

**STRATEGIC PLAN OF  
UNIVERSITAS NEGERI PADANG**

**2016 – 2020**

## **PREFACE**

Bringing Universitas Negeri Padang (UNP) into a leading university according to the established vision and mission, strategic plans (Renstra) need to be carefully formulated to support the achievement of university goals. The 2016-2020 UNP Strategic Plan was prepared based on the 2015-2019 Ministry of Research, Technology and Higher Education Strategic Plan.

The 2016-2020 UNP Strategic Plan is an integral part of the overall development of the UNP. This Strategic Plan is a continuation of the previous Strategic Plan. It is a reference for the development of UNP for the next 5 years to be guided by related units within the Universitas Negeri Padang and other parties. They need information about the strategic plan of Universitas Negeri Padang. Hopefully this strategic plan can be appropriately guided and utilized.

Padang, 22 August 2016  
Rector of Universitas Negeri Padang,

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## **CHAPTER I INTRODUCTION**

### **1.1 General Conditions**

Universitas Negeri Padang (UNP) ) is one of the universities resulting from the policy of expanding the mandate (*wider mandate*) of the Teaching and Education Institute throughout Indonesia. At the beginning of its establishment, UNP was a university called the Teacher Education College (PTPG). Since its establishment on September 1, 1954, UNP has changed its name, place, position, status, and educational programs developed to meet Indonesia's demands of educational development. The changes that UNP went through can be classified into five periods, namely:

#### **1) PTPG Batusangkar (1954-1956) Period PTPG Batusangkar**

since its inception has six departments, namely: Department of Indonesian Language, History, English, Economics, Science, and Department of Biology. At the beginning of its establishment, the learning activities were not running correctly, so most of the first batch students moved to PTPG Bandung and PTPG Malang. This condition causes the number of students who survive is minimal. The original number of six majors is reduced to four majors: the Indonesian Language Department, History, Economics, and Mathematics Department. Following the needs of education in Indonesia, in 1955 the Department of Law was opened, which was then recorded as the first major to produce bachelors in education in 1964.

#### **2) During the period of FKIP Unand Bukittinggi in Batusangkar (1956 - 1958)**

In 1956, PTPG throughout Indonesia was integrated into local universities. PTPG Batusangkar is integrated into Andalas University Bukittinggi. This change in status hardly affects previous programs. For one year (1957-1958), there was a jam in the lecture program's implementation due to regional upheaval that occurred at that time.

#### **3) Period of FKIP Unand Padang (1958-1964)**

After experiencing disruption in the lecture process until early 1958, FKIP Unand was reactivated on 10 June 1958. On 1 September 1958, the The position of FKIP Unand in Batusangkar was moved to Padang. In 1961, all B1 courses throughout Sumatra Westwere integrated into the FKIP, namely: the B1 English course and the B1 History course in Bukittinggi, and the B1 course in

Indonesian, Science, Commerce and Physical Education in Padang. Subsequently, developments took place with the opening of new departments: the Department of Education Advisory, the Department of Life Sciences, the Department of Social Education, and the Department of Fine Arts. Most of the newly established majors developed Bachelor's programs. During this period, the Department of *Civics*/ Law and the Department of Economics / Cooperatives had initiated the Bachelor program.

#### **4) Period of IKIP Jakarta Branch of Padang (1964 - 1965)**

In 1964, FKIP Unand Padang broke away from Andalas University and became IKIP Jakarta Branch of Padang. Starting from the existing department, the department was organized, thus giving birth to four new faculties of the Padang branch of the IKIP Jakarta, namely: the Faculty of Education (FIP), the Faculty of Teacher Training in Exact Sciences (FKIE), the Faculty of Social Sciences Teaching (FKPS), and the Faculty of Teacher Training and Literature. Arts (FKSS). During this period, the FKIP Physical Education Department, which was initially B1 Padang Physical Education, changed its status to the College Sports Padang Branch of the Jakarta (STO) of Sports.

The years 1964 - 1965 were a transitional period before IKIP Padang was established alone. At the end of 1964 a new faculty was formed, namely the Teaching and Training Faculty (FKT), which came from a private institution fostered by the IKIP Padang Foundation for Development and Welfare. The new faculty establishment led to the IKIP Jakarta Padang Branch having five faculties and fulfilling the requirements for status as an independent IKIP. The beginning of the IKIP Padang establishment consisted of five faculties, namely: FIP, FKIE, FKPS, FKSS, and FKT.

#### **5) Period of IKIP Padang (1965-1999)**

Commencing on August 7, 1965, with the Decree of the Minister of Higher Education and Science (PTIP), Number 351/1965, IKIP Padang has an independent IKIP. This institute consists of five faculties which have 14 departments, namely (a) FIP with the Department of Education and the Department of Social Education, (b) the FKPS with the Department of History / Anthropology, the Department of Economics / Cooperatives, and the Department of *Civics*/ Law, (c) FKIE with the Department of Certain Sciences, Department of Life Sciences, Department of Natural Sciences, and Department of Chemistry, (d) FKSS with the Department

of Indonesian Language and Literature, Department of English Language and Literature, and Department of Fine Arts, and (e) FKT with the Department of Machinery, Department Civil, and Architecture Department.

In May 1966, all IKIP Padang activities were transferred to Air Tawar Padang. Since then, step by step the institute has begun to build its campus and develop broader programs so that in 1969 there were 21 departments in five faculties. Since the first year of Five-Year Development (PELITA) I, IKIP Padang has proliferated. In 1970, IKIP Padang had a Laboratory School consisting of SMA and STM Laboratory. On January 1, 1972, the Laboratory School was equipped with Kindergarten, Elementary School, and Junior High School. In the same year, the IKIP Padang was assigned to implement the Pioneer School Development Project.

Starting in the academic year 1975, reforms in the field of program development were initiated using the semester credit system (credits) which in 1979 was implemented in all tertiary institutions in Indonesia following the decree of the Minister of Education and Culture. In 1976 and 1977 no degree programs were opened in response to the increasing demand for secondary school teachers. Without a degree or certificate program, this program is known as the Junior High School Teacher Education (PGSLP), with majors in Natural Sciences (IPA), Mathematics, Indonesian, and English. In 1977, this certificate program was expanded by opening new study fields, namely Guidance and Counseling, Service Skills, and Craft Skills. In the same year, another certificate program called Senior High School Teacher Education (PGSLA) was opened in the fields of Biology, Physics, Chemistry, Mathematics, Indonesian and English. These two types of certificate programs lasted until 1978.

Furthermore, in 1977, the Sports College (STO) was integrated into the IKIP Padang by making it a new faculty, namely the Teaching Faculty of Sports Science (FKIK) with the Department of Development. Sports, Marketing and Recreation, and Sports and Health. Thus, IKIP Padang has six faculties: FIP, FKIE, FKPS, FKSS, FKT and FKIK.

In 1979, IKIP Padang opened the S-o, S-1 and Teaching Certificate I, II, III, and IV programs. The S-o program consists of DI, D-II, and D-III programs that specifically produce junior and senior high school teachers. With the Decree of the Minister of Education and Culture dated March 14, 1983, the names of faculties in the IKIP were determined nationally, namely the Faculty of Education (FIP), the Faculty of Language and Arts Education (FPBS), the Faculty of Mathematics and Natural Sciences Education (FPMIPA), the Faculty of Science Education. Social Knowledge (FPIPS), Faculty of Education Sports



Health(FPOK), and Faculty of Technology and Vocational Education (FPTK).

In 1990, according to the policy of the Minister of Education and Culture of the Republic of Indonesia that the implementation of the LPTK program was under one roof, the Teacher Education School (SPG) and the Sports Teacher School (SGO) in West Sumatra (Bukittinggi and Padang) were integrated into IKIP Padang to become the Teacher Education Department. Elementary School (PGSD) Class Teachers and PGSD Department of Physical Education (Penjas). It is done in order to improve the quality of elementary school teachers. Likewise, in 1994, the Bandar Buat Padang School of Special Education Teachers (SGPLB) was also integrated into the IKIP Padang to become the Department of Special Education (PLB) under the Faculty of Education.

Furthermore, the UNP Postgraduate Program (PPs) has been initiated since 1981 under the name Credit Collection Activity (KPK) under the Postgraduate Faculty of IKIP Jakarta's guidance with the Educational Administration study program. The status of the KPK was upgraded to an independent study program by the Decree of the Directorate General of Higher Education Number 517 / Dikti / Kep / 1992 dated December 31, 1992. In the academic year 1994/1995, the Educational Administration Study Program was grouped into several concentrations, namely Educational Management, Guidance and Counseling, Social Science Education, and Language Education. In 1996/1997 two concentrations were opened again, namely Educational Technology and Environmental Management. In 1997/1998 several concentrations had status as Study Programs.

#### **6) Period IKIP Padang became Universitas Negeri Padang (1999-2015)**

Presidential Decree No. 093/1999 concerning the assignment of a *wider mandate* to the Teacher Training and Education Institute (IKIP Padang) to become Universitas Negeri Padang (hereinafter abbreviated as UNP) gave the task of organizing tridharma tertiary institutions in a broader spectrum in the field of sciences non-educational and continuing to develop educational science as the main task (*core product*) of UNP.

The readiness to carry out the expansion of the government's mandate is still the basis for the development of the Strategic Plan (Renstra) starting from the 2000-2005 strategic plan, the 2006-2010 strategic plan, and the 2011-2015 strategic plan. In turn, the strategic plan referred to as a reference in the formulation and determination of the policy direction for the development of medium-term programs and institutional annual programs to realize the goals

and objectives.

In the implementation of education in 2011-2015, various advances in equity and expansion of access to education, improvement of quality and competitiveness, governance, accountability, and public image are projected to be realized. For equal distribution and expansion of access to education, for example, in the previous strategic period UNP was able to increase the number of students from 24,152 people in 2006 to 36,056 people including postgraduate students (data for 2013). This development is related to efforts to increase the Gross Enrollment Rate (APK) nationally.

The number of enthusiasts and the passing *grade* limit for prospective students entering UNP are getting higher. Among the national state universities, namely the 1st rank for the Natural Sciences group and 5th rank for the Social Studies group in 2012, it did not change much in 2013. Improved quality with the indicator Cumulative Achievement Index (GPA) in average graduates also increased. The competitiveness of getting jobs for graduates tends to increase from year to year.

One of the efforts related to institutional development is developing the Department of Economic Education, Faculty of Social Sciences into the Faculty of Economics with six study programs, namely Masters in Management (MM), Masters in Economics, Economic Education, Development Economics, Management, and Accounting. Likewise, at the Faculty of Engineering, hospitality management's ratification into the Faculty of Tourism and Hospitality with 5 study programs, namely: Family Welfare Education, Dressmaking, Make-Up and Beauty Education, Catering, and Hospitality Management. This development makes UNP have 7 Faculties and 1 Postgraduate Program. Besides, through the Rector's Decree No. 44 / UN35 / KP / 2012 concerning the Implementation of Study Programs Masters and Doctoral at UNP, given the opportunity to Faculties and Study Programs to develop postgraduate education that is monodisciplinary and oligo disciplinary in their respective faculties without having to join the UNP Postgraduate Program which fosters multidisciplinary programs. The Faculty of Education, the Faculty of Economics, the Faculty of Engineering, the Faculty of Social Sciences, and the Faculty of Languages and Arts have responded well to this. Even so, the UNP Postgraduate Program still has responsibility in quality assurance (*quality assurance*) in the implementation of postgraduate programs.

Institutional development was also marked by the transfer of the

Construction School's management from the KORPRI Foundation to the Laboratory School of Universitas Negeri Padang. This school consists of Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), and Senior High School (SMA).

The opening of the Counselor Professional Education program in 1999 initiated the implementation of a professional education program at UNP, even the first program in the field of education in Indonesia. Besides, the implementation and opening of new educational and non-educational diploma programs (D3 to D4 levels) complements the realization of the intended mandate expansion. The Program non-educational first undergraduate opened was the Management Study Program under the FIS which was opened in 1999. In 2010 was Visual Communication Design, Geography, and Mining Engineering as meeting the needs of today's society. The expansion of the academic education program was carried out with the Doctoral (S3) program in Education in 2001. In 2013, the Faculty of Engineering also obtained permission to hold a Doctoral program in Vocational Education. This development complements the existing S-1 and S-2 academic programs, including Masters in Management and Masters in Economics under the Faculty of Economics.

In 2012-2013, UNP has developed its study program with Study Masters Programs in Geography Education, Education Sports, S3 Vocational Engineering Education, Masters in Public Administration, S1 Japanese Language Education, Masters in Economic Education, Masters in Mathematics Education, Physics Education and Chemistry Education, S2 Indonesian Language and Literature Education, and S-2 English Language Education. In addition to the study programs mentioned above, UNP is also one of the LPTKs appointed to carry out education and teacher development programs in the country through the Integrated Teacher Professional Education Program (PPGT) and the Program Professional Education for Undergraduate Teaching Teachers in the Frontier, Outermost and Disadvantaged areas (SM3T) in Nanggroe Aceh Darussalam, East Nusa Tenggara and West Kalimantan.

Expansion and development of the program also means expanding access to education. It requires the availability of facilities and infrastructure in the form of educational buildings, laboratories, equipment and machines, and adequate educational facilities for the provision of quality education and learning. Some of the physical facilities and infrastructure damaged by the 7.6 magnitude earthquake on September 30, 2009 have been repaired and some need to be reconstructed and renovated again. At that time, most educational

buildings, laboratories and educational facilities at UNP were severely damaged.

The rebuilding of a modern campus with adequate educational facilities following the master *plan of the* UNP campus development to grow and develop towards excellence requires sizeable financial support. This support has been obtained from the *Islamic Development Bank* (IDB) and 2011 was declared as the start of the UNP (*Project of Reconstruction and Upgrading of Universitas Negeri Padang*) *Reconstruction and Upgrading Project*. This project is planned to be implemented in the period 2011-2015.

To strengthen governance, accountability, and public image, UNP continuously strives and improves the quality of institutional performance consistently by applying the principles of *good university governance* that is participatory, democratic, effective and efficient, transparent and accountable, as well as fostering dynamic and mutually beneficial cooperation with stakeholders a wide range of. Normative bodies, namely the university senate and faculty senate, have a significant role in directing and establishing internal institutional regulations and explicitly projecting UNP towards an independent and modern university following applicable laws and regulations.

Guided by the prevailing laws and regulations, including the National Education System Law No. 20 of 2003 and the Higher Education Law Number 12 of 2012, the 2010-2014 Ministry of National Education Strategic Plan, the Higher Education Strategic Plan, the previous UNP Strategic Plan material (2011-2015,) and the development results that have been achieved and the current conditions of UNP, UNP feels the need make various changes and adjustments to the strategic plan for the period 2016-2020 concerning the strategic plan of the Ministry of Research, Technology and Higher Education 2015-2019.

#### **1.1.1 Program Achievements and Activities for the 2011-2015 Period The**

The achievements programs of UNP and activities for the 2011-2015 period were assessed from the tri dharma aspect: academic and student services, research and service, as described below.

##### **1.1.1.1 Academic and Student**

##### **1) Services Academic and Student**

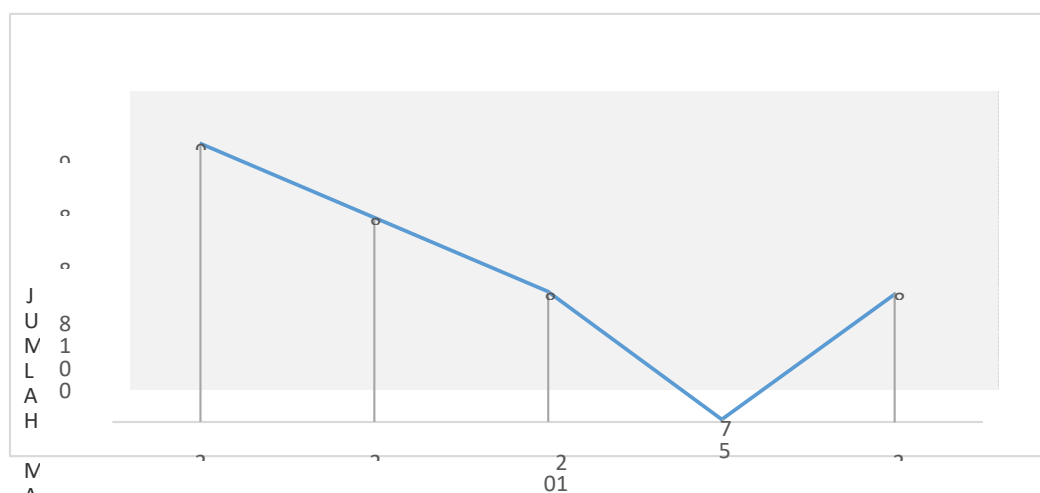
Affairs Universitas Negeri Padang is developing itself continuously to open access to education for the public, by increasing student admissions, and

opening new faculties and study programs. Since the implementation of the policy of expanding the mandate (*wider-mandate*) from the Teacher Training Institute for Education to the Universitas Negeri Padang, starting from 1999 the number of departments / study programs at Universitas Negeri Padang continued to increase from 27 majors / study programs to 83 study programs in 2015. The implementation of academic education programs at UNP starts from Diploma III (D-III), Diploma IV (D-IV), Undergraduate (S-1), Strata 2 (S-2), and Strata 3 (S3), professional education, and vocational education. With the establishment of the Institute for Professional Development (LPTP) in 2007, Universitas Negeri Padang opened itself more broadly to serve the professional development activities of educational and non-educational personnel in various fields needed by the community, including the implementation of a certification program for educators and educational personnel. The implementation of study programs at the Universitas Negeri Padang is illustrated in the following table.

**Table 1.1 Number of UNP Study Programs State of 2015**

No	Faculty Of	LevelStudy Program					Number
		D-3	D-4	S-1	S-2	S-3	
1	Education	0	0	8	1	0	9
2	Language and Arts	1	0	8	2	0	11
3	Mathematics and Natural Sciences	1	0	8	5	0	14
4	Social Sciences	0	0	6	2	0	8
5	Engineering	6	1	7	1	1	16
6	Sports Science	0	0	3	1	0	4
7	Economics	2	0	4	3	0	9
8	Tourism and Hospitality	2	2	1	0	0	5
9	Postgraduate	0	0	0	6	1	7
	<b>Total</b>	<b>12</b>	<b>3</b>	<b>45</b>	<b>21</b>	<b>2</b>	<b>83</b>

UNP's commitment to open access to the public to continue their education at the higher education level is reflected in the increase in new student admissions over the last five years, as seen in Graph 1.1 below this.



**Graph 1.1 Number of New Student Admissions in 2011-2015 The**

The number of students served by UNP in the last five years has increased in line with the addition of new study programs. The table 1.2 Below shows the number of UNP students by level of study program in 2011-2015.

**Table 1.2 Number of Students by Study Program Level 2011-2015**

Study Program Level	Number of StudentsUndergraduate				
	2011	2012	2013	2014	2015
(S3)	68	120	144	204	292
Strata Two (S2)	919	1,930	2,377	2,659	2,851
Undergraduate (S1)	31,411	29,410	28 315	26 312	25 773
Diploma Four (D4)	532	632	832	947	1,087
Diploma three (D3)	3,123	3,417	3,387	3,119	2,915
Diploma two (D2)	-	-	million		57.56671
<b>Total</b>	<b>36 053</b>	<b>35 509</b>	<b>35 112</b>	<b>33 807</b>	<b>33 628</b>

The average student has: 34 882  
circumstances: January 2, 2016

The average number of students enrolled in the past five years stands at 34,882 students registered at the S-3, S-2, S-1, D-4, D-3, and D-2 study programs. The large number of students shows that UNP opens more complete access to serve the wishes of the community to continue their education. On an ongoing basis, step by step, UNP expands access by opening new study programs and increasing capacity. The increase in the number of students at the

S-2 and S-3 program levels every year for the last five years shows that opening access to the community has increased significantly. The length of time for completing student studies for the 2011-2015 period tends to decrease, due to the faster student length of study taken.

In addition to providing academic education, Universitas Negeri Padang also opens access to the provision of professional education and teacher certification programs. A professional education program that was held for the first time at UNP, namely the counselor profession under the Faculty of Education. Now, this program has been accredited B by Ban-PT. The description of educators who have finished being certified at UNP is illustrated in the following table.

**Table 1.3 Number of Educators Certified 2006-2014 period**

Pass Patterns	Quota									Total
	2006	2007	2008	2009	2010	2011	2012	2013	2014	
Graduated Portfolio								96 1,488 1,739 1,927 1,865 2 0 1		
PLPG Pass								157 4,445 3,488 4,260 4,402 9,078 8,251 8,181		
Pass PSPL	0	0	0	8	3	4	3	2	2	22
Total	253	5,933	5,227	6,195	6,270	9,084	8,254	8,184	3,925	53,325

The implementation of the certification program at Universitas Negeri Padang has been going on since 2006. The number of educators who have been certified by Universitas Negeri Padang until 2014, totaled 53,325 people. Details of the number of teaching staff certified by the Universitas Negeri Padang as certified by the Universitas Negeri Padang are shown in Table 1.3.

Since the commencement of the teacher certification program for primary and secondary education in 2006, UNP has continued to gain the confidence to carry out teacher certification with the number of teachers taking certification continuing to increase. In 2006, for example, the number of certified teachers was 253, and the highest increase was in 2011 with 9,084 certified teachers. Overall, the teaching staff who have passed the certification from 2006 to 2014 is 53,325 people.

## **2) Quality and Relevance of Academic Services**

Universitas Negeri Padang has made various efforts to improve the quality and relevance of academic services, such as implementing curriculum evaluation and revision, increasing study program accreditation, improving the admission system for new students, establishing an internal quality assurance body (BPMP), improving the quality of learning which leads to increasing the academic achievement index and accelerating the study period of students, and improving the quality of academic administration services.

## **3) Evaluation and Revision of Curriculum**

Study programs at Universitas Negeri Padang periodically evaluate and revise the curriculum. Curriculum changes at the level of the study program are based on comprehensive studies from various stakeholders, both from outside the Universitas Negeri Padang (*external stakeholders*) and related parties within the Universitas Negeri Padang (*internal stakeholders*). Input from stakeholders from outside the institution, for example government policies related to higher education, demands and dynamics that occur in the world of work, developments in knowledge and input from alumni. Input from stakeholders at the internal scale of the institution, for example suggestions from teaching staff and students. The ideas, opinions, and input from various stakeholders are collected through *tracer studies*, holding seminars, and work meetings conducted by the study program. Local wisdom that develops in the life of the Minangkabau community is also a reference for curriculum development. UNP's motto, *Alam Takambang Becomes Teacher*, is taken from the philosophy of life of the Minangkabau people. Revisions are not only made to the courses offered in the curriculum, lecture tools are also developed and revised regularly such as the Lecture Program Unit (SAP) and teaching materials for each course.

The curriculum development carried out by Universitas Negeri Padang is guided by regulations issued by the government (Kemendiknas, Kemendikbud, and Kemenristekdikti), the vision, mission and objectives of Universitas Negeri Padang, as well as the vision and mission of the study program. Prior to the formation of the Ministry of Research, Technology and Higher Education, the preparation of the curriculum at the Universitas Negeri Padang was guided by the Minister of National Education Decree Number 232/47 / U / 2000 concerning Guidelines for Preparation of Education Curriculum and



Assessment of Student Learning Outcomes, and Decree of the Minister of National Education Number 045/4 / U / 2002 concerning Higher Education Core Curriculum. .

Since the issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) and the issuance of Permendikbud Number 73 of 2013 concerning Application of the Indonesian National Qualification Framework in the Field of Higher Education and guided by Permendikbud Number 49 of 2014 concerning National Higher Education Standards, Universitas Negeri Padang has evaluating and revising the study program curriculum with reference to the three government regulations. In the 2016/2017 academic year, all study programs at Universitas Negeri Padang implement a curriculum that refers to the KKNI.

#### **4) Study Program Accreditation**

UNP's commitment to ensuring the quality of academic services is reflected in the efforts made to increase the value of study program accreditation. The accreditation value of the study program reflects the quality of academic services in the program. Realizing the importance of accreditation of study programs, Universitas Negeri Padang has made this activity a priority program at the rector, faculty, and study program levels. UNP's seriousness towards the accreditation of study programs is manifested by the establishment of a Quality Assurance Agency, one of its priority programs is to prepare accredited study programs with the best value.

The situation in 2015 shows that out of 84 study programs, 14 (16.6%) study programs are accredited A, 52 (62%) study programs are accredited B, and 12 (14%) study programs are accredited C. The rest, 6 (7.4%) ) study program is in the process of proposing accreditation. UNP is currently institutionally based on an assessment from the National Accreditation Board for Higher Education (BAN) accredited B.

#### **5) New Student Admission System**

The quality of academic services carried out by University is Padang Statereflected in the selection system for new student admissions which is rigorous, open, and easy to follow. The selection of new students at Universitas Negeri Padang is carried out in three ways, namely: (1) National Selection for State Universities (SNMPTN); (2) Joint Selection to Enter State Universities (SBMPTN); and (3) Independent Entrance Selection (SMM) which is conducted

online. Allocation of revenues from each track following Permendikbud No. 34 of 2010 on the pattern of Admissions level undergraduate program(S1)with details: SNMPTN 50%, SBMPTN 30%, and 20% independent. The tightness of student admission at Universitas Negeri Padang is shown in the following table.

**Table 1.4 Student Tightness Levels Accepted in 2011-2015**

Field	Years and percentage									
	2011	%	2012	%	2013	%	2014	%	2015	%
Science enthusiasts	11881		10500		31321		33899		30924	
Received IPA	620	5	446	5	1219	3.9	1544	4.6	2130	6.9
Social studies enthusiasts	25689		21612		77792		98717		104800	
Accepted by IPS	1411	5	1089	5	2451	3.2	4017	4.1	5040	4.8 The

The tightness of new student admissions at UNP is perfect. The average tightness of UNP new student admissions in the last five years is 4.7%, meaning that from 100 applicants, between 4-5 people can be accepted. The Social Science (IPS)more rigorous than the study program is the Natural Science (IPA) study program. The tightness of new student admissions for the Social Studies field study program in the last five years is 4.4% and for the Science field study program is 5.1%. This is very encouraging because the public's interest in continuing higher education at Universitas Negeri Padang is very high.

## 6) Improving the Quality of Learning

The quality of academic services is also carried out by improving the quality of learning through the application of learning methods and techniques that are effective, fun, leading to increased student creativity and student independence to develop themselves. Efforts to improve the quality of learning are carried out through various academic activities such as regular discussions of course teaching staff, seminars at the study program level and training of teaching staff.

Improving the quality of learning has an impact on the student achievement index and length of study period. The table below shows the student's achievement index and length of study for the last five years. Table 1.5 below shows the student achievement index for the last five years.

**Table 1.5 Average GPA of UNP Graduates According to Faculties in**

### 2011-2015

Faculties	Graduated Years					Average
	2011	2012	2013	2014	2015	
Faculty of Education	3.31	3.26	3.16	3.29	3.36	3.28
Faculty of Languages and Arts	3.21	3.3	3.31	3.33	3.38	3.31
Faculty of Mathematics and Science	3.09	2.89	3.27	3.26	3.26	3.15
Faculty of Social Sciences	3.04	3.21	3.19	3.25	3.28	3.19
Faculty of Engineering	3	3.22	3.22	3.21	3.25	3.18
Faculty of Sport Science	3.33	3.35	3.35	3.36	3.34	3.35
Postgraduate	-	3.5	3.48	3.49	3.51	3.5
Faculty of Economics	2.88	3.16	3.16	3.16	3.23	3.12
Faculty of Tourism and Hospitality	0	0	0	0	0	0
<b>Average</b>	<b>3.12</b>	<b>3.24</b>	<b>3.27</b>	<b>3.29</b>	<b>3.33</b>	<b>3.25</b>

As seen in the table above, there has been an increase in the GPA of UNP graduates in the last five years. In 2011, for example, the average GPA of graduates was 3.12, increasing several digits gradually over the next four years and in 2015 it was in the position of 3.33. The average GPA of UNP graduates over the past five years is 3.25.

**Table 1.6 Average Study Completion Period for Students in 2011-2015**

Study Program Level	Average Study Completion Period for Students in theYear					Average
	2011	2012	2013	2014	2015	
Strata Three (S3)	5.41	5.82	4.95	5.24	4.78	5.24
Tier two (S2)	2.55	2.62	2.59	3.26	2.87	2.78
Tier one (S1)	3.8	3.93	4.56	4.72	4.49	4.30
Diploma three (D3)	3.67	3.68	3.64	3.97	3.45	3.68

The average length of study period of students, especially the undergraduate level (length of study S1) program during the last five years seen from the average studies for all levels of the study program are very satisfying. This means that there is an acceleration in the average length of study of

students at all levels of study programs.

#### 7) Improving the Quality of Academic Administration Services Academic

quality improvement is also carried out through improving academic administration services to students and teaching staff. The quality of academic administration services boils down to improving academic quality overall. Academic administration services carried out by UNP for both students and teaching staff are made easier through the use of information technology media which is carried out *online*. The forms of academic administration services are as follows.

- 1) Carry out a new student selection process starting from the registration process to notification of the selection results.
- 2) Completion of the study plan sheet and notification of student study results.
- 3) Filling in student learning outcomes by the teaching staff.
- 4) Notification of academic information to students and lecturers.
- 5) Academic guidance of teaching staff to students is carried out through face-to-face communication and communication via media *online*.
- 6) Several programs have started to carry out lectures via *e-learning*.

#### 8) Student Services

In addition to improving access and quality of education, Universitas Negeri Padang also pays special attention to student welfare, development of student life skills (*soft skills*), student involvement in student organizations, and involvement in academic and non-academic competition activities.

Universitas Negeri Padang continues to improve student welfare by trying to get scholarships from various sources, both government and private. On average 20% of UNP students receive scholarships. Table 1.7 below shows the types of scholarships and the number of scholarship recipients for the 2011-2014 period.

**Table 1.7 Types of Scholarships and Number of Scholarship Recipients for the 2011-2014 Period**

No	Type of Scholarship	Number of Scholarship Recipients				
		2011	2012	2013	2014	2015
1	Bidik Misi	1,000	1,800	3,021	3,435	4,906
2	Academic Achievement Improvement (PPA)	1,040	1,040	1,040	1,260	1,197
3	PPA Tuition Assistance	944	960	960	540	513

4	Bank Indonesia	40	40	40	40	40
5	Bank Nagari	105	125	160	160	200
6	Van Deventer-Maas Stichting (VDMS)	13	15	35	45	59
7	Supersemar	95	55	55	55	55
8	Superior Supersemar	0	2	2	2	0
9	Foundation Toyota and Astra	10	10	10	10	14
10	Badan Amil Zakat	27	25	30	30	30
11	Semen Padang	16	6	4	12	0
12	Pertamina	0	0	10	0	0
13	Bansos Prov. West Sumatra	0	0	0	322	0
No	Type of Scholarship	Number of Scholarship Recipients				
		2011	2012	2013	2014	2015
14	Baznas Tanah Datar	0	0	0	0	14
	<b>Total Scholarships</b>	<b>3,290</b>	<b>4,078</b>	<b>5,367</b>	<b>5,911</b>	<b>6,998 The</b>

The number of UNP students who received scholarships in the last five years has increased very well. The situation in 2011 shows that there were 3,290 scholarship recipients, and the number of scholarship recipients in 2015 increased to 112% to 6,998 scholarship recipients. The number of UNP students in 2015 was close to 30,000, this number shows that approximately 23% of UNP students received scholarships. Sources of scholarship, apart from the Bidik Misi program, also come from thirteen other scholarship sources.

In addition, Universitas Negeri Padang also develops student life skills. Forms of life skills that are carried out include: entrepreneurship, leadership training, and attitude and mental formation through adversity survival activities. The development of student life skills is carried out at the study program, faculty and university levels.

Student organizations in the UNP environment are encouraged to carry out various activities that involve many students. This organization acts as a forum for fostering student interest, talent and reasoning, at the department, faculty, and university levels.

**Table 1.8 List of Student Organization Names, Types of Activities, and Number of Student Involvement in 2015**

No	Name of Student Organization	Number / Type of Activities	Number of Students
1	MPM	4	38
2	BEM	22	4600
3	MENWA	10	756
4	UKKPK	5	407
5	UKPPIPM	8	1930
6	UK WP2 SOSPOL	5	436
7	UK MPALH	4	605
8	UK PRAMUKA	6	625
9	UKUKO	5	54
10	UKM KOPMA	6	402
11	UKKES	9	602
12	UKFOTO FILM	7	582
13	UK KEROHANIAN	8	2235
14	UKM KSR PMI	6	788
15	UK PASKIBRA	7	424
16	UKGANTO	6	395
	<b>Total</b>	<b>131</b>	<b>14879</b>

In addition to participating in lecture activities, UNP students are also actively involved in participating in various extracurricular activities under the umbrella of sixteen student activity units. The situation in 2015 shows that as many as 14,879 students were involved in 131 extracurricular activities. This shows that approximately 50% of the total number of UNP students take part in extracurricular activities.

Apart from student activity units, Universitas Negeri Padang also provides education and training in the fields of life skills (*soft skills*), leadership, and excellence as well as achievement events, both at the provincial, national and international levels as shown in table 1.9 below.

**Table 1.9 Life Skills Activities and Number of Student Involvement in 2015**

No	Form of Activities	Number / Type of Activities	Number of Students Involved
1	SEMINAR	23	2,500

2	EDUCATION AND TRAINING	16	900
3	INDUSTRIAL VISITS	18	54
4	MEDIUM LEVEL LKMM	7	350
5	ADVANCED LEVEL LKMM	1	120
6	MAWAPRES	1	10
7	MTQ	1	26
8	PMW	35	149
9	KBM FMIPA	1	880
10	KBM FE	1	539
11	PKM	74	296
12	PIMNAS	1	22
13	KBM FIK	1	550
	<b>Total</b>	<b>180</b>	<b>6,396</b>

Number of UNP students who are participating in the Life Skills program are pleased. The situation in 2015 shows that as many as 6,396 students participated in the life skills program offered by UNP with the aim of improving skills life students'.

2015 UNP students made several achievements by obtaining certificates, certificates, and medals at the regional, national and international levels, as shown in Table 1.10.

**Table 1.10 Awards Received by Students in 2015**

No	Type of Award	Level		
		Local	National	International
1	Certificate	0	0	2
2	Charter	0	6	3
3	Gold Medals	9	2	3
4	Silver Medals	2	16	2
5	Bronze Medals	5	16	3
	<b>Total</b>	<b>16</b>	<b>42</b>	<b>13</b>

#### **1.2.1.1 Lecturers and personnel**

##### **1) Lecturer or Lecturer**

or Lecturer Lecturer Condition University State Padang from 2011 to 2015 shown in the table below 1.11.

**Table 1.11 Number of Teaching Staff based on Education Strata**

No	Education	2011	%	2012	%	2013	%	2014	%	2015	%
1	Strata 3	147	14.9	152	15.9	164	17.4	183	19.6	217	22.9
2	Strata 2	679	69	678	70.9	687	73.1	682	72.9	691	72.8
3	Strata 1	158	16.1	126	13.2	89	9.5	70	7.5	41	4.3
	<b>Total</b>	<b>984</b>		<b>956</b>		<b>940</b>		<b>935</b>		<b>949</b>	

Based on Table 1.11 above, it can be seen The number of lecturers in 2011 amounted to 984 people, in 2012 there were 956 people, in 2013 there were 940 people, in 2014 there were 935 people, and in 2015 there were 952 people. This condition shows that the number of lecturers from 2012 to 2014 has decreased because the number of lecturers who are retiring (retirement) has increased and has not been matched by the provision of new formations from the government. After 2015 the condition of UNP Lecturers or Teaching Staff began to increase due to the provision of formation and appointment of new lecturers.

In addition, several lecturers also took part in further studies at home and abroad. The number of lecturers who attended the study, their levels, and their places of study can be seen in the following table 1.12.

**Table 1.12 Data of Lecturers Conducting Further Studies 2015**

NO.	FACULTY	S2			S3			TOTAL
		DN	LN	Σ	Domestic	LN	Σ	
1.	FIP	9	0	9	26	17	43	52
2.	FBS	6	1	7	22	7	29	36
3.	FMIPA	0	0	0	23	5	28	28
4.	FIS	4	0	4	20	1	21	25
5.	FT	2	0	2	32	16	48	50



6.	FIK	8	0	8	16	3	19	27
NO.	FACULTY	S2			S3			TOTAL
		DN	LN	Σ	DN	LN	Σ	
7.	FE	1	0	1	7	4	11	12
8	FPP	2	0	2	9	3	12	14
Total		32	1	33	155	56	211	244

Based on the table above, it can be seen that UNP lecturers or teaching staff currently continuing their studies to S2 (Masters / Master) totaling 32 people and all of them in the country, 211 people are undergoing Doctoral Program (educationS3)consisting of 56 people abroad and 155 people in the country. In connection with that, it is estimated that in the next five years, as many as 671 UNP lecturers have already qualified for Strata 2 plus 32 people are currently undergoing Strata 2 education.Furthermore, it is estimated that in the next five years the number of UNP lecturers with qualifications doctoral will increase significantly ( 218 already qualified for Strata 3 plus 211 people who are currently undergoing Strata 3 education). The comparison of further education for Strata 3 attended by UNP lecturers or teaching staff abroad and at home is not balanced (56 people abroad and 155 people inside the country). In the next five years, the number of lecturers for further study abroad should be encouraged so that there is a balance between the number of lecturers with qualifications of Masters (S2) and Doctoral (S-3) overseas and domestic. All lecturers are required to have a minimum qualification of Masters (S2) and UNP will require S3 for young lecturers who are under 35 years of age.

The educational background of UNP lecturers, both educational and non-educational can be seen in the following table 1.13.

**Table 1.13 Comparison of Lecturers with Educational and Non-educational backgrounds**

NO	FAK.	S1			S2			S3			TOTAL
		KP	NK	JML	KP	NK	JML	KP	NK	JML	
1	FIP	9	5	14	105	25	130	38	4	42	186

2	FBS	6	1	7	44	54	98	18	12	30	135
NO	FAK.	S1			S2			S3			TOTAL
		KP	NK	JML	KP	NK	JML	KP	NK	JML	
3	FMIPA	0	0	0	26	66	92	9	33	42	134
4	FIS	6	2	8	24	49	73	11	19	30	111
5	FT	1		1	42	89	131	18	8	26	158
6	FIK	7	1	8	49	19	68	19	4	23	99
7	FE	0	0	0	14	57	71	7	11	18	89
8	FPP	1	2	3	17	13	30	3	3	6	37
TOTAL		-	-	41	-	-	693	-	-	217	949 The

The table above shows that the lecturers have more qualifications for master (S2) and doctoral (S-3) than education non-educational. This condition is due to the large number of educational study programs being held compared to study non-educational programs. This is a force for institutional development without neglecting the principal mandate of UNP. The proportion of the scientific field of the lecturer is used as one of the considerations in the admission of educational and non-educational students as an extension of the mandate. The qualifications and main interests of the lecturers are also used as a reference for all faculties / departments to divide their assignments so that their competencies are following the courses being taught.

On the other hand, if we look further, the ranks of UNP lecturers from 2011 to 2015 varied. An overview of the number of lecturers by rank is shown in the following table.

**Table 1.14 Number of Lecturers by**

No	RankGroupGroup	2011	%	2012	%	2013	%	2014	%	2015	%
1	IV	366	37.2	361	37.8	356	37.9	346	37	349	36.8
2	Class III	618	62.8	595	62.2	584	62.1	589	63	600	63.2
Total		984		956		940		935		949 The	

table above shows that in 2011 UNP class IV Lecturers were 366 people

(37.2%), in 2012 there were 361 people (37.8%), year 2013 totaled 356 people (37.9%), in 2014 totaled 346 people (37%), and in 2015 totaled 351 people (36.9%). This condition shows that there is a decrease in the promotion of UNP Lecturers from class III to group IV from 2011 to 2013. Furthermore, from 2014 to 2015 the promotion of UNP lecturers from class III to group IV has increased. When compared between the number of UNP Lecturers who were class IV in 2011 and 2012, 2013, 2014 there was a decrease. This condition is due to the fact that some senior lecturers have retired and have died. On the other hand, UNP Lecturers of Class III in 2011 amounted to 618 people (62.8%), in 2012 there were 595 people (62.2%), in 2013 there were 584 people (62.1%), in 2014 there were 589 people (63%), in 2015 there were 601 people (63.1%). This condition shows that the promotion of lecturers from class III to group IV is very lacking. This condition is due to the addition of new lecturers and some class III lecturers are continuing their studies.

The admission and appointment of educators and education personnel is carried out in a democratic and transparent manner based on the available formations. Furthermore, the formation was sent to the Ministry of Research, Technology and Higher Education of the Republic of Indonesia to be designated as a national CPNS formation. The formation of educators and education personnel assigned to UNP is openly socialized through regional newspapers and *the website* UNP. Following the predetermined time and schedule, the Ministry of Research, Technology and Higher Education of the Republic of Indonesia carried out the selection simultaneously and *online*. After passing the selection from the Ministry of Research, Technology and Higher Education of the Republic of Indonesia, UNP will then carry out a selection process. The admissions process is open and transparent. After passing the selection, lecturers and education personnel are directed to support the long-term development plan of their respective departments and study programs. Generally, funding for senior schools comes from BPPS and local governments as well as assistance from UNP. The completion of the Lecturer study who is currently S-3 varies greatly. Most are expected to complete their studies within the next five years.

The empowerment of lecturers who have just finished their advanced studies is directed at fostering lectures following their specialties. In addition, the lecturer is assigned to guide students' theses / final assignments. In addition, lecturers are also encouraged to research and carry out community

service. In general, all lecturers are directed to carry out Tridharma Perguruan Tinggi activities properly.

As a manifestation of the professional qualifications of educators, UNP sends the names of lecturers who have met the requirements following the applicable regulations to be certified. UNP lecturers who have been certified are shown in the following table.

**Table 1:15 Recapitulation Lecturer UNP Has Been Certified as Educator Professional**

No	Year	Certified		Number
		Already	Not	
1	2011	477	491	968
2	2012	647	297	944
3	2013	717	219	936
4	2014	754	184	938
5	2015	839	110	949

Based on the above table, Lecturer UNP 2011 amounted to 968 people and as many as 477 people were certified as professional educators and as many as 491 people had not been certified. Furthermore, UNP Lecturers in 2012 amounted to 944 people. Meanwhile, there are 647 lecturers who have been certified and 297 people who have not been certified. In 2013, there were 936 UNP lecturers, 717 people had been certified and 219 people had not been certified. In 2014, there were 938 lecturers of UNP, 754 people were certified and 184 people had not been certified. In 2015, there were 949 lecturers of UNP, and 839 were certified. Starting from the description, there are still 110 UNP lecturers who have not been certified as professional educators. This condition is due to the incomplete requirements according to applicable regulations (including: the lecturer who is currently continuing his studies and has just been appointed).

## 2) Education Personnel The

the number of personnel based on qualifications teaching education can be seen in the following table 1.16.

**Table 1.16 Educational Qualifications of Education Personnel 2011 to 2015**

No	Education	2011	%	2012	%	2013	%	2014	%	2015	%
----	-----------	------	---	------	---	------	---	------	---	------	---

1	S-3	0	0.00	0	0.00	1	0.23	1	0.23	1	0.21
2	S-2								38 7.34 38 7.93 37 8.41 44 10.33		
	S-1/ D-IV								140 27.03 141 29.44 122 27.73 118 27.70		
	D -III	57	11.00	48	10.02	49	11.14	42	9.86	56	12.02
5	D-II	6	1.16	6	1.25	6	1.36	6	1.41	4	0.86
6	SLTA	238	45 , 95	219	45.72	207	47.05	196	46.01	197	42.27Sc hool
7	Junior High	20	3.86	10	2.09	9	2.05	10	2.35	9	1.93
8	SD	19	3.67	17	3.55	9	2.05	9	2.11	9	1.93
<b>Total</b>		<b>518</b>		<b>479</b>		<b>440</b>		<b>426</b>		<b>466</b>	

Based on the table above, it can be seen that from 2011 to 2012, none of the UNP education personnel had doctoral qualifications (S-3). From 2013 to 2015, the number of educational staff who qualify for Doctoral (S-3) is 1 person. Education personnel who qualify for Masters (S2), S1/ D-IV, and D-III continue to increase, although not too many from 2011 to 2015. In 2011, who qualify for Masters (S2 there were 38 people) (7.34%) , in 2012 there were 38 people (7.93%),

in 2013 there were 37 people (8.41%), in 2014 there were 44 people (10.33%) and in 2015 there were 43 people (9.23%). Education personnel with qualifications S1/ D-IV, in 2011 amounted to 140 people (27.03%), in 2012 there were 141 people (29.44%), in 2013 there were 122 people (27.73%), In 2014 there were 118 people (27.70%), and in 2015 there were 147 people (31.55%). UNP education personnel with D-III qualification, in 2011 there were 57 people (11%), in 2012 there were 48 people (10.02%), in 2013 there were 49 people (11.14%), in 2014 there were 42 people (9, 86%), and in 2015 there were 56 people (12.02%). UNP education personnel with a high school background, in 2011 totaled 238 people (45.95%), in 2012 there were 219 people (45.72%), in 2013 there were 207 people (47.05 %), in 2014 there were 196 people (46, 01), and in 2015 there were 197 people (42.27%).

On the other hand, the number of education personnel from qualified SLTA, SLTP, and SD continues to decline from 2011 to 2015. condition This Is due to the existing UNP Education Personnel who have attended education Bachelor (S-1), in addition to UNP not receiving CPNS formations with

backgrounds SLTA, SLTP, and SD.

#### **1.2.1.2 Research and Community Service**

The Universitas Negeri Padang Research Institute (Lemlit-UNP) was established in August 1975 along with the passing of the Padang IKIP Statute which at that time was still called BP4 (Research Institute for Planning, Development and Education) which was led by a Director and in charge of four institutions, namely: the Institute for Research and Educational Planning; Institute for Development and Curriculum Development; Education facility; Mental and Physical Development Institutions and Publishing Institutions. Following its existence, the UNP Research Institute is an academic implementing element in the field of research that is tasked with carrying out the coaching and development of science, technology and arts through conducting research activities, as well as coordinating, monitoring, and assessing the implementation of research activities organized by UNP lecturers, Research Centers / Study / study and control the administration as needed.

Research management is fully managed by the UNP Research Institute (Lemlit). Lemlit UNP is a research institution that has long been established and has been active in various research fields, both at the regional, national and international levels. Lemlit UNP has 4 research centers, each of which is led by a head, namely (1) Center for Population and Environmental Research, (2) Research Center for Women's Studies, (3) Research Center for Regional Development and Regional Autonomy, and (4) Central Research and Development of Religion. In addition, at UNP there are also several study centers or study centers such as the Testing and Evaluation Center, the Center for Humanities Studies, the Center for Social, Cultural and Economic Studies, the Center for Sport Science Studies, the Center for Ethnicity and Conflict Studies, the Center for Rural Development Studies and Cooperatives, Development. The National Center for Entrepreneurship and Production, and others. Lemlit is also assisted by a ten-person development team. The ten people are professors and / or doctors. This makes Lemlit UNP have considerable potential to develop properly and of course have a positive impact on research activities.

The UNP Research Institute has conducted a series of outreach to all faculties at UNP. The socialization is related to the program, the type of research offered and the sources of funding, and the schedule. The existence of a control mechanism over the research implementation process and a fairly good formulation of research implementation guidelines, has a positive impact on the

smooth running of activities and improving the quality of research. Financial management is also quite transparent and each staff has their own job description so that each staff knows their rights and obligations. Most of the teaching staff at UNP are still young and have considerable potential to be developed. Thus, it is hoped that research activities at UNP will be better in quantity and quality. The percentage of staff who qualify for S3 and professors is quite large so that the opportunity to get the chance to win research grants on a national and international scale will be even greater.

The existing equipment facilities in laboratories and studios in the faculties, departments and UPTs in the UNP environment can be used to support the implementation of lecturer research at the Universitas Negeri Padang. Even though they are still lacking, all of these facilities can be relied on and utilized for collaborative programs, with the support of study / study centers in all faculties. In recent years, UNP through Lemlit has collaborated with various agencies (government / PT) including the Ministry of Justice / Komnas Ham, State Ministry of Research and Technology, Bappedal Central and Regional, University of Tasmania, Indiana University, Pemda / Bappeda West Sumatra, the Education Office, private institutions, the business world and the industrial world (DUDI), and others.

Research funded by the UNP Research Institute always involves students. This is intended to accelerate the completion of their theses and scientific papers in addition to transfer of *knowledge* and *experience* from lecturers to students. With this activity, the academic atmosphere that emerges will encourage staff and students to improve competence, quality, and capability in research activities. The interactions that occur in this activity will encourage the improvement of the quality of the student's thesis / TA guidance. Increasing research intensity also raises high quality research so that it can be projected to be patented or registered with IPR.

In addition to activities funded by the ministry of education and culture, UNP Lecturer research based on cooperation with local governments, companies and other agencies also continues to increase.

However, there are still many research activities that have not been well recorded, so that their evaluation and effectiveness are difficult to measure properly. So far, the level of lecturer participation in research is still not optimal. 2012 data shows as many as 20% of lecturers are involved in conducting research. 2013 saw a significant increase in lecturers' motivation to research. This is in line with the implementation of decentralization research by the Directorate General of Higher Education. The distribution of research activities

carried out by lecturers is shown in the following table.

**Table 1.17 Research Activities at Universitas Negeri Padang**

Faculty	in				
	2011	2012	2013	2014	2015
FIP	5	14	14	10	9
FBS	15	26	20	11	14
FMIPA	26	40	29	23	22
FIS	9	31	16	13	12
FT	25	44	22	12	16
FIK	7	11	6	2	5
FE	18	33	17	1	13
Postgraduate	7	12	0	11	7
<b>Total</b>	<b>112</b>	<b>211</b>	<b>124</b>	<b>83</b>	<b>98</b>

data above shows that the Faculty of Mathematics and Natural Sciences and the Faculty of Engineering rank the highest in research activities in the last 2 years, followed by the Language Faculty and Arts and the Faculty of Economics. *The Output is* research classified into several forms, namely: publication, dissemination, community service and intellectual property rights or patent rights. So far, less than 30% of the research results are published in national scientific journals and national proceedings. In addition, less than 5% of the research results are published in international journals and proceedings. Even so, 5% of the research results have been presented in national scientific forums in the form of symposiums, seminars or discussions. At the institutional level, the UNP Research Institute has, in a limited way, facilitated the dissemination and utilization of research results. There are still very few results research that get the proper protection through the granting of intellectual property rights and patents.

Another form that provides identification for the results of research and innovative works of publication. One form of dissemination of the results of studies and research in person is the publication of books by the lecturer concerned. The university allocates significant funds through UNP Press to facilitate book publishing by lecturers. Every year, around 30 books of innovative works and research by lecturers are published by this university-



owned publisher. In the last four years, 2012-2015, through BOPTN funds, UNP has provided incentives for lecturers to produce textbooks that can be used as a reference and reference for lectures. With the proportion of 3 books for each study program, currently 362 book titles have been produced and some of them have been published publicly by obtaining the *International Standard Book Number* (ISBN). In addition, the 2012-2014 IDB provides assistance to lecturers in writing teaching materials with an average of 4 pieces per study program / year, at the end of 2015 a total of 1,767 teaching materials had been produced with a total funding of Rp 5,866,500,000.

The allocation of research funds through State Higher Education Operational Assistance (BOPTN) in 2013 increased sharply. As a consequence, the allocation of PNBPN funds is no longer required to be compensated or used for other activities. In 2013, UNP also did not provide research funding through the APBN-P. The absorption capacity of research funds in 2013 amounted to IDR 6,377,788, -, in 2014 amounted to IDR 6,031,993, - and in 2015 it increased to IDR 8,407,250. Thus, there was an increase of almost 40% from 2014 to 2015. However, this figure is still administered by research institutes and does not yet cover all faculty and personal based research which may be quite large.

**Table 1.18 Research Funds Sources 2013-2015**

No	Faculties	2013			2014		2015		
		Sources of Funds (in thousands)			Sources of Funds (in thousands)		Sources of Funds (in thousands)		
		APBN	BOPTN	DIKT	PNBP	BOPTN	PNBP	BOPTN	Insinas
1	FBS	333,616	543,000	100,000	180,000	579,000	205,000	747,500	
2	FE	242,750	612,000	-	710,000	50,000	670,000	675,000	

No	Faculty	2013			2014		2015		
		Source of Funds (in thousands)			Source of Funds (in thousands)		Source of Funds (in thousands)		
		APBN	BOPTN	DIKT	PNBP	BOPTN	PNBP	BOPTN	Insinas
3	FIK	-	308,000	-	130,000	101,000	515,000	234,000	
4	FIP	-			740000-241000	491 000	395 000	436 500	
5	FIS	433 422			362000-350000	699 993	540 000	619 500	
6	Natural Sciences								440,000 1,016,000 85,000 60,000 1,294,000 232,750 1,380,000 290,000

	FT	225,000			937000-340000	586,000	260,000	977,000	
8	post-graduate	-	-	-	220,000		230,000		
	Total	1,674,788	4,518,000	185,000	2,231,000	3,800,993	3,047,750	5,069,500	290,000

Community service programs funded by the 2013 Directorate of Research and Community Service budget are funded as many as 19 titles with absorption of funds amounting to IDR 839,500,000, while in 2015 there were 25 proposals funded with absorption of funds of IDR 1,050,000,000. Here it can be seen that PKM at the National level with the source of funds DIPA (BOPTN) 2014 saw an increase in 6 titles received and an increase in funds of Rp. 210,500,000.

Based on the performance of PKM, UNP in 2013 and 2014 allocated funds for the implementation of PKM for the implementation of regular funded science and technology (BOPTN), of which the selection was university. PKM in 2013 amounted to 224 proposals with a fund absorption of Rp. 2,240,000,000, -, while in 2014 there were 165 funded proposals with absorption of funds amounting to Rp. 1,650,000,000. If analyzed the number of proposals received from those submitted by the teaching staff in 2013 was 63.09%, while in 2014 the proposals were received by 165 titles (59.13%), there was a decrease in the implementation of PKM by 3.96%.

The 2013 community service program was carried out in 10 villages with absorption of funds of IDR 500,000,000, 2014 as many as 7 villages with absorption of funds of IDR 350,000,000, while in 2015 there was an increase in community service to 10 villages with absorption of funds of IDR 500,000.000, -. The community service data carried out by UNP is an activity that has been programmed and continuous since 2013, but in the same year there were 2 (two) faculties that were not involved, namely FMIPA and FIS, in 2014 the faculties were not involved 3 (three), namely FIP, FIS, and FE, while in 2015 all faculties carried out community service in 10 target villages with absorption of funds amounting to Rp. 500,000,000, -.

The implementation of community service in the target villages is carried out by lecturers under the coordination of the UNP Community Service Institute (LPM). The available sources of funds include LPM UNP, the Directorate General of Higher Education, and several district / city governments that offer cooperation. Lecturer activities in this case include programmed community service, both national and regional, as well as incidental (based on requests from agencies / target audiences). The types of community service activities that are funded can be in the form of *vouchers*, *entrepreneurship*, and the application of

science and technology. In the last few years, there have been 61 activities involving 227 lecturers (23.69%). These activities are mostly in the form of education, training, and service to the community with various segments.

Community service activities carried out by lecturers have provided benefits to the community in the form of knowledge, skills and benefits directfelt by the community such as village electricity development, village development, community business development, and others. In addition, personally and incidentally, there are also community service activities carried out by several lecturers who are involved in collaboration with various non-governmental organizations, such as *The Asia Foundation*, *Partnership for Governance Reform*, *Research Triangle Institute* (RTI), *Institute for Research and Empowerment*. (IRE) Yogyakarta, either directly or through various study centers in the UNP environment, such as that conducted by the Center for Socio-Cultural and Economic Studies (PKSBE).

**Table 1.19 Number of PKM Proposals funded through SWADANA**

No	Faculty / Unit	2014		2015	
		Number of Proposals Received	Number	of Proposals Received	Number
1	FIP	28	280,000,000	37	370,000,000
2	FBS	18	180,000,000	18	180,000,000
3	FMIPA	4	46,000,000	20	235,000,000
4	FT	24	240,000,000	25	250,000,000
5	FIS	25	250 000 000	20	300 000 000
Number	of Faculty / Unit	2014		2015	
		Number of Proposals Received	Number of	Number of Proposals Received	Number
6	Nikken	10	100 000 000	30	300 000 000
7	FE	24	295 000 000	28	410 000 000
8	Masters			0-7	140,000,000
9	Libraries			0-0	-
	<b>Total</b>	<b>133</b>	<b>1,391,000,000</b>	<b>185</b>	<b>2,185,000,000</b>

One illustration of the success of community service activities is a survey conducted on the target community for community service activities, which concerns their level of satisfaction with these activities. Based on data from the UNP Community Service Institute, it is known that the level of satisfaction of the people served reaches the proportion of 75%.

PKM in the application of science and technology SWADANA (FUNDS PNBPNBP) 2014 was carried out by all faculties with 133 proposals and all of them were accepted with uptake of funds of Rp.1,391,000,000, 2015 proposals were submitted as many as 185 titles and also all of them were accepted with funds absorption of Rp. This means that the performance of PKM in the implementation of self-funding science and technology UNP from 2014 to 2015 saw an increase of 52 community service implementations and an increase in the absorption of funds of Rp. 794,000,000. This increase in the quantity and provision of funds needs to be continued in the coming years, in order to motivate lecturers to do more community service.

#### 1.1.1.4. Facilities and InfrastructureUniversity

UNPcontinues to repair and add physical buildings and equip the infrastructure owned with funds sourced from PNBPNBP UNP, national DIPAA, and IDB assistance which has been running since 2011. Physical construction financed by IDB is planned for completion in June 2016. The physical development for the education that is being implemented can be seen in the following table.

**Table 1.20 UNP Buildings for 2015-2016**

No	Name of Building	Volume (m <sup>2</sup> )	Information
1.	Ulu Gadut Campus	135	Good Condition
2.	Faculty of Education	2,751	Good Condition
3.	Faculty of Engineering	4,278	Good Condition
4.	Faculty of Social Sciences	1,523	Good Condition
5.	Faculty of Economics	2,794	Good Condition
6.	Faculty of Sports Science	3,795	Good Condition
7.	Faculty of Mathematics and Natural Sciences	5,482	Good Condition
8.	Rectorate	3,290	Good Condition
9.	MKU and UPPL	470	Good Condition

10.	Language Center	760	Good Condition
11.	Postgraduate	2,420	Good Condition
12.	PKM	1,021	Condition Good
13.	BAUK Building	1,384	Good Condition
14.	Campus II, Lubuk Buaya	622	Good Condition
15.	Campus III, Ulu Gadut	716	Good Condition
16.	Campus IV, Limau Manis	224	Good Condition
17.	Campus V, Bukittinggi	1,428	Good Condition
	Total	33,093	

Source : BAPSI UNP

Based on the data above, it can be seen that UNP has relatively good buildings and is spread across 5 campus locations. Currently UNP is also building several new buildings including IDB assistance covering an area of 38,325 covering an area of ?? m<sup>2</sup>, a new postgraduate building 4,231 m<sup>2</sup>, a *sports center* covering an area of 6,100m<sup>2</sup>, a building for multipurpose PGSD covering an area of 1,000. m<sup>2</sup>, Construction of laboratories MIPA covering an area of 1,442 m<sup>2</sup>, and the Dean of FIP covering an area of 308 m<sup>2</sup>. If all the construction of the building and learning facilities is completed, UNP has sufficient learning buildings. Based on the building construction data, it can be concluded that the quantity and quality of the lecture building is very good. This will support the quality of learning and ultimately improve the quality of graduates. The problem that needs to be considered is the maintenance and utilization of the building.

#### 1.1.2 Community Aspirations

External conditions have an impact, either directly or indirectly, on UNP activities in achieving the vision, mission and objectives of the institution. These external conditions include, among others, the conditions of the socio-economic environment, technology, globalization, politics, law and government regulations. One of the changes in the external environment that has a direct impact on the direction of UNP development is Presidential Regulation Number 13 of 2015 concerning the Establishment of the Ministry of Research, Technology and Higher Education (State Gazette of the Republic of Indonesia of 2015 Number 14) and Regulation of the Minister of Research, Technology and Higher Education (Kemenristek) Number 13 of 2015

concerning the Strategic Plan (renstra) of the Ministry of Research, Technology and Higher Education 2015-2019. This change in the Kemenristekdikti strategic plan requires universities to support the achievement of the 2015-2019 Kemenristekdikti performance indicators.

Implementation of Law no. 20 of 2003 concerning the National Education System and Law No. 14 of 2005 on Teachers and Lecturers provide opportunities for all educational institutions, especially UNP as one of the LPTKs in Indonesia. Recognition of the teaching profession in line with the increase in teacher salaries has a positive impact on the growth of UNP. This government policy has boosted public interest in becoming teachers so that the number of interested teachers has also increased. In line with that, the large number of teacher needs ranging from early childhood to senior high school, followed by the relatively large number of PNS admissions for teachers compared to other professions is an opportunity for UNP. The larger national education budget allocation is also an opportunity for UNP to be more present as one of the LPTKs. The existence of the LPTK is increasing along with the increasing attention of the government on education from early childhood education to higher education.

Teacher certification policies and improving the quality of teachers at every level and type of educational institution are opportunities for UNP to continue to exist in society. This policy encourages a wider role for UNP. However, the certification program and improving the quality of teachers are also a challenge for UNP because of the increasing demands for the success of the program in question. The teacher professional education program that has been started by the government on the one hand, provides an opportunity for UNP; but on the hand it other becomes a challenge because the participants of the program are not only graduates of educational study programs but also study on-educational programs. This means that competition to become a participant in the teacher professional education program is increasing not only among the LPTKs but also with graduates of study non-educational programs at non-LPTK colleges.

The 9 year compulsory education policy also has a positive impact and opportunities for UNP as LPTK. This policy encourages an increase in the need for educators and education personnel throughout Indonesia. Likewise with the increasing public attention to education. This condition encourages the increase in GER in all educational institutions. The increase in APK then had a positive impact and became an opportunity for UNP to continue to be increasingly needed in the world of national education.

The development of the national economic sector also continues to improve. This is shown by the national economic growth which averaged 5.70% per year. Likewise, the economic growth of West Sumatra also continues to improve with an average growth of 6.5% per year. This condition also increases the community's ability to send their children to school. This means that the economic growth is getting better, indicating an increase in people's income and subsequently an increase in the desire to get a better education. The increased desire for education provides opportunities for all educational institutions to play a more important role, including UNP. Government policy through the provision of various scholarships ranging from elementary schools to doctoral programs (S-3) provides opportunities for UNP to develop further. Likewise with the government policy regarding the qualifications and competence of teaching and education personnel, as stipulated in Permendiknas No. 12, No. 13, and No. 16 of 2007 concerning the Standards for School Supervisors, Principals, and Teachers and Permendiknas No. 28 of 2010 concerning School Principal certification are also opportunities for UNP, because this policy encourages the increased desire of the government to send most of its teachers and lecturers, both to its own educational institutions, government or private sector, for further study. This policy led to an increase in the role of the UNP as LPTK in the midst of society.

The Policies *wider-mandate* issued by the government are an opportunity for UNP as LPTK to develop. This policy led to the birth of various study non-educational programs which in turn increased the quality of the graduates produced. Furthermore, this policy also increases the role of the UNP in increasing the APK for higher education. However, this policy also becomes a challenge for UNP because it means an increase in the workload that must be carried out. The expansion of the mandate also means the expansion of the arena of competition with non-LPTK universities.

2016 is the year that the implementation of the ASEAN Economic Community (AEC) policy began. Globalization that has occurred and will continue to strengthen has led to increased competition between universities in Indonesia and ASEAN. UNP as a LPTK with an expanded mandate is also challenged to continue to be able to compete with other universities, both LPTK and non-LPTK. Globalization also increases competition that is getting wider, because it is not only competition among domestic universities but also with foreign universities. But on the other hand, globalization also creates opportunities for UNP to increase the number and quality of cooperation, both with fellow universities and with non-tertiary institutions. Globalization also

provides opportunities to build cooperation with various institutions abroad, both in improving the quality of education, research and community service. Increased competition for university graduates requires UNP to be able to adapt to the demands of the quality of graduates and higher education institutions. For this reason, UNP has determined itself to become a university that leads to a *World Class University*. Therefore, the challenge of increasing the accreditation of institutions both for study programs, faculties, laboratories and universities is getting higher. The challenge is not only getting accreditation A but also international accreditation or at least at the ASIA level.

Government policies regarding regional autonomy and governmental and economic decentralization also influence UNP in running the program and are an opportunity for UNP and the study centers under it to carry out and increase cooperation with the Regional Government in optimizing the implementation of the three- pillar of higher education and regional development. So far, research from government agencies such as Balitbang, Balitbangda, the Ministry of Research and Technology, and forestry has been carried out, and it is predicted that in the future it will be increasingly needed. The need for research results is also increasing both in government and private institutions and companies. This condition is an opportunity for UNP as a university that is in charge of conducting research. But on the other hand, higher quality research results are also demanded by organizations that are partners of UNP. Therefore, the challenges regarding the quality of lecturers and research management are also increasing.

## **1.2 Potential and Problems**

### **1.2.1 Potential**

Universitas Negeri Padang has a great potential to become a center of scientific development in the area of Sumatra and even Indonesia. To achieve this, UNP has placed its vision in a wider region, namely Southeast Asia. As a university that still has strength in education and teacher training, this is the sector that has the greatest potential for UNP to play a role. However, we cannot also forget some of the superior potential that UNP has, such as the development of education and research in the fields of engineering, sports, languages and arts, mathematics and natural sciences as well as economics and social sciences. This potential also cannot be separated from its cultural and geographical position which is located in the province of West Sumatra, which is the center of development of the island of Sumatra. This is what crystallized



into UNP's motto: "*Alam Takambang Manjadi Guru*".

If you learn from history, West Sumatra has proven to produce many thinkers and educational figures in the past, such as the proclaimer Muhammad Hatta, Sutan Syahrir, Mohammad Natsir, Mr. M. Yamin, Buya Hamka, Taufik Ismail, and others. The potential of West Sumatra with the development of education has made UNP's position as an Educational Personnel Education Institution (LPTK) which can be measured from its development history starting from PTPG in Batusangkar to IKIP Padang which finally won the trust to expand its mandate (*wider mandate*) in 1999. The main thing of UNP is the development of human resources in the fields of education, industry and the socio-economic and cultural aspects of being more widely open.

As a province that has a culture and texture of the oceans, coasts as well as low and highlands, West Sumatra is a land for tourism and cultural development. In addition, with its own oceans and several islands, such as the Mentawai Islands, UNP can carry out programs in line with the vision and mission of Indonesia as an archipelagic country, the marine wealth of West Sumatra is a usable development capital. Biodiversity of plants, animals that live in forests, and marine biodiversity can be processed into food, energy, and medicines that can be developed by the Natural Sciences field at FMIPA. Meanwhile, institutions for research and community service and collaboration with the industrial sector are competent parties to process and provide added value to these natural resource-based products.

So far, UNP has produced various researches, community service and training which shows that UNP's ability can be a vehicle for producing quality human resources and can be encouraged to produce technological innovations needed by industry both on a large scale and small and micro medium enterprises. Likewise, research centers under research institutes as well as those that are fostered and developed at the faculty level are a vehicle for developing and encouraging the use of technology and research for community development.

The development of the UNP curriculum as LPTK is reflected in the competence and profile of graduates which refer to the formulation of graduate quality and relevance. All of this is achieved through a series of quality educational processes, both for academic and professional education. This is the frame of mind in the curriculum development program in the ongoing UNP Reconstruction and Improvement Project with financial support from loans and *istisna* from the *Islamic Development Bank* and counterpart funds from the State

Budget of the Republic of Indonesia. In addition to the construction of 8 (eight) buildings consisting of the *University Center (Rector)*, *Business Center*, *Student Center*, *Auditorium*, *Integrated Classroom*, *Integrated Engineering Laboratory*, *Teacher Professional Training Center* and *IT Center*, UNP has also developed a learning system with the support of the *Learning Management System*.

The rapid and dynamic development in the field of Information and Communication Technology (ICT) or *Information and Communication Technology* (ICT) is the driving force for almost all aspects of human life, including the world of education. Those who are unable to take advantage of this technology will have difficulty winning the increasingly fierce competition. Likewise with universities; colleges that don't immediately upgrade ability and mastery of technology will be left behind by other universities and, in turn, will be left behind by students and prospective students.

One of the uses of ICT in education is the development of a *Learning Management System* (LMS) or a learning management system which is realized in the form of availability of syllabus, SAP, materials, exercises and others electronically. By definition, *e-learning* or electronic learning is the learning activities that are part of a distance learning(*distance learning*) where *online learning* is one part. Distance learning is learning using electronic and non-electronic media, electronic learning is learning using electronic media, while *online learning* is learning using media *web*.

In connection with these activities, Universitas Negeri Padang needs to integrate and coordinate its human resources to realize a *learning management system* in all study programs in order to be able to realize a good learning management system. To implement a *learning management system*, review, reform and reconstruction of the curriculum is something that needs to be done. The reconstruction of the curriculum can be carried out in several ways and stages, including by bringing in experts in their respective fields and study programs at UNP, through technical assistant activities. With this technical assistant activity, it is hoped that a curriculum structure will be constructed along with its synopsis, and curriculum content which includes syllabus and lesson plans as well as teaching materials for courses in study programs.

The main principle of this program is the optimal use of the facilities provided by IT to support the implementation of the teaching and learning process both *on campus* and even *off campus*. Since more than a decade ago, UNP has started this by increasing the IT capacity of the campus in a gradual and

planned manner. At this time, not only information about learning tools, but also various forms of interactive learning and evaluation can be carried out through an LMS developed with the address [learning.unp.ac.id](http://learning.unp.ac.id) e-. Even so, the development of the ability to upload material and make maximum use of it, both among the teaching staff and students, must be improved from time to time. In turn, this system will be able to overcome the limited number of lecturers, increase student capacity to support the gross enrollment rate parameter which is the commitment of the Ministry of Research, Technology and Higher Education, and at the same time *update* learning tools continuously and with quality.

With the issuance of Law Number 12 of 2012 concerning Higher Education, the Government is obliged to provide Operational Assistance for State Higher Education (BOPTN). The amount of BOPTN that the Government gives each year for UNP increases. This is used as a very vital support in addition to efforts to continuously increase revenue and management of Non-Tax State Revenue (PNBP) and the allocation of the State Revenue and Expenditure Budget.

The provision of BOPTN not only helps to ease the operational burden of UNP but also increases the budget for research and community service and writing of teaching materials as well as the productivity of book writing. Law Number 12 of 2012 also stipulates that a minimum of 30% of BOPTN must be used for research costs. With the existence of BOPTN which is increasing every year, UNP's ability to increase its capacity to finance research is getting bigger. As a result, innovative research which requires a large amount of money that was not possible to do in the future becomes very possible.

After trying for a long time to gain autonomy and increase the status of financial management from the Work Unit Higher Education (PT Satker) to Higher Education with the status of a Public Service Agency, finally UNP that fulfilled the requirements was granted broad autonomy in the financial sector. On February 17, 2015, UNP again underwent a change from an ordinary government agency to a government agency with the status of fully implementing PK BLU. This amendment is based on the Decree of the Minister of Finance of the Republic of Indonesia Number 335 / KMK.05 / 2015 dated 17 February 2015, the status of Universitas Negeri Padang has become a BLU so that it can apply flexibility in financial management and develop its assets and services following Government Regulation Number 23 of 2005. concerning Financial Management of Public Service Bodies as amended by Government Regulation Number 74 of 2012 and at the same time being the first agency to

become a Public Service Agency in 2015. The

accounting for BLU financial transactions requires the support of an accounting system. Following Article 5 paragraph (1) PMK.76 of 2008, the BLU accounting system consists of (a) a financial accounting system, which produces primary financial reports for accountability, management and transparency purposes, (b) a fixed asset accounting system, which produces reports of fixed assets for the purpose of fixed asset management, and (c) the cost accounting system, which produces the information unit cost(*unit cost*) per unit of service, accountability for performance or other information for managerial interests.

The designation as PK BLU has given its own color and made UNP a distinctive university, namely a university that is committed to education and teacher training, as well as developing disciplines non-educational within the limits of its authority. The integration of educational and non-educational fields under one faculty roof makes the fields of knowledge being developed stronger in a spirit of complementarity.

In addition, the integration of Tridharma PT UNP associated with commitment Kemenristek of Higher Education to develop research and technology functions can create unified national policy to develop research, including research in universities intact from upstream to downstream which can ultimately be beneficial to the industry. With this integration, in the future the potential for universities in Indonesia to be able to produce innovations that are beneficial to society / industry will be even greater.

### **1.2.2 Problems**

The position of the UNP should be read as part of the national planning and development of higher education at the national level. Indonesia's development agenda based on the third National Medium Term Development Plan (RPJMN) (2016-2020) is to strengthen development as a whole by emphasizing the development of an economic competitive advantage based on available natural resources (SDA), quality human resources, and science and technology capabilities. In terms of competitiveness, Indonesia currently ranks 34th in *Global Competitiveness Report 2014-2015*(GCR). This is Indonesia's best position since 2010, when it was in the 44th position and had worsened in 2012-2013 where Indonesia was ranked 50. However, Indonesia is still below Singapore (2nd place), Malaysia (ranked 2nd). 20), even Thailand (31st). According to the *World Economic Forum* (WEF), there are 12 pillars forming competitiveness. Kemenristekdikti contributed to increasing the index of the

fifth pillar (education and higher education training) and the twelfth pillar (innovation) in its efforts to support competitiveness.

A fairly fundamental issue in the context of performance development in the field of science and technology is institutional revitalization, especially in an effort to build flexibility in science and technology institutions and encourage the UNP Research Institute to become a development center. In the organizational structure and work procedures of UNP, this development is realized by strengthening Research Institutions and Community Service Institutions into Research and Community Service Institutions. In addition, each faculty also develops study centers, study centers and research centers following their respective fields of study and science. This is supported by the development of laboratories and workshops owned by the faculties and universities. Everything is achieved in an effort to increase accreditation and performance, by involving the Internal Quality Assurance Agency (BPMP) and the Internal Supervisory Unit (SPI).

Based on data held in 2015, UNP has 86 study programs with D-3, S-1, levels S2 and S-3. Of the 86 study programs, 14 study programs were accredited A (16.6%), 52 study programs were accredited B (62%) and 12 study programs were accredited C (14%). The remaining 6 study programs (7.4%) are currently in the process of proposing accreditation. Thus, the UNP study program is dominated by accreditation B and relatively few have received A accreditation. However, in 2014 UNP received institutional accreditation with a B grade status. Currently UNP is ranked 56 in Indonesia, and is in position 85 inversion Webometrics and the world's 3059 according to the QS World University Ranking. Thus, it can be said that UNP has not been able to compete with universities in other countries, even though it is still behind other countries in the Southeast Asian region.

A number of international institutions regularly conduct surveys to rank the world's best universities and place Indonesian universities, even those with the best status in Indonesia, are still in a low position. Even so, UNP has got 50 potential universities in Indonesia. One of the problems is related to the production of scientific writing. National trends were also found in UNP. data Kemenristek Dikti shows that according to the *Scientific Journal Ranking (SJR)*, Indonesia is ranked 61 with an H-index of 112. The H-index is a composite index of 5 indicators: (1) the number of documents (publications) from 1996-2007 ; (2) number of citable *documents*; (3) number of citations; (4) number of self-citation; and (5) the number of citations per document (*citations per document*).

Among ASEAN countries, Indonesia is only better than Vietnam and the Philippines.

In the field of research, UNP has increased its research budget from year to year. However, existing research has not been able to touch the object of research downstream, namely research that is able to bring direct economic benefits to the wider community. This is because the downstream research requires a large budget. As a result, all this time research has mostly stopped until it has produced laboratory scale prototypes, IPR, and international publications. How downstream research that has been produced by tertiary institutions is a problem that must be solved in the future. This problem should be reduced by increasing the linkage between research programs and community service. The integration of the Research Institute with the Community Service Institution into LP2M is an effort to reorganize the institution for this problem.

With the potential for quality human resources that UNP has, the opportunity to carry out large-scale scientific research that gives birth to new findings has not been sufficiently opened and utilized. Efforts to build UNP as a research university are still difficult to do due to several obstacles, namely: (i) orientation to the implementation of marketable academic programs and study programs (extension class diplomas) which are a source of income, (ii) the source of income. Not focusing is enough on institutional development to become centers of excellence (*center of excellence*) in a particular field as a form of *mission differentiation*, and (iii) the faculty teaching load is very high and less available time and funds to conduct research. Research activities that are rarely carried out have resulted in limited publications in scientific journals, especially international journals.

Starting from this, mission and programs UNP's in dealing with human resources, science and technology issues, especially the adequacy of the number of lecturers, scientists, and engineers still need to be improved. From the investment aspect for research and development, UNP's attention shows an increasing trend, although it still relies on DIPA funds from allocations ministry. The significant UNP allocation still needs to be increased. Currently, with the ratio of the number of lecturers to students of 1:33, UNP still needs to increase the potential of human resources. In a few moments, some lecturers have to enter their retirement period while the ability to recruit lecturers is still limited. This of course requires a breakthrough, for example by appointing contract lecturers and recruiting superior resources (lecturers doctoral) from other

agencies following applicable laws and regulations. To contribute to regional and national economic and industrial development, this is carried out in line with the improvement of competence and certification of professions and skilled workers. With the position of West Sumatra and Sumatra Island in the growth triangle of Indonesia-Malaysia-Thailand Growth Triangle (IMT-GT) and the Asean Economic Community (MEA), the need for certified skilled workers is even more important. Along with the analysis of the of, MinistryResearchTechnology and Higher Education at that time, non-certified skilled workers would find it difficult to compete with certified skilled workers in getting a job. This is even more so if Indonesian skilled workers are able to compete in overseas employment, they must have a professional certificate which is not only recognized by Indonesia but also recognized by other countries. In the future, UNP must play a role in Indonesia's plan to immediately certify its skilled workers so that they are able to compete with foreign workers in the domestic and international labor market.

UNP's position as a LPTK is directly related to other problems related to higher education resources in Indonesia. There must be awareness as an institution that is trusted to produce teachers both through the teacher study program and the Teacher Professional Program (PPG), there are actually two main problems in the education of prospective teachers in LPTK. *First, there is* no solid policy and guidelines set by the Central Government as a basis for teacher professional development. *Second, it is* still looking for a balanced and concrete composition regarding the development of a UNP that is harmonious between the expansion of the mandate in the non-educational and educational fields.

As a component of the MinistryResearchTechnology and ,Higher Education, UNP is also responsible for resolving the problem of educated unemployment, which is still quite high, which indicates that the relevance and competitiveness of higher education is still low and there is a mismatch between tertiary institutions and the world of work. The phenomenon of educated unemployment indicates that the study programs being developed are saturated because the increase in the number of graduates is not proportional to the growth of the labor market. For those who are absorbed in the job market, most (60%) work in the fields of work that fall into the category of *white collar jobs* (managers, professionals) that require high expertise / skills and mastery of special knowledge (engineers, doctors, and teachers). However, some of them (30%) also work in semi-skilled jobs (administrative personnel, sales) and some

are even low-skilled so they have to work in the production section (*blue-collar jobs*). This symptom illustrates that the curriculum being developed still requires increased relevance to the needs of the business world or the industrial world.

Once again, UNP has not fully been able to produce quality graduates who have high competitiveness. As pointed out by the Ministry of Research Technology and Higher Education, the relevance and competitiveness of college graduates is largely determined by the mastery of three things, namely: (i) *academic skills* that are directly related to the field of science pursued in Higher Education, (ii) *generic /life skills* which refers to a series and types of skills acquired during education that can be applied in the work field and includes many things such as creative-critical thinking skills, problem solving, communication, negotiation, teamwork, and leadership, and (iii) *technical skills* related to specific professions that require knowledge and expertise in order to perform well in a field of work.



## CHAPTER II VISION, MISSION, OBJECTIVES AND OBJECTIVES

### 2.1 Vision

UNP Vision

*To become one of the leading universities in the Southeast Asian region in the fields of education, science, technology, sports and arts in 2020 based on devotion to God Almighty.*

### 2.2 Mission

Based on the above vision, the UNP mission was developed as follows.

- (1) Organizing quality education in the fields of education, science, technology, sports, and arts based on moral values, religion and devotion to God Almighty.
- (2) Carrying out research activities and disseminating knowledge, research results, and innovative learning models at the national and international levels.
- (3) Organizing community service activities as an effort to apply education science, science, technology, sports, and arts for the advancement of the nation.
- (4) Improve university governance (*good university governance*).
- (5) Increase local, national and international cooperation.

### 2.3 Strategic Objectives

Based on the vision and mission, strategic objectives are developed as follows.

1. Producing graduates who are knowledgeable, skilled, professional, cultured, strong character and globally competitive. (S1)
2. Forming students with strong character (S1)
3. Producing research, scientific work, and innovative creative works (S4)
4. Disseminating research results, scientific works, and innovative creative works at the national and international levels (S5)
5. Producing service to a society that is quality (S5)
6. Produces service to solve social problems (S4) The
7. realization of *good university governance* (S2) The
8. realization of quality services according to customer needs (S3) The
9. realization of cooperation with various parties at the local, national and international levels ( S2)

UNP is a university that produces educational and non-educational personnel. UNP is very aware that this vision and mission can be realized by the

existence of appropriate values and support for the implementation and achievement of the mission. Values are the basis as well as direction for the attitudes and behavior of all lecturers and employees in carrying out their duties. Values will also unite the hearts and minds of all lecturers and employees in an effort to provide maximum service to students. The values in question are professional, competent, empathetic, and moral.

Based on the mission that has been prepared for 2016-2020, all of the formulated values are summarized into the following one sentence.

*Work professionally and competently, are highly committed, serve with empathy, and are based on devotion to God Almighty.*

## **2.4 Strategic Targets**

To realize the vision and mission of UNP, strategic goals for 2016-2020 were formulated that illustrate the size of the implementation of the mission and the achievement of the vision. For this reason, a number of strategic targets are needed that describe the conditions that must be achieved by 2020, namely as follows.

- 1) Increasing the quality of learning and student affairs.
  - a. Producing graduates who are knowledgeable, skilled, professional, cultured, strong character, and globally competitive.
  - b. Forming students with strong character.
  - c. Increasing the proportion of postgraduate and professional students.
- 2) Increased institutional quality.
  - a. Increased accreditation of superior institutions (A), study programs, laboratories and libraries.
  - b. Increased faculties and diploma, bachelor, master and doctoral and professional study programs.
  - c. Implementation of PK-BLU.
  - d. Implementation of academic, planning, financial, human resources, research and community service as well as systems online and integrated quality assurance.
- 3) Increased relevance, quantity and quality of resources.
  - a. The realization of quality services according to customer needs.
  - b. Increasing the number of Doctors and Professors significantly.
- 4) Increased research and development relevance and productivity.
  - a. Increasing the scientific publications of lecturers in reputable international journals.
  - b. Producing research, scientific work, and innovative creative works.
  - c. Increasing research collaboration and community service with industry and government.
  - d. Generate dedication to solve social problems.
- 5) Strengthened capacity for innovation.
  - a. Increasing research results that can be used by industry and

government.

- b. Increasing the number of research results that obtain IPR and Patents.
- 6) Improved management (governance) and supervision.
- a. The realization of *good university governance*.
  - b. The realization of cooperation with various parties at the local, national and international levels.
  - c. The realization of transparent financial management following government accounting standards.

**CHAPTER III**  
**DIRECTION POLICY, STRATEGY, REGULATORY FRAMEWORK AND**  
**INSTITUTIONAL FRAMEWORK**

**3.1 Policy Manager Universitas Negeri Padang**

In the Strategic Plan for the year 2016-2020, University of Padang policy direction is as follows.

1. The policy directions in the field of Learning and Student Affairs are as follows.
  - a. Continuous improvement of the quality of learning.
  - b. Development of learning *blended* and *e-learning*.
  - c. Improving the English language skills of lecturers and students.
  - d. Increasing the role of the Internal Quality Assurance Unit, the Quality Assurance Unit and the Internal Quality Assurance Agency.
  - e. Providing infrastructure learning adequate and quality.
  - f. Increased student involvement in national and international events.
  - g. Increase in the proportion of postgraduate and professional students.
2. The policy directions for the institutional sector of Universitas Negeri Padang are as follows.
  - a. Implementing UNP as PK-BLU.
  - b. Application of academic information systems, planning, research and lecturer's scientific work, quality assurance of learning, services, online and integrated human resource development.
  - c. Increasing the accreditation of study programs, laboratories, libraries and universities to get accreditation superior and international.
  - d. The addition of new faculties and study programs including Diploma, Undergraduate, Postgraduate and Professional.
  - e. The addition of new faculties and study programs including Diploma, Undergraduate, Postgraduate and Professional.
3. The policy directions for the Resources sector are as follows.

Increasing the quantity and quality of lecturers through further studies, promotion to Lecturer Head and Professor, scientific seminars, conferences, workshops, internships, and workshops.
4. The policy directions for research and development are as follows.
  - a. Culture of Research Activities and Scientific Publications in reputable international journals.
  - b. Improving the quality of scientific journals at UNP so that they are nationally accredited.

- c. Increasing the quantity and quality of lecturers' research and scientific publications in international scientific journals, international seminars and conferences as well as book publishing.
- 5. The policy directions for the innovation sector are as follows.
  - a. Increased research that can produce prototypes and can be utilized by the industry.
  - b. Increasing the number of research results that obtain IPR and Patents.
- 6. The policy directions for management and supervision are as follows.
  - a. Improved business unit management and cooperation so as to provide a significant contribution to the University's revenue.
  - b. Improve management and quality of all laboratories.
  - c. Improved management (governance) starting from study programs, departments, faculties and universities.
  - d. Improved service quality in all units.
  - e. Improving the quality of supervision through cooperation with public accountants and the Supreme Audit Agency.

### **3.2 Strategy for Achieving Objectives The**

strategy for achieving goals is formulated as follows.

- a. Increasing the quality of learning and student affairs (T1, T2, T9).
- b. Increased institutional quality (T7, T8, T9, T10, T11).
- c. Increased relevance, quality, and quantity of resources (T8, T11).
- d. The increased relevance and productivity of research and development (T3, T5, T6).
- e. Strengthened innovation capacity (T4).
- f. Increased performance, BLU implementation and UNP financial accountability (T7, T8).
- g. The realization of good governance and high quality of service and support for all work (T7, T8).

### **3.3 UNP Priority Development Program**

- 1. for Learning and Student Affairs, programs priority development are as follows.
  - a. Increasing internal quality assurance activities ranging from study programs and departments (Quality Assurance Unit), Faculties (Quality Assurance Group) and Universities (Quality Assurance Agency).
  - b. Increased student involvement in entrepreneurial activities.
  - c. Increased student participation in national and international events (competitions).
  - d. Improved-based learning IT (*e-learning* and *blended learning*).
  - e. An increase in the proportion of the number of postgraduate and professional students.

2. Institutional fields, priority development programs are as follows.
  - a. Application of academic systems, research, publication of scientific papers, community service, human management resources , finance, planning, cooperation and assets online and integrated.
  - b. Increase in the amount of PNBP revenue through business units, collaborative research and community service .
  - c. Increased accreditation of study programs, laboratories and universities.
  - d. Opening of New Faculties (Faculty of Psychology and others) and New Prodi both diploma and S1 in all Faculties, Masters (S2) both Education and non-education such as Electrical Engineering, Management Sports, and others.
3. In the Development Sector Resource , the development priority programs are as follows.
  - a. Implementation of Remuneration I.
  - b. Increasing the number of Doctors and Professors.
  - c. Increasing the number of lecturers and education staff through the recruitment of new lecturers and educational staff.
  - d. Increasing the Competence of Lecturers and Education Personnel.
4. In the Field of Research and Community Service, the priority development programs are as follows.
  - a. Increasing the amount of research and community service.
  - b. Increased collaborative research with industry, government and overseas universities.
  - c. Increase in the number of scientific publications of lecturers in reputable international journals.
5. In the field of innovation, the development priority programs are as follows.
  - a. Increase in innovative research that can be produced and used by industry.
  - b. Increase in the number of intellectual property rights and patents.
6. Management and Supervision, development priority programs are as follows.
  - a. Improving the quality of university management from study programs, departments, faculties and units to universities.
  - b. Improved quality of financial reports and LAKIP.
  - c. Increased cooperation with public accountants and BPK.

### **3.4 Regulatory Framework**

Reference sources for preparing the UNP governance pattern are as

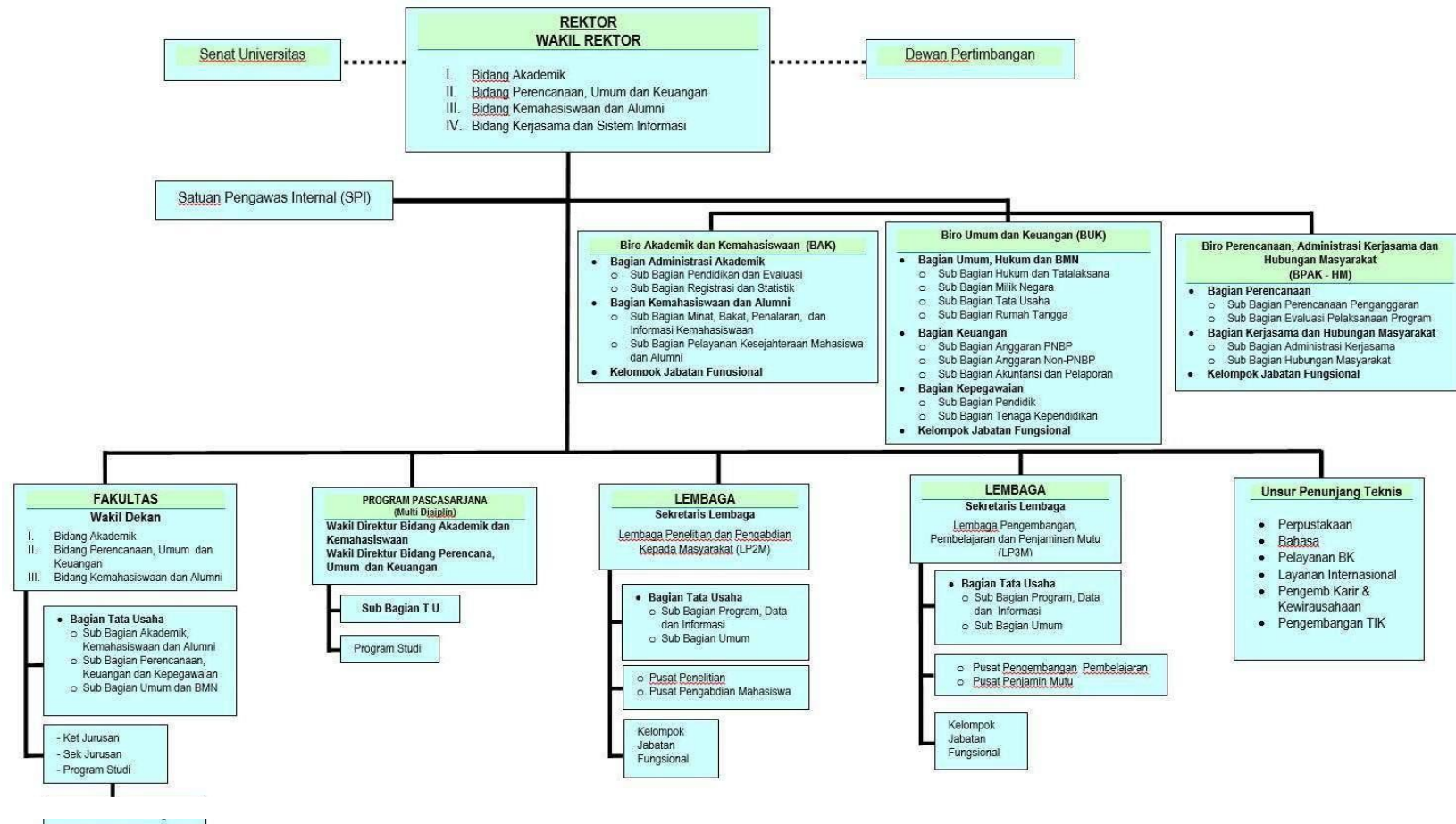
follows.

1. Law Number 20 of 2003 concerning the National Education System.
2. Government Regulation Number 23 of 2005 concerning Public Service Agency Financial Management.
3. Government Regulation Number 8 of 2006 concerning Financial Reporting on the Performance of Government Agencies.
4. Government Regulation Number 9 of 2003 concerning the Authority to Appoint and Transfer and Dismiss Civil Servants as amended by Government Regulation Number 63 of 2009.
5. Government Regulation Number 66 of 2010 concerning Amendment to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education.
6. Presidential Decree Number 93 of 1999 concerning the Change of the Teacher Training and Education Institute (IKIP) to become a University.
7. Decree of the Minister of Education and Culture of the Republic of Indonesia 276 / O / 1999 concerning the Organizational Administration of the Universitas Negeri Padang as amended several times, most recently by the Regulation of the Minister of National Education Number 10 of 2010.
8. Decree of the Minister of Education and Culture Number 222 / O / 2000 concerning the Statute of Universitas Negeri Padang
9. Regulation of the Minister of National Education Number 53 of 2008 concerning Guidelines for Formulating Minimum Service Standards for State Universities Implementing Financial Management for Public Service Bodies.
10. Regulation of the Minister of National Education Number 33 of 2009 concerning Guidelines for Appointment of Supervisory Boards at State Universities within the Ministry of National Education that Implement Financial Management for Public Service Bodies.
11. Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2010 concerning the Appointment and Dismissal of the Rector / Chairperson / Director of Higher Education organized by the Government.
12. Regulation of the Minister of Finance Number 119 / PMK.05 / 2007 concerning Administrative Requirements in the Framework of Proposing and Establishing Work Units of Government Agencies to Implement Financial Management of Public Service Bodies.

13. Regulation of the Minister of Finance Number 08 / PMK.02 / 2006 concerning the Authority for the Procurement of Goods / Services at Public Service Bodies.
14. Regulation of the Minister of Finance Number 109 / PMK.05 / 2007 concerning the Establishment of the Supervisory Board in Public Service Bodies.
15. Minister of Finance Regulation Number 73 / PMK.05 / 2007 concerning Guidelines for Determining Remuneration for Management Officers, Supervisory Board, and Public Service Agency Employees.
16. Regulation of the Minister of Research, Technology and Higher Education Number 10 of 2015 dated 22 April 2015 concerning the Organizational Structure and Work Procedure University of Padang State.
17. Regulation of the Minister of Research, Technology and Higher Education Number 10 of 2015 dated 23 April 2015 concerning the Organizational Structure and Work Procedure University of Padang State.
18. Decree of the Minister of Finance of the Republic of Indonesia Number 335 / KMK.05 / 2015 concerning the Designation of Universitas Negeri Padang at the Ministry of Research, Technology and Higher Education as a Government Agency Implementing Financial Management for Public Service Bodies.
19. UNP Strategic Plan 2011-2015.
20. Regulation of the Minister of Research, Technology and Higher Education Number 13 of 2015 dated 8 May 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education 2015-2019.



### 3.5 Institutional Framework



Source: Permenristekdikti No. 10 of 2015  
UNP Strategic Plan 2016-2020

**CHAPTER IV**  
**PERFORMANCE TARGETS AND FUNDING FRAMEWORK**

**4.1 Performance Targets**

Based on the strategic goals that have been set for the 2016-2020 period, the Strategic Target Performance Indicators (IKSS) are also determined to describe the level of achievement of these strategic targets. In more detail, the IKSS University of Padang State and the targets to be achieved in the 2016-2020 period can be seen in Table 4.1.

**Table 4.1 Strategic Objectives and Performance Indicators Strategic Objective**

Strategic Objective (SS) / Performance Indicators Strategic Objective (IKSS)		Target					Note
		2016	2017	2018	2019	2020	
SS 1: Increasing the quality of learning and student							
IKSS	Capacity Students	7170	7887	8676	9543	10 498	
	The number of students in entrepreneurship	80	88	97	106	117	
	Number of certified graduates of competence	250	250	300	350	400	
	Number of students who achieved rank 1 at the national level	11	15	20	27	37	
	Number of students who achieved rank 2 and 3 at the level national	22	30	40	54	74	
	Number of students who achieved rank 1 level international	2	4	6	8	10	
	Number of students who won rank 2 and 3 at the level international	4	8	12	16	20	
	Number of graduates who immediately worked	350	473	638	861	1,163	
Strategic Target (SS) / Performance Indicator Strategic Target (IKSS)		Target					Ket
		2016	2017	2018	2019	2020	

	Number of educational study programs and non-education whose learning quality has increased	15	29	39	53	72 The	
	number of prospective educators attending pro education teacher profession (SM3T) and regular	250	263	1,600	1,900	2,200	
SS 2: Increasing the quality of the institution							
IKSS	Number of study programs that are members of accreditation international	0	2	4	6	8	
	Number of study programs accredited internationally	0	0	1	2	3	
	Number of study programs accredited A (Excellent)	20	25	30	45	50	
	Number of educational and non-educational study programs with increased accreditation (C to B)	15	11	10	9	9	
	Number of certified and licensed laboratories	3	5	7	9	11	
SS 3: Increased relevance, quality and quantity of resources							
IKSS	Number of Qualified Lecturers S3	218	240	264	290	319	
	Total educators became associate professor	346	363	400	440	484	
	Total educators become a great teacher	48	53	58	64	70	
Strategic Objectives (SS) / performance Indicators Strategic Objective (IKSS)		Target					Note
		2016	2017	2018	2019	2020	

	Number of educators follow certification lecturers	839	864	951	1,046	1,150	
	Number of qualified teaching staff with Masters and Doctoral	43	47	49	50	52	
	qualificationsNumber of teaching staff whose competence has increased (certificate t expertise)	45	50	54	60	66	
SS 4: Increased relevance and productivity of research and development							
IKSS	Number of registered IPR	4	4	5	5	6	
	Number of international publications	46	51	56	61	67	
	Number of R&D prototypes	10	11	12	13	15	
	Number of industry-worthy prototypes	2	2	2	3	3	
SS 5: Strengthened innovation capacity of							
IKSS	Number of product innovations that have been produced and utilized by users	1	2	3	4	5	

To achieve the performance indicators of these strategic targets, 7 (seven) program targets (SP) are set consisting of 5 program targets that directly contribute to the achievement of the Strategic Targets and 2 program targets that are support and supervision in nature, with the program target performance indicators (IKP) as shown in table 4.2 below.

**Table 4.2 Program Objectives and Performance Indicators Program**

Target Program( <i>Outcome</i> )/ Indicator TargetProgram		Target					Note
		2016	2017	2018	2019	2020	
SP( <i>Outcome</i> )1: Increasing the quality of learning and student							
	Capacity Students	7170	7887	8676	9543	10 498	

IKP	The number of students in entrepreneurship	80	88	97	106	117	
	Percentage of certified graduates of competency	40	44	48	53	59	
	Number of students who achieved rank 1 at the national level	11	15	20	27	37	
	Number of students who achieved rank 2 and 3 at the level national	22	30	40	54	74	
	Number of students who achieved rank 1 at the level international	2	4	6	8	10	
	Number of students who achieved rank 2 and 3 at the level international	4	8	12	16	20	
	Number of graduates who immediately worked	350	473	638	861	1,163	
	Number of educational and non-educational study programs whose learning quality increased	15	29	39	53	72	
	Number of prospective educators attending teacher professional education (SM3T) and regular	250	263	1,600	1,900	2,200	
SP (Outcome) 2: Increasing institutional quality							

Target Program(Outcome)/ Indicator TargetProgram		Target					Note
		2016	2017	2018	2019	2020	
	Number of courses become a member of accreditation international	0	2	4	6	8	
	Number of programs accredited internationally	0	0	1	2	3	
	Total Program accredited (Superior)	20	25	30	45	50	

IKP	Number of educational and non-educational study programs with increased accreditation (C to B)	15	9	8	9	9	
	Number of certified and licensed laboratories	3	5	7	9	11	
	Increasing accredited superior libraries	B	B	A	A	A	
SP (Outcome) 3: Increasing relevance, quality and quantity of resources							
IKP	Number of S-3 Qualified Lecturers	218	240	264	290	319	
	Number of educators to become head lecturers	346	363	400	440	484	
	Number of educators becoming professors	48	53	58	64	70	
	Number of educators following lecturer certification	839	864	951	1,046	1,150	
	Total staff Education Qualifications of Master and Doctor	43	47	49	50	52 The	
	number of education personnel whose competence has increased (certificate of expertise)	45	50	54	60	66	
<b>Program Objectives (Outcome) / Program Indicators</b>		<b>Target</b>					<b>Ket Ketin g</b>
		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	
SP (Outcome) 4: Increased relevance and productivity of research and development							
IKP	Number of IPRs registered	3	3	3	3	4	
	Number of international publications	46	51	56	61	67	

	Number of R & D prototypes	10	11	12	13	15	
SP (Outcome) 5: Strengthened capacity of innovation							
IKP	Number of product innovations that have been produced and utilized by users	1	2	3	4	5	
SP (Outcome) 6: Increased performance, BLU implementation and financial accountability of UNP							
IKP	Number of clean organizational units from material deviation	20	20	20	20	20	
IKP	Availability of BLU support system	0	5	5	5	5	
IKP	Availability of UNP Supervisory Board	0	1	1	1	1	
IKP	Availability of BLU Management Body	0	1	1	1	1	
IKP	Availability of UNP Business Unit Management Body	0	10	11	12	13	
IKP	There is a Change in the Paradigm of the Academic Community regarding UNP as a BLU	50%	70%	80%	90%	100%	

Program Target (Outcome) / ProgramIndicators		Target					Ket Ket
		2016	2017	2018	2019	2020	
IKP	Number of UNP business units and each faculty / institution and unit	24	37	41	45	48	
SP (Outcome) 7: The realization of good governance and high quality of service and support for all work							

IKP	Percentage of budgeting planning efficiency	90	91	92	93	94	
	Opinion of financial report assessment by supervisors external	B	B	B	B	A	
	Assessment of LAKIP	B	B	B	B	A	
	Service satisfaction index by <i>Stakeholders</i>	75	80	85	90	95 The	
	quality of the University's assessment is assessed by <i>Stakeholders</i>	B	B	SB	SB	SB	
	Percentage of resolved legal cases (with permanent legal force)	75	83	83	84	85	

Activity description and activity performance indicators are as follows:

1. To achieve the Learning and Student Affairs program goals, the following activities and activity indicators are determined.

Program Objectives ( <i>Outcome</i> ) / Target Activities ( <i>Output</i> ) / Indicators	Target				
	2016	2017	2018	2019	2020
Activities: Management Support for Learning Programs and Student Affairs					
SK ( <i>Output</i> ) 1: Office services	20	22	24	26	28

Program Objectives ( <i>Outcome</i> ) / Activity Objectives ( <i>Output</i> ) / Indicators	Target				
	2016	2017	2018	2019	2020
IKK 1.1: Number of UNP Office Operational Services, Faculties, and Work Units	12	12	12	12	12
IKK 1.2. Number of Structural Official Trips	12	12	12	12	12
IKK 1.3. Volume of Procurement ATK	12	12	12	12	12



IKK 1.4. Procurement of Office Inventory Items	12	12	12	12	12
SK (Output) 2: Laboratory Development at UNP	10%	30%	60%	80%	100%
IKK 2.1. Completion rate of FPP laboratory construction	10%	30%	60%	80%	100%
IKK 2.2. Quality of Laboratory for New Departments / Prodi at UNP	0	20%	40%	60%	80%
<b>Activities: Admission of new students and Graduation</b>					
SK (Output) 1: Office operational services	12	12	12	12	12
IKK 1.1. Number of office operational services	12	12	12	12	12
SK (Output) 2: Improvement Quality Of New Student Candidates	32	35	40	45	50
IKK 2.1. Promotion volume for new student admissions	32	35	40	45	50
IKK 2.2. Number of students accepted for the new academic year	7,170	8,000	8,500	9,000	10,000
SK (Output) 3: Graduation activities	3	3	3	3	3
IKK 3.1. Frequency of Management of Faculties and Universities graduation	3	3	3	3	3
<b>Activities: Improving the Quality of Learning</b>					
<b>Program Objectives (Outcome) / Activity Objectives (Output) / Indicators</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
SK (Output) 1: Administrative services for leaders	16	16	16	16	16
IKK 1.1: Number of services leadership administration	16	16	16	16	16

SK ( <i>Output</i> ) 2: Learning that meets standards minimum	680	680	680	680	680
IKK 2.1: Number of Learning Guidelines	16	16	16	16	16
IKK 2.2: Number of Teaching Materials / Textbooks per year	332	332	332	332	332
IKK 2.3. Number of lectures per year	32	32	32	32	32
IKK 2.4. Number of final project / thesis / dissertation that is supervised produced	7598	7910	8075	8550	9500
CCI 2.5. Number of practicum / field study / apprenticeship /practice activities field	80	84	89	94	99
IKK 2.6. Number of stationery needed to support activities learning	12	12	12	12	12
IKK 2.7: Number of courses with <i>blended learning</i> per year	332	332	332	332	332
IKK 2.8: Percentage of foreign language use in courses	10	12	14	17	21
IKK 2.9: Total Achievements Learning Defined by KKNi	52	57	69	82	100
IKK 2.10: Number of study programs that have completed the curriculum	86	90	95	97	100
IKK 2.11: Number of international journal services (engine accounts journal search)	4	4	4	4	4
<b>Program Objectives (<i>Outcome</i>) / Activity Objectives (<i>Output</i>) /Indicators</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
IKK 2.12: Number of books, journals, magazines and other resources learning held annually	2,500	3,000	3,500	4,000	5,000

SK ( <i>Output</i> ) 3: Lecturers who attend training / learning workshops	30	30	30	30	30
IKK 3.1: Number of Tutors Trained for Special Learning	6	8	10	12	14
IKK 3.2: Number of Trainers for Curriculum Design	8	10	12	14	16
IKK 3.3: The number of lecturers attending the workshop	75%	80%	85%	90%	100%
IKK 3.4: Number of New Learning Methods (Learning Innovations) produced by UNP lecturers	5	7	9	11	13
SK ( <i>Output</i> ) 4: documents Qualification recognition through RPL	0	1	2	3	4
IKK 4.2: Number of Study Programs Providing previous learning recognition (RPL)	0	1	2	3	4
SK ( <i>Output</i> ) 5: Educators and prospective educators who attended Education Teacher Professional	250	263	289	318	349
IKK 5.1: Number of prospective educators who attended Teacher Professional Education	250	263	289	318	349
IKK 5.2: Number of Education Scholars who attended character strengthening and competency improvement	50	50	50	50	50
<b>Activities: Improving Student Services and Career Preparation</b>					
SK ( <i>Output</i> ) 1: Student services to improve reasoning and channeling interests and talents	12	12	12	12	12
IKK 1.1: Number of students facilitated to participate in competitions in the fields of science and mathematics, creativity, sports and arts at the international level	15	25	35	45	55

IKK 1.2: Number of student assistants who are facilitated to participate in competitions in the fields of science and mathematics, creativity, sports and arts at the international level	2	3	4	5	6
IKK 1.3: Number of students facilitated to participate in competitions in the fields of science and mathematics, creativity, sports and arts at the national level	100	125	150	175	200
IKK 1.4: Number of student assistants who are facilitated to participate in competitions in the fields of science and mathematics, creativity, sports and arts at the national level	10	13	15	18	20
SK (Output) 2: Student welfare and entrepreneurship services	3,502	3,852	4,237	4,661	5,127
IKK 2.1: Number of students receiving scholarships and tuition assistance	3,502	3,852	4,237	4,661	5,127
IKK 2.2: Number of students trained in entrepreneurship	900	990	1,089	1,198	1,318
IKK 2.3: The number of students trained in Management / Leadership	20%	25%	30%	35%	40%
IKK 2.4: Total activity growth character values	8,200	9,020	9922	10 914	12 006
<b>Target Program(Outcome)/ Objective Activity(Output)/ Indicator</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
SK (Output) 3:services Student organization development	131	144	159	174	192
IKK 3.1: Number of student organizations carrying out activities at national and international levels	131	144	159	174	192
IKK 3.2: Number of organizing student activities on a scale national and international	22	24	27	29	32

SK( <i>Output</i> )4: Service career center	5	6	7	8	9
IKK 4.1: Number of activities UPT UPJK implemented	5	6	7	8	9
SK( <i>Output</i> )5: Document search studies graduates(tracer)	44	53	58	64	70
IKK 5.1: Number of graduates data recorded in the graduate tracking system	705	846	931	1,024	1,126
<b>Activities: Improving Quality Services</b>					
SK( <i>Output</i> ) 1: Study program quality services Programs	50%	60%	70%	80%	100%
IKK 1.1: Number of Study Implementing the Education System Quality Assurance	50%	60%	70%	80%	100%
IKK 1.2: Number of Study Programs Received Technical Guidance on System Programs Quality Assurance	50%	60%	70%	80%	100%
IKK 1.3: Number of Study Organizing Competency Testing	28	34	40	48	58
IKK 1.4: Completeness of department / study program laboratory equipment following quality standards / accreditation and development of science and technology	50%	60%	70%	80%	90%
SK ( <i>Output</i> ) 2: Lecturers who received quality training	350	420	504	605	726
<b>Program Objectives (<i>Outcome</i>) / Activity Objectives (<i>Output</i>) / Indicators</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
IKK 2.2: Number of Certified Internal Auditors	7	8	10	12	15
SK ( <i>Output</i> ) 3: Students who took the competency test	250	250	300	350	400
IKK 3.1: Number of students who took the competency test	250	250	300	350	400

SK ( <i>Output</i> ) 4: Development of villages / nagari, institutions, assisted industries	7,500	9,000	10,800	12,960	15,552
IKK 4.1: Number of students participating in village / nagari development, agencies, assisted industries	7,500	9,000	10,800	12,960	15,552

2. To achieve the target of the Quality improvement program Institutional UNP, activity indicators are defined as follows.

Program Target ( <i>Outcome</i> ) / Target Activity ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
<b>Activities: Institutional Management Support</b>					
SK ( <i>Output</i> ) 1: Planning and budgeting	4	4	4	4	4
IKK 1.1: Number of planning and budgeting documents	4	4	4	4	4
SK ( <i>Output</i> ) 2: Accounting and financial reporting	2	2	2	2	2
IKK 2.1: Number of financial report documents	2	2	2	2	2
SK ( <i>Output</i> ) 3: Law, public relations and cooperation	185	204	224	246	271
IKK 3.1: Number of legal documents, public relations and cooperation	185	204	224	246	271
SK ( <i>Output</i> ) 4: BMN asset management services	12	12	12	12	12
Program Objectives ( <i>Outcome</i> ) / Activity Objectives ( <i>Output</i> ) / Indicators	Target				
	2016	2017	2018	2019	2020
IKK 4.1: Total asset management services BMN	12	12	12	12	12
SK ( <i>Output</i> ) 5: Personnel services	12	12	12	12	12
IKK 5.1: Number of staffing services	12	12	12	12	12
SK ( <i>Output</i> ) 6: Office services	12	12	12	12	12
IKK 6.1: Office service operations	12	12	12	12	12

Activity:Institutional Development					
SK(Output) 1: Administrative services for leaders	12	12	12	12	12
IKK 1.1: Number of services administration for leaders	12	12	12	12	12
SK (Output) 2: Expansion of university access	1	2	2	3	3
IKK 2.1: Number of recommendations for establishing new faculties	1	2	2	3	4
IKK 2.2: Number of recommendations for the establishment of new study programs, both undergraduate, graduate (FIP, FMIPA, FBS, FT, FIK, FIS, FE, and FPP)	22	24	27	29	32
IKK 2.3: Number of faculties new(Psychology, Law, Mining and others)	1	1	1	1	1
IKK 2.4: Number of new study programs, both S1, S2 (Electrical Engineering, Hospitality Management,Management Programs Sports and other study in each faculty) and doctoral degrees in each faculty.	6	7	7	8	9
IKK 2.5: Library accreditation rating	B	B	B	A	A
IKK 2.6: Laboratory school accreditation	B	B	A	A	A
IKK 2.7: Number of accredited laboratories	0	5	10	15	20
SK (Output) 3: Development of University Business Units and Faculty	0	1	1	1	1
IKK 3.1. Number of titles printed produced (printing)	20	30	35	40	50
IKK 3.2. Number of language center students / students	500	5,000	6,000	7,000	7,000
IKK 3.3. Total student labor school	1,300	1,500	1,600	1,700	1,800
IKK 3.4. Total Revenues from Business units Faculty	6 M	7 M	8 M	9 M	10 M
SK (Output) 4: Development of Facilities andInfrastructure UNP	5,180	6,500	6,700	7,000	8,500

IKK 4.1. Area of buildings renovated	10,000 m <sup>2</sup>	11,000 m <sup>2</sup>	12,000 m <sup>2</sup>	13,000 m <sup>2</sup>	14,000 m <sup>2</sup>
IKK 4.2. Extra spacious lecture hall and new educational facilities	45,000 m <sup>2</sup>	53,500 m <sup>2</sup>	9,000 m <sup>2</sup>	9,000 m <sup>2</sup>	9,000 m <sup>2</sup>
4.3 IKK. Area of park renovated / developed	0	30,000 m <sup>2</sup>	40,000 m <sup>2</sup>	50,000 m <sup>2</sup>	60,000 m <sup>2</sup>
IKK 4.4. The length of the fence repaired and added is	0	2,500 m	3,000 m	3,500 m	4,000 m
IKK 4.5. Improved drainage length	0	1.5 km	2 km	2.5 km	3 km
IKK 4.6. The amount of IT power / bandwidth owned by UNP	350	500	700	800	1000
IKK 4.7. quality of laboratories micro Improved Teaching	40%	60%	70%	80%	100%
CIK 4.8. Equipment for supporting facilities for new buildings	60%	70%	80%	90%	100%
SK (Output) 5: Work units implement management and quality management systems	4	4	5	6	8
IKK (Output) 5.1: Number of work units implementing management and management systems quality	4	4	5	6	8
<b>Activities: Institutional Development</b>					
SK (Output) 1: Universities with quality and international competitiveness	0	0	10	20	30
IKK 1.1: Number of foreign students at the University	0	0	10	20	30
IKK 1.2: Total internal and external institutional cooperation Negeri	10	15	20	25	30
<b>Program Objectives (ProgramsOutcome) / Activity Targets (Output) / Indicators</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
IKK 1.3: Number of Studyimplementing International Class	1	2	3	4	5
IKK 1.4: Number of students from abroad receiving darmasiswa scholarship	0	0	5	10	15
IKK 1.5: Number of international students studying at UNP	30	40	50	60	70

3. To achieve the program targets for increasing the relevance of the quality and quantity of UNP resources, the following activities and activity indicators are determined.



Program Target ( <i>Outcome</i> ) / Target Activity ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
<b>Activities: Management Support for the Resource Quality Improvement Program</b>					
SK( <i>Output</i> ) 1: Office Services	12	12	12	12	12
IKK 1.1: Operational office services Work units	12 12 12 12				12
IKK 1.2: Disbursed allowance professors	839	889	939	959	969
IKK 1.3: Disbursed a allowances honor	48	50	52	54	56
IKK 1.4: Disbursed performance benefits of education personnel	466	410	415	420	440
IKK 1.5: Disbursed remuneration	0	1,406	1,415	1,433	1,465
<b>Activities: Human Resources Development</b>					
SK ( <i>Output</i> ) 1: Administrative services for leaders	12	12	12	12	12
IKK 1.1: Number of services administration for leaders	12	12	12	12	12
SK ( <i>Output</i> ) 2: Human resource development policies	4	4	4	4	4
IKK 2.1: Number of HR development policies	4	4	4	4	4
SK ( <i>Output</i> ) 3: Planning and HR Development Information System	4	4	4	4	4
Program Objectives ( <i>Outcome</i> ) / Activity Objectives ( <i>Output</i> ) / Indicators	Target				
	2016	2017	20 18	2019	2020
IKK 3.1: Number of HR development planning documents	4	4	4	4	4
IKK 3.2: Number of HR Development Information Systems	4	4	4	4	4
SK ( <i>Output</i> ) 4: HR Acceptance	43	47	52	57	63
IKK 4.1: Number of educators accepted CPNS	43	47	52	57	63
IKK 4.2. Number of teaching staff with Contract status	12	12	12	12	12

IKK 4.3: Number of educational staff accepted by CPNS	29	32	35	39	42
IKK 4.4: Number of education staff with Contract status	12	12	12	12	12
SK (Output) 5: Procurement of guest / expert lecturers domestic and foreign	20	50	75	90	100
IKK 5.1: Number of guest lecturers at home and abroad who are brought in annually	20	50	75	90	100
SK (Output) 6: Documents for Educators who take part in career coaching	4	4	4	4	4
IKK 6.1: Number of documents data processing for educators	4	4	4	4	4
IKK 6.2: Number of documents for Lecturer Career Information Systemteacher	4	4	4	4	4
SK 7 (Output): Number of Educators who took part in career development	125	135	145	155	165
IKK 7.1: Number of educators who took certification	25	25	25	25	25
IKK 7.2: Number of credit score assessment documents	100	110	120	130	140
SK (Output) 8: Education personnel participating in career development	80	85	90	95	100
IKK 8.1: Number of data processing documents for education personnel	80	85	90	95	100
IKK 8.2 : Amount promotion documents	80	85	90	95	100
<b>targets Program(Outcome) / Activity Targets (Output) /Indicators</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Activities: Increasing HR Competency</b>					
SK (Output) 1: HR competency policies	4	4	4	4	4
IKK 1.1: Total HR competency policy	4	4	4	4	4
SK (Output) 2: HR who participated in the Competency improvement	1,018	1,136	1,262	1,398	1,544

IKK 2.1: Number of Educators Who Participated in Competency Improvement (training, seminars, conferences, training, competitions, sports, workshops etc.)	60	70	80	90	100
IKK 2.2: Number of education personnel who participated in competency enhancement (training, workshops, competitions, sports, training, etc.)	40	50	60	70	80
IKK 2.3: Number of educators who achieved achievements	2	4	6	8	10
IKK 2.4: Total Personnel who achieved achievements	2	4	6	8	10
EducationIKK 2.5: Number of educators participating in level scientific forums national	455	501	551	606	666
IKK 2.6: Number of educators attending international scientific forums	455	501	551	606	666
IKK 2.7: Total men g follow <i>Short term programs</i> (such as PAR and Same)	4	6	8	10	12
<b>Activities: Development of Facilities and Infrastructure</b>					
SK ( <i>Output</i> ) 1: Administrative services for leaders	12	12	12	12	12
IKK 1.1: Number of services administration for leaders	12	12	12	12	12
SK ( <i>Output</i> ) 2: policies for improving facilities and infrastructure	1	1	1	1	1
IKK 2.1: Number of policies for improving facilities and infrastructure	1	1	1	1	1
Program Target ( <i>Outcome</i> ) / Activity Target ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
SK ( <i>Output</i> ) 3: Facilities and infrastructure revitalized by					
IKK 3.1: Number of facilities and infrastructure revitalized	32	8	5	5	5
IKK 3.2: Area of land held for campus development (M2)	0	4,000 m <sup>2</sup>	2 ha	4 ha	30 ha
IKK 3.3: Number of vehicle procurement	4	6	8	10	12

<b>Activities: Increasing the Qualifications of Higher Education Human Resources</b>					
SK ( <i>Output</i> ) 1: Administrative services for leaders	12	12	12	12	12
IKK 1.1: Number of services administration for leaders	12	12	12	12	12
SK ( <i>Output</i> ) 2: improvement policies HR qualifications	2	4	6	8	10
IKK 2.1: Number of policies for upgrading human resources qualifications	2	4	6	8	10
SK ( <i>Output</i> ) 3: Increasing the qualifications of domestic and foreign human resources	45	60	75	90	105
IKK 3.1: Number of Lecturers with qualifications doctoral DN	30	40	50	60	70
IKK 3.2: Number of lecturers with qualifications doctoral LN	15	20	25	30	35
SK ( <i>Output</i> ) 4: HR Career Planning	15	17	19	21	23
IKK 4.1: Number of Lecturer career development plan documents	3	4	5	6	7
IKK 4.2: Information System Development Lecturer career development	1	1	1	1	1

4. To achieve The target of the Research and Development Relevance and Productivity improvement program, stipulates the following activities and activity indicators.

Program Target ( <i>Outcome</i> ) / Target Activity ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
Program Target ( <i>Outcome</i> ) / Activity Target ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
<b>Activities: Management Support for the Research and Development Strengthening Program</b>					
SK ( <i>Output</i> ) 1: Office services	12	12	12	12	12
IKK 1.1: Operational office services Work units	12	12	12	12	12

<b>Activities: Research and Community Service</b>					
SK ( <i>Output</i> ) 1: Results of lecturers' research	123	135	149	164	180
IKK 1.1: Number of research results lecturers	200	300	400	500	600
IKK 1.2: Number of R & D prototypes	10	11	12	13	15
SK ( <i>Output</i> ) 2: Results of collaborative research with industry and other institutions	15	17	18	20	22
IKK 2.1: Number of collaborative studies with industry and other institutions	10	11	12	13	15
IKK 2.2: Number of collaborative research with domestic and foreign universities	0	5	10	15	20
SK ( <i>Output</i> ) 3: Publication of scientific works of educators	80	181	242	303	364
IKK 3.1: Number of lecturers and publications of scientific papers and program of reputable international journals	30	80	90	100	110
IKK 3.2: Number of lecturers' works participating in international innovation competitions	0	1	2	3	4
IKK 3.3: Number of text books published by lecturers	50	100	150	200	250
SK ( <i>Output</i> ) 4. Journal Publishing / Scientific Magazine	612	662	712	762	812
<b>Program Target (<i>Outcome</i>) / Activity Goal (<i>Output</i>) / Indicator</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
IKK. 4.1: Office operational services	12	12	12	12	12
IKK 4.2: Number of journal managers involved	600	650	700	750	800
SK ( <i>Output</i> ) 5: Results of lecturer service to the community	468	515	566	623	685

IKK 5.1: Total results of lecturer service to the community	468	515	566	623	685
SK(Output)6: Interest Students Implement Student Creativity Program	14 879	16 367	18 004	19 804	21 784
IKK 6.1: Number of Students Implement Student Creativity Program	14 879	16 367	18 004	19 804	21 784
<b>Activities: Management of Intellectual College</b>					
SK(Output)1: IPR registered from Higher Education R&D results	3	6	9	12	15
IKK 1.1: Number of IPR registered from Higher Education R&D results	3	7	15	21	27
SK (Output) 2: Educational scientific work facilitated for publication	30	60	90	120	150
IKK 2.1: Number of educational scientific papers facilitated for publication	30	60	90	120	150

5. To achieve the target of the innovation capacity building program, dit set the activities and activity indicators as follows.

Program Target (Outcome) / Target Activity (Output) /Indicator	Target				
	2016	2017	2018	2019	2020
<b>Activities: Management Support for the Program to Strengthen Innovation</b>					
SK (Output) 1:services Office	12	12	12	12	12
IKK 1.1: Operational unique office services work	12	12	12	12	12
<b>Activities: Research for product innovation that has been produced and utilized by users</b>					
SK(Output) 1: Increased research that has been utilized by users	0	2	4	6	8
IKK 1.1: Amount of research that has been utilized by users	0	2	4	6	8

6. To achieve the target of the program Improvement Service and Technical Tasks Other, the following activities and activity indicators are determined.

Program Target ( <i>Outcome</i> ) / Target Activity ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
<b>Activities: Improvement of Planning Quality, Activity and Budget Evaluation, as well as Accountability and Performance Achievement as PK-BLU</b>					
SK ( <i>Output</i> ) 1: Program documents, activities and budgeting	4	4	4	4	4
IKK 1.1: Number of program, activity and budgeting documents	4	4	4	4	4
SK ( <i>Output</i> ) 2: Program and budget evaluation documents	4	4	4	4	4
IKK 2.1: Number of program and activity evaluation documents	4	4	4	4	4
SK ( <i>Output</i> ) 3: Accountability and reporting documents	4	4	4	4	4
IKK 3.1: Number of accountability and reporting documents	4	4	4	4	4
SK ( <i>Output</i> ) 4: Application of the UNP Planning system to support PK-BLU	2	4	6	8	10
Targets Program ( <i>Outcome</i> ) / Target of Activity ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
IKK 4.1. Connectivity and effectiveness of applications planning with all units at UNP	60%	70%	80%	90%	100%
<b>Activities: Improving Tridharma Services for Higher Education</b>					
SK ( <i>Output</i> ) 1: Availability of PNB Documents	4	4	4	4	4
IKK 1.1: Number of Satker Receiving Community Funds	4	4	4	4	4
SK ( <i>Output</i> ) 2: Availability of UNP Business Unit Management Body	0	1	1	1	1
IKK 2.1: Effectiveness of UNP Business Unit Management Body	0	50%	60%	75%	100%

SK ( <i>Output</i> ) 3: Application of various unit acceptance systems business at UNP	-	-	-	-	-
IKK 3.1: Connectivity and effectiveness of application the acceptance system with all units business at UNP	0	25%	40%	55%	70%
SK ( <i>Output</i> ) 4: Organized system of utilization of UNP assets (resources)	60%	70%	80%	90%	100%
IKK 4.1: Effectiveness and efficiency of utilization of UNP assets (resources)	25%	40%	55%	70%	85%
SK ( <i>Output</i> ) 5: Number of Business Units of all Faculties	-	-	-	-	-
IKK 5.1. Number of Business Units of Each Faculty	3	4	5	6	7
IKK 5.2. Total Non-Tax State Revenues from the business units of each Faculty	0	50%	60%	70%	80%
SK ( <i>Output</i> ) 6: Development of Student Mess and Dormitories	5	6	7	8	9
IKK 6.1: Completeness of facilities and infrastructure for Mess UNP	50%	60%	70%	80%	90%
IKK 6.2: Effectiveness and efficiency of revenue (PNBP) Mess UNP	60%	70%	80%	90%	100%
IKK 6.3: Completeness of student dormitory facilities	60%	70%	80%	90%	100%
IKK 6.4: Effectiveness and efficiency of Student Dormitory Admissions (PNBP)	60%	70%	80%	90%	100%
Program Target ( <i>Outcome</i> ) / Activity Target ( <i>Output</i> ) /Indicator	Target				
	2016	2017	2018	2019	2020
SK ( <i>Output</i> ) 7: Addition of labor / workshop / studio as a source of income for UNP	0	3	6	9	12
IKK 7.1: The effectiveness of receiving labor / workshops / studios that can increase sources of income for UNP	0	50%	60%	75%	100%
<b>Activities: Human Resources Development and</b>					
Decree ( <i>Output</i> ) 1: Documents planning and mapping competency	6	6	6	6	6



IKK 1.1: Number of planning documents and competency mapping	6	6	6	6	6
SK ( <i>Output</i> ) 2: Documents for employee discipline and development	6	6	6	6	6
IKK 2.1: Number of development and discipline documents for employees	6	6	6	6	6
SK ( <i>Output</i> ) 3: Documents for transfer of HR	6	6	6	6	6
IKK 3.1: Total HR mutation documents	6	6	6	6	6
SK ( <i>Output</i> ) 4: Information system and employee performance documents	6	6	6	6	6
IKK 4.1: Number of information system and performance documents	6	6	6	6	6
SK ( <i>Output</i> ) 5: Improving the quality of the character of the teaching staff and education	10%	25%	50%	75%	100%
IKK 5.1: Percentage of educators who take part in character quality improvement activities	10%	25%	50%	75%	100%
IKK 5.2: Percentage of education personnel who participate in character quality improvement activities	10%	25%	50%	75%	100%
SK ( <i>Output</i> ) 6: Additional tasks for lecturers in UNP	12	12	12	12	12
<b>Program Objectives (<i>Outcome</i>) / Activity Objectives (<i>Output</i>) / Indicators</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
IKK 6.1. Number of lecturers given additional assignments in UNP	12	12	12	12	12
SK ( <i>Output</i> ) 7: Percentage of Changes in the Paradigm of the Academic Community About UNP as	20%	80%	100%	-	-
IKK 7.1. Percentage of Education Personnel who attended training related to PK-BLU implementation	10%	80%	100%	-	-
IKK 7.2. Percentage of teaching staff who participated in the socialization related to the implementation of PK-BLU	60%	80%	100%	-	-

IKK 7.3: Percentage of Student Organization Leaders who attended the socialization on the implementation of PK BLU	60%	80%	100%	-	-
<b>Activities: Financial Management</b>					
SK ( <i>Output</i> ) 1: Treasury department services	12	12	12	12	12
IKK 1.1: Number of treasury department services	12	12	12	12	12
SK ( <i>Output</i> ) 2: Accounting reporting services	12	12	12	12	12
IKK 2.1: Total accounting reporting services	12	12	12	12	12
SK ( <i>Output</i> ) 3: Availability of the UNP Expenditure Reporting Accounting System application (PK-BLU)	2	3	4	5	6
IKK 3.1 : Effectiveness and connectivity of the UNP Expenditure Reporting Accounting system application (PK-BLU)	60%	70%	80%	90%	100%
SK ( <i>Output</i> ) 4: Availability of BLU Management Body	0	1	1	1	1
IKK 4.1: Performance Effectiveness of BLU Management Body	60%	70%	80%	90%	100%
SK ( <i>Output</i> ) 5: BLU guidance services	12	12	12	12	12
IKK 5.1: Number of BLU guidance services	12	12	12	12	12
SK ( <i>Output</i> ) 6: Financial reporting documents of BMN	12	12	12	12	12
<b>Targets Program (<i>Outcome</i>) / Target of Activity (<i>Output</i>) / Indicator</b>	<b>Target</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
IKK 6.1: Number of BMN Financial reporting documents	12	12	12	12	12
SK ( <i>Output</i> ) 7: BMN management services	12	12	12	12	12
IKK 7.1: Number of BMN management services	12	12	12	12	12
IKK 7.2: Number of work units Implementing E-Procurement> 50% Package PBJ	12	12	12	12	12
IKK 7.3: Number of Satker BMN Reports According to BMN	12	12	12	12	12
<b>Activities: Legal and Organizational Development and Development</b>					

SK ( <i>Output</i> ) 1: Services section of legislation	12	12	12	12	12
IKK 1.1: Number of services for the section of legislation	12	12	12	12	12
SK ( <i>Output</i> ) 2: Legal advocacy services	12	12	12	12	12
IKK 2.1: Number of legal advocacy services	12	12	12	12	12
SK ( <i>Output</i> ) 3 : Institutional department services	12	12	12	12	12
IKK 3.1: Number of institutional department services	12	12	12	12	12
SK ( <i>Output</i> ) 4:department services Management	12	12	12	12	12
IKK 4.1: Number of department services management	12	12	12	12	12
<b>Activities: Improvement Cooperation and Public Relations service</b>					
SK( <i>Output</i> )1: service procedures business leaders	12	12	12	12	12
IKK 1.1: Number of services administration for leaders	12	12	12	12	12
SK ( <i>Output</i> ) 2: Services in the field of domestic cooperation	12	12	12	12	12
IKK 2.1: Number of services in the field of domestic cooperation	12	12	12	12	12
SK ( <i>Output</i> ) 3: Services in the field of foreign cooperation	12	12	12	12	12
Program Target ( <i>Outcome</i> ) / Activity Goal ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
IKK 3.1: Number of services in the field of foreign cooperation	12	12	12	12	12
SK ( <i>Output</i> ) 4: Services in the field of public relations	12	12	12	12	12
IKK 4.1: Number of services in the field of public relations	12	12	12	12	12
SK ( <i>Output</i> ) 5: Services in the field of publications and documentation	12	12	12	12	12
IKK 5.1: Number of services in the field of publication and documentation	12	12	12	12	12
<b>Activities: Development and Management of Science and Technology Research</b>					
SK ( <i>Output</i> ) 1: Services Administrative	12	12	12	12	12

IKK 1.1: Number of services administrative	12	12	12	12	12
SK ( <i>Output</i> ) 2: Central Area of Research Science and Technology that is Managed Well	12	12	12	12	12
IKK 2.1: User satisfaction index for the management of Puspiptek (PNBP)	12	12	12	12	12

7. To achieve the target of the Supervision Improvement program, the following activities and activity indicators are determined.

Program Objectives ( <i>Outcome</i> ) / Activity Objectives ( <i>Output</i> ) / Indicators	Target				
	2016	2017	2018	2019	2020
<b>Activities: Management Support for the Supervision and Audit Implementation Program UNP Accountability.</b>					
SK ( <i>Output</i> ) 1: Planning Documents	4	4	4	4	4
IKK 1.1: Number of planning documents	4	4	4	4	4
SK ( <i>Output</i> ) 2: Reporting Documents and LAKIP	2	2	2	2	2
IKK 2.1: Number of Reporting Documents and LAKIP	2	2	2	2	2
Program Target ( <i>Outcome</i> ) / Target of Activity ( <i>Output</i> ) / Indicator	Target				
	2016	2017	2018	2019	2020
SK ( <i>Output</i> ) 3: General and Financial Documents	4	4	4	4	4
IKK 3.1: Number of general and financial documents	4	4	4	4	4
SK ( <i>Output</i> ) 4: Legal documents	4	4	4	4	4
IKK 4.1: Number of legal documents	4	4	4	4	4
SK ( <i>Output</i> ) 5: Supervision Information System Documents	4	4	4	4	4
IKK 5.1: Number of documents Supervision Information System	4	4	4	4	4
SK ( <i>Output</i> ) 6: Office Services	12	12	12	12	12
IKK 6.1: Operations of satker office services	12	12	12	12	12

SK ( <i>Output</i> ) 7. Supervision by Senate Faculties and Universities	12	12	12	12	12
IKK 7.1. Number of faculty senate meetings	96	96	120	132	144
IKK 7.2. Number of university senate meetings	34	34	34	34	34
SK ( <i>Output</i> ) 8: Availability of the UNP Supervisory Board and Public Accountants	0	1	1	1	1
IKK 8.1. Effectiveness Performance Of UNP Supervisory Board	60%	70%	80%	90%	100%
IKK 8.2. Public Accountant Performance Effectiveness	60%	70%	80%	90%	100%
SK ( <i>Output</i> ) 9: Availability of UNP Internal Supervisors	1	1	1	1	1
IKK 9.1. Performance effectiveness of UNP Internal Supervisory Unit	60%	70%	80%	90%	100%
SK ( <i>Output</i> ) 10: Complaint mechanism system by <i>Stakeholders</i>	25%	20%	15%	10%	5%
IKK 10.1. Customer satisfaction level	75	80	85	90	95

#### 4.2 Funding Framework

To carry out the programs and activities that have been planned above, every year Universitas Negeri Padang receives funding from Operational Assistance for State Universities (BOPTN) and Non-Tax State Revenue (PNBP). All of this funding is included in the State Budget (APBN) and DIPA UNP every year. Funding requirements to carry out planned activities will vary each year depending on the volume and number of activities that will be carried out. In more detail, the Funding Framework is contained in the attachment.

Apart from the funding that has been allocated in the APBN or DIPA UNP, universities, faculties, and units can also carry out activities that are cooperative with various universities, government, private institutions, and the community.

## CHAPTER V CLOSING

The 2016-2020 Universitas Negeri Padang (UNP) Strategic Plan will be used as a reference in the preparation of the Strategic Plan for each Faculty, Annual Work Plan and Ministry and Institution Budget Work Plan (RKAKL) of UNP every year until 2020. Thus planning, activities and performance achievements will be clearly and well directed and annual performance achievements can be measured following the formulated strategic targets, program objectives, and activity targets.

The priority in this strategic plan is directed at the important agenda of UNP in the next 4 years, namely the implementation of PK-BLU and towards the *World Class University* (WCU). The 2016-2020 UNP Strategic Plan has been compiled by analyzing previous development achievements, UNP's potential, community aspirations and problems faced. This strategic plan was prepared following the main duties of UNP as LPTK and implementing the tridharma of Higher Education. However, there are still possible adjustments following changes in the external environment or the direction of Kemenristek Dikti policies and UNP's own internal conditions.

The success of implementing the 2016-2020 UNP Strategic Plan will be largely determined by the support of the entire UNP academic community and also all *stakeholders* universities. The implementation of this Strategic Plan requires hard work and synergy of all elements of the leadership of UNP, faculties, and units as the spearhead of achieving the goals that have been formulated. Support from all elements of *stakeholders* is also needed so that this Strategic Plan can be implemented properly.