



# RENCANA STRATEGIS (RENSTRA)

FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI SURABAYA

2016-2020

## INTRODUCTION

Praise be to God Almighty for the preparation of the Strategic Plan (Renstra) of the Faculty of Languages and Arts (FBS) of the State University of Surabaya (Unesa) for 2016-2020 on time, so that it can be used for the purposes of preparing the Operational Plan (Renop) and the Dean's Work Program FBS Unesa.

This strategic plan contains components, basic principles, and strategies for developing FBS towards faculties that focus on education and non-education in order to produce professional education and non-educational staff.

FBS carries the mandate of Unesa as an educational university (*teaching university*) to a research university (*research university*) based on the Unesa Statute and the RI Presidential Decree number 93 of 1999 dated August 4, 1999, in article 2 it is stated that Unesa organizes educational and non-educational programs which have the following tasks: 1) administering academic and/or professional education programs in a number of science and technology disciplines, 2) develop education science, teaching science, as well as educate academic staff, and professionals in education.

With the compilation of the 2016-2020 FBS Unesa Strategic Plan, the direction of the development of the Faculty and all departments/study programs under it will be integrated in realizing its development goals. Hopefully this FBS Strategic Plan will become a reference material in planning, implementing and controlling FBS development programs.

Surabaya, December 16, 2015

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## CHAPTER 1

**PRELIMINARY**

This chapter begins with an explanation of several reviews that underlie the preparation of the Strategic Plan (Renstra) for the Development of the Faculty of Languages and Arts Unesa. The next section is the presentation of the philosophical basis and ends with the legal basis for the preparation of this Strategic Plan.

**1.1 Background**

The preparation of a Strategic Plan for an institution cannot be separated from a review of the factors connecting the existence of the institution. Likewise with the Faculty of Languages and Arts Unesa, the preparation of its Strategic Development Plan is based on 7 reviews as described below.

*1) FBS History Review*

Historically, the designation of the Faculty of Languages and Arts (FBS) as an institution that manages academic administration in the sciences of language, literature, and arts education has been familiar since August 4, 1999 based on the Decree of the President of the Republic of Indonesia number 93/1999, along with the expansion of the mandate and the change in the name of IKIP Surabaya became the State University of Surabaya (Unesa). Previously, this faculty was known as the Faculty of Language and Arts Education (FPBS) according to the Indonesian Government Regulation number 27/1981. When it was withdrawn, namely since December 19, 1964 which was designated as the milestone for the founding of Unesa, this institution was formerly known as the Faculty of Literature and Arts Teacher Training (FKSS), one of the faculties among five faculties -- FIP, FKSS, FKPS, FKIE, and FKT. -- owned by IKIP Surabaya in accordance with the Decree of the Minister of PTIP number 182/1964.

The name change does not merely follow formal juridical demands due to regulations, but accommodates and anticipates real academic demands because of the rapidly growing scientific reality leading to specifications along with professional demands. From the beginning the department at FKIP Universitas Airlangga Surabaya Branch became a faculty in charge of teaching language, literature and arts at IKIP Surabaya, then its mandate was expanded to also support the development of pure science outside of education at Unesa. With the same demands, it is also possible that in the future FBS will develop into two faculties: a faculty that focuses on developing language and literature and a faculty that focuses on the development of art and design.

This historical review also shows that internally FBS always develops together and cannot be separated from the development and development of Unesa as its parent institution. The logical consequence is that the preparation of a strategic plan for the future development of FBS (2016-2020) also cannot be separated from the strategic plan of Unesa, which has formulated its vision to become *aa university that excels in education, strong in science*. Further discussion on vision and mission is in Chapter 4.

### *2) External Condition Review*

Externally, FBS has developed in competition with other universities at the same time or has even developed the same disciplines, both nationally and internationally. This is as a result of the opening of the flow of globalization which has an impact on higher education institutions to compete at national, regional and international levels. In addition, the Faculty of Language and Arts, State University of Surabaya must also change according to the demands of the dynamic and changing needs of the community along with the development of science, technology and art (Science). These challenges must be taken seriously through the preparation of a well-programmed and well-planned activity plan for the Faculty of Language and Arts, State University of Surabaya.

Therefore, the development of FBS in the future should be placed in the awareness of a competitive atmosphere which in addition to being challenged to be able to catch up with the progress that has been achieved by other universities that have developed the disciplines of language, literature, and art, but is also challenged to be able to create uniqueness so that FBS will develop in their specific characteristics and identity as stated in the FBS vision. Further explanation of conditions/SWOT is in CHAPTER 3.

### *3) College Long Term Strategy Review*

On a broader scale, the development of FBS must still refer to the new paradigm of higher education development formulated in HELTS (*Higher Education Long Term Strategy*) which is oriented towards increasing the nation's competitiveness, increasing institutional autonomy, and improving organizational health. That means the development of FBS is not only oriented to the academic aspect but also to the organizational managerial aspect. Both aspects require a synergistic and strategic design.

This description inspired the drafting of the FBS development plan based on the principles of continuity, synchronization, innovation, and autonomy. Continuity means that the development of FBS in the 2011-2016 period is a continuity with the development and development of the previous periods. Synchronization refers to the alignment of FBS development with Unesa development as stated in the **Surabaya State University Development Strategic Plan 2005-2015**.

Innovation is intended as an FBS development that offers renewal in the midst of competition with other institutions. Autonomy means that the development of FBS is directed at academic and organizational independence in cooperation and coordination with other institutions both vertically and horizontally.

This principle is in line with program planning based on LRAISE+ aspects, namely *leadership* or leadership, *relevance* or relevance, *academic atmosphere* or academic atmosphere, *internal management and organization* or internal management and organization, *sustainability* or program continuity, *efficiency and productivity* or efficiency and productivity, *access and equity* or access and justice.

Referring to the policy of the Ministry of Research, Technology, and Higher Education (Kemenristekdikti), the Unesa Strategic Plan and its strengths and weaknesses, the Faculty of Languages and Arts, State University of Surabaya is designed to be the implementing unit of higher education at Unesa that: (1) supports the government's strategic policies through the Ministry of Research, Technology and Higher Education, (2) supporting Unesa's strategic policies, (3) preparing graduates who have competence in the fields of language, literature and art on a national, regional, and international scale, (4) supporting Unesa's independence in educational autonomy, and (5) becoming an institution healthy institutions, namely higher education institutions that are able to carry out their duties and functions effectively and efficiently.

**4) 21st Century Skills Overview**

In addition to the things described above, the preparation of the FBS Development Strategic Plan is based on the demands of the times called *21st Century Skills* (21st Century Skills). FBS realizes that the provision of students must be accompanied by future analysis: FBS graduates are not only ready to face global competition but they must win the competition. The 21st Century Skills in question are (1) *Learning and Innovation Skills* (Learning and innovation skills) (2) *Information, Media, and Technology Skills* (Skills in the field of information, media, and technology), and (3) *Life and Career Skills* (Life and career skills). The details of these three skills are in Table 1.

Table 1.1 Details of 21st Century Skills

21st CENTURY SKILLS DETAILS	
<p><b>Learning and innovation Skills</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. Creativity and Innovation</li> </ol>	<p><b>Learning and Innovation Skills</b></p> <ol style="list-style-type: none"> <li>1. Think critically and solve problems</li> <li>2. Communication and collaboration</li> <li>3. Creativity and innovation</li> </ol>
<p><b>Information Media and Technology Skills</b></p> <ol style="list-style-type: none"> <li>1. Information literacy</li> <li>2. Media literacy</li> <li>3. Information and Communication Technology literacy</li> </ol>	<p><b>Information Technology and Media Skills</b></p> <ol style="list-style-type: none"> <li>1. Information literacy</li> <li>2. Media literacy</li> <li>3. Information and Communication Technology Literacy</li> </ol>
<p><b>Life and Career Skills</b></p> <ol style="list-style-type: none"> <li>1. Flexibility and Adaptability</li> <li>2. Initiative and Self-direction</li> <li>3. Social-skill and Cross-skill</li> <li>4. Productivity and Accountability</li> <li>5. Leadership and Responsibility</li> </ol>	<p><b>Life and Career Skills</b></p> <ol style="list-style-type: none"> <li>1. Flexibility and adaptability</li> <li>2. Initiative and independent</li> <li>3. Social and cultural skills</li> <li>4. Productivity and accountability</li> <li>5. Leadership and responsibility</li> </ol>

Provision of 21st Century Skills to students requires 4 integrated foundations in educational institutions as shown in Figure 1, namely: (1) *Standards and Assessment* (Meets Standards and Tests), (2) *Curriculum and Instruction* (Curriculum and Learning Process), (3) *Professional Development* (Professional Development), (4) *Learning Environment* (Learning Environment).

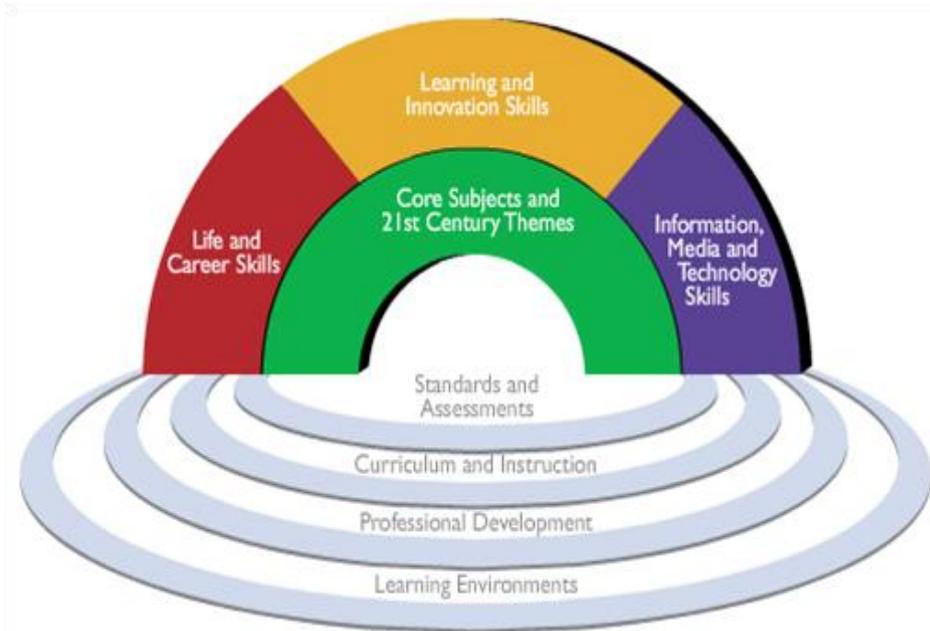


Figure 1.1 21st Century Skills (Trilling & Fadel, 2009)

5) Review of Unesa's Performance Contract with Kemenristekdikti

Surabaya State University holds the Public Service Agency College (PTBLU). The consequence of this status is that Unesa has a higher responsibility than Universities that have the status of a Work Unit (Satker). Therefore, in early 2016, the Ministry of Research, Technology and Higher Education issued a circular containing Performance Contracts between higher education providers, including Unesa and the Ministry of Research, Technology and Higher Education. There are 10 bills which are divided into 2 major groups: Financial Aspect consists of 2 indicators and Operational Aspect consists of 8 indicators as shown in Table 2.

Table 1.2 Performance Contracts between Kemristekdikti and Universities

No	INDICATOR	DEFINITION
(1)	(2)	(3)
<b>I</b>	<b>Financial aspect</b>	
	1. Income Ratio PNPB	Percentage of Operational Costs financed from PNPB
	2. Total Income BLU	Nominal amount of BLU PNPB realization
<b>II</b>	<b>Operational Aspect</b>	
	1. Affirmation Ratio	Percentage of students who were given affirmations
	2. Student Achievement	Number of first place winners of competitions (national and/or international) won by students
	3. Average waiting time	The average waiting time for graduates to get a job
	4. Publication Productivity	Number of national publications per permanent lecturer

	National	
	5. International Publication Productivity	Number of Scopus indexed publications per full time lecturer
	6. Devotion Public	Number of research used by society/industry
	7. Citation Productivity	Number of lecturers' writings that are used as references/references by other authors/researchers
	8. Productivity Rights Intellectual Property	Number of intellectual property rights registered with the Directorate General of Intellectual Property Rights

The indicators from the Ministry of Research, Technology and Higher Education are accepted by Unesa and distributed to the faculties as a performance contract between the Chancellor and the Dean. Furthermore, the Dean entered into a performance contract with the Head of the Department. Based on this review, the FBS Strategic Plan was developed.

#### *6) Overview of the Tri Dharma of Higher Education*

The Faculty of Language and Arts, State University of Surabaya (Unesa) is one of the academic implementing elements that carries out some of the duties, functions and authorities of Unesa together with six other faculties. The main task of the Faculty of Languages and Arts, State University of Surabaya is to coordinate and implement the Tri Dharma of Higher Education which includes education and teaching, research, and community service in the two main areas of competence and authority, namely the fields of language, literature and the arts. Within each of these areas there are two policy directions: educational and non-educational. The above is in accordance with the expansion of the mandate of higher education through Presidential Decree No. 93/1999.

The first field produces graduates to become educators, while the second field prints graduates into non-educational practitioners. In these two fields, the tasks of the Faculty of Languages and Arts at Unesa are (1) to plan and implement education and teaching in the fields of language, literature and art, (2) to carry out research activities in the fields of language, literature and art, (3) to carry out community service activities. community in the fields of language, literature and art, (4) developing and implementing a potential and resource management system, (5) carrying out cooperation with various parties in the fields of language, literature and art.

#### *7) Unesa Policy Review*

Based on Law No. 14 of 2005 concerning teachers and lecturers, and various other legal provisions, Unesa has one bigger challenge in line with its main role, namely producing qualified and professional teachers. 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) professional teacher production, (2) educational research and development centers and (3) teacher training sites. professional. The role of Unesa above for the Faculty of Languages and Arts is

the length of the task to carry it out in accordance with the capacity and study program of the Faculty of Languages and Arts.

The 2016-2020 Faculty of Language and Arts Restra refers to the 2016-2020 Unesa Strategic Plan. The Restra of the Faculty of Languages and Arts contains components, basic principles, and development strategies for the Faculty of Language and Arts, State University of Surabaya and remains part of a university that focuses on the field of education in order to produce professional education personnel, in particular continuing to improve development in language and literature education. and art by not abandoning technology in order to produce professional education personnel as demanded by 21st Century Skills.

Concretely, Unesa continues to carry out the mandate as an educational university (teaching *university*) and in this Strategic Plan added by heading as a research university (*research university*). The trust or soul is based on *Unesa Statute* Article 4, Article 7, Article 8, Article 16, Article 31, Article 36, and Article 40. Based on the Decree of 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-educational programs that have tasks: (1) organize academic education programs and/or professional education in a number of science and technology disciplines, and (2) develop education science, teacher training, as well as educate academic and professional staff in the field of education. However, learning from many experiences, it does not close if all activities, policies, and decisions implemented at Unesa are based on the results of: (a) research by Unesa residents themselves as well as from research publications of superior quality at the national and international levels. international, (b) reliable and thorough academic studies, or (c) responsible feasibility studies. By continuing to carry out the mandate as an educational university (*teaching university*) and always bases each of its activities on quality research/study/feasibility studies results (*research based activity*).

Based on the reviews above, compiled **Strategic Plan for the Development of the Faculty of Languages and Arts 2016-2020**. This FBS development will lead FBS in 2020 to become an institution with the following characteristics. First, FBS as an institution providing education, research, and community service in the fields of language, literature and art by producing educators and professional experts in their fields. Second, FBS as an institution that supports and develops language, literature and arts that contributes to the development of Unesa as a world-class university (*world class university*) who excel in science, strong in education. Third, FBS as a center for scientific, educational, and cultural renewal, especially those related to language, literature and arts in the regional (Eastern Indonesia), national, regional and international scope. Fourth, FBS as an institution that has academic, organizational, and economic independence that is cooperative and coordinating with other institutions. Fifth, FBS as an institution providing higher education is obliged to prepare graduates who have strong characters in line with the Unesa motto *Growing with Characters*, and deliver graduates who are able to win the competition of the 21st Century.

### 1.2 Philosophical Foundation

The philosophical foundation of the 2016-2020 FBS Unesa strategic plan is Pancasila and the 1945 Constitution which are outlined in the form of main values so that they can be used as references for the entire FBS Unesa academic community. The main values are:

1. Excellent in the process of implementing education
2. Excellent in research and service
3. Excellent in competitive graduates
4. Excellent in the field of science
5. To excel in global competition

### 1.3 Legal Basis

The legal basis for the 2016-2020 FBS Strategic Plan Unesa is as follows. 1. Decree of the President of the Republic of Indonesia Number 93 of 1999

2. The 1945 Constitution of the Republic of Indonesia
3. Law No.23/2002 on child protection
4. Law no. 17 of 2003 concerning State finances
5. Law No. 20 of 2003 concerning the national education system
6. Law No.1 of 2004 concerning the State Treasury
7. Law No. 15 of 2004 concerning Audit of State Finance Management and Accountability
8. Law No.25 of 2004 concerning the National Development Planning System
9. Law No. 32 of 2004 against local 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 concerning teachers
16. Government regulation No.37 of 2009 concerning lecturers
17. Government regulation no. 17 of 2010, concerning financial management and public services
18. Government regulation in 2012, concerning amendments to government regulation no. 23 of 2005 concerning the financial management of public service agencies.
19. Regulation of the President of the Republic of Indonesia No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI).
20. Permendiknas No. 24 of 2007 concerning the standard of facilities and infrastructure
21. Regulation of the Minister of State Apparatus and Bureaucratic Reform No. 17 of 2013 concerning functional positions of lecturers and credit scores
22. Statute of the State University of Surabaya 2015
23. Regulation of the Minister of Research, Technology and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education for 2015–2019
24. Strategic Plan of the Ministry of Education and Culture for 2015-2019.
25. Strategic Plan of the State University of Surabaya for 2016-2020.

## 1.4 Policy Direction

The direction of policy for the implementation of education in 2016-2020 is formulated based on the vision, mission, strategic objectives of FBS Unesa, vision, mission, goals, and objectives of Unesa and refers to the policy direction of the Ministry of Research, Technology and Higher Education 2015-2019 and evaluation of the performance achievements of FBS 2011 - 2015. These are compiled to provide direction and guidance for education providers in the ways needed to achieve strategic goals that describe strategic goals.

Based on this, policy directions related to higher education exist

The 5 (five) directions of Unesa's policies referred to by FBS Unesa are: 1. Improving the quality of education through the following strategies:

- a. Improving the quality of lecturers and researchers through the Masters/S3 program;
- b. Increasing research budgets and designing incentive systems to support innovative research activities;**
- c. Quality assurance of educational program implementation through ISO 2015;
- d. Increasing the effectiveness of the accreditation process and increasing the number of study programs with superior qualifications.
- e. Strengthening learning-oriented management *e-learning and eco campus*.**
- f. Improving student competence through professional certification competency tests.

2. Increase relevance and competitiveness through strategies:

- a. Development of new study programs in the fields of language (Madura Language Education, Korean Language Education, and Arabic Language Education, and BIPA Education) and arts (Music Arts, Dramatic Arts, Dance Arts) in accordance with the needs accompanied by an increase in graduate competence based on the field of science;
- b. Improve the skills and skills of graduates to shorten the waiting period to work;**
- c. Strengthening cooperation with education providers, the business world, and the industrial world;
- d. Strengthening study programs that develop rare interested disciplines such as Javanese Language and Literature education,
- e. Development of entrepreneurship education and training in collaboration with the business world or the industrial world.

3. Increasing and equitable access to education through the following strategies:

- a. Increasing the capacity and equitable access of students from outside East Java;
- b. Increased effectiveness *affirmative policy* (Papuan sister and Bidik Mission);
- c. Provision of special assistance for underprivileged students;
- d. Provision of operational costs to improve the effectiveness of education.

4. Improving the quality of education study programs through the following strategies:

- a. Increasing the involvement of education study programs in the planning and implementation of primary and secondary education at the district/city level;
- b. Guarantee the quality of prospective students who enter the education study program through a selection process based on a merit system;
- c. Strengthening the Learning Management Program in schools;
- d. Organizing teacher trainings as needed;

5. Improve institutional governance through:

- a. Preparation of funding schemes in accordance with the vision and mission of the faculty;
- b. Strengthening faculties by building study centers in the field of language and arts (Center for Development of Language and Literature Learning, Center for Preservation and Development of Arts and Culture, Center for Indonesian Language Learning for Foreign Speakers);
- c. Implementation of ISO-2015 international standard organizational management.
- d. Development of campus-based governance and services *cyber*.

## CHAPTER 2

## PERFORMANCE ACHIEVEMENTS 2011-2015

As the basis for formulating the Strategic Plan of the Faculty of Languages and Arts 2016-2020, an evaluation of the performance achievements of the previous 5 years 2011-2015 is very necessary. The achievement data is supported by reviews (in Chapter 1) and condition/SWOT analysis (in Chapter 3) to determine the direction of faculty policy. This chapter presents 2 types of data including: academic performance achievements and non-academic performance achievements.

In the period 2011-2015, the Faculty of Languages and Arts, State University of Surabaya, had quite good achievements in the academic and non-academic fields so that it could be used as the basis for compiling the Unesa FBS Strategic Plan for the 2016-2020 period. In general, the performance achievements of FBS for the 2011-2015 period are presented in Table 2.

Table 2.1 Achievement of Performance Indicators in 2011-2015

No.	Key Performance Indicators	Year Condition				
		2011	2012	2013	2014	2015
1	Number of D-3 Study Programs	1	1	1	1	1
2	Number of Undergraduate Study Programs	11	11	11	11	11
3	Number of Majors	6	6	6	6	6
5	Number of B . accredited study programs	11	11	11	11	11
7	Number of Students	778	988	726	897	1008
8	Average Graduate IP	3.32	2.91	3.23	3.23	3.29
9	Number of scholarship recipients	318	313	311	270	246
10	Number of students who carry out a creative program	75	57	97	26	66
11	Number of Lecturers with S-1/D-4 qualifications	20	10	4	6	4
12	Number of qualified lecturers S-2/SP-1	144	119	134	137	126
13	Number of Lecturers with S-3/SP-2 qualifications	36	40	42	49	49
14	Number of Lecturers with the Function of Lecturer	1	-	-	6	23
15	Number of Lecturers with Functional Positions of Expert Assistant	39	40	38	41	38
16	Number of Lecturers with functional positions Lector	50	47	44	46	47
17	Number of Lecturers with the Function of Lecturer Head	66	67	63	64	61
18	Number of Lecturers with Functional Positions of Professors	9	9	14	10	10
19	Number of lecturers who are certified teaching profession	95	127	129	136	151
20	Percentage of lecturers doing research	35.7	37.2	49.0	38.4	36.6

21	Percentage of lecturers doing community service	52.0	53.6	69.8	60.3	63.7
22	Number of domestic cooperation	0	0	0	3	2
23	Number of foreign cooperation	0	0	0	1	1
24	Number of classrooms	38	38	54	60	63
25	Number of language laboratories	7	7	7	7	7
26	Number of art studios/laboratories	6	6	6	6	7
27	Number of reading rooms	4	4	4	4	4
28	Number of office/administrative space	13	13	13	13	13

## 2.1 Academic Field

### 2.1.1 ICT-Based Education

The learning process in the Unesa FBS environment has been developed with reference to the concept of education-based education *Information Communication Technology* (ICT). This is indicated by the learning carried out by the lecturers using ICT-based learning media. For example, all lecturers have used *powerpoint presentation* in delivering teaching materials. In addition, lecturers have also used an online lecture journal system, and other facilities *e-learning*

To support the ICT-based learning process as mentioned above, Unesa also has a LAN computer network that connects the university with faculties/departments or other work units as well as internet and Wi-Fi networks in each building even though the signal and *bandwidth* still needs to be strengthened. Meanwhile, the weakness that needs to be fixed is the local communication device or intercom that doesn't work.

Self-evaluation data shows that until the end of 2015 there were several lecture rooms that were not representative enough to support the learning process, because they were not supported by the main facilities/equipment, for example: multimedia learning rooms, air conditioning, LCD, and internet networks. This greatly affects the achievement of FBS's vision and mission and therefore this is a weakness as well as a challenge for the coming period. In response to this challenge, improvements to infrastructure have been implemented and are continuing to increase the number of representative lecture halls at FBS.

As an effort to develop an academic atmosphere for students, learning facilities both individually and in groups have also been provided by the Faculty. Among others, by providing places for discussion (*gazebo*), *joglo*, *cafe* literacy facilities equipped with Wi-Fi area, internet network provision, central library, reading room in each department, language laboratory, art laboratory, computer laboratory, and micro teaching room.

### 2.1.2 Research and Community Service

The percentage of lecturers conducting research during the period 2011 – 2015 shows a less significant increase. In 2011 it was 35.7% and in 2015 it was 36.6% or an increase of 9%. This is a challenge that must be fought.

On the other hand, a more significant increase occurred in the percentage of lecturers who did community service (PPM) during the period 2011 – 2015. In 2011 it was 52.0% and in 2015 it was 63.7% or an increase of 11.7%. However, as with Research, the role of lecturers in PPM also needs to be improved.

Meanwhile, the number of patents achieved by FBS Unesa still needs to be increased, namely only 2 patents were produced in the 2011-2015 period. International publications by FBS Unesa lecturers also still need to be improved, which is still as many as 5 journals.

### 2.1.3 Student Affairs

The number of students at the undergraduate level (S1) in the period 2011 to 2015 at FBS Unesa has shown an increase, which increased from 3,547 (2011) to 3,942 (2015) or an increase of 395 students. However, at the Diploma (DIII) level, it also showed a decline, which was decreased from 146 (2011) to 97 (2015) or a decrease of 49 students.

The academic achievements of FBS Unesa students are quite encouraging. This can be seen from the increase in the cumulative achievement index (GPA). In the same period, the average cumulative achievement index (GPA) for undergraduate graduates increased from 3.09 in 2011 to 3.20 in 2015. The length of study period for undergraduate students has decreased from 9.98 to 9.40 semesters. .

The achievements in non-academic fields are also very good. This is shown by winning several championships, such as dance championships, painting championships, English debate championships, graphic design championships and others.

The percentage of graduation at the undergraduate level (S1) from 2011 to 2015 has increased from 381 students to 657 students or an increase of 276 students.

In the same period, the average cumulative achievement index (GPA) for undergraduate graduates increased from 2.90 in 2011 to 3.29 in 2015. The length of study period for undergraduate students has decreased from 9.24 to 8.90 semesters. .

## 2.2 Non-academic Fields

### 2.2.1 Campus and Facilities Modernization

Unesa has 2 campuses, namely the Ketintang campus and the Lidah Wetan campus. The Faculty of Language and Arts (FBS) and 2 other faculties are located in the West Surabaya area, precisely in the Lidah Wetan Village, Lakarsantri District, Surabaya.

The Lidah Wetan Campus is located close to the Surabaya Metropolitan city and is easily accessible by the public. The land area owned by FBS Unesa is 8,567.11 m<sup>2</sup>. This data not only shows that the relevance and sustainability is quite high, it also provides opportunities for FBS Unesa to develop space and buildings.

The number of lecture halls increased from 38 in 2011 to 63 in 2015. This condition is a strength, because it can create a conducive academic atmosphere among academics and realize the sustainability of the planned program of activities.

Practical activities for students of all majors in the Unesa FBS environment use a laboratory/studio. There are 13 laboratories/workshops owned by FBS Unesa. In addition, FBS Unesa also has a main reading room and a reading room in each department. Other supporting facilities are a prayer room, 2 motorbike and car parking lots as well as a futsal field, canteen and jaglo and an open space with a roof (canopy). This data is a strength that shows high relevance. This condition is also one of the driving factors that foster public interest and aspirations to enter FBS Unesa. However, improvements to several infrastructure facilities must always be considered, for example the canteen which is no longer adequate for the size of the canteen which can be categorized as healthy and comfortable.

Lecturer rooms are available in each department. However, there are 3 departments that have lecturer rooms whose size is still below the 4 m threshold requirement<sup>2</sup>: 1 ). So quantitatively this is a weakness that causes obstacles to the efficiency and productivity of lecturers, and has not supported the creation of a conducive academic atmosphere. This condition allows lecturers to be disturbed in carrying out self-development, teaching preparation, teaching materials, research activities and community service and other activities.

Of the 6 departments, there are 3 administrative rooms equipped with computers to support the administration and management of faculties/departments as well as other administrative equipment. However, the other 3 majors do not yet have a special administrative room. Its existence is still one with the lecturer's room. This is a weakness that FBS needs to overcome.

### **2.2.2 Financial Management Arrangement**

FBS Unesa obtains funding sources by seeking and obtaining legitimate funds from the government, the community, and or other sources in accordance with the applicable laws and regulations. Policies related to sources of revenue that are sought and obtained from the community and/or other sources are determined by the Chancellor in accordance with the applicable laws and regulations. The Dean and other leaders plan the revenue and expenditure budget which is prepared on the principle of a balanced budget. The Dean determines the acceptance and financing plan and its arrangements by following the applicable fund management provisions in accordance with the principle of higher education autonomy. Unesa's FBS revenue budget plan is part of Unesa's revenue budget plan which is approved by the Unesa Senate

proposed to the Minister of National Education. Fund management according to the principle of an integrated transparent and post-audit fund management system. The Dean is responsible for the income and expenditure budget of FBS Unesa and the achievement of activity targets to the government in accordance with the applicable laws and regulations.

The structure of revenues and expenditures, especially in the last 5 years (2011-2015), shows that there is a balance between the revenue and expenditure sides. This is actually a weakness of internal management, because its sustainability is low. However, FBS Unesa strives to obtain competitive grants, funds from collaborations between institutions and other businesses so that sustainability can be further improved.

The level of feasibility and suitability of priorities as well as efficiency of funding, especially to support the learning process, is currently considered not feasible, because the amount of revenue from DIPA PNBP (for goods procurement) is very limited. Moreover, the type of sub-budget for care and maintenance is not appropriate and is still far from being needed, even though the characteristics of all laboratories in the Faculty of Language and Arts in general really need an adequate amount of maintenance and maintenance budget. Although the planning and preparation of the RBA has been carried out at the beginning of the fiscal year at the Faculty/Department level, the expenditure stages that occur do not match the time or do not fully refer to the planning.

The structure of the use of funds at FBS Unesa consists of BOPTN / pure rupiah and PNBP. The largest proportion of the fund structure is derived from BOPTN/pure rupiah and almost the majority of BOPTN/pure rupiah funds obtained by FBS Unesa institutions are in the form of employee salaries, honoraria, payment of electricity bills, telephone, water, fuel etc. So it is impossible to expect funds for development from inadequate BOPTN funds.

The effectiveness of funding to support the learning process at FBS Unesa has not been fully achieved, due to the limited facilities/infrastructure/main equipment of learning in most majors. Therefore, the investment strategy adopted to achieve efficiency and effectiveness in funding is carried out based on the level of urgency and the priority scale of spending, gradually and continuously.

Investment funds for the development of FBS Unesa in addition to coming from BOPTN funds are also obtained from funds from the public in the form of PNBP. These funds are in addition to the operational implementation of education and teaching, research activities and community service, administrative and management activities, supporting academic and organizational activities, as well as for the procurement and maintenance of facilities and facilities and laboratory equipment.

### **2.2.3 HR Management**

The number of lecturers who are still qualified for S-1 education has decreased. As many as 20 people in 2011 became only 4 people in 2015. So in 2015 the number of S1 lecturers was 4 (2.2%), S-2 were 126 (70.4%), and S-3 were 49 (27.4%). In terms of functional positions, there are 23 Lecturers (12.8%), Expert Assistants 38 (21.2%), Lectors 47 (26.3%), Head Lectors 61 (34.1%), and Professors as many as 10 people. (5.6%). Lecturer to ratio

students at FBS Unesa with the number of lecturers as much as 179 = and the number of students as many as 3,942 is 1:22.

The academic atmosphere for lecturers is fostered by various programs, such as a textbook writing program, joint SAP preparation, a program for validation of exam questions by other lecturers, orderly writing of lecture journals, seminar/training assistance, granting research funds (although they still have to compete), journal development *on line*, and e-learning program training.

The number of educational staff at FBS Unesa in 2015 was 45 people, consisting of 4 technicians/laborers, 41 administrative staff, 28 civil servants and 17 honorary staff. Of this number, 4 people have master's degrees, 24 are undergraduates, 17 are high school/vocational schools.

The work atmosphere for educational staff is developed by providing opportunities for educational staff to be creative, then there is a work target through SKP and by providing remuneration by Unesa in late 2015.

#### **2.2.4 Institutional Image Improvement**

One of the ways to improve the image of FBS Unesa is to increase the accreditation of study programs. However, this effort has not been fully realized. Of the 11 study programs, none of them received A accreditation. All study programs were accredited B. This situation is a very big challenge for FBS. Precisely in the period 2011-2015, the decline in accreditation occurred. It is necessary to study the causes of this decline in the coming period.

## CHAPTER 3

**INTERNAL, EXTERNAL AND ASSUMPTION ANALYSIS**

Within the framework of realizing and implementing the vision, mission, and objectives as stated in Chapter 4, the FBS development strategy 2011-2015 should be placed on the basis of objective-factual conditions that have been achieved so far. Therefore, self-evaluation to identify potential, privacy, location, and deficiency needs to be done. Analysis of the FBS condition that presents the strength (*strength*), limitations (*weakness*), opportunity (*opportunity*), and challenges (*threat*) is shown below.

**3.1 Internal Analysis****3.1.1 Strength**

The objective condition of the FBS which can become the basic capital in the development of the FBS in the next five years is based on the achievements of the development plans of the previous periods. Therefore, the condition which is the inner strength *FBS Development Strategic Plan 2016-2020* inventoried from various aspects related to juridical, historical, physical-material, organizational, and so on. The strengths of the various aspects referred to can be stated as follows.

- 1) From a juridical point of view, the institutional organization of FBS has a legal basis for the Decree of the President of the Republic of Indonesia number 93/1999 dated August 4, 1999 regarding the expansion of the mandate and the change of IKIP Surabaya to become the State University of Surabaya with the Faculty of Languages and Arts as one of its faculties.
- 2) From an empirical-historical point of view, since 1962 FBS has demonstrated its ability to educate the younger generation to prepare themselves to enter the world of work professionally in their fields through the provision of education, research, and community service by graduating thousands of experts or middle-level experts at the diploma level, and undergraduate or graduate level. a bachelor's degree that is absorbed in various fields, especially in the field of education. Not a few of these graduates occupy strategic positions.
- 3) In terms of physical-materials, FBS stands on Unesa's asset land with physical buildings of lecture buildings, libraries, laboratories, auditoriums, performance buildings, administration and offices, as well as other supporting facilities (facilities of worship, sports facilities, pavilion, canteen, parking lot). etc.) whose functional quality and quantity are still being improved with various -based facilities *IT (information technology)*.
- 4) From an organizational perspective, FBS is supported by departments and study programs consisting of the Indonesian Language and Literature Department with the Indonesian Language and Literature Education Study Program and the Indonesian Literature Study Program, the English Language and Literature Department with the English Education Study Program and English Literature Study Program, the Fine Arts Department with the Fine Arts, Fine Arts, and Design Education Study Programs, the Department of Dramatic Dance and Music, the Department of Foreign Languages (Japanese and German), and the Department of Regional Language and Literature and the Chinese Language Study Program all accredited with qualification B.

- 5) In terms of financial management, FBS has implemented an autonomous system of departments/ study programs in the management of DPPS (Study Program Development Funds/Departments), DIK and DIKS funds for the development of majors that allow their use according to the specific plans of each department/study program.
- 6) In terms of cooperation, FBS is supported by other institutions both from within and outside the country, both government and private institutions in mutual cooperation.
- 7) In terms of manpower, FBS is strengthened by academic staff with doctoral education, some of whom have attained the academic position of Professor, and have master's education, and a small portion have bachelor's education; and supported by administrative staff and professional laboratory assistants.
- 8) In terms of curricular, FBS organizes education in majors and study programs based on a curriculum that is periodically restructured for the sake of innovation, up-to-date, and responsiveness according to the demands of the times and community needs, as well as applying various approaches and learning methods that are active, innovative, creative, and attractive in learning.
- 9) In terms of scientific publications, FBS has 4 scientific journals (*Paramasastra, Urna, Padma, Solah*) which is able to accommodate scientific works of lecturers and students, both those adopted from research results (inductive) and theoretical studies (deductive). In addition, each study program/department has online journals to upload student papers before they are declared graduated.
- 10) In terms of student potential, FBS is supported by students who have the potential, are motivated, and have a relatively good academic tradition, making it conducive to the development of people who excel in science, are strong in education, and are strong in personality.
- 11) In terms of the quality of graduates, FBS succeeded in improving the quality of graduates, which was marked by an increase in the average GPA of graduates from 2.90 in 2011 to (3.29) in 2015, and a shortening of the average study period from 9.24 semesters in 2011 to 8.90 semesters in 2015.
- 12) In terms of credibility, from year to year the level of public trust in FBS has increased significantly, which is indicated in the increase in inputs (*intake*) students both in increasing the quantity of enthusiasts and improving the quality (academic potential) of the enthusiasts.

### 3.1.2 Weaknesses

In addition to the strengths that have been stated, weaknesses that constitute excesses and arrears in the previous development plan were also identified. The weaknesses are presented as follows.

- 1) Establishment and opening of departments and study programs which historically did not coincide with the development of gaps in them that hindered the synergistic steps of developing faculty in an integrative and comprehensive manner.
- 2) Some facilities for lectures and laboratories have started to deteriorate even though they were only built a few years ago, while some of them are still not fully developed so that their utilization is less than optimal and not proportional (not according to their designation).
- 3) The rapid advancement of information technology is not in line with the speed of the academic community (especially educational staff, administrative staff, and students) in their efforts to master it so that they cannot

- its use is maximized in the preparation of databases of staffing, learning, and institutional publications as well as scientific publications.
- 4) The politicization of leadership changes at the university, faculty, and department levels resulted in non-academic-based competition and estrangement of relations between the academic community after the election (*post-election*) whose recovery takes a relatively short time.
  - 5) Acceptance of the increasing number of students from year to year through various selection channels is not accompanied by the acceptance of educative staff so that the lecturer-student ratio is not ideal, the teaching task load of most lecturers exceeds the ideal limit.
  - 6) There are still educative staff with S.1 qualifications (2.2%) who are not motivated to continue their studies (due to age), and educational staff who are tasked with studying at the S.2 or S.3 level do not all complete their studies on time, even some of them did not show significant progress.
  - 7) Development and coaching of administrative staff through education, promotion, and transfers that are less transparent and accountable creates jealousy and social frustration which results in a decrease in the dedication of some administrative staff.
  - 8) The system of sending and assigning educational staff to education at S.2 or level S.3 has not been patterned in an established manner so that there are relatively simultaneous learning assignments which result in the disproportionate imposition of teaching tasks on several lecturers.
  - 9) Assignment of educational staff as structural officials within Unesa or tasks outside Unesa especially those outside the control of the institution results in non-optimal implementation of the main tasks and functions of the educational staff concerned.
  - 10) Student activities that are defined and oriented as and in extracurricular activities, namely outside the curriculum and not plus curriculum (*hidden curriculum*) or the addition of the curriculum causes the quantity and quality of its activities to contribute less to academic curricular activities; and counterproductively it resulted in some student activity activists being hampered in the progress of their academic activities.
  - 11) The academic climate that is manifested in scientific discussions has not been routinely implemented as part of the main tasks and functions among educational staff and students, so that scientific writing and publications have not reached the ideal target, and opportunities to compete for research grants and community service are not optimally utilized. , the percentage of recipients of grant funds is also still small.
  - 12) The opening of varied admissions paths in the midst of increasing interest and prospective students who are not accompanied by a supervisory system based on standard operational procedures actually opens up opportunities for prospective students to be recruited who lack academic potential and motivation that is conducive to the process of further education and learning.

## 3.2 External Analysis

### 3.2.1 Opportunities

On the other hand, with the strengths that FBS has and moreover according to the characteristics of FBS as an academic institution in the fields of science, education, and culture (language, literature, and art) there are opportunities that can be captured by FBS. The opportunities in question are as follows.

- 1) The location of Unesa --and thus also FBS-- in the provincial capital offers advantages both in its proximity to regional decision-making sources and in its ease of accessing actual information from provincial, district, and city governments in East Java. This opens up opportunities for collaboration with provincial, district and city governments, especially in the fields of education and culture.
- 2) Regional autonomy, which has been running for more than a decade, gives the provincial, district and city governments the authority to determine the direction of their regional development policies. This opens an opportunity for FBS to promote itself as a partner in planning and implementing regional development in accordance with the human and scientific resources owned by FBS.
- 3) Unesa's cooperation program with various foreign universities in the form of exchanging or sending native speakers for English, and foreign languages (German, Japanese, Mandarin) departments as well as the Bureau of Planning and Foreign Cooperation of the Ministry of National Education in the form of student admissions foreign speakers in the Indonesian Language Program for Foreign Speakers (BIPA) provides opportunities for FBS to speak and be known at an international level.
- 4) The development of science and technology that is increasingly leading to specifications, especially in the fields of language and art, has provided opportunities for FBS, which has been overseeing the disciplines of language, literature, and art and its teaching, to develop into two faculties, namely the Faculty of Language and Literature, and the Faculty of Art and Design.
- 5) Development of the education sector in districts and cities, especially with the Superior School program, not only opens up opportunities for FBS to prepare prospective teachers who are competent to teach foreign languages (*pre-service training*) but also offers opportunities to educate or train teachers in schools so that they are capable and skilled in managing these superior classes (*in-service training*).
- 6) Input (*intake*) students who increase both in quantity and quality of academic potential provide opportunities for FBS with existing majors / study programs to educate them in an academic climate that is conducive to the development of people who are superior in science, strong in education, and tough in personality.
- 7) The policy of the central government, especially the Ministry of National Education cq the Directorate General of Higher Education which applies competition grants to obtain funds from the government opens up opportunities for FBS to compete at the national level.
- 8) Determination of the positions of teachers and lecturers as professional positions followed by the provision of professional allowances for teachers and lecturers (after passing the process

certification) has an impact on improving teacher welfare and increasing public respect for the teaching profession. This has resulted in the interest of the public (high school graduates) to continue their studies in the teaching or education majors or study programs. Thus, FBS has the opportunity to select prospective students with higher standards in academic potential, and professional motivation.

- 9) Scholarship programs originating from both outside and within the country, both private and government, which are offered to lecturers and students are opportunities for the FBS academic community to improve academic quality both in individual and institutional dimensions, which in turn will also improve the quality of the educational process. impact on the quality of FBS graduates.

### 3.2.2 Challenge

In the future journey that departs from the current conditions and situations, both strengths and weaknesses, as well as possible opportunities that can be utilized to realize the vision, mission, and goals, there are also challenges that must be faced by FBS. These challenges can be listed as follows.

- 1) The era that FBS has faced since approximately one and a half decades ago is the absence of distinction between public and private universities. Besides Unesa, there are also other universities, both private and public, which have faculties that oversee the same majors or study programs as those managed by FBS. This is a challenge for FBS to compete with similar faculties in other universities.
- 2) Competition with other universities, if not accompanied by firmness of attitude and solidity of idealism, can drag FBS in lowering the academic standards that it aspires to, or bring FBS to unethical competition. Therefore, FBS is challenged to face the competition with determination and sturdiness and to maintain a competitive climate in a beautiful game, namely side by side, hand in hand, and learn from each other.
- 3) Improved accreditation standards from the National Accreditation Board for Higher Education (BAN PT) in order to improve the quality of each university to challenge majors and study programs at FBS to improve the quality of each element in accordance with the standard values set by BAN PT.
- 4) Demands for the quality of processes and results guaranteed by standard operating procedures (POB) against every entity/business/institution, including educational institutions, challenge FBS to prepare POB for every activity in the fields of academic, finance and personnel, as well as student affairs in detail, and use it as a guide in its implementation.
- 5) The development of democratization in the political field that has penetrated all social elements, including educational institutions, as well as the demands of professional management on all institutions to manage resources optimally and maximally, effectively and efficiently for the sake of quantity and quality of products, challenges FBS to create and develop patterns management of activities and resources owned in an open, transparent, accountable, effective and efficient manner.
- 6) Teacher certification through Teacher Professional Education (PPG) for educational S1 graduates, and non-educational S1 or D4 graduates who have talents and interests

Becoming a teacher in order to master teacher competence as a whole in accordance with national education standards challenges FBS as one of the organizers to be able to carry it out professionally, with quality according to the rules and curriculum set.

- 7) Public demand (world of work) for ready-to-work professionals challenges FBS to provide education that is brought closer, connected and harmonized (*link and match*) with the world of work, while also creating challenges to always cooperate with the world of work as milestone holders (*stakeholders*) and the share of the graduate job market.

### 3.3 Assumptions

The development of the Strategic Plan of the Faculty of Languages and Arts 2016-2020 is based on the following assumptions.

- 1) Competition to enter higher education will increase because  
Population growth of the age of higher education is also increasing, while the capacity for higher education is relatively constant with a limited number.
- 2) The development of higher education will always calculate the existence of competition and partnership in the Asean region and the global region.
- 3) The selection of higher education institutions by prospective students will be more selective and strict due to some very flexible policies from the Ministry of Research, Technology and Higher Education.
- 4) The merging of the Directorate General of Higher Education and the Ministry of Research and Technology into a new nomenclature, namely for Unesa to become the producer of education personnel.
- 5) Awareness of the importance of quality standards and academic services, research performance, and other supporting services will grow and develop among lecturers and faculty employees.
- 6) The separation of the Ministry of Education and Culture and the Directorate General of Higher Education, which became a separate nomenclature, namely the Ministry of Education and Culture, was not only temporary and did not provide an anomaly in teacher recruitment or teacher certification programs.
- 7) Professional education and implementation of the IQF will be the goals and orientation of prospective higher education students.
- 8) Higher education autonomy will remain the basis and trend in higher education management in the 2016-2020 period, especially in curriculum development and optimizing learning management in each university.
- 9) Utilization of information and communication technology in the management of higher education and academic processes will be a demand for the development of the atmosphere *cybercampus*.
- 10) The orientation of student activities will vary according to the dynamics of campus-based life *eco-campus* to prove the existence of outstanding and reputable students.

## CHAPTER 4

## VISION, MISSION, OBJECTIVES, AND STRATEGIC OBJECTIVES

This chapter is the spirit of the FBS Development Strategic Plan because this section has gone through the process described in Chapters 1, 2, and 3, and the crystallization of what is implied and stated in it. This chapter is the source of all activities and policy directions as well as a reference at the operational level. Successively, this chapter will present the vision, mission, goals and strategic objectives of Unesa. In the next section, related, the vision, mission, goals, objectives of FBS development as well as the strategy and program of activities are described.

**4.1 Unesa's Vision, Mission, Objectives, and Strategic Goals****4.1.1 Unesa's Vision**

Because Unesa has two policy directions: educational and non-educational in accordance with the expansion of the mandate of higher education through Presidential Decree No. 93/1999, Unesa's Vision is determined based on both, namely:

**“Unggul dalam kependidikan kukuh dalam keilmuan”**

*(Excellent in education strong in science)*

- **Unggul** bermakna lebih dalam hal mutu akademik (*academic quality*), martabat, dan wibawa akademik (*academic morality*) secara komparatif pada tataran nasional dan internasional di bidang kependidikan, sehingga mampu menjadi rujukan dalam pengembangan kependidikan.
- **Kukuh** bermakna kuat dalam kesistematian, kemetodisan, keobjektivan keilmuan untuk mendukung keunggulan bidang kependidikan.

The excellence that is the spirit of the implementation and management of education by every Unesa citizen is more focused on creativity and productivity in every step of quality improvement to gain international recognition (*international recognition*). Within the framework of this vision, the education sector becomes a top priority, considering the true strength and identity of Unesa in the education sector. While trust *wider mandate* and *multi-mission institution* used to develop scientific disciplines or fields, which are able to contribute to the strengthening of educational disciplines.

The vision of excellence in education that is strong in science confirms the strong determination of all Unesa citizens to make Unesa a quality higher education institution (*academic quality*), authoritative and dignified (*morality academics*) at the national and international levels, as well as being able to become a reference for educational and scientific development.

The formulation of the vision above implies that Unesa must continue to prioritize superior education, namely quality, character, and color in all processes of empowering students. In line with that, Unesa also carries out a strong scientific program with a commitment to upholding scientific principles to develop knowledge, so that they are able to contribute to strengthening the scientific base. Educational and scientific programs with their own unique roles are designed to synergize and contribute to strengthening each other's roles.

#### 4.1.2 Unesa Mission

Based on the vision, the people of Unesa are committed to realizing the mission described as follows.

- 1) Organizing learner-centred education and learning by using an effective learning approach, and optimizing the use of technology.
- 2) Conducting research in educational sciences, natural sciences, socio-cultural sciences, arts, and/or sports, and developing technology whose findings are beneficial for the development of science and public welfare.
- 3) Disseminate science, technology, arts, culture and sports, as well as research results through community service that is oriented towards community empowerment and civilisation.
- 4) Realizing UNESA as an educational center, especially primary and secondary education as well as a scientific center based on the noble values of national culture.
- 5) Organizing an autonomous, accountable, and transparent university meeting for quality assurance and continuous quality improvement.

#### 4.1.3 Purpose of Unesa

Goals are a common agreement to be achieved by the formulated vision and mission. Based on the vision-mission that has been set. Unesa is committed to achieving the following goals.

- 1) Produce graduates who are intelligent, religious, noble, independent, professional and have advantages.
- 2) Produce scientific works and creative works both in the field of education and science that are superior and become references in the application of education, science, technology, socio-cultural sciences, arts, and/or sports.

- 3) Produce works of community service through the application of education, science, technology, socio-cultural science, arts, and/or sports to create an independent, productive, and prosperous society.
- 4) The realization of Unesa as an educational center, especially primary and secondary education as well as a scientific center based on the noble values of national culture.
- 5) Produce effective, efficient institutional performance by creating a humanist academic climate, transparent, accountable, responsive, and fair institutional management to ensure the quality of the implementation of the tridharma of higher education in a sustainable manner.

#### 4.1.4 Unesa's Strategic Goals

Based on the formulated goals, the strategic goals for the development of Unesa for the next five years (2016-2020) are set as follows.

- 1) Increasing the quality of learning and Unesa students.
- 2) Increasing the quality of institutions and development of Unesa's infrastructure.
- 3) Increased relevance, quality, and quantity of Unesa's human resources.
- 4) Increased relevance and productivity of research and development.
- 5) Strengthening innovation capacity.
- 6) The realization of good governance and excellent service quality.

#### 4.2 FBS Vision, Mission, Objectives and Strategic Goals

##### 4.2.1 Vision of the Faculty of Languages and Arts

FBS, which specializes in language, literature and art, formulates its vision following the vision of its parent institution, Unesa, by adding the specialties of FBS, namely:

**Excellence in Language and Arts Education**  
**Strong in Language Studies and Arts**

Making the Faculty of Languages and Arts a quality faculty (*academic quality*), authoritative and dignified (*academic pride and morality*), and become a national, regional, and international competitive reference faculty in 2020.

##### 4.2.2 Mission of the Faculty of Languages and Arts

Based on the vision, FBS is committed to realizing the mission which is described as follows.

- 1) Increase the quantity and quality of educators and education personnel to support the continuous improvement of the quality of the learning process.
- 2) Improving the quality of institutional (faculty) management based on standard procedures that are recognized nationally and internationally.

- 3) Develop quality and oriented infrastructure *eco* and *cyber* campus to support the continuous improvement of the quality of the learning process.
- 4) Improving the implementation of the tri dharma of higher education that is useful, quality, and has innovation value, relevant to the needs of the global job market and the development of science and technology that refers to the National Education Standards (SNP) and the principles of *Good University Governance* (GUG).
- 5) Increase cooperation between relevant domestic and foreign institutions to improve faculty competitiveness and graduate quality.
- 6) Organizing excellent study programs in the fields of education and non-education in accordance with community needs, national development, targets *Millennium Development Goals* (MDGs) to increase the nation's prestige, dignity and competitiveness at the global level.

#### 4.2.3 Objectives of the Faculty of Languages and Arts

To realize the vision and mission, the objectives of the Faculty of Languages and Arts, State University of Surabaya 2016–2020 are formulated which are outlined in 9 areas as follows.

- 1) Meet educators and education staff both in terms of quantity and quality.
- 2) Produce qualified and competent graduates in accordance with the needs of the job field.
- 3) Improving the quality of student development.
- 4) Organizing quality faculty management based on standard procedures that are recognized nationally and internationally.
- 5) Organizing an effective, efficient, transparent and accountable management system for human resources, finance, and state property.
- 6) Fulfilling quality and oriented learning facilities and infrastructure *eco* and *cyber campus*.
- 7) Increasing the implementation of the tri dharma of higher education that is useful, quality, and has innovation value for the community in the fields of language and art.
- 8) Establish cooperation/partnerships with stakeholders as well as between relevant domestic and foreign institutions to improve the competitiveness and quality of graduates.
- 9) Improving the competitiveness of faculties in the fields of education and non-education.

#### 4.2.4 Strategic Objectives of the Faculty of Languages and Arts

To achieve the objectives in the Unesa FBS development framework as described above, the following strategies were developed:

- 1) Meet the needs of educators and education personnel both in terms of quantity and quality.
- 2) Produce qualified and competent graduates in accordance with the needs of the job field.
- 3) Improving the quality of student development through local, national and international level activities.
- 4) Organizing quality faculty management based on standard procedures that are recognized nationally and internationally.

- 5) Organizing an effective, efficient, transparent and accountable management system for human resources, finance, and state property.
- 6) Fulfilling quality and oriented learning facilities and infrastructure *eco* and *cyber campus*.
- 7) Improving the implementation of the tri dharma of higher education that is useful, quality, and has innovation value for the community.
- 8) Realizing cooperation/partnerships with stakeholders as well as between domestic and foreign institutions.
- 9) Improving the competitiveness of faculties in the fields of education and non-education.

### 4.3 Values

#### 4.3.1 Values adopted by FBS organizers

FBS Unesa realizes that the ideal value system will greatly determine the success in carrying out the education development process at FBS Unesa in accordance with the vision and mission that has been set. Determination of values which are the basis and provide direction for the attitudes and behavior of all academics in carrying out their daily tasks. In addition, these values will also unite the hearts and minds of the entire academic community in an effort to realize the vision and mission of FBS.

For this reason, FBS has identified the values that every academic community must possess (*input values*), values in doing work (*process values*) and the values that will be captured by stakeholders (*stakeholders*) education includes students, lecturers, education staff, parents of students, government and private institutions, Du-Di and the community which are developed from the Unesa values. The right input value will anticipate the characteristics of the FBS academic community. The next input value will carry out the process value well in organizational management to improve the quality of interaction between humans in the FBS organizational structure. Furthermore, the input value and the process value will produce an output value that will focus FBS on things that are expected to better achieve the vision and mission that has been set.

INPUT VALUES		PROCESS VALUES		OUTPUT VALUES	
Values that can be found within every academic community FBS Unesa		Must-have values pay attention to working at FBS Unesa, in order to achieve and maintain advantage condition		Values upheld by those who interested in FBS Unesa	
↓		↓		↓	
CIVILITY UNESA ACADEMY		LEADERSHIP & MANAGEMENT COLLEGE PRIME		ACCESS, EQUITY & ORGANIZATION EDUCATION QUALITY	
↓		↓		↓	
1. Trust		1. Visionary and Insight		1. Productive (Effective and Efficient)	
2. Professional		2. Be an Example		2. Passionate about High Quality ( <i>Service Excellence</i> )	
3. Enthusiastic and Highly Motivated		3. Motivating ( <i>Motivating</i> )		3. Trustworthy (Reliable)	
4. Responsible and independent		4. Inspire ( <i>Inspiring</i> )		4. Responsive and Aspirational	
5. Creative		5. Empowering ( <i>Empowering</i> )		5. Anticipatory and Innovative	
6. Discipline		6. Cultivate ( <i>cultureforming</i> ) 7. Obey the principles and rules that apply		6. Democratic, Fair and Inclusive	
7. Care and Appreciate People Other		8. Coordinate and Synergize in a team framework			
8. Learn Throughout Hayat ( <i>long life education</i> )					
9. Physically and spiritually healthy ( <i>healthy life</i> )		9. Accountable			

Input values (*input values*), namely the values needed in every academic community in order to achieve excellence, which include:

- 1) Trustworthy, have integrity, be honest and able to carry out trust.
- 2) Professional, have adequate knowledge and ability and understand how to implement it.
- 3) Enthusiastic and highly motivated, showing curiosity, dedicated spirit and result oriented.

- 4) Responsible and independent, understands the risks of work and is committed to being responsible for the results of his work and does not depend on other parties.
- 5) Creative, have a varied mindset, perspective, and approach to each problem.
- 6) Discipline, obeying the existing rules and regulations and being able to invite others to behave the same way.
- 7) Caring and respecting others, being aware of and willing to understand and pay attention to the needs and interests of other parties.
- 8) Lifelong learning, willing and trying to always add and broaden insight, knowledge and experience and be able to take lessons and make lessons from every incident.
- 9) Physically and mentally healthy (*healthy life*) covers 5 aspects, namely: *body, mind, soul, spiritual, and occupation*.

Process values (*process values*), namely the values that must be considered in working at FBS Unesa, in order to achieve and maintain the desired conditions, which include:

- 1) Visionary and insightful, working based on extensive knowledge and information as well as far-sighted insight.
- 2) Be a role model, take the initiative to start from yourself to do good things so that you become an example for others.
- 3) Motivating (*motivating*), provide encouragement and enthusiasm for other parties to strive to achieve common goals.
- 4) Inspire (*inspiring*), provide inspiration and provide encouragement so that other parties are moved to produce their best work.
- 5) Empower (*empowering*), provide opportunities and optimize the business power of other parties according to their abilities.
- 6) Cultivate (*culture-forming*), become the motor and driving force in the development of society towards a more cultured condition.
- 7) Obey the principles, comply with the rules, work procedures, and laws and regulations.
- 8) Coordinate and synergize within a team framework, work together based on commitment, trust, openness, mutual respect, and active participation for the interests of Unesa.
- 9) Accountable, working in a measurable manner with standard principles and providing accountable work results.

Output values (*output values*), namely the values that are considered by the *stakeholders* (academic community, society, other Du-Di), which includes:

- 1) Productive (effective and efficient), providing good work results in optimal quantities through effective and efficient work implementation.
- 2) Passionate high quality/*service excellence*, produce and deliver only the best and excel.
- 3) Reliable (reliable), able to carry out trust and provide evidence in the form of work results in an effort to achieve Unesa's vision and mission.

- 4) Responsive and aspirational, sensitive and able to immediately follow up on ever-changing demands.
- 5) Anticipatory and innovative, able to predict and respond to changes that will occur, and generate new ideas and developments.
- 6) Democratic, fair, and inclusive, open to criticism and input and able to be fair and equitable.

In addition to the values that must be adhered to by the organizers, Unesa also builds values and character in the context of empowering graduates, namely by realizing the character of "Faith, Smart, Independent, Honest, Caring, and Tough" in daily behavior (with the acronym: "Idaman Jelita" ).

The values mentioned above are expected to be manifested in the daily life of Unesa organizers and graduates in line with the motto *Growing with Character*.

CHAPTER 5

**POLICY DIRECTIONS, STRATEGIES, AND PERFORMANCE TARGETS**

This chapter presents three main points: Unesa's policy and Unesa's FBS, Strategy and Performance targets. These three points are important because they provide details up to the operational level what should be done to achieve the content, mission and objectives of FBS.

**5.1 Unesa and FBS Policy Directions**

The strategic targets of the 2016-2020 Unesa Strategic Plan and the 2016-2020 FBS Unesa Strategic Plan that have been formulated in chapter 4 are based on the strategic direction of the 2015-2019 Ministry of Research, Technology and Higher Education Strategic Plan policy. The policy directions for the Unesa Strategic Plan and the Unesa FBS Strategic Plan are as follows.

Table 5.1 Unesa and FBS Policy Directions in the 2016 - 2020 Strategic Plan

No	Unesa Policy Direction 2016-2020	No	FBS Strategic Plan Strategic Goals 2016-2020
1	Increased relevance, quality, and quantity of Unesa's human resources	1	Meet the needs of educators and education personnel both in terms of quantity and quality
2	Improved quality student learning Unesa	2	Produce qualified and competent graduates in accordance with the needs of the job field
		3	Improving the quality of student development through local, national and international level activities
3	The realization of good governance and excellent service quality	4	Organizing quality faculty management based on nationally recognized standard procedures and international
		5	Organizing an effective, efficient, transparent and accountable management system for human resources, finance, and state property
4	Improved quality institutional and Unesa sarpras development	6	Fulfilling quality and quality-oriented learning and office facilities and infrastructure <i>eco</i> and <i>cyber campus</i>

5	Increased relevance and productivity of research and development	7	Improving the implementation of the tri dharma of higher education that is useful, quality, and has innovation value for the community
		8	Creating a relationship cooperation/partnership with stakeholders as well as between domestic and foreign institutions
6	Strengthening innovation capacity	9	Improving the competitiveness of faculties in the field of education and non-education

**5.2 Strategy**

To implement the above policy directions and strategic objectives, the following strategies are used.

- 1) Development of innovative learning models;
- 2) Development of teacher education models;
- 3) Development of scientific education;
- 4) Development of integrated research-based learning according to the character of Unesa;
- 5) Increasing the productivity of scientific works/IPR.

**5.3 Performance Targets**

The 5-year performance target of FBS is based on the direction of Unesa's policies as stated in the Unesa strategic goals (2016-2020) and the 2016-2020 FBS Strategic Plan Unesa are as follows.

Table 5.2 Annual Targets for Five Years

NO	Target Strategic	Performance Indicator	Annual Target				
			2016	2017	2018	2019	2020
1	Fulfill needs power educator	Data collection presentation lecturer profile and employee	80%	90%	100%	100%	100%
		Percentage of needs	80%	90%	100%	100%	100%

	and energy educator good from side quantity and quality	lecturer					
		Percentage of needs education personnel	80%	90%	100%	100%	100%
		Percentage of lecturer's career progression and employees through increase control rank.	80%	90%	100%	100%	100%
		Number of lecturers with minimum educational qualification of S3 according to the program studies.	3 dose n	3 dose n	3 lecturer	3 lecturer	3 lecturer
		The number of lecturers with the rank of head lector is Professor.	1 org	1 org	1 org	1 org	1 org
		Number of lecturers have skill certification profession.	-	10 org	15 org	15 org	15 org
		Appropriate number of lecturers with the field.	3 org	5 org	5 org	5 org	5 org
		Amount of power appropriate education with his skills.	1 org	2 org	2 org	2 org	2 org
2	Produce a graduate which quality and competent in accordance with needs field profession	Product presentation accredited at least B	80%	85%	90%	95%	95%
		Waiting period presentation get a job to 1 semester.	60%	70%	80%	90%	100%
		Graduate percentage Certified competence and profession	2%	5%	10%	15%	25%
		Amount alumni/students who entrepreneurship.	10 mhs	15 mhs	20 mhs	25 mhs	30 mhs
		Graduate presentation on time	30%	35%	40%	45%	50%
		Presentation of graduates on time.	60%	70%	80%	90%	100%
		Average length of study	4.5 year	4.3 year	4.2 year	4.2 year	4.1 year
		Average GPA of graduates	3.2	3.2	3.4	3.4	3.5
		Student presentation scholarship grantee	20%	20%	20%	20%	20%
		Number of candidate fans student who register product	1: 5	1:7	1:10	1:15	1:20

		education and diploma					
		Number of candidate fans student who register pure product	1:2	1:4	1:6	1:8	1:10
		Distribution presentation candidate's hometown student from outside East Java.	9%	11%	14%	17%	20%
		Decrease percentage duration of D-3 study for 3 years.	65%	80%	90%	100%	100%
		Number of students PPL/PKL activities in overseas.	4 mhs	6 mhs	50 mhs	75 mhs	100 mhs
		Number of graduates working abroad.	2	5	10	15	20
3	Increase isn't it quality? construction student through activity level local, national, and international	Number of mentoring students compose PKM proposal and KWU to Pimnas	25 title	50 title	125 title	150 title	200 title
		Number of scientific works student in Pimnas	1 title	3 title	5 title	7 title	10 title
		Number of achievements student at level national	3 contest	5 contest	6 contest	7 contest	8 contest
		Number of engagements student in scientific writing	5 title	10 title	15 title	15 title	20 title
		Number of collaborations student research with partners (body business and government)	1 partner	2 partner	4 partner	6 partner	8 partner
		Number of lecturers/coachers student in competition coaching level student national and international.	5%	50%	70%	80%	90%
4	diverge make it management n faculty which quality based	Performance presentation appropriate quality assurance Unesa quality standard	75%	80%	85%	90%	95%
		Percentage implementation faculty management, majors, and study programs	80%	100%	100%	100%	100%

	on standard procedure the standard recognized by national and international	based on ISO 2008. Presentation of preparation and acquisition of ISO 2015 certificate.	80%	90%	100%	-	-
5	diverge make it system management source power man, finance, and goods owned by country which effective, efficient, transparent and accountable	Compiled presentation FBS Strategic Plan and Renop 2021-2025.	20%	30%	50%	75%	100%
		Compiled presentation RBA based based needs and performance.	100%	100%	100%	100%	100%
		The percentage of system SOP formation quality control to measure budget achievement periodically.	20%	100%	100%	100%	100%
		Compiled presentation SOP strategy and budget absorption report in RBA quarterly.	50%	100%	100%	100%	100%
		Compiled presentation 100% uptake report quarterly finance	80%	100%	100%	100%	100%
		Compiled presentation 100% UPDATED with an adequate score of 85.	Score 75	Score 78	Score 80	Score 82	Score 85
		Percentage of registered inventory in accordance with the application/system that apply.	100%	100%	100%	100%	100%
		Percentage of registered state property in accordance with the application/system that apply.	100%	100%	100%	100%	100%

6a	Fulfill facilities and infrastructure learner-ran dan office n yang quality and oriented oneco andcyber campus.  (means & infrastructure)	Presentation of the implementation of facilities management together.	80%	80%	90%	100%	100%
		Presentation of realization university integrated library.	-	-	-	100%	100%
		Presentation of realization new faculty building (FSIK) through funds IDB.	-	-	-	100%	100%
		Percentage of the functioning of the spaces in the building IDB correctly and optimally.	-	-	-	100%	100%
		Presentation of realization Dean's new building FBS and its units.	-	-	-	100%	100%
		Percentage of the functioning of the spaces in the building Dean of FBS in precise and optimal.	-	-	-	100%	100%
		The percentage of media completeness learning in the room studying. (LCD screen, sound, etc.)	-	-	10%	40%	70%
		Percentage of fulfillment of practical material needs	100%	100%	100%	100%	100%
		Percentage of fulfillment of practical tool needs	70%	80%	90%	100%	100%
		Presentation made FBS master board stage 1	100%	-	-	-	-
		The presentation is blocked leader room dean.	100%	-	-	-	-
		The restricted presentation administration room.	-	100%	-	-	-
		Presentation of realization representative canteen.	-	20%	30%	50%	100%
		Presentation of realization connecting passage T1 and T11 buildings.	-	100%	-	-	-
Presentation of realization Mockup making Master Plan stage 2	-	100%	-	-	-		

	Presentation of realization real condition suitable with Master Plan stage 2.	-	-	50%	75%	100%
	Presentation of realization 2 storey 3 wheel parking lot.	-	-	-	50%	75%
	Presentation of realization 4 wheel parking area outside the faculty area.	-	-	50%	100%	-
	Presentation of realization Integrated futsal field with 2-wheeled vehicle parking.	-	-	-	50%	75%
	Presentation of realization literacy cafe	-	100%	-	-	-
	Presentation of realization canopy roof space as a study room between T3 and T4.	-	100%	-	-	-
	Presentation of realization canopy roof space as a study room in front of the T1 building.	-	-	100%	-	-
	Presentation of realization study area around joglo	-	-	100%	-	-
	Well organized presentation rung lecturer in the FBS environment department	-	100%	-	-	-
	Well-organized presentation faculty room English	-	100%	-	-	-
	Well-organized presentation faculty room German language	-	100%	-	-	-
	Well-organized presentation faculty room Japanese language	-	100%	-	-	-
	Well-organized presentation faculty room Javanese language	-	-	100%	-	-
	Well-organized presentation faculty room Javanese Mandarin.	-	-	100%	-	-
	Well-organized presentation Fine Arts Lecturer Room.	100%	-	-	-	-

		Well-organized presentation <b>faculty room Design.</b>	-	-	-	100%	-
		Well-organized presentation <b>faculty room Ballet</b>	-	-	-	100%	-
		Well-organized presentation lecture hall in T1 Gedung Building	-	-	75%	100%	-
		Well-organized presentation lecture hall in T3 Gedung Building	-	-	-	100%	100%
		Well-organized presentation lecture hall in T4 Gedung Building	-	-	25%	50%	100%
		Well-organized presentation lecture hall in T8 Gedung Building			50%	75%	100%
		Well-organized presentation lecture hall in T11 Gedung Building			-	100%	100%
6b	Fulfill facilities and infrastructure learner-ran dan office n yang quality and oriented on <i>eco</i> and <i>cyber campus</i> .  (eco-campus)	Presentation of the installation of hooked signs embedding effort character.	-	50%	100%	-	-
		Presentation of CCTV installed for action safety preventive	20%	20%	40%	50%	75%
		Presentation available supporting facilities cleanliness (place trash etc.) for create environment clean	50%	60%	100%	100%	100%
		Presentation of realization canteen that implements eco-campus without leave a feature faculty.	-	50%	100%	-	-
		Presentation of realization waste management with standard procedures and economic value.	-	75%	100%	-	-
		Powered lighting installation presentation solar (30 points)	9 point	-	7 point	7 point	7 point
		Awakening presentation	-	-	2	2	2

		waste water recycling facility for irrigation (6 pieces)			fruit	fruit	fruit
		Presentation on the installation of electricity-saving LED lights in the T1 Building	25%	-	75%	85%	100
		Presentation on the installation of electricity-saving LED lights in the T2 Building	-	-	-		
		Presentation on the installation of electricity-saving LED lights in T3 Building	-	-	-	50%	50%
		Presentation on the installation of electricity-saving LED lights in T4 Building	-	-	25%	50%	75%
		Presentation on the installation of electricity-saving LED lights in the T8 Gedung Building	-	-	50%	75%	100%
		Presentation on the installation of electricity-saving LED lights in T11 Building	-	-	-	50%	50%
		Presentation on the installation of electricity-saving LED lights in the library	20%	-	100%	-	-
		Well-organized presentation drains efficiently.	75%	100%	100%	100%	100%
		Embedded presentation trees and plants fence	-	-	50%	50%	-
		Presentation available bicycles (30 units)	-	10 units	10 units	10 units	-
		Its managed and marketable presentation potential products in the field of language and art	-	50%	75%	100%	100%
		Presentation on the formation of the course "character education"	-	100%	-	-	-
		Engaging presentation student in eco-campus activities.	-	-	100%	-	-
6c	Fulfill facilities and infrastructure learner-ran dan office	Presentation available internet network with bandwidth capacity enough.	40%	50%	75%	100%	100%
		Presentation available mentoring app	-	100%	100%	100%	100%

	n yang quality and oriented on eco and cyber campus.  (cyber-campus)	thesis and final project.					
		Presentation available Application for assessment filing non-student academic.	-	100%	100%	100%	100%
		Presentation available tracking tool app authenticity of assignments student.	100%	100%	100%	100%	100%
		Presentation available registration application online judiciary.	100%	100%	100%	100%	100%
		Presentation available journal app online lectures.	100%	100%	100%	100%	100%
		Presentation available mailing app on line	25%	50%	100%	100%	100%
		Presentation available BKD integrated application, SKP, remuneration, and SIR	25%	50%	75%	100%	100%
		Presentation in use reference app Mendeley or endNote.	25%	50%	75%	100%	100%
		7a	Increase-right implementation n tri dharma college the height beneficial , quality, and worth innovation for Public in field language and art.  (teaching	Presentation available curriculum document based on KKNi in each study program	100%	100%	100%
Presentation available and validated RPS every subject in every study program	90%			100%	100%	100%	100%
Presentation available documents about UTS and UAS in each study program	90%			100%	100%	100%	100%
Presentation accommodated 21st century skills in study	50%			60%	80%	100%	100%
Presentation available 800 new books in the library	125			150	300	500	800
Presentation of fulfillment of collection adequacy ratio	55%			60%	65%	75%	85 %

	)	international textbook < 5 years in library/reading room majors reach 85%					
		Presentation accomplished service quality in library reach 90%.	40%	50%	75%	85%	90%
		Arranged presentation textbooks 90% for each subject	10%	25%	50%	75%	90%
		Arranged presentation -based courses community needs 80%	40%	50%	60%	70%	80%
		Presentation of the fulfillment of the material adequacy ratio practice reaches 100%	100%	100%	100%	100%	100%
		Presentation of absorption ratio fulfillment graduates reach 80%	80%	85%	90%	95%	100%
		Presentation of the fulfillment of the media adequacy ratio learning to achieve 80%	60%	65%	70%	75%	80%
		Presentation of the fulfillment of the space adequacy ratio and laboratory facilities. micro teaching achieve 100%.	85%	1000%	100%	100%	100%
		Presentation on the implementation of the language product exhibition and art	-	-	50%	100%	100%
		Presentation of the implementation of the event language and art	-	-	100%	100%	100%
7b	Increase-right implementation n tri dharma college the height beneficial , quality, and worth	Presentation do it grant aid faculty policy for research.	100%	100%	100%	100%	100%
		Number of proposals research level national	2 title	2 title	3 title	4 title	5 title
		Presentation publication of results research through	-	70%	90%	90%	90%

	innovation for Public in field language and art. (study)	proceedings for energy teacher and assistant Expert (90%)					
		Presentation publication of results research through national journals for Lecturers and Head Lecturer (90%)	-	70%	90%	90%	90%
		Presentation publication of results research through international journals for Professor (90%)	-	70%	90%	90%	90%
		Presentation of the acquisition of IPR patents (8)	2	2	2	2	-
7c	Increase-right implementation in tri dharma college the height beneficial , quality, and worth innovation for Public in field language and art. (devotion n)	Presentation of the implementation of the granting of funds faculty policy for service to community/PPM	100%	100 %	100%	100%	100%
		Number of PPM proposals lecturer with national scheme	2 title	2 title	3 title	4 title	5 title
		Number of publication results research and devotion through communication media scientific studies, seminars and level workshop regional, national and international.	2 title	2 title	3 title	4 title	5 title
8	materialize an interweaving cooperation/ partnership with stakeholders	Number of collaborations partnership with college in and abroad covers the fields of development	2 partner	3 partner	4 partner	5 partner	5 partner

	also between institution in dan overseas	education, research, exchange of lecturers and students as much as 5 partner.					
		Number of collaborations with organization good profession in country and abroad country in order maintenance conferences, seminars, workshops, research as many as 4 partners.	1 partner	2 partner	2 partner	3 partner	4 partner
		Number of collaborations with the industrial world and businesses, institutions self-help or group inner community order to carry out program <i>public private partnership</i> (PPP) as many as 30 partners.	10 partner	15 partner	20 partner	25 partner	30 partner
9	increase in competitiveness faculty in the field education and non-education	Number of competency tests for middle professionals as much as 9 competency scheme according to the department / study program.	-	3 scheme	5 scheme	7 scheme	9 scheme
		Number of product establishments Arabic, Language Madurese, Korean, and BIPA.	-	3 study program	4 study program	-	-
		Presentation of realization establishment of the Faculty of Art and Design (FSD).	20%	5%	100%	-	-
		Number of Test Centers (test center) various field skills language-literature and art.	-	-	1 field	2 field	3 field
		Number of journals Nationally accredited.	-	-	1 journal	1 journal	2 journal
		Number of journals international		1 journal	1 journal	1 journal	1 journal
		Minimum number of study programs accreditation B, and increase the amount accredited study program	11 study program	13 study program	11 study program	9 study program	9 study program

	<b>A.</b>					
	Number of study programs accredited A to 6 study programs.	1 <small>study program</small>	2 <small>study program</small>	4 <small>study program</small>	6 <small>study program</small>	6 <small>study program</small>
	Presentation the holding of the month of language and arts.	70%	80%	100%	100%	100%
	Presentation holding activities related to the Movement School Literacy.	100%	100%	100%	100%	100%
	Presentation holding a competition characterized [rodi/department]	100%	100%	100%	100%	100%

## CHAPTER 6

**CLOSING**

As a social institution, FBS is built by harmonious and humanist relations from various elements in it. None of the elements no matter how small the element is that is meaningless, on the other hand there is also no element that may be dominant and determine how big the element is. In the diversity of all its dimensions – small-big, low-height, young-old, junior-senior, minor-major, etc.- all can mean according to the function and contribution they are dedicated to. Fellowship, equality, partnership, and sincerity are life forces that need to be continuously turned on and lived in the 'FBS big house' by all members of the FBS extended family.

In that perspective *FBS Development Strategic Plan 2016-2020* which includes, among other things, the vision, mission, goals, and the development strategy. It means *FBS Development Strategic Plan 2016-2020* this will become a dead document if it is not lived and revived by all elements of the academic community in the spirit of camaraderie, equality, partnership, and sincerity. Vision remains as a vision, mission ceases to be a mission, and goals remain as goals that will never be realized if the strategic steps set are ignored, and or each step is carried out without planning. What's more, if each element goes its own way without synergy and coordination, either intentionally or unintentionally ignoring it.

In this latter context, *FBS Development Strategic Plan 2016-2020* serves as a kind of map in the joint journey to achieve common goals. It includes directions and travel routes to be referred to together. Therefore, the commitment of every element in the spirit of cooperation to achieve common goals is expected to grow in the entire FBS academic community, as well as the commitment of each subsystem (department and study program) in FBS. As part of the FBS institution, each department or study program and other subsystems are the spearhead of implementation *FBS Development Strategic Plan 2016-2020* which is still global. Therefore, in its implementation, each related subsystem needs to first describe it into an operational plan (renop) or a technical plan (rentis).

Thus, the implementation of certain development strategies by one or more certain subsystems is an integral part of achieving the vision, mission, and goals of FBS. In this regard, it is realized that at the organizational level of managerial implementation, *FBS Development Strategic Plan 2016-2020* require coordination and synergy; and socially psychologically requires a spirit of mutual cooperation. No achievement can be achieved alone, because achievement is the result of the participation of related elements. That is the vitality or life force that must be lived and inspired by the entire FBS academic community in realizing the FBS vision, mission, and goals. This vitality is embodied in the motto of cooperation echoed by Unesa, "**Partnering and Achievement**".

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