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RENIP UNESA



RENCANA INDUK PENGEMBANGAN

UNIVERSITAS NEGERI SURABAYA
2011-2035

MASTER PLAN FOR THE DEVELOPMENT

UNIVERSITAS NEGERI SURABAYA
2011 – 2035

PREFACE

Since State University of Surabaya has set a vision of "excellent in education, strong in science" in 2011 as stated in the 2011-2015 Unesa *Renstra* intends to become a university with international reputation by 2035. This vision confirms the strong determination of all Unesa citizens to make Unesa an educational institution superior in terms of academic quality, dignified, and comparative academic morality at the national and international levels in the field of education and science, so that it can become a reference in educational and scientific development.

To prepare Unesa for the 2035 vision, it is necessary to produce an academic paper that provides an explanation of the concepts, paradigms, policy directions, strategic objectives, and milestones of each Strategic Plan (*Renstra*) in a gradual, sustainable and holistic manner in the form of a 2011- 2035. This important document is intended as a basis for developing the Strategic Plan and as a reference in mapping the direction and development strategy of Unesa in the future. Thus, all policies for institutional development, human resources, facilities, learning, research, community service, and strategic partnership cooperation are directed towards one Unesa 2035 vision.

The 2011-2035 Unesa Development Master Plan has been restructured several times since it was initiated in 2011. This is considering that there have been many changes in external variables such as government regulations and the twentieth century higher education paradigm, as well as internal variables such as the dynamics of the academic community in their participation in advancing Unesa from year to year. These changes are rapid, simultaneous, and it is therefore necessary to get an immediate response. The goal is that this RENIP can still be used as the basis for future Unesa development policies proportionally in tune with the dynamics of the times.

May the Almighty God always provide the best way to realize Unesa as a quality university, excelling in strong discipline in science, which prioritizes the development and innovation of education, science, technology, sports, and the arts. Amen.

Surabaya, Januari 2016
Rector,

Prof. Dr. Warsono, M.S.

TABLE OF CONTENTS

PREFACE **i**

TABLE OF CONTENTS **ii**

CHAPTER I INTRODUCTIONS **1**

1.1 General Condition 1
1.2 Potentials and Problems 6
1.3 The Foundation of the Master Plan for the Development of Unesa 2011-2035 7
1.3.1 Philosophycal Foundation 7
1.3.2 Legal Foundation 8

CHAPTER II STATE UNIVERSITY OF SURABAYA PROFILE **10**

2.1 A Brief History of Unesa 10
2.2 Unesa Basic Value 14
2.3 Unesa Vision and Missions 15
2.4 Unesa's Objectives 18

CHAPTER III THE CHALLENGES OF EDUCATION IN XXI CENTURY **20**

3.1 Characteristics, Complexity, and Challenges of The XII Century 20
3.2 Education Paradigm of XXI Century National 22
3.3 Higher Education Paradigm in Indonesia 23
3.4 UNESA's Long-Term Development Context 24

CHAPTER IV UNESA BASELINE, INTERNAL AND

EXTERNAL ANALYSIS **25**

4.1 Baseline Unesa 2010 25
4.2 Internal Analysis 37
4.3 External Analysis 42

CHAPTER V THE ROAD MAP OF UNESA DEVELOPMENT 2011-2035 **46**

5.1 Vision and Mission Unesa 2035 46
5.2 Unesa's Long-Term Development Policy Direction 46
5.3 Unesa Milestone and Achievment Strategy 48
5.4 Implementation Design 50

CHAPTER VI CLOSING **51**

BIBLIOGRAPHY **52**

CHAPTER I
INTRODUCTION

1.1 General Condition

Unesa is a tertiary institution that organizes educational and non-educational programs. This is inseparable from the history of Unesa itself which cannot be separated from the existence of IKIP Surabaya which began in 1950 by organizing courses that lasted until around 1960. Based on the Decree of the Minister of Education and Culture number 6/1961 dated February 7, 1961, it was integrated. became one of the faculties in FKIP Airlangga University Branch in Malang and named FKIP Airlangga University Branch in Surabaya.

Entering 1963, IKIP Surabaya turned into an institute based on Presidential Decree number 1/1963 dated January 3, 1963. A year later, IKIP Surabaya officially stood alone as a university, based on the Decree of the Minister of Higher Education and Science number 182/1964 dated December 19, 1964, so that the IKIP Surabaya officially stood alone with the leadership of a presidium. Which in the end, this date is used as the birth date of IKIP Surabaya. Subsequent developments in 1992, based on DIKTI Decree number 516/DIKTI/Kep/1992, then IKIP Surabaya was given the trust to open the Master program.

With the belief to carry out a wider mandate, the IKIP Surabaya changed to the State University of Surabaya (Unesa) based on the Presidential Decree R.I. number 93/1999 dated August 4, 1999 by managing seven faculties, namely (1) Faculty of Education (FIP), (2) Faculty of Languages and Literature (FBS), (3) Faculty of Mathematics and Natural Sciences (FMIPA), (4)) Faculty of Social Sciences (FIS), (5) Faculty of Engineering (FT), and (6) Faculty of Sport Sciences (FIK) and in 2006 added one more faculty, namely the Faculty of Economics as a new faculty with authority organizing educational programs and non-education programs. In its journey, Unesa still needs to organize itself in managing the implementation of education to produce quality graduates, so it requires strength and enthusiasm from all parties, both internal and external.

Unesa as an educational institution is also required to be able to carry out the mandate of the 1945 Constitution in the field of education, namely to educate the nation's life by providing the widest possible access to all citizens to get their rights in education,

because education is a basic right for every Indonesian citizen. Thus Unesa is required to be able to provide quality and equitable education services for every citizen. Equitable access and improving the quality of education will make Indonesian citizens have life skills so as to encourage the upholding of whole human development as well as civil and modern societies that are imbued with the values of Pancasila, as mandated in Law no. 20 of 2003 concerning the National Education System.

With the issuance of Law Number 20 of 2003 concerning the national education system, Law number 14 of 2005 concerning Teachers and Lecturers, and various other legal provisions, Unesa has a bigger challenge in accordance with its main role, namely producing qualified and professional. Referring to these challenges and main roles, Unesa in addition to playing a role in developing non-educational programs, also positions itself in carrying out its main role in three things, namely: (1) producing professional teachers; (2) education research and development center; and (3) professional teacher training places.

Unesa has three important roles, namely preparing prospective teachers through pre-service education, increasing teacher qualifications and professionalism through in-service education and helping solve educational problems in the field. In accordance with Law No. 14/2005, the preparation of prospective teachers is carried out through the S-1 Program followed by Teacher Professional Education (PPG). In-service education for teachers who are not yet Bachelor Degree is carried out through the Bachelor Program while increasing teacher professionalism is carried out by Continuous Professional Teachers Development (CPTD). To support these two programs, an Instructional Research and Development Center (IRD) is required.

On the other hand, the development of science and technology needs to be developed to support the implementation of the teacher education program, in order to keep abreast of developments in science and technology which continue to move rapidly. With the expansion of the mandate that Unesa has, it is also necessary to develop non-educational programs that refer to and the needs of the job market to produce professional experts.

The development of the demands of the times is a challenge in itself, where adjustments must be made to the system. The adjustment of the national education system must be carried out in a planned, directed and sustainable manner while still ensuring the expansion of educational opportunities, improving the quality and relevance and efficiency of education management. To face the challenges of globalization,

regional autonomy, and demands for quality international competitiveness, the development of higher education has implemented a new paradigm. The new paradigm of higher education is packaged in the 2010-2014 Ministry of National Education Strategic Plan document. This document is a guideline and direction for national education development to be achieved in the 2010-2014 period.

The strategic objectives of higher education development formulated in the Strategic Plan of the Ministry of National Education state that quality, relevant, internationally competitive and equitable higher education services are available and affordable in all provinces, which is achieved using 6 (six) strategies, namely; (1) provision of competent lecturers; (2) improving the quality of higher education management; (3) Provision of research-based data and information with higher education quality standards and the implementation of higher education accreditation; (4) provision and improvement of facilities and infrastructure for the application of a quality and competitive higher education learning system that is evenly distributed in all provinces; (5) to increase the publication of research results and community service that are of high quality, international competitiveness, and relevant to the needs of the nation and state; and (6) providing subsidies to increase the affordability of quality tertiary education services that are evenly distributed throughout the province.

Meanwhile, the policies for improving the quality of the Education Personnel Education Institution (LPTK) were formulated in the 2010-2014 Ministry of National Education Strategic Plan, namely (1) the provision of competent LPTK lecturers; (2) tightening the requirements for establishment licensing and accreditation of LPTK; (3) controlling unlicensed and / or non-accredited LPTK; and (4) improvement of LPTK facilities and infrastructure. The policies launched through the 2010–2014 Ministry of National Education Strategic Plan document can be viewed as a description of the development of higher education mandated by Law Number 20 of 2003 concerning the National Education System. The policies described above are closely related to the obligation of every university to make a performance accountability report for government agencies (LAKIP) every year.

Various important efforts were taken by the Directorate General of Higher Education (Dikti) to support the achievement of the targets which were packaged in the 2010-2014 Ministry of National Education Strategic Plan document. One of the most important targets is that the disbursement of funds for educational development in each tertiary institution is given in the form of a block grant competition and is openly

competed through proposals supported by valid and healthy self-evaluation data. The impact of implementing the policy as described above is very clear, namely that every university, including Unesa, must have a strategic, measurable, and controllable development plan at every stage. Thus, strategic development planning can always be monitored, evaluated, and controlled for the independence of the institution and its accountability by still referring to aspects of leadership, relevance, academic atmosphere, internal management and organization (internal management and organization), program sustainability, efficiency and productivity, and access and equity or better known as LRAISE+.

Unesa has compiled a development plan for a period of ten years and was endorsed by the University Senate in 2005, under the name Strategic Plan 2005-2015 Surabaya State University. This strategic plan contains components, basic principles and development strategies of Unesa which are divided into two stages, namely the First Stage (2005-2010) and the Second Stage (2010-2015). In accordance with the 2005-2015 Strategic Plan, there are five development components, namely: (1) physical components, which are closely related to the 2005-2015 Unesa Master Plan; (2) academic component (3) organizational component and work mechanism (4) administrative and workforce management component; (5) financial management component.

The ratification of Law number 20 of 2003 concerning the National Education System and the enactment of the 2010-2014 Ministry of National Education Strategic Plan led to the 2005-2015 Unesa Renstra which had been used as a reference for Unesa residents to immediately be evaluated and adjusted. This is done because in addition to the incomplete formulation of the vision, mission and objectives, it is also caused by other factors, including; (1) implementing a new paradigm of education in the 2010-2014 Ministry of National Education Strategic Plan, (2) adjusting activity performance indicators with the 2010-2014 Ministry of National Education Strategic Plan, (3) developing activity programs managed by the Directorate General of Higher Education must be based on the 2010-2014 Ministry of National Education Strategic Plan.

The adjustment of the 2005-2015 Strategic Plan with the 2010-2014 Ministry of National Education Strategic Plan is contained in the 2011-2015 Unesa Strategic Plan. This strategic plan contains components, basic principles and strategies for developing Unesa towards higher education institutions that focus on the education sector in order to produce professional educational staff.

The 2011-2015 Unesa Strategic Plan is expected to bring together top down guidance and bottom-up innovation. Top-down guidance is positioned as an umbrella policy for units (faculties, institutions, bureaus, and other supporting units) so that units can implement themselves into annual performance programs that are closely related to their responsibilities and development innovations. Meeting top-down guidance and bottom-up innovation and efforts to narrow the gaps for inefficiencies in their implementation will make it easier for all parties to monitor, evaluate, and compile LAKIP. This monitoring and evaluation is carried out in order to create a healthy institution. This is related to the availability of accurate and easily accessible data, thus facilitating the self-evaluation process which is useful for subsequent improvement efforts.

Various efforts have been made to improve Unesa to create a healthy higher education system, in the sense that it is effective, efficient, transparent and accountable while still carrying out the mandate as a teaching university and preparation for a research-based university (research university). The mandate or soul is based on the Unesa Statute article 4, article 7, article 8, article 16, article 31, article 36, and article 40. Based on a decree

The President of the Republic of Indonesia number 93 of 1999, dated August 4, 1999, Article 2 also states that Unesa organizes educational and non-education programs which have the following duties: (1) to organize academic and/ or professional education programs in a number of science and technology disciplines, (2) to develop educational science , teacher training, as well as educating academics and professionals in the field of education.

In carrying out its duties, Unesa does not shut down if all activities, policies, and decisions enforced at Unesa are based on the results of: (a) research conducted by Unesa residents themselves and from research publications of superior quality at the national and international levels, (b) a reliable and accurate academic study, or (c) a responsible feasibility study. By continuing to carry out the mandate as a teaching university and always basing each of its activities on the results of quality research/studies/feasibility studies (research based activity). This means that the results of research/studies/feasibility studies that are of good quality can strengthen Unesa's task as an educational university.

1.2 Potentials and Problems

Changing the status of IKIP to Surabaya State University, armed with historical experience and its potential, Unesa has a number of opportunities that can be developed. If this opportunity can be realized by Unesa, it will become an identity, especially as a higher education institution or university. For example, Unibraw (Brawijaya University) seizes opportunities in agriculture as the center of attention or focus, while medicine or health sciences is Unair's (Airlangga University) mainstay. One of the opportunities for Unesa in accordance with the environment of the City of Surabaya as the center of the economy and business is the opportunity to do entrepreneurship, both educational and non-educational;

The opportunities in question are actually a logical consequence of the conversion of IKIP into a University. This change has had a structural impact on both the faculty and the department. Changes to the faculty, which originally all faculties in the IKIP environment were faculties of education. With these changes, the capable faculties can open or organize educational and non-educational programs. All faculties in Unesa have organized pure science education, namely FBS, FMIPA, FIS, FT and FIK. As a supporter of educational programs. This ability has added weight to Unesa.

More than that, the pure science majors, apart from having broader job prospects, at the same time for those who are interested also become deposits of educational personnel as Unesa's mainstay. Thus, in addition to the opportunity for Unesa to develop itself, the difficulties of its alumni, which initially only accumulated in the education sector, would be resolved.

Simultaneously the change in status at the Unesa stage also develops entrepreneurship. This program is expected to produce graduates who are able to create jobs in accordance with their respective expertise. If this program can be implemented, it will be very relevant to the autonomy system being developed. Thus Unesa graduates with applicable entrepreneurship programs will be able to be independent without to depend on the government, or other parties. The motto of entrepreneurship as a foundation for independence is in accordance with the identity of the city of Surabaya as the City of Heroes. The

citizens of Surabaya, when they had to fight against the Allies in 1945, were confident that they were able to show their independent figure without depending on other people or forces.

Another opportunity that is no less important is the unlocking of Unesa's potential to find the ideal teacher education paradigm. If currently there is a scientific view of the LPTK alumni that is considered lacking due to the burden of MKDK and PBM studies, then Unesa has a very big opportunity to find the ideal format or paradigm for education for education personnel based on basic scientific and educational competency criteria. Or a combination of expertise in disciplines and skills in learning. The first model can be proposed in the format of bachelor of science + educational expertise, while bachelor of pure science + learning skills as the second alternative.

In terms of its educational staff, Unesa has the opportunity to develop human resources in two directions at once, both towards the development of pure science and educational development.

1.3 The Foundation of the Master Plan for the Development of Unesa 2011-2035

1.3.1 Philosophical Foundation

Unesa as an educational institution that carries out the mandate of the 1945 Constitution in an effort to educate the nation's life in its activities is based on the values and spirit of Pancasila as its main philosophical foundation. The foundation of the Pancasila philosophy is then outlined in the form of main values which can be used as a reference for the entire Unesa academic community. These main values are summarized in a statement of excellence and strength. Both the implementation of educational and non-educational programs must be based on a passion for achieving excellence and resilience. In the future, these values will become the basis of the spirit for the entire Unesa academic community in carrying out their duties, both as educators, administrative staff and as academic supporting elements.

The values of excellence can be reflected in;

a) Excellence in the process of implementing education
b) Excellence in graduates
c) Excellence in service and dedication
d) Strong in the scientific field
e) Strong in the application of knowledge
f) Strong in global competition

Unesa as LPTK has a strategic role in producing quality educators (teachers). A qualified teacher is defined as a teacher who has pedagogic competence, personality competence, social competence, and professional competence. A professional teacher, mastery of his / her field of study is not isolated, but is integrated with the ability to understand students, design learning, carry out educational learning processes, and evaluate learning processes and outcomes. A professional teacher must also know who he is, his strengths, weaknesses, and the direction of his development. The world that is always changing causes dynamic demands on the skills of teachers. Therefore, teachers must be able to choose effective strategies to develop themselves continuously. Creating dynamic teachers following the times is both a task and a challenge for LPTK.

As a non-educational program management institution, Unesa is also required to be able to produce superior and resilient scientists. Unesa graduates are expected to have the skills and quality of mastery of science and technology. Unesa graduates are also expected to have toughness in the application of the knowledge they get and be tough in the rapidly growing global competition. In other words, Unesa graduates must have strong competitiveness and have superior qualities in the scientific field.

1.3.2 Legal Foundation

1. RI Presidential Decree Number 93 of 1999
2. The 1945 Constitution of the Republic of Indonesia
3. Law No. 23 of 2002 concerning Child Protection
4. Law No. 17 of 2003 concerning State Finance
5. Law No. 20 of 2003 concerning the National Education System
6. Law No. 1 of 2004 concerning State Treasury
7. Law No. 15 of 2004 concerning Audit of Management and Accountability of State Finances
8. Law No. 25 of 2004 concerning the National Development Planning System
9. Law No. 32 of 2004 concerning Regional Government
10. Law No. 14 of 2005 concerning Teachers and Lecturers
11. Law No. 17 of 2007 concerning the National Long-Term Development Plan (RPJPN) 2005-2025
12. Law No. 43 of 2007 concerning Libraries
13. Law No. 25 of 2009 concerning Public Services

14. Government Regulation No. 19 of 2005 concerning National Education Standards
15. Government Regulation no. 74 of 2008 about Guru
16. Government Regulation No. 37 of 2009 concerning Lecturers
17. Government Regulation Number 17 of 2010, concerning Management and Implementation of Education
18. *Permendiknas* Number 24 of 2007 concerning Standard of Facilities and Infrastructure;
19. Ministry of National Education Strategic Plan 2010-2014
20. Ministry of Education and Culture's Strategic Plan (*Renstra*) 2015-2019
21. *Kemenristekdikti* 2015-2019 Strategic Plan (*Renstra*)
22. STATUTA State University of Surabaya 2015

CHAPTER II
STATE UNIVERSITY OF SURABAYA PROFILE

2.1 A Brief History Of Unesa

According to the results of research on 50 Years of Unesa's journey from IKIP to University 1964-2014, Unesa's journey as a higher education institution from time to time cannot be separated from the development of Teacher Education in Surabaya for secondary schools, namely: Courses B-1 and B.2 various majors. To meet the needs of Senior High School (SMTA) teachers, the Government established 4 PTPG (Teacher Education Colleges) in Malang, Bandung, Padang and Manado. In its 4th development, PTPG was established as FKIP Airlangga University, FKIP Andalas University, FKIP Padjajaran University and FKIP Sam Ratulangi University. Courses B.1 and B.2 in Surabaya join FKIP Surabaya Malang Branch. To further intensify teacher education at the tertiary level, based on Presidential Decree no. 3 In 1963, FKIP and IPG were merged into the Teacher Training and Education Institute (IKIP). After the integration of APG, which was originally under the Minister of Primary and Secondary Education and FKIP under the Minister of PTIP, it became IKIP as the only state university specifically to produce educational personnel. In the framework of integration between FKIP and IPG (Teacher Education Institute) to become IKIP in 1963/1964 FKIP Airlangga University in Malang on May 20, 1964 its status was changed to IKIP Malang Pusat. The Malang Branch of FKIP Surabaya based on the PTIP ministerial decree became the Surabaya State IKIP.

In its development, FKIP Airlangga University Surabaya Branch began in 1964 to become FKIP Malang Surabaya Branch. Based on the PTIP Ministerial Decree No. 182 Dated 24 December 1964 on 19 December 1964 when the Surabaya Branch of IKIP Malang was declared the Parent IKIP with the leadership in the form of a Presidium under: Moch. Wiyono, Governor of East Java Province. The inauguration of the Surabaya IKIP as an independent higher education institution was carried out on December 19, 1964, at the Kayoon 72-74 building. PTIP ministerial decree No. 182 of 1964 further confirmed by the Presidential Decree No. RI No. 269 of 1965 dated 14 September 1965. In 1965 the IKIP Surabaya had 5 faculties, namely; Faculty of Education (FIP), Faculty of Teacher Training for Letters and Arts (FKKS), Faculty of

Teacher Training in Social Sciences (FKIS), Faculty of Teacher Training in Exact Sciences (FKIE), and Faculty of Teacher Training in Engineering (FKIT).

In the 1970s, state universities were grouped into Pioneer I, II, III and IV. Pioneer IV is devoted to State IKIPs. Meanwhile, there was also a polemic about the ideal teacher education. In the subsequent reforms in 1980 to provide specifications as universities that produced educational and educational personnel, the faculties in the IKIP, which originally had teacher characteristics, were changed to faculty of education including: Faculty of Education (FIP), FPBS, FPMIPA, FPIPS, FPTK, and FPOK.

In the mid-1990s, it is suspected that a decline in education in Indonesia, from basic education to higher education, especially in the IKIP environment. The low quality of primary and secondary education has spurred changes in the improvement of the LPTK. In terms of workforce, until 1996 most of the teachers were still under qualified (low qualifications), for example: out of 1,153,816 elementary school teachers, 9,00,000 (78%) had not yet qualified for D II and those who took the D II equalization program were around 200,000 people with the hope all passed, the remaining about 700,000. It is assumed that every year 50,000 elementary school teachers participate in the D II program, that number will be completed within 14 years.

Low teacher qualifications have an impact on the low quality of education. If the pure evaluation score (*NEM*) is used as an indicator of quality, then the average *NEM* until 1966 for SD was between 4.98 - 7.31, mathematics subjects had the lowest *NEM*. At the junior secondary level, the national average is <5. The announcement of the international standard test December 5, 2000 showed that the subject of mathematics, Indonesian, was ranked 34 (score 435) out of 38 participating countries. The highest ranking was achieved by Singapore (score 604), Korea (587), Taiwan (585), Hong Kong (582); and Japan (579). Malasyia is in the 16th place (516), and Thailand 17th (4670. Science test results, Indonesia (4350 in the 32nd rank of 38 participating countries. For the IPA test ranked 1-5 consecutively; Taiwan (score 569), Singapore (568), Hungary (552), Japan (550), and Korea (459), Malaysia ranked 22nd (495), Thailand ranked 24th (482) and Israel ranked 26th (468).

Likewise, the report from the *International Association for Evaluation of Education Achievement* (IEA) shows the level of critical reading ability of elementary school students in Indonesia has an average score of 26-27 from the countries surveyed. Indonesia is below the small country Trinidad / Tobago (ranked 25th). The top rank was occupied by children from Venezuela who were able to understand the form of questions

consisting of narratives, expositions, and documents. The mastery of Indonesian children with the material in question is only around 36%. For the narrative test of material mastery of junior high school students reached 53.4%, the exposition test was 49.6%, the ability to understand documents was 57.8% with an average of 51.7%. Research by the Research and Development Agency (*Balitbang*) *Depdikbud* proves that there is a correlation between the level of student achievement in a subject and the mastery of teachers in the subject concerned, for example, the level of teacher understanding in science and mathematics only reaches 45% and 57%.

The weaknesses of IKIP as LPTK are increasingly varied, among others, the needs of teachers of Aviation Vocational Schools, Shipping Vocational Schools cannot be fulfilled by IKIP. The existence of curriculum changes at the primary and secondary education levels, has also made the position of the IKIP worse, as one of the factors for the poor quality of education in Indonesia. The decline in the quality of IKIP is not only in the quantity of student input, but also the quality of student input, which is indicated in various indicators such as the good scores of the Social Sciences and Natural Sciences groups, the average entry score of prospective IKIP students is lower than that of students entering university. The low value is on a regional (East Java) and national scale.

To overcome the decline in the position and quality of IKIP and the imbalance between the number of LPTK graduates and the absorption capacity of both the government and even though the 9 year compulsory education has been implemented, the number of teacher candidates who graduated from LPTK who are not appointed as teachers from year to year is getting bigger in 1995, the Directorate General of Higher Education Ministry of Education and Culture in its Circular No. 2883 / d / T / 95 of 1995 compiled a Proposed Middle School Teacher Development Project (*PGSM*).

In the proposal, it is hoped that the LPTK will produce graduates with 3 abilities, namely; (1) vertical ability, (2) horizontal ability (teaching more than one subject), and (3) external ability, namely being able to work outside the field of education

In terms of the external ability of LPTK graduates through the PGSM project, it is recommended to expand the role (wider mandate) for IKIP which aims after being thoroughly prepared all IKIP / LPTK are converted into universities.

Responding to the circular letter of the Director General of Education and Culture Number 2883 / d / T / 95 of 1995 above IKIP Surabaya compiled a Strategic Plan (*Renstra*) for the development and projected IKIP Surabaya in 1998-2008 with the hope that IKIP Surabaya could face challenges and take advantage of opportunities with all its

limitations effectively in the future.

The IKIP Surabaya Strategic Plan has principles, namely (1) sustainable quality development; (2) relevance to the dynamics of community life at the regional, national and international levels; (3) fairness / equity in terms of developing both qualitative and quantitative study programs in accordance with the capacity of the IKIP Surabaya; and (4) efficient and effective management of existing human resources and funds. In order for the development of IKIP Surabaya 1998-2008 to be achieved, signs are needed to guide the development of the vision, mission and function of the Surabaya IKIP as LPTK.

It is stated that the vision of IKIP Surabaya (in 2008) is a higher education institution whose development is based on research, has a national perspective based on Pancasila, plays an active role in improving the quality of human resources and developing science, technology and art to improve human welfare.

The mission of IKIP Surabaya in achieving the vision (1) developing the quality of human resources based on the nation's culture in anticipating community needs and development through education; (2) prepare and improve the quality of human resources who master science and technology who are ready to train and ready to work in both the educational and non-educational fields. The workforce produced is related to and commensurate with the demands of the world of work by taking into account the type and number of workers needed and has high competitiveness, so that graduates can be absorbed into the labor market and are able to create a job market; (3) carry out activities for the success of the compulsory basic education program in underdeveloped areas; and (4) to expand the mandate to develop educational programs and non-education programs in accordance with the needs of the community and national development. In the IKIP function, it is stated that they are assigned to; (1) preparing professional educational and non-educational staff with various specializations, (2) preparing scholars capable of developing scientific technology and arts capable of supporting national development, (3) developing technological and artistic sciences that can improve human welfare.

Based on the vision and mission and functions above, graduates of IKIP Surabaya are expected to be able to (1) master the science of education in their field of study, develop and apply it in life according to the needs of society and development; (2) realizing superior entrepreneurial and independent attitudes so that graduates can compete in the free market; (3) provide valuable contributions to development both in the educational and non-educational fields; (4) develop themselves and adapt to various

changes that occur and are able to solve various problems both in the educational and non-educational fields; and (5) developing science and technology.

To improve the quality of IKIP as LPTK through a curriculum in accordance with the demands of employment by providing an expansion of the mandate to organize higher education and non-educational or pure science, it is deemed necessary to transform IKIP into a university. Government based on Presidential Decree (KEPPRES) No. 93 of 1999 changed the IKIP Surabaya into the State University of Surabaya (Unesa) together with the IKIP-IKIP; Yogjakarta, Malang, Ujung Pandang, Jakarta, Medan, Padang, and IKIP Manado, to improve the quality, relevance, efficiency, equity, and accountability of higher education.

With an expanded mandate, UNESA in addition to organizing academic and / or professional education programs in a number of certain technological and / or artistic disciplines as well as developing teacher science education, as well as educating academic and professional staff in the field of education. The result is that 3 years after IKIP Surabaya has become Unesa, the increase is expected to appear good in the number of incoming interest, the quality of the value and the average value has increased significantly. The increase includes the number of educative staff, educational staff, supporting infrastructure, academic activities both within the facult, staff and students.

2.2 Unesa Basic Values

Unesa has basic values that are used by every academic community in their behavior, namely:

1. Loving the truth,
2. Fight for justice,
3. Respect diversity,
4. Upholding honesty,
5. Prioritizing hard work,
6. Loves openness,
7. Upholding the nobility of human dignity.

2.3 Unesa Vision and Missions

The vision of the State University of Surabaya (Unesa) is formulated based on juridical, historical, and current conditions. The juridical aspect referred to refers to the Presidential Decree of the Republic of Indonesia (*Keppres*) Number 93/1999 concerning the Change of IKIP to University, namely organizing educational programs (Excellent

in Education) and scientific (Strong in Knowledge). Scientific study program according to the discipline developed at Unesa. From a historical aspect, Unesa is committed to maintaining its identity as an Educational Personnel Education Institute (LPTK). The current condition of the resources they have is quantitative and qualitative, as well as external conditions and support.

The vision of Unesa in more detail is formulated on the following.

1. Commitment to faithfully maintaining Unesa as a LPTK (historical aspect).
2. Commitment to realizing the government's vision and programs in the field of higher education, namely improving the quality, relevance and competitiveness, expanding access, improving the quality of the LPTK, and improving governance (historical aspect).
3. Commitment to carrying out the mission of expanding the mandate by opening the program science simultaneously with the educational program (juridical aspect).
4. The commitment of Unesa residents to realize Unesa as a higher education institution with academic quality, dignity, and academic morality.
5. Lecturers and education personnel in terms of quantity and quality that can support the direction of excellence in the field of education and strength in the scientific fields: science, technology, arts, and sports (scientific).
6. Facilities that can support the direction of excellence in education and solidity in the scientific field.
7. Support from the government and stakeholders is a driving force for Unesa to continue to be better and better in the field of education.

As a manifestation of this commitment, the formulation of Unesa's vision integrates the message of expanding the mandate imposed by the government on Unesa (juridical aspect), through the management of two groups of educational study programs and scientific study programs. The two study program groups are expected to collaborate to strengthen each other's existence. The scientific study program is expected to play a role in strengthening the basis of science development so that it can become a pillar in maintaining the excellence of the educational program which has been the core business of Unesa. The scientific program is expected to give color to **"what will be taught."** On the other hand, the existing educational study programs focused on pedagogy and learning methods and more specifically on **"how to teach them."**

Unesa's excellence in education was formed and gained through the long history of Unesa's development, starting from the forerunner of the Surabaya IKIP (Unesa), namely the B-I and B-II programs in 1950 until now the State University of Surabaya. Unesa remains committed to being an Educational Personnel Education Institute (LPTK). Strength in science as a consequence of expanding the mandate of the government is pursued through further studies of lecturers with educational backgrounds (S1) into the educational path, continued Masters and Doctoral degrees in scientific fields.

The basic visualization for the preparation of the Unesa Vision as described is shown in Figure 2.1 below.

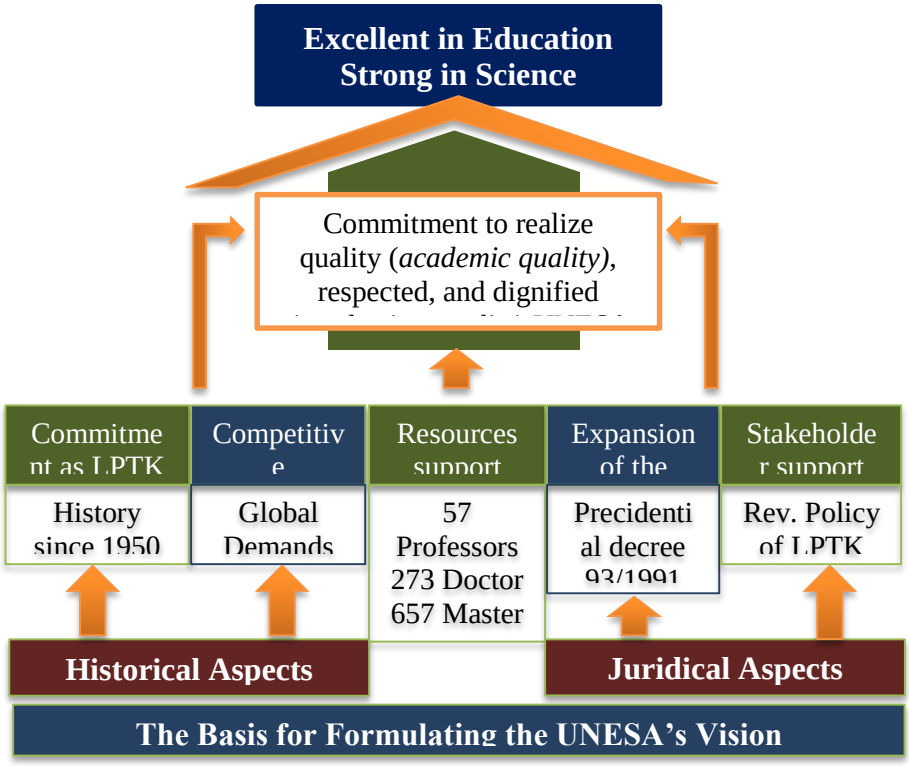


Figure 2.1 The Basis for Formulationg the UNESA's Vision

According to UNESA's history as IKIP which has a single mandate and as a university with an expanded mandate and all existing conditions, UNESA's vision is arranged as an ideal condition that is aspired and wanted in the future. Then, determine the mission that must be carried out, formulate goals, and formulate strategies to achieve them by managing strengths to overcome weaknesses as well as taking the opportunities to be able to face challenges from outside UNESA.

The vision of "Excellent in Education, Strong in Science", confirms the

strong determination of all UNESA citizens to make UNESA a higher education institution in academic quality, dignity, and comparative academic morality better at the national and international level in the education field so it can be a reference in educational development.

Vision is an image of the future aspired (idealism). According to Nicols (2013) in the book Creating Your Business Vission, "Vision is the guiding motivation for all great human efforts. A step-by-step process for leading your team through vision development". The UNESA's vision formulation is always maintained so that it remains as an ideal (Utopia), which becomes the stimulus for the achievement of quality stages step by step. Excellence standards and robustness desired at each stage are graded, gradually getting higher in quality and quantity, but not always linear. The standard quality that must be achieved at each stage must always be adjusted according to the development trend and needs. ate University of Surabaya (UNESA) vision which has been ratified by the University Senate and legalized by the Rector through Decree Number 166 / H38 / HK01.23 / KL / 2009 at August 21st, 2009, and involved in the Strategic Plan Text (Renstra) of the State University of Surabaya 2016-2020 and UNESA Statute 2016. The scope of UNESA's vision, excellence, and strength is shown in Figure 2.2 below.

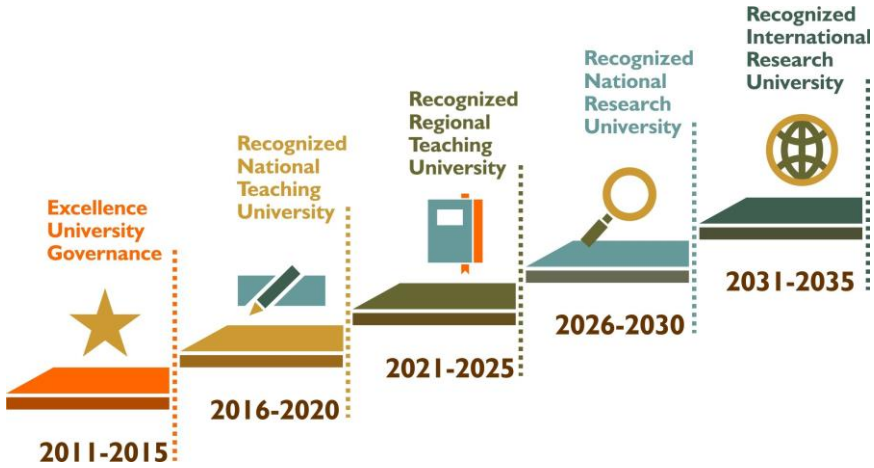


Figure 2.2 UNESA's scope of vision, excellence, and strength.

The vision formulation above implies that UNESA must prioritize superior education, quality, character, giving color to all the empowerment processes of college students. Also, UNESA should implements strong scientific programs with a firm commitment to implement scientific principles to develop knowledge, so that it can contribute to strengthening the scientific base. Educational and

scientific programs with their unique roles are designed to synergize and contribute to mutually reinforcing roles.

1. UNESA's missions as stated in the 2016 of UNESA Statute as follows.
2. Organizing student-centered education and learning using an effective learning approach, and optimize the use of technology.
3. Carrying out beneficial research in education, natural sciences, socio-cultural sciences, arts, and/or sports, and technology development for the development of science and social welfare.
4. Disseminating science, technology, cultural arts, and sports, as well as research results through community services that are oriented towards community empowerment and culture.
5. Realizing UNESA as an education center, especially primary and secondary education as well as a scientific center based on the true values of national culture.
6. Organizing autonomous, accountable, and transparent university meetings for quality assurance and continuous quality improvement.

2.4 UNESA's Objectives

According to the stated missions, the formulation of UNESA objectives according to the 2016 Statute as follows.

1. To produce intelligent, religious, have great character, are independent, professional, and have excellence graduates.
2. To produce scientific works and creative works in education fields and science that are superior and serve as references in the application of education, science, technology, socio-cultural sciences, arts, and/or sports.
3. To produce community service work through the application of education, science, technology, socio-cultural science, art, and/or sports to create an independent, productive, and prosperous society;
4. The realization of UNESA as a center of education, especially primary and secondary education as well as a scientific center based on the true values of national culture.
5. Producing an effective, efficient institutional performance by creating a humanist academic climate, transparent, accountable, responsive, and just institutional management to ensure the quality of the implementation of the

Tri Dharma Perguruan Tinggi in a sustainable manner.

CHAPTER III
THE CHALLENGES OF EDUCATION IN XXI CENTURY

3.1 Characteristics, Complexity, and Challenges of The XII Century

According to the XXI Century National Education Paradigm document issued by the National Education Standards Agency (BSNP), it is explained that one of the most prominent features of the XXI century is the increasingly interconnected world of science, so that the synergy between them becomes faster. In the context of the use of information and communication technology in the education field, it has been proven that the "space and time" factor which has been the determining aspect of speed and success mastery of science by mankind is narrower. As summarized, characteristics of XXI century are:

1. Attention to environmental problems, along with their implications, especially for: global warming. energy, food, health, built environment, mitigation increased.
2. The world of life will be increasingly connected by information technology, along with its implications, especially for: defense and defense systems, education, industry, communication.
3. Science will be increasingly converging, with the implications, especially for: research, philosophy of science, educational paradigm, curriculum.
4. The revival of the economic center in East and Southeast Asia, and the implications for: political and economic strategy, industry, defense.
5. The change from an economy based on natural resources and human beings to an economy based on knowledge, following the implications for: the quality of human resources, education, employment.
6. Attention to the creative and cultural industries, along with the implications, especially for: the wealth and diversity of cultures, creative education, entrepreneurship, technopreneurship, production houses increased.
7. Culture will have a mutual impact on technoscience and its implications, especially for: character, personality, etiquette, ethics, law, criminology, and the media. Impact on industrial development and economic development in a broad sense.

8. The University's paradigm shift, from "Ivory Tower" to "Engine for the Economy". There is an increasing trend of investment being made from the public sector to higher education for basic and applied science research as well as technological/ design innovations that have an impact on industrial development and economic development in a broad sense.

Meanwhile, the various problems faced by humans in the twentieth century are increasingly complex, interconnected, rapidly changing, and full of paradoxes. In general, futurists community the fast-moving world population growth as a trigger. If in 2010 the world's population was 6.9 billion, then in 2050 by the United Nations Population Division it is estimated will reach 9.2 billion people, it means that within forty years there will be an increase of 2.5 billion people. This growth impact for human life is tremendous; ranging from issues of survival, food, health, welfare, security, and education.

Indonesia's population of 234.2 million is 3.38% of the inhabitants of this planet, experiencing a growth of around 1.14% per year. This problem becomes complex if it is related to the real conditions in the life of the community, nation and state, because it involves the systems and values that apply between nations, ethnic groups, and individuals. This demand implies that the natural carrying capacity will not be sufficient over time, even though mineral resources do not increase, while biological and vegetable resources can be empowered but still 'disturb' the ecosystem balancing. Therefore, environmental issues in the twentieth century civilization are made as a topic to change the old paradigm which places too much emphasis on science for science, art for art, towards a new paradigm that emphasizes the meaning and value of sustainable development.

Related to the characteristics and complexity of the problems in the XXI century, various challenges arise in the XXI century that require a change in mindset, a new performance ethos that prioritizes innovation, and various challenges on how to create various centers of excellence. On the other hand, science and technology are intertwined with developing educational ecology and awareness of communication, state, and nation. Although the natural borders of the traditional state still prevail, unconsciously new barriers emerge in the form of technological and scientific edges. It cannot be denied that the isolation creates a sense of awakening and pride, because of the inherent identity of being a knowledgeable servant.

In line with this situation, almost all nations are closer to the global market leaders now, which are marked by the attributes of mastery of technology and innovation. Those who cannot reach it must be willing to slide to the edges and fall behind. Along with the renewal of national life with the economy and social awareness, we build human beings who are creative, independent, and critical without leaving the responsibility to defend others to enjoy the opportunities of this century. In this connection, we are challenged to create an educational system that can contribute to the production of thinker resources capable who build a knowledge-conscious social and economic order like the citizens of the XXI century. They must be trained to use the power of argument and reason, instead conventional physical strength. Of course, in looking ahead and designing the steps, we should not turn away from the facts in real life.

3.2 Education Paradigm of XXI Century National

Education in Indonesia has more emphasized the intellectual aspect so far, with less attention to the aspect of morality. It deals more with fulfilling market and industrial interests, rather than character development and wisdom. More preoccupied with fundraising rather than developing authentic knowledge. Even though Washburn (2005) has warned that "The greatest threat to the future of higher education is the intrusion of a market ideology into the heart of academic life." In the pedagogic context, it is no less important to disclose the democratic atmosphere that must be created so that every learner has the courage to convey ideas, if necessary, to debate politely (BSNP, 2010: 37).

Meanwhile, the XXI century National Education aims to realize the national ideals, namely a wealthy and happy Indonesian, with an honorable and equal position with other nations in the global world, through the formation of a society consisting of quality human resources, such as individuals who are independent, willing, and capable of realizing the aspirations of their nation.

For realizing education with a global perspective, the paradigm of national education cannot be separated from the personality of the Indonesian nation and the ideals of the nation as stated in the Preamble to the 1945 Constitution.

3.3 Higher Education Paradigm in Indonesia

In the XXI century, there are many major specificities. First, the realization of a global community that becomes an agreement between nations, namely the opening of wider mobility between one country and another in various matters. Second, this century will be more controlled by the development of science and technology which is increasingly sophisticated and combined with social sciences and humanities. Every nation must not only comprehend the development of science and technology to be able to compete in this global society but also have sufficient mastery over social sciences and humanities and their development. In this century, various knowledge can work together instead of work alone. Not only within scientific groups, technology, or social sciences and humanities but also in many cases between several groups.

In this relationship, the Ministry of Research, Technology, and Higher Education to encourage higher education to enroll the competition in the global world, requires higher education to implement a culture of quality sustainably so that it transcends the National Higher Education Standards in purpose to produce competitive graduates. One of the strategies to cultivate quality in higher education is the implementation of the Internal Quality Assurance System (SPMI).

In addition, higher education should develop politeness, creativity, comprehensive student activities, entrepreneurial activities including curriculum development and learning outcomes through general education that produce graduates with academic and generic competencies, which are tailored to the needs of the work field. Competitive graduates are graduates who academically competent and have social awareness, high nationalism, orientated towards international competition standards so that they are ready to defend the country through a global profession.

In accordance, there are several challenges for higher education that need to be observed and addressed by each university appropriately and intelligently, and quickly, namely:

1. The level of competition is getting higher, both between tertiary institutions (organizing higher education) in the country (local, regional, national) and abroad.
2. The escalation of science, communication, and information technology development is very fast and varied, both in-depth and breadth.

3. The strengthening of the knowledge-based society.
4. Public and government oversight increased.
5. The increasing demand for quality educational outcomes (educational output as well as educational outcomes).
6. The demands for competence and progress of higher education graduates (educational outcomes) that are relevant increased.
7. The demand for quality higher education delivery processes with certain standards increased.

3.4 UNESA's Long-Term Development Context

Regarding the various challenges stated, it is impossible to respond to the issues by relying on the old mindset. UNESA should have policies and strategic goals that emphasize new patterns in the context of UNESA development towards the 2035 vision. The use of science and technology in UNESA development is inevitable.

In a macro context, the challenges faced by higher education clearly require an institutional response in the higher education strategies and policies to enable organizations to act quickly and appropriately in facing the waves of change in order to remain able to carry out their role as educational institutions in developing people, society, and the nation. The response taken by tertiary institutions must be strategic comprehensive from organizational aspects, management in all aspects as well as aspects of educational leadership to enable the development of a strong-effective and competitive life force in the environmental context, both global, national, regional, and local environments that show development into a knowledge-based society.

CHAPTER IV
UNESA BASELINE, INTERNAL AND EXTERNAL ANALYSIS

4.1 Baseline 2010

A. Institutional

Since IKIP Surabaya changed to State University of Surabaya (UNESA) based on Presidential Decree No.93/1999 dated August 4, 1999, UNESA has six faculties, namely (1)Faculty of Education (FIP), (2)Faculty of Languages and Arts (FBS), (3)Faculty of Mathematics and Natural Sciences (FMIPA), (4)Faculty of Social Sciences (FIS), (5)Faculty of Engineering (FT), and (6)Faculty of Sports Science (FIK). Based on the Rector's Decree number 050/J37/HK.01.23/PP.03.02/2006 dated March 6, 2006, the Department of Economics Education which was originally part of the FIS officially changed to the Faculty of Economics (FE) and became the seventh faculty in UNESA that was inaugurated on May 1, 2006.

Program development occurred in FIP and FIS. Before 2005, FIP only managed 2 departments, in 2006 regarding the labor market needs, FIP developed the Counseling Guidance study program to become the Department of Educational Psychology and Guidance. Being in 2008 with the enactment of the National Education Act that requires teachers to be highly qualified at least bachelor degree, then the FIP developed a vocational study program of primary school teacher education to be primary school teacher education Department, which temporarily managed undergraduate study program of primary school teacher education and the future will be developed another study programs following labor market needs. So that starting in 2008, FIP managed 4 Departments.

FIS has developed quite significantly. In 2006 it was divided into two faculties, namely FIS and FE. By that year, FIS managed three departments, while FE only managed one department. FE developed Management into a department in 2008, and developed the Accounting vocational study program to become the Accounting Department which consisted of Accounting vocational and Accounting undergraduate study programs in 2009. For the undergraduate of Accounting study program, it just accepted new college students in the 2009/2010 class, thus since 2009 FE has covered three departments.

Until 2009, Unesa had 7 Faculties and one Postgraduate Program that managed 26 Departments and consisted of 66 Study Programs. Until now, Unesa has never closed its Department. With the development of departments as mentioned above, the growth of departments in Unesa is only 3% on average. However, in the future, potential study programs will be developed into departments, and departments into faculties, in accordance with the needs of the community.

By this time there are 30 departments covering 68 study programs, with details: 1) Diploma consists of 14 Study Programs, 2) Undergraduate (S-1) consists of 46 Study Programs, 3) Master (S-2) consists of 10 Study Program, 4) Doctoral (S-3) consists of 3 Study Programs. These study programs function as the centers of study to maintain, explore, and develop science and technology. In order to meet quality standards as demanded by stakeholders and the job market, some of these study programs have carried out an accreditation process.

The study programs at Unesa have been accredited by BAN as much as 79%, with details 19% received categories A, B 48%, and C 32%, and those that have not been accredited 35.71%, which means that some study programs have just opened and other study programs are currently in progress of accreditation.

The accreditation increased status needs to be done in order to obtain institutional accreditation of A. Most of the study programs that have not been accredited are newly opened. These study programs need to be encouraged to carry out accreditation as soon as possible. There is still a study program that has not been accredited is one of the weaknesses when Unesa will compete with other universities, so it is necessary to work hard to realize the accreditation immediately. On the other hand, Unesa has an advantage, in 2010 at the Faculty of Mathematics and Natural Sciences, four of its study programs had implemented international class programs, while in the Postgraduate Program there were three study programs in 2010 which implemented international classes. The development of study programs in the future will continue to be carried out following the needs of the job market, however, there will also be closings of study programs that are no longer potential because graduates do not meet the qualifications following the Law on National Education System unless culture-based study programs will develop continuously.

The change in Unesa's financial management pattern to the PK-BLU

(financial management of public service agencies) had a positive impact in the administration and finance fields. With PK-BLU, the principles of transparency and accountability are more measured, audit of commitment and quality management is getting stronger so that later it will get a better assessment, at least "reasonable with exceptions" or "unqualified."

The assessment of financial management by the external audit is expected to increase public confidence in Unesa. To realize financial transparency and accountability, starting in 2011, Unesa has implemented an online network management system, called Simkanesa, designed from budgeting planning, disbursement, accounting systems, to reporting.

In 2011, through PHKI and IMHERE, Unesa has developed guidelines for HR management systems, with the development of its Personnel Information System (SIMPEG) which is used to manage lecturers and education personnel, as well as maps of potential, workload, DUK sequence, rank, class, lecturer retirement data, and other important data.

Business development to improve Unesa's sustainability has been carried out by building business units (1) Foodcourt Baseball; (2) shopping complexes; (3) Unesa Mineral Water; (4) Publishing and printing; (5) Swimming pool; (6) Sports Center; (7) Leasing buildings; (8) Bus rental; (9) Language Center; (10) Polyclinic. However, until 2011 these various business activities had not been managed into one Business Unit, so their performance was still partial.

Starting in 2011, Unesa won the trust of the Ministry of Education and Culture in collaboration with the provinces of East Nusa Tenggara and Papua Province to organize the Teacher Education Program in the 3T Region, the Integrated Teacher Education Program (PPGT), and the Additional Authority Program. This strategic program is expected to be able to build a positive image of Unesa's real role in contributing to the development of education for Eastern Indonesia.

In addition, Unesa has initiated a series of collaborations with various institutions abroad, including collaboration with Utrecht University in the Netherlands in the IPOME master program. Also with the Curtin University of Technology Australia in the double degree program of Masters in Mathematics and Science Education. Unesa has been actively developing international cooperation with several international organizations including World Bank with the WAPIK

program (Good Education Application Forum), USAID Prioritas with programs to improve education in general and the quality of teachers, both teachers and lecturers, and the Islamic Development Bank (IDB) with a 7in1 program that focuses on building Unesa's infrastructure, facilities, and infrastructure, also the curriculum.

Several collaborative activities have been taken include exchanging lecturers and students so far. Such as Tianjin University in China, Nagoya University, Aichi University of Education in Japan. This includes the optimization of the follow-up to the MoU that has been signed with various other institutions at home and abroad.

B. College Students and Alumni

The number of Unesa students in 2010-2011 was 24,986 students and with an average growth of 7% or around 1400 students. This is still under the target contained in the strategic plan, where the number of Unesa students in 2015 is expected to reach 30,000 students. This means that the annual growth of Unesa students is expected to be at least 1500 people. To achieve this target, it is planned to open new study programs or expand the capacity of old study programs. This implies an adequate number of resources, support for adequate educational facilities and infrastructure, quality and qualified lecturers.

Until 2009, foreign college students at Unesa only 0.1% or 25 students. Meanwhile, in terms of the proportion of the master number and doctoral students to vocational and undergraduate students in Unesa only reached 5.5%. The number of magister and doctoral students has only reached 1,189 people, while the undergraduate and vocational students have reached 21,692 people. So it still needs efforts to increase the number of graduate program students, to achieve a more ideal comparison.

The current admission system for Unesa students is through several programs, namely the PMDK Achievement program, SNMPTN, SPMB, and Mandiri Partnership, as well as the International class. For the PMDK pathway, the average percentage ratio of students who were accepted to registrants was 18.46%, SNMPTN 42.90%, and SPMB 38.64%. Imaging as an effort to expand access to

prospective students has been carried out through the distribution of leaflets and roadshows since 2001. This image has had a positive impact. Data shows that enthusiasts who register to Unesa have increased from year to year. The level of competition for enthusiasts is quite good, namely 13% -30% or 1: 8 to 1: 2, with an average of 1: 5. Generally, Unesa students come from East Java (96.97%). The rest came from Central Java (0.44%), West Java (0.11%), DKI Jakarta (0.15%), and outside Java (2.33%). This trend is visible in almost all study programs at Unesa. In addition, since 2006 there are a small number of students who come from abroad (between 10 to 15 people each year) through the Darmasiswa program. To expand access, image the community, and improve the quality so that the area of Unesa users becomes wider, socialization is carried out continuously, both for local, national, and international areas. In accordance, the quality of education services has also been improved.

Until the 2009/2010 academic year, Unesa alumni calculated around 69,000 people. In the last five years, Unesa graduated an average of 1,883 people per year. In general, the GPA of Unesa graduates from all study programs in the last five years shows an increasing trend, and the average GPA of graduates in the last year is 3.01. This trend is influenced by the quality of inputs and teaching and learning activities. In the odd semester graduation 2008/2009, graduates with a GPA of> 3.00 (according to the needs of the job market) reached 65%, so they are categorized as sufficient.

Based on the 2006 tracer study, the average waiting period for Unesa bachelor graduates was 11 months, while the tracer study in 2007 showed a positive trend with a waiting period of 8.9 months. When compared with the BAN-PT standard (waiting period <3 months), the average waiting period for Unesa bachelor graduates is in the high category. This shows that Unesa graduates are generally less competitive. To increase the competitiveness of graduates, it is necessary to develop a realistic-futuristic curriculum that refers to the needs of the job market, for example, a soft skills-oriented curriculum (discipline, working hard, being able to work together, having communication skills).

Unesa student scholarship recipients only reached 12.37% of the total existing students. Scholarships available at Unesa come from government, private, and

foreign institutions. The scholarships are in the form of achievement scholarships and educational assistance for members of the community who are not economically disadvantaged. For 2010 the State University of Surabaya received scholarships from several sources/funders, namely; The sources of scholarships at Unesa in 2009/2010 are as follows; (1) Improved Academic Performance, (2) Student Study Aid, (3) Entrance Examination Assistance, (4) Salt Warehouse, (5) Disaster Victim Management, (6) Super Semar, (7) Salim Foundation, (8) Bank Indonesia, (9) Japan Foundation, (10) CCJ, (11) Bank Rakyat Indonesia, (12) TPSDP, and (13) PT. TELKOM, (14) Baziskartel, (15) Unggulan Aktivis, (16) Container, (17) PPE.

The development of interest and talent field provides extracurricular services covering sports, arts, and special interests, both routine and incidental. In this field, there are many activity agendas in the form of exhibitions, festivals, competitions, competitions, and championships which have been routinely participated in by the Unesa academic community. The student affairs sector has recorded quite a competitive and prestigious footprint, both in the academic and reasoning fields as well as in the field of talents. Dozens of medals at the national and international levels have been presented by students from various departments or study programs in the last four years. These achievements include an English debate competition, electric car, theatre, Indonesian Smart Robot Contest (KCRI), scientific writing, art, design, MTQ, scouts, nature lovers, and so on. Through this activity, Unesa received many awards that are useful for imaging to the public, and Unesa in the national level championships in 2009 can get 49 medals, gold, silver, and bronze. Meanwhile, at the international level, only 10 medals could be donated.

C. Educators and Education Staff

By this time, there are 17, 8% (156 people) of undergraduate lecturers, 67.8% of master (593 people), and 14.4% (126 people) doctoral lecturers. If confirmed by the BAN-PT Standard, the percentage of lecturers who are master is included in the "sufficient" standard (the percentage of S-2 lecturers is 60-70%). Therefore, it needs to be improved to reach the standard of "good" (ie between 71-80% of lecturers have a minimum degree of master's education), or even "very good" (more than 80% of the lecturers have at least a master's degree). In 2010, the

total number of Unesa lecturers who were currently studying master degree was 89 people. Meanwhile, in terms of lecturers who already have professional certification, until 2010 there were only 328 lecturers, both in magister and doctoral qualifications.

The condition of doctoral lecturers at Unesa according to BAN-PT standards is considered "lacking" because the percentage of lecturers is under15%. The proportion of Unesa's doctoral lecturers only reached 14.40%. Therefore, it needs to be improved to at least reach a good standard (more than 25-35% have a doctoral education). In October 2010, the total number of Unesa lecturers who were currently studying doctoral degree was 125 people.

The plan for adding/reducing lecturers in 5 years, refers to the needs and prioritized for new study programs, and considers the ratio of student lecturers. The addition of lecturers is highly necessary because student's interest in entering Unesa increased, and Unesa has programs that are also increasing, such as teacher professional education, equivalency programs, and in-service teacher certification programs through education.

The number of professors at Unesa currently is 43 people (5%). According to the BAN-PT Standard, this number falls into the “insufficient” standard (<10% of permanent lecturers). Meanwhile, the number of doctors at Unesa currently is 126 people, 43 of them are professors, and the rest (21 people) are doctors who are not professors. The number of professors increasing is quite rapid, with an average growth of 10% with the number up to 2010 as many as 43 people. This number is still very small, so it needs motivation and acceleration programs to add professors. The PLS study program has the most professors, namely 3 people, Indonesian Language Education and Electrical Engineering, the number of professors is four for each study program. Other study programs have 1-3 professors, but there are still study programs that do not have professors. There is a reduction in the number of professors, this is due to retirement. In detail, the development of educational programs at Unesa can be seen in the following table.

Total Indicators	2006	2007	2008	2009	2012	Growth Rate (%)
Total of Faculties	7	8	8	8	7	4

Total Indicators	2006	2007	2008	2009	2012	Growth Rate (%)
Total of Departments	24	24	25	26	26	3
Total of Study Programs	56	59	65	68	71	7
Total of College Students	15.646	18.267	20.066	22.821	24.986	7
Total of Lecturers	880	853	841	880	875	1
Total of Master Lecturers	491	493	505	564	593	5
Total of Doctoral Lecturers	79	75	81	109	126	11
Total of Professors	27	28	37	44	43	11

The academic atmosphere for lecturers is developed with various programs, including the Teaching Grant. As a companion to the Teaching Grant, the writing of textbooks for lecturers was also launched in 2011. To motivate lecturers regarding their duties in education and learning, lecture kits will be distributed starting in 2011 annually.

The academic atmosphere development for lecturers is also realized through (1) assistance for attending seminars abroad and domestically; (2) assistance for writing articles in mass media/journals; (3) facilitation assistance for courses, seminars, and training; (4) development of print journals and online journals; (5) encouraging lecturers to write in international journals that are indexed at least in Scopus; (6) fostering a climate of scientific meetings; (7) improvement of the Academic System (Siakad); (8) application of an online system for student registration and learning.

In 2010, Unesa had 538 academic support staff or educational staff (administrative staff, technicians, laboratory assistants, and librarians) with a ratio of academic support staff to Unesa students of 1: 46. Based on this ratio, there should be no service problems in supporting academic activities for Unesa active-student. Especially with the development and application of information and electronic communication technology (ICT) in the Unesa environment, such as online re-registration for new and old students. For this reason, ICT skills training is needed for academic support staff in completing tasks as their respective responsibilities for student and stakeholder services. ICT is a necessity to help organizations continue to exist and adapt to change, which will be able to provide

the best service for students and/or stakeholders.

Level of Education	Academic Support Staff	
	Total	Percentage
Primary School (SD)	24	4.46%
Junior High School (SMP)	29	5.39%
Senior High School (SMA)	205	38.10%
Diploma	31	5.76%
Bachelor (S1)	185	34.39%
Master (S2)	64	11.90%
Doctorate (S3)	0	0.00%
Total	**538**	**100%**

The table above illustrates that 47% of academic support staff at Unesa have educated under a Diploma, whereas the demands for competence in modern management require qualification of support staff with a minimum educational level of Diploma. In the long term, Unesa needs a program to improve the quality of academic support staff to make it more proportional.

D. Research and Community Service

The percentage of lecturers who were involved in research from 2006-2010 showed an increasing trend, but less significant (on average 1.47%). These small increase reasons are the limited research budget, especially the budget from Unesa (DIPA), and the lack of lecturers competitiveness in gaining research funds from outside institutions (DP2M Dikti, Ristek, and others). The research performance of Unesa lecturers from 2006-2010 can be seen in the following table:

Year	2006	2007	2008	2009	2010
Involved lecturer	372	701	477	511	522
The total number of lecturer	880	853	841	880	875
The percentage of involved lecturer	42,27%	82,18%	56,72%	58,07%	59,66%

Some of the activities that have been and will be carried out to achieve these missions and policies include (1) Training on educational research methodologies for young lecturers, both for PTK (Classroom Action Research), Competition Grants, and various other types of research funded by DIPA, DP2M Dikti, Menristek, and others; (2) training and guidance for the preparation of research proposals; (3) assistance in writing articles and publication of research results; and (4) the establishment of a study center and an umbrella for basic education research.

The percentage of lecturers' involvement in PKM from year to year fluctuates. However, the involvement of lecturers in PKM activities tends to be stable at around 18%, which is low. The reasons for the low involvement of lecturers are the limited budget for community service, especially the budget from Unesa (DIPA), and the lack of lecturers competitiveness in grabbing community service funds from outside institutions (DP2M Dikti and others). Some of the programs carried out by Unesa in the PKM field are the application of the results of non-educational science research; technology development according to community needs; raising/initiating cooperation with other institutions to improve academic quality; Development of TTG according to community needs; and socializing Unesa's potential to partners. The performance of lecturers in community service can be seen in the following table:

Year	2006	2007	2008	2009	2010
Involved lecturer	159	180	195	164	158
The total number of lecturer	880	853	841	880	875
The percentage of involved lecturer	18,07%	21,10%	23,19%	18,64%	18,06%

Important step restructuring of the institution was created. Traces of research and community service activities for lecturers and students are recorded in the internal data system of LPPM Unesa. Currently, the research performance ratings and community services (LPPM Unesa) are still in the category of Associate and yet at the level of Utama even Mandiri.

E. Infrastructure

Unesa has six campus locations, namely Ketintang Campus, Darmahusada Campus, Teratai Campus, Gedangan Campus, Kawung Campus, and Lidah Wetan Campus. In addition, Unesa owns land in other areas, namely the Manyar Mukti area. The total land area of Unesa is ± 102 ha.

On the Ketintang Campus (land area [± 230,980 m2]) there are Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences, Faculty of Engineering, Faculty of Economics, Rector, Academic Administration Bureau of Student Affairs Planning and Information Systems (BAAKPSI), Bureau of General Administration and Finance (BAU & K), Postgraduate, Research Institutions (Lemlit), Community Service Institute (LPM), Technical Implementation Unit (UPT), Education founding and

Development Center (P4), UPT of Central Library, UPT of Polyclinic, UPT of Public Relations, UPT of General Subjects, UPT of Language Center, Elementary School and Junior High School Unipress Unesa Laboratory, mosque, Student Center building, and several student activity units, UPT of PSMS. On the Dharmahusada Campus (land area [± 6,436 m2]) there is an Elementary School Teacher Education. On the Teratai Campus, there are Pre-Elementary School Teacher Education and Student Dormitories. On the Gedangan Campus (land area [± 17,415 m2]) there is a Special-School Teacher Education. On the Kawung Campus (land area [± 5,313 m2]) there are SMP and SMK. On the Lidah Wetan Campus (land area [± 759,333 m2]) there are Faculty of Languages and Arts, Faculty of Education, Faculty of Sport Science, and student dormitories.

Overall, the space area for academic activities is 103,225 m2. The total area ratio of the room to the number of students (in 2009 22,281 people) was 4.5: 1 (4.5 m2 for one student). The space area needs to be developed because the area of land that has not been utilized is still quite large (the new building area is ± 10% of the land area).

Fakulty/ Work Unit	Area (m^2)							Administrative/ Academic Ration	Area m^2/ Students
	Classroom	Laboratory	Library	Lecturer Room	Admin Room	Another Room	Total		
FIP	5.103	1.925	436	715	759	12.915	21.889	0.10	7.76
FBS	2.449	2.979	369	741	543	8.182	15.263	0.03	4.75
FMIPA	1.552	2.936	418	569	132	4.789	10.396	0.11	3.92
FIS	2.256	202	116	255	265	1.572	4.666	0.05	3.45
FT	1.584	3.227	104	390	221	4.506	10.032	0.19	4.38
FIK	1.881	1.221	300	462	567	8.376	12.807	0.04	6.00
FE	1.544	294	84	75	71	924	2.992	0.11	1.13
Post-graduate	1.131	-	112	111	119	1.405	2.878	0.11	4.75
Library Center	-	-	1.622		136	2.139	3.897		
Head Office/ BAUK	1.956	105	293	94.9	728	10.103	13.185		
Unit/ UPT	108	265	144	49	1.108	3.546	5.220		
Total	19.564	13.154	3.998	3.367	4.649	58.593	103.225		

Overall, the space for organizing academic activities covering an area of 103,225 m2. The ratio of space usage by students becomes 4.5 m2/ student, while for each faculty the average ratio is 3.5 m2/ student. The condition of classroom space used per student so far illustrates that the space for academic activities is generally inadequate because it only reaches 1.1 m2/ student. Ideally, the ratio should be a minimum of 2 m2/ student. Comparison of laboratory area with current students is 0.76 m2/ student. Ideally 4 m2/ student. The use of space for the implementation of academic activities is quite dense.

Various improvements in infrastructure, both renovation, restoration, and construction of new facilities have been carried out by Unesa starting in the period 2010. Starting with the renovation of the Faculty of Social Sciences (FIS) building in 2010-2011. From the beginning, which was only one floor, now it has become two floors, without changing the layout of the building. The same renovation was also carried out to the Faculty of Economics (FE) lecture building and the Research Institute building. Meanwhile, the Faculty of Mathematics and Natural Sciences (FMIPA), the Faculty of Engineering (FT), and the Faculty of Sports Science (FIK) did not receive any additions or renovations to the lecture building, but rather the addition of a Laboratory building. Because the three faculties do require the fulfillment of facilities to increase practical activities.

A new building addition for learning activity is carried out at the Language and Arts Faculty (FBS). Meanwhile, at the Faculty of Education (FIP), the restoration of the library and auditorium was carried out. The restoration was also carried out on the head office building and the BAAKPSI building so that their appearance and arrangement became more attractive and were able to improve the functions of public services. The Postgraduate Program receives renovations and new buildings added to keep up with the increasing interest of master and doctoral program registrants. Starting in 2010, Unesa has also built a new PPG (Teacher Professional Education) building with nine floors, to carry out Unesa's function as an educational institution for educational personnel.

Besides the improvement of infrastructure in the physical form of the building, the addition of infrastructure in the form of laboratory equipment, water furniture, development of information systems, and supporting facilities was also made. For example: widening roads, repairing pedestrians, arranging canteens, expanding parking lots, repairing campus fences, and building reservoirs or boozems. The previously low

and narrow streets were raised and widened. The construction of the boozem in the middle of the campus is multifunctional. Maintaining water circulation, being an area of activity for students and local residents, ecology laboratory, and adding to the aesthetic value of the campus. Arrangement of pedestrians, canteens, and repairing campus fences also provide a more comfortable and safer campus atmosphere.

The priority for the 2010-2011 period is to create a Clean Ketintang Campus. Although in practice it also reaches the Lidah campus. Next, it was announced that in the 2012-2014 period, the development moved in realizing the Beautiful Lidah Campus as a priority and completing the arrangement of infrastructures at the Ketintang campus.

4.2 Internal Analysis

Strengths	Weaknesses
1. Unesa has a vision that is the goal and commitment of the Unesa academic community, with clear and realistic milestones. *2.* Unesa's mission has accommodated the tridarma of higher education and strengthening Unesa as a center of educational and scientific excellence. *3.* Unesa's mandate which manages educational and non-educational study programs gives a broader role to Unesa in tridarma. *4.* Unesa's leadership pattern is implemented through planning, organizing, leading, staffing and controlling mechanisms that have been developed consistently and continuously towards continuous improvement. *5.* There are Academic Internal Quality Assurance Institutions namely PPM, GPM and UPM, as well as non-academics namely SPI. *6.* Unesa's internal quality assurance system has been equipped with a quality policy,	*1.* The consistency of the academic community in realizing the vision and carrying out the mission to achieve the goals is still not optimal *2.* Audit Internal academic quality cycle in the Quality Assurance process has been carried out, but it is still not optimal, so it still needs to be developed *3.* The quality assurance system, faculties, institutions and supporting work units have not received ISO 9001: 2008 certificate *4.* The quantity of study programs with a minimum accreditation of B is still not as expected, so it is not significant enough to support the increase in institutional accreditation. *5.* The arrangement of the study program at Unesa Postgraduate has not been based on the study program in each faculties. *6.* Institutions have not optimally developed ICT-based information and management systems to support effectiveness and efficiency in academic and institutional management. *7.* Prospective college students

Strengths	Weaknesses
quality manual, quality standards, quality procedures, and audit instruments. *7.* The results of academic and non-academic internal audits have been used in improving education management, improving academic processes, improving infrastructure, enforcing regulations and improving governance management. *8.* Financial management audits get fair results without exception (WTP) *9.* The quality of prospective college students is relatively good based on the increasing tightness ratio of prospective college students *10.* Unesa has a clear policy in accommodating underprivileged outstanding college students, with special needs, regional equity, affirmative students, and equity. *11.* Unesa has all the required student services including BK, soft skills, scholarships, health, and talent interests *12.* A good mentoring process increase the student's GPA, and shortens the study period. *13.* Unesa has strong alumni ties and have a role in the development of institutions in both academic and non-academic fields. *14.* Unesa has a large number of alumni with various levels of academic and professional qualifications scattered throughout Indonesia *15.* Availability of budget for further studies/dissertation writing/book writing. *16.* Availability of education and training/apprenticeship/course/	who have passed the selection but did not register are quite large. *8.* The origin of the area of Unesa college student candidates is still concentrated in East Java. *9.* Prospective college students are still classified as coming from middle to lower middle families, so that it is guarantee enough to maximize the potential of college students to be more independent, innovative, and be more critical-creative. *10.* Not all buildings have the facilities and infrastructure for students with special needs. *11.* The ratio of lecturers to students of 1: 32 is still not ideal. *12.* The average study period of Unesa college students still exceeds the specified standards *13.* Unesa has not provided a remuneration system for employees yet *14.* Intensionality in Tridharma Activities is still dominant in education and teaching *15.* The consistency and ability of lecturers to compete in scientific publications in accredited national journals and reputable international journals is not optimal *16.* The number of lecturers who study abroad is still limited *17.* The number of lecturers with S-3 qualification still needs to be increased *18.* The number of professors is still very low *19.* The number of lecturers with the teaching profession certification still needs to be increased *20.* The road map for fostering the performance of academic staff has not been realized, especially the specialization of professors that have not been used for the

Strengths	Weaknesses
comparative study budgets for the development of educational staff competencies 17. Availability of research budget support, community service, and awards for the publication of scientific works 18. There are quite a lot of professors in the field of education. 19. Availability of internal peer-review for prospective professors 20. Study Program curriculum: a) relevant to the demands and needs of stakeholders; b) the structure and content of the Study Program curriculum have breadth, depth, and coherence; c) paying attention to the expectations/needs of individual students/certain student groups and the user community; and d) opportunities for college students to develop themselves. 21. The Unesa curriculum has accommodated the development of college student soft skills (thinking skills, communication and character development) which are integrated into the learning process 22. Unesa's acceptance has increased every year. 23. The infrastructure owned by Unesa is quite adequate, this is very supportive of the implementation of the Tridarma of Higher Education. 24. Infrastructure facilities outside of learning/education and management are quite diverse so that they can support students' extra-curricular activities. 25. Unesa has a Research and Strengthening Innovation	development of Unesa laboratories yet 21. There is no integrated road map in the development of young lecturers according to the scientific clumps that are the centers of excellence of Unesa. 22. It still does not seem Lectures research-based that allow the involvement of lecturer-student academic interactions in the aspects of research and service have not been able to build college student scientific personalities (critical thinking abilities) 23. Unesa does not have an adequate business plan 24. The low capacity of adequate internet support 25. The largest source of funds is still obtained from the government in the form of pure rupiah, while revenue from business units and cooperation / grants is still not maximal. 26. The main operational equipment is still limited for building and laboratory maintenance. 27. Not optimal use of the building to implement the tridarma of higher education yet 28. The lack of research results that are published in international journals indexed by Scopus. 29. The results of research and community service have not been results-oriented 30. Journals at Unesa are still not accredited. 31. There have been no strict sanctions for researchers who have not fulfilled the research output targets. 32. Faculty policy research funding is not same in every faculty and department. 33. The results of research applied to learning are still less than

Strengths	Weaknesses
Center that functions and is tasked with planning and managing research activities in collaboration with various parties. *26.* Unesa has a Center for Intellectual Property Rights for Patents and Publication of planned activities related in efforts to increase and strengthen Intellectual Property Rights, Patents and Publications. *27.* Unesa has a Service Center Community and Science and Technology Marketing in charge of planning, implementing and managing PKM activities through cooperation with various parties both internal and external and accommodating the marketing of PKM products. *28.* Unesa has a Center for Real Work Lecture and Community Empowerment, Unesa and Institution of Posdaya College Student KKN program (KKN and PM). *29.* Unesa has Entrepreneurial Incubation Center and a Job Center that facilitates college student entrepreneurship and establishes cooperation for job center activities *30.* Unesa has a quite strong domestic cooperation network followed by an increase in the number of collaborations every year. *31.* Unesa has a monitoring and evaluation system in the implementation of cooperation both domestically and abroad, so that it can optimize the effectiveness of mutually beneficial cooperation. *32.* Unesa has a network of	50%. *34.* Not all faculties have implemented research results that have resulted in textbooks. *35.* The role of professors in fostering and developing research and publication has not been maximal. *36.* Umbrella research involving joint research with colllege students is still lacking and has not been well recorded. *37.* Monitoring and evaluation has not been carried out routinely for all activities in the cooperation. *38.* There has been no research and community service in collaboration with foreign agencies. *39.* Unesa does not have large resources in terms of budgets to build and develop foreign cooperation. *40.* MoUs with foreign institutions have not been fully utilized. *41.* Lack of interest from foreign college students to pursue degree education at Unesa. *42.* Lack of ability to develop study programs and faculties that are relevant to the demands of the increasingly complex needs of the community and stakeholders. *43.* The latest library collections or references and journals owned by Unesa have not reached the maximum ratio *44.* The work culture of university residents does not support the formation of synergy needed to build a strong and superior university image. *45.* Internal management and campus empowerment are still not fully integrated to support Unesa's image. *46.* The arrangement and development of the campus has

Strengths	Weaknesses
overseas cooperation across Asia, Europe and America. *33.* It has quite a large campus, with two large campuses located in the Lidah Wetan and Ketintang areas, as well as four campuses located in the Teratai Street, Dharmahusada Street, Kawung Street, and Gedangan Sidoarjo. *34.* Unesa has a Lidah Wetan campus with a very potential landscape to become a green eco-campus pilot project based on a recycle-water system. *35.* Unesa has national and international sports and performing arts facilities located on the Lidah Wetan campus. *36.* Unesa has high achievements in the fields of art, design, and sports both nationally and internationally.	not been well planned and integrated *47.* The quantity of availability of lecture rooms, laboratories and other physical infrastructure is still partially managed and has not been maximized. *48.* Internal management, particularly the management of data information systems as a service to stakeholders in the form of general administration and academic services, has not fully utilized ICT. *49.* *Resource sharing* The university is still weak, both in the utilization of human resources, facilities and infrastructure so that a good synergy has not been built. *50.* The quantity of innovation in business units and laboratories to explore funding sources from stakeholders, the community, and Unesa alumni is still lacking. *51.* The potential sources of funds and other resources have not been able to be optimally explored for university development *52.* The work culture of Unesa residents tends to be routine and heavy enough to self-revolutionize for increased performance and a sense of togetherness needed to build a strong and superior university image. *53.* The formation of Unesa citizen coaching which is based on superior performance and achievements has not been formed yet *54.* The lack of understanding for the implementation of the activity based cost system paradigm, and not only creating fulfillment of cost-based

Strengths	Weaknesses
	budgeting. 55. Innovations are still partial, local, and internal in nature and have not yet touched a series of waves of sustainability for Unesa's excellence targets as a whole.

4.3 External Analysis

Opportunities	Challenge (Threat)
1. The rapid development of ICT can be utilized by Unesa to achieve its vision, mission and goals 2. The existence of various ratings and indicators (webometric, scopus, SINTA) can be used as benchmarking 3. The appointment of teachers as professional personnel opens up opportunities for graduates to get better jobs. 4. The excellence of HR opens up opportunities for cooperation with various related agencies 5. Opportunities to get chance for Unesa management to take part in trainings run by Dikti and other institutions 6. Many local governments want to work with Unesa, especially to improve and empower human resources for teachers and education personnel in their regions 7. Opportunities for obtaining scholarships from various national and international private and state institutions that can be maximally utilized by the academic community 8. Globalization opens up great opportunities for graduates to	1. The more stringent requirements for lecturer functional promotion 2. There are many competitive universities that have the same mission and goals as Unesa, including foreign universities 3. Most other state universities have been accredited A. 4. Other universities already have a good quality assurance system 5. There have been a lot of new products from other universities that have uniqueness according to the needs of the community 6. The competition for the quality of graduates that is tight between universities at home and abroad is getting higher. 7. The rapid development of ICT can quickly change the pattern of education and the quality of graduate competencies 8. Globalization and regional autonomy have an impact on the demands of professionalism and increase the competence of graduates 9. There is a general perception of the low quality of graduates and the uncertainty of job opportunities that graduates expect. 10. The wider mandate causes a wide disparity between prospective

Opportunities	Challenge (Threat)
get jobs in various fields both at domestic and abroad 9. Increasing student competence through alumni spread throughout Indonesia 10. Opportunities for lecturer certification program from the Government that can be utilized 11. The opportunity for lecturers to obtain research grant programs, community service, writing national level textbooks is still open to be utilized 12. The opening of joint research opportunities for Unesa lecturers with foreign/domestic universities. 13. It opens up opportunities to take part in training / apprenticeship / exchange of lecturers and educational staff with foreign / domestic universities 14. There is research funding and competitive PKM from the government. 15. There is an offer of competitive grants from the government and foreign loans. 16. Government grants in the fields of curriculum, learning, and ICT. 17. There are opportunities with external parties to utilize and develop infrastructure. 18. Increased public trust in using Unesa's potential educational resources 19. National problems in the regional and national scope that require a solution in the	college students for educational programs and non-educational programs. Non-educational programs are more desirable than educational programs. 11. Competition and job requirements in the community are getting tougher, for example regarding the requirements for proficiency in foreign languages and a high GPA. 12. The sluggish national and global economic situation and conditions which affect the absorption capacity of graduates. 13. The moratorium policy on the procurement / appointment of new civil servants by the government in various government agencies. Job requirements in the business and industrial world are getting tougher, demanding not only hard skills but also soft skills 14. The more stringent requirements for lecturer functional promotion 15. Demands for scientific articles published in accredited national journals / indexed international journals 16. The level of competition for further study scholarships is getting tougher 17. There are many study programs that design curricula similar to Unesa's that threaten Unesa graduates. 18. Global demands on the importance of universal values such as soft skills that must be accommodated in student preparation 19. Decreased economic capacity of the community to participate in education financing.

Opportunities	Challenge (Threat)
form of a solution through research studies and community service. *20.* Domestic Networks that have opened up opportunities for expansion of new partners. *21.* Indonesia's free-and-active political policy provides great opportunities for network expansion with overseas universities, particularly in the field of higher education. *22.* The number of foreign donor agencies that have not been utilized optimally by Unesa. *23.* The increase in the number of funds and types of research and service grants from the government provides an opportunity to win more of these grants in the future. *24.* Foreign college students who are starting to consider Indonesia as an alternative country for pursuing degree education. *25.* Increased foreign cooperation that is relevant to Unesa such as education, learning, research, writing scientific papers is wide open. *26.* Development of various study centers in accordance with Unesa's leading scientific fields. *27.* Development of various professional certification bodies in accordance with Unesa's leading scientific characteristics *28.* University funding from the public fund component can still be implemented to support	*20.* Ability to build networks of other state universities to obtain funds / grants from the government. *21.* Decreased capacity of the community in receiving PNBP. *22.* High inflation and high cost units determined by outsiders must be paid by Unesa *23.* The demands of the professionalism of researchers in the research output are getting higher. Workforce professionalism demands based on professional certification. *24.* Not many business world and industrial world (DUDI) have collaborated in implementing research results from lecturers and students. *25.* The development of the digital era provides an opportunity for irresponsible parties to practice plagiarism. *26.* Increasing competition with other universities in Indonesia in obtaining research and community service funding from DIKTI. *27.* Other tertiary institutions are very progressive in collaborating with abroad for the development of human resources, infrastructure, and research. *28.* The higher education autonomy law and government bureaucratic regulations demand that PT management be more professional. *29.* Increase the status of higher education from 'Middle' to 'Main' in managing and

Opportunities	Challenge (Threat)
the critical mass in partnerships with international quality standards *29.* Higher education development will always calculate the existence of competition and partnerships in the ASEAN region and the global region	implementing various research and community service schemes. *30.* There have been a lot of non-LPTK colleges also develop educational programs *31.* Other LPTK colleges have organized special organizations in the field of cooperation *32.* Human resources in the field of cooperation in other universities have used a lot of professionals with relevant qualifications.

CHAPTER V
THE ROAD MAP OF UNESA DEVELOPMENT 2011-2035

5.1 Vision and Mission Unesa 2035

Based on the main achievements targeted in each milestone, the changes that occur, and the challenges that exist, the Unesa 2035 vision is formulated as follows: "The realization of a research university in the field of education with quality and the ability of science and technology and innovation with international reputation."

As an effort to realize this vision, Unesa's mission are:

1. Strengthening the quality of the university to produce superior and internationally competitive educational and non-educational human resources
2. Strengthening education, research and community service infrastructure to ensure the continuity of Unesa as a research university with international reputation.
3. Increasing the ability of science and technology and innovation in the field of education and non-education in order to support the improvement of the quality of national education in a global context.

5.2 Unesa's Long-Term Development Policy Direction

Unesa's vision as formulated above is maintained as idealism, but a criterion of excellence and persistence for every stage (milestones) of Unesa's development that always undergoes adjustments. These criteria are dynamic and always adjusted according to the development.

Unesa's long-term development direction is up to 2035 taken gradually and continuously. Each of the stages focused on the main issues that become milestones as follows:

2011-2015: *Excelence University Governance*

2016-2020: *Recognize National Teaching University*

2021-2025: *Recognize Regional Teaching University*

2025-2030: *Recognize National Research University*

2031-2035: *Recognize Regional Research University*

In detail, the milestones for achieving Unesa's vision are shown in Table 5.1. as follows.

Tabel 5.1 Tonggak-tonggak Pencapaian Visi Unesa

Unggul dalam Kependidikan Kukuh dalam Keilmuan *(Excellent in Education Strong in Science)*				
2011-2015	**2016-2020**	**2020-2025**	**2025-2030**	**2030-2035**
Excelllence University Governance	**Recognized National Teaching University**	**Recognized Regional Teaching University**	**Recognized National Research University**	**Recognized Internasional Research University**
▪ Autonomous and excel in organizational arrangements, decision making, human resources, finance and assets (BLU). ▪ Accreditation of PS competitive relative to other PTs at the level national (top 1%). ▪ Study program organize n excellent / international class. ▪ Optimization of e-learning. ▪ Acceleration of reputable scientific works / HaKI. ▪ Integrated learning pioneers with character insight according to the vision and mission of Unesa (IDAMAN JELITA).	▪ Reference to innovative learning models at National level. ▪ A credible teacher education development center at the national level. ▪ Excellence in science at the national level. ▪ Integrated cybercampus stub in SIAKADU. ▪ Research Based Learning Pilot (PBR) to develop integrated learning with character insight according to Unesa's vision and mission (IDAMAN JELITA). ▪ Recognition of reputable scientific works / HaKI at the national level.	▪ Recognition of innovative learning models at regional level. ▪ The Regional network of teacher education development centers. ▪ PS and accredited institutions at the regional / international level. ▪ Recognized in scientific / pure science development at the regional level. ▪ Integrated cyber campus recognition within SIAKADU. ▪ Strengthening HBWs with character insight at the regional level. ▪ Recognition of scientific work with international reputation / IPR.	▪ National innovative research pioneers. ▪ Utilization of TTG at the national level. ▪ National reference for character-based HBWs model. ▪ Mainstreaming the flow of national education at the national level. ▪ Expansion of educational research networks that can make a real contribution to improving the quality of teaching staff. ▪ Expanding the dissemination of research results into accredited national journals and indexed international journals.	▪ International network of innovative research development centers. ▪ Utilization of TTG at the regional / international level. ▪ Regional / international recognition of the development of educational science streams. ▪ Data center and reference for learning innovations at the international level ▪ Strengthening Unesa as a center for educational innovation.

5.3 Unesa Milestone and Achievment Strategy

The efforts to achieve Unesa's vision, mission and goals are in accordance with Table 5.1 planned in stages. Program planning, Renip Unesa 2011-2035 then operationalized in a 5-year Strategic Plan (Renstra) Unesa, which is developed annually into an operational plan and The programs funded by the RBA are shown in Figure 6.1. The implementation of each activity and the use of funds are monitored and audite. Internal audits are carried out by the Quality Assurance Center (PPM) and The Monitored Internal (SPI), white the external audited by BPKP, BPK, KAP, and ISO.

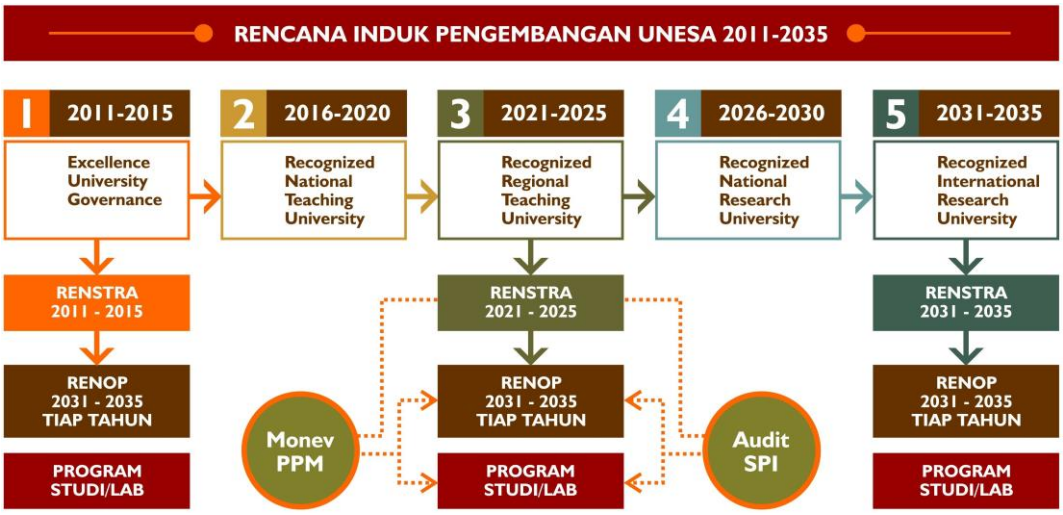


Figure 5.1 The Mechanism Effort to Achieve VMTS UNESA and Control of the implementation of its activities

Milestone and Achievement Strategy

I. 2011-2015 Period: Excellence University Governance
   a. Consolidation and management of PT;
   b. Strengthening the concept of identity;
   c. Integrating the Three Pillars of Higher Education of PT in learning;
   d. International class development
   e. Development of information technology-based learning model.

II. 2016-2020 Period: Recognized National Teaching University
   a. Development of innovative learning models;

b. Development of a teacher education model;
c. Development of scientific education;
d. Development of integrated research-based learning is appropriate Unesa character;
e. Increased productivity of scientific papers / HaKI

III. 2021-2025 Period: Recognized Regional Teaching University
a. Development of teacher colleges at the regional level;
b. Facilitating the attainment of accreditation of study programs and institutions at the level; regional / international;
c. Strengthening cyber campus;
d. Development of collaborative research at the international level

IV. 2026-2030 Period: Recognized National Research University
a. Development of supporting resources for innovative research;
b. Downstream research results for TTG;
c. Disseminating and promoting the HBW character-based model;
d. Development of a stream of education with a National insight.

V. 2031-2035 Period: Recognized International Research University
a. Strengthening research networks at the international level;
b. Disseminating and promoting TTG at the international level;
c. Disseminating the flow of education with a national perspective of Indonesia at the regional / international level.

In order to achieve the vision, mission, and purposes, Unesa uses strategy by planning the development direction includes (a) the Long Term Development Plan known as the Master Plan Development (Renip) for a 25th period (twenty five) years, (b) Plan Strategic (Renstra) and / or Business Strategic Plan developed based on the Unesa Long Term Development Plan that has a five years timeframe, (c) Operational Plan and / or Business Plan and Budget developed based on the Unesa Strategic Plan for one year period.

As shown in Figure 6.1, the purposes are explained into strategic goals

which are measurable. This strategic goal is dynamic for each period. Measured targets to achieve milestones vision in the period is obtained through a SWOT analysis and specified in form of Strategic Plan. The achievement of the Strategic Plan at the end of a period becomes the baseline for the next period's Strategic Plan.

5.4 Implementation Design

The implementation plan of the Unesa Development Master Plan / RENIP 2011-2035 will mainly refer to the following matters:

1. Implementation of RENIP will be reduced to a five-year Strategic Plan with a focus on milestones as the main reference.
2. Implementation of RENIP will be adjusted to government regulations applicable in the fields of education and culture, as well as higher education.
3. Implementation of RENIP will be harmonized with changes and challenges of the XXI century, especially in the field of education.
4. Implementation of RENIP will be linked to governance readiness based on modern college based on management information Technology.
5. Implementation of RENIP will be in accordance with the funding framework managed by Unesa

CHAPTER VI

CLOSING

The 2011-2035 Unesa Development Master Plan (Renip) is intended as policy in developing Unesa towards the Unesa 2035 vision to become a research university (research university) with international reputation. To reach this vision, the strategic plans are gradually prepared by five annual and operational plans per year with reference to milestones (milestones) that have been formulated on an ongoing basis.

This Renip was compiled with enthusiasm to provide more direction clear for the development of institutions, human resources, infrastructure, funding sources, the three pillars of higher education, quality assurance, governance manage, and cooperate in strategic partnerships with institutions at home and at overseas. All of them will move towards the same dream, named the Unesa 2035 vision.

By realizing the world of the XXI century is moving exponentially and significantly bring changes in many aspects of life, including values, and various educational praxis, as well as the development of science, technology, causing the need for fast motion that must be carried out by Unesa respond to the changing times. Therefore, with Renip this is expected can be a representation space for the academic community in realizing their vision Unesa 2035 together.

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