monitoring of the management of web pages that are always updated. | Perform regular monitoring of the management of web pages that are always updated. |
| 3 | | Encourage the use of the website for all academic and non-academic information at the course / department / faculty level. | Encourage the use of the website for all academic and non-academic information at the course / department / faculty level. | Encourage the use of the website for all academic and non-academic information at the course / department / faculty level. | Encourage the use of the website for all academic and non-academic information at the course / department / faculty level. | Encourage the use of the website for all academic and non-academic information at the course / department / faculty level. |
| 4 | | Increase the number of English-language study program pages and updates as much as 0.5% of the total study program. | Increase the number of English-language study program pages and updates as much as 0.55% of the total study program. | Increase the number of English-language study program pages and updates as much as 0.6% of the total study program. | Increase the number of English-language study program pages and updates as much as 0.65% of the total study program. | Increase the number of English-language study program pages and updates as much as 0.7% of the total study program. |
| 1. Research and Innovation Sector | | | | | | | |
| Enhancement Research Quality and Publications | Increase the number of citationsfrom international publicationsreputable for the last 5 years**.** | | | | | | |
| 1 | | Increase the number and quality of articles in international reputable journals | Increase the number and quality of articles in international reputable journals | Increase the number and quality of articles in international reputable journals | Increase the number and quality of articles in international reputable journals | Increase the number and quality of articles in international reputable journals |
| 2 | | Collaborate publication with the author who has a high h-index. | Collaborate publication with the author who has a high h-index. | Collaborate publication with the author who has a high h-index. | Collaborate publication with the author who has a high h-index. | Collaborate publication with the author who has a high h-index. |
| 3 | | Prepare a roadmap research that has Undip / Indonesia characteristics or archipelago country/ Maritime / Tropical Countries. | Prepare a roadmap research that has Undip / Indonesia characteristics or archipelago country/ Maritime / Tropical Countries. | Prepare a roadmap research that has Undip / Indonesia characteristics or archipelago country/ Maritime / Tropical Countries. | Prepare a roadmap research that has Undip / Indonesia characteristics or archipelago country/ Maritime / Tropical Countries. | Prepare a roadmap research that has Undip / Indonesia characteristics or archipelago country/ Maritime / Tropical Countries. |
| 4 | | Optimization Research System, Publication and Devotion to Community (SIP3MU) to become an Undip Scholar. | Optimization Research System, Publication and Devotion to Community (SIP3MU) to become an Undip Scholar. | Optimization Research System, Publication and Devotion to Community (SIP3MU) to become an Undip Scholar. | Optimization Research System, Publication and Devotion to Community (SIP3MU) to become an Undip Scholar. | Optimization Research System, Publication and Devotion to Community (SIP3MU) to become an Undip Scholar. |
| 5 | | Formation of research collaboration Group between faculties. | Formation of research collaboration Group between faculties. | Formation of research collaboration Group between faculties. | Formation of research collaboration Group between faculties. | Formation of research collaboration Group between faculties. |
| 6 | | Fulfilment of publication citations used as a part of consideration to meeting the achievements of lecturer performance (IKW). | Fulfilment of publication citations used as a part of consideration to meeting the achievements of lecturer performance (IKW). | Fulfilment of publication citations used as a part of consideration to meeting the achievements of lecturer performance (IKW). | Fulfilment of publication citations used as a part of consideration to meeting the achievements of lecturer performance (IKW). | Fulfilment of publication citations used as a part of consideration to meeting the achievements of lecturer performance (IKW). |
| 7 | | Increase the number of citations in international journals reputation reaches 1700 citations per five years. | Increase the number of citations in international journals repute reached 1725 citations per five years. | Increase the number of citations in international journals repute reaches 1750 citations per five years. | Increase the number of citations in international journals reputation reaches 1775 citations per five years. | Increase the number of citations in international journals reputation reaches 1800 citations per five years. |
| Increase the Amount **of** publication in international reputable journals | | | | | | |
| 1 | | Mapping and identification of lecturers who have the potential to increase publication at the faculty level. | Mapping and identification of lecturers who have the potential to increase publication at the faculty level. | Mapping and identification of lecturers who have the potential to increase publication at the faculty level. | Mapping and identification of lecturers who have the potential to increase publication at the faculty level. | Mapping and identification of lecturers who have the potential to increase publication at the faculty level. |
| 2 | | Composing a roadmap for increasing the number of researchers. | Composing a roadmap for increasing the number of researchers. | Composing a roadmap for increasing the number of researchers. | Composing a roadmap for increasing the number of researchers. | Composing a roadmap for increasing the number of researchers. |
| 3 | | Conduct training for researcher at the faculty level to be national researchers, and national researchers to be international researchers. | Conduct training for researcher at the faculty level to be national researchers, and national researchers to be international researchers. | Conduct training for researcher at the faculty level to be national researchers, and national researchers to be international researchers. | Conduct training for researcher at the faculty level to be national researchers, and national researchers to be international researchers. | Conduct training for researcher at the faculty level to be national researchers, and national researchers to be international researchers. |
| 4 | | Provide facilities for  conference indexation on the international reputable journal | Provide facilities for  conference indexation on the international reputable journal | Provide facilities for  conference indexation on the international reputable journal | Provide facilities for  conference indexation on the international reputable journal | Provide facilities for  conference indexation on the international reputable journal |
| 5 | | Organize manuscript clinical training | Organize manuscript clinical training | Organize manuscript clinical training | Organize manuscript clinical training | Organize manuscript clinical training |
| 6 | | Provide assistance and facility for writing articles from submission to publication by each lecturer. | Provide assistance and facility for writing articles from submission to publication by each lecturer. | Provide assistance and facility for writing articles from submission to publication by each lecturer. | Provide assistance and facility for writing articles from submission to publication by each lecturer. | Provide assistance and facility for writing articles from submission to publication by each lecturer. |
| 7 | | Providing facilities and incentives for publication in reputable international journals. | Providing facilities and incentives for publication in reputable international journals. | Providing facilities and incentives for publication in reputable international journals. | Providing facilities and incentives for publication in reputable international journals. | Providing facilities and incentives for publication in reputable international journals. |
| 8 | | Organize quality research and cooperation with research institute at Indonesia and abroad. | Organize quality research and cooperation with research institute at Indonesia and abroad. | Organize quality research and cooperation with research institute at Indonesia and abroad. | Organize quality research and cooperation with research institute at Indonesia and abroad. | Organize quality research and cooperation with research institute at Indonesia and abroad. |
| 9 | | The obligation to publication for professors and associate professors in international reputable journals at least 1 publication per year. | The obligation to publication for professors and associate professors in international reputable journals at least 1 publication per year. | The obligation to publication for professors and associate professors in international reputable journals at least 1 publication per year. | The obligation to publication for professors and associate professors in international reputable journals at least 1 publication per year. | The obligation to publication for professors and associate professors in international reputable journals at least 1 publication per year. |
| 10 | | Policy making of obligation for publication in international reputable journals for professor and associate professor. | Policy making of obligation for publication in international reputable journals for professor and associate professor. | Policy making of obligation for publication in international reputable journals for professor and associate professor. | Policy making of obligation for publication in international reputable journals for professor and associate professor. | Policy making of obligation for publication in international reputable journals for professor and associate professor. |
| 11 | | Increase the number publication in  international reputable journals as many as 29 publications. | Increase the number publication in  international reputable journals as many as 29 publications. | Increase the number publication in  international reputable journals as many as 29 publications. | Increase the number publication in  international reputable journals as many as 29 publications. | Increase the number publication in  international reputable journals as many as 29 publications. |
| Increase the Amount ofpublication on internationally reputable proceedings | | | | | | |
| 1 | | Organize international activities conference. | Organize international activities conference. | Organize international activities conference. | Organize international activities conference. | Organize international activities conference. |
| 2 | | Facilitating the participation in international conference. | Facilitating the participation in international conference. | Facilitating the participation in international conference. | Facilitating the participation in international conference. | Facilitating the participation in international conference. |
| 3 | | Facilitating the publication of  international reputable proceedings | Facilitating the publication of  international reputable proceedings | Facilitating the publication of  international reputable proceedings | Facilitating the publication of  international reputable proceedings | Facilitating the publication of  international reputable proceedings |
| 4 | | In collaboration with reputable indexing agency | In collaboration with reputable indexing agency | In collaboration with reputable indexing agency | In collaboration with reputable indexing agency | In collaboration with reputable indexing agency |
| 5 | | obligations of Lecturer publication in international reputable proceedings minimum of 1 publication per year | obligations of Lecturer publication in international reputable proceedings minimum of 1 publication per year | obligations of Lecturer publication in international reputable proceedings minimum of 1 publication per year | obligations of Lecturer publication in international reputable proceedings minimum of 1 publication per year | obligations of Lecturer publication in international reputable proceedings minimum of 1 publication per year |
| 6 | | Policy making of the obligations for Publication in international reputable proceedings for lecturers. | Policy making of the obligations for Publication in international reputable proceedings for lecturers. | Policy making of the obligations for Publication in international reputable proceedings for lecturers. | Policy making of the obligations for Publication in international reputable proceedings for lecturers. | Policy making of the obligations for Publication in international reputable proceedings for lecturers. |
| 7 | | Increase the number of  publication on  international reputable proceedings as many as 77 publications. | Increase the number of  publication on  international reputable proceedings as many as 77 publications. | Increase the number of  publication on  international reputable proceedings as many as 77 publications. | Increase the number of  publication on  international reputable proceedings as many as 77 publications. | Increase the number of  publication on  international reputable proceedings as many as 77 publications. |
| Increase the number **of** publications in national accredited journals | | | | | | |
| 1 | | Carry out the obligation for publication in national accredited journals once per semester for every lecturer. | Carry out the obligation for publication in national accredited journals once per semester for every lecturer. | Carry out the obligation for publication in national accredited journals once per semester for every lecturer. | Carry out the obligation for publication in national accredited journals once per semester for every lecturer. | Carry out the obligation for publication in national accredited journals once per semester for every lecturer. |
| 2 | | Encouraging the quality of lecturer and student publication articles. | Encouraging the quality of lecturer and student publication articles. | Encouraging the quality of lecturer and student publication articles. | Encouraging the quality of lecturer and student publication articles. | Encouraging the quality of lecturer and student publication articles. |
| 3 | | Increase the number of  publication in national accredited journals as many as 48 publications. | Increase the number of  publication in national accredited journals as many as 48 publications. | Increase the number of  publication in national accredited journals as many as 48 publications. | Increase the number of  publication in national accredited journals as many as 48 publications. | Increase the number of  publication in national accredited journals as many as 48 publications. |
| Increase the number of DIKTI accredited scientific journals | | | | | | |
| 1 | | Provide assistance and facilitation for journals which are not yet accredited. | Provide assistance and facilitation for journals which are not yet accredited. | Provide assistance and facilitation for journals which are not yet accredited. | Provide assistance and facilitation for journals which are not yet accredited. | Provide assistance and facilitation for journals which are not yet accredited. |
| 2 | | Organize journal management training open access. | Organize journal management training open access. | Organize journal management training open access. | Organize journal management training open access. | Organize journal management training open access. |
| 3 | | Provide incentives for strengthening the management of accredited journal. | Provide incentives for strengthening the management of accredited journal. | Provide incentives for strengthening the management of accredited journal. | Provide incentives for strengthening the management of accredited journal. | Provide incentives for strengthening the management of accredited journal. |
| 4 | | Provide incentives for journal administrator. | Provide incentives for journal administrator. | Provide incentives for journal administrator. | Provide incentives for journal administrator. | Provide incentives for journal administrator. |
| 5 | | Increase the number of DIKTI accredited scientific journals to be as many as 4 journals. | Increase the number of DIKTI accredited scientific journals to be as many as 4 journals. | Increase the number of DIKTI accredited scientific journals to be as many as 4 journals. | Increase the number of DIKTI accredited scientific journals to be as many as 4 journals. | Increase the number of DIKTI accredited scientific journals to be as many as 4 journals. |
| 6 | | Encourage improvement SINTA accreditation ranking. | Encourage improvement SINTA accreditation ranking. | Encourage improvement SINTA accreditation ranking. | Encourage improvement SINTA accreditation ranking. | Encourage improvement SINTA accreditation ranking. |
| Increase the number of international reputable databaseindexed scientificjournals. | | | | | | |
| 1 | | Organize training, mentoring and facilitation for Sinta 2 accredited journals to be prepared as a international reputable journal. | Organize training, mentoring and facilitation for Sinta 2 accredited journals to be prepared as a international reputable journal. | Organize training, mentoring and facilitation for Sinta 2 accredited journals to be prepared as a international reputable journal. | Organize training, mentoring and facilitation for Sinta 2 accredited journals to be prepared as a international reputable journal. | Organize training, mentoring and facilitation for Sinta 2 accredited journals to be prepared as a international reputable journal. |
| 2 | | Organize management training of international reputable journal | Organize journal management training internationally reputable. | Organize journal management training internationally reputable. | Organize journal management training internationally reputable. | Organize journal management training internationally reputable. |
| 3 | | Provide incentives for strengthening the management of International reputable Journal | Provide incentives for strengthening the management of International reputable Journal | Provide incentives for strengthening the management of International reputable Journal | Provide incentives for strengthening the management of International reputable Journal | Provide incentives for strengthening the management of International reputable Journal |
| 4 | | Provide Incentives for  administrator of the international reputable journal | Provide Incentives for  administrator of the international reputable journal | Provide Incentives for  administrator of the international reputable journal | Provide Incentives for  administrator of the international reputable journal | Provide Incentives for  administrator of the international reputable journal |
| 5 | | Increase the number of scientific international reputable indexed databases journals to be as many as 1 journal in 5 years. | Increase the number of scientific international reputable indexed databases journals to be as many as 1 journal in 5 years. | Increase the number of scientific international reputable indexed databases journals to be as many as 1 journal in 5 years. | Increase the number of scientific international reputable indexed databases journals to be as many as 1 journal in 5 years. | Increase the number of scientific international reputable indexed databases journals to be as many as 1 journal in 5 years. |
| Increase the number of accredited laboratory scopes | | | | | | |
| 1 | | Identification of laboratory equipment and fittings. | Identification of laboratory equipment and fittings. | Identification of laboratory equipment and fittings. | Identification of laboratory equipment and fittings. | Identification of laboratory equipment and fittings. |
| 2 | | Fulfillment of facilities laboratory equipment standardized. | Fulfillment of facilities laboratory equipment standardized. | Fulfillment of facilities laboratory equipment standardized. | Fulfillment of facilities laboratory equipment standardized. | Fulfillment of facilities laboratory equipment standardized. |
| 3 | | Recruitment certified laboratory assistant | Recruitment certified laboratory assistant | Recruitment certified laboratory assistant | Recruitment certified laboratory assistant | Recruitment certified laboratory assistant |
| 4 | | Organize laboratory assistant training. | Organize laboratory assistant training. | Organize laboratory assistant training. | Organize laboratory assistant training. | Organize laboratory assistant training. |
| 5 | | Development of service SOPs laboratory. | Development of service SOPs laboratory. | Development of service SOPs laboratory. | Development of service SOPs laboratory. | Development of service SOPs laboratory. |
| 6 | | Increase the number of laboratory scopes accredited 1 unit in 5 years. | Increase the number of laboratory scopes accredited 1 unit in 5 years. | Increase the number of laboratory scopes accredited 1 unit in 5 years. | Increase the number of laboratory scopes accredited 1 unit in 5 years. | Increase the number of laboratory scopes accredited 1 unit in 5 years. |
| Enhancement Capacity Research and Publication | Increase the number of research (title)funded by national funding. | | | | | | |
| 1 | | Organize socialization of research funding national. | Organize socialization of research funding national. | Organize socialization of research funding national. | Organize socialization of research funding national. | Organize socialization of research funding national. |
| 2 | | Organize manufacturing training research proposal national funding. | Organize manufacturing training research proposal national funding. | Organize manufacturing training research proposal national funding. | Organize manufacturing training research proposal national funding. | Organize manufacturing training research proposal national funding. |
| 3 | | Organize training of funding research proposal reviewers national. | Organize training of funding research proposal reviewers national. | Organize training of funding research proposal reviewers national. | Organize training of funding research proposal reviewers national. | Organize training of funding research proposal reviewers national. |
| 4 | | Increase the number of research (title) funded by national funding as many as 13 research titles in 1 year. | Increase the number of research (title) funded by national funding as many as 13 research titles in 1 year. | Increase the number of research (title) funded by national funding as many as 13 research titles in 1 year. | Increase the number of research (title) funded by national funding as many as 13 research titles in 1 year. | Increase the number of research (title) funded by national funding as many as 13 research titles in 1 year. |
| Increase the amount of research fundsby national funding | | | | | | |
| 1 | | Socializing national research funding programs | Socializing national research funding programs | Socializing national research funding programs | Socializing national research funding programs | Socializing national research funding programs |
| 2 | | Organize training for composing proposal of research with national funding | Organize training for composing proposal of research with national funding | Organize training for composing proposal of research with national funding | Organize training for composing proposal of research with national funding | Organize training for composing proposal of research with national funding |
| 3 | | Organize training for reviewer of research with national funding | Organize training for reviewer of research with national funding | Organize training for reviewer of research with national funding | Organize training for reviewer of research with national funding | Organize training for reviewer of research with national funding |
| 4 | | Increase the number of research funds from the national funding amounting to 0.35 billion Rupiah in 1 year. | Increase the number of research funds from the national funding amounting to 0.35 billion Rupiah in 1 year. | Increase the number of research funds from the national funding amounting to 0.35 billion Rupiah in 1 year. | Increase the number of research funds from the national funding amounting to 0.35 billion Rupiah in 1 year. | Increase the number of research funds from the national funding amounting to 0.35 billion Rupiah in 1 year. |
| Increase the number of lecturersinvolved in researchby international funding/ joint researchwith international funding | | | | | | |
| 1 | | Offers joint research program to new international funding source institutions. | Offers joint research program to new international funding source institutions. | Offers joint research program to new international funding source institutions. | Offers joint research program to new international funding source institutions. | Offers joint research program to new international funding source institutions. |
| 2 | | Facilitating lecturers who carry out international joint-research. | Facilitating lecturers who carry out international joint-research. | Facilitating lecturers who carry out international joint-research. | Facilitating lecturers who carry out international joint-research. | Facilitating lecturers who carry out international joint-research. |
| 3 | | Increase the number of lecturers involved in research with international funding/ joint research with international funding as many as 15 lecturers in 1 year. | Increase the number of lecturers involved in research with international funding/ joint research with international funding as many as 15 lecturers in 1 year. | Increase the number of lecturers involved in research with international funding/ joint research with international funding as many as 15 lecturers in 1 year. | Increase the number of lecturers involved in research with international funding/ joint research with international funding as many as 15 lecturers in 1 year. | Increase the number of lecturers involved in research with international funding/ joint research with international funding as many as 15 lecturers in 1 year. |
| Increase the Amount of research (title) funded byinternational funding andor joint researchinternational | | | | | | |
| 1 | | Offer joint research programs to institutions international funding source new. | Offer joint research programs to institutions international funding source new. | Offer joint research programs to institutions international funding source new. | Offer joint research programs to institutions international funding source new. | Offer joint research programs to institutions international funding source new. |
| 2 | | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research |
| 3 | | Increase the Amount ofresearch (title) funded by international funding and or joint research international as many as 5 title in 1 year. | Increase the Amount of research (title) funded by international funding and or joint research international as many as 5 title in 1 year. | Increase the Amount of research (title) funded by international funding and or joint research international as many as 5 title in 1 year. | Increase the Amount of research (title) funded by international funding and or joint research international as many as 5 title in 1 year. | Increase the Amount of research (title) funded by international funding and or joint research international as many as 5 title in 1 year. |
| Increasing the amount of research fundsfrom international funding/ international joint research | | | | | | |
| 1 | | Offers a joint research program to new international funding source institutions. | Offers a joint program research to institutions international funding source new. | Offers a joint program research to institutions international funding source new. | Offers a joint program research to institutions international funding source new. | Offers a joint program research to institutions international funding source new. |
| 2 | | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research | Facilitating lecturers who carry out international joint-research |
| 3 | | Increase the amount of research funds from  international funding/ international joint research to be as many as 0.28 Billion Rupiah in 1 year. | Increase the amount of research funds from  international funding/ international joint research to be as many as 0.28 Billion Rupiah in 1 year. | Increase the amount of research funds from  international funding/ international joint research to be as many as 0.28 Billion Rupiah in 1 year. | Increase the amount of research funds from  international funding/ international joint research to be as many as 0.28 Billion Rupiah in 1 year. | Increase the amount of research funds from  international funding/ international joint research to be as many as 0.28 Billion Rupiah in 1 year. |
| Strengthening Research Quality and Development | Increase the Number of Intellectual Property Rights(IPR) that areregistered and given (granted) | | | | | | |
| 1 | Facilitating IPR registration. | | Facilitating IPR registration. | Facilitating IPR registration. | Facilitating IPR registration. | Facilitating IPR registration. |
| 2 | Cooperating with DJKI. | | Cooperating with DJKI. | Cooperating with DJKI. | Cooperating with DJKI. | Cooperating with DJKI. |
| 3 | Increase the number of achieved Intellectuals property rights (IPR) that is registered and given (granted) to be as many as 26 IPR certificates. | | Increase the number of achieved Intellectuals property rights (IPR) that is registered and that is given (granted) to be as many as 15 IPR certificates. | Increase the number of achieved Intellectuals property rights (IPR) that is registered and that is given (granted) to be as many as 16 IPR certificates. | Increase the number of achieved Intellectuals property rights (IPR) that is registered and that is given (granted) to be as many as 17 IPR certificates. | Increase the number of achieved Intellectuals property rights (IPR) that is registered and that is given (granted) to be as many as 18 IPR certificates. |
| Increase the Number of Patents | | | | | | |
| 1 | Encouraging research activities that are oriented towards obtaining patents. | | Encouraging research activities that are oriented towards obtaining patents. | Encouraging research activities that are oriented towards obtaining patents. | Encouraging research activities that are oriented towards obtaining patents. | Encouraging research activities that are oriented towards obtaining patents. |
| 2 | Conduct research collaborations with industries that are patent-oriented. | | Conduct research collaborations with industries that are patent-oriented. | Conduct research collaborations with industries that are patent-oriented. | Conduct research collaborations with industries that are patent-oriented. | Conduct research collaborations with industries that are patent-oriented. |
| 3 | Provide assistance and facilitation of patent registration. | | Provide assistance and facilitation of patent registration. | Provide assistance and facilitation of patent registration. | Provide assistance and facilitation of patent registration. | Provide assistance and facilitation of patent registration. |
| 4 | Increase earnings of the number of Patents. | | Increase the earnings of the number of Patents 1 as much as the patent certificates. | Increase the earnings of the number of Patents 1 as much as the patent certificates. | Increase the earnings of the number of Patents 1 as much as the patent certificates. | Increase the earnings of the number of Patents 1 as much as the patent certificates. |
| Increase the number ofR & D prototype | | | | | | |
| 1 | Identify the R&D results and patent that is ready to be produced. | | Identify the R&D results and patent that is ready to be produced. | Identify the R&D results and patent that is ready to be produced. | Identify the R&D results and patent that is ready to be produced. | Identify the R&D results and patent that is ready to be produced. |
| 2 | Carry out valuation on R&D to be produced. | | Carry out valuation on R&D to be produced. | Carry out valuation on R&D to be produced. | Carry out valuation on R&D to be produced. | Carry out valuation on R&D to be produced. |
| 3 | Compose the IPR technology.transfer regulations | | Compose the IPR technology.transfer regulations | Compose the IPR technology.transfer regulations | Compose the IPR technology.transfer regulations | Compose the IPR technology.transfer regulations |
| 4 | Encourage prototype-oriented research activities | | Encourage prototype-oriented research activities | Encourage prototype-oriented research activities | Encourage prototype-oriented research activities | Encourage prototype-oriented research activities |
| 5 | Provide assistance on further research for patent acquisition. | | Provide assistance on further research for patent acquisition. | Provide assistance on further research for patent acquisition. | Provide assistance on further research for patent acquisition. | Provide assistance on further research for patent acquisition. |
| 6 | Increase the number of R & D prototype as many as 3 prototypes. | | Increase the number of R & D prototype as many as 4 prototypes. | Increase the number of R & D prototype as many as 5 prototypes. | Increase the number of R & D prototype as many as 6 prototypes. | Increase the number of R & D prototype as many as 7 prototypes. |
| Increase the number ofindustrial-worthy prototypes | | | | | | |
| 1 | Encourage the activities of the result of research that is prototypes-oriented. | | Encourage the activities of the result of research that is prototypes-oriented. | Encourage the activities of the result of research that is prototypes-oriented. | Encourage the activities of the result of research that is prototypes-oriented. | Encourage the activities of the result of research that is prototypes-oriented. |
| 2 | Provide assistance for further research towards patent acquisition. | | Provide assistance for further research towards patent acquisition. | Provide assistance for further research towards patent acquisition. | Provide assistance for further research towards patent acquisition. | Provide assistance for further research towards patent acquisition. |
| 3 | Conduct further research collaborations with the industry that is industrial-worthy and prototype-oriented | | Conduct further research collaborations with the industry that is industrial-worthy and prototype-oriented | Conduct further research collaborations with the industry that is industrial-worthy and prototype-oriented | Conduct further research collaborations with the industry that is industrial-worthy and prototype-oriented | Conduct further research collaborations with the industry that is industrial-worthy and prototype-oriented |
| 4 | Provide assistance and facility for patent registration. | | Provide assistance and facility for patent registration. | Provide assistance and facility for patent registration. | Provide assistance and facility for patent registration. | Provide assistance and facility for patent registration. |
| 5 | Increase the Amount of industrial-worthy prototypes. | | Increase the Amount of industrial-worthy prototypes. | Increase the Amount of industrial-worthy prototypes. | Increase the Amount of industrial-worthy prototypes. | Increase the Amount of industrial-worthy prototypes. |
| Increase the Number of PUIs | | | | | | |
| 1 | Carry out socialization on development programs of the national PUI | | Carry out socialization on development programs of the national PUI | Carry out socialization on development programs of the national PUI | Carry out socialization on development programs of the national PUI | Carry out socialization on development programs of the national PUI |
| 2 | Establish a PUI in each unit according to their characteristics. | | Establish a PUI in each unit according to their characteristics. | Establish a PUI in each unit according to their characteristics. | Establish a PUI in each unit according to their characteristics. | Establish a PUI in each unit according to their characteristics. |
| 3 | Provide assistance the establishment of PUI. | | Provide assistance the establishment of PUI. | Provide assistance the establishment of PUI. | Provide assistance the establishment of PUI. | Provide assistance the establishment of PUI. |
| 4 | Strengthen the maturity of existing PUIs. | | Strengthen the maturity of existing PUIs. | Strengthen the maturity of existing PUIs. | Strengthen the maturity of existing PUIs. | Strengthen the maturity of existing PUIs. |
| 5 | Increase the number of PUIs. | | Increase the number of PUIs. | Increase the number of PUIs. | Increase the number of PUIs. | Increase the number of PUIs. |
| Increase the number of products produced | | | | | | |
| 1 | Conduct cooperation with the world of Industry for products that are ready to be produced | | Conduct cooperation with the world of Industry for products that are ready to be produced | Conduct cooperation with the world of Industry for products that are ready to be produced | Conduct cooperation with the world of Industry for products that are ready to be produced | Conduct cooperation with the world of Industry for products that are ready to be produced |
| 2 | Improve product quality through mentoring and intensive facilitation from Undip and Industry. | | Improve product quality through mentoring and intensive facilitation from Undip and Industry. | Improve product quality through mentoring and intensive facilitation from Undip and Industry. | Improve product quality through mentoring and intensive facilitation from Undip and Industry. | Improve product quality through mentoring and intensive facilitation from Undip and Industry. |
| 3 | Increase the number of products being produced. | | Increase the number of products being produced. | Increase the number of products being produced. | Increase the number of products being produced. | Increase the number of products being produced. |
| Increase the number ofcommunityservice activities funded by national funding(outside Undip) | | | | | | |
| 1 | Carry out Socialization of the funding for national community service program | | Carry out Socialization of the funding for national community service program | Carry out Socialization of the funding for national community service program | Carry out Socialization of the funding for national community service program | Carry out Socialization of the funding for national community service program |
| 2 | Organize training for composing funding proposal of national community service program funding | | Organize training for composing funding proposal of national community service program funding | Organize training for composing funding proposal of national community service program funding | Organize training for composing funding proposal of national community service program funding | Organize training for composing funding proposal of national community service program funding |
| 3 | Organize training for reviewers of the proposal for community service with national funding | | Organize training for reviewers of the proposal for community service with national funding | Organize training for reviewers of the proposal for community service with national funding | Organize training for reviewers of the proposal for community service with national funding | Organize training for reviewers of the proposal for community service with national funding |
| 4 | Increase the number of community service activities funded by national funding (outside Undip) to be as many as 3 activities in 1 year. | | Increase the number of community service activities funded by national funding (outside Undip) to be as many as 3 activities in 1 year. | Increase the number of community service activities funded by national funding (outside Undip) to be as many as 3 activities in 1 year. | Increase the number of community service activities funded by national funding (outside Undip) to be as many as 3 activities in 1 year. | Increase the number of community service activities funded by national funding (outside Undip) to be as many as 3 activities in 1 year. |
| Enhancement Cooperation and Kcommercialization Research Results | Increase the Contribution offinancial receipt frominstitutional cooperation | | | | | | |
| 1 | Increase the research collaboration and community service with industry. | | Increase research collaboration and community service with industry. | Increase research collaboration and community service with industry. | Increase research collaboration and community service with industry. | Increase research collaboration and community service with industry. |
| 2 | Increase the use of Undip intellectual resources by industry. | | Increase the use of Undip intellectual resources by industry. | Increase the use of Undip intellectual resources by industry. | Increase the use of Undip intellectual resources by industry. | Increase the use of Undip intellectual resources by industry. |
| 3 | Increase the contribution of financial receipt from institutional cooperation of 1.02 billion Rupiah in 1 year. | | Increase the contribution of financial receipt from institutional cooperation of 0.5 Billion Rupiah in 1 year. | Increase the contribution of financial receipt from institutional cooperation of 0.5 billion Rupiah in 1 year. | Increase the contribution of financial receipt from institutional cooperation of 0.5 billion Rupiah in 1 year. | Increase the contribution of financial receipt from institutional cooperation of 0.5 billion Rupiah in 1 year. |
| Increase the number ofcollaborative research resultsand/or lecturer expertisewith industry | | | | | | |
| 1 | Increase the use of Undip intellectual resources by other institutions / private / corporate | | Increase the use of Undip intellectual resources by other institutions / private / corporate | Increase the use of Undip intellectual resources by other institutions / private / corporate | Increase the use of Undip intellectual resources by other institutions / private / corporate | Increase the use of Undip intellectual resources by other institutions / private / corporate |
| 2 | Increase cooperation of the results of community service through product introduction and promotion. | | Increase cooperation of the results of community service through product introduction and promotion. | Increase cooperation of the results of community service through product introduction and promotion. | Increase cooperation of the results of community service through product introduction and promotion. | Increase cooperation of the results of community service through product introduction and promotion. |
| 3 | Increase the number of cooperation of research results and / or lecturer expertise with industry as many as 10 collaborations in 1 year. | | Increase the number of cooperation of research results and / or lecturer expertise with industry as many as 10 collaborations in 1 year. | Increase the number of cooperation of research results and / or lecturer expertise with industry as many as 11 collaborations in 1 year. | Increase the number of cooperation of research results and / or lecturer expertise with industry as many as 11 collaborations in 1 year. | Increase the number of cooperation of research results and / or lecturer expertise with industry as many as 12 collaborations in 1 year. |
| Increase the number ofcommunity serviceand / orlecturer expertise withother government agencies / private /corporate | | | | | | |
| 1 | Increase research collaboration with institutions and industry. | | Increase research collaboration with institutions and industry. | Increase research collaboration with institutions and industry. | Increase research collaboration with institutions and industry. | Increase research collaboration with institutions and industry. |
| 2 | Downstream research results. | | Downstream research results. | Downstream research results. | Downstream research results. | Downstream research results. |
| 3 | Increase the number of community service society and / or lecturer expertise with government agencies/ other private / corporate as much 11 cooperation in 1 year. | | Increase the number of community service society and / or lecturer expertise with government agencies/ other private / corporate as much 9 cooperation in 1 year. | Increase the number of community service society and / or lecturer expertise with government agencies/ other private / corporate as much 10 cooperation in 1 year. | Increase the number of community service society and / or lecturer expertise with government agencies/ other private / corporate as much 11 cooperation in 1 year. | Increase the number of community service society and / or lecturer expertise with government agencies/ other private / corporate as much 12 cooperation in 1 year. |
| Increase the amount of research fundsfrom the results **of** cooperation | | | | | | |
| 1 | Carry out cooperation with the world of Industry for products that are ready to be produced. | | Carry out cooperation with the world of Industry for products that are ready to be produced. | Carry out cooperation with the world of Industry for products that are ready to be produced. | Carry out cooperation with the world of Industry for products that are ready to be produced. | Carry out cooperation with the world of Industry for products that are ready to be produced. |
| 2 | Improve product quality through mentoring and intensive facilitation of Undip and Industry. | | Improve product quality through mentoring and intensive facilitation of Undip and Industry. | Improve product quality through mentoring and intensive facilitation of Undip and Industry. | Improve product quality through mentoring and intensive facilitation of Undip and Industry. | Improve product quality through mentoring and intensive facilitation of Undip and Industry. |
| 3 | Increase the amount of funds research from the results cooperation of 0.1 Billion Rupiah in 1 year. | | Increase the amount of funds research from the results cooperation of 0.1 Billion Rupiah in 1 year. | Increase the amount of funds research from the results cooperation of 0.1 Billion Rupiah in 1 year. | Increase the amount of funds research from the results cooperation of 0.1 Billion Rupiah in 1 year. | Increase the amount of funds research from the results cooperation of 0.1 Billion Rupiah in 1 year. |

# CHAPTER VI

# FUNDING FRAMEWORK

The funding element is an important variable as a form of support and infrastructure in addition to organizational governance. Sufficient funding is expected to realize the achievement of the stated strategic goals and objectives.

After Undip is declared a Legal Entity State University (PTNBH) with Government Regulation Number 81 of 2014, then the budget management procedure will refer to Government Regulation Number 26 of 2015 concerning Forms and Funding Mechanisms for Legal Entity State Universities. Universitas Diponegoro Strategic Plan (RENSTRA) 2020-2024 is also an important reference in order to maintain consistency of development programs and targets to be achieved from the university to faculty level.

The funding focus is designed to support the implementation of programs that have a direct impact on the achievement of the UNDIP FISIP Vision, Mission and Objectives. This is done by establishing a priority scale, while still paying attention to the resulting quality/performance improvement.

In order to achieve budgeting synergy, an integrated budgeting mechanism is implemented. The Universitas Diponegoro budgeting mechanism is carried out through a program planning mechanism and activities proposed and compiled by each faculty/unit. Furthermore, the proposal is jointly reviewed and discussed by the Planning, Budget Planning and internal auditors. This discussion is needed so that programs and activities always refer to the Universitas Diponegoro Strategic Plan (RENSTRA) 2020-2024 document. After all these processes have been passed, the Rector issues a decree (SK) as the legal basis for implementing the programs and activities that have been prepared.

## 6.1. Source of Income Overview

In the 2020-2024 period, FISIP Undip development funds will come from government funds (APBN) and public funds (other than APBN). Broadly speaking, the sources of FISIP Undip 2020-2024 income are as follows:

Table 6.1. Source of Income of FISIP Undip 2020-2024

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Description | Year (Rp) | | | | |
| State Budget | | **2020** | **2021** | **2022** | **2023** | **2024** |
| 1 | Civil Servant Salaries and Benefits | 12,968,569,200 | 14,265,426,120 | 15,691,968,732 | 17,261,165,605 | 18,987,282,166 |
| 2 | BOPTN / BPPTNBH and other APBNs | - | - | - | - | - |
| In addition to the state budget (APBN) | |  |  |  |  |  |
| 1 | Tuition Fee Admission | 5,781,114,427 | 6,359,225,870 | 6,995,148,457 | 7,694,663,302 | 8,464,129,633 |
| 2 | Cooperation income | 344,460,000 | 378,906,000 | 416,796,600 | 458,476,260 | 504,323,886 |
| 3 | Non-Education Fee Income | 4,914,859,653 | 5,406,345,618 | 5,946,980,180 | 6,541,678,198 | 7,195,846,018 |
| 4 | Other Funding | 791,274,578 | 870,402,036 | 957,442,239 | 1,053,186,463 | 1,158,505,110 |
|  | Total | **24,800,277,858** | **27,280,305,644** | **30,008,336,208** | **33,009,169,829** | **36,310,086,812** |

**6.2. Spending Overview**

In the 2020-2024 period, Undip's FISIP funding needs for spending come from APBN sources and sources other than APBN. Expenditure needs are divided into goods / services expenditure and capital expenditure, the details are presented as follows:

Table 6.2. Planned Goods / Services and Capital FISIP Undip 2020-2024

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Description | Year (Rp) | | | | |
| **2020** | **2021** | **2022** | **2023** | **2024** |
| APBN + Apart from APBN | |  |  |  |  |  |
| 1 | Non Capital Expenditure | 10,403,367,151 | 11,443,703,866 | 12,588,074,253 | 13,846,881,678 | 15,231,569,846 |
| 2 | Capital Expenditures | 1,428,341,507 | 1,571,175,658 | 1,728,293,223 | 1,901,122,546 | 2,091,234,800 |
| Total | | **11,831,708,658** | **13,014,879,524** | **14,316,367,476** | **15,748,004,224** | **17,322,804,646** |

All figures, both the financing plan and the expenditure plan, are estimates and will be adjusted when preparing the Annual Work Plan and Budget (RKAT) for each current year.

Table 6.3. Recapitulation of Funding Sources Plan and FISIP Undip Expenditure Needs for 2020-2024

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Description | Year (Rp) | | | | |
|  | | **2020** | **2021** | **2022** | **2023** | **2024** |
| Financing Plan | | **24,800,277,858** | **27,280,305,644** | **30,008,336,208** | **33,009,169,829** | **55,297,368,978** |
| 1 | State Budget | 12,968,569,200 | 14,265,426,120 | 15,691,968,732 | 17,261,165,605 | 18,987,282,166 |
| 2 | Apart from the state budget | 11,831,708,658 | 13,014,879,524 | 14,316,367,476 | 15,748,004,224 | 36,310,086,812 |
| SHOPPING PLAN | | **11,831,708,658** | **13,014,879,524** | **14,316,367,476** | **15,748,004,224** | **17,322,804,646** |
| 1 | Non Capital Expenditure | 10,403,367,151 | 11,443,703,866 | 12,588,074,253 | 13,846,881,678 | 15,231,569,846 |
| 2 | Capital Expenditures | 1,428,341,507 | 1,571,175,658 | 1,728,293,223 | 1,901,122,546 | 2,091,234,800 |

Details of the performance targets and an indication of the budget requirements of each program from 2020-2024 are contained in the Funding Framework Matrix as follows:

Table 6.4. Funding Framework for the FISIP Undip Program for 2020-2024

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Program | Allocation Target (rupiah) | | | | |
| **2020** | **2021** | **2022** | **2023** | **2024** |
| 1 | Academic quality assurance quality improvement program | 2,811,423,769 | 3,092,566,146 | 3,401,822,760 | 3,742,005,037 | 4,116,205,540 |
| 2 | Competency improvement program for students and graduates | 545,174,578 | 599,692,036 | 659,661,239 | 725,627,363 | 798,190,100 |
| 3 | Reputation improvement program | 550,960,000 | 606,056,000 | 666,661,600 | 733,327,760 | 806,660,536 |
| 4 | Research and publication quality improvement program | 427,565,000 | 470,321,500 | 517,353,650 | 569,089,015 | 625,997,917 |
| 5 | Research and publication capacity building program | 1,836,365,658 | 2,020,002,224 | 2,222,002,446 | 2,444,202,691 | 2,688,622,960 |
| 6 | Research and Development Quality Strengthening Program | 325,575,000 | 358,132,500 | 393,945,750 | 433,340,325 | 476,674,358 |
| 7 | Program for Enhancing Cooperation and Commercialization of Research Results | 0 | - | - | - | - |
| 8 | RGA Improvement Program from the Business Unit and Endowment Fund | 39,600,000 | 43,560,000 | 47,916,000 | 52,707,600 | 57,978,360 |
| 9 | Integrated Information System Development Program | 0 | - | - | - | - |
| 10 | Program for Quality and Competency Improvement of Lecturers and Education Personnel | 650,975,000 | 716,072,500 | 787,679,750 | 866,447,725 | 953,092,498 |
| 11 | Quality Improvement Program for Infrastructure and Asset Development | 2,405,309,491 | 2,645,840,440 | 2,910,424,484 | 3,201,466,933 | 3,521,613,626 |
| 12 | Organizational Capacity Building and Governance Program | 2,238,760,162 | 2,462,636,178 | 2,708,899,796 | 2,979,789,776 | 3,277,768,753 |
| 13 | Non-Education Fund Source Improvement Program | 0 | - | - | - | - |
| Total | | **11,831,708,658** | **13,014,879,524** | **14,316,367,476** | **15,748,004,224** | **17,322,804,646** |

## 6.3. Acceptance Strategy

The inflation rate and the increasing need for operational funds for both infrastructure and facilities require a strategy. The development of potential funding in a comprehensive manner is carried out by taking advantage of all existing funding scheme opportunities. Another thing that is taken into consideration in formulating a strategy is the results of monitoring and evaluation of internal and external conditions which are carried out on an ongoing basis.

The funding plan is designed to come from 2 (two) sources, namely from the APBN and Non-APBN, including: APBN sources by capturing grant funds from the government.

Non-APBN Sources:

1. Optimizing the receipt of education funds originating from UKT and other forms of educational operational cost contributions, but still paying attention to assistance for students, especially those in the middle to lower economic level,

2. Establish and develop relevant business units without leaving the characteristics of the faculty

3. Establishing relevant consulting, training and certification bodies without leaving the characteristics of the faculty and paying attention to the expertise of FISIP Undip resources.

4. Developing cooperation with industry,

5. Network development with alumni,

6. Collaborating with various companies in the context of Corporate Social Responsibility,

7. Increasing cooperation both domestically such as cooperation between non-ministerial governments, for example with the Central Government, Provincial and Regency / City Governments, BUMN, BUMD and private companies, as well as cooperation with foreign countries,

8. Empowering assets owned by FISIP Undip.

## 6.4. Funding Policy

The need for funds is increasing along with the inflation rate and the increasing need for education, research and community service. Education, research and community service are performance indicators as benchmarks for the performance of the faculty as a public institution. As a state university with legal status, it can no longer rely on subsidies from the government through the state budget because it has a tendency to decline in the context of value.

Effective and efficient are the keys to faculty funding policies without compromising quality. Work planning related to funding refers to the priority scale set in the Renstra which has been approved in stages.

The FISIP Undip fund disbursement policy for the period 2020-2024 is as follows:

1. Expenditures for the basic needs of FISIP Undip including salaries and employee allowances for financing the administration of offices will be financed from the APBN.

2. Expenditures for Undip FISIP development programs for infrastructure investment, and conducting superior research are financed from the state budget or other sources on a competitive basis or assignment.

3. Expenditures for the implementation of the Tridharma Perguruan Tinggi and other supporting facilities are financed from public funds and collaboration with related parties, for example in the context of the Corporate Social Responsibility (CSR) program.

# CHAPTER VII

# CLOSING

The Strategic Plan (RENSTRA) of the Faculty of Social and Political Sciences (FISIP), Universitas Diponegoro (UNDIP) 2020-2024 is a document that becomes the main reference in planning, implementing, monitoring and evaluating all the academic community in the FISIP Universitas Diponegoro environment.

All contents in the 2020-2024 FISIP Strategic Plan (RENSTRA) document of Universitas Diponegoro are expected to be implemented and realized as much as possible in order to achieve the vision of "a research faculty that excels in the fields of Social and Political Sciences by 2025". The success of FISIP Universitas Diponegoro in achieving its vision requires the full support of all relevant stakeholders in the implementation of this Strategic Plan (RENSTRA).